



**ФЕДЕРАЛЬНОЕ АГЕНТСТВО МОРСКОГО И РЕЧНОГО ТРАНСПОРТА**  
**ФГБОУ ВО «ГУМРФ имени адмирала С.О. Макарова»**  
**Котласский филиал**  
**Федерального государственного бюджетного**  
**образовательного учреждения высшего образования**  
**«Государственный университет морского и речного флота**  
**имени адмирала С.О. Макарова»**  
**(Котласский филиал ФГБОУ ВО «ГУМРФ имени адмирала С.О. Макарова»)**

**РАБОЧАЯ ПРОГРАММА**  
**УЧЕБНОЙ ДИСЦИПЛИНЫ**  
**БД.03 ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)**  
**(общеобразовательный цикл специальностей технического профиля)**

**Котлас**

**2019**

**ОДОБРЕНА**

на заседании цикловой комиссии  
иностранных языков

Протокол  
от «04» 05 2019 г.

№ \_\_\_\_\_

Председатель  
Тулубенская /А.А. Тулубенская/

**УТВЕРЖДАЮ**

Зам. директора по УМР

Гладышева /Н.Е. Гладышева/

«04» 05 2019 г.

**Автор:** Тулубенская Алла Александровна — преподаватель КРУ Котласского филиала ФГБОУ ВО «ГУМРФ имени адмирала С.О. Макарова»

Рабочая программа разработана в соответствии с примерной программой общеобразовательной учебной дисциплины **Иностранный язык** для профессиональных образовательных организаций, рекомендованных ФГАУ ФИРО (протокол № 3 от 21 июля 2015г.; регистрационные номера рецензий 376 и 378 от 23 июля 2015г.) в редакции 2017 года (Протокол № 3 от 25 мая 2017 года ФГАУ ФИРО).

<b>1. ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ .....</b>	<b>4</b>
<b>2. СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ .....</b>	<b>6</b>
<b>3. УСЛОВИЯ РЕАЛИЗАЦИИ УЧЕБНОЙ ДИСЦИПЛИНЫ .....</b>	<b>13</b>
<b>4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ .....</b>	<b>15</b>

# 1. ОБЩАЯ ХАРАКТЕРИСТИКА РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

## 1.1. Место дисциплины в структуре основной образовательной программы (ООП):

Учебная дисциплина Иностранный язык (английский) входит в состав предметной области Иностранные языки ФГОС СОО и изучается в общеобразовательном цикле (0.00 Общеобразовательный цикл) учебного плана при реализации образовательной программы среднего общего образования в пределах освоения ОПОП СПО на базе основного общего образования.

## 1.2. Цели и планируемые результаты освоения учебной дисциплины:

Содержание программы учебной дисциплины БД. 03 Иностранный язык (английский) направлено на достижение следующих целей:

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

Освоение содержания учебной дисциплины Иностранный язык обеспечивает достижение обучающимися следующих результатов:

### личностных:

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

### метапредметных:

- умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;
- владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;
- умение организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать

конфликты;

– умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;

**предметных:**

– сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;

– владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;

– достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;

– сформированность умения использовать иностранный язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях.

Достижение обучающимися выше перечисленных результатов способствует формированию общих компетенций (ОК 01- ОК 11), определенных ФГОС СПО:

ОК 01.	Выбирать способы решения задач профессиональной деятельности, применительно к различным контекстам
ОК 02.	Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности
ОК 03.	Планировать и реализовывать собственное профессиональное и личностное развитие
ОК 04.	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами
ОК 05.	Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста
ОК 06.	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей
ОК 07.	Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях
ОК 08.	Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности
ОК 09.	Использовать информационные технологии в профессиональной деятельности
ОК 10.	Пользоваться профессиональной документацией на государственном и иностранном языке
ОК 11.	Планировать предпринимательскую деятельность в профессиональной сфере

Согласно требованиям ФГОС СПО к результатам освоения обучающимися образовательной программы, обучающиеся должны освоить универсальные учебные действия (далее – УУД): регулятивные, познавательные, коммуникативные.

## 2. СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

### 2.1. Объем учебной дисциплины и виды учебной работы

<b>Вид учебной работы</b>	<b>Объем часов</b>
<b>Максимальная учебная нагрузка (всего)</b>	<b>121</b>
<b>Обязательная аудиторная учебная нагрузка (всего)</b>	<b>117</b>
в том числе:	
практические занятия	117
<b>Консультация</b>	<b>4</b>
<b>Промежуточная аттестация - дифференцированный зачет</b>	

## 2.2. Тематический план и содержание учебной дисциплины

Наименование тем/разделов	Содержание учебного материала и формы организации учебной деятельности обучающихся	Объем в часах	Компетенции и УУД, формированию которых способствует элемент программы
<b>Основное содержание</b>			
<b>Введение</b>	<b>Содержание</b>	<b>2</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 1.</i> Цели и задачи изучения учебной дисциплины Иностраный язык. Английский язык как язык международного общения и средство познания национальных культур. Основные варианты английского языка, их сходство и различия. Роль английского языка при освоении выбранной специальности	2	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 1. Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке</b>	<b>Содержание</b>	<b>2</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 2.</i> Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке Глагол to be (The Present Simple Tense)	2	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 2. Описание человека (внешность, национальность, образование, личные качества, род занятий, должность, место</b>	<b>Содержание</b>	<b>4</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 3.</i> Описание внешности человека. Страны и национальности. Образование, род занятий, должность, место работы. Личные качества человека Глаголы to be, to have (The Present Simple Tense)	4	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные

Наименование тем/разделов	Содержание учебного материала и формы организации учебной деятельности обучающихся	Объем в часах	Компетенции и УУД, формированию которых способствует элемент программы
работы и др.)			
Тема 3. Семья и семейные отношения, домашние обязанности	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 4.</i> Описание состава семьи. Семейные отношения. Домашние обязанности обучающихся. The Present Simple Tense	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
Тема 4. Описание жилища и учебного заведения (здание, обстановка, условия жизни, техника, оборудование)	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 5.</i> Описание жилища обучающегося. Описание учебного заведения, условий жизни, оборудования. Описание класса мечты. Конструкции there is, there are. Употребление артикля с оборотом there + to be. Предлоги места и направления. Множественное число имен существительных	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
Тема 5. Распорядок дня обучающегося	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 6.</i> Распорядок дня обучающегося Количественные, порядковые числительные. Предлоги времени	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
Тема 6. Хобби, досуг	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 7.</i> Хобби, досуг Презентации телевизионных программ о жизни публичных персон Like, love, enjoy etc. + Infinitive/Ving	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные



Наименование тем/разделов	Содержание учебного материала и формы организации учебной деятельности обучающихся	Объем в часах	Компетенции и УУД, формированию которых способствует элемент программы
<b>Тема 7.</b> <b>Описание местоположения объекта (адрес, как найти)</b>	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 8.</i> Описание местоположения объектов города. Специальные вопросы. Наречия и выражения места и направления	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 8.</b> <b>Магазины, товары, совершение покупок</b>	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 9.</i> Магазины, товары, совершение покупок. Навыки общественной жизни. Исчисляемые и неисчисляемые существительные. A lot of, many, much, little, a little, few, a few. Неопределенные местоимения	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 9.</b> <b>Физкультура и спорт, здоровый образ жизни</b>	<b>Содержание</b>	<b>7</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 10.</i> Физкультура и спорт, здоровый образ жизни. Спорт в жизни обучающегося. Спортивные объекты города. Степени сравнения прилагательных	7	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 10.</b> <b>Экскурсии и путешествия</b>	<b>Содержание</b>	<b>8</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 11.</i> Путешествия. Виды путешествий: преимущества и недостатки. Планирование путешествия. Планирование экскурсии. Экскурсия по любимому городу. The Present Continuous Tense. Конструкция to be going to do smth. Описание	8	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные

Наименование тем/разделов	Содержание учебного материала и формы организации учебной деятельности обучающихся	Объем в часах	Компетенции и УУД, формированию которых способствует элемент программы
	действий, происходящих в момент речи		
<b>Тема 11.</b> <b>Россия, ее национальные символы, государственное и политическое устройство</b>	<b>Содержание</b>	<b>8</b>	
	<b>Практические занятия:</b> <i>Практическое занятие №12.</i> Россия, географическое положение, ее национальные символы, государственное и политическое устройство. Столица России – Москва: история и современность. The Past Simple Tense. Конструкция used to + The Infinitive. The Future Simple Tense	8	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 12.</b> <b>Англоговорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции</b>	<b>Содержание</b>	<b>8</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 13.</i> Великобритания, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции. Традиции англоговорящих стран. Артикли с географическими названиями Страдательный залог	8	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные

Наименование тем/разделов	Содержание учебного материала и формы организации учебной деятельности обучающихся	Объем в часах	Компетенции и УУД, формированию которых способствует элемент программы
<b>Тема 13. Научно-технический прогресс</b>	<b>Содержание</b>	<b>6</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 14.</i> Научно-технический прогресс. Достижения человечества: культурные, спортивные. Искусство и культура The Present Perfect Tense. The Past Perfect Tense. Модальные глаголы. Условные предложения	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 14. Человек и природа, экологические проблемы</b>	<b>Содержание</b>	<b>8</b>	
	<b>Практические занятия:</b> <i>Практическое занятие № 15.</i> Жизнь в городе и в сельской местности. Человек и природа, экологические проблемы, экологические проблемы мирового океана. Путеводитель по родному краю: визитная карточка, история, география, экологическая обстановка, фольклор Герундий. Согласование времен	8	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Профессионально ориентированное содержание</b>			
<b>Тема 15. Достижение и инновации в области науки и техники</b>	<b>Содержание</b>	<b>6</b>	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
	<b>Практические занятия:</b> <i>Практическое занятие № 16</i> Составление лексического словаря по теме «Достижение и инновации в области науки и техники». Чтение и перевод текстов по теме «Достижение и инновации в области науки и техники». Обсуждение по теме «Достижение и инновации в области науки и техники»	6	

Наименование тем/разделов	Содержание учебного материала и формы организации учебной деятельности обучающихся	Объем в часах	Компетенции и УУД, формированию которых способствует элемент программы
	Грамматическая тема: Прямая и косвенная речь		
<b>Тема 16. Машины и механизмы</b>	<p><b>Содержание</b></p> <p><b>Практические занятия:</b>  <i>Практическое занятие № 17.</i> Составление лексического словаря по теме «Машины и механизмы».  Ознакомительное чтение технического текста «Машины и механизмы». Используя аргументацию, доказать важность разных видов машин и механизмов</p>	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 17. Отраслевые выставки</b>	<p><b>Содержание</b></p> <p><b>Практические занятия:</b>  <i>Практическое занятие № 18.</i> Составление лексического словаря по теме «Отраслевые вставки».  Ознакомительное чтение технического текста «Отраслевые вставки».  Обсуждение по теме «Значение отраслевых выставок»</p>	6	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Тема 18. Современные компьютерные технологии</b>	<p><b>Содержание</b></p> <p><b>Практические занятия:</b>  <i>Практическое занятие № 19.</i> Лексический минимум, необходимый для чтения и перевода иноязычных текстов по теме «Современные компьютерные технологии». Ознакомительное чтение технического текста «Современные компьютерные технологии». Обсуждение по теме «Каким должен быть настоящий профессионал?»  Времена группы Perfect Continuous.  Дифференцированный зачет</p>	10	ОК 01 - ОК 11 Регулятивные Познавательные Коммуникативные
<b>Консультации</b>		4	
<b>Всего:</b>	<b>121</b>		

### 3. УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

3.1. Для реализации программы учебной дисциплины предусмотрены следующие специальные помещения:

Наименование кабинета	Оснащение кабинета
Кабинет № 220 «Иностранный язык (лингфонный). дисциплины» Общеобразовательные	Комплект учебной мебели (компьютерные и ученические столы, стулья, доска); компьютер в сборе (системный блок (Intel Celeron 2,5 GHz, 1 Gb), монитор Samsung 152v ЖК, клавиатура, мышь) – 15 шт., компьютер в сборе (системный блок (Intel Core 2 Duo 2,2 GHz, 1,5 Gb), монитор Benq ЖК, клавиатура, мышь) – 1 шт., мультимедийный проектор Benq – 1 шт., экран настенный – 1 шт., колонки – 1 шт., локальная компьютерная сеть, коммутатор – 1 шт, переносные наушники – 16шт.

### 3.2. Информационное обеспечение реализации программы

Наименование издания	Автор	Вид издания (учебник, учебное пособие, методические указания, практикум и т.п., ссылка на информационный ресурс)	Реквизиты издания/доступ к информационному ресурсу
Основная литература			
Английский язык. Грамматика	Невзорова, Г.Д., Никитушкина, Г.И.	Учебное пособие для СПО	2-е изд., испр. и доп. - М.: Юрайт, 2018. - 306 с. - Режим доступа: <a href="https://biblio-online.ru/viewer/FCD77AA9-6DB4-433B-A2D7-AF53EAF13E82/angliyskiy-yazyk-grammatika#page/1">https://biblio-online.ru/viewer/FCD77AA9-6DB4-433B-A2D7-AF53EAF13E82/angliyskiy-yazyk-grammatika#page/1</a>
Дополнительная литература			
English for Colleges = Английский язык для колледжей	Карпова, Т.А.	Учебное пособие для СПО	15-е изд, стер. - М.: Кнорус, 2017. - 394 с. – Режим доступа: <a href="https://www.book.ru/book/921677/view2/1">https://www.book.ru/book/921677/view2/1</a>
English for Colleges = Английский язык для колледжей. Практикум + Приложение: тесты	Т.А. Карпова, А.С. Восковская, М.В. Мельничук	Учебно-практическое пособие для СПО	М.: Кнорус, 2018. - 286 с. – Режим доступа: <a href="https://www.book.ru/book/927088/view2/1">https://www.book.ru/book/927088/view2/1</a>
Planet of English	Безкоровайная, Г.Т., Койранская, Е.А.	Учебник английского языка для учреждений СПО	4-е изд., стер. - М.: Академия, 2017. - 256 с.: ил. - То же [Электронный ресурс] -

			Режим доступа: <a href="http://www.academia-moscow.ru/reader/?id=214498">http://www.academia-moscow.ru/reader/?id=214498</a>
--	--	--	---

Интернет-ресурсы

[www.lingvo-online.ru](http://www.lingvo-online.ru) (более 30 англо-русских, русско-английских и толковых словарей общей и отраслевой лексики).  
[www.macmillandictionary.com/dictionary/british/enjoy](http://www.macmillandictionary.com/dictionary/british/enjoy) (Macmillan Dictionary с возможностью прослушать произношение слов).  
[www.britannica.com](http://www.britannica.com) (энциклопедия «Британника» ).  
[www.ldoceonline.com](http://www.ldoceonline.com) (Longman Dictionary of Contemporary English).  
<https://www.ego4u.com/> (English-speaking countries)  
<http://briese.ru/seaman.html> (application form)  
<http://festival.1september.ru/foreign-language> (открытые уроки английского языка)  
<http://speakworld.narod.ru/topic4.htm> (топики по английскому языку)

#### 4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Результаты обучения	Критерии оценки	Методы оценки
<p><b>• личностные:</b></p> <p>– сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;</p> <p>– сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;</p> <p>– развитие интереса и способности к наблюдению за иным способом мировидения;</p> <p>– осознание своего места в поликультурном мире;</p> <p>- готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения;</p> <p>- умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;</p> <p>– готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка;</p> <p><b>• метапредметные:</b></p> <p>– умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;</p>	<p>- демонстрирует сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;</p> <p>- демонстрирует сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;</p> <p>- демонстрирует интерес и способность к наблюдению за иным способом мировидения;</p> <p>- осознает свое место в поликультурном мире;</p> <p>- демонстрирует готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения;</p> <p>- умеет проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;</p> <p>- демонстрирует готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка;</p> <p>- умеет самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях</p>	<p><b>Текущий контроль:</b></p> <p>- практическая работа;</p> <p>- наблюдение и оценка выполнения практических действий;</p> <p>- устный опрос;</p> <p>- письменная проверка;</p> <p>- тестовые задания по соответствующим темам;</p> <p>- индивидуальный проект и его защита.</p> <p><b>Промежуточный контроль:</b></p> <p>- Дифференцированный зачет.</p>

<p>– владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;</p> <p>– умение организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;</p> <p>– умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;</p> <p><b>• предметные:</b></p> <p>– сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;</p> <p>– владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;</p> <p>- достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;</p> <p>– сформированность умения</p>	<p>общения;</p> <p>- владеет навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;</p> <p>- умеет организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;</p> <p>- умеет ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства;</p> <p>- демонстрирует сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;</p> <p>- владеет знаниями о социокультурной специфике англоговорящих стран и умением строить свое речевое и неречевое поведение адекватно этой специфике;</p> <p>- умеет выделять общее и различное в культуре родной страны и англоговорящих стран;</p> <p>- демонстрирует достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;</p>	
--	--	--



использовать иностранный язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях	- демонстрирует сформированность умения использовать иностранный язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях	
--	--	--



**ФЕДЕРАЛЬНОЕ АГЕНТСТВО МОРСКОГО И РЕЧНОГО ТРАНСПОРТА  
ФГБОУ ВО «ГУМРФ имени адмирала С.О. Макарова»  
Котласский филиал  
Федерального государственного бюджетного  
образовательного учреждения высшего образования  
«Государственный университет морского и речного флота  
имени адмирала С.О. Макарова»  
(Котласский филиал ФГБОУ ВО «ГУМРФ имени адмирала С.О. Макарова»)**

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ  
БД.03. ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)  
(общеобразовательный цикл специальностей технического профиля)**

Котлас  
2019

**ОДОБРЕНА**

на заседании ЦК  
иностраннных языков  
Протокол  
от «04» 05 2019 г.  
№ 12

Председатель

Тулубенская А.А. Тулубенская

**УТВЕРЖДАЮ**

Зам. директора по УМР  
Гладышева Н.Е. Гладышева  
«29» мая 2019 г.

**Разработчик:** Тулубенская Алла Александровна — преподаватель КРУ Котласского филиала ФГБОУ ВО «ГУМРФ имени адмирала С.О. Макарова»

Фонд оценочных средств разработан на основе требований ФГОС СПО основного общего образования, рабочей программой учебной дисциплины

## СОДЕРЖАНИЕ

	<b>стр.</b>
1. Паспорт фонда оценочных средств	21
2. Содержательно-компетентностная матрица оценочных средств. Кодификатор оценочных средств	22
3. Система оценки образовательных достижений обучающихся по каждому оценочному средству	22
4. Банк компетентностно-оценочных материалов для оценки усвоения рабочей программы учебной дисциплины по очной форме обучения	22
5. Перечень материалов, оборудования и информационных источников, используемых в ходе аттестации по учебной дисциплине	141
6. Дополнения и изменения к комплекту ФОС на учебный год	142

## I. Паспорт фонда оценочных средств

**Фонд оценочных средств (далее - ФОС)** предназначен для контроля и оценки образовательных достижений обучающихся, освоивших рабочую программу общеобразовательной учебной дисциплины «Иностранный язык (английский)». ФОС включает компетентностно-оценочные материалы для проведения текущего контроля успеваемости и промежуточной аттестации.

### 1.1. Результаты освоения учебной дисциплины, подлежащие проверке

Результаты обучения	
<b>личностные:</b>	<ul style="list-style-type: none"><li>– сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;</li><li>– сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;</li><li>– развитие интереса и способности к наблюдению за иным способом мировидения;</li><li>– осознание своего места в поликультурном мире; готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения; умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;</li><li>– готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка</li></ul>
<b>метапредметных:</b>	<ul style="list-style-type: none"><li>– умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;</li><li>– владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;</li><li>– умение организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;</li><li>– умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства</li></ul>
<b>предметные:</b>	<ul style="list-style-type: none"><li>– сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;</li><li>– владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;</li><li>– достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;</li><li>– сформированность умения использовать иностранный язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях</li></ul>

Достижение обучающимися выше перечисленных результатов способствует формированию общих компетенций (ОК 01- ОК 11), определенных ФГОС СПО:

ОК 01.	Выбирать способы решения задач профессиональной деятельности,
--------	---

	применительно к различным контекстам
ОК 02.	Осуществлять поиск, анализ и интерпретацию информации, необходимой для выполнения задач профессиональной деятельности
ОК 03.	Планировать и реализовывать собственное профессиональное и личностное развитие
ОК 04.	Работать в коллективе и команде, эффективно взаимодействовать с коллегами, руководством, клиентами
ОК 05.	Осуществлять устную и письменную коммуникацию на государственном языке с учетом особенностей социального и культурного контекста
ОК 06.	Проявлять гражданско-патриотическую позицию, демонстрировать осознанное поведение на основе традиционных общечеловеческих ценностей
ОК 07.	Содействовать сохранению окружающей среды, ресурсосбережению, эффективно действовать в чрезвычайных ситуациях
ОК 08.	Использовать средства физической культуры для сохранения и укрепления здоровья в процессе профессиональной деятельности и поддержания необходимого уровня физической подготовленности
ОК 09.	Использовать информационные технологии в профессиональной деятельности
ОК 10.	Пользоваться профессиональной документацией на государственном и иностранном языке
ОК 11.	Планировать предпринимательскую деятельность в профессиональной сфере

## II. Содержательно-компетентностная матрица оценочных средств. Кодификатор оценочных средств

Функциональный признак оценочного средства (тип контрольного задания)	Метод/форма контроля
Собеседование	Устный опрос, дифференцированный зачет
Задания для самостоятельной работы	Письменная проверка
Практические (лабораторные) задания	Практические занятия
Тест, тестовое задание	Тестирование, дифференцированный зачет
Проект	Индивидуальное проектное задание

## III. Система оценки образовательных достижений обучающихся

Оценка индивидуальных образовательных достижений по результатам текущего контроля успеваемости и промежуточной аттестации производится в соответствии с универсальной шкалой (таблица).

Процент результативности (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	балл (отметка)	вербальный аналог
90 - 100	5	отлично
80 - 89	4	хорошо
70 - 79	3	удовлетворительно
менее 70	2	неудовлетворительно

### Критерии оценки выполненного практического задания (письменный контроль)

### **Оценивание письменной речи обучающихся**

**Оценка «5»** Коммуникативная задача решена, соблюдены основные правила оформления текста, очень незначительное количество орфографических и лексико-грамматических погрешностей. Логичное и последовательное изложение материала с делением текста на абзацы. Правильное использование различных средств передачи логической связи между отдельными частями текста. Обучающийся показал знание большого запаса лексики и успешно использовал ее с учетом норм иностранного языка. Практически нет ошибок. Соблюдается правильный порядок слов. При использовании более сложных конструкций допустимо небольшое количество ошибок, которые не нарушают понимание текста. Почти нет орфографических ошибок. Соблюдается деление текста на предложения. Имеющиеся неточности не мешают пониманию текста.

**Оценка «4»** Коммуникативная задача решена, но лексико-грамматические погрешности, в том числе выходящих за базовый уровень, препятствуют пониманию. Мысли изложены в основном логично. Допустимы отдельные недостатки при делении текста на абзацы и при использовании средств передачи логической связи между отдельными частями текста или в формате письма. Обучающийся использовал достаточный объем лексики, допуская отдельные неточности в употреблении слов или ограниченный запас слов, но эффективно и правильно, с учетом норм иностранного языка. В работе имеется ряд грамматических ошибок, не препятствующих пониманию текста. Допустимо несколько орфографических ошибок, которые не затрудняют понимание текста.

**Оценка «3»** Коммуникативная задача решена, но языковые погрешности, в том числе при применении языковых средств, составляющих базовый уровень, препятствуют пониманию текста. Мысли не всегда изложены логично. Деление текста на абзацы недостаточно последовательно или вообще отсутствует. Ошибки в использовании средств передачи логической связи между отдельными частями текста. Много ошибок в формате письма. Обучающийся использовал ограниченный запас слов, не всегда соблюдая нормы иностранного языка. В работе либо часто встречаются грамматические ошибки элементарного уровня, либо ошибки немногочисленны, но так серьезны, что затрудняют понимание текста. Имеются многие ошибки, орфографические и пунктуационные, некоторые из них могут приводить к непониманию текста.

**Оценка «2»** Коммуникативная задача не решена. Отсутствует логика в построении высказывания. Не используются средства передачи логической связи между частями текста. Формат письма не соблюдается. Обучающийся не смог правильно использовать свой лексический запас для выражения своих мыслей или не обладает необходимым запасом слов. Грамматические правила не соблюдаются. Правила орфографии и пунктуации не соблюдаются.

### **Критерии оценки ответов в ходе устного опроса**

#### **Чтение с пониманием основного содержания прочитанного (ознакомительное)**

**Оценка «5»** ставится обучающемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить основные факты, умеет догадываться о значении незнакомых слов из контекста, либо по словообразовательным элементам, либо по сходству с родным языком. Скорость чтения иноязычного текста может быть несколько замедленной по сравнению с той, с которой ученик читает на родном языке. Заметим, что скорость чтения на родном языке у учащихся разная.

**Оценка «4»** ставится обучающемуся, если он понял основное содержание оригинального текста, может выделить основную мысль, определить отдельные факты. Однако у него недостаточно развита языковая догадка, и он затрудняется в понимании некоторых незнакомых слов, он вынужден чаще обращаться к словарю, а темп чтения более замедлен.

**Оценка «3»** ставится обучающемуся, который не совсем точно понял основное содержание прочитанного, умеет выделить в тексте только небольшое количество фактов, совсем не развита языковая догадка.

**Оценка «2»** выставляется обучающемуся в том случае, если он не понял текст или понял содержание текста неправильно, не ориентируется в тексте при поиске определенных фактов, не умеет семантизировать незнакомую лексику.

#### **Чтение с полным пониманием содержания (изучающее)**

**Оценка «5»** ставится обучающемуся, когда он полностью понял несложный оригинальный текст (публицистический, научно-популярный; инструкцию или отрывок из туристического проспекта). Он использовал при этом все известные приемы, направленные на понимание читаемого (смысловую догадку, анализ).

**Оценка «4»** выставляется обучающемуся, если он полностью понял текст, но многократно обращался к словарю.

**Оценка «3»** ставится, если обучающийся понял текст не полностью, не владеет приемами его смысловой переработки.

**Оценка «2»** ставится в том случае, когда текст учеником не понят. Он с трудом может найти незнакомые слова в словаре.

#### **Чтение с нахождением интересующей или нужной информации (просмотровое)**

**Оценка «5»** ставится обучающемуся, если он может достаточно быстро просмотреть несложный оригинальный текст (типа расписания поездов, меню, программы телепередач) или несколько небольших текстов и выбрать правильно запрашиваемую информацию.

**Оценка «4»** ставится обучающемуся при достаточно быстром просмотре текста, но при этом он находит только примерно 2/3 заданной информации.

**Оценка «3»** выставляется, если обучающемуся находит в данном тексте (или данных текстах) примерно 1/3 заданной информации.

**Оценка «2»** выставляется в том случае, если обучающийся практически не ориентируется в тексте.

#### **Говорение**

Говорение в реальной жизни выступает в двух формах общения: в виде связных высказываний типа описания или рассказа и в виде участия в беседе с партнером. В

связи с этим основными критериями оценки умений говорения следует считать: - соответствие теме, - достаточный объем высказывания, - разнообразие языковых средств и т. п., а ошибки целесообразно рассматривать как дополнительный критерий.

#### **Высказывание в форме рассказа, описания**

**Оценка «5»** ставится обучающемуся, если он в целом справился с поставленными речевыми задачами. Его высказывание было связным и логически последовательным. Диапазон используемых языковых средств достаточно широк. Языковые средства были правильно употреблены, практически отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны. Объем высказывания соответствовал тому, что задано программой на данном году обучения. Наблюдалась легкость речи и достаточно правильное произношение. Речь обучающегося была эмоционально окрашена, в ней имели место не только передача отдельных фактов (отдельной информации), но и элементы их оценки, выражения собственного мнения.

**Оценка «4»** выставляется обучающемуся, если он в целом справился с поставленными речевыми задачами. Его высказывание было связанным и последовательным. Использовался довольно большой объем языковых средств, которые были употреблены правильно. Однако были сделаны отдельные ошибки, нарушающие коммуникацию. Темп речи был несколько замедлен. Отмечалось произношение, страдающее сильным влиянием родного языка. Речь была недостаточно эмоционально окрашена. Элементы оценки имели место, но в большей степени высказывание содержало информацию и отражало конкретные факты.



**Оценка «3»** ставится обучающемуся, если он сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен, объем высказывания не достигал нормы. Ученик допускал языковые ошибки. В некоторых местах нарушалась последовательность высказывания. Практически отсутствовали элементы оценки и выражения собственного мнения. Речь не была эмоционально окрашенной. Темп речи был замедленным.

**Оценка «2»** ставится обучающемуся, если он только частично справился с решением коммуникативной задачи. Высказывание было небольшим по объему (не соответствовало требованиям программы). Наблюдалась узость вокабуляра. Отсутствовали элементы собственной оценки. Обучающийся допускал большое количество ошибок, как языковых, так и фонетических. Многие ошибки нарушали общение, в результате чего возникало непонимание между речевыми партнерами.

### **Участие в беседе**

При оценивании этого вида говорения важнейшим критерием также как и при оценивании связных высказываний является речевое качество и умение справиться с речевой задачей, т. е. понять партнера и реагировать правильно на его реплики, умение поддержать беседу на определенную тему. Диапазон используемых языковых средств, в данном случае, предоставляется учащемуся.

**Оценка «5»** ставится обучающемуся, который сумел решить речевую задачу, правильно употребив при этом языковые средства. В ходе диалога умело использовал реплики, в речи отсутствовали ошибки, нарушающие коммуникацию.

**Оценка «4»** ставится обучающемуся, который решил речевую задачу, но произносимые в ходе диалога реплики были несколько сбивчивыми. В речи были паузы, связанные с поиском средств выражения нужного значения. Практически отсутствовали ошибки, нарушающие коммуникацию.

**Оценка «3»** выставляется обучающемуся, если он решил речевую задачу не полностью. Некоторые реплики партнера вызывали у него затруднения. Наблюдались паузы, мешающие речевому общению.

**Оценка «2»** выставляется, если Обучающийся не справился с решением речевой задачи. Затруднялся ответить на побуждающие к говорению реплики партнера. Коммуникация не состоялась.

### **Понимание речи на слух**

Основной речевой задачей при понимании звучащих текстов на слух является извлечение основной или заданной ученику информации.

**Оценка «5»** ставится обучающемуся, который понял основные факты, сумел выделить отдельную, значимую для себя информацию (например, из прогноза погоды, объявления, программы радио и телепередач), догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи (например найти ту или иную радиопередачу).

**Оценка «4»** ставится обучающемуся, который понял не все основные факты. При решении коммуникативной задачи он использовал только 2/3 информации.

**Оценка «3»** свидетельствует, что обучающийся понял только 50 % текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу.

**Оценка «2»** ставится, если обучающийся понял менее 50 % текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

### **Критерии оценки выполненного тестового задания**

Результат аттестационного педагогического измерения по учебной дисциплине Иностранный язык (английский) для каждого обучающегося представляет собой сумму

зачтенных тестовых заданий по всему тесту. Зачтенное тестовое задание соответствует одному баллу.

Критерием освоения учебной дисциплины для обучающегося является количество правильно выполненных заданий теста не менее 70 %.

Для оценки результатов тестирования предусмотрена следующая система оценивания образовательных достижений обучающихся:

- за каждый правильный ответ ставится 1 балл;
- за неправильный ответ - 0 баллов.

Тестовые оценки можно соотнести с общепринятой пятибалльной системой. Оценивание осуществляется по следующей схеме:

Процент результативности (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	балл (отметка)	вербальный аналог
90 - 100	5	отлично
80 - 89	4	хорошо
70 - 79	3	удовлетворительно
менее 70	2	неудовлетворительно

#### **Критерии оценки защиты индивидуального проектного задания**

№ п/п	Показатели	Критерии оценки
1	Качество доклада	1- доклад зачитывается 2- доклад пересказывается, не объяснена суть работы 3- доклад рассказывается, суть работы объяснена 4 - кроме хорошего доклада владение иллюстрационного материала 5- доклад производит очень хорошее отношение
2	Качество ответов на вопросы	1- нет четкости ответов на большинство вопросов 2- ответы на большинство вопросов 3- ответы на все вопросы даны убедительно, аргументировано
3	Использование демонстрационного материала	1- представленный демонстрационный материал не используется в докладе 2- представленный демонстрационный материал используется в докладе 3- представленный демонстрационный материал используется в докладе, информативен, автор свободно в нем ориентируется
4	Оформление демонстрационного материала	1- представлен плохо оформленный демонстрационный материал 2- демонстрационный материал хорошо оформлен, но есть отдельные недочеты 3- к демонстрационному материалу не претензий

Защита оценивается на «отлично» - 27-32 балла

Защита оценивается на «хорошо» - 21-26 балла

Защита оценивается на «удовлетворительно» - 17-20 балла

Защита оценивается на «неудовлетворительно» – 16 и менее баллов

#### **Критерии оценки в ходе дифференцированного зачета**

Ответ оценивается на «отлично», если обучающийся исчерпывающе, последовательно, грамотно и логически стройно излагает материал по вопросам билета, не затрудняется с ответом при видоизменении задания, свободно справляется с решением практических задач и способен обосновать принятые решения, не допускает ошибок.

Ответ оценивается на «хорошо», если обучающийся твердо знает программный материал, грамотно и по существу его излагает, не допускает существенных неточностей при ответах, умеет грамотно применять теоретические знания на практике, а также владеет необходимыми навыками решения практических задач.

Ответ оценивается на «удовлетворительно», если обучающийся освоил только основной материал, однако не знает отдельных деталей, допускает неточности и некорректные формулировки, нарушает последовательность в изложении материала и испытывает затруднения при выполнении практических заданий.

Ответ оценивается на «неудовлетворительно», если обучающийся не раскрыл основное содержание материала, допускает существенные ошибки, с большими затруднениями выполняет практические задания.

#### **IV. Банк компетентностно-оценочных материалов для оценки усвоения учебной дисциплины по очной форме обучения**

### **4.1 ЗАДАНИЯ ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ**

#### **4.1.1 ПРАКТИЧЕСКИЕ ЗАНЯТИЕ**

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №1** по Введению (Аудиторная самостоятельная работа).

**Задание:** Цели и задачи изучения учебной дисциплины Иностранный язык. Английский язык как язык международного общения и средство познания национальных культур. Основные варианты английского языка, их сходство и различия. Роль английского языка при освоении выбранной специальности.

#### **Цель:**

- познакомить с целями и задачами изучения учебной дисциплиной «Иностранный язык», структурой и особенностями английского языка как языка международного общения, объяснить важность изучения английского языка для выбранной профессии.

#### **Vocabulary (1):**

- 1.language — язык
- 2.foreign language — иностранный язык
- 3.learn a language — учить язык
- 4.learn English =- учить английский
- 5.study grammar (rules) — изучать правила грамматики
- 6.learn words — учить слова
- 7.learn by heart — учить наизусть
- 8.English lesson — урок английского языка
- 9.English teacher — учитель английского языка
- 10.difficult language to learn — сложный язык
- 11.easy language to learn — легкий язык
- 12.speak English (German, French) — говорить по-английски (по-немецки, по-французски)
- 13.translate from English into Russian — переводить с английского на русский
- 14.understand English well — понимать английский хорошо
- 15.read texts in English — читать тексты на английском
- 16.read fast — читать быстро
- 17.write English words without mistakes — писать английские слова без ошибок
- 18.recite English poems — рассказывать наизусть английские стихотворения
- 19.retell English texts — пересказывать английские тексты
- 20.knowledge — знание

### **1. Прочитайте текст и ответьте на вопрос: Why do you learn the English language?**

Learning languages is very important. That's why pupils have such subject as a foreign language at school. In Russia boys and girls start learning English in the first form and another language for example French or German in the fifth form.

I think, English is the most useful. First, because people speak English not only in England but all over the world: in America, in Australia, in Turkey and many other countries. I learn English and I know that I will use it. For me, I like travelling. And if I don't know the language of the country I visit, I will speak English to people and they understand me easily. It will help me to make friends with people of other countries.

Second, I can use English when communicating with people all over the world via the Internet or visit international camps.

Third, I can watch films in English and listen to English songs, read books and magazines. In short, I am sure that I must know English very well and I try to do it.

### **2. Answer the questions:**

1. What language is international nowadays?
2. Why do people from many countries learn English?
3. Why do you learn English?
4. Is your English good?
5. Is your Russian good?
6. Do you think that knowledge of Russian can help you to learn English?
7. What language is more beautiful: Russian or English?

### **Vocabulary (2):**

1. English learner — изучающий английский язык
2. English teacher — преподаватель английского языка
3. English-Russian dictionary — русско-английский словарь
4. vocabulary — словарный запас (слова, которые вы выучили)
5. native speaker — носитель языка
6. foreigner — иностранец
7. spoken English — разговорный английский
8. speak English — говорить по-английски
9. talk in English — говорить (болтать) по-английски
10. write in English — писать по-английски
11. read in English — читать по-английски
12. make progress in English — делать успехи в изучении английского языка
13. improve knowledge of English — улучшить знание английского
14. revise grammar rules — повторять правила грамматики
15. practice English a lot — много практиковаться
16. have extra lessons in English — брать дополнительные уроки
17. have private lessons — заниматься с репетитором
18. attend English courses — посещать курсы английского языка
19. speak with native speakers — говорить с носителями
20. speak fluently — говорить свободно
21. speak confidently — говорить уверенно
22. be understood by native speakers — быть понятым носителями
23. master the language — знать язык в совершенстве

### **1. Learning Languages. Задания для активизации лексики**

Задание 1. Answer the questions about learning foreign languages

1. Why is it necessary to learn a foreign language?
2. What is the best way to learn any language, in your opinion?

3. What are the most useful learning strategies, to your mind?

**2. Дополните свой ответ, изучив опции ниже.**

1. Why is it necessary to learn a foreign language?

There are several reasons and the most common of them are:

1. to communicate with people of the world — общаться с людьми по всему миру
2. to do business — заниматься бизнесом
3. to like the language or the teacher — любить язык или учителя
4. to understand films and songs in English — понимать фильмы или песни на английском
5. to get a good job — получить хорошую работу
6. to want to live in an English-speaking country — хотеть жить в англоязычной стране
7. to have to study it at school — приходиться изучать в школе
8. to find it useful while travelling — необходим для путешествия

2. The best way to learn any language is

1. to attend English courses and not to miss classes — посещать курсы английского языка и не пропускать занятий
2. not to be lazy and work hard — не лениться и работать как следует
3. to practice the language a lot — много практиковаться
4. to learn new words every day — учить английские слова каждый день
5. to do grammar and vocabulary exercises — делать упражнения по грамматике и лексике
6. to check for mistakes — делать работу над ошибками
7. to read English texts aloud — читать вслух тексты на английском языке
8. to translate a lot of texts using a dictionary — переводить много текстов с английского, пользуясь словарем
9. to study grammar rules — учить грамматические правила
10. to revise often — часто повторять

3. Useful learning strategies are

1. reading English newspapers/ magazines/ books — чтение английских газет, журналов и книг
2. watching English films — просмотр фильмов на английском
3. listening to English songs every day — слушать песни на английском
4. attending English courses — занятия на курсах английского языка
5. studying at a language school in the UK — изучение языка в языковой школе в Великобритании
6. living in a country where it is spoken — проживание в англоязычной стране
7. speaking with native speakers — общение с носителями языка
8. having a correspondence with a pen friend — переписка с зарубежным другом

**3. Listen the opinion about «Learning English».**

Tim says: I studied English at school and I can say that it is a difficult language to learn. Sometimes it was hard for me to understand some grammar points, sometimes I was bad at pronouncing English words as you know the English sounds are different from the Russian ones. But the knowledge of English is a must for any man who thinks he is well-educated. English is necessary if you want to use the Internet because 90 % materials are in English. It is the international language of science, business and tourism. If you know English, you can communicate with millions of people who speak different languages That's why I think that studying a foreign language is very important. And some activities — singing, talking, reading — are fun!

Answer the questions on the topic: «Learning Languages»:

1. Why is it necessary to know English according to Tim?

2. Is your English good enough?
3. Is it easy to learn English at school?
4. What do you enjoy doing in English most of all?
5. Which things do you find most difficult or dislike doing?
6. Why do you learn English?
7. Have you ever been to an English-speaking country?
8. Is your English good enough to travel as a tourist?

#### 4. Теперь вставьте английские слова по смыслу:

Many teachers and \_\_\_\_\_ say English can be \_\_\_\_\_ to learn. It has more \_\_\_\_\_ than any other language. The biggest \_\_\_\_\_ contain about six-hundred-thousand words. Many people who come to the United States from \_\_\_\_\_ countries have already studied English. They may have done very \_\_\_\_\_. But when they arrive here, they may not \_\_\_\_\_ much of what they \_\_\_\_\_ or \_\_\_\_\_. English learned in classrooms sometimes seems very different from everyday \_\_\_\_\_ English. Studies \_\_\_\_\_ that it can take several years of living in the United States while studying English for a foreign person \_\_\_\_\_ the language well.

Answer to my questions.

- What is the main reason for learning English?
- Who else needs foreign languages?
- What is a general aim to learn English?
- What opportunities are there to study English?
- How can you apply your knowledge of a foreign language?

#### 5. Монологическое высказывание учащихся по теме.

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №2** по теме 1 (Аудиторная самостоятельная работа).

**Задание:** Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке.

Глагол to be (The Present Simple Tense).

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

#### 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!
<b>Продолжение приветствий</b>	
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).

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



<b>Перед прощанием (before Saying Good-Bye)</b>	
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!

### 1. Аудирование.

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

1. Ann: Hello! Is that Chris Burton?

Chris: Yes, I \_\_\_\_\_.

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

2. Policewoman: What's \_\_\_\_\_?

Man: I \_\_\_\_\_ Dirk. Policewoman: Could you \_\_\_\_\_ it, please?

Man: D-I-R-K.

Policewoman: Oh, I see.

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

Boris: Pleased to meet you, Marina. Where \_\_\_\_\_?

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

### 2. Работа в группах.

На карточках записаны диалоги на русском языке. Задача учащихся – озвучить диалоги на английском языке.

Диалог 1.

1. Доброе утро!

2. Привет!

1. Рад тебя видеть!

2. Я тоже рад тебя видеть!

1. Как дела!

2. У меня все в порядке! А ты как?

1. Очень хорошо!

2. Позволь представить тебе мою сестру. Ее зовут Маша.

1. А мое имя Петр. Приятно познакомиться!

3. Я тоже рада знакомству!

1. Ты из Богатого?

3. Нет, я из Самары.

1. Тебе нравится наше село?

3. Да, очень нравится.

1. До скорой встречи!

2. Увидимся позже!

3. Удачи!

Диалог 2.

1. Здравствуйте!

2. Добрый день!

1. Извините, вы русский?

2. Нет, я англичанин.

1. Вы говорите по-русски?

2. Нет, извините.

1. Мое имя Николай, а как вас зовут?

2. Меня зовут Джон.

1. рад знакомству.

2. Я тоже рад познакомиться.
1. Откуда вы?
2. Я из Лондона. А вы где живете?
1. Я живу в Богатом. Увидимся позже!
2. Пока!

### 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 подселился.

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

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

Peter: You see, appearance is deceptive.

Питэр: Видишь ли, внешность бывает обманчива.

Jean: So, how it all happened?

Джин: Так, как это все произошло?

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

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

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

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

Peter: No, he continues pretending but Caroline knows that it was him. She saw 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 Джин: И что же тогда она будет делать? Я знаю, know it cost her a fortune to buy this new что ей эта новая техника обошлась в technology. кругленькую сумму.

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

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

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

### Грамматическое задание: глагол to be (The Present Simple Tense)

#### 1 вариант

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

1. I \_\_\_\_\_ a student. 2. My father \_\_\_\_\_ a teacher. 3. Alex and Dino \_\_\_\_\_ my cats. 4. Alex \_\_\_\_\_ in the garden. 5. Dino \_\_\_\_\_ on the floor. 6. My red pencil \_\_\_\_\_ on the floor, too. 7. The other pencils \_\_\_\_\_ in my pencil case. 8. My mother \_\_\_\_\_ in the living room. 9. Eli and Rafa \_\_\_\_\_ good friends. 10. It \_\_\_\_\_ good. 11. You \_\_\_\_\_ clever and good-looking. 12. \_\_\_\_\_ you from Samara? 13. \_\_\_\_\_ Isabel Spanish? 14. \_\_\_\_\_ we ready to go? 2) Преобразуйте 5-е и 9-е предложения в вопросительную форму. 3) Преобразуйте 1-е и 2-е предложения в отрицательную форму.

#### 2 вариант

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

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

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

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

### ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №3 по теме 2 (Аудиторная самостоятельная работа).

**Задание:** Описание внешности человека. Страны и национальности. Образование, род занятий, должность, место работы. Личные качества человека

Глаголы to be, to have (The Present Simple Tense).

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

#### Vocabulary (1):

1. appearance – внешность

2. height [hait] — рост

tall — высокий

short — низкий

middle — sized — среднего роста

3. build — телосложение

thin — худой  
fat — толстый  
slim — стройный (о девушке)  
4.hair colour — цвет волос  
fair — светлые  
dark — темные  
black — черные  
brown — коричневые  
red — рыжие  
blond — очень светлые  
5.hair — волосы  
short — короткие  
long — длинные  
straight — прямые  
wavy — волнистые  
curly — кудрявые  
thick — густые  
thin — редкие  
6.eyes — глаза  
big — большие  
little — маленькие  
green — зеленые  
blue — голубые  
brown (hazel) — карие  
7.face — лицо  
round — круглое  
oval — овальное  
8.nose — нос  
long — длинный  
straight — прямой  
turned up — вздернутый  
9.mouth — рот  
10.lips — губы  
11.teeth — зубы  
12.ears — уши  
13.forehead — лоб  
14.neck — шея  
15.legs — ноги  
16.feet — ступни  
17.hands — руки (кисти рук)

**Попробуйте описать себя и ответьте на вопросы:**

- 1.What is your height? — Какой у тебя рост?
- 2.What is your build like? — Какое у тебя телосложение?
- 3.What is your hair colour? — Какой у тебя цвет волос?
- 4.What is your hair like? — Какие у тебя волосы?
- 5.What are your eyes like? — Какие у тебя глаза?
- 6.What is your face like? — Какое у тебя лицо?
- 7.What is your nose like? — Какой у тебя нос?

**Vocabulary (2) «Character»:**

Выберите только те, которые относятся к вашей семье.

- 1.typical [ˈtɪpɪk(ə)l] — типичный

- 2.close — близкий
- 3.loving — любящий
- 4.friendly — дружелюбный
- 5.understanding — понимающий
- 6.sociable [ˈsəʊfəbl] — общительный
- 7.caring[ˈkɛə(r)ɪŋ] — заботливый
- 8.independent — независимый
- 9.smart — сообразительный, находчивый
- 10.clever — умный
- 11.kind — добрый
- 12.busy — деловой
- 13.naughty — непослушный
- 14.noisy — шумный
- 15.terrible — ужасный
- 16.creative [kriˈeɪtɪv] — творческий
- 17.strong — сильный
- 18.brave — храбрый
- 19.active — активный
- 20.athletic — спортивный
- 21.talkative — разговорчивый
- 22.shy — застенчивый
- 23.curious[ˈkjʊəriəs] — любопытный
- 24.obedient [əˈbiːdiənt] — послушный
- 25.determined [dɪˈtɜːmɪnd]- настойчивый

### Задание №1

#### Вариант 1

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

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

2) Вместо пропусков поставьте данные в скобках слова. 1. He's a \_\_\_\_\_, \_\_\_\_\_ man with \_\_\_\_\_, \_\_\_\_\_ hair. (short, tall, fair, good-looking) 2. She's a \_\_\_\_\_, \_\_\_\_\_ woman with \_\_\_\_\_ hair. (tall, long, thin) Ответы: 1- tall, good-looking, short, fair; 2- tall, thin, long.

#### Вариант 2

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

1. You've got such lovely \_\_\_\_\_. Are they real? 2. He's got such a \_\_\_\_\_. I find it very sexy when he speaks to me on the phone. 3. Keith's new girlfriend must spend a fortune on face cream to have such a \_\_\_\_\_. 4. Poor Tim. He's had really \_\_\_\_\_ since he was 13. Ответы: 1. long nails, 2. deep voice, 3. lovely complexion, 4. bad skin. 2) Вместо пропусков поставьте данные в скобках слова. 1. I've got \_\_\_\_\_, \_\_\_\_\_ hair and I'm tall and very \_\_\_\_\_. (thin, straight, black) 2. She's very \_\_\_\_\_ with a \_\_\_\_\_ tan and \_\_\_\_\_ hair. (blonde, lovely, goodlooking, long) Ответы: 1 - straight, black, thin, 2- good-looking, lovely, long, blonde.

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

### Задание №3 Text «My Daughter»

Прочитайте текст и ответьте на вопрос:

My little daughter Ann is five years old now and she is a real beauty. One bad thing — she is never quiet. She makes new friends everywhere — in the park, in the shop, on the plane, in the taxi, at my work, in the hospital. She asks them a lot of questions about this and that. When we are at home, she asks questions to me. I love her and it is nice to read her books and teach her but I really want her to stop for a while. I want peace in my home.

What is her daughter like?

Her daughter is shy and curious.

Her daughter is sociable and talkative.

Her daughter was sociable but now she is shy.

### **Vocabulary (3):**

#### **I. Occupation (Род занятий)**

1. a pupil – учащийся начальной школы

2. a student – учащийся средней и старшей школы, студент вуза

3. a housewife – домохозяйка

#### **II. Job and Profession (Работа, профессия)**

##### **I. Creative (творческие профессии):**

1. a designer – дизайнер

2. a photographer – фотограф

3. an architect – архитектор

4. a painter (an artist) – художник

5. an actor (an actress), film actor – актер (актриса), киноактер

6. a singer – певец (певица)

7. a pianist – пианист

8. a musician – музыкант

9. a ballet dancer – балерина

##### **III. Work with machines (работа с машинами):**

1. a programmer – программист

2. a bus/ taxi driver – водитель (автобуса/ такси)

3. a worker / a builder – строитель

##### **IV. Work with people or animals (работа с людьми или животными):**

1. a director – директор, руководитель, начальник, дирижер

2. a film director – постановщик, режиссер

3. a journalist – журналист

4. a teacher – учитель

5. a nurse – медсестра

6. a doctor, a dentist – врач, зубной врач

7. a vet — ветеринар

8. a secretary – секретарь

9. a manager – директор, управляющий

10. a lawyer – юрист

##### **V. Extreme (экстремальные):**

1. a policeman (police officer) – полицейский

2. a fireman – пожарный

3. a security guard – охранник

4. a bodyguard – телохранитель

5. a life guard – спасатель



VI. Intellectual work with figures or words (умственные):

1. a banker – банкир
2. an engineer – инженер
3. a programmer – программист
4. a scientist – ученый
5. a translator — переводчик письменный
6. an interpreter – переводчик устный

VII. Others:

1. a model – модель
2. a postman – почтальон
3. a librarian – библиотекарь
4. a sportsman – спортсмен
5. a professional footballer – профессиональный футболист
6. a housewife – домохозяйка
7. a cook (chef) – повар

**Quiz “What can you be?”**

1. До выполнения теста убедитесь, что вы знаете следующие слова:

1. energetic
2. patient
3. noisy
4. artistic
5. calm
6. musical
7. indoors
8. numbers
9. blood
10. look after

2. Ответьте на вопросы: Yes. or No.

1. Do you like to travel?
2. Do you prefer to work indoors?
3. Do you like talking to people?
4. Do you prefer to work alone?
5. Are you energetic?
6. Do you like organizing things?
7. Are you patient?
8. Do you like animals?
9. Are you noisy?
10. Do you like working with your hands?
11. Are you artistic?
12. Do you like working with numbers?
13. Do you like children?
14. Do you like looking after people?
15. Are you calm?
16. Are you musical?
17. Do you like sport?
18. Do you like working at night?
19. Do you mind seeing blood?
20. Do you like talking on the phone?

### 3. Подсчитайте свой балл:

	Yes	No		Yes	No
1.	10	5	11.	5	0
2.	5	4	12.	1	2
3.	10	5	13.	2	5
4.	2	2	14.	0	2
5.	20	5	15.	2	10
6.	1	0	16.	4	2
7.	0	5	17.	5	4
8.	4	3	18.	5	7
9.	5	0	19.	1	4
10.	1	2	20.	5	4

### 4. Список профессий, который может вам подойти:

Less than 45: You enjoy working with people and helping them. You are also a practical person. One of these careers will suit you: teacher, doctor, nurse, social worker, psychologist, etc.

Between 45 and 90: You like to work quietly and concentrate on the task. You prefer to work on your own. One of these careers will suit you: laboratory technician, librarian, artist, bank clerk, hairdresser, architect, et cetera.

More than 90: You like to be very busy. You like to be with people and you like organizing things for them. One of the following careers will suit you: travel agent, journalist, hotel manager, salesperson, etc.

### ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №4 по теме 3 (Аудиторная самостоятельная работа).

**Задание:** Описание состава семьи. Семейные отношения. Домашние обязанности обучающихся.

The Present Simple Tense.

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

#### **Vocabulary:**

I. Nouns (существительные):

1.father — отец

2.mother — мать

3.parents — родители

4.son — сын

5.daughter — дочь

6.sister — сестра

7.brother — брат

8.cousin [ˈkʌz(ə)n] — двоюродный брат (или сестра), кузен (кузина)

9. sibling — родной брат или сестра

10.second cousin — троюродный брат (сестра)

11.twins — близнецы

12.aunt — тетя

13.uncle — дядя

14.nephew [ˈnevju:] — племянник

15.niece [ˈni:s] — племянница

- 16.grandfather — дедушка
- 17.grandmother — бабушка
- 18.grandparents — дедушка и бабушка
- 19.great grandmother — прабабушка
- 20.great grandfather — прадедушка
- 21.grandson — внук
- 22.granddaughter — внучка
- 23.husband — муж
- 24.wife — жена
- 25.child — ребенок
- 26.children — дети
- 27.grandchildren — внуки
- 28.baby — малыш
- 29.relative — родственник

#### Упражнение 1. Family Members

- |                   |  |
|-------------------|--|
| <b>a) nephew</b>  | <b>1) uncle's or aunt's daughter / son</b> |
| <b>b) niece</b>   | <b>2) mother and father</b>                |
| <b>c) aunt</b>    | <b>3) mother's or father's brother</b>     |
| <b>d) uncle</b>   | <b>4) mother's or father's sister</b>      |
| <b>e) parents</b> | <b>5) sister's or brother's son</b>        |
| <b>f) cousin</b>  | <b>6) sister's or brother's daughter</b>   |

#### II. Adjectives (прилагательные):

1. large — большой
2. small — маленький
3. young — молодой
4. younger — младший
5. old — старый
6. elder — старший
7. close — близкий
8. friendly — дружелюбный
9. favourite — любимый
10. loving — любящий

#### III. Verbs (Глаголы):

1. have got — иметь
2. love — любить
3. love very much — любить очень сильно
4. take care of — заботиться о
- consist of — состоять из
- 2.relationships — родственники
- 3.close relatives — близкие родственники
- 4.relationships — родственники
- 5.relationship — отношения
- 6.an only child in the family — единственный ребенок в семье
- 7.husband and a wife — муж и жена

- 8.sibling — родной брат или сестра
- 9.second cousin — троюродный брат (сестра)
- 10.great grandmother — прабабушка
- 11.great grandfather — прадедушка
- 12.great grandparents — дедушка и бабушка
- 13.grandson — внук
- 14.granddaughter — внучка
- 15.grandchildren — внуки
- 16.(marry) get married smb — жениться, выходить замуж за
- 17.get a divorce — развестись
- 18.live on your own — жить самостоятельно
- 19.be on friendly terms — быть в дружеских отношениях
- 20.make dates — встречаться
- 21.get on well — ладить
- 22.look after children — присматривать за детьми
- 23.take care of children — заботиться о детях
- 24.bring up — воспитывать
- 25.family life — семейная жизнь

### 1. Прочитать и перевести текст.

#### No Man Is an Island

Alexander has a new pen friend from Great Britain. Her name is Jane and she comes to Moscow on a British-Russian educational exchange programme. This is what he writes: Hi Jane! I know you are coming to Moscow, and to make you feel at ease, I want to invite you to stay with us. I think the family is the most important thing for every person. The family are people who always love you, support you and help you. People say: —No Man Is an Island.|| For me it is impossible to live without my family. My family is rather large. It is very friendly and united. I have parents, an elder brother and grandparents. We all get on with each other very well. We spend a lot of time together. My father's name is Konstantin Alexeevich. He is a plastic surgeon; he helps people become more beautiful. He is a real professional. He is considerate, hard-working and intelligent. My mother's name is Liudmila Mikhailovna. She is an engineer, but she does a lot of work about the house. She keeps the house and looks after us. She cooks very well. Our mother is very kind but strict with us. She always checks how we do our homework. Mother arranges our free time, so that we cannot just fool around. She is fond of reading. My brother Alexei is 22 years old. He is a student at the Medical Faculty in Tver State Medical Academy. He wants to become a good surgeon like our father. He is also a member of the local theatre club. He often plays main parts in the plays. He comes home almost every weekend. My grandfather is a historian and grandmother is a linguist. They give lectures in universities and write scientific books.

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

### 2. На основании прочитанного выбрать правильные утверждения:

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

Family Duties. Список английских слов №2 (intermediate)

### Vocabulary "Household duties":

1.lay the table – накрывать на стол

2. clear the table, to clear away (the dishes) – убирать со стола
3. do the washing – стирать
4. iron — гладить
5. tidy up the room – прибираться в своей комнате
6. do a room — убирать комнату
7. do cleaning up – проводить уборку
8. dust the furniture – вытирать пыль с мебели
9. air the room – проветривать комнату
10. sweep the floor – подметать пол
11. wash the floor – мыть пол
12. clean with a vacuum cleaner – чистить пылесосом
13. wipe the table — вытирать со стола
14. wash the windows – мыть окна
15. water the plants – поливать растения
16. wash the dishes (= to wash up) – мыть посуду
17. empty the dustbin – выносить мусорное ведро
18. peel the potatoes – чистить картошку
19. do household chores – выполнять домашние обязанности
20. arrange the things – приводить в порядок вещи (scatter things – разбрасывать вещи)
21. веник — broom
22. пылесос — vacuum cleaner
23. щетка — brush
24. тряпка — rag
25. губка — sponge
26. утюг — iron
27. стиральная машина — washing machine
28. ведро — bucket
29. мусорное ведро — waste-bin
30. половая тряпка — floor-cloth

### 1. Прочитать и перевести текст.

#### Household duties

There are typical responsibilities of the husband, the wife and the children. The husband goes to work and earns money for the family. May be, at weekends he cleans his car and does some practical things about the house. The wife goes shopping, does cleaning up, washing up and what not.

Personally, I think that both parents should take part in doing household chores. Also, when children grow up, they should be given as much responsibility as possible. It's very good for a child to learn to be able to take care of himself and his things.

As for me, I don't mind household chores and even like them. I do most of washing up, tidy my room and make my bed. I often go shopping. Everyone in my family is responsible for cleaning and repairing things when they have free time. We are loving family and try to help each other.

Ответьте на вопросы:

1. What are your household chores?
2. What are your parents' household chores?
3. What is the ideal situation concerning household chores in a family?

**2. Завершить предложения, используя следующие слова и фразы:** cleans the rooms, fond of chatting, feel at ease, considerate and helpful, have my duties about the house, to be tidy, a professional, look after, supports, do a lot of work about the house, to go shopping, intelligent, united, East or West, home is best, our free time.

1. Welcome to my house! . . . . . !
2. My sister is . . . . . over the phone.
3. Our relatives

are . . . . . 4. My mother is very . . . . ., she is the brain of our family. 5. Our parents arrange . . . . . 6. My friend . . . . . me in everything I do. 7. In my family the elder children . . . . . the younger ones. 8. All members of our family . . . . ., so we are always very busy. 9. My favourite pastime is . . . . . 10. Anna seldom . . . . . on Sundays. 11. We like our house . . . . . 12. Our college group is . . . . .

### **3. Работа в малых группах**

Задание №1: 1-я группа - составить несколько предложений о домашних обязанностях матери, 2-я группа – составить предложения о домашних обязанностях отца, 3-я группа – составить предложения о домашних обязанностях детей.

Задание №2: Составить диалог по предложенной ситуации. День, бабушка трудится, готовит, подметает пол, а внуки играют. Бабушка просит внуков помочь, но они отказываются. Родители возвращаются с работы, спрашивают, почему дети не помогли бабушке. Дети извиняются, просят разрешения подмести пол и полить цветы в доме. Затем папа предлагает детям всем вместе сходить погулять с собакой. Эта идея всем нравится.

### **4. Topic «My Family and Family Traditions»**

Ответьте на вопросы, прежде чем читать текст.

1. How big is your family?
2. What is your family like?
3. What are your parents?
4. What does your mother look like?
5. What is your father like?
6. What is your main characteristic?
7. Have you got any family traditions? What are they?

**Прочитайте данный топик и составьте сообщение о своей семье на английском языке, используя данный текст за основу.**

I would like to tell you about my family.

Well, let me start with what our family is like. We are a family of four: my father, mother, my younger sister and me. We are very close, friendly and hospitable family. We live together in a new flat in one of the best districts of (your city).

Now I would like to say a few words about each of us.

First of all, I want to describe my father as he is the head of our family. My father is 40. He is a middle-sized man with short fair hair and green eyes. He works as a chief-engineer in a firm. He is very hard-working. As for his character, I can say that he is cheerful and easy-going. He is very hospitable and likes it when our friends and relatives come to see us. He is helpful and kind-hearted.

My mother is 39. She is a good-looking slim woman with dark hair and brown eyes. She is an English teacher and likes her work very much. She is kind and patient. In her free time she prefers reading English books or translating poetry.

My younger sister is 14. She is two years younger than me. She is a pretty girl with fair hair and greenish eyes. She is a student of the 9th form. She does well at school. Literature is her favourite subject. I can say that we are on very friendly terms but we are completely different. I'm a bit moody, . . . . . My sister is shy, . . . . . But we get on very well.

Actually, we have some other relatives who live far away. When they come to see us, we usually go to the center of our city and walk around its streets. We visit our city's places of interest and usually go to the cinema to see a good film.

We have some family traditions. For example, we celebrate together family holidays and try to visit museums and theatres whenever we have free time. Every year on holidays we go travelling around Russia. We have already been to . . .

All in all, we are a close family and enjoy spending time together. I am proud of my parents and try to follow their example. I think, that's all I can tell you about my family.

Answer more questions:

1. What is better: to have a small family or a big family with a lot of children and other relatives? Why?
2. What are your family's favourite pastimes? What do you like doing together?
3. In what way is your family important for you?
4. What is an ideal family as you see it?

### **Грамматическое задание (The Present Simple Tense):**

Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Present Simple.

Вариант 1 1. I (to do) morning exercises. 2. He (to work) at a factory. 3. She (to sleep) after dinner. 4. We (to work) part-time. 5. They (to drink) tea every day.

Вариант 2

1. Mike (to be) a student. 2. Helen (to have) a car. 3. You (to be) a good friend. 4. You (to be) good friends. 5. It (to be) difficult to remember everything.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Семья и семейные отношения». Самостоятельная индивидуальная работа: написать письмо своему англоговорящему другу (100-140 слов). В письме описать свою семью и задать вопросы другу о его семье. Выполнив задание, учащиеся зачитывают письма вслух.

Работа в парах

Задание №1: заполнить пропуски (работа в парах). 1. Your parents' parents are your \_\_\_ and your \_\_\_. 2. Your father's brother and sister are your \_\_\_ and your \_\_\_. 3. Your aunt's and uncle's children are your \_\_\_. 4. Your brother's son and daughter are your \_\_\_ and your \_\_\_. 5. Your children's children are your \_\_\_ and your \_\_\_.

Задание №2: заполнить пропуски, используя информацию на картинке. 1. Nigel's mother-in-law is ... 2. His father-in-law is ... 3. His brother-in-law is ... 4. His sister-in-law is ... 5. His son-in-law is ... 6. His daughter-in-law is ...

### **ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №5** по теме 4 (Аудиторная самостоятельная работа).

**Задание:** Описание жилища обучающегося.

Описание учебного заведения, условий жизни, оборудования.

Описание класса мечты.

Конструкции there is, there are. Употребление артикля с оборотом there + to be. Предлоги места и направления. Множественное число имен существительных.

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

**Vocabulary:** advantage, detached, disadvantage, owner, privacy, renovations, repairs, responsible, semi-detached, space, terraced, upkeep; repair, share, rent.

#### **1. Which of these houses would you like to live in? Why?**



**2. Match the types of the houses with their descriptions.**

- a) cottage; b) semi-detached house; c) terraced house;  
d) bungalow; e) detached house; f) mansion; g) maisonette;  
h) a flat in a block of flats

- 1) a set of rooms for living in, usually on one floor of a building;  
2) several houses joined together; 3) a house which has only one floor (storey); 4) a house which stands alone and is not joined to any other; 5) two houses joined together; 6) a small house in the country usually with a garden; 7) a very large expensive house; 8) a small apartment on two levels which is part



of a larger building but has its own entrance

**3. Name the types of houses in the photos (ex. 1).**

**4. Listen to the radio programme on houses in Britain. Which types of houses from ex. 2 are described? Note down the advantages and disadvantages of each type of houses.**

**5. Complete the sentences with the words from ex. 4a.**

1. Is there a lot of ... in your house / flat?
2. How much does it cost to ... a flat in your city / town?
3. Do you think your house / flat needs any ... or ...?
4. Which type of housing gives more ...: detached, semi-detached, terraced or a flat?
5. Would you like to be the ... of a mansion?
6. Do you have to ... your house with some neighbours?
7. Who is ... for the ... of your house / flat: your family or the state?

**b) Use the questions in ex. 5a to interview your classmate. Report your findings to the group.**

**6. Ask and answer.**

1. What types of houses are there in Belarus?
2. What type of home do you live in?
3. Can your family afford the upkeep of your house / flat?
4. Is there enough space in the house / flat?
5. How often do you do repairs and renovations?
6. Who do you share your room with?
7. How can you get some privacy in your flat / house?

**Vocabulary:** bricks, carpet, central heating, downstairs, fireplace, a laundry basket, lounge, microwave, radiator, shower, settee, sink, tap, tiles, underneath, upstairs.

**1. Look at the picture of a house. Guess the meaning of the words on the labels.**

basement  
staircase  
lounge  
dining room  
bedroom  
electricity  
bathroom  
first floor  
(second floor – US)  
WC  
attic  
ground floor  
(first floor– US)  
Garage



**2. a) Listen to Sam describing his house. What does he describe first – downstairs or upstairs? What order does he describe the rooms in?**

**3. Correct the sentences below.**

1. Sam lives in a terraced house. 2. It is made of wood. 3. There are three rooms downstairs and four rooms upstairs. 4. If you come to Sam's house through the back door, you'll find yourself in the lounge. 5. They make their food on the electric cooker as they have no microwave. 6. There is no central heating or fireplace in the house, so it's very cold in winter. 7. There is a radiator only in the bathroom. 8. You can find a carpet only in Sam's room. 9. They wash the dishes in the dishwasher as they have no sink. 10. There is only one tap in the bathroom – that is for cold water. 11. In the bathroom there is only a bath and no shower. 12. They keep their pet in the laundry basket. 13. Sam's bed is underneath the computer desk.

**4. Use the plan in ex. 1 to describe Sam's house. Plan one intentional mistake (E.g. There is a piano in the lounge.). Describe Sam's house to your partner, making your mistake. Let your partner notice the mistake you have made.**

**5. Draw a plan of your house / fl at similar to that in ex. 1. Make notes. Get ready to describe your house / flat to your partner.**

**6. Write a description of your house or fl at for your own website.**

**Vocabulary:** attic, basement, ceiling, conveniences, cooling, electricity, modern, period, spacious, water supply; lack

**1. Most of the houses in the photos (p. 11) are period houses. Only one of them is modern. Which one?**





**2. Read the forum on modern and period houses. What do most of the forum participants prefer: modern or period houses?**

**Beautyqueen:** I've never really liked living in period homes. Too many things just want to break down. Right now we're living in a slightly older house. It's not really modern, except for the two bathrooms. It just feels old. Sometimes I wish I lived in a newer home. It would be easier to clean things and make everything look good. What do you think? Is it better to live in an older home or newer home? Do you find that newer homes lack charm and warmth?

**Stella:** I would prefer to live in a new house rather than an old house. No doubt old houses look good but ask the one who actually lives there: low ceilings, bad electricity wiring and water supply, no modern conveniences. I can live in an old house but for vacations only. Talking about warmth in a house then it is mostly in old houses, in other words homes. Newer houses are just for comfort.

**Robert:** I live in a period house. It was built in 1914. It doesn't have much insulation except for what we have put in. The wiring is old except for what we have updated. But newer homes *are not made to last*. Most modern homes are built with pine and are just made cheaper. My house is built with oak and walnut and *has stood the test of time*. Sometimes I wish I had a new house but at the same time I know how well this house was made. It needs lots of work, though. Currently my daughter Gwen's room and the bathroom are being completely renovated. Both **attics** and the **basement** are being repaired. As for charm, to me it is the style, not how old the house is.

**Angel:** I prefer living in new houses. In my opinion, new houses have more modern conveniences. They're more convenient to live in because everything is handy. But I don't mind living in an old house as long as I feel comfortable. It all depends.

**Coolguy:** I'd prefer to live in an old house, which is charming, homey and full of memories... And I can't afford to build a new house...

**Germione:** I have never lived in a *brand new* or modern house. The house we are living in now is old, well over 100 years old in fact, and it is our first home. *I have come to love this old house*, but it is cold in winter that is *my only bug* with it. In fact, it is cold all year round! I think it is because it is so **spacious**, plus the ceilings are really high too.

**The Irish Rose:** Both modern and period houses have their advantages and disadvantages. I currently live in a 40-year-old house. Houses built back then did not have a lot of insulation. So when it's hot, it's even hotter. When it's cold, you're freezing. But the history of the house is so rich and it might even surprise you what it was originally used for. Now when you talk about a newer house, **cooling** and **heating** would be much easier too since they now come with a lot of insulation. With new houses, you get the sense of safety. Personally, I would rather live in a new one.

**Cinderella:** I clean houses for a living and most of my clients have newer houses as they have the money to afford them and me for cleaning their house. I don't like the newer houses; they just don't have any character. I prefer the older homes that have character. I like the older houses because they were built stronger back then. Nowadays the houses are put up so fast and with the cheapest wood, they will need more repairs *in the long run*.

**3. a) Find the words in bold in the text that mean**

1) the space or room at the top of a building, under the roof, often used for storing things;

- 2) a part of a building consisting of rooms that are partly or completely below the level of the ground;
- 3) the water that is provided for a particular area;
- 4) the system of wires (проводов) that carry electricity;
- 5) something in the house, which makes life easier for its user because it operates quickly and needs little effort;
- 6) the surface of a room which you can see when you look above you;
- 7) of a certain time in history;
- 8) the system of making the house warm in cold weather;
- 9) the system of making the house cool in hot weather;
- 10) having a lot of space;
- 11) not to have enough of (something that is needed or wanted).

**b) Match the questions with the answers.**

1. Do you live in a period or modern house?
2. Is there an attic in your house?
3. Is there a basement?
4. Is your house spacious enough?
5. Do you have all modern conveniences in your house?
6. Do you think your home lacks charm and warmth?

- a) We have water supply, electricity and cooling and heating systems.
- b) Modern, but not brand new. It was built in 1995.
- c) No, I think it's very homey and has character.
- d) Yes, we keep old suitcases there and there's a table for ping-pong.
- e) Yes, the rooms are huge and the ceilings are quite high.
- f) Yes, we keep tools and other stuff there.

**c) Guess the meaning of the words and phrases in italics in ex. 2.**

**d) Work in pairs. Ask and answer the questions in ex. 3b.**

**4. a) Look through the forum opinions again. Make notes on why people**

- like living in period houses
- dislike living in period houses
- like living in modern houses
- dislike living in modern houses

**1. Compete in two teams. Name as many adjectives and nouns as possible that can be used to describe a house / flat. Which team is the best?**

**3. a) Use the words from the chart to complete the description of a period house below.**

I live in a period house. This is a house which has a lot of old world c... . Being one of the first houses built in this city, it is really close to the city centre, which is very c... for me. I also feel quite s... even going out alone at night. The street my house stands in is also c...: there are s... gardens around every house in the street, full of flowers, bushes and trees. I'm an e... engineer so you understand this old house has every c... imaginable. It is heated by e..., but there is a huge fireplace in the lounge. So the house doesn't lack w... in the least. The fireplace takes up too much s... in the small room, but it makes the lounge so homey. An e... fire has nothing to a real fireplace which creates a nice cosy atmosphere. Moreover, it gives a w... welcome to every guest. I'm a very

p... sort of person. You wouldn't get me to a noisy party – I prefer the s... of my c... armchair. I like my c...s:

warmth, television, a cup of tea by the fireplace. Don't get me wrong, I'm not a misanthrope, I'm quite friendly and sociable, but from time to time I do need some p... to read my paper, to surf the Internet or to play with my dog.

b) How old do you think the man is? Why do you think so? What people do you think prefer living in modern flats?

**4. a) Look through the highlighted words and phrases in ex. 2, lesson 3. Make sure you remember their meaning. Prepare to use them in the debate.**

**b) In pairs, recall your arguments for and against modern or period houses.**

**5. Hold a debate on the best place to live. The motion for your debate is: It's better to live in a period home than in a modern flat.**

1. Work in two groups. One should be opposing the motion; the other should be proposing the motion. a) Brainstorm the main points of your speech. Think of the facts to support your ideas. b) Choose a speaker for your group. The speaker should 1) sum up what they are going to say; 2) make three points about the motion, support each point with facts; 3) sum up what they have said.

2. Vote in favour or against the motion.

The teacher chairs the debate. For the introduction the teacher states the motion and introduces the teams. Speaker 1 opposes the motion. Speaker 2 proposes the motion. The chair (teacher) invites the speakers to summarise their arguments with one sentence each. Then students take a vote in favour or against the motion. The chair announces the results.

## **My room**

**1. a) How many rooms are there in your house / flat? What are they? Do you have a room of your own?**

**b) Look through the photos. Which of these things do you think you can find in a girl's room? Which – in a boy's room?**

**2. a) Look through two descriptions of rooms. Which of them was written by a boy, which – by a girl? Why do you think so?**

### **My Room, My Haven**

Over the years I have bought and collected all sorts of silly items to decorate my room. There are posters as tall as you stand, several black lights, and a bumping stereo that all give my room its unique style. Although my room is very small, it easily holds all the stuff I need to relax and feel right at home. The black lights add a lot of character to the room. A light blue lava lamp is the only light that remains on while I sleep.

A small variety of posters that represent my interests fill every wall. These pictures were collected over time from magazines, and some were given to me by my friends. One can easily tell what type of music I listen to by looking at the posters on my walls. Such artists as Matt Bellamy from Muse, the whole crew of Coldplay, and an almost life size picture of Jared Leto from 30 seconds to Mars, all give the room a nice touch of style. You can see a few pictures of cars on the walls. Although my favourite car is not shown, several cars that I find appealing are displayed.

I must mention my computer. I do lots of things on it: surf the Internet, chat with my mates and listen to music. With its four separate speakers it provides perfect surround sound. The system sounds great at volume. Yet I rarely use it to anywhere near its potential. There are several cacti on my computer desk. My friends keep giving them to me because they say I'm like a cactus

myself: not very friendly outside, but full of nice surprises. My room is my haven. I have everything I could need in it. Many have complimented me on my lighting effects and on my

choice of posters. I look forward to the day when I move into my own house. There, my room will be more than twice as large as it is now. Who knows what I'll do then...

### **My Bedroom**

I live by the motto: 'My bedroom is my castle'. My bedroom is a place where I can relax and be comfortable and I think that is why it is important to me. I have a double bed with four pillows and my favourite comforter. It is a Little Mermaid comforter, I know it is childish but it is soft and warm. And of course my Slumbers Teddy Bear sits on my bed and keeps me company. A lot of times I just lie down and close my eyes and daydream about places I'd like to see or think about things that make me happy.

Another reason why my room is so dear to my heart is that I can go there when I want to be on my own. I can just shut my door and tell everyone in my household not to bother me.

Whenever I'm stressed out with school, I like to go into my room and just be myself. When I'm there, I know everything is going to be all right. It may be hard to have some privacy if you share a room.

Also my room holds most of my personal belongings, which have sentimental value and I do not want anyone else to touch them. My bedroom is kind of cluttered, but that is the way I like it and I don't care what anyone says. As you first come into my room, to the right is my dresser. It is full of things like perfume, jewellery, hair ties and other things that come out of my pockets at the end of the day. Diagonally across from my dresser is my curio cabinet. In it there is my collection of porcelain dolls, which are my most treasured items. Next to my bed which is in the middle of the room is my computer and my entertainment centre. I'm sort of a pack rat. I think everything is worth keeping so I do keep everything from old clothes to my childhood stuffed animals which are all neatly sitting on my chest in my room. My chest is filled with things I may need in the future like albums, old picture frames and other little things. These things mean a lot to me because a lot of these objects belonged to my late grandmother and I am honoured to own them.

My bedroom is always there for me.

### **b) Read the descriptions carefully. Answer the following questions together with your partner.**

1. What do the boy's and the girl's rooms have in common?
2. What makes them different?

### **3. a) Match the words with their definitions.**

1. item
  2. cluttered
  3. treasured
  4. haven
- a) a safe or peaceful place  
b) a thing, something which is part of a list or group of things  
c) very important and valuable for you  
d) untidy, filled with useless things

### **b) Guess the meaning of the words and phrases in italics in ex. 2a.**

### **4. a) Write the plural forms of the following nouns:**

shelf, photo, hero, cactus, poster, child, music, formula, series, mathematics, jeans, glasses, clothes, hair, person, convenience, motto, water, item, box, body.

### **b) Read the rules about singular and plural of nouns in the grammar reference (see pages 284–287) and check yourselves.**

### **5. a) Which of these questions are answered in the descriptions?**

1. Do you share or own a room?
2. Is your room spacious?
3. Is your room tidy or cluttered?

4. What is there on the walls of your room?
5. What furniture do you have in your room?
6. What do you sleep on?
7. Do you have a computer or a TV in your bedroom?
8. What makes your room special?
9. What are your most treasured items?
10. Is your bedroom your haven or just a place where you sleep?

**b) Answer the questions above to describe your room.**

## **6. Describe your dream room.**

### **MY DREAM FLAT**

**1. a) Read the film review. Have you seen this film? If not, would you like to watch it?**

**Communicative area: writing a description of a dream flat**

Duplex: Alex (Ben Stiller) and Nancy (Drew Barrymore) are a young, professional, New York couple who are happy and successful, but lack one thing that they truly want. They are looking for their dream home. They believe they have found it. The duplex is a dream come true, complete with several fireplaces. There is only one problem – their upstairs neighbour, Mrs Connelly, an elderly woman who makes their lives a living hell (ад). She rents the other half of the house and refuses to move out. Just how far would you go to have the home of your dreams all to yourself? The couple start asking themselves that very question in this dark comedy directed by Danny De- Vito. Soon their dream home becomes their home of nightmares (кошмары).

**b) What kind of house do Alex and Nancy live in?**

**c) What do you think the rooms in the house looked like?**

**2. Describe one of the rooms in the photos to your partner. Let them guess which room you have described.**

**3. Listen to Sarah describing the rooms of her dream flat. Which of the photos match(es) the description best?**

**b) Listen again. Take notes to complete Sarah's description.**

On many occasions, people have asked me what my dream house would look like. First of all, it is in ... (1). Thanks to that, it has the most beautiful view of ... (2). The thing I like about it the most, is that it is ... (3). It has ... (4). The walls are covered with ... (5). ... (6) is put facing the window. The ... (7) is really spacious. It has ... (8), as well as ... (9), made of glass. The ... (10) has such a modern design. ... (11), which gives it a special look. There is a huge ... (12), and ... (13) you can find ... (14). In the centre of the room, there is a ... (15). ... (16) is put in the room to make it look and feel ... (17). The ... (18) is made in a ... (19) combination. The walls and the floor are ... (20), as well as some decorations, which gives the room that special touch. There are also doors that lead to the ... (21) with ... (22). And finally, there is a ... (23) and it looks ... (24). That is pretty much it about my dream flat. I just hope I will get to it one day.

**c) Would you like to live in a flat like that? Why? Why not?**

**4. a) Complete the sentences in ex. 3b to write a description of your dream home. Don't sign your paper. Hand it in to the teacher.**

**b) Get someone's dream home description from your teacher. Read it and guess who wrote it. Check your guess.**

## MY DREAM HOUSE

### 1. Read the description of a dream house made by a teenage girl. What is the main characteristic of this house?

It is large and has big windows and the front of the house gets the morning sun. It is made of red brick and has tiling on the roof .

It has two spacious bedrooms which have two large windowseach, a roomy kitchen with three side windows and a back door. There is a lounge with one giant window, and a huge bathroom with a long narrow window so that there is privacy, yet it is still naturally lighted.

The house is supposed to be stylish and roomy while not being too big and showy; there are fewer rooms and more space. There are many large windows so that during the day the rooms are never dark.

There is a fireplace in the lounge so that the people living in the house can warm themselves by the fire in the wintertime.

The front of the house has two bedrooms that seem to welcome the person walking to the front door.

The whole house except the windows is covered in green vines, growing wildly all over the red brick front. There are beautiful trees in the front garden. On a hot summer's day the trees will shade the pathway leading to the front door.

In the back garden there are birch trees and fragrant flowers growing near the main kitchen window, and jasmine, and roses growing on the fence.

### b) Find all the words that tell us about the size of the house. What do they describe?

### 3. a) Which of the questions below does the description in ex. 2a answer?

1. Are you a happy owner of the house or do you rent it?
2. Did you build the house yourself or did you buy it from an estate agent?
3. Is your house a detached, semi-detached or terraced house, a cottage, a bungalow or a mansion?
4. Is it a modern house or a restored period house?
5. Is there a basement underneath the house? What do you keep there?
6. How many rooms are there? What rooms are upstairs, what rooms are downstairs? Do you have any rooms in the attic?
7. Is your house made of wood or bricks? Are there tiles on the roof?
8. Are there radiators in each room? Is there a fireplace?
9. Is there electricity and water supply? Do you have heating and cooling in the house? What other modern conveniences do you have?
10. Are the ceilings high or low? Is your house spacious?
11. Is there enough space in the house for all the treasure items that you have? Where do you keep them?
12. Is your house suitable for pets?
13. Are there carpets on the floor? Is there a comfortable settee in the lounge?
14. Do you have a shower and a laundry basket in the bathroom, a sink and taps for hot and cold water?
15. Are the rooms cluttered or tidy?
16. Do you have to share your room with anyone?
17. Do you have enough privacy?
18. Who is responsible for the upkeep of the house, the repairs



and renovations?

19. What does your house look like on the outside? Is there a garden around the house?

20. Does your house lack anything?

21. Is your house a shelter or a haven?

22. Are you planning to move house in the nearest future?

**b) Interview your partner about their dream house, using the questions in ex. 3a. If you think some questions are too personal, make them more polite – ask indirect questions.**

**4. a) Use the questions in ex. 3 as an outline for the description of your dream house.**

**b) Work in a small group. Hold a competition for the best description.**

### Грамматическое задание (There is/are).

1 вариант

1. There \_\_\_\_\_ two cups of tea on the table. 2. There \_\_\_\_\_ some milk in the cup. 3. There \_\_\_\_\_ an orange in the salad. 4. There \_\_\_\_\_ six balls in the box. 5. There \_\_\_\_\_ some cheese on the plate. 6. There \_\_\_\_\_ a blue chair at the door. 7. There \_\_\_\_\_ five chicks and a hen on the farm. 8. There \_\_\_\_\_ a table and nine desks in the classroom. 9. There \_\_\_\_\_ a big window to the left of the door. 10. There \_\_\_\_\_ three rooms in our country house.

2 вариант

1. \_\_\_\_\_ there three cups on the coffee-table? 2. \_\_\_\_\_ there a carpet on the floor? 3. There \_\_\_\_\_ no cats in the sitting room. 4. There \_\_\_\_\_ a cat on the table. 5. There \_\_\_\_\_ 3 dogs in the box. 6. There \_\_\_\_\_ 4 hens in the house. 7. There \_\_\_\_\_ a pot on the table. 8. \_\_\_\_\_ there a bathroom near the kitchen? 9. \_\_\_\_\_ there four rooms in the house? 10. \_\_\_\_\_ there a kitchen under your bedroom?

### ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №6 по теме 5 (Аудиторная самостоятельная работа).

**Задание:** Распорядок дня обучающегося

Количественные, порядковые числительные. Предлоги времени.

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

### Vocabulary (1):

1. get up early / late – вставать рано/ поздно

2. go to bed early / late — лечь спать рано/ поздно

3. make the bed — заправлять кровать

4. take a shower – принимать душ

5. take a bath — принимать ванну

6. dress (get dressed) — одеваться

7. wash my face — умываться

8. clean my teeth — чистить зубы

9. shave myself — бриться

10. have breakfast — завтракать

11. have lunch — перекусывать

12. have dinner — обедать (ужинать)

13. have ... for breakfast — есть на завтрак

14. go to work — ходить на работу

- 15.leave home for work — уходить из дома на работу
- 16.come home from work — приходить домой с работы
- 17.have English lessons — заниматься английским языком
- 18.read books — читать книги
- 19.watch TV — смотреть телевизор
- 20.surf the Net — быть в сети
- 21.do the cooking — готовить еду
- 22.cook breakfast (lunch, dinner) — готовить завтрак (ланч, обед)
- 23.do the washing — стирать
- 24.do the ironing — гладить
- 25.wash up – мыть посуду
- 26.do housework – делать что-либо по хозяйству
- 27.clean the flat — убирать квартиру
- 28.do homework — делать домашнюю работу
- 29.feed the dog — кормить собаку
- 30.go for a walk — гулять
- 31.take the dog out — выводить собаку гулять
- 32.go out – ходить куда-либо, проводить время вне дома
- 33.go shopping – ходить по магазинам
- 34.have a rest — отдыхать
- 35.go to see smb – навещать кого-либо

### 1. Выбрать правильный перевод.

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

### 2. Прочитать и перевести текст.

#### MY WORKING DAY

Usually I get up at 7 o'clock on week-days. I do my bed and open the window. Sometimes I do my morning exercises, but not always. Then I go to the bathroom. There I wash myself and clean my teeth. Sometimes I take a shower. After that I go back to my bedroom, dress myself and brush my hair. In five minutes I am ready enough for breakfast. I always have a cup of tea or coffee and a sandwich. After breakfast I take my bag, put on my coat and go to the college. I live not far from my college and it takes me only ten minutes to walk there. I am never late for the first lesson, because I come to the college a few minutes before the bell. I leave my coat in the cloakroom and go to the classroom. The lessons begin at eight o'clock and at half past one they are

over. Sometimes after the lessons I go to the library. I take some books. I usually do my homework at home. As a rule, I have no free time on my week-days.

Sometimes I have dinner at my college canteen. For dinner I usually have soup for the first course, meat or fish with some salad for the second. I drink milk or a cup of tea. Twice a week I go to the swimming pool. I play volleyball in the college team and we have our training at our big gymnasium.

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

**3. Работа в парах. Составление диалогов (вопрос-ответ).** 1 When do you usually get up on your working day? 2 What do you do in the morning when you get up? 3 What do you have for breakfast? 4 How much time does it take you to get to your college? 5 Do you have dinner at home or at the college canteen? 6 What do you usually have for dinner? 7 Do you often go to the library? 8 When does your family have supper? 9 Do you go in for sports? 10 When do you usually go to bed?

Практическая работа №10 «Сочинение на тему «Мой день»

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

Содержание работы Изучение грамматического материала: время, даты, предлоги времени.

**4. Работа в парах. Задание №1. Заполните пропуски, используя слова wash, help, get up, go, play, watch. Составьте вопросы в Present Simple** 1) \_\_\_\_ you \_\_\_\_ at 7 o'clock? 2) \_\_\_\_ you \_\_\_\_ your face? 3) \_\_\_\_ you \_\_\_\_ football in summer? 4) \_\_\_\_ you \_\_\_\_ to school at 8 o'clock? 5) \_\_\_\_ you \_\_\_\_ TV every day? 6) \_\_\_\_ you \_\_\_\_ your mother?

**5. Составьте диалоги по теме: «Мой распорядок дня».** Вопросы и предполагаемые ответы: S1: What time do you wake up? S2: I wake up at 7 o'clock and I have a shower. Then I get dressed. S1: What do you have for breakfast? S2: I usually have milk and toast. S1: What time do you go to school? S2: I go to school at 7.45. S1: What lessons do you have in the morning? S2: I usually have English and Maths in the morning. S1: When do you do your homework? S2: I always do my homework in the evening. S1: Do you go out with your friends during the week? S2: No, I don't. I often go out with my friends at the weekends. S1: What do you do in your free time during the week? S2: I usually listen to music and I rarely watch TV. I sometimes help my parents around the house.

#### **6. Вопросы по теме «My Typical Day/ Daily Routine»:**

1. How do you usually spend your week days?
2. Do you attend some clubs or courses after school?
3. What do you think about schedules and how do you usually plan your week?
4. What is the best way to relax, in your opinion?
5. What is the difference between adults and children spend their week days?

#### **7. Грамматическое задание.**

1 вариант

1) Решите пример и напишите ответ словами. 1. sixty-two + fourteen = ... 2. fifteen + two hundred and forty-six = ... 3. ninety + ten = ...

2) Преобразуйте количественные числительные в порядковые. two, eighty-three, seven hundred and sixteen, twelve, eleven.

2 вариант

1) Решите пример и напишите ответ словами. 1. thirty-one + nineteen = ... 2. seventy-three + eighty-two = ... 3. three thousand one hundred and twelve + ninety-nine =

2) Преобразуйте количественные числительные в порядковые. twenty-five, ninety-six, thirty-eight, ten, two thousand and nine.

**1 вариант**

**Напишите указанные в скобках даты словами.** 1. My son was born on ..... (02.12.2000). 2. Our dog was born on ..... (21.08.2008). 3. My granddad was born on ..... (23.06.1950). 4. My granny was born on ..... (18.02.1910).

**2 вариант**

**Напишите указанные в скобках даты словами.** 1. My friend was born on ..... (03.11.1999). 2. Our cat was born on ..... (31.01.2010). 3. My grandmother was born on ..... (13.07.1954). 4. I was born on ..... (13.05.1996).

**Работа в парах. Работа с карточками. 1) Напишите по-английски указанное на часах время.**

**2) Разгадайте кроссворд.**

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №7** по теме 6 (Аудиторная самостоятельная работа).

**Задание:** Хобби, досуг

Презентации телевизионных программ о жизни публичных персон

Like, love, enjoy etc. + Infinitive/Ving.

**Цели:** расширение и активизация грамматических и лексических знаний (употребление глаголов с окончанием -ing), развитие навыков монологической и письменной речи, аудирования по теме «Хобби, досуг», интереса обучающихся к изучению английского языка, формирование вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**Обучающихся отвечают на вопросы:** 1) What is hobby? 2) What hobbies can people have? 3) What hobbies are popular in your family?

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

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

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

**My sister's hobby**

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

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

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

## Vocabulary (1): Hobby. Free Time.

- 1.collect — собирать
- 2.collecting — коллекционирование
- 3.collection — коллекция
- 4.stamp collection — коллекция марок
- 5.consist of — состоять из
- 6.be fond of — увлекаться
- 7.be proud of — гордиться
- 8.be interested in — интересоваться
- 9.be good at — хорошо получаться
- 10.be keen on — сильно увлекаться
- 11.be crazy about — обожать
- 12.have fun — развлекаться
- 13.have a good time — хорошо проводить время
- 14.be popular with — быть популярным у
- 15.exciting — увлекательный
- 16.expensive — дорогой
- 17.do nothing — ничего не делать
- 18.go out – проводить время вне дома
- 19.stay at home — оставаться дома
- 20.surf the Internet — сидеть в интернете
- 21.rest/ have a rest — отдыхать
- 22.get bored — скучать
- 23.share pictures / photos — делиться фотографиями
- 24.play table games (chess, cards, etc.) — играть в настольные игры
- 25.arrange a party — устроить вечеринку
- 26.take up — заняться
- 27.give up — бросить
- 28.reading books — чтение книг
- 29.photography — фотографирование
- 30.dancing, singing — танцы, пение
- 31.playing the guitar — игра на гитаре
- 32.drawing / painting — рисование (живопись)
- 33.playing computer games — играть в компьютерные игры
- 34.collecting — коллекционирование
- 1.stamps — марки
- 2.badges — значки
- 3.coins — монеты
- 4.cards — открытки, карты
- 5.pictures — картинки
- 6.statuettes — статуэтки
- 7.dolls — куклы
- 8.toys — игрушки
- 9.toy soldiers — игрушечные солдатики
- 10.toy cars — игрушечные машинки
- 11.velvet toys — мягкие игрушки
- 12.discs (records) — диски (пластинки, записи)

### Remember:

- 1.Hobby is what we like doing in our free time.
- 2.Free time = spare time = leisure time = pastime.
- 1.have nothing to do — нечего делать
- 2.do for pleasure — делать для удовольствия

- 3.used to collect — когда-то собирал
- 4.item — предмет, единица в коллекции
- 5.enjoy — получать удовольствие, радоваться
- 6.enjoyable — приятный
- 7.enjoyment — удовольствие
- 8.amuse oneself — забавлять себя
- 9.kill the time — убить время
- 10.socialize — общаться
- 11.take up — заняться
- 12.give up — бросить
- 13.become interested in — заинтересоваться
- 14.encourage — поощрять

### Kinds of Hobbies

- 1.collecting — коллекционирование
- 2.growing roses (flowers, pot flowers) — выращивание роз (цветов, комнатных растений)
- 3.gardening — садоводство
- 4.travelling — путешествия
- 5.doing sport — заниматься спортом
- 6.roller-skating /skateboarding — катание на роликах, на скейтборде
- 7.learning languages — изучение языков
- 8.reading books — чтение книг
- 9.making up stories — сочинение рассказов
- 10.taking pictures (photography) — фотографирование
- 11.dancing, singing — танцы, пение
- 12.listening to music — музыка (досл. слушать музыку)
- 13.playing the guitar — игра на гитаре
- 14.drawing / painting — рисование (живопись)
- 15.watching TV, playing computer games — смотреть телевизор, играть в компьютерные игры
- 16.going to museums — посещение музеев
- 17.going to the theatre (a theatre-goer) — посещение театров
- 18.going to the cinema (a cinema-goer) — посещение кинотеатров
- 19.cooking, baking — выпечка
- 20.fishing — рыбалка
- 21.handicraft – ремесло, рукоделие
- 22.embroidering — вышивка
- 23.beading – вышивание бисером
- 24.knitting — вязание
- 25.sewing — шитье
- 26.woodwork – резьба по дереву

### 1. Прочитайте небольшой текст про хобби. Ответьте на вопрос: «What is a hobby?»

#### Hobby

- financial reward — денежное вознаграждение
- engage in — заниматься
- acquire substantial skills — приобретать фундаментальные навыки

People have hobbies for pleasure. It is what people do for interest and enjoyment, rather for financial reward. It can be collecting, making different things, doing sports or getting further education in your favourite subject. Engaging in a hobby can lead to acquiring substantial skills, knowledge and experience.

What are hobbies for some people are professions for others: a game tester may enjoy cooking as a hobby, while a professional chef might enjoy playing computer games.

## 2. Составьте свой небольшой монолог по теме «Мое хобби» («My Hobby and Free Time»).

### Hobby and Free Time

As a rule, in their free time people like to entertain or amuse themselves.

1. to entertain – развлекать
2. to amuse oneself – забавляться

They can arrange a party or go out, for example, go to a disco or some club. Generally they do it to have fun or to have a good time.

When people have nothing to do they easily get bored. As a rule, boredom is an awful state which can lead to depression. That is why it is necessary to get yourself occupied.

Nowadays the most common activity to get rid of boredom is surfing the Internet. This mass media offers a lot of opportunities for entertainment. Socializing in social networks is the most popular activity not only for the young but also for the grown-ups. Using the Internet helps you to kill your time browsing, sharing your pictures in Instagram or chatting with «friends». Gossips or «yellow press» (tabloids) do you more harm than good as they make your brain work in the wrong direction.

Well, sometimes concerned parents try to make their children be occupied all time. That is why schoolchildren don't have much free time. But if they have, they usually spend it indoors playing computer games or chatting in the net. They can do it for hours.

Some years ago people had a lot of hobbies. Have a look at the list of hobbies of your parents.

### Questions:

1. What is the most popular hobby nowadays?
2. What do you enjoy doing in your free time?
3. Do you prefer spending your free time with your friends or alone? Why?
4. What would you do if you had more free time?

### 3. Test №1 «Hobbies and Pastimes»

Вставьте в пропуск пропущенное слово.

1. They \_\_\_\_\_ all day swimming and sunbathing at the beach. (used, spent, occupied)
2. Some years ago she got interested \_\_\_\_\_ sewing and knitting. (in, at, of)
3. Johnny very much likes putting together the pieces of a \_\_\_\_\_ (puzzle, crossword, mosaic).
4. Kate goes jogging every morning to keep \_\_\_\_\_ (exercised, trained, fit).
5. I'm afraid I don't find volleyball \_\_\_\_\_ (interested, very interesting, of any interest).
6. Collecting matchbox labels is Brenda's favourite \_\_\_\_\_ (leisure, business, pastime).
7. People get bored when I talk about my stamp \_\_\_\_\_ (album, collection, collecting).
8. Bring your racket and I will meet you at the tennis \_\_\_\_\_ (field, gym, court).
9. She \_\_\_\_\_ aerobics (goes in for, trains, takes).
10. Have you ever \_\_\_\_\_ in winter sports? (played, done, taken part)
11. Clare has been keen (on, at, about) \_\_\_\_\_ flower arranging since she was ten years old.
12. Playing computer games is the most popular hobby (among, with, about) \_\_\_\_\_ young people.

### Test №2 «Hobbies and Pastimes»

Вставьте в пропуск пропущенное слово.

1. Recently he has decided to (start, take up, take) \_\_\_\_\_ photography as a hobby.
2. I'm afraid Julia hasn't the patience for (doing, making, getting) \_\_\_\_\_ a model.
3. My parents made me (give up, take up, go off) \_\_\_\_\_ base-jumping as they thought it was too dangerous.
4. Embroidery is an excellent way to fill my (idle, freedom, leisure) \_\_\_\_\_ time.
5. Parachuting is a dangerous (vocation, calling, occupation) \_\_\_\_\_.
6. Kate enjoyed (riding, going by, sitting on) \_\_\_\_\_ the horse but found it hard to get off.

7. Our school teacher wanted to (stimulate, assure, encourage) \_\_\_\_\_ us to become interested in a variety of different hobbies.

**4. Составить диалоги на тему «Мой досуг».** Примерные вопросы: How do you usually spend your free time? Как вы обычно проводите своё свободное время? Do you like to go out? Вы любите ходить куда-нибудь? What hobbies do you have? Какие у вас есть хобби? Which leisure activities are popular in Russia? Как россияне любят проводить свободное время? What is the most interesting free time activity in your opinion? Why? Как интереснее всего проводить свободное время? Почему вы так считаете

#### **5. Переведите текст про хобби на английский язык**

Что такое хобби? Это то, что люди любят делать в свободное время. Хобби бывает разным, так как вкусы у людей разные. Самые популярные хобби — это коллекционирование, изготовление поделок своими руками, рисование, садоводство и многое другое.

Несколько лет назад самым популярным хобби было коллекционирование пластинок (records), открыток (postcards) или наклеек (labels). Сейчас как дети, так и взрослые увлекаются игрой в компьютерные игры. Еще одно распространенное хобби — это фотографирование. Многие люди размещают фотографии в социальные сети и собирают лайки. Садоводство и выращивание цветов, — любимое хобби тех, кто любит природу. Кстати, это самое распространенное хобби в Англии.

Существует мнение, что хобби помогает детям выбрать будущую профессию. Как вы думаете, верно ли это? Вы помните, чем вы увлекались в детстве? А кем вы работаете сейчас?

#### **6. Ответьте на вопросы о себе.**

1. Do you like making things?
2. Do you spend most of your free time playing computer games?
3. What do you do in your free time?
4. What kinds of hobby do you know?
5. What can be collected?

**Грамматическое задание: употребление глаголов с окончанием –ing.**

**Задание №1. Раскройте скобки.**

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

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

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

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №8** по теме 7 (Аудиторная самостоятельная работа).

**Задание:** Описание местоположения объектов города

Специальные вопросы. Наречия и выражения места и направления.

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

**1. Аудирование. Прослушайте диалог и заполните пропуски, используя слова:** opposite, turn right, walk, on the right, tell me the way, turn left, along the street, cross, go ahead, crossroads. Нарисуйте карту этой местности. - Excuse me. Can you ... to the college, please? -



Yes, of course. Now .... Then ... to Narrow street. Go .... to the first ... and ... to Fancy Street. It is five-minutes □ .... - Shall I ... the crossroads first? - No, the college is ..., next to the bank and ... the cinema. - Thanks a lot. - You are welcome.

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

1 вариант. Описать местоположение училища.

2 вариант. Описать местоположение спортшколы. 3 вариант. Описать местоположение банка.

**3. Работа в парах.** Составить диалоги, используя примерные вопросы: What is your address? Do you live far from the centre? How long does it take you to get to...? What transport do you take to get from ... to ... ?

**4. Прочитайте и переведите текст.**

Today Alexander and his foreign friends are going to the rock concert —Music, help!|| in the Polytechnic Museum. Alex lives on the outskirts of Moscow. He does not know how to get to this place, so he asks his father: Dad, can you tell me the way to the Polytechnic Museum? How can I get there quickly? Sure. It's situated in the very centre of Moscow. Take the metro and get off at the Lubyanka station. Then go up the stairs to the street. There is a square opposite the exit, called Novaya Ploshchad. The Polytechnic Museum is a big long building just in front of you. Go straight across the Square. It is behind the bus stop. Thanks, Dad. Alexander goes to the local metro station. He leaves the entrance to his block of flats, walks along the side street, turns left and then right. It takes him only a ten-minute walk to get to the metro station. Alex goes down the stairs and takes a train. In forty minutes he is at the Lubyanka station. He turns left to the escalator. Today the station is not so crowded. He goes up. He sees the old building of the Polytechnic Museum across the square and walks straight towards it. At the crossroads next to the Museum he meets with his friends – Peter, Jane and Nora. They are glad to see Alex. They come into Museum hall. The concert starts in a quarter of an hour.

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

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №9** по теме 8 (Аудиторная самостоятельная работа).

**Задание:** Магазины, товары, совершение покупок. Навыки общественной жизни.

Исчисляемые и неисчисляемые существительные. A lot of, many, much, little, a little, few, a few. Неопределенные местоимения.

**Цели:** расширение и активизация грамматических и лексических знаний (Исчисляемые и неисчисляемые существительные. A lot of, many, much, little, a little, few, a few. Неопределенные местоимения), развитие навыков монологической и письменной речи, аудирования по теме «Магазины, товары, совершение покупок. Навыки общественной жизни», интереса обучающихся к изучению английского языка, формирование вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**Vocabulary (1):**

shop — магазин

2. foods (foodstuff) — продукты

3. at the shop — в магазине

4. at the supermarket — в супермаркете

- 5.do shopping — делать покупки
- 6.go shopping — ходить по магазинам
- 7.shopaholic — шопоголик
- 8.buy — покупать
- 9.sell — продавать
- 10.market — рынок
- 11.supermarket — супермаркет
- 12.at a price — по цене
- 13.money — деньги
- 14.cost — стоить
- 15.pay for — платить за
- 16.spend on — тратить на
- 17.try on — примерять
- 18.size — размер
- 19.the right size — подходящий размер
- 20.the wrong size — не тот размер

## **Vocabulary (2):**

### **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

### **II. General Words:**

- 10.shop-window — витрина
- 11.counter — прилавок
- 12.cash-desk — касса
- 13.cashier — кассир
- 14.salesman/woman — продавец
- 15.customer — покупатель
- 16.consumer — потребитель
- 17.consumer goods — потребительские товары
- 18.queue — очередь
- 19.to queue — стоять в очереди
- 20.bargain — торговаться
- 21.buy/ purchase/ shop for — покупать
- 22.display — показывать
- 23.sale — распродажа
- 24.be on sale — быть в продаже
- 25.be out of stock — не иметь в наличии
- 26.at a discount — со скидкой
- 27.change (small change) — сдача
- 28.pay in cash — платить наличными
- 29.pay by credit card — платить кредиткой
- 30.receipt — чек
- 31.serve — обслуживать
- 32.wrap — заворачивать

- 33.run out of — закончиться
- 34.be out of stock — отсутствовать в наличии
- 35.sell out — распродать
- 36.shop around — посещать несколько магазинов, сравнивая цены
- 37.compare prices — сравнивать цены
- 38.take back — отнести назад
- 39.be dissatisfied with — быть недовольным покупкой
- 40.complain — жаловаться
- 41.not to work properly — не работает как надо
- 42.not to work at all — совсем не работает
- 43.two buttons are missing — не хватает двух пуговиц
- 44.the wrong size (too small/ big) — не тот размер
- 45.it's too tight — жмет
- 46.make a funny noise — издает странный звук
- 47.fade in the wash — линять
- 48.shrink in the wash — садиться пр стирке
- 49.machine washable (можно.....) — можно стирать в стиральной машине
- 50.durable — износостойкий
- 51.waterproof — водонепроницаемый
- 52.top quality — отличного качества
- 53.reliable — надежный
- 54.perishable — скоропортящийся
- 55.refund your money — вернуть деньги

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 устраивает?

In a Shop. В магазине

- 1.Excuse me, where can I find household goods? — .. где я могу приобрести товары для дома?
- 2.Excuse me, what size is this jacket? — ... какого размера эта куртка?
- 3.Excuse me, where can I try this jacket on? — ... где я могу примерить эту куртку?
- 4.I am sorry, this jacket doesn't fit. It's a bit small (large). — ... эта куртка не подходит по размеру. Она маловата (велика).
- 5.Can I have a bigger (smaller) size? — ... А есть размер побольше (поменьше)?
- 6.I am sorry, this jacket doesn't suit me. Can I have another colour? — ... эта куртка не подходит по цвету. Есть другие цвета?
- 7.It's too dark. I want something a bit lighter. — Она слишком темная. Мне нужно что-нибудь посветлее.
- 8.Do you have it in green colour? — У вас есть эта вещь в зеленом цвете.
- 9.It's a bit short in sleeves. — ..... рукава короткие
- 10.It fits me. Thank you for your help. — Это мне подходит. Спасибо за помощь.
- 11.I'll take it. — Я ее беру.
- 12.Excuse me, do you have..... on sale? — Извините, у вас есть..... в продаже?
- 13.Excuse me, is it made from leather? — .. она кожаная?
- 14.These shoes pinch a little bit. — Эти туфли немного жмут.
- 15.These shoes fit. — Эти туфли мне подходят.
- 16.Could you wrap it? — Не могли бы вы завернуть?
- 17.Where do I pay? — Где я могу оплатить?

18. Where is the cash-desk? — Где касса?

**1. Разыграйте следующую ситуацию. Вы в магазине в одном из европейских городов и хотите купить что-нибудь из новой одежды на лето. Посоветуйтесь с продавцом, что купить, идет ли вам юта вещь, узнайте цену и решите, покупать вам ее или нет.**

Useful phrases:

1. Excuse me, can you help me? — Извините, вы не могли бы помочь мне?

2. I want to buy some new clothes for summer, but I am not sure what to buy. Can I have a look at them? — Я хочу купить новую одежду на лето, но не знаю, что мне конкретно нужно. Где я могу взглянуть на нее?

3. But I don't know my size. — Я не знаю свой размер.

4. May I try them on? — Я могу примерить ее (одежду)?

5. How much are they? — Сколько она (одежда) стоит?

6. I'll take them. Where shall I pay? — Я ее (одежду) возьму? Где платить?

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №10** по теме 9 (Аудиторная самостоятельная работа).

**Задание:** Физкультура и спорт, здоровый образ жизни. Спорт в жизни обучающегося.

Спортивные объекты города.

Степени сравнения прилагательных.

**Цели:** расширение и активизация грамматических и лексических знаний (неопределенные местоимения), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Физкультура и спорт, здоровый образ жизни», интереса обучающихся к изучению английского языка, умения задавать вопросы и отвечать на них, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Vocabulary (1)**

1. sport — спорт

2. sportsman — спортсмен

3. sports (kinds of sports) — виды спорта

4. sports club — спортивная секция

5. sports school — спортивная школа

6. do sports — заниматься спортом

7. do wrestling — заниматься борьбой

8. play sports (games) — играть в спортивные игры

9. play basketball (chess) — играть в баскетбол (шахматы)

10. go skateboarding — кататься на скейтборде и т.п.

11. go in for — заниматься

12. go in for swimming — заниматься плаванием

13. football player — футболист

14. be a fan of ... — болельщик

15. join a sports club — записаться в спортивный кружок (клуб)

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

17. to take place in.... — проходить в ...

18. to win / to lose — выиграть / проиграть ...

19. to win a prize / a cup — выиграть приз / кубок

20. a winner / a loser — победитель / проигравший

21. match — матч

22. competition — соревнование

23. train — тренироваться

24. do training — ходить на тренировки

- 25.at/in the skating rink — на катке
- 26.at/in the stadium — на стадионе
- 27.at the football pitch — на футбольном поле
- 28.at the sports ground — на спортивной площадке
- 29.in the gym — в спортивном зале
- 30.in the swimming pool — в бассейне

## **Vocabulary (2)**

- 1.sport — спорт
- 2.sports — 1. виды спорта 2. спортивный
- 3.sports dress — спортивная куртка
- 4.sports festival — спортивный праздник
- 5.go in for sports — заниматься спортом
- 6.become a professional ... — стать профессиональным ...
- 7.shout for – болеть (за команду)
- 8.support — поддерживать
- 9.win against – выиграть у ...
- 10.lose — проиграть
- 11.win a gold (silver) medal — выиграть золотую (серебряную) медаль
- 12.be awarded with — были награждены
- 13.win the cup — выиграть кубок
- 14.set a record — установить рекорд
- 15.record holder — рекордсмен
- 16.become a champion — стать чемпионом
- 17.perform well at... — хорошо выступить на
- 18.fail to become — не стать ...
- 19.compete — соревноваться
- 20.participate in = take part in — участвовать
- 21.participant — участник
- 22.train / do training = work out — тренироваться
- 23.regularly/ daily/ from time to time — регулярно / ежедневно/ время от времени
- 24.miss trainings — пропускать тренировки
- 25.take up — заняться (to take up swimming)
- 26.give up — бросить ( to give up swimming)
- 27.be fit — быть в хорошей физической форме
- 28.keep fit — поддерживать хорошую форму
- 29.tension – напряжение
- 30.relax = get rid of tension — расслабиться
- 31.injure — повредить ( что-л. )
- 32.an injury — травма
- 33.audience — зрители
- 34.team — команда
- 35.national team – сборная
- 36.coach — тренер
- 37.referee — судья
- 38.opponent — противник
- 39.champion — чемпион
- 40.championship — чемпионат
- 41.tournament — турнир
- 42.at the court — на корте
- 43.victory — победа
- 44.defeat — поражение
- 45.draw — ничья

- 46.end in a draw — закончиться в ничью
- 47.score — счет
- 48.point — очко
- 49.goal — гол
- 50.score a goal — забить гол
- 51.the Olympic Games — Олимпийские игры
- 52.hold — вмещать
- 53.be held — проводиться
- 54.achieve — достигнуть
- 55.result — результат
- 56.competition results — результаты соревнований
- 57.rules — правила
- 58.двигаться — move
- 59.движение — movement
- 60.основные движения — basic movements
- 61.бить — hit /blow/ punch
62. бить по мячу (рукой) — hit a ball
63. бить по мячу ногой — kick a ball
64. ударить по мячу ракеткой — strike a ball
65. бросить мяч — throw a ball
- 66.прицеливаться (в) — aim at
- 67.зал — (training) hall
- 68.гимнастический зал — gym
- 69.площадка для игры (в баскетбол, волейбол) — court
- 70.ринг — ring
- 71.кольцо — ring
- 72.душевая — shower
- 73.раздевалка — locker (dressing) room
- 74.табло — score board
- 75.трибуны — stands
- 76.дистанция — distance
- 77.партия, сет — set
- 78.попытка — attempt
- 79.режим питания — diet
- 80.физическая подготовленность — fitness
- 81.разминка — warm-up
- 82.минутный перерыв — time out
- 83.продолжительность -duration
- 84.любитель — amateur
- 85.новичок — beginner
- 86.профессионал — professional
- 87.опытный — experienced
- 88.атака — attack
- 89.бросок — throw
- 90.попасть в корзину — throw into a basket
- 91.передача, пас — pass
- 92.промах — miss
- 93.нокаут — knock-out
- 94.нокдаун — knock-down
- 95.подножка — trip
- 96.обгонять — overtake
- 97.качества спортсмена — athlete's qualities
- 98.спортивная злость — fighting spirit

- 99.сила – strength  
 100.воля к победе – will to win  
 101.реакция – reaction  
 102.гибкость – flexibility  
 103.ловкость – agility  
 104.мужество – courage  
 105.осанка – posture  
 106.самодисциплина – self-discipline  
 107.выносливость – endurance  
 108.самообладание – composure  
 109.presentation party — церемония награждения  
 110.take much time — занимать много времени

### 1. Прочитайте и переведите текст.

Sports (general information)

Sports is paid much attention all over the world.

As there are summer and winter sports, the popularity of some kind of sport depends on the country, to be more exact on its climate. Especially it concerns outdoor sports.

In countries with cold climate, the most popular are winter sports, such as hockey, skating, skiing and tobogganing, also figure-skating and ski-jumping.

In countries with hot climate, the most popular are water sports such as swimming, boating, rowing and yachting. Also in town and in the countryside people enjoy roller-skating and cycling, which are not also sports but also a good leisure activity.

As for indoor sports, there is no doubt that it is football, which is in the first place of all kinds of sports games. It is played in every country and in every season.

Nowadays bicycling has become part of daily Russian life. The bicycle posts are everywhere and the bicycles are easily rented. Under the support of the cities councils there are appearing more and more new bikeways.

### 2. Переведите на русский.

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

### 3. Аудирование. Преподаватель читает текст, обучающиеся отвечают на вопросы по этому тексту.

Keeping Fit

Good health is not something we are able to buy at the chemist' and we can't depend on getting it back with a quick visit to the doctor when we are ill, either. We often ruin our health by poor diet, stress, bad working environment and carelessness. By keeping fit, changing bad habits or the surrounding conditions we can make our body last without major problems. And what are the ways to keep fit? First of all you must miss no chance of outdoor activities as an antidote to our sedentary lives. Skating or skiing in winter and swimming in summer must become part of your everyday life. Second, exercise. You must exercise whenever you can – in the morning or in the evening. Third, regular meals are a must if you want to keep fit. Try to avoid going without any food for hours. Nowadays, health specialists promote the idea of wellness for everybody. Wellness means achieving the best possible health within the limits of your body. One person may need fewer calories than another. Some people might prefer a lot easier exercise to more strenuous exercise. The English people have become very concerned about their health recently. In fact, fitness has become almost a national obsession. In large cities and towns alike people jog regularly, join sports teams and going to health clubs and Fitness Centers to work out.

Вопросы:

1) How do we ruin our health? 2) What idea do health specialists promote nowadays? 3) What is wellness? 4) What is a national obsession today? 5) How do people keep fit in big cities? 6) What are the ways to keep fit?

#### 4. Прочитайте и переведите текст.

Sports and games

We are sure you are all interested in sport. Many of you certainly play such games as volleyball or football, basketball or tennis. People who play a game are players. Players form teams and play matches with other teams — their opponents. Two players playing with each other are partners. Each team can lose or win. In a football match players try to score as many goals as they can. Most matches take place in large stadiums. Athletics is the most popular sport. People call it 'the queen of all sports'. It comprises such kinds of sports as: running (for different distances), jumping (long and high jumps) and others. From time to time international championships and races (horse-races, motor-races, cycle-races) take place. Representatives of various countries can win a gold, silver or bronze medal. Such great championships in sport are organized every four years and we call them Olympic Games. Only the best may take part in them. There are so many kinds of sports, such as cycling, swimming, gymnastics, boxing, skating, skiing, rowing, yachting and many more in which you can take an active part or just be a devoted fan.

**Обучающиеся отвечают на вопросы.** Do you like to do sport? Do you play any sports? What kind of sports do you know? What is most popular sport in our country?

**5. Аудирование. Прослушайте запись и выполните письменно задание - заполните пропуски, используя слова:** teams, convenient, season, swimming pool, success, rest, tickets. Hello, Ann ! How about going to the -----together tomorrow?  I' d love to I But unfortunately I'll have to prepare for my exam tomorrow.  Well, I suppose you could take a short----- from your studies.  Sorry, Peter, let's go there some other day, maybe right after the exam.  OK. Let's go on Wednesday then. I wish ----- at your exam.  Thank you!

#### 6. О каких видах спорта идет речь?

Card 1. This game is played by two teams. There are six players in each team. They play game on an ice field.

Card 2. It is a team game. Two teams hit large ball with their hands over a high net. The ball is not allowed to bounce on the ground.

Card 3. It is a game of two players. Each player starts with sixteen different playing figures. They move the playing figures on a board. The aim of the game is taking your opponent's king. 2)

**7. Завершите выражения:** 1 The first games were held in...  London  Olympia  Sydney 2 The games were organized every...  Fourth year  Fifth year  Sixth year 3 The ancient winners got...  Wreaths of palm leaves  Wreaths of oak leaves  Wreaths of grape leaves 4 The competitions of athletes were only for...  Women  Children  Men 5 Women's events started in...  1912  1896  1980 6 Olympic Games cannot take place in a country which is...  at peace  at war  far from Greece 7 The symbol of the 22 nd Olympic Games was...  Hare  Wolf  Bear 8 The Olympic Games is the symbol of...  peace and friendship  politics  business

**8. Работа в парах. Работа с карточками:** из частей слов собрать слова по теме «Физкультура и спорт». Слова: athlete, sports, football, wrestling, volleyball, hockey, jumping, swimming.

**9. Написать сочинение о том, как проходят уроки физкультуры в училище.**

**10. Переведите задание и скажите.**



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

Используйте:

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

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

### 11. Переведите с английского.

- 1.I go in for water sport.
- 2.Of all outdoor games I prefer volleyball.
- 3.Of all indoor games I like chess best.
- 4.I go to the school gym three times a week.
- 5.I couldn't go to the gym yesterday as I had many things to do.
- 6.My friend Nick does (has) his training daily.
- 7.He is good at wrestling.
- 8.I don't like to watch boxing
- 9.I am fond of watching football matches.
- 10.I never miss matches of my favourite team.
- 11.What sports do your friends go in for?
- 12.Who is good at gymnastics?
- 13.Where does he train?
- 14.How often does he go to the gym?
- 15.What kind of sport do you like best ? most of all?
- 16.Do you spend much time on sport?
- 17.Sport makes people strong and healthy.
- 18.If you want to keep fit you must go in for one kind of sport or another.
- 19.Almost every day I do some training.
- 20.In summer I go swimming.

### 12. Переведите на английский.

- 1.Я занимаюсь плаванием.
- 2.Каждый день я хожу в бассейн.
- 3.Мои друзья тоже любят плавать.
- 4.Часто мы ходим в бассейн вместе.
- 5.Я бы хотел, чтобы Алексей присоединился к нам.
- 6.Они часто играют в футбол.
- 7.Я тоже люблю играть в футбол.
- 8.В футбол играют на футбольном поле (at the football pitch).
- 9.Футболисты тренируются каждый день.
- 10.Я хочу, чтобы они одержали победу в матче.

### 13. Answer the questions:

- 1.Are you keen on sport?
- 2.What sport do you go in for?
- 3.How long have you been in this sport?
- 4.Where do you train?
- 5.Who is your coach?
- 6.Do you take part in competitions?
- 7.What sports do you like best of all?
- 8.Are you a sport fan?

9. What is your favourite team?  
10. What game is the most popular in our country?

**14. Act out a dialogue with your friend.** You have decided to go in for sports. You are talking to your classmate who is keen on football. Ask him

- which sports he thinks would be better for you;
- answer your classmate's questions about your favourite sports and games and explain your preferences;
- answer his questions about popular sports with your friends;
- accept his invitation to join his sports club.

**15. За минуту запишите как можно больше слов по теме «Спорт».**

**16. Напишите сочинение на тему «Я и спорт» (10-15 предложений).**

**17. Sports. Arguments For and Against**

1. Arguments for Sport:
2. Sport helps to meet people.

Arguments for Sport.

1. Taking part in different competitions means a lot of meeting with other people.
  2. Sport helps people to become good friends.
- Sports brings people close because in order to win people have to work as a team.
3. Sports makes you strong.

Sports helps people to become strong and develop physically. Besides, to have a healthy mind you must have a healthy body.

4. Sport builds character. It teaches you to be disciplined. It helps to work off your extra energy.

Sports makes people more organized and so better disciplined in their daily activities

5. It teaches you about life. Sport makes men out of boys.

Sports teaches you to win and to lose, it may help you in real life.

6. Sport gives you a chance to make a career.

You can become famous through sports.

Задание. Подготовьте связное аргументированное высказывание на тему «I am for Sports». Для этого используйте предложенные аргументы, а также ОБЯЗАТЕЛЬНО linking — words (слова — связки). Найдите их в примере.

ПРИМЕР

To my mind, sport plays an important part of my life (ваше мнение). I believe that it helps me in different ways. First of all, sport builds character. In other words, it teaches to win and to lose and so makes men out of boys. Besides, it is a good way to meet people, even from other countries as sportsmen often take part in world competitions. Finally, it makes you strong, fast and patient because regular trainings develop not only your body but also your mind.

2. Arguments against Sport:

1. It takes a lot of time.

Many people cannot afford to exercise every day because they work hard to make their career.

2. Sport causes a lot of injuries.

Going in for sports can cause many injuries: broken bones, torn muscles.

3. It takes a lot of energy.

There is no doubt that you feel tired after trainings but in time your muscles will become stronger and you will enjoy the process of developing your body.

4. It makes you unhappy when you lose.

It is really so but during our life we may fail sometimes. The habit of facing unpleasant moments helps you not to lose courage and start again.

5. You have no friends, only rivals.

This is not true because you are rivals only while doing sports.

6. Sport is a job for young.

When you are thirty you are old enough to be a professional sportsman. There are few sportsmen over 35 years old.

### **Vocabulary “Healthy Way of Life”:**

1.to keep fit — быть в форме

2.healthy — полезный для здоровья

3.healthy way of life — здоровый образ жизни

4.unhealthy — вредный для здоровья

5.take care of health — заботиться о здоровье

6.food rich in vitamins — пища богатая витаминами

7.good / bad habit — хорошая / плохая привычка

8.get rid of a bad habit — избавиться от плохой привычки

9.give up smoking — бросить курить

10.take up playing sports — заняться спортом

### **1. Translate into Russian.**

•disease — заболевание

•avoid — избегать

•produce — производить

1. Everybody wants to live a long healthy life. Nowadays such life has become a dream. Because of pollution people have a lot of diseases.

2. Being healthy means being happy as well. In other words, when you are healthy, you are happy, you can work and rest well. If you are ill, nothing seems nice.

3. Some people think they are healthy, if nothing in their body hurts. The best way to stay healthy is to do sports. Doing exercises is the best way to avoid depression.

4. Today everybody wants to be fit, feel good, look slim and stay young. Many fitness clubs and sports centres have been built during the past years. These modern centres are competing with cinemas and theatres for people who go there to spend their time.

5. The word “vitamin” comes from the Latin word “life”. Men and animals do not produce vitamins in their bodies and must take vitamins, because they help the bodies work well. If we don’t take vitamins, we can die. People can take vitamins in pills and from fruit and vegetables.

6. People who smoke have yellow teeth and problems with lungs. But smoking is bad not only for the smokers, but for the non-smokers who are around too.

Do you agree with the statements?

### **Упражнение 2. Answer the questions.**

1.What does it mean to be healthy?

2.Is healthy lifestyle popular in Russia?

3.Do you do anything to keep fit?

4.What do you do?

## 5. Why are vitamins important?

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №11** по теме 10 (Аудиторная самостоятельная работа).

**Задание:** Путешествия. Виды путешествий: преимущества и недостатки. Планирование путешествия. Планирование экскурсии. Экскурсия по любимому городу.

The Present Continuous Tense. Конструкция to be going to do smth. Описание действий, происходящих в момент речи.

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

### **Vocabulary “Travelling. General Words”**

1. travelling / travel — путешествие
2. to be fond of travelling — любить путешествовать
3. journey — длительное путешествие ( по суше)
4. trip/ school trip — поездка (короткая)/ экскурсия
5. two-day trip — двухдневная поездка
6. tour — поездка/ тур
7. package tour — путешествие по тур. путевке
8. to buy a package tour — купить тур. путевку
9. cruise [kru:z] — круиз
10. voyage [ˈvoɪədʒ] — путешествие по морю
11. to drive/ go for a drive — поездка на машине/ прокатиться
12. flight — полет/ рейс
13. hitchhike — путешествие автостопом
14. to go hitchhiking — отправиться в путешествие автостопом
15. to go on a journey / cruise/school trip — отправиться в путешествие/ круиз/ на экскурсию
16. travel agency — туристическое агентство
17. to travel (go) abroad — путешествовать (ехать) за границу
18. to get to — добраться
19. to arrive in/ at — прибыть в (большой/ небольшой) город
20. stay in a hotel — остановиться в отеле
21. destination — место назначения (конечная цель)
22. single (return) ticket — билет в один конец (туда-обратно)
23. to book tickets — заказать билеты
24. luggage (baggage) — багаж
25. suitcase — чемодан
26. rucksack (backpack) — рюкзак (туристический рюкзак)
27. bag/ hand bag — сумка
28. porter — носильщик
29. lost and found office — бюро находок
30. left luggage office (check room) — камера хранения
31. information desk — справочное бюро
32. to pack bags (luggage) — упаковывать сумки (багаж)
33. to change to — пересаживаться на
34. to see smb off — провожать кого-либо
35. to wave smb — махать кому-нибудь на прощанье
36. to wave smb a kiss — послать воздушный поцелуй

## II. Travelling by Air (Plane):

33. at the airport — в аэропорту
34. to arrive (at the airport) — прибывать (в аэропорт)
35. arrival — прибытие
36. to depart — отправляться
37. departure — отправление
38. boarding — посадка
39. boarding card — посадочный талон
40. to announce — объявлять
41. to take off — взлетать
42. to land — приземляться
43. gate — выход к самолету
44. customs — таможня
45. to go through the customs — проходить таможенную
46. duty-free — без пошлин
47. to declare — декларировать
48. passport control — паспортный контроль
49. to go through the passport control — проходить таможенную
50. to travel light — путешествовать налегке
51. excess weight — превышение веса
52. hand luggage — ручная кладь
53. to check luggage (check in) — сдать вещи в багаж
54. luggage receipt — багажная квитанция
55. tag — бирка, прикреп. к чемодану
56. to board a plane — садиться на самолет
57. captain [ˈkæptɪn] — командир корабля
58. pilot — пилот
59. flight attendant — стюардесса (стюард)
60. seat — место
61. aisle [aɪl] — проход между рядами
62. emergency exit — запасной выход
63. life jacket — спасательный жилет
64. oxygen mask — кислородная маска
65. seat (safety) belt — ремень безопасности
66. food tray — поднос, столик для еды

## III. Travelling by Train:

67. railway station — ж/д. станция: at the station — на станции
68. platform — платформа
69. carriage (car) — вагон
70. smoking compartment — купе для курящих
71. non-smoking compartment — купе для некурящих
72. ticket collector — контролер
73. to go off — отходить (о поезде)
74. to go from platform ... — отходить от платформы

## VI. Travelling. Collocations (устойчивые сочетания):

75. to make a reservation — забронировать место в гостинице
76. to miss a plane/ a train — опоздать на самолет/ на поезд
77. to get on a train/ a bus — сесть на поезд/ на автобус
78. to get off a train/ a bus — сойти с поезда/ автобуса
79. to get into/ out of a car — сесть / выйти из машины
80. to have an accident — попасть в аварию

## 1. Прочитайте и переведите текст.

### TRAVELLING

Travelling became a part of our life. Thousands of people travel every day either on business or for pleasure. They travel by road, by train, by air or by sea. Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive, too. Travelling by train is slower than travelling by plane, but it is less expensive. You can see many interesting places of the country through the window. Modern trains have more comfortable seats. There are also sleeping cars and dining cars that make even the longest journey more pleasant. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other kinds of travelling. Travelling by sea is popular mostly for pleasure trips. Tourists can make voyages on large ships to foreign countries. The trips on the Volga, the Don and the Black Sea are very popular today. As for me I prefer travelling by car. I think it's more convenient because you don't buy tickets, you can stop any place and spend as much time as you like at any place.

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

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

Dialogue №1 – What time do you prefer? – Do you prefer a smoking car or car for non-smokers? – Can I help you? – Okay. When are you leaving? – I'll reserve for you two tickets for the nine o'clock Sunday train. – I'd like to book two round-trip tickets to Boston. – Next Sunday. – Thank you. – As far as I know, there is a train that leaves for Boston at 9 a. m. I'd like to go by that train. – For non-smokers, please.

Dialogue №2 – Is it far from here? – How do I get to the nearest underground station? – Yes? – You are welcome. – No, not so far. – Excuse me! – Thank you. – Cross the street and walk straight as far as the bridge. Cross the bridge and turn to the right.

Dialogue №3 – I think, it is near the cinema, isn't it? – Can you tell me the way to the nearest post-office? – Yes? – Excuse me! – No thanks at all. – Thank you very much. – Well, let me see... Take trolley-bus number two and get off at the second stop. Turn to the left and you will see the post-office on your right. – That's right. The cinema is just across the street from the post-office.

Dialogue №4 – What platform do trains to London leave from? – You are welcome. – Here you are. – Thank you. – From platform one. – Good morning. – Two return tickets to London, please. – Good morning.

Dialogue №5 Single or return? – Thank you. – Good morning. Can I help you? – Here you are. – You are welcome. – I'd like to book a seat on the afternoon train to Glasgow. – Return, please. – That'll be fifty-seven pounds. – Your train leaves at two twenty-five from platform six.

Dialogue №6 – I can offer you two flights: at 7.30 a.m. and 10 a.m. Which would you prefer? – Okay. Anything else?

Good afternoon. Can I help you? – When is the plane due in Seattle? – First class or economy? – Thank you. – At 12.30. There are no delays as rule. – I'd like to reserve a seat on the morning flight to Seattle next Wednesday. – I'd rather go by the 7.30 – Economy, please.

**4. Match the words from two lines to make 10 collocations (pair words):**

(1) passport, ticket, overhead, information, catch, emergency, life, board, non-smoking, hand

(2) a plane, bag, jacket, locker, compartment, control, collector, exit, desk, a bus

**5. Complete the sentences with the appropriate words. Use only one word in each gap: miss, ferry, compartments, accommodation, take off.**

1. The pilot has just announced that we are going to \_\_\_\_\_ in ten minutes.
2. A travel agency arrange \_\_\_\_\_ and book tickets.
3. If you don't hurry up, we are going to \_\_\_\_\_ our train.
4. You can go by \_\_\_\_\_ from England to France.
5. Different sections of a train are called \_\_\_\_\_ .
6. If you are late for a flight, the plane will \_\_\_\_\_ without you.

**6. Complete the sentences with the appropriate words. Use only one word in each gap.**

Travelling by plane is fast. Of course you have to check \_\_\_\_\_ at the airport two hours before your flight takes \_\_\_\_\_, but after you go \_\_\_\_\_ the passport control you can have a nice cup of coffee while you are waiting \_\_\_\_\_ your flight. If you want to carry a lot of baggage, you can go \_\_\_\_\_ car.

**7. Write a letter to your friend. Imagine you are on a holiday. Write about:**

- the place, what it is like, time of the year;
- the weather and how you are spending the time;
- the people you are with and what they are like;
- the people you have met and something interesting about them

**8. Обсуждение планов на выходные**

Ситуация 1. Разыграйте с следующую ситуацию. Вы с зарубежным другом, который гостит в вашем городе, планируете, что вы будете делать в выходные. Спросите, когда он(а) свободен(а), обсудите, чем вам заняться, почему именно этим..

Useful phrases:

1. What are you going to do during this weekend? — Что ты собираешься делать на выходные?
2. It depends on what is interesting for you. — Это зависит от того, что тебе интересно.
3. Which is more interesting for you: modern or historical architecture? — Что тебя больше интересует: современная или историческая архитектура?
4. We could as well go... — Мы также могли бы сходить...
5. And what about visiting....? — А как насчет того, чтобы посетить...

Ситуация 2. Посещение музеев, осмотр города

Разыграйте следующую ситуацию. Вы с зарубежным другом, который гостит в вашем городе, собираетесь поехать на экскурсию. Обсудите куда и когда лучше поехать/ пойти: кого с собой пригласить. Примите совместное решение.

Useful phrases:

1. What are you going to do during this weekend? — Что ты собираешься делать в эти выходные?
2. I think it's a good idea to go on a guided tour. — Я думаю это хорошая идея поехать на экскурсию.
3. Do you have any preferences? — У тебя есть какие-нибудь предпочтения (пожелания)?
4. We could as well go...- Мы также могли бы сходить...
5. And what about visiting....? — А как насчет того, чтобы посетить...

Ситуация 3. Поездка на побережье

Imagine that you are going to have a week-long trip to the seaside. Decide if you will have a packaged tour or you will go on your own.

Read the arguments for and against such kinds of travels. Add some of your own. Give your opinion, using the phrases from the box.

**9. Подготовьте небольшое сообщение на тему: «A Trip I Made Last Summer». Используйте фразы из списка:**

1. to leave (your city) on (the date of departure)
2. to travel by (means of transport)
3. to stop in different places on the way to...
4. to visit the historical sights in..
5. to lie in the sun in good weather...
6. to make new friends during the trip
7. the trip lasted for ... days/weeks/months
8. to spend a few days/hours in...
9. to come back home by bus/train/plane
10. to have a wonderful time at/in...

**Грамматического задание The Present Continuous. Используйте глаголы в скобках в форме Present Continuous или Present Simple.**

1 вариант 1. I \_\_\_\_\_ English exercises twice a week. (to write) 2. My friend \_\_\_\_\_ his homework in the afternoon as a rule. (to do) 3. My sister \_\_\_\_\_ her homework now. (to do) 4. Don't shout! The baby \_\_\_\_\_. (to sleep) 5. The baby always \_\_\_\_\_ after dinner. (to sleep) 6. What \_\_\_\_\_ you \_\_\_\_\_ now? (to read) 7. What books \_\_\_\_\_ you \_\_\_\_\_ for your literature lessons? (to read)

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

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №12** по теме 11 (Аудиторная самостоятельная работа).

**Задание:** Россия, географическое положение, ее национальные символы, государственное и политическое устройство. Столица России – Москва: история и современность.

The Past Simple Tense.

Конструкция used to + The Infinitive.

The Future Simple Tense.

**Цели:** расширение и активизация лексических и грамматических знаний (The Past Simple), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Россия, ее национальные символы», интереса обучающихся к изучению английского языка, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**1. Прочитайте и переведите текст.**

**Text 1. The Geographical Position of Russia, its Nature and Climate**

Russia is the largest country in the world. It occupies about the one seventh of the earth's surface. Russia covers the eastern part of Europe and the northern part of Asia.

The country is washed by 12 seas of three oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In



the west it borders on Norway, Finland, the Baltic States, Belorussia, the Ukraine. It also has a sea border with the USA.

The population of Russia is 145.5 million people. 83 percent are Russians. The capital of the country is Moscow. It is the largest city and has a population of about 12 million people (2016).

There is hardly a country in the world with such a variety of scenery and vegetation. Russia has steppes in the south, plains and forests in the central region, tundra and taiga in the north, highlands and deserts in the east.

Russia is located on two plains. They are the Great Russian Plain and the West Siberian Lowland.

There are several mountains chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

In Russia there are long rivers and deep lakes. The Volga is the biggest Europe's river. The world's deepest lake is Lake Baikal. The water in Lake Baikal used to be very clean. It was so clear that if you look down you can count the stones on the bottom.

Russia has one sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

Over the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the south-west the weather is usually mild and wet; northern Asia is one of the coldest places on the earth, and in the south the heat is unbearable. But in the middle of the country the climate is moderate and continental.

Russia is very rich in mineral resources. It exports oil and natural gas.

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

There are a lot of opportunities for our country to become one of the leading countries in the world.

Questions to the topic: «The Geographical Position of Russia, its Nature and Climate»

1. Where is Russia situated?
2. How large is Russia compared to other countries?
3. What countries does it border on?
4. What are Russia's main regions?
5. What seas and oceans is Russia washed by?
6. What are the most important rivers in Russia?
7. What is the deepest lake in Russia?
8. What types of climate are there on the territory of Russia? Which is the prevailing one?
9. Is Russia rich in natural resources?

## **Text 2. State Symbols of Russia**

The state symbols of Russia are the Russian flag, the hymn of Russia and the coat of arms (гeрб).

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 3. 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?

List of Moscow Sights and Places of Interest:

1. Red Square 1. the Kremlin — Кремль
2. the Mausoleum — Мавзолей
3. the Kremlin Palace — Кремлевский дворец
4. the St. Basil Cathedral — Собор Василия Блаженного
2. The Moscow Underground
3. Moscow churches and monasteries 1. the Novodevitchi Convent — Новодевичий монастырь
2. the Danilov Monastery — Даниловский монастырь
3. the Temple of Christ the Saviour — Храм Христа Спасителя
4. Museums 1. the State Tretyakov Gallery — Государственная Третьяковская галерея (famous for its collections of paintings, sculpture, drawings, icons)
2. the Museum of Fine Arts named after Pushkin — Музей изобразительных искусств имени Пушкина (the second after the Hermitage in Russia)
3. the Shilov Gallery — Галерея Шилова
4. The Kremlin Armoury /Oruzheynaya Palata — Оружейная Палата (famous for its collections of royal plates and dishes, arms and armour, state symbols such as thrones, the crowns, etc.)
5. the Diamond Fund — Алмазный Фонд (has the exhibition of unique precious stones)
5. Moscow Theatres 1. The Bolshoi Theatre — Большой театр
2. The Maly Theatre — Малый театр

- 3.the Moscow Art Theatre (the MkhAT) — МХАТ
- 4.The Operetta Theatre — Театр оперетты
- 6.The Moscow University — Московский государственный университет
- 7.The State Library — Государственная библиотека им. Ленина
- 8.Parks and Gardens 1.Gorky Park — Парк Горького
- 2.Sokolniki Park — Парк Сокольники
- 3.Ismailovsky Park — Измайловский парк
- 9.Estate Museums — Музеи — усадьбы 1.Tsaritsino — Царицино
- 2.Kolomenskoye — Коломенское
- 3.Kuskovo — Кусково

#### **Text 4. Places of Interest in Russia**

Russia is the largest country in the world. It has a long and interesting history. The country is famous for its numerous places of interest. The capital of Russia is Moscow, and it's the biggest city in the country. Another big and famous city in Russia is Saint Petersburg. It has once been a capital of the country. These two cities have the majority of Russian sights. For example, the Kremlin, which is situated in the heart of Moscow, the Bolshoi Theater, which is also in Moscow and many others. Saint-Petersburg is famous by its magnificent architecture. Almost every building in the city looks like a rare masterpiece. Many people take trips along some Russian cities, called Golden Ring. The Golden Ring of Russia includes such cities as Suzdal, Vladimir, Ivanovo, Yaroslavl and many others. These cities are famous for their rich history and ancient churches. Also, tourists can take part in some authentic festivals when visiting these cities. Another famous sight in Russia is situated in the center of Asia. It's called Altay. Many tourists want to see this amazing region, which is known for its crystal clear lakes, high mountains and other natural wonders. The deepest lake in the world, Baikal, is also situated in Russia, in the East Siberian region. Работа в группах. Учащиеся делятся на три группы. Используя заранее подготовленный дома материал, каждая группа составляет рассказ о самых популярных достопримечательностях городов: Самара, Москва, Санкт-Петербург.

#### **Text 5. «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 №13** по теме 12 (Аудиторная самостоятельная работа).

**Задание:** Великобритания, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции. Традиции англоговорящих стран.

Артикли с географическими названиями

Страдательный залог.

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

#### **1. Quiz. How much do you know about the United Kingdom?**

1. How many countries are there in the United Kingdom?

2

3

4

2. Who is the current monarch?

Queen Elizabeth I

Queen Elizabeth II

Queen Elizabeth III

3. What is the national emblem (flower) of England?

Daffodil

Tulip

Rose

4. What is the national emblem (flower) of Scotland?

Heather

Rosemary

Thistle

5. What is the national emblem (flower) of Wales?

Daffodil

Snowdrop

Bluebell

6. What is the national emblem (flower) of Ireland?

Clover

Shamrock

Leprechaun

7. This man is a symbol of the British nation. His name is ...

- Uncle Sam
- John Bull
- Winston Churchill

8. The British flag is often called ...

- The Union Jack
- The Stars & Stripes
- The Maple Leaf

9. The part of the UK which is not presented in the Union Jack is ...

- Scotland
- Wales
- Northern Ireland

10. The flag of which country features a dragon?

- Scotland
- Wales
- Northern Ireland

11. The national currency of the UK is ...

- The euro
- The dollar
- The pound

12. The Channel Tunnel, linking the UK to the rest of Europe, runs between England and which country?

- France
- Germany
- Belgium

13. The mysterious Loch Ness Monster is from ...

- Wales
- Ireland
- Scotland

**2. 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

**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.

#### **4. Прочитайте текст про Соединенное королевство.**

New Words:

- an island state – островное государство
- the white chalk cliffs of Dover – меловые утесы Дувра

Great Britain

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.

Geographical position of the UK.

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.

Nationalities.

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.

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.

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.

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.

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.

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

### Грамматическое задание "Passive Voice".

Упражнение 1. Переведите на русский язык.

1. Breakfast was cooked by our mother.
2. The new rule was explained to us at the English lesson.
3. The story was written by Chekhov.
4. This sports centre was visited by lots of people.
5. This sports game is often played at P.E. lessons.
6. The ball was thrown over the fence.
7. The boxer was knocked down.
8. I was born in Moscow.
9. They will be trained by a famous coach.
10. I will be sent to the competition.

Упражнение 2. Выберите правильный вариант и переведите на русский язык.

1. The news programme ( is watched / watched ) by millions of people every day.
2. The Mona Liza ( painted / was painted ) by Leonardo da Vinchi.
3. The new cinema ( be built / will be built ) next year.
4. New pop groups ( are much spoken / is much spoken ) about among teenagers.
5. Alexander Pushkin's first poem ( was written / written ) when he was fourteen.
6. The letters (be sent / will be sent ) by post tomorrow.
7. The translation (was finished / were finished ) two hours ago.
8. London ( visited / is visited ) by hundreds of tourists every year.
9. The dinner ( be / will be ) ready in an hour (через час).
10. The dogs (were taken out/ was taken out) three times yesterday.

Упражнение 3. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1. Tom always (to ask) at the lessons.
2. I (to ask) at the last lesson.
3. Our country house (to finish) next year.
4. The dog (to find) by my sister yesterday.
5. This work (to do) tomorrow.
6. This text (to translate) at the last lesson.
7. These trees (to plant) every autumn.

8. Many interesting games always (to play) at our P.E. lessons.
9. This bone (to give) to my dog tomorrow.
10. We (to invite) to a concert last Saturday.

Упражнение 4. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in autumn.
4. Many houses (to burn) during the war.
5. His new book (to finish) next year.
6. Flowers (to sell) in shops and in the streets.
7. St. Petersburg (to found) in 1703.
8. Bread (to eat) every day.
9. The letter (to receive) yesterday.
10. Nick (to send) to Moscow next week.
11. I (to give) a very interesting book at the library last Friday.
12. Many houses (to build) in our town every year.

Упражнение 5. Раскройте скобки, выбирая требующуюся форму глагола.

1. At the station they will (meet, be met) by a man from the travel agency.
2. She will (meet, be met) them in the hall upstairs.
3. The porter will (bring, be brought) your luggage to your room.
4. Your luggage will (bring, be brought) up in the lift.
5. You may (leave, be left) your hat and coat in the cloakroom downstairs.
6. They can (leave, be left) the key with the clerk downstairs.
7. From the station they will (take, be taken) straight to the hotel.
8. Tomorrow he will (take, be taken) them to the Russian Museum.

Упражнение 6. Раскройте скобки, употребляя глаголы в Present Simple, Present Perfect, Present Continuous, Past Simple, Future Simple. Используйте Активный и Пассивный залог.

1. The house \_\_\_\_\_ (to build) in 2020.
2. The boy \_\_\_\_\_ (not to hear) the news yet.
3. The Brooks \_\_\_\_\_ (to become) famous last year.
4. Money \_\_\_\_\_ (to keep) in the bank.
5. The parcel \_\_\_\_\_ (to send) yesterday.
6. I would like \_\_\_\_\_ (to know) English very well.
7. Where \_\_\_\_\_ the road \_\_\_\_\_ (to lead) to?
8. Look! The leaves \_\_\_\_\_ (to fall).
9. All the money \_\_\_\_\_ (to spend) on clothes last week.
10. The pie has gone! Who \_\_\_\_\_ (to eat) it

Упражнение 7. Переведите на английский язык

1. Детей наказывают.... — Детей наказали... — Детей накажут.... (punish)
2. Хлеб едят... — Хлеб съели... — Хлеб съедят...
3. Розы выращивают... — Розы вырастили... — Розы вырастят... (grow)
4. Картину рисуют... — Картину нарисовали... — Картину нарисуют... (paint)
5. Обо мне говорят. — Обо мне говорили. — Обо мне будут говорить. (talk about)
6. О нас забывают — О нас забыли.... — О нас забудут... (forget)

Упражнение 8. Переделайте предложения из активного залога в пассивный.

1. We learn English. —
2. The teacher asked the students a question. —
3. They told me about the accident. —
4. We will find our pets. —
5. Next year we will learn French. —
6. The teacher asked her a question. —
7. I take my dog out every day. —

Упражнение 9. (из пособия «Грамматика. Сборник упражнений. Ю. Голицынский)

Переведите на английский язык, употребляя глаголы в Present Simple Active или Present Simple Passive.

- хвалить — praise
- рассказывать — tell

1. Я всегда хвалю моих друзей. 2. Меня всегда хвалят дома. 3. Каждую субботу папа показывает дедушке мои оценки. 4. Каждую субботу папе показывают мои оценки. 5. Мы часто вспоминаем вас. 6. Нас часто вспоминают в деревне. 7. Мне дают сок каждое утро. 8. Каждое утро я даю кошке молоко. 9. Он каждый день рассказывает нам что-нибудь интересное. 10. Ему каждый день рассказывают что-нибудь интересное.

Упражнение 10. (из пособия «Грамматика. Сборник упражнений. Ю. Голицынский)  
Переведите на английский язык, употребляя глаголы в Present Simple Active или Present Simple Passive.

1. Я часто посылаю письма друзьям. 2. Меня часто приглашают в кино. 3. Моей сестре часто помогают в школе. 4. Я иногда забываю взять проездную карточку. 5. Он пишет много писем. 6. Собаки любят кости. 7. Собак любят во многих семьях. 8. Когда в вашей семье пьют чай? 9. Почему эти правила всегда забывают? 10. Почему вы всегда забываете эти правила? 12. Где живут ваши друзья? 13. Где покупают хлеб? 14. Когда задают вопросы?

#### **ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №14** по теме 13 (Аудиторная самостоятельная работа).

**Задание:** Научно-технический прогресс. Достижения человечества: культурные, спортивные. Искусство и культура

The Present Perfect Tense. The Past Perfect Tense.

Модальные глаголы.

Условные предложения.

**Цели:** расширение и активизация лексических и грамматических знаний, развитие навыков монологической и письменной речи, чтения и перевода по теме «Научно-технический прогресс», интереса обучающихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Vocabulary “Science and Space Research”.**

1. high technologies — высокие технологии
2. development of science and technology — развитие науки и техники
3. unpredictable discoveries — непредсказуемые открытия
4. become an inseparable part of our life — стать неотъемлемой частью нашей жизни
5. imagine without various gadgets — представить без разнообразных гаджетов
6. heated arguments — горячие споры
7. make more comfortable and safe — сделать удобнее и безопаснее
8. scaring and unpredictable results — пугающие и непредсказуемые результаты
9. consequences of modern science and technical progress — последствия современной науки и технического прогресса
10. threaten life on the Earth — угрожать жизни на земле
11. threaten the existence of our planet — угрожать существованию нашей планеты

#### Achievements in Science and Technology

##### Nuclear Power

- nuclear age — ядерная эпоха
- devastating weapons — оружие массового поражения

The 20-th century is called the nuclear age. It's due to the fact that the man learned to use the power of the atom. He created the most devastating weapon in history and now the stores (запасы) of A-bombs and H-bombs threaten the existence of the whole planet.

## Space Exploration

- be based on — БЫТЬ ОСНОВАННЫМ
- penetrate into — ПРОНИКНУТЬ В

The exploration of space is based on high technologies which cost a lot of money. However, flights into outer space allow man to penetrate into new spheres of unpredictable discoveries.

## Achievements in Medicine and Biology

- overpower — ОДОЛЕТЬ
- incurable diseases — НЕИЗЛЕЧИМЫЕ ЗАБОЛЕВАНИЯ
- cell — КЛЕТКА
- genetic engineering — ГЕННАЯ ИНЖЕНЕРИЯ
- cloning — КЛОНИРОВАНИЕ

Dozens of incurable diseases have been overpowered. The man has penetrated inside the cell and such branch of science as genetic engineering is doing wonders nowadays. However its results are sometimes scary, for example cloning. It has caused heated arguments because of its moral side.

## The Internet

- It has turned out to be — ОКАЗАЛОСЬ, ЧТО ОНА (ВИРТУАЛЬНАЯ РЕАЛЬНОСТЬ)
- substitute — ЗАМЕНИТЬ

The Internet has connected people from all parts of the world. People are getting more and more involved in the computer world. Children forget about all other toys when computer games are at hand. Almost all modern projects, designs and calculations are impossible without computers. The newest invention is the virtual reality, which can be changed according to the wishes of the man. It has turned out to be so attractive that there is a danger that it can substitute the whole world for its users.

**ЗАДАНИЕ.** Express your opinion on the following ideas, concerning modern science and its consequences.

1. The Internet has become an inseparable part of people's everyday life.
2. Virtual reality is the curse of the 21-st century.
3. Exploration of space is very expensive and quite useless.
4. Nuclear energy should be used less and less because of its negative influence on nature.
5. Cloning is the greatest achievement of medicine in the 21-st century.

## Science and Technology. Texts about Famous Inventions and their Inventors

Before reading the texts match the inventors and inventions:

The inventions: the telephone, the television, the computer, the light bulb, the hydrogen bomb, the mobile phone (6)

The inventors: Charles Babbage, John Braid, Alexander Graham Bell, Thomas Edison, Martin Cooper, Andrei Sakharov (6)

### 1. The Invention of the Telephone

- the human organs of articulation — органы слуха
- the deaf — глухие

The telephone is one of the most important inventions of the 19th century. Its creator was the English scientist Alexander Graham Bell.

Bell wanted to be a teacher and entered Edinburgh University. But he changed his mind and became a student of the Medical Faculty of London University. Under the guidance of an outstanding German scientist who works on physiology of sight and ear, Bell began to study the human organs of articulation.

By and by Bell came to the idea of creating a special apparatus which would help the deaf to pronounce the sounds of speech and learn to speak. Working on such a apparatus, Bell invented microphone (with engineer Thomas Watson) and telephone. At first his invention was not popular with the public, but Bell visited American towns and other countries, read lectures and demonstrated his telephone.

In 1878 he also organized his own company to produce telephones. But Bell wasn't interested in business itself and used his money on the laboratories for generating new ideas. He was and is greatly respected both in England and America.

## 2. The Invention of the Television

- to broadcast — транслировать (передать)
- vision — изображение
- available — доступный

The television is a mass media that serves to give people opportunities both for entertainment and for rapid information.

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer (John Braid) turned the idea into a practical reality. The first pictures were black and white and were not very clear.

Early TV sets cost as much as a small car and few people bought them. In 1936 the original system was improved and the first regular TV programme was broadcast in Britain.

But the real TV revolution began in America after World War Two. Commercial stations began to open in almost every city. But still lots of people didn't have TV sets as they were too expensive. That all changed in the 60s and 70s when more and more TV sets were sold and the importance of television grew quickly. In 1980 there appeared satellite television. Dozens of new channels are now available to anyone who buys a receiving "dish".

## 3. The Invention of the Computer

- efficient — эффективный
- to store — хранить
- to substitute — заменить

One more important invention of our century is the computer. The first computer was invented by the English scientist Charles Babbage.

Nowadays nearly everything we do in the modern world is helped and controlled by computers. Computers are used so often because they are more efficient than human beings. They have better memories and can store a lot of information.

In fact, computers can do what we can do but faster and better. They can control different machines, foretell tomorrow's weather, even play chess and compose music. Computers are widely used in various professions. We can find computers everywhere: in a library, in a travel agency, in a hotel, in a shop and in many other places.

To be sure, the technical progress will not stop but the machines will not be able to substitute everything including the human being.

## 4. The Invention of the Mobile (cellular) Phone

- provide — предоставить, обеспечить
- be awarded for — быть награжденным за
- significant — значительный
- demand — спрос
- cellular — сотовый

•be launched — выпустить

•crucial — решающий

Modern mobile phone provides a lot of services, from being able to message anyone to immediate access to the internet. This convenience is one of the reasons why we use mobile phone every day and sometimes cannot imagine our life without it. However, we do not know that the name of the inventor of the first cellular phone, the talented American engineer Martin Cooper.

The first cellular phone was the father of the mobile phone. It was the telephone device that could be used while being mobile i.e. without the standard cord attached to it. The first cellular phone was called DynaTac 8000X by Motorola as it was created in Motorola company.

Martin Cooper, was born in Chicago on the 26th of December, 1928. He graduated from Illinois Institute of Technology in the early '50s and worked in the electronic industry. Throughout his career he was awarded multiple patents for his work.

Among different inventions in mobile technology, the invention of a cell phone was the most significant one. Doctor Martin Cooper made it, while he was working for Motorola (1973). At that time the demand for such devices was very high and he was among many other people who were trying to create a similar type of mobile device.

The first cellular phone was named DynaTac 8000X by Motorola. It looked nothing like what we're used to now — it was 10 inches long and weighed more than 2 pounds.

The fame of inventing first smartphone is attributed to Andy Rubin. He created and developed the very first Android system, which is now used in 80% of the world's smartphones. Smartphones are noted for their ability to function in similar ways to a computer, and some of them are just as powerful.

The Motorola company invested 100 million dollars in the next 20 years into research and development of the first cell phone. And yes! The first commercial mobile phone was launched in 1983 by Motorola for around \$4000 US dollars.

Omitting the process of the mobile phone evolution, let us say a few words about iPhones. These advanced devices have touchscreen technology, a good quality camera, and 3G network capabilities. They were launched into the market in 2007.

Since 1973, mobile phone technology and networks have come a long way and though Martin Cooper was the man that initially invented the cell phone, there are a lot of other inventors that played a crucial role in the cell phone's creation.

The most famous of them are:

Alexander Graham Bell, the man that invented the first telephone.

Joel Engel, the main rival of Martin Cooper, who worked in the company called Bell Labs. Bell Labs and Motorola companies were in serious competition to manufacture mobile devices. Motorola won the tech war and the first mobile phone was named as DynaTac 8000X by Motorola.

## 5. The most famous scientists and their inventions (discoveries) in Britain and America

Isaac Newton (an English scientist) who lived in the 17th century is the founder of modern mathematics, physics and spectography. Newton discovered the law of motion and the universal law of gravitation.

The eighteenth century is noted for the Industrial Revolution in Britain and many inventions, most prominent of them is probably considered to be the invention of steam engine.

The nineteenth century is noted for the invention of electricity and the telephone.

1. Michel Faraday (an English scientist) who lived in the 19th century made a name for himself in the history of electricity. Faraday made the machine which was the father of all the great machines that make electricity today. Also Faraday was the creator of the electric motor, which changed the face of the earth.

2. Thomas Edison (an American inventor) who lived in the period between 1847-1931 became world-famous for the invention of light bulb and the way of sending electricity to distant places. He is also famous for early microphone, record player and equipment for the cinema, telegraph and telephone.

## 6. Russia's Achievements in Science and Technology

The most prominent Russian scientists (engineers) and their inventions are:

1. Mikhail Lomonosov who invented the telescope which helped him to study Venus and made a lot of achievements in astronomy and mineralogy;
2. Dmitry Mendeleev who created the periodic table of elements;
3. Ivan Pavlov who studied conditioned reflexes (условные рефлексy) in animals;
4. Konstantin Tsiolkovsky who created the theory of space flight;
5. Sergei Korolyov who designed the intercontinental missile, Sputnik satellite, and Vostok spacecraft;
6. Igor Kurchatov who made a lot of inventions in nuclear physics;
7. Andrei Sakharov who invented the hydrogen bomb (водородная бомба)

## Art

Before you start, ask questions:

1. What is art?
2. Why does an artist make art?
3. Do you think if artist should show life or fiction (fantasy)?
4. What kind of art do you enjoy: painting, sculpture or others?

1. Remember the words on the topic «Art»:

1. visual art
2. to make art
3. an artist and a sculptor
4. a picture and a sculpture
5. a picture gallery/ an art museum
6. a landscape (a seascape)
7. a still life – still lifes
8. a genre scene
9. to look true to life
10. imaginative work
11. a work of art
12. a reproduction
13. to belong to the brush of
14. try your hand at
15. be up to you

Read text №1 «Man the Creator»

Visual art is a vast subject, including all kinds of pictures and sculptures. Artists make art for many reasons. Hundreds of years ago — when people couldn't read — painting were often designed to illustrate stories, especially Bible stories. And a lot of paintings were made to decorate churches. More recently, artists have begun to paint to express their own feelings or explore ideas, or just to create something beautiful.

People have always argued about art – how to make it, what it should look like and why. But there are no right and wrong answers. For example, some people think that paintings should look true to life. But many artists want to create more imaginative works — especially now that we have photographs to record how things look. It is common knowledge that there is a huge difference in what artists do. What kind of art you enjoy is up to you.

## Answer the questions.

1. Are you interested in art? What art in particular?
2. Painting and sculpture are visual arts, aren't they? Which of them is more exciting for you?
3. What world-famous artists do you know/like?
4. Who is your favourite painter? Why?
5. Which of the two genres — portrait or landscape painting

— attracts you more? Do you know any well-known portraitists? landscapists? 6. Many artists produced pictures of scenes at sea. Can you say that Aivazovsky was a famous Russian seascapest? Do you know any names of his pictures? 7. Do you know any British museums? 8. Do you ever go to picture galleries and art museums? Which galleries/museums? What important picture galleries and art museums do you know in Russia and abroad? 9. Where can we see sculptures? Where are they usually placed and why? 10. Do you think photography can be called a visual art? Why? Why not? 11. Have you ever tried your hand at any of these three arts — painting, sculpture and photography? How successful were you?

### **ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №15** по теме 14 (Аудиторная самостоятельная работа).

**Задание:** Жизнь в городе и в сельской местности. Человек и природа, экологические проблемы, экологические проблемы мирового океана.

Путеводитель по родному краю: визитная карточка, история, география, экологическая обстановка, фольклор.

Герундий.

Согласование времен.

**Цели:** расширение и активизация лексических и грамматических знаний, развитие навыков монологической, диалогической речи по теме «Человек и природа», интереса обучающихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Vocabulary:**

#### I. General Words

1. environment — окружающая среда

• a healthy environment

• to protect the environment

• to spoil the environment

2. pollution — загрязнение

• reduce pollution

• Land pollution, air pollution, water pollution

• Many scientists think about serious changes in the climate because of the pollution of the atmosphere.

3. protection — защита

• protection of the environment

4. environmental — связанные с окружающей средой (=ecological)

• environmental problems

• environmental protection

• Environmental pollution is becoming worse.

• The main environmental problems are

5. to protect the environment — защищать окружающую среду

• to protect the environment from pollution

6. to pollute / to be polluted by — загрязнять / быть загрязненным чем-то

• to pollute the environment

• to pollute the water, air, atmosphere means to make it dirty and dangerous for people and animals to live in or to use

• The air in the cities is polluted by car fumes (выхлопными газами).

7. An influence = an effect — влияние (воздействие)

• to have a strong influence (effect) on

• TV has a strong influence on people.

• Climate has a very important influence on plants, animals and humans.

8. to influence smth (greatly) — влиять (сильно)

• What influenced his decision?



- His speech influenced me greatly.
  - Humans influence Nature.
9. human influence — влияние человека
- Human influence on nature is negative.
10. to destroy / to be destroyed — разрушить, уничтожить / быть уничтоженным
- to destroy buildings, to destroy hopes
  - to destroy wildlife, countryside beauty
  - The house was destroyed.
  - Fires often destroy forests.
11. a destruction — разрушение
- the destruction of environment
  - the destruction of wildlife & countryside beauty
  - destruction of ozone layer
  - destruction of rainforests
  - Pouring oil into the water will cause pollution and the destruction of our seas and rivers.
12. damage — ущерб
13. to damage / to be damaged — нанести ущерб / быть поврежденным
- to damage nature
  - to be damaged by fire
  - The house was so badly damaged.
14. fragile — хрупкий
- fragile health
  - Our fragile planet needs protection
  - Name 3 things that are fragile.
15. to cause / to be caused — вызывать / вызван
- to cause illness
  - to cause decease
  - to cause death
  - to cause destruction
  - to cause troubles
  - to cause pollution
  - A burning cigarette caused the fire.
  - Smoking causes lung decease.
16. a disaster — катастрофа
- a terrible disaster
  - nuclear disaster
  - ecological disaster
  - Fire is a disaster.
17. to survive — выжить
- Do you know that camels can survive for many days without eating?
18. safe — безопасный
- a safe place to live
19. safety — безопасность
- be sure of safety
20. global — глобальный
- global problems
  - global warming
21. crisis [ˈkraisɪs] — кризис
- ecological crisis
  - global crisis
22. to prevent — предотвратить
- to prevent an ecological disaster

23. to take actions — принимать меры

•to take actions to prevent an ecological disaster

24. to prohibit / to be prohibited — запретить / запрещено

•to be strictly prohibited

•Feeding animals in zoos is strictly prohibited.

II. Pollution

25. to produce — производить

• to produce goods

•Name makes of cars produced in Russia.

26. energy — энергия

•Energy is the power from electricity, wind, etc. that helps machines work.

27. nuclear — ядерный

•nuclear energy

•nuclear power stations

•nuclear tests

•nuclear weapons

•a nuclear waste

•Nuclear waste endangers people's lives.

•People all over the world protest against nuclear tests.

•Nuclear power stations can go wrong and cause nuclear pollution.

28. a dump — свалка

•town dump

•This town is a real dump.

•Take all this litter to the town dump.

29. litter — мелкий мусор

•to drop litter

•to clear litter away

30. cans of coke/ beer — банки от колы, пива

31. packaging — упаковка

32. packed goods — упакованные товары

33. rubbish / garbage – крупный мусор

•to throw rubbish

34. throw away — выбрасывать

35. waste — отходы

•waste paper

•nuclear waste

• industrial waste

•chemical waste

• radioactive waste

•A lot of waste from factories and plants goes in to the rivers.

•The scientists try to solve the problem of radioactive waste.

36. to dump / to be dumped — сбрасывать в большом количестве / быть выброшенным

•They dumped a lot of rubbish in the river.

•All the countries protest against dumping acid wastes in the seas and oceans.

37. poison — яд (fertilizes — удобрения)

38. to poison / to be poisoned — отравлять / быть отравленным

•People can be poisoned by industrial waste.

III. Destruction of the Environment, Nature and the Wildlife

39. greenhouse effect — парниковый эффект

• the problem of greenhouse effect

•Greenhouse effect is the problem of a rise in temperature in the earth's atmosphere.

40. source [so:s] — источник

•source of information

- What are the main sources of land pollution?
- 41. resources [ri`so:siz] — ресурсы
- natural resources
- The country is rich in natural resources. They are.....
- 42. to waste — тратить понапрасну
- not to waste water, electricity
- 43. a shortage — нехватка
- a shortage of water
- a shortage of natural resources (
- a shortage of food
- 44. to run out of – заканчиваться
- We will run out of oil.
- 45. extinct — вымерший
- extinct birds
- What extinct animals do you know?
- Dinosaurs are extinct animals.
- 46. to endanger / to be endangered — подвергать опасности / быть в опасности
- to endanger animals
- to endanger people’s lives
- 47. endangered animals — исчезающие животные
- Endangered animals are in danger.
- Nowadays tigers have become endangered animals.
- 48. to die out — вымирать
- Endangered animals can easily die out.
- Why do some animals die out? People kill animals for the sake of their skins and destroy their habitats, cutting down forests and polluting water.
- 49. a species [ˈspi:ʃi:z] (мн.ч. species) — вид (виды)
- plant species
- insect species
- a species of flowers, a species of animals, different species of trees
- The Black Tulip is an unusual species of tulips.
- 50. a habitat — место обитания
- a habitat of plants
- a habitat of animals
- A habitat is a place where a certain animal usually lives.
- 51. to include / to be included — включать / быть включенным
- to include in the Red Book
- 52. disappearing = (rare) — исчезающие (редкие)
- disappearing species
- rare species
- IV. Environmental Protection
- 53. filter /purifier — фильтры / очистители
- to use filters
- 54. bins — контейнеры
- to provide special bins to separate waste
- 55. to fine — штрафовать
- The government should issue a law to fine plants and factories for all kinds of pollution.
- 56. to recycle / to be recycled — перерабатывать / перерабатываться
- to recycle waste
- 57. recyclable — пригодный к переработке
- to produce recycable packaging
- 58. recycling centers — центры переработки
- There are no recycling centers in our city.

59. to reuse – использовать вторично

60. to save — экономить

61. to reduce — уменьшить

Ecology. Упражнения по теме «Экология. Экологические проблемы»

Упражнение 1. Переведите на русский язык.

creature, extinct, species, endanger, damage, wildlife, habitat, destroy, cure, development, size, weight, cardboard, include, rainforest, mammal, insect

Упражнение 2. Подберите слово из упражнения 1 к определению ниже.

1. A kind of animal no longer existing
2. To cause danger to a living being
3. A group of plants and animals of the same kind
4. A place where an animal or a plant is found
5. An animal or being of some kind
6. To damage so much that it's completely ruined
7. To put in smth else
8. To make a disease go away by medical treatment

Упражнение 3. Образуйте новое слово от данного в скобках

1. A hurricane is a \_\_\_\_\_ wind or storm. (violence)
2. It was a \_\_\_\_\_ disaster. (terror)
3. The \_\_\_\_\_ made by the fire was awful. (destroy)
4. It is \_\_\_\_\_ to be near the crater of volcano. (danger)
5. \_\_\_\_\_ disasters can damage houses and kill people. (nature)
6. Emergency \_\_\_\_\_ do their best to save people. (work)
7. Sometimes situations are very \_\_\_\_\_ to solve. (difficulty)
8. The ocean is polluted with \_\_\_\_\_ waste. (chemistry)
9. We should solve \_\_\_\_\_ problems. (environment)
10. Air \_\_\_\_\_ is very dangerous for people. (pollute)
11. The \_\_\_\_\_ of scientists are alarming. (predict)
12. The earth has given us \_\_\_\_\_ for thousands of years. (support)
13. The hurricane did a lot of \_\_\_\_\_ to the house. (damage)
14. What are the most serious \_\_\_\_\_ problems now? (ecology)

Упражнение 4. Вставьте подходящее слово в предложение ниже.

1. Many ..... of animals can become extinct in the near future.
2. Nowadays many scientists say that some chemicals can..... human life.
3. Nelly's pig was a funny ....., with short legs, small ears and not much hair on its skin.
4. Lakes and ponds are natural ..... for frogs.
5. Don't worry, I will..... your little rabbit.
6. Fires often ..... forests.

Упражнение 5. Употребите правильную форму глагола в предложениях ниже.

Вариант 1.

1. Now human beings \_\_\_\_\_ (to kill) our planet.
2. People usually \_\_\_\_\_ (not to care) about the environment.
3. The builders have \_\_\_\_\_ (to cut down) a lot of trees in the forest.
4. As a result many animals were to \_\_\_\_\_ (to die out).
5. When did the destruction of this countryside \_\_\_\_\_ (to start)?
6. \_\_\_\_\_ he \_\_\_\_\_ (to plant) a tree at that time yesterday?
7. \_\_\_\_\_ he \_\_\_\_\_ (to plant) down the tree by 6 o'clock yesterday?
8. According to the forecast a disaster \_\_\_\_\_ (to happen) soon.

Вариант 2.

1. Rain forests \_\_\_\_\_ (to disappear) nowadays.
2. People have \_\_\_\_\_ (to destroy) a lot of wildlife.
3. They \_\_\_\_\_ (to collect) the litter at the seaside last month.
4. We must \_\_\_\_\_ (to pay attention to) these problems as soon as possible.
5. We are happy to \_\_\_\_\_ (to survive) on the earth.
6. The children \_\_\_\_\_ (to water) the trees by the moment it got dark.
7. I \_\_\_\_\_ (to walk) on the beach when I saw a big jelly fish.
8. Our problems \_\_\_\_\_ (not to disappear) in future.

Remember the phrases:

1. Keep your country tidy. — Береги природу.
2. Keep off the grass. — По газонам не ходить.
3. Put litter in the bin. — Не сорите.
4. RRR. Reduce. Reuse. Recycle. — Сокращайте. Используйте повторно. Перерабатывайте.

Упражнение 7. Выберите правильный вариант.

1. Does this businessman realise the damage these chemicals do to the (environmental / environment) \_\_\_\_\_ in our town?
2. Local government (местные власти) should support the idea of recycling and provide each house with bins for different types of (to waste / waste) \_\_\_\_\_.
3. If we want to protect our environment, lots of things should be changed in our life, but first of all we should improve (ecological / ecologist) \_\_\_\_\_ education.
4. To reduce (Чтобы уменьшить) air (to pollute / pollution) \_\_\_\_\_ people should use public transport. Too many people use their own cars.
5. If we want to keep our beautiful beaches as the main tourist (to attract / attraction) \_\_\_\_\_ we must protect them from litter pollution.
6. If you care about the protection of the environment and you want to be healthy, you should buy only (nature / natural) \_\_\_\_\_ food with no added chemicals.

Упражнение 8. Выберите правильный вариант.

1. \_\_\_\_\_ is threatening the lives of animals and plants (dirty air, pollution, poisonous air)
2. An earthquake is a \_\_\_\_\_ event (physical, natural, real)
3. Anything will grow in this dark rich \_\_\_\_\_. (soil, land, ground)
4. "Let's take the baby outside," she suggested. "We all need some \_\_\_\_\_ air" (pure, clear, fresh)
5. There is world wide concern about the destruction of the \_\_\_\_\_. (tropical woods, rainforests, rainy forests)
6. Tigers \_\_\_\_\_ because hunters kill them in order to sell their skins (run the risk, are insecure, are in danger)
7. Instead of dropping litter in the streets, we should use litter \_\_\_\_\_. (bags, bins, baskets)
8. \_\_\_\_\_, air and water pollution are among the most serious environmental problems. (The warming of the planet, The world's warming, Global warming)
9. Greenpeace try to prevent a lot of environmental \_\_\_\_\_. (disasters, tragedies, accident)
10. We should save energy by using \_\_\_\_\_ power and wind power. (solar, sun, sunny)

Упражнение 9. Выберите правильный вариант.

1. Animals are losing their \_\_\_\_\_ as growing cities cause the countryside to disappear (habitats, places of living, living spaces)
2. In remote regions, the air is pure and the crops are free of poisonous \_\_\_\_\_. (chemistry, ingredients, insecticides)
3. Many species of animal life have been shot to the verge of \_\_\_\_\_. (extinction, destruction,

elimination)

4. \_\_\_\_\_ rain is mostly found in North America and Europe. (chemicals, sour, acid)
5. In my family we always take empty bottles to a \_\_\_\_\_ bin. (recycling, reusing, reprocessing)
6. Yesterday I read a very interesting newspaper article about \_\_\_\_\_ mountain gorillas. (dangerous, endangered, damaged)
7. Dangerous chemicals from factories are \_\_\_\_\_ into oceans, rivers and streams, killing fish. (thrown, poured, splashed)
8. People say that fewer than 1,000 blue whales \_\_\_\_\_ in the Southern Hemisphere. (survive, remain alive, cling to life)
9. People who live in a big city continuously suffer from car exhaust \_\_\_\_\_. (smoke, gases, fumes)
10. If people refuse to buy \_\_\_\_\_ or other goods which come from species of animals, we could save their lives. (furs, wool, skin)

Упражнение 10. Переведите на русский язык.

Accident, disaster, amount, atmosphere, development, environment, ecological balance, industry, living being, recycling, packing, industrial waste, drinking water, chemical, chemicals, wastes, global, harmful, scientific, rare, nuclear, to increase, to contaminate, to pollute, to protect (from), to solve, to vanish (disappear), to die out, to endanger, to conserve, to exhaust

Упражнение 11. Переведите на английский язык.

живое существо, окружающая среда, защита окружающей среды, количество, авария, бедствие, атмосфера, развитие, экологическое равновесие, промышленность, промышленные отходы, переработка, упаковка, питьевая вода, химический, ядерный, химикаты, отходы, вредный, редкий, научный, глобальное, увеличивать, вымирать, исчезать, истощаться, загрязнять, заражать, подвергать опасности, защищать, сохранять, сберегать, решать

Упражнение 12. Выберите правильный вариант.

1. Smoking ... your health. (dangers, endangers)
2. Greenpeace works to ... awareness of the dangers that threaten our planet today. (promote, improve)
3. Apes are on the ... of extinction (edge, verge)
4. Losing twenty million acres of tropical rain forests every year is a .... (disadvantage, disaster)
5. Tigers are ... and killed for their body parts which are used in medicine. (hunted, haunted)
6. Oceans are currently a big dumping ground for tons of toxic... and sewage. (waste, packing)
7. There are no more than two hundred and fifty ... of sharks in the world. (species, kinds)
8. Storms and heavy rains often cause great ... to property. (damage, loss)
9. Some factories and plants ... poisonous substances into the atmosphere. (increase, release)
10. People are not doing their best to ... an ecological catastrophe. (avoid, prevent)

Упражнение 13. Вставьте предлоги with, about, by, from, of, on, at, of, about, from, —

1. Ecology deals ... the relationships of man and nature.
2. The whole world is threatened ... an ecological catastrophe.
3. All countries ought to join the efforts to save the Earth ... an ecological disaster.
4. Sustainable development is the one that doesn't deprive future generations ... the same type of opportunities we have now.
5. More than two hundred million people depend ... the tropical forests for shelter and food.
6. Trees are being cut down ... an alarmingly high rate.
7. People are becoming more and more aware ... ecological problems.
8. Pollution of water and air is one of the main problems people are concerned ... today.
9. How can we protect our soil... further waste?
10. If we don't think hard of ecology we must be ready to face ... the consequences.

Упражнение 14. Образуйте существительные от данных ниже глаголов

- 1.to damage —
- 2.to pollute —
- 3.to release —
- 4.to astonish —
- 5.to breathe —
- 6.to measure —
- 7.to preserve —
- 8.to purify —
- 9.to conserve —
- 10.to poison —
- 11.to remove-
- 12.to exist—
- 13.to lose —
- 14.to choose —

Упражнение 15. Составьте цепочки: причина — следствие (reason — effect) по образцу:  
ОБРАЗЕЦ We leave a burning fire in the forest. — We can cause fire in the forest.

A. If we leave a fire in the forest, we can cause fire and damage the forest. (Active voice)

B. If a fire is left in the forest, the forest can be damaged. (Passive voice)

- 1.We pollute the air.
- 2.We throw away plastic bottles.
- 3.We leave litter and rubbish in the forests.
- 4.We don't recycle paper. —
- 5.We break trees. —
- 6.We throw litter in the rivers.

Possible effects: change the climate, damage nature, hurt animals, cut down trees, disturb birds, cause water pollution, etc.

Упражнение 16. Передайте повелительные предложения в косвенной речи, ответив на вопрос: What are you asked to do?

ПРИМЕР. Take litter out. — I am told (asked) to take litter out.

- 1.Please, be quiet.
- 2.Do not pick up flowers and plants.
- 3.Do not disturb birds.
- 4.Help to plant the trees.
- 5.Please, don't leave litter on the beach.

### **Questions on the topic «Ecological problems»**

- 1.What can common people do to protect nature (to stop pollution)? / What measures should be taken to protect nature?
- 2.What can you personally do to help nature?
- 3.Why is it dangerous to pollute land?
- 4.What can pollution of air and water lead to?
- 5.What can you say about global warming?
- 6.What do you know about Green Peace?
- 7.Why are the nuclear power stations so dangerous for people? What do you know about Chernobyl?
- 8.Why are forests important for life on the Earth?
- 9.What are the main ecological problems nowadays?
- 10.What must people do to protect wild animals?
- 11.Do you think that life was better in the past (the air was cleaner, the water was purer)?
- 12.What may happen to our planet if our interference in the Nature remains the same?

13. What are advantages and disadvantages of the industrial progress?
14. What is the dramatic result of cutting down forests and woods?
15. What would you suggest to attract people to the problems of pollution and ecology?
16. What can you say about the present ecological situation? Is the problem of environmental protection urgent today?
17. What does nature give to man?
18. How is the problem solved today?
19. Is acid rain damaging to nature?
20. What do you know about radioactive contamination of environment?
21. Why do some species of animals and plants disappear from the Earth?
22. What cause the "greenhouse effect"?
23. Has anything been done to solve ecological problems?
24. What does the ozone layer protect the Earth from?
25. Where does the carbon dioxide come from?

### **ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №16** по теме 15 (Аудиторная самостоятельная работа).

**Задание:** Составление лексического словаря по теме «Достижение и инновации в области науки и техники».

Чтение и перевод текстов по теме «Достижение и инновации в области науки и техники». Обсуждение по теме «Достижение и инновации в области науки и техники»

Грамматическая тема: Прямая и косвенная речь.

**Цели:** расширение и активизация лексических знаний, развитие навыков монологической и диалогической речи, чтения и перевода, аудирования по теме «Достижения и инновации в области естественных наук», интереса учащихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

Лексические задания.

Аудирование. Прислушаться к тексту и ответить на вопросы.

#### The Road to the Stars

When did man first begin to think of space travel? Man began to think of space travel in the second century A. D. At that time a Greek, Lucian of Samos, wrote a fantastic story about a man who was carried to the Moon by a storm. In his second story about space, Lucian's hero flew to the Moon with a pair of wings which he had made himself.

But for the next 1400 years, in the years of the inquisition, people could not even think of travelling to the Moon. About 300 years ago the famous Italian astronomer Galilei looked through his telescope and told people about the other worlds which he had seen. Again people began to think of reaching other planets.

In 1634, there appeared a story about a journey to the Moon by Johannes Kepler, the German astronomer. He discovered how the planets moved around the Sun. Kepler was a scientist but in his book his hero was carried to the Moon by «magic moon people», who could fly through space. Kepler gave a detailed description of the Moon which he had seen through his telescope.

After Kepler's book, there were many others about space travel.

The first serious story of space travel was written in 1640 by Bishop Wilkins of England. He described physical conditions on the Moon and he also said about the ways in which man could possibly live on the Moon. The first man who wrote about a rocket as a spaceship was the Frenchman, Cyrano de Bergerac. In his book his space travellers flew to the Moon and the Sun in the rocket.

When those books were written, nobody seriously thought about space travel. Then in 1865 Jules Verne, the French novelist, wrote the story «From the Earth to the Moon», in which he tried to show the scientific principles of space travel. By the time that H. G. Wells, the English author,



wrote «The First Men on the Moon» in 1901, man was already at the beginning of a new era in the development of air travel and conquering outer space.

Вопросы к тексту:

1. When did man first begin to think of space travel?
2. What did the famous Italian astronomer Galilei tell people about?
3. What did the German astronomer discover?
4. When was the first serious story of space travel written?
5. What other books about space were written?

Чтение. Прочитать, перевести и ответить на вопросы.

#### Satellites and Telecommunications

Our world is becoming an increasingly complex place in which, we are very dependent on other people and organizations. An event in some distant part of the globe can rapidly and significantly affect the quality of life in our home country.

This increasing dependence, on both a national and international scale, forced us to create systems that can respond immediately to dangers, enabling appropriate defensive or offensive actions to be taken. These systems are operating all around us in military, civil, commercial and industrial fields. A worldwide system of satellites has been created and it is possible to transmit signals around the globe by bouncing them from one satellite to an earth station and then to another satellite and soon.

Originally designed to carry voice messages, they are able to carry hundreds of thousands of separate simultaneous calls. These systems are being adopted to provide for business communications, including the transmission of voice and facsimile messages, data and video data. It is probable that future wide use of satellites in the area of telecommunications will provide a great variety of information services to transmit directly into our homes, possibly including personalized electronic mail. The electronic computer is at the heart of many such systems, but the role of telecommunications is not less important- There will be a further convergence between the technologies of computing and telecommunications. The change of this kind will lead us to the database culture, the cashless society, the office at home, the gigabit-persecond data network.

One cannot doubt that the economic and social impact of these concepts will be very significant. Already, advanced systems of communication are affecting both the layman and the technician.

The new global satellite-communication systems offer three kinds of service.

The first one is voice messages. Satellite telephones are able to make calls from anywhere on the Earth to anywhere else. That makes them especially useful to use in remote, third-world villages (some of which already use stationary satellite telephones), for explorers. Today's mobile phones depend on earth-bound transmitters, whose technical standards vary from country to country. Satellite telephones can solve this problem, but it is not a cheap service.

The second service is messaging. Satellite messages have the same global coverage as satellite telephones, but carry text alone, which is extremely useful for those with laptop computers. As we see, the Internet works in space too. The only problem for ordinary users is one-way transmissions. This problem is solved by using combine transmissions, when you make a call using land communications and receive ordered information through your satellite plate.

The third service is tracking. Voice and messaging systems also tell their users where they are to within a few hundred meters. Combined with the messaging service, the location service could help rescue teams, to find lost adventurers, the police to find stolen cars, exporters to follow the progress of cargoes and so on. Satellite systems provide better positioning information to anyone who has a receiver for their signals.

To my thinking, satellite method of communication is the future for all kind of telecommunications.

Вопросы к тексту:

1. Can some events in some distant part of the globe rapidly and significantly affect the quality

of life in our home country?

2. Why are we forced to create systems that can respond immediately to dangers, enabling appropriate defensive or offensive actions to be taken nowadays?
3. Has a worldwide system of satellites been already created?
4. What does a worldwide system of satellites provide?
5. What services do the new global satellite-communication systems of fer?

### **Вариант 1**

#### **SCIENCE AND SCIENTISTS**

The word "science" comes from the Latin word "scientia", which means "knowledge". Science covers the broad field of knowledge that deals with facts and the relationship among these facts.

Scientists study a wide variety of subjects. Some scientists search for clues to the origin of the universe and examine the structure of the cells of living plants and animals. Other researchers investigate why we act the way we do, or try to solve complicated mathematical problems.

Scientists use systematic methods of study to make observations and collect facts. They develop theories that help them order and unify facts. Scientific theories consist of general principles or laws that attempt to explain how and why something happens or has happened. A theory is considered to become a part of scientific knowledge if it has been tested experimentally and proved to be true.

#### **ЗАДАНИЯ К ТЕКСТУ**

1. Read the text and answer the questions

1. What is the text about?
2. What does the word "science" mean?
3. What do scientists search for?
4. What do the scientific theories consist of?

2. Find in the text the English equivalents

1. широкая область знаний
2. иметь дело с
3. большое разнообразие
4. происхождение вселенной
5. изучать структуру
6. сложные задачи
7. делать наблюдения
8. разрабатывать теории
9. общие принципы и законы
10. часть научного знания

3. Make the sentence negative and ask questions (general, special, to the subject, disjunctive)

### **Вариант 2**

#### **SCIENCE AND SCIENTISTS**

Scientific study can be divided into three major groups: the natural, social, and technical sciences. As scientific knowledge has grown and become more complicated, many new fields of science have appeared. At the same time, the boundaries between scientific fields have become less and less clear. Numerous areas of science overlap each other and it is often hard to tell where one science ends and another begins. All sciences are closely interconnected.

Science has great influence on our lives. It provides the basis of modern technology – the tools and machines that make our life and work easier. The discoveries and the inventions of scientists also help shape our view about ourselves and our place in the universe.

## ЗАДАНИЯ К ТЕКСТУ

1. Read the text and answer the questions

1. What is the text about?
2. What can scientific study be divided into?
3. Why does science have great influence on our lives?
4. What helps to shape our view about the universe?

2. Find in the text the English equivalents

1. основные группы
2. научные знания
3. границы
4. бесчисленные области науки
5. тесно взаимосвязаны
6. основа современной технологии
7. инструменты и машины
8. открытия и изобретения
9. формировать нашу точку зрения
10. сложный

3. Make the sentence negative and ask questions (general, special, to the subject, disjunctive)

**ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №17** по теме 16 (Аудиторная самостоятельная работа).

**Задание:** Составление лексического словаря по теме «Машины и механизмы».

Ознакомительное чтение технического текста «Машины и механизмы». Используя аргументацию, доказать важность разных видов машин и механизмов.

**Цели:** расширение и активизация лексических и грамматических знаний, развитие навыков монологической, диалогической речи по теме «Машины и механизмы», интереса обучающихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**1. Read and translate the texts.**

### **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.

### **Vocabulary:**

machine-tools — станки

electrically driven — с электроприводом  
shape — форма  
workpiece — деталь  
accurate — точный  
development — развитие  
to allow — позволять, разрешать  
interchangeable — взаимозаменяемый  
facility — приспособление  
relative — относительный  
amount — количество  
fluid — жидкость  
to lubricate — смазывать  
spark erosion — электроискровая обработка  
discharge — разряд  
by means of — посредством  
beam — луч  
drilling — сверление  
flexible — гибкий  
range — ассортимент, диапазон

### **Robots in manufacturing**

Today most robots are used in manufacturing operations. The applications of robots can be divided into three categories:

1. material handling
2. processing operations
3. assembly and inspection.

Material-handling is the transfer of material and loading and unloading of machines. Material-transfer applications require the robot to move materials or work parts from one to another. Many of these tasks are relatively simple: robots pick up parts from one conveyor and place them on another. Other transfer operations are more complex, such as placing parts in an arrangement that can be calculated by the robot. Machine loading and unloading operations utilize a robot to load and unload parts. This requires the robot to be equipped with a gripper that can grasp parts. Usually the gripper must be designed specifically for the particular part geometry.

In robotic processing operations, the robot manipulates a tool to perform a process on the work part. Examples of such applications include spot welding, continuous arc welding and spray painting. Spot welding of automobile bodies is one of the most common applications of industrial robots. The robot positions a spot welder against the automobile panels and frames to join them. Arc welding is a continuous process in which robot moves the welding rod along the welding seam. Spray painting is the manipulation of a spray-painting gun over the surface of the object to be coated. Other operations in this category include grinding and polishing in which a rotating spindle serves as the robot's tool.

The third application area of industrial robots is assembly and inspection. The use of robots in assembly is expected to increase because of the high cost of manual labour. But the design of the product is an important aspect of robotic assembly. Assembly methods that are satisfactory for humans are not always suitable for robots. Screws and nuts are widely used for fastening in manual assembly, but the same operations are extremely difficult for an one-armed robot.

Inspection is another area of factory operations in which the utilization of robots is growing. In a typical inspection job, the robot positions a sensor with respect to the work part and determines whether the part answers the quality specifications. In nearly all industrial robotic applications, the robot provides a substitute for human labour. There are certain characteristics of industrial jobs performed by humans that can be done by robots:

1. the operation is repetitive, involving the same basic work motions every cycle,

2. the operation is hazardous or uncomfortable for the human worker (for example: spray painting, spot welding, arc welding, and certain machine loading and unloading tasks),
3. the workpiece or tool is too heavy and difficult to handle,
4. the operation allows the robot to be used on two or three shifts.

#### Questions

1. How are robots used in manufacturing?
2. What is «material handling»?
3. What does a robot need to be equipped with to do loading and unloading operations?
4. What does robot manipulate in robotic processing operation?
5. What is the most common application of robots in automobile manufacturing?
6. What operations could be done by robot in car manufacturing industry?
7. What are the main reasons to use robots in production?
8. How can robots inspect the quality of production?
9. What operations could be done by robots in hazardous or uncomfortable for the human workers conditions?

### **ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №18** по теме 17 (Аудиторная самостоятельная работа).

**Задание:** Составление лексического словаря по теме «Отраслевые вставки».

Ознакомительное чтение технического текста «Отраслевые вставки». Обсуждение по теме «Значение отраслевых выставок».

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

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

National and international exhibitions

Very many national and international specialized exhibitions are held every year in different countries of our world. From year to year the number of companies and countries participating in such exhibitions is growing. The scope of exhibitions is also getting larger. The present exhibitions include a wide range of showpieces showing the important achievements in different fields of science, industry and agriculture of different countries. Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах. Примерные вопросы: What role do play the specialized exhibitions? What can you see on the specialized exhibitions?

#### **Аудирование. Прослушайте диалог и ответьте на вопросы.**

DIALOGUE - The exhibition will open in three months. It's time to start a preexhibition publicity campaign, isn't it? - Placing advertisement in the press? - Not only that. We want to advertise on the radio, television and hoardings. - That may be very expensive. - We are sure the expense will be worth it. - I'll do all arrangements, buy space in business publications and time on radio and television. We can begin distributing advertising literature. - We've prepared colourful advertising literature for the exhibition. - Good. I hope we haven't forgotten anything? - Oh, yes, another thing. Would you arrange for photographers and journalists to take pictures and give a good write-up of the exhibition? - OK. Good-bye.

Вопросы: 1. In what way did the Organizing Committee want pre-exhibition publicity campaign to be arranged? 2. Do businessmen object spending money on advertising? 3. What kind of proposals did the Organizing Committee come up with? 4. Why did the representatives of the Organizing Committee decide to invite photographers and journalists?

## **ПРАКТИЧЕСКОЕ ЗАНЯТИЕ №19** по теме 18 (Аудиторная самостоятельная работа).

**Задание:** Лексический минимум, необходимый для чтения и перевода иноязычных текстов по теме «Современные компьютерные технологии». Ознакомительное чтение технического текста «Современные компьютерные технологии». Обсуждение по теме «Каким должен быть настоящий профессионал?». Времена группы Perfect Continuous.

**Цели:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, аудирования по теме «Современные компьютерные технологии», интереса обучающихся к изучению английского языка, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **1. Read and translate the texts.**

#### **Computer technologies**

The modern world of high technology could not be possible without computers. Computers have opened up a new era in manufacturing and they have enhanced modern communication system. The internet has already entered our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundred of millions of users all over the world and helps us to communicate with each other.

The whole idea is not about the choice between using or not using technology. The challenge is to use it right.

The whole idea is not about the choice between using or not using technology. The challenge is to use it right.

Discuss the following questions in group:

Discuss the following questions in group:

- Does a computer take an essential part in your life? Why?
- How often do you use Internet?
- Do you feel out addicted when you use Internet?
- What do you know about e-commerce? Is it popular in your country?
- Do you have accounts on social network? Which one?
- Do you find virtual reality more attractive than everyday reality?

#### **New vocabulary :**

mass media – средства массовой информации

source of information – источник информации

reliable – надежный

quotation marks – кавычки

to make a reference – делать ссылку

plagiarism – плагиат

tough – трудный

to be available – быть в наличии

in time – вовремя

to borrow – брать займы

to lend – давать в долг

#### **Advantages and Disadvantages of Internet**

According to survey the internet has many advantages than disadvantages.

Advantages:

- Allows informal and fast access to information
- Permits user to access records and material from any computer over the globe
- People can check financial information, purchase goods and get services, talk to people and other features
- Downloading music/movie/games - quick and easy
- User can send information quickly from computer to computer

Disadvantages:

Disadvantages:

- It stimulates violence and bad behaviour within society, as it includes vicious videos and other alarming images;
- It can inspire undesirable activities such as pornography and paedophilia, these things can now be sightseen more openly through the internet;
- It stops children from go and play outside, as they want to stay home and use the internet to talk to friends and so on;
- it`s a waste of time;
- no time to communicate with relatives and friends in real life;
- It hurts eyes and vision deteriorates
- People get lazy
- no time for sport activities in the fresh air

Make up the word combinations system information message letters the Internet call games messages fax phone electronic to receive to send printed to use computer

Make up the word combinations

- system
- information
- message
- letters
- the Internet
- call
- games
- messages
- fax
- phone
- electronic
- to receive
- to send
- printed
- to use
- computer

### **The value of the internet for media institutions**

The internet is a excessive favour to different organizations around the world. It allows them to:

- Advertise through Internet which gives them additional promotion
- Let customers etc to create online accounts and purchase products online
- People can use the internet to make their own website which can give clients the latest news etc
- Permits them to send emails etc to organizations in other countries to as well give additional advertising and development
- They can download information from the internet on to their computer systems quick and easily

Suggestions for the future

The internet might develop in the future in the following ways:

- It will come to be low-cost for people to use;
- It will get much quicker and information will be able to be accessed more easier;
- The Internet will get every year wider data set which will be available to everyone;
- It will carry on expanding and as it becomes affordable for people in emerging countries for further developing their education and access to information
- General, the internet will become even more advanced in technology, making it cheaper, faster and more widely accessed.

**2. Fill in the gaps with the words:** online, shopping, keyword, password, click, search, engine, websites, screen.

If you want to find an information on the Internet, it is useful to use a \_\_\_\_\_ such as Google or Yahoo. You can type in a \_\_\_\_\_ or a phrase, \_\_\_\_\_ in “search” and a list of \_\_\_\_\_ appears on your laptop \_\_\_\_\_. Many users nowadays practice \_\_\_\_\_ or banking. To access a secure site, you are usually required to enter your username and a \_\_\_\_\_.  
search engine keyword websites click screen online shopping password Check you answers

#### 4.1.2. УСТНЫЙ ОПРОС

**УСТНЫЙ ОПРОС №1** по теме 2 (Аудиторная работа).

**Describing people (About myself, the family, my friend)**

1. What is your name?
2. Where and when were you born?
3. Where do you live?
4. How large is your family?
5. Do you have brothers, sisters in your family?
6. What are your duties about the house?
7. What is your favourite subject at school?
8. Do you go in for sports? (What kind of sports do you go in for?)
9. What music do you like to listen to?
10. What books do you like to read?
11. Do you have friends?
12. Can you call all your friends faithful?
13. How does your friend look like?

**УСТНЫЙ ОПРОС №2** по теме 9 (Аудиторная работа).

**Sports in our life.**

1. Do you go in for sports?
2. What kind of sports do you go in for?
3. Do you go in for sports at college?
4. What is your favourite kind of sports?
5. How much time a week do you spend playing sports?
6. What games are usually played at college?
7. What sports do you know have English names?
8. What are the most popular sports in Great Britain? (football and cricket)
9. What do you know about “soccer” and “rugger” (Rugby)?
10. What world-famous sports events do you know?

**УСТНЫЙ ОПРОС №3** по теме 6 (Аудиторная работа).

**Speaking about one’s hobbies.**

1. Do you have a hobby?
2. What is your hobby?
3. Do you go in for sports (What kind of sports do you go in for?)



4. Do you like to read books? (what books do you like to read?)
6. What about music? Do you listen to music? What music do you like to listen to?
7. Do you play the computer games?
8. How much time do you spend playing the computer?
9. Do you often go to see your friends?
10. Do your guests often come to you on Sunday?

**УСТНЫЙ ОПРОС №4** по теме 7, 11 (Аудиторная работа).

**Describing a place (Russian Federation - our town).**

1. Where are you from?
2. What is the capital of Russia?
3. Do you know when Moscow was founded?
4. On what river is Moscow situated? What sightseeings of Moscow do you know?
5. Where do you live?
6. What is your native city? Where is your city situated? (on what river)
7. Is your native city an industrial and cultural center?
8. What historical places and monuments do you know in your native city?
9. Is there a theatre in you native city?
10. Is there a port in native your city? Are there many ships in the port?
11. Do you like your native city and why?

**УСТНЫЙ ОПРОС №5** по теме 6 (Аудиторная работа).

**How to spend the weekend? (Our rest).**

1. When do you usually have a day off?
2. How do you spend your free time?
3. Do you go in for sports? Do you play a musical instrument?
4. What are you interested in?
5. Do you enjoy visiting friends?
6. Do you talk about your problems or tell your friends about your new experiences?
7. Who do you talk about your problems to?
8. Is it a waste time to talk about problems?
9. Do you like to take part in sports competitions, in the parties, in outings?
10. Do you earn your pocket money or ask it from your parents?
11. Do you like to spend your weekend with your parents?

**УСТНЫЙ ОПРОС №6** по теме 14 (Аудиторная работа).

**The nature and the weather.**

1. How many seasons are there in a year? What are they?
2. What is the shortest day of the year?
3. What is the longest day of the year?
4. What's the weather like in summer in your native city?
5. Is it hot? What is the temperature? Does the sun shine?
6. What can you say about winter? Is it cold? Does it "rain cats and dogs" in winter?
7. What are spring months?
8. The weather is fine in spring, isn't it?
9. What kind of season do you like best? Why?
10. How often do people speak about the weather in England? ("We have no climate in England, only weather").

**УСТНЫЙ ОПРОС №7** по теме 6 (Аудиторная работа).

**Do you read newspapers, books, watch TV? (Speak about the news)**

1. Do you like to read books and newspapers?

2. What books and newspapers do you like to read?
3. What makes you read books and newspapers? College tasks? Your curiosity?
4. Is reading a way of learning something special?
5. Do you prefer short stories or large novels?
6. Which do you prefer, to learn things from books or from TV?
7. When do you usually watch TV?
8. Do the news on TV upset you? What do you usually do when the news upsets you?
9. Do you discuss the TV news with your friends?
10. What news do you prefer: political news, art news, show news, everyday life news and etc?

**УСТНЫЙ ОПРОС №8** по теме 11, 12 (Аудиторная работа).

**Our holidays (your favourite holiday).**

1. Do we have many national holidays in Russia?
2. What national holidays do you know in Russia?
3. What is the Victory Day? When do you celebrate the Victory Day?
4. What holiday do we celebrate on the 8 th of March?
5. When do you celebrate the New Year and Christmas?
6. Are they wonderful holidays? Why?
7. What is your favourite holiday? Why?
8. What national holidays in Great Britain do you know?
9. What can you say about St.Valentine's Day?
10. Do you usually receive many Valentine' cards on this day?

**УСТНЫЙ ОПРОС №9** по теме 12 (Аудиторная работа).

**What do you know about Great Britain?**

1. Where is Great Britain situated?
2. Do you know the official name of Great Britain?
3. Who is the head of state? What can you say about his power?
4. Why is the fleet the major means of transportation and communication in Great Britain?
5. What famous ports of Great Britain do you know?
6. What is the capital of Great Britain?
7. What parts of London do you know?
8. What is the City famous for?
9. What can you say about the West End? (What historical places of the West End do you know?)
10. Where are the large shipbuilding yards situated?

**УСТНЫЙ ОПРОС №10** по теме 7 (Аудиторная работа). (ЗАЩИТА ПРОЕКТА)

Тема: «Я люблю свой родной город».

**УСТНЫЙ ОПРОС №11** по теме 12 (Аудиторная работа). (ЗАЩИТА ПРОЕКТА)

Тема: «Социокультурный проект Великобритании».

#### **4.1.3. ПИСЬМЕННАЯ ПРОВЕРКА**

**ПИСЬМЕННАЯ ПРОВЕРКА №1** по теме 1, 2, 4 (Аудиторная самостоятельная работа).

#### **ВАРИАНТ 1**

##### **Вводный курс**

I. Образуйте множественное число от следующих существительных:  
a teacher, a seamen, a desk, an apple, a bus, a city, a lady, a watch, a tie, a foot.

II. Проспрягайте следующие выражения с глаголом **to be**:

I am a child                      I am on duty

III. Вставьте глагол **to be** в соответствующей форме:

Kate ... a teacher of English. She ... a good teacher. Her students ... present at the lesson. They ... usually ready for the lesson. The lessons ... very interesting.  
They ... very busy with their studies. One of the students ... absent. He ... ill.

IV. Перепишите и переведите предложения:

There is a student in the class-room.

There are many factories in our city.

There is no book on the table.

V. Вставьте местоимения: **some, any, no**.

There are ... desks in the class- room.

Are there ... seamen on the ship?

There is ... book on the table.

Give me ... pen.

VI. Вставьте местоимения: **many, much, little, few** и переведите предложения.

I have ... friends. Nick is my friend. He works and studies. He has ... free time, he must (должен) work. He studies well. He likes to read .... books. He has ... books. He has also ... friends. He doesn't like to watch TV (смотреть телевизор) ....

VII. Образуйте степени сравнения от следующих прилагательных и переведите предложения:

My birthday is (happy) day in my life.

January is (cold) than November.

This film is (good) than that one.

This text is (difficult) in this book.

## ВАРИАНТ 2

I. Образуйте множественное число от следующих существительных:

a map, a factory, a class, a woman, a child, a dress, a baby, a match, a clock, a tooth.

II. Проспрягайте следующие выражения с глаголом **to be**:

I am a man                      I am absent

III. Вставьте глагол **to be** в соответствующей форме:

Kate ... a teacher of English. She likes her lessons. She ... an interesting teacher.

Now it ... 9 o'clock. Kate ... in the class-room. There ... 15 students in the class-room.

They ... at their desks. They ... ready for the lessons.

IV. Перепишите и переведите предложения:

There are many ships in the port.

There is a nice theatre in our city.

There is no picture on the wall.

V. Вставьте местоимения: **some, any, no**.

There are ... girls in our group.

Are there ... books on the table?

Give me ... book, please.

There is ... tea in the cup.

VI. Вставьте местоимения: **many, much, little, few** и переведите предложения.

I have ... Russian books at home. But I don't read .... I study at the River College and I have ... free time to read. I have a computer, and I am busy with it ...

I have ... friends: Mike and Igor. They study at the River College. They also have ... time.

УП. Образуйте степени сравнения от следующих прилагательных и переведите предложения:

1. The Kremlin is (beautiful) place in Moscow.
2. He knows English (bad) than his brother.
3. The Lena is (long) than Volga.
4. This park is (old) in our city.

**ПИСЬМЕННАЯ ПРОВЕРКА №2** по теме 1, 2. (Аудиторная самостоятельная работа).

Письменное заполнение анкеты – «Культурная программа обмена студентами» - изложение сведений о себе в форме, принятой в европейских странах.

Look through the Application form page 27 and compose your own Application.

**ПИСЬМЕННАЯ ПРОВЕРКА №3** по теме 3, 10, 11 (Аудиторная самостоятельная работа).

### 1 ВАРИАНТ

Put the verbs in the right Tense and translate the sentences (Поставьте глаголы в правильном времени и переведите предложения):

1. You can \_\_\_\_\_ (borrow) my car. I \_\_\_\_\_ (not/need) it at the moment.
2. He can't \_\_\_\_\_ (open) the door. He \_\_\_\_\_ (have) a shower.
3. Hurry up! The bus \_\_\_\_\_ (come). I \_\_\_\_\_ (not / want) to be late for school.
4. Oh, no! It \_\_\_\_\_ (rain) again!
5. The shop \_\_\_\_\_ (open) at 9.00am and \_\_\_\_\_ (close) at 10.00pm every day.
6. It \_\_\_\_\_ (rain) all day yesterday.
7. She \_\_\_\_\_ (not / eat) anything yesterday because she \_\_\_\_\_ (not / have) time.
8. My friend \_\_\_\_\_ and \_\_\_\_\_ (live and work) in Portugal since 1998.
9. While they \_\_\_\_\_ (have) a picnic it \_\_\_\_\_ (start) to hail.
10. The Browns usually \_\_\_\_\_ (spend) their holidays at the seaside but last summer they \_\_\_\_\_ (decide) to visit the Himalayas.
11. Listen! Somebody \_\_\_\_\_ (play) the violin.
12. He \_\_\_\_\_ (not/laugh) at the joke last night because he \_\_\_\_\_ (hear) it before.

### Ключи:

- |                          |   |
|--------------------------|---|
| 1. borrow, don't need    | 7. didn't eat, had no                         |
| 2. open, has had         | 8. has lived and has worked                   |
| 3. is coming, don't want | 9. were having, started to hail (hail – град) |
| 4. is raining            | 10. spend, decided                            |
| 5. opens, closes         | 11. is playing                                |
| 6. was raining           | 12. didn't laugh, had not heard.              |

### 2 ВАРИАНТ

Put the verbs in the right Tense and translate the sentences (Поставьте глаголы в правильном времени и переведите предложения):

1. What \_\_\_\_\_ (they/do)? Why is there a crowd?
2. We cannot go for a walk. I am afraid it will not be pleasant. The wind \_\_\_\_\_ (blow) hard.
3. My mother \_\_\_\_\_ (read) a newspaper when my father \_\_\_\_\_ (come) home from work.

4. What \_\_\_\_\_ (she/do) at her work?
5. I \_\_\_\_\_ (always/do) my homework but yesterday I was ill and that was the reason why I \_\_\_\_\_ (not/do) it.
6. When she \_\_\_\_\_ (call) me I could not answer because I \_\_\_\_\_ (have) a bath.
7. When I first \_\_\_\_\_ (come) to work for this company I \_\_\_\_\_ (think) that I would find new friends here.
8. This meal usually \_\_\_\_\_ (taste) good what have you done to it?
9. Yesterday I \_\_\_\_\_ (meet) him three times, I \_\_\_\_\_ (not/usually/meet) him often.
10. I \_\_\_\_\_ (get) sleepy. I think I \_\_\_\_\_ (go) to bed. Good night!
11. What \_\_\_\_\_ (you/talk) about when they \_\_\_\_\_ (interrupt) you?
12. Sarah (buy) \_\_\_\_\_ a nice hat at the shop yesterday.
13. They \_\_\_\_\_ (quarrel) when I \_\_\_\_\_ (see) them last time. I \_\_\_\_\_ (not/want) to take sides and I \_\_\_\_\_ (leave) as quickly as possible.
14. When I \_\_\_\_\_ (go) through the park yesterday it was almost dark. Suddenly I \_\_\_\_\_ (hear) that somebody \_\_\_\_\_ (go) after me. I was so scared that I could not speak.

**Ключи:**

- |                      |  |
|----------------------|--|
| 1. are they doing    | 9. met, don' t meet                              |
| 2. is blowing        | 10. get, will go                                 |
| 3. was reading, came | 11. were you talking, interrupted                |
| 4. does she do       | 12. bought                                       |
| 5. do, didn't do     | 13. were quarrelling, saw. Didn't want and left. |
| 6. called, had had   | 14. was going. Heard, went                       |
| 7. came, thought     |  |
| 8. tastes            |  |

**ПИСЬМЕННАЯ ПРОВЕРКА №4** по теме 2 (Аудиторная самостоятельная работа).

**Составление резюме**

Составить резюме на основе изученных моделей, упражнений и текстов. «CV or resume? – какой термин более приемлем в России».

Read the text 'Resume Writing tips', page 131 and compose your own Resume.

Учебник английского языка для 10 кл. Тимофеев В.Г.

**ПИСЬМЕННАЯ ПРОВЕРКА №5** по теме 1, 2, 3, 10, 11, 13 (Аудиторная самостоятельная работа).

Tenses (Active voice)

1. He (to be) never late for his work.
2. David is a good friend of mine. I (to know) him since I was six years old.
3. Next Saturday Peter (to take) Mary to the theatre.
4. Last year Bob (to travel) to Australia.
5. At the moment I need to concentrate. I (to do) a gramma exercise.
6. Mary has only half an hour for lunch so she (to have) a sandwich.
7. Tom is writing an important report. He (already/to write) four pages.
8. He (to finish) his second book by the end of 1988?
9. Before John (to get) on the plane he (to buy) a book to read during the flight.
10. Julie (not/to like) fish.
11. In 2002 John (to visit) Moscow with a group of friends.
12. Cats usually (to eat) a lot?
13. When you (to meet) Jane?
14. When her husband (to come) home Ann (to watch) television.
15. Mr. Green (to tell) about his experiment tomorrow at 4.

16. Bill (not/to arrive) yet.
17. Listen! You (to hear) those people next door? They (to sing) a new song.
18. Once a month Caroline (to go) to the hairdresser's to have her hair cut.
19. You (ever/to be) in France?
20. Jill (not/to be) in London last lesson?

#### 4.1.4. ТЕСТОВЫЕ ЗАДАНИЯ

**ТЕСТОВОЕ ЗАДАНИЕ №1** по теме 1, 2, 3, 4, 5, 7 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 1, 2, 3, 4, 5, 7.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

#### Verbs: to be (Present Tense)

Choose the correct present tense form of the verb «to be» for each sentence:

1. These \_\_\_ my friends. a) are b) is
2. Robert \_\_\_ sick. a) are b) is
3. \_\_\_ he Mexican? a) aren't b) isn't
4. His tests \_\_\_ very difficult. a) aren't b) isn't
5. My parents are not rich, but my aunt \_\_\_\_. a) is b) are
6. I \_\_\_ older than my brother. a) is b) am
7. My sister and I \_\_\_ twins. a) are b) am
8. That \_\_\_ a really good movie! a) are b) is
9. These \_\_\_ not my socks. a) is b) are
10. \_\_\_ you happy? a) Are b) Is

#### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1) a | 3) b | 5) a | 7) a | 9) b  |
| 2) b | 4) a | 6) b | 8) b | 10) a |

**ТЕСТОВОЕ ЗАДАНИЕ №2** по теме 1, 2, 3 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 1, 2, 3.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

#### Choose the right variant: (words, articles, to be)

1. It ... a plate  
a. are b. the c. is
2. What is .... ?  
a. you b. it c. they
3. It is an animal, .... it?  
a. isn't b. aren't c. is
4. .... a book, please.  
a. it is b. take c. spell
5. Where ... you study?

- a. does    b. do    c. –
6. **How .... are you?**  
a. study    b. do    c. old
7. **What department do you ..... at?**  
a. read    b. work    c. study
8. **When do your .... begin?**  
a. course    b. department    c. lessons
9. **Don't take an ....., take a sweet.**  
a. book    b. apple    c. plate
10. **... it a text ?**  
a. read    b. do    c. is
12. **What ... it?**  
a. are    b. do    c. is
13. **Where do you ....?**  
a. take    b. live    c. read
14. **It is not an ... , it is a pear.**  
a. table    b. cherry    c. apple
15. **Take ... seat, please.**  
a. the    b. an    c. a
16. **The map ... on the table.**  
a. are    b. it    c. is
17. **What .... it?**  
a. is    b. do    c. are
18. **... you a student ?**  
a. is    b. are    c. do
19. **How .... you ?**  
a. are    b. is    c. do
20. **..... take a map, take a text, please.**  
a. not    b. don't    c. doesn't
21. **There are many ..... in the classroom**  
a. books    b. desks    c. plates
22. **... course does your friend study?**  
a. where    b. what    c. how

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

- |      |       |       |       |
|------|-------|-------|-------|
| 1) c | 7) c  | 14) b | 20) b |
| 2) b | 8) c  | 15) c | 21) b |
| 3) a | 9) b  | 16) c | 22) b |
| 4) b | 10) c | 17) a |       |
| 5) b | 12) c | 18) b |       |
| 6) b | 13) b | 19) a |       |

**ТЕСТОВОЕ ЗАДАНИЕ №3** по теме 5 (Аудиторная самостоятельная работа).

#### 1. Спецификация Банка тестовых заданий по теме 5.

## 2. Содержание Банка тестовых заданий

Инструкция: выбери правильный ответ.

### № 1 PREPOSITIONS

Choose the right variant:

1. The student is ... the table.  
a. above b. at c. on
2. There is a telephone ..... him.  
a. on b. between c. in front of
3. A sport ground is .... our college.  
a. around b. above c. behind
4. What street do you live ....?  
a. on b. in c. across
5. The girl is sitting ... the nice chair.  
a. above b. near c. in
6. The blackboard is ... the classroom.  
a. at b. in c. near
7. The chair is .... the table.  
a. near b. on c. above
8. He puts some textbooks .... the bag.  
a. under b. in c. above
9. We are sailing ..... the river.  
a. on b. behind c. down
10. Please, sit down .. the table.  
a. near b. behind c. at
11. A chair is ... the desk and the table.  
a. across b. in front of c. between
12. I usually go for walk ... my friends.  
a. for b. with c. around
13. Our lessons begin ... 9 o'clock.  
a. in b. between c. at
14. Go ... the table, please.  
a. at b. to c. near
15. Look ... the blackboard!  
a. into b. at c. on
16. Take the book .... the bag  
a. in b. above c. out of
17. There is a present .... you. Take it.  
a. with b. from c. for
18. Look ... the window. It is raining.  
a. at b. through c. on
19. We are ..... Russia.  
a. out of b. from c. around
20. We have no lessons ... Monday.  
a. in b. at c. on.
21. We usually have dinner ... the lessons.  
a. before b. at c. after

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок



	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

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

#### № 2 Test your English - prepositions of place: in / at / on (3)

Write the missing words in the boxes provided.

- I met Christine ..... university.
- Don't believe everything you read ..... newspapers.
- Christian isn't here. He's ..... work.
- Kurt's office is ..... the second floor.
- There were a lot of people ..... the party.
- Wolfgang met Michaela ..... the way to work.
- Susanne is ..... a meeting.
- I had a meal ..... the train.
- My children are ..... home.
- This is the best cake ..... the world!

#### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| 1) in | 3) at | 5) in | 7) at | 9) at  |
| 2) in | 4) on | 6) on | 8) in | 10) in |
- I stayed in a nice hotel ..... London.  
a) in b) at c) on
  - There's somebody .... the door.  
a) in b) at c) on
  - There are lots of managers ..... my company.  
a) in b) at c) on
  - Can you put the report ..... my desk, please?  
a) in b) at c) on
  - We're opening a new factory ..... Italy.  
a) in b) at c) on
  - Mr Smith's office is ..... the second floor.  
a) in b) at c) on
  - I saw Mrs Jones waiting ..... the bus stop.  
a) in b) at c) on
  - Gerhard has some nice pictures hanging ..... his office wall.  
a) in b) at c) on

9. I work ..... the city centre.

a) in b) at c) on

10. Her office is ..... the end of the corridor.

a) in b) at c) on

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

1) in

3) in

5) in

7) at

9) in

2) at

4) on

6) on

8) on

10) at

**ТЕСТОВОЕ ЗАДАНИЕ №4** по теме 4 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий по теме 4.**

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

#### Plural form of nouns (1)

Fill in each blank space with the correct plural form of the noun. (ex. tree > trees):

1. fish —

5. man —

9. foot —

2. child —

6. toy —

10. furniture —

3. toothbrush —

7. exercise —

4. woman —

8. fly —

#### Plural form of nouns (2)

Fill in each blank space with the correct plural form of the noun. (ex. tree > trees):

1. agency —

5. mouse —

9. tomato —

2. mother —

6. house —

10. sheep —

3. library —

7. tooth —

4. uncle —

8. life —

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

#### Задание 1

1) fish

4) women

7) exercises

10) furniture

2) children

5) men

8) flies

3) toothbrushes

6) toys

9) feet

## Задание 2

- |              |           |             |           |
|--------------|-----------|-------------|-----------|
| 1) agencies  | 4) uncles | 7) teeth    | 10) sheep |
| 2) mothers   | 5) mice   | 8) lives    |           |
| 3) libraries | 6) houses | 9) tomatoes |           |

**ТЕСТОВОЕ ЗАДАНИЕ №5** по теме 8 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 8.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

### FEW -LITTLE - SOME - ANY - A/AN - MANY – MUCH

#### № 1

**Fill in the blanks using “little” or “few”.**

1. There is \_\_\_\_\_ money in the wallet.
2. I've got a \_\_\_\_\_ books.
3. My mum has got a \_\_\_\_\_ cigarettes in the packet.
4. I can't wait for you. I've got \_\_\_\_\_ time.
5. Fred has got a \_\_\_\_\_ English books.
6. Brenda has got a \_\_\_\_\_ friends.
7. There is \_\_\_\_\_ butter left. We need to buy some.
8. There are \_\_\_\_\_ people at the cinema as the film is not very good.
9. I have got \_\_\_\_\_ magazines. I prefer books.
10. There is a \_\_\_\_\_ pizza in the fridge if you are hungry.

#### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |           |           |        |           |            |
|-----------|-----------|--------|-----------|------------|
| 1) little | 3) few    | 5) few | 7) little | 9) few     |
| 2) few    | 4) little | 6) few | 8) few    | 10) little |

#### № 2

**Fill in the blanks using “much” or “many”**

1. How \_\_\_\_\_ books did you buy?
2. How \_\_\_\_\_ money do you have?
3. How \_\_\_\_\_ did the car cost?
4. How \_\_\_\_\_ apples are there in the basket?
5. How \_\_\_\_\_ times have you been to the dentist?
6. How \_\_\_\_\_ butter do you need?
7. How \_\_\_\_\_ oranges do you want?
8. How \_\_\_\_\_ wine does he drink?
9. How \_\_\_\_\_ girls are there in your class?
10. How \_\_\_\_\_ stamps have you got in your collection?

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |         |         |         |         |          |
|---------|---------|---------|---------|----------|
| 1) many | 3) much | 5) many | 7) many | 9) many  |
| 2) much | 4) many | 6) much | 8) much | 10) many |

#### № 3

Fill in the blanks using "a/an", "some", "any", "much" or "many".

- I ate \_\_\_\_\_ sandwich for lunch.
- We had \_\_\_\_\_ cake with the tea.
- I often have \_\_\_\_\_ fried egg for dinner.
- There aren't \_\_\_\_\_ pears left. Only two.
- Would you like \_\_\_\_\_ tea?
- Don't eat so \_\_\_\_\_ chocolate or you'll get fat.
- I don't drink \_\_\_\_\_ beer. I don't like it.
- There is \_\_\_\_\_ tub of margarine in the fridge.
- The child put \_\_\_\_\_ sand into the bucket.
- I can lend you \_\_\_\_\_ money if you need it.

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |      |        |         |        |          |
|------|--------|---------|--------|----------|
| 1) a | 3) a   | 5) some | 7) any | 9) some  |
| 2) a | 4) any | 6) much | 8) a   | 10) some |

#### № 4

Put :much, many, little ,few"

- He isn't very popular. He has \_\_\_\_\_ friends
- Ann is very busy these days. She has \_\_\_\_\_ free time.
- Did you take \_\_\_\_\_ photographs when you were on holidays?
- I'm not very busy today. I haven't got \_\_\_\_\_ to do.
- The museum was very crowded. There were too \_\_\_\_\_ people.
- Most of the town is modern. There are \_\_\_\_\_ old buildings.
- The weather has been very dry recently. We've had \_\_\_\_\_ rain.

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

100%	100	-	-	-
------	-----	---	---	---

#### 4. Таблица ответов к тестовым заданиям

- |           |           |           |
|-----------|-----------|-----------|
| 1) few    | 4) much   | 7) little |
| 2) little | 5) many   |           |
| 3) many   | 6) little |           |

#### № 5

Put the suitable word in the brackets: much, many, little, few

- There are \_\_\_\_\_ ducks in the park. (many, much)
- \_\_\_\_\_ water is left in the pond. (few, little)
- \_\_\_\_\_ authors are as famous as Shakespeare. (few, little)
- How \_\_\_\_\_ rice do you have? (many, much)
- There are \_\_\_\_\_ books on the subject which she has not read. (few, little)
- \_\_\_\_\_ attention has been paid to the importance of the mass media. (many, much)
- \_\_\_\_\_ people prefer soccer to football. (many, much)
- \_\_\_\_\_ information was available. (few, little)
- \_\_\_\_\_ sports are as fast-paced as hockey. (few, little)
- \_\_\_\_\_ work remains to be done. (few, little)
- He does not have \_\_\_\_\_ money. (many, much)
- She told \_\_\_\_\_ stories to amuse the children. (many, much)

#### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |           |         |           |            |
|-----------|---------|-----------|------------|
| 1) many   | 4) much | 7) many   | 10) little |
| 2) little | 5) few  | 8) little | 11) much   |
| 3) few    | 6) much | 9) few    | 12) many   |

**ТЕСТОВОЕ ЗАДАНИЕ №6** по теме 9 (Аудиторная самостоятельная работа).

#### 1. Спецификация Банка тестовых заданий по теме 9.

#### 2. Содержание Банка тестовых заданий

Инструкция: выбери правильный ответ.

#### No 1. Degrees of Comparison Quiz

- Mary is \_\_\_\_\_ than Patty.
  - taller
  - tallest
- Jupiter is the \_\_\_\_\_ planet in the solar system.
  - larger
  - largest
- Honesty is the \_\_\_\_\_ policy of all.
  - better
  - best
- These flowers are \_\_\_\_\_ than those flowers.
  - prettier
  - prettiest
- That was the \_\_\_\_\_ day of my life.
  - worse
  - worst

6. This city is \_\_\_\_\_ than that one.  
 a) smoggier                      b) smoggiest
7. The living room is the \_\_\_\_\_ room in our house.  
 a) bigger                      b) biggest
8. The days are \_\_\_\_\_ in winter than summer.  
 a) shorter                      b) shortest
9. She is the \_\_\_\_\_ student in the whole class.  
 a) more intelligent      b) most intelligent
10. Hi is \_\_\_\_\_ than his brother  
 a) less athletic              b) least athletic

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

- 1) a                      3) b                      5) b                      7) b                      9) b  
 2) b                      4) a                      6) a                      8) a                      10) a

### No 2. Exercise on Comparison of Adjectives

Fill in the correct form of the words in brackets (comparative or superlative).

- My house is (big) than yours.
- This flower is (beautiful) than that one.
- This is the (interesting) book I have ever read.
- Non-smokers usually live (long) than smokers.
- Which is the (dangerous) animal in the world?
- A holiday by the sea is (good) than a holiday in the mountains.
- It is strange but often a coke is (expensive) than a beer.
- Who is the (rich) woman on earth?
- The weather this summer is even (bad) than last summer.
- He was the (clever) thief of all.

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

- 1) bigger                      5) the most dangerous                      9) worse  
 2) more beautiful                      6) better                      10) the cleverest  
 3) the most interesting                      7) more expensive  
 4) longer                      8) the richest

### № 3. Degrees of Comparison of Adjectives (Степени сравнения прилагательного)

1. Listen to \_\_\_\_\_ sentence of the letter.  
 a) the last                      b) the lastest

2. The grass was \_\_\_\_\_ there.  
a) short                    b) the shortest
3. He belongs to \_\_\_\_\_ family in England.  
a) old                      b) the oldest
4. He did \_\_\_\_\_ thing he could do.  
a) good                    b) the best
5. An \_\_\_\_\_ woman was in the house.  
a) old                      b) the oldest
6. The ground was \_\_\_\_\_ .  
a) hard                     b) the hardest
7. They are \_\_\_\_\_ days in my life.  
a) happy                  b) the happiest
8. It is \_\_\_\_\_ place in the village.  
a) quiet                  b) the quietest
9. I like \_\_\_\_\_ air.  
a) fresh                  b) the freshest
10. She spoke in a \_\_\_\_\_ tone.  
a) low                      b) the lowest

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

- |               |                 |          |
|---------------|-----------------|----------|
| 1) the last   | 5) old          | 9) fresh |
| 2) short      | 6) hard         | 10) low  |
| 3) the oldest | 7) the happiest |          |
| 4) the best   | 8) the quietest |          |

**ТЕСТОВОЕ ЗАДАНИЕ №7** по теме 3, 10 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 3,10.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

#### № 1. ТЕСТ НА Present Simple and Present Continuous

Выберите правильный ответ на поставленные вопросы.

1. She is watching TV...  
a) right now              b) every day
2. She watches TV...  
a) every day              b) since morning
3. She usually ... TV in the evening.  
a) is watching            b) watches
4. We often ... to each other.  
a) write                    b) are writing
5. What ... you doing now?  
a) are                      b) have been
6. I ... writing a test.  
a) am                      b) do

7. Mother ... now.  
 a) cooks                      b) is cooking
8. I ... English every day.  
 a) am studing                b) study
9. You ... another English-speaking country with him.  
 a) are visiting                b) visit
10. He ... English very well.  
 a) speaks                      b) is speaking

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

- 1) a                      3) b                      5) a                      7) b                      9) a  
 2) a                      4) a                      6) a                      8) b                      10) a

## No 2. Comparison Simple Present - Present Progressive/Continuous

### A) Fill in the verbs in the Simple Present or the Present Progressive.

- 1) The bus to New York \_\_\_\_\_ at 6.30. (*to leave*)  
 2) I \_\_\_\_\_ thirsty. (*to be*)  
 3) My history teacher \_\_\_\_\_ too much. (*to talk*)  
 4) Hey! What \_\_\_\_\_ you \_\_\_\_\_ there? (*to do*)

### B) Negate the sentences.

Example: He is playing on the computer. - **He is not playing on the computer.**

- 1) He is waiting for the bus. - \_\_\_\_\_  
 2) Stacey works in the library. - \_\_\_\_\_  
 3) We are carrying a big box. - \_\_\_\_\_  
 4) The diary is lying on the floor. - \_\_\_\_\_

### C) Fill in the correct verb forms.

- 1) He \_\_\_\_\_ the newspaper at the moment.  
 2) He \_\_\_\_\_ with his grandmother until his mother comes back from China.  
 3) I \_\_\_\_\_ his brother is football-crazy.  
 4) I \_\_\_\_\_ with you.

### D) Which answers are correct?

#### 1) Which sentences/questions are in the Present Progressive?

- a) He had a shower in the morning.  
 b) He was sitting on the beach.  
 c) He's having a shower.  
 d) I don't think so.  
 e) We're thinking of buying a new car.

#### 2) What are typical signal words for the Present Progressive?

- a) Listen!  
 b) Look!



- c) ago
- d) at the moment
- e) just
- f) never
- g) now
- h) yet

**3) Which sentences/questions are in the Simple Present?**

- a) Anne is always coming late.
- b) First I get up then I have breakfast.
- c) He's just finished the letter.
- d) I was having breakfast.
- e) I'm here.
- f) She lives in Sofia.

**4) What are typical signal words for the Simple Present?**

- a) already
- b) at the moment
- c) every day
- d) last week
- e) normally
- f) now
- g) seldom
- h) usually

**E) Which actions - which tenses?**

**1) Which of the following actions is in the Simple Present?**

- a) fixed arrangement in the future
- b) result of an action in the past is important in the present
- c) things in general

**2) Which of the following actions is in the Simple Present?**

- a) action beginning in the past and still continuing
- b) plan in the future
- c) repeated actions in the present

**3) Which of the following actions is in the Simple Present?**

- a) action finished in the past
- b) action happening at the moment of speaking
- c) repeated actions

**4) Which of the following actions is in the Simple Present?**

- a) action was in progress at special time in the past
- b) fixed arrangement in the near future
- c) spontaneous action in the future

**3. Таблица форм тестовых заданий**

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

**4. Таблица ответов к тестовым заданиям**

- |               |          |              |
|---------------|----------|--------------|
| <b>A</b>      | 2) am    | 4) are doing |
| 1) is leaving | 3) talks | <b>B</b>     |

- 1) is not waiting
- 2) does not work
- 3) are not carrying

- 4) is not lying
- C**
- 1) is reading

- 2) is leaving
- 3) know
- 4) agree

**D**

- 1) c, e
- 2) a, b, d, g
- 3) b, e, f
- 4) c, e, g, h.

**E**

- 1) c
- 2) c
- 3) c
- 4) b

**ТЕСТОВОЕ ЗАДАНИЕ №8** по теме 13 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 13.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

**PRESENT PERFECT TENSE**

Дополните предложения глаголами из списка:

**break, buy, decide, finish, forget, go, go, invite, see, not see, take, tell**

1. "Can I have this newspaper?" "Yes, I \_\_\_\_\_ with it."
2. I \_\_\_\_\_ some new shoes. Do you want to see them?
3. "Where is Liz?" "She \_\_\_\_\_ out."
4. I'm looking for Paula. \_\_\_\_\_ you \_\_\_\_\_ her.
5. Look! Somebody \_\_\_\_\_ that window.
6. "Does Lisa know that you're going away?" "Yes, I \_\_\_\_\_ her."
7. I can't find my umbrella. Somebody \_\_\_\_\_ it."
8. I'm looking for Sarah. Where \_\_\_\_\_ she \_\_\_\_\_?"
9. I know that woman but I \_\_\_\_\_ her name.
10. Sue is having a party tonight. She \_\_\_\_\_ a lot of people.
11. What are you going to do? \_\_\_\_\_ you \_\_\_\_\_?"
12. "Where are my glasses?" "I don't know. I \_\_\_\_\_ them."

**Ключи к тестам:**

- |                  |                   |
|------------------|-------------------|
| 1) have finished | 7) has taken      |
| 2) have bought   | 8) has gone       |
| 3) has gone      | 9) have forgotten |
| 4) have seen     | 10) has invited   |
| 5) has broken    | 11) have decided  |
| 6) have told     | 12) haven't seen  |

Составьте вопросы, начинающиеся с **Have you ever ... ?**

1. London \_\_\_\_\_ No, never.
2. play / golf \_\_\_\_\_ Yes, many times.
3. Australia \_\_\_\_\_ No, never.
4. lose / your passport \_\_\_\_\_ Yes, once.
5. fly / in a helicopter \_\_\_\_\_ No, never.
6. eat / Chinese food \_\_\_\_\_ Yes, a few times.
7. New York \_\_\_\_\_ Yes, twice.
8. drive / a bus \_\_\_\_\_ No, never.
9. break / your leg \_\_\_\_\_ Yes, once.

**3. Таблица форм тестовых заданий**

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- |   |                                    |
|---|------------------------------------|
| 1) Have you ever been to London?        | 6) Have ever eaten Chinese food?   |
| 2) Have you ever played golf?           | 7) Have you ever been to New York? |
| 3) Have you ever been to Australia?     | 8) Have ever driven a bus?         |
| 4) Have you ever lost your passport?    | 9) Have you ever broken your leg?  |
| 5) Have you ever flied in a helicopter? |                                    |

**ТЕСТОВОЕ ЗАДАНИЕ №9** по теме 11, 13 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 11, 13.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

#### PRESENT PERFECT OR PAST SIMPLE

Раскройте скобки, употребляя глаголы в **Present Perfect** или **Past Simple**.

- I \_\_\_\_\_ already (to do) my homework. Now I can go for a walk.
- I (to do) \_\_\_\_\_ my homework yesterday.
- He \_\_\_\_\_ just (to come) home.
- He (to come) \_\_\_\_\_ home a minute ago.
- Nick (to play) \_\_\_\_\_ football yesterday.
- She \_\_\_\_\_ already (to come) from school. Now she is doing her homework.
- I (to read) \_\_\_\_\_ this book last year.
- I'm sorry. I (not to do) \_\_\_\_\_ my homework
- He is not at school today, he (to fall) ill \_\_\_\_\_. — When he (to fall) ill? \_\_\_\_\_ — He (to fall) \_\_\_\_\_ ill yesterday.
- At last I (to do) \_\_\_\_\_ all my homework: now I shall go out.
- The rain (to stop) \_\_\_\_\_ but a cold wind is still blowing.
- We \_\_\_\_\_ already (to solve) the problem.
- He \_\_\_\_\_ just (to finish) his work
- Where you (to put) the newspaper? \_\_\_\_\_
- What books \_\_\_\_\_ you (to read) when you (to live) \_\_\_\_\_ in the country?
- They \_\_\_\_\_ (not yet to come) from the south
- He (to be) \_\_\_\_\_ ill last week, but now he (to recover) \_\_\_\_\_
- You (to book) tickets? \_\_\_\_\_ — Yes, I (to book) \_\_\_\_\_ them several days ago

#### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- I have already done my homework. Now I can go for a walk. Результат свершившегося имеет значение в настоящий момент – I can go for a walk.
- I did my homework yesterday. Обычное действие в прошлом, нет связи с настоящим.

3. He has just come home. Данное время, как правило, используется с такими словами, как just, already and yet.
4. He came home a minute ago. Обычное действие в прошлом, нет связи с настоящим.
5. Nick played football yesterday. Обычное действие в прошлом, нет связи с настоящим.
6. She has already come from school. Now she is doing her homework. Данное время, как правило, используется с такими словами, как just, already and yet.
7. I read this book last year. Обычное действие в прошлом, нет связи с настоящим.
8. I'm sorry. I haven't done my homework. Результат свершившегося имеет значение в настоящий момент.
9. He is not at school today, he has fallen ill. – When did he fell ill? – He fell ill yesterday. 1. Результат свершившегося имеет значение в настоящий момент. - He is not at school. 2. Обычное действие в прошлом, нет связи с настоящим.
10. At last I have done all my homework: now I shall go out. Результат свершившегося имеет значение в настоящий момент - now I shall go out.
11. The rain has stopped but a cold wind is still blowing. Результат свершившегося имеет значение в настоящий момент.
12. We have already solved the problem. Данное время, как правило, используется с такими словами, как just, already and yet.
13. He has just finished his work. Данное время, как правило, используется с такими словами, как just, already and yet.
14. Where did you put the newspaper? Обычное действие в прошлом, нет связи с настоящим.
15. What books did you read when you lived in the country? Обычное действие в прошлом, нет связи с настоящим.
16. They haven't come from the south yet. Данное время, как правило, используется с такими словами, как just, already and yet.
17. He was ill last week, but now he has recovered. Результат свершившегося имеет значение в настоящий момент. - now he has recovered.
18. Have you booked tickets? – Yes, I booked them several days ago. 1. Мы спрашиваем о результате. 2. Обычное действие в прошлом, нет связи с настоящим.

**ТЕСТОВОЕ ЗАДАНИЕ №10** по теме 12 (Аудиторная самостоятельная работа).

**1. Спецификация Банка тестовых заданий** по теме 12.

**2. Содержание Банка тестовых заданий**

Инструкция: выбери правильный ответ.

**No 1. TEST (Passive Voice)**

1. Выберите правильный вариант ответа. Choose the correct variant:

1. The building \_\_\_\_\_ two years ago.

- a) destroyed
- b) was destroyed

2. I \_\_\_\_\_ by the news he had told me the day before.

- a) am surprising
- b) surprised
- c) was surprised
- d) am surprised

3. \_\_\_\_\_ he \_\_\_\_\_ at the airport tomorrow?

- a) Is ... being met
- b) Will ... be meet

4. Because my visa had expired I \_\_\_\_\_ from re-entering the country.  
 a) prevented  
 b) am prevent  
 c) prevent  
 d) was prevented
5. It's generally agreed that new industries \_\_\_\_\_ for the southern part of the country.  
 a) are need  
 b) are needed  
 c) need
6. A number of political prisoners \_\_\_\_\_ within the next week.  
 a) will be released  
 b) release  
 c) were released
7. The problem \_\_\_\_\_ to me.  
 a) was saying  
 b) was mentioned  
 c) was being mentioning
8. The game \_\_\_\_\_ to the children.  
 a) demonstrates  
 b) was demonstrate  
 c) will be demonstrated
9. When I was young I \_\_\_\_\_ by my aunt and uncle.  
 a) was looked for  
 b) was looked after  
 c) was looked at
10. He \_\_\_\_\_ for nearly 12 hours.  
 a) operates with  
 b) is operated at  
 c) was operated on
11. His decision \_\_\_\_\_.  
 a) approves of  
 b) was approved of
12. Better results \_\_\_\_\_ soon.  
 a) will be expected  
 b) are expected  
 c) expect

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

1) b	4) d	7) b	10) c
2) c	5) b	8) c	11) b
3) b	6) a	9) b	12) a

**No 2. Passive.** Переведите на английский язык, употребляя глаголы в требуемом времени.

#### I. am/is/are + V3

1. Мне рассказывают  
I am told

2. Мне показывают  
\_\_\_\_\_

3. Ее любят  
\_\_\_\_\_

4. Нас спрашивают  
\_\_\_\_\_

5. Нам отвечают  
\_\_\_\_\_

6. Нас посылают  
\_\_\_\_\_

7. Им дают  
\_\_\_\_\_

8. Ему помогают  
\_\_\_\_\_

#### II. was/were + V3

1. Мне рассказали  
I was told

2. Мне показали  
\_\_\_\_\_

3. Ее любили  
\_\_\_\_\_

4. Нас спросили  
\_\_\_\_\_

5. Нам ответили  
\_\_\_\_\_

6. Нас послали  
\_\_\_\_\_

7. Им дали  
\_\_\_\_\_

8. Ему помогли  
\_\_\_\_\_

#### III. will be + V 3

1. Мне расскажут  
I will be told

2. Мне покажут  
\_\_\_\_\_

3. Ее полюбят  
\_\_\_\_\_

4. Нас спросят  
\_\_\_\_\_

5. Нам ответят  
\_\_\_\_\_

6. Нас пошлют  
\_\_\_\_\_

7. Им дадут  
\_\_\_\_\_

8. Ему помогут  
\_\_\_\_\_

#### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

##### I.

- 2) am shown
- 3) she is loved
- 4) we are asked
- 5) we are answered
- 6) we are sent
- 7) they are given
- 8) he is helped

##### II.

- 2) I was showed
- 3) she was loved
- 4) we were asked
- 5) we were answered
- 6) we were sent
- 7) they were given
- 8) he was helped

##### III

- 2) I will be shown
- 3) she will be loved
- 4) we will be asked
- 5) we were answered
- 6) we were sent
- 7) they will be given
- 8) he will be helped

### **Выбери правильный вариант**

1. The porter (bring) your luggage to your room.

- a) will bring
- b) will be bring
- c) will be brought

2. The milk (sell) in this shop

- a) sell
- b) is sold
- c) sells

3. The paper (examine) attentively

- a) examined
- b) was examine
- c) was examined

4. I (buy ) potatoes yesterday

- a) was bought
- b) was buyed
- c) bought

5. At the station they (meet) by a man

- a) will meet
- b) will met
- c) will be met

6. She (meet) them in the hall upstairs.

- a) will been met
- b) will be met
- c) will meet

7. They (play) tennis yesterday

- a) played
- b) were played
- c) are played

8. All the text (translate)

- a) is translated
- b) translated
- c) was translate

9. The doctor (send) for

- a) sent
- b) was sent
- c) were sent

10. He (steal) a lot of money from the shop.

- a) stole
- b) was stolen
- c) was stole

### **3. Таблица форм тестовых заданий**

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

1) a	3) c	5) c	7) a	9) b
2) b	4) c	6) c	8) a	10) a

#### 4.1.5. ПРОЕКТ

В форме индивидуального проекта

Темы:

1. Экскурсия по родному городу.
2. Хобби, досуг.
3. Глобальные проблемы окружающей среды.
4. Шоппинг.
5. Россия.
6. Великобритания.
7. Спортивная жизнь.
8. Мой рабочий день.
9. Я и мой друг.
10. XXI век – век новейших технологий.
11. Каким должен быть настоящий профессионал.
12. Семья и семейные отношения.
13. Вредные привычки.
14. Здоровый образ жизни.
15. Условия жизни.
16. Мое училище.
17. Промышленность.
18. Техника и транспорт XXI века.
19. Путешествие.
20. Культура и искусство.

#### 4.2. ЗАДАНИЯ ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

##### ПЕРЕЧЕНЬ

**вопросов для подготовки к дифференцированному зачету по общеобразовательной учебной дисциплине**

**для обучающихся по специальностям:**

**(1 курс)**

- 26.02.01 «Эксплуатация внутренних водных путей» базовой подготовки;
- 26.02.03 «Судовождение» углубленной подготовки;
- 26.02.06 «Эксплуатация судового электрооборудования и средств автоматики» базовой подготовки;
- 23.02.03 «Техническое обслуживание и ремонт автомобильного транспорта» базовой подготовки;
- 09.02.04 «Информационные системы» (по отраслям) базовой подготовки

Compose the below mentioned topics or put the questions to them:



- 1.Describing people (About myself, the family, my friend).
- 2.Sports in our life.
- 3.Speaking about one’s hobbies.
- 4.Describing a place (Russian Federation - our town).
- 5.How to spend the weekend? (Our rest).
- 6.The nature and the weather.
- 7.Do you read newspapers, books, watch TV?(Speak about the news)
- 8.Our holidays (your favourite holiday).
- 9.What do you know about the Great Britain
10. Computer Technologies

Промежуточная аттестация состоит из одного этапа: устный опрос и тестирование.

## УСТНЫЙ ОПРОС

PRESENT, PAST, FUTURE SIMPLE TENSES.

TRANSLATE the SENTENCES and DEFINE the TENSE:  
(перевести предложения и определить время глагола).

1. We have English lessons twice a week.
2. The students will discuss different problems at the lesson.
3. We translated from English into Russian five minutes ago.
4. The Chief Engineer is responsible for the work of the engine room.
5. The ship didn’t leave the port last week.
6. Jack knows literature better than I.
7. Who will speak about four seasons of the year?
8. It snows heavily in winter.
9. Does it often rain in autumn?
10. How many days are there in February?
11. The summer was very cold last year.
12. My father sailed on board a container ship three years ago.
13. Does your friend get up at 7 o’clock?
14. When did your go to bed yesterday?
15. Nick won’t be a navigator, he will be an economist.
16. How old are you?
17. Our ship doesn’t call at many foreign ports.
18. What department do you study at?
19. My favourite subject was history.
20. The ship “Mars” left the port last Sunday.
21. I didn’t play tennis very well when I was a little boy.
22. I often keep watch on the navigating bridge.
23. His ship calls at many different countries of the world.
24. Does your friend study at the River College?
25. He will be busy tomorrow. We will do this ourselves.
26. My sister came back home late yesterday.
27. Where is the Captain? He is on the navigating bridge.
28. I didn’t finish the River College, but my brother did.
29. My parents usually drink tea for breakfast.
30. Our lessons began at nine o’clock.
31. How old will you be in 3 years?
32. We wanted to play football very much.

## ТЕСТИРОВАНИЕ

1. Спецификация Банка тестовых заданий по курсу учебной дисциплины.
  2. Содержание Банка тестовых заданий
- Инструкция: выбери правильный ответ

### No 1. PRESENT SIMPLE AND PRESENT CONTINUOUS/PROGRESSIVE

- |   |   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
|---|---|------------------------|------------------|--|--|---------------|--------------------|--|--|---------------|-------------------|--------------|--|--------------------|----------------|--------------|--|-----------|------------|------------------|--|-----------|-----------|-----------|--|--------------------|--|--------------|--|--------------|--------------------|--|--|-------------------|---------------------|----------------------|--|-----------------|------------------------|------------------------|--|------------------|----------------------|--|--|--------------|-------------------|--|--|----------------------|----------------------|--------------------|--|--------------|--------------------|---------------|--|--------------------|-------------|-------------------|--|-------------------------|---------------------|--|--|-------------------|-----------------------|----------------------|--|------------------------|--------------------|------------------------|--|---------------------|-------------------------|--|--|-------------------|-----------------------|--|--|---------------------|----------------------|--|--|---------------------------------|-------------------------|--|--|--------------|-------------------|--|--|--------------------|------------------------|--|--|-------------------|---------------|--|--|-----------------|-----------|-------------|--|
| <ol style="list-style-type: none"> <li>1. She is watching TV .....</li> <li>2. He .... English very well.</li> <li>3. My father ..... too much.</li> <li>4. She usually .... TV in the evening.</li> <li>5. What ... you doing now?</li> <li>6. I .... writing a test.</li> <li>7. I ..... English every day.</li> <li>8. We often .... to each other.</li> <li>9. Money .... grow on trees!</li> <li>10. Why .... ? You should be listening to me!</li> <li>11. She watches TV .... .</li> <li>12. Mother ..... now.</li> <li>13. My father ... me to college this week because our car is being repaired.</li> <li>14. Oil .... on water.</li> <li>15. Alex and I .... basketball after school today. Do you want to play too?</li> <li>16. Mother: "What ..... about?"-</li> <li>17. Sandra: "Do you play the piano?" Ann: "No, I .... any musical instrument!"</li> <li>18. Why .... ? Listen to me, please.</li> <li>19. Excuse me, ..... English?</li> <li>20. Where is Andrew? I .....</li> <li>21. Anna is a good golf player but she ..... very often.</li> <li>22. I am sorry but I .....you . Can you speak louder?</li> <li>23. Listen! Someone .... .</li> <li>24. You can turn the TV off. I .... It.</li> <li>25. I usually .... my house at 8 p.m.</li> <li>26. The plane ..... to start at 9 a.m.</li> </ol> | <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><b>every day</b></td> <td style="text-align: center;"><b>right now</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>speaks</b></td> <td style="text-align: center;"><b>is speaking</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>smokes</b></td> <td style="text-align: center;"><b>is smoking</b></td> <td style="text-align: center;"><b>smoke</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>is watching</b></td> <td style="text-align: center;"><b>watches</b></td> <td style="text-align: center;"><b>watch</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>is</b></td> <td style="text-align: center;"><b>are</b></td> <td style="text-align: center;"><b>have been</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>am</b></td> <td style="text-align: center;"><b>do</b></td> <td style="text-align: center;"><b>is</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>am studying</b></td> <td></td> <td style="text-align: center;"><b>study</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>write</b></td> <td style="text-align: center;"><b>are writing</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>don't grow</b></td> <td style="text-align: center;"><b>doesn't grow</b></td> <td style="text-align: center;"><b>isn't growing</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>you talk</b></td> <td style="text-align: center;"><b>you are talking</b></td> <td style="text-align: center;"><b>are you talking</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>every day</b></td> <td style="text-align: center;"><b>since morning</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>cooks</b></td> <td style="text-align: center;"><b>is cooking</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>isn't driving</b></td> <td style="text-align: center;"><b>doesn't drive</b></td> <td style="text-align: center;"><b>don't drive</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>float</b></td> <td style="text-align: center;"><b>is floating</b></td> <td style="text-align: center;"><b>floats</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>are playing</b></td> <td style="text-align: center;"><b>play</b></td> <td style="text-align: center;"><b>is playing</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>are you thinking</b></td> <td style="text-align: center;"><b>do you think</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>don't play</b></td> <td style="text-align: center;"><b>am not playing</b></td> <td style="text-align: center;"><b>isn't playing</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>you are talking</b></td> <td style="text-align: center;"><b>do you talk</b></td> <td style="text-align: center;"><b>are you talking</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>do you speak</b></td> <td style="text-align: center;"><b>are you speaking</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>don't know</b></td> <td style="text-align: center;"><b>am not knowing</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>doesn't play</b></td> <td style="text-align: center;"><b>isn't playing</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>am not understanding you</b></td> <td style="text-align: center;"><b>don't understand</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>sings</b></td> <td style="text-align: center;"><b>is singing</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>don't watch</b></td> <td style="text-align: center;"><b>am not watching</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>is leaving</b></td> <td style="text-align: center;"><b>leaves</b></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>is going</b></td> <td style="text-align: center;"><b>go</b></td> <td style="text-align: center;"><b>goes</b></td> <td></td> </tr> </table> | <b>every day</b>       | <b>right now</b> |  |  | <b>speaks</b> | <b>is speaking</b> |  |  | <b>smokes</b> | <b>is smoking</b> | <b>smoke</b> |  | <b>is watching</b> | <b>watches</b> | <b>watch</b> |  | <b>is</b> | <b>are</b> | <b>have been</b> |  | <b>am</b> | <b>do</b> | <b>is</b> |  | <b>am studying</b> |  | <b>study</b> |  | <b>write</b> | <b>are writing</b> |  |  | <b>don't grow</b> | <b>doesn't grow</b> | <b>isn't growing</b> |  | <b>you talk</b> | <b>you are talking</b> | <b>are you talking</b> |  | <b>every day</b> | <b>since morning</b> |  |  | <b>cooks</b> | <b>is cooking</b> |  |  | <b>isn't driving</b> | <b>doesn't drive</b> | <b>don't drive</b> |  | <b>float</b> | <b>is floating</b> | <b>floats</b> |  | <b>are playing</b> | <b>play</b> | <b>is playing</b> |  | <b>are you thinking</b> | <b>do you think</b> |  |  | <b>don't play</b> | <b>am not playing</b> | <b>isn't playing</b> |  | <b>you are talking</b> | <b>do you talk</b> | <b>are you talking</b> |  | <b>do you speak</b> | <b>are you speaking</b> |  |  | <b>don't know</b> | <b>am not knowing</b> |  |  | <b>doesn't play</b> | <b>isn't playing</b> |  |  | <b>am not understanding you</b> | <b>don't understand</b> |  |  | <b>sings</b> | <b>is singing</b> |  |  | <b>don't watch</b> | <b>am not watching</b> |  |  | <b>is leaving</b> | <b>leaves</b> |  |  | <b>is going</b> | <b>go</b> | <b>goes</b> |  |
| <b>every day</b>  | <b>right now</b>  |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>speaks</b>   | <b>is speaking</b>  |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>smokes</b>   | <b>is smoking</b>   | <b>smoke</b>           |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>is watching</b>  | <b>watches</b>  | <b>watch</b>           |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>is</b>   | <b>are</b>  | <b>have been</b>       |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>am</b>   | <b>do</b>   | <b>is</b>              |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>am studying</b>  |   | <b>study</b>           |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>write</b>  | <b>are writing</b>  |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>don't grow</b>   | <b>doesn't grow</b>   | <b>isn't growing</b>   |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>you talk</b>   | <b>you are talking</b>  | <b>are you talking</b> |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>every day</b>  | <b>since morning</b>  |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>cooks</b>  | <b>is cooking</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>isn't driving</b>  | <b>doesn't drive</b>  | <b>don't drive</b>     |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>float</b>  | <b>is floating</b>  | <b>floats</b>          |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>are playing</b>  | <b>play</b>   | <b>is playing</b>      |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>are you thinking</b>   | <b>do you think</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>don't play</b>   | <b>am not playing</b>   | <b>isn't playing</b>   |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>you are talking</b>  | <b>do you talk</b>  | <b>are you talking</b> |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>do you speak</b>   | <b>are you speaking</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>don't know</b>   | <b>am not knowing</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>doesn't play</b>   | <b>isn't playing</b>  |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>am not understanding you</b>   | <b>don't understand</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>sings</b>  | <b>is singing</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>don't watch</b>  | <b>am not watching</b>  |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>is leaving</b>   | <b>leaves</b>   |                        |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |
| <b>is going</b>   | <b>go</b>   | <b>goes</b>            |                  |  |  |               |                    |  |  |               |                   |              |  |                    |                |              |  |           |            |                  |  |           |           |           |  |                    |  |              |  |              |                    |  |  |                   |                     |                      |  |                 |                        |                        |  |                  |                      |  |  |              |                   |  |  |                      |                      |                    |  |              |                    |               |  |                    |             |                   |  |                         |                     |  |  |                   |                       |                      |  |                        |                    |                        |  |                     |                         |  |  |                   |                       |  |  |                     |                      |  |  |                                 |                         |  |  |              |                   |  |  |                    |                        |  |  |                   |               |  |  |                 |           |             |  |

### 3. Таблица форм тестовых заданий

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

### 4. Таблица ответов к тестовым заданиям

- |              |            |        |
|--------------|------------|--------|
| 1) right now | 3) smokes  | 5) are |
| 2) speaks    | 4) watches | 6) am  |

- 7) study
- 8) write
- 9) doesn't grow
- 10) are you talking
- 11) every day
- 12) is cooking
- 13) doesn't drive

- 14) floats
- 15) play
- 16) are you thinking
- 17) don't play
- 18) are you talking
- 19) do you speak
- 20) don't know

- 21) doesn't play
- 22) don't understand you
- 23) is singing
- 24) am not watching
- 25) leaves
- 26) is going

**№ 2. PASSIVE VOICE**

**(Present, Past, Future Simple)**

**Passive**

**CHOOSE the right variant and translate the sentences:**

1. This house ..... two years ago.  
a) will be built b) was built c) is built
2. The documents .... by 5 p.m. tomorrow.  
a) were signed b) will be signed c) is signed
3. All the banks .... on Sundays.  
a) are closed b) is closed c) were closed
4. She usually .... at the lesson of history.  
a) was asked b) will be asked c) is asked
5. When ... your sister ... to the hospital? – Yesterday.  
a) will .. be taken b) was .. taken c) is .. taken
6. America .... several centuries ago.  
a) is discovered b) was discovered c) will be discovered
7. My car .... last week by my father.  
a) will be repaired b) is repaired c) was repaired
8. The children ..... by their parents.  
a) is loved b) are loved c) will be loved
9. We ..... to the party by my friend next week.  
a) are invited b) will be invited c) were invited
11. Two people .... in a car accident yesterday.  
a) are killed b) will be killed c) were killed
12. The exams ... in afternoon tomorrow.  
a) are finished b) will be finished c) were finished
13. Jill ... if I don't come to her birthday party.  
a) was offended b) will be offended c) is offended
14. Olympic Games .... every four years.  
a) were held b) are held c) will be held
15. This novel is very interesting. Whom .... this novel ..... ?  
a) is written b) was written c) will be written
16. I think the money ..... back in the nearest future.  
a) will be brought b) were brought c) are brought

**3. Таблица форм тестовых заданий**

Всего ТЗ	Из них количество ТЗ в форме			
	закрытых	открытых	на соответствие	на порядок
	шт. %	шт. %	шт. %	шт. %
100%	100	-	-	-

#### 4. Таблица ответов к тестовым заданиям

- 1) b
- 2) b
- 3) a
- 4) c
- 5) b
- 6) b
- 7) c
- 8) b
- 9) b
- 10) c
- 12) b
- 13) c
- 14) b
- 15) b
- 16) a

**V. Перечень материалов, оборудования и информационных источников,  
используемых в ходе аттестации по учебной дисциплине**

**Оборудование учебного кабинета. Технические средства обучения**

Наименование кабинета	Оснащение кабинета
Кабинет № 220 «Иностранный язык (лингфонный). Общеобразовательные дисциплины»	Комплект учебной мебели (компьютерные и ученические столы, стулья, доска); компьютер в сборе (системный блок (Intel Celeron 2,5 GHz, 1 Gb), монитор Samsung 152v ЖК, клавиатура, мышь) – 15 шт., компьютер в сборе (системный блок (Intel Core 2 Duo 2,2 GHz, 1,5 Gb), монитор Benq ЖК, клавиатура, мышь) – 1 шт., мультимедийный проектор Benq – 1 шт., экран настенный – 1 шт., колонки – 1 шт., локальная компьютерная сеть, коммутатор – 1 шт, переносные наушники – 16шт.

**Информационное обеспечение обучения**

Наименование издания	Автор	Вид издания (учебник, учебное пособие, методические указания, практикум и т.п., ссылка на информационный ресурс)	Реквизиты издания/доступ к информационному ресурсу
Основная литература			
Учебник английского языка для моряков	Китаевич Б.Е., Сергеева М.Н., Каминская Л.И., Вохмянин С.Н.	Электронный ресурс	8-е изд., стер. – СПб.: Лань, 2018. - 400с.: ил. – Режим доступа: <a href="https://e.lanbook.com/book/100925">https://e.lanbook.com/book/100925</a> . — Загл. с экрана
Английский язык. Грамматика	Невзорова, Г.Д., Никитушкина, Г.И.	Учебное пособие для СПО	2-е изд., испр. и доп. - М.: Юрайт, 2018. - 306 с. - Режим доступа: <a href="https://biblionline.ru/viewer/FCD77AA9-6DB4-433B-A2D7-AF53EAF13E82/angliyskiy-yazyk-grammatika#page/1">https://biblionline.ru/viewer/FCD77AA9-6DB4-433B-A2D7-AF53EAF13E82/angliyskiy-yazyk-grammatika#page/1</a>
Дополнительная литература			
English for Colleges = Английский язык для колледжей	Карпова, Т.А.	Учебное пособие для СПО	15-е изд, стер. - М.: Кнорус, 2017. - 394 с. – Режим доступа: <a href="https://www.book.ru/book/921677/view2/1">https://www.book.ru/book/921677/view2/1</a>
English for	Т.А. Карпова, А.С.	Учебно-практическое	М.: Кнорус, 2018. -

Colleges = Английский язык для колледжей. Практикум + Приложение: тесты	Восковская, М.В. Мельничук	пособие для СПО	286 с. – Режим доступа: <a href="https://www.book.ru/book/927088/view2/1">https://www.book.ru/book/927088/view2/1</a>
Planet of English	Безкоровайная, Г.Т., Койранская, Е.А.	Учебник английского языка для учреждений СПО	4-е изд., стер. - М.: Академия, 2017. - 256 с.: ил. - То же [Электронный ресурс] - Режим доступа: <a href="http://www.academia-moscow.ru/reader/?id=214498">http://www.academia-moscow.ru/reader/?id=214498</a>

#### Интернет-ресурсы

<http://englishinn.ru/>  
[www.lingvo-online.ru](http://www.lingvo-online.ru) (более 30 англо-русских, русско-английских и толковых словарей общей и отраслевой лексики).  
[www.macmillandictionary.com/dictionary/british/enjoy](http://www.macmillandictionary.com/dictionary/british/enjoy) (Macmillan Dictionary с возможностью прослушать произношение слов).  
[www.britannica.com](http://www.britannica.com) (энциклопедия «Британника»);  
[www.ldoceonline.com](http://www.ldoceonline.com) (Longman Dictionary of Contemporary English).  
<https://www.ego4u.com/> (English-speaking countries)  
<http://briese.ru/seaman.html> (application form)  
<http://festival.1september.ru/foreign-language> (открытые уроки английского языка)  
<http://speakworld.narod.ru/topic4.htm> (топики по английскому языку)

#### VI. Дополнения и изменения к комплекту ФОС на учебный год

Дополнения и изменения к комплекту ФОС на 20\_\_-20\_\_ учебный год по учебной дисциплине Иностранный язык (английский).

В комплект ФОС внесены следующие изменения:

Дополнения и изменения в комплекте ФОС обсуждены на заседании ЦК иностранных языков

«\_» \_\_\_\_\_ 20\_\_ г. (протокол № \_\_\_\_\_).