

Документ подписан простой электронной подписью

Информация о подписи:

ФИО: Шебзухова Татьяна Александровна

Должность: Директор Пятигорского института (филиал) Северо-Кавказского

федерального университета

Дата подписания: 09.10.2025 15:29:05

Уникальный программный ключ:

d74ce93cd40e39275c3ba2f584864c0a1b0ed3c

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**

**Федеральное государственное автономное образовательное учреждение**

**высшего образования**

**«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»**

**Пятигорский институт (филиал) СКФУ**

**Колледж Пятигорского института (филиал) СКФУ**

## **Методические указания**

по выполнению практических работ по дисциплине «Иностранный язык»

для студентов направления подготовки /специальности

29.02.10 Конструирование, моделирование и технология изготовления изделий легкой промышленности (по видам)

Пятигорск

Методические указания для практических занятий по дисциплине «Иностранный язык» составлены в соответствии с требованиями ФГОС СПО, предназначены для студентов обучающихся по специальности: 29.02.10 Конструирование, моделирование и технология изготовления изделий легкой промышленности (по видам).

## **Пояснительная записка**

Программа учебной дисциплины по иностранному языку является частью основной профессиональной образовательной программы в соответствии с ФГОС по специальности 29.02.10 Конструирование, моделирование и технология изготовления изделий легкой промышленности (по видам) среднего профессионального образования. Дисциплина входит в общеобразовательный цикл.

В результате освоения учебной дисциплины обучающийся должен **уметь**:

### говорение

- вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
- рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;
- создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;

### аудирование

- понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
- понимать основное содержание аутентичных аудио- или видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочно извлекать из них необходимую информацию;
- оценивать важность/новизну информации, определять свое отношение к ней:

### чтение

- читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;

### письменная речь

- описывать явления, события, излагать факты в письме личного и делового характера;

- заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка.

В результате освоения учебной дисциплины обучающийся должен **знать:**

- значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;

- языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;

- новые значения изученных глагольных форм (видо-временных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;

- лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;

- тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО.

## Поурочный

### тематический план

Учебный год \_\_\_\_\_

Дисциплина Иностранный язык

Специальность / профессия \_\_\_\_\_

Преподаватель \_\_\_\_\_

| Наименование разделов и тем                                                     | Количество часов | Тип занятия                | Междисциплинарные связи*                          | Дополнительная литература | Оснащение**<br>(специальное, дополнительное), если необходимо | Типы оценочных мероприятий                          |
|---------------------------------------------------------------------------------|------------------|----------------------------|---------------------------------------------------|---------------------------|---------------------------------------------------------------|-----------------------------------------------------|
| 1                                                                               | 2                | 3                          | 4                                                 | 5                         | 6                                                             | 7                                                   |
| Раздел 1. Иностранный язык для общих целей                                      | 84               |                            |                                                   |                           |                                                               |                                                     |
| Placement Test                                                                  | 2                |                            |                                                   |                           |                                                               |                                                     |
| Тема 1.1. Повседневная жизнь. Внешность и характер членов семьи                 | 12               | практические, деловая игра | Обществознание, русский язык                      |                           | Компьютер, аудио/видео материалы. Презентация                 | Заполнение формы-резюме, письмо                     |
| Тема 1.2. Молодежь в современном обществе. Досуг молодежи: увлечения и интересы | 10               | практические, ролевая игра | обществознание, история, МХК, физкультура история |                           | Компьютер, аудио/видео материалы. Презентация                 | Презентация, постер, ролевая игра                   |
| Тема 1.3 Условия проживания в городской и сельской местности                    | 12               | практические               | обществознание, русский язык, география, история  |                           | Компьютер, аудио/видео материалы. Презентация                 | Монологическое высказывание с визуальной поддержкой |

|                                                                                                      |    |              |                                           |                                                                         |                                                             |                                                                                          |
|------------------------------------------------------------------------------------------------------|----|--------------|-------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                                                                                                      |    |              |                                           |                                                                         |                                                             | (презентация),<br>“Мой колледж”                                                          |
| Тема 1.4. Покупки: одежда, обувь и продукты питания                                                  | 8  | практические | обществознание                            |                                                                         | Компьютер, аудио/видео материалы. Презентация               | Ролевая игра-диалог между покупателем и продавцом                                        |
| Тема 1.5. Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача | 12 | практические | Физкультура ОБЖ                           |                                                                         | Компьютер, аудио/видео материалы                            | Написание инструкции «Профилактика несчастных случаев на работе и порядок их устранения» |
| Тема 1.6. Туризм. Виды отдыха.                                                                       | 8  | практические | География                                 |                                                                         | Компьютер, аудио/видео материалы.                           | лексико-грамматический тест                                                              |
| Тема 1.7 Страна/Страны изучаемого языка                                                              | 10 | практические | География<br>История<br>Литература<br>МХК |                                                                         | Компьютер, аудио/видео материалы, карта Великобритании, США | Тестовые задания                                                                         |
| Тема 1.8. Россия                                                                                     | 12 | практические | География<br>История<br>Литература<br>МХК |                                                                         | Компьютер, аудио/видео материалы, карта России              | Презентация, ролевая игра                                                                |
| Раздел 2 Иностранный язык для специальных целей                                                      | 58 |              |                                           |                                                                         |                                                             |                                                                                          |
| Тема 2.1. Современный мир профессий. Проблемы                                                        | 14 | практические | География<br>Обществознани                | <a href="https://youtu.be/naIkpQ_cIt0">https://youtu.be/naIkpQ_cIt0</a> | Компьютер, аудио/видео материалы.                           | Тестовые задания                                                                         |

|                                                                                                              |    |              |                                                           |                                                                                                                                                                                                                                                                                                                                                                                       |                                                     |                                                                                         |
|--------------------------------------------------------------------------------------------------------------|----|--------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------|
| выбора профессии. Роль иностранного языка в вашей профессии                                                  |    |              | е<br>Иностранный язык                                     |                                                                                                                                                                                                                                                                                                                                                                                       | Презентация                                         |                                                                                         |
| Тема 2.2. Искусство и культура                                                                               | 12 | практические | Обществознани<br>е<br>Литература<br>МХК                   |                                                                                                                                                                                                                                                                                                                                                                                       | Компьютер,<br>аудио/видео материалы.<br>Презентация | Тестовые задания                                                                        |
| Тема 2.3. Технический прогресс: перспективы и последствия. Современные средства связи                        | 12 | практические | Информатика<br>ОБЖ<br>Иностранный язык                    | <a href="https://www.wikihow.com/Be-Safe-on-the-Internet">https://www.wikihow.com/Be-Safe-on-the-Internet</a>                                                                                                                                                                                                                                                                         | Компьютер,<br>аудио/видео материалы.<br>Презентация | Круглый стол-дебаты<br>“Преимущества и недостатки”                                      |
| Тема 2.4. Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру | 8  | Практические | История<br>Иностранный язык                               | <a href="https://www.thefamouspeople.com/">https://www.thefamouspeople.com/</a><br><a href="https://www.thefamouspeople.com/profile.php">https://www.thefamouspeople.com/profile.php</a>                                                                                                                                                                                              | Компьютер,<br>аудио/видео материалы.<br>Презентация | Доклад с визуальной поддержкой (презентацией)<br>“Знаменитые личности в моей профессии” |
| Тема 2.5<br>Деловое общение                                                                                  | 12 | Практические | Экономика<br>Обществознани<br>е<br>Проектная деятельность | <a href="https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-how_to_make_a_great_presentation&amp;autoplay=true">https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-how_to_make_a_great_presentation&amp;autoplay=true</a><br>Grussendorf, Marion “English for Presentations”, | Компьютер,<br>аудио/видео материалы.<br>Презентация |                                                                                         |

|                                |            |                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                                                                  |
|--------------------------------|------------|---------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------|
|                                |            |                           |  | Express Series.<br>OUP, 2007. - P.23-26<br><br><a href="https://www.herzing.edu/blog/7-important-teamwork-skills-you-need-school-and-your-career">https://www.herzing.edu/blog/7-important-teamwork-skills-you-need-school-and-your-career</a><br><a href="https://www.dolgov/sites/dolgov/files/odep/topics/youth/skills/teamwork.pdf">https://www.dolgov/sites/dolgov/files/odep/topics/youth/skills/teamwork.pdf</a> |                                  |                                                                  |
| <b>Итого</b>                   | <b>138</b> |                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                  |                                                                  |
| Форма промежуточной аттестации |            | Контрольная работа, зачет |  |                                                                                                                                                                                                                                                                                                                                                                                                                         | Компьютер, аудио/видео материалы | Независимый тестовый контроль<br>Перевод текста по специальности |

\*4 – профессионализация;

\*\*6 – в случае использования особенного оборудования мастерских и других нетипичных ситуациях



## Опорные конспекты

### ОПОРНЫЙ КОНСПЕКТ 1.1

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <i>Повседневная жизнь семьи. Внешность и характер членов семьи</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2. | Содержание темы                        | Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке.<br>Я и моя семья;<br>Мои друзья, занятия;<br>Внешность, личностные качества;<br>Повседневная жизнь                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3. | Типы занятий                           | Практические                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4. | Планируемые образовательные результаты | <p>Знать</p> <ul style="list-style-type: none"> <li>- лексические единицы для описания человека, внешности, характера;</li> <li>- лексические единицы для описания повседневных действий и обязанностей;</li> <li>- грамматические формы, необходимые для описания повседневных действий и обязанностей;</li> <li>- грамматические формы, для сравнения двух и более категорий (рост, степень выраженности цвета и т.д.);</li> <li>- грамматические формы для выражения способности, возможности (модальные глаголы);</li> <li>- правила этикета и нормы письма;</li> </ul> <p>Уметь</p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с семьей, внешностью, друзьями, повседневной жизнью;</li> <li>- принимать участие в беседе/ дискуссии на темы, связанные с семьей, внешностью, друзьями, повседневной жизнью;</li> <li>- описывать человека;</li> <li>- составить связный рассказ о семье, родственниках, друзьях;</li> <li>- писать простое личное письмо на темы, связанные с родственниками и повседневной жизнью;</li> <li>- писать базовое резюме для приема на работу;</li> </ul> |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | <ul style="list-style-type: none"> <li>- заполнять форму / писать по образцу резюме для устройства на работу;</li> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста;</li> <li>- составить рассказ о повседневной жизни человека, семьи;</li> <li>- понимать письменные и аудио сообщения по темам, связанным с семьей, друзьями, повседневной жизнью;</li> <li>- понять простое личное письмо, электронное письмо или пост, в котором пишущий человек говорит на знакомые темы (например, о друзьях или семье) или задать вопросы по этим темам;</li> <li>- следовать общему плану демонстрации или презентации на знакомую или предсказуемую тему, где сообщение выражается медленно и четко простым языком и имеет визуальную поддержку (например, слайды, раздаточные материалы).</li> </ul> |
| 5. | Формы организации учебной деятельности | Деловая игра, презентация, дискуссия, работа в парах, индивидуальная работа, групповая работа                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6. | Типы оценочных мероприятий             | Заполнение формы-резюме,<br>Письмо (другу)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

### ОПОРНЫЙ КОНСПЕКТ 1.2

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <i>Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы</i>                                                                                                                                                                                                                                                                                                                                                       |
| 2. | Содержание темы                        | Хобби, свободное время;<br>Организация досуга                                                                                                                                                                                                                                                                                                                                                                                      |
| 3. | Типы занятий                           | практические, контрольное                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4. | Планируемые образовательные результаты | Знать <ul style="list-style-type: none"> <li>- лексические единицы для описания досуговой деятельности, хобби, увлечений, интересов;</li> <li>- лексические единицы для описания повседневных действий;</li> <li>- грамматические формы, необходимые для описания повседневных действий и обязанностей;</li> <li>- грамматические формы, для сравнения двух и более категорий (more active, the most dangerous, etc..);</li> </ul> |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | <ul style="list-style-type: none"> <li>- грамматические формы для выражения способности, возможности (модальные глаголы);</li> <li>- правила этикета в ролевой игре;</li> <li>- фразы для выражения предложения что-то сделать (would you like...?, Let's...., и т.д.) и реакции на предложение (Sure. / Why not? / I'm afraid, I can't. и т.д.)</li> <li>- правила создания постера;</li> </ul> <p>Уметь</p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с хобби, интересами, свободным временем;</li> <li>- принимать участие в беседе/ дискуссии на темы, связанные с хобби, увлечениями свободным временем;</li> <li>- описывать интересы и увлечения человека;</li> <li>- составить связный рассказ об увлечениях членов семьи, родственников, друзей;</li> <li>- составить рассказ об увлечениях человека, семьи;</li> <li>- понимать письменные и аудио сообщения по темам, связанным с хобби и организацией досуга;</li> <li>- понять простое личное письмо, электронное письмо или пост, в котором пишущий человек говорит на знакомые темы (например, о друзьях или семье) или задать вопросы по этим темам;</li> <li>- следовать общему плану демонстрации или презентации на знакомую или предсказуемую тему, где сообщение выражается медленно и четко простым языком и имеет визуальную поддержку (например, слайды, раздаточные материалы)</li> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста;</li> <li>- принимать участие в беседе с целью договориться об организации совместного отдыха;</li> <li>- визуально представить информацию в виде постера.</li> </ul> |
| 5. | Формы организации учебной деятельности | Презентация, индивидуальная работа, парная работа, групповая работа, ролевая игра                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6. | Типы оценочных мероприятий             | Презентация, постер, ролевая игра                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### ОПОРНЫЙ КОНСПЕКТ 1.3

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <i>Условия проживания в городской и сельской местности</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2. | Содержание темы                        | Особенности проживания в городе; Инфраструктура.<br>Как спросить и указать дорогу;<br>Описание здания. Интерьер;<br>Описание колледжа здание, обстановка, условия жизни, техника, оборудование. Описание кабинета иностранного языка                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. | Типы занятий                           | Практические, контрольное                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. | Планируемые образовательные результаты | <p>Знать:</p> <ul style="list-style-type: none"> <li>- лексические единицы для описания мест в городе, зданий, комнат, обстановки техники и оборудования</li> <li>- лексические единицы для описания условий жизни;</li> <li>- грамматические формы, необходимые для описания местоположения (there is/ are)</li> <li>- грамматические формы- предлоги направления для описания маршрута</li> <li>- грамматические формы для выражения вежливости и предложения помощи (модальные глаголы- should you have/need..., would you like..., could you ...,please, etc.)</li> <li>- правила этикета и нормы вежливости</li> </ul> <p>Уметь:</p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с местом своего проживания, учебы.</li> <li>- принимать участие в беседе на темы связанные с местом проживания, учебы</li> <li>- описывать то, что окружает его каждый день: свое место учебы и проживания</li> <li>- составить связный рассказ о своем месте проживания/учебы</li> <li>- понимать письменные и аудио сообщения по темам, связанным с местом проживания/учебы</li> <li>- понять простое личное письмо, электронное письмо или пост, в котором пишущий человек говорит на знакомые темы (например, о своем месте проживания/учебы);</li> <li>- составлять короткую заметку/сообщение на знакомую или предсказуемую тему, где сообщение выражается простым языком и имеет визуальную поддержку, где используются</li> </ul> |

|    |                                        |                                                                                                                                        |
|----|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | изученные лексические и грамматические единицы<br>- пользоваться справочной литературой/словарями/онлайн ресурсами для перевода текста |
| 5. | Формы организации учебной деятельности | Презентация, ролевая игра, работа в парах, индивидуальная работа, групповая работа, дискуссия                                          |
| 6. | Типы оценочных мероприятий             | Заметка о колледже<br>Презентация                                                                                                      |

### ОПОРНЫЙ КОНСПЕКТ 1.4

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <i><b>Покупки: одежда, обувь и продукты питания.</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2. | Содержание темы                        | Виды магазинов, Ассортимент товаров;<br>Совершение покупок в продуктовом магазине;<br>Совершение покупок в магазине одежды/обуви;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 3. | Типы занятий                           | Практические, контрольное                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4. | Планируемые образовательные результаты | Знать: <ul style="list-style-type: none"> <li>- лексические единицы для описания видов магазинов, одежды и обуви</li> <li>- лексические единицы для описания товаров (продуктов)</li> <li>- грамматические формы, необходимые для описания количества товаров (many/much, few/little etc)</li> <li>- грамматические формы необходимые для произведения арифметических действий и вычислений</li> <li>- правила этикета и нормы</li> </ul> Уметь: <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с покупкой одежды, обуви и продуктов</li> <li>- принимать участие в беседе/дискуссии на темы связанные с покупками</li> </ul> |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | <ul style="list-style-type: none"> <li>- составить рассказ о повседневных действиях и совершении покупок в рамках темы</li> <li>- сравнивать магазины и то, что в них продается в рамках темы</li> <li>- понять письменные и аудио сообщения, связанные с совершением покупок в магазине</li> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста</li> </ul> |
| 5. | Формы организации учебной деятельности | Презентация, индивидуальная работа, парная работа, групповая работа, ролевая игра                                                                                                                                                                                                                                                                                                                   |
| 6. | Типы оценочных мероприятий             | Отзыв о магазине продуктов/одежды/обуви<br>Разноуровневое задание - Диалог<br>A1- диалог по карточкам<br>A2 и выше- диалог-ситуация                                                                                                                                                                                                                                                                 |

### ОПОРНЫЙ КОНСПЕКТ 1.5.

|    |                                        |                                                                                                                                                                                                                                                                                                                                                |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <b><i>Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача.</i></b>                                                                                                                                                                                                                                      |
| 2. | Содержание темы                        | Физическая культура и спорт<br>Еда полезная и вредная<br>Заболевания и их лечение<br>Здоровый образ жизни                                                                                                                                                                                                                                      |
| 3. | Типы занятий                           | Практические, контрольное                                                                                                                                                                                                                                                                                                                      |
| 4. | Планируемые образовательные результаты | Знать: <ul style="list-style-type: none"> <li>- лексические единицы для описания видов спорта;</li> <li>- лексические единицы для описания продуктов питания и способов их обработки;</li> <li>- лексические единицы для описания симптомов заболеваний;</li> <li>- грамматические формы, необходимые для выражения совета (should)</li> </ul> |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | <ul style="list-style-type: none"> <li>- грамматические формы, необходимые для выражения приказа (повелительное наклонение);</li> <li>- грамматические формы для выражения условий (If) в реальном времени</li> </ul> <p>Уметь:</p> <ul style="list-style-type: none"> <li>- принимать участие в беседе на темы, связанные со спортом, здоровым питанием и здоровым образом жизни</li> <li>- пользоваться справочной литературой/словарями/онлайн ресурсами для перевода текста</li> <li>- понимать письменные и аудио сообщения по темам, связанным со здоровым образом жизни</li> <li>- составлять письменное сообщение на тему, где изученные лексические и грамматические единицы используются в профессиональной направленности</li> </ul> |
| 5. | Формы организации учебной деятельности | <p>Мозговой штурм «Что можно делать на уроке физкультуры, в спортивном клубе, на стадионе?»</p> <p>Составление кейса Diet Sheet</p> <p>Диалог по карточкам «Горячая линия медицинской помощи»</p> <p>Обсуждение выбранной темы на форуме (<a href="https://patient.info/forums">https://patient.info/forums</a>) Ментальная карта «Здоровье»</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| 6. | Типы оценочных мероприятий             | <p>Письмо-инструкция «Профилактика несчастных случаев на работе и порядок их устранения»</p> <p>A1 – 50-70 слов</p> <p>A2 и выше - 100-120 слов</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

### ОПОРНЫЙ КОНСПЕКТ 1.6.

|    |                 |                                                                                                   |
|----|-----------------|---------------------------------------------------------------------------------------------------|
| 1. | Тема занятий    | <b><i>Туризм. Виды отдыха.</i></b>                                                                |
| 2. | Содержание темы | <p>Почему и как люди путешествуют</p> <p>Путешествие на поезде</p> <p>Путешествие на самолете</p> |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Типы занятий                           | Практические, контрольное                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4. | Планируемые образовательные результаты | <p>Знать.</p> <ul style="list-style-type: none"> <li>- лексические единицы для описания видов транспорта;</li> <li>- функциональные единицы для покупки билета;</li> <li>- нормы и правила речевого этикета в ситуации покупки билета</li> </ul> <p>Уметь</p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с датой, рейсом и т.д;</li> <li>- принимать участие в беседе/ дискуссии на темы, связанные с путешествием (например, с целью договориться о совместной поездке);</li> <li>- составить связный рассказ о путешествии;</li> <li>- понимать письменные и аудио сообщения по темам, связанным с путешествием;</li> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста</li> </ul> |
| 5. | Формы организации учебной деятельности | <p>Групповое перемещение (mingling) «Поиски партнера в поездку»</p> <p>Ролевая игра «Покупка билета»</p> <p>На сайте <a href="https://www.skyscanner.ru/?locale=en-GB">https://www.skyscanner.ru/?locale=en-GB</a> найдите подходящие рейсы для иностранных партнеров</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 6. | Типы оценочных мероприятий             | <p>Тест по теме с заданиями на проверку навыков аудирования, чтения, на знание лексики и грамматики, например:</p> <ul style="list-style-type: none"> <li>- выбор правильного ответа на основе прочитанного/прослушанного текста;</li> <li>- выбор правильного варианта ответа из предложенного множества на основе прочитанного/прослушанного текста;</li> <li>- решение Верно/Ложно/Нет информации на основе прочитанного/прослушанного текста;</li> <li>- соотнесение написания и значения слова;</li> <li>- закончить предложения;</li> <li>- упорядочить реплики в ситуации общения</li> </ul>                                                                                                                                                                   |

### ОПОРНЫЙ КОНСПЕКТ 1.7.



|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <i><b>Страна/страны изучаемого языка.</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2. | Содержание темы                        | <p>Великобритания (географическое положение, климат, население, национальные символы, политическое и экономическое устройство).</p> <p>Великобритания (крупные города, достопримечательности).</p> <p>США (географическое положение, климат, население, национальные символы, политическое и экономическое устройство).</p> <p>США (крупные города, достопримечательности)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. | Типы занятий                           | практические                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 4. | Планируемые образовательные результаты | <p>Знать</p> <ul style="list-style-type: none"> <li>– лексические единицы для описания географического положения, климата, политического и экономического устройства Великобритании, США;</li> <li>– лексические единицы для описания национальных символов Великобритании, США;</li> <li>– лексические единицы для обозначения географических названий гор, рек, озер и т.п. Великобритании, США;</li> <li>– грамматические формы для выражения настоящих совершенных действий (Present Perfect); <ul style="list-style-type: none"> <li>– грамматические формы для выражения сравнения (than, as...as, not so ... as);</li> </ul> </li> <li>– грамматические формы для выражения прошедших продолжительных действий (Past Continuous).</li> </ul> <p>Уметь</p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с социокультурным портретом Великобритании, США;</li> <li>- принимать участие в беседе/ дискуссии на темы, связанные с социокультурным портретом Великобритании, США;</li> <li>- описывать достопримечательности, знаменитые места в Великобритании, США;</li> <li>- писать простое личное письмо на темы, связанные с посещением или намерением посетить</li> </ul> |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                        | <p>англоязычные страны;</p> <ul style="list-style-type: none"> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста;</li> <li>- составить рассказ об англоязычных странах (географическом положении, климате, политическом устройстве и т.п.);</li> <li>- понимать письменные и аудио сообщения страноведческого характера;</li> <li>- понять простое личное письмо, электронное письмо или пост, в котором пишущий человек говорит на знакомые темы (например, о посещении страны, традициях и обычаях) или задать вопросы по этим темам;</li> <li>- следовать общему плану демонстрации или презентации на знакомую или предсказуемую тему, где сообщение выражается медленно и четко простым языком и имеет визуальную поддержку (например, слайды, раздаточные материалы)</li> </ul> |
| 5. | Формы организации учебной деятельности | Групповая, индивидуальная, парная работа; ролевая игра                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6. | Типы оценочных мероприятий             | Устный опрос. Тест.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### ОПОРНЫЙ КОНСПЕКТ 1.8.

|    |                 |                                                                                                                                                                                                                        |
|----|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий    | <b><i>Россия.</i></b>                                                                                                                                                                                                  |
| 2. | Содержание темы | <p>Географическое положение, климат, население.</p> <p>Национальные символы. Политическое и экономическое устройство.</p> <p>Москва – столица России. Достопримечательности Москвы.</p> <p>Традиции народов России</p> |
| 3. | Типы занятий    | Практические                                                                                                                                                                                                           |

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Планируемые образовательные результаты | <p>Знать</p> <ul style="list-style-type: none"> <li>– лексические единицы для описания географического положения, климата, политического и экономического устройства России;</li> <li>– лексические единицы для описания национальных символов России; <ul style="list-style-type: none"> <li>– лексические единицы для обозначения географических названий гор, рек, озер и т.п. России;</li> </ul> </li> <li>– лексические единицы для описания традиций и обычаев народов России;</li> <li>– грамматические формы для выражения прошедших совершенных действий (Past Perfect); <ul style="list-style-type: none"> <li>– грамматические формы для выражения сравнения (than, as...as, not so ... as);</li> </ul> </li> <li>– грамматические формы для выражения прошедших продолжительных действий (Past Continuous).</li> </ul> <p>Уметь</p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с социокультурным портретом России;</li> <li>- принимать участие в беседе/ дискуссии на темы, связанные с социокультурным портретом России;</li> <li>- описывать достопримечательности, знаменитые места в России;</li> <li>- писать простое личное письмо на темы, связанные с посещением или намерением посетить достопримечательности, знаменитые места в России;</li> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста;</li> <li>- составить рассказ о России (географическом положении, экономическом устройстве, климате и т.п.);</li> <li>- понимать письменные и аудио сообщения страноведческого характера;</li> <li>- понять простое личное письмо, электронное письмо или пост, в котором пишущий человек говорит на знакомые темы (например, о посещении страны, традициях и обычаях) или задать вопросы по этим темам;</li> <li>- следовать общему плану демонстрации или презентации на знакомую или предсказуемую тему, где сообщение выражается медленно и четко простым языком и имеет визуальную поддержку (например, слайды, раздаточные материалы)</li> </ul> |
| 5. | Формы организации учебной деятельности | Групповая, индивидуальная, парная работа; ролевая игра                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|    |                            |                                  |
|----|----------------------------|----------------------------------|
| 6. | Типы оценочных мероприятий | Тест страноведческого характера. |
|----|----------------------------|----------------------------------|

## ОПОРНЫЙ КОНСПЕКТ 2.1

|    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Тема занятий                           | <i><b>Современный мир профессий. Проблемы выбора профессии.<br/>Роль иностранного языка в вашей профессии</b></i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 2. | Содержание темы                        | Современные профессии. Планы на будущее. Место иностранного языка                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. | Типы занятий                           | Практическое, контрольное                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4. | Планируемые образовательные результаты | <p><i>Знать</i></p> <ul style="list-style-type: none"> <li>- лексические единицы по теме;</li> <li>- лексические единицы для описания профессии;</li> <li>- грамматические формы, необходимые для описания повседневных действий и обязанностей;</li> <li>- грамматические формы для сравнения двух и более категорий</li> <li>- грамматические формы для выражения способности, возможности (модальные глаголы);</li> <li>- правила этикета и нормы письма;</li> </ul> <p><i>Уметь</i></p> <ul style="list-style-type: none"> <li>- задавать и отвечать на вопросы, связанные с профессией, обязанностями;</li> <li>- принимать участие в беседе/ дискуссии на темы, связанные с профессией;</li> <li>- описывать действия;</li> <li>- составить связный рассказ о своем учебном заведении, профессии, планах на будущее;</li> <li>- писать простое описание на изучаемую тему;</li> <li>- писать базовое резюме для приема на работу;</li> <li>- заполнять форму / писать по образцу резюме для устройства на работу;</li> <li>- пользоваться справочной литературой/ словарями/ онлайн-ресурсами для перевода текста;</li> <li>- понимать письменные и аудио сообщения по темам, связанным с изучаемой тематикой;</li> <li>- понять простое личное письмо, электронное письмо или пост, в котором пишущий человек говорит на знакомые темы или задать вопросы по этим темам;</li> <li>- следовать общему плану демонстрации или презентации на знакомую или предсказуемую тему, где сообщение выражается медленно и четко простым языком и имеет визуальную поддержку</li> </ul> |

|    |                                        |                                                                                                         |
|----|----------------------------------------|---------------------------------------------------------------------------------------------------------|
|    |                                        | (например, слайды, раздаточные материалы)                                                               |
| 5. | Формы организации учебной деятельности | Индивидуальная, групповая, парная, деловая игра, объяснительно-иллюстративный, проблемный, ролевая игра |
| 6. | Типы оценочных мероприятий             | Задания в форме тестирования                                                                            |

Технологические карты

ТЕХНОЛОГИЧЕСКАЯ КАРТА 2.1.1

|    |                                        |                                                           |
|----|----------------------------------------|-----------------------------------------------------------|
| 1. | Тема занятия                           | <i>Особенности подготовки по профессии/специальности.</i> |
| 2. | Содержание темы                        | Современные профессии                                     |
| 3. | Тип занятия                            | Практическое занятие                                      |
| 4. | Формы организации учебной деятельности | Индивидуальная, групповая, парная                         |

| Этапы занятия                                                          | Деятельность преподавателя                                                                                                                                       | Деятельность студентов                                                                                                                                                          | Планируемые образовательные результаты | Типы оценочных мероприятий |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------|
| <b>1. Организационный этап занятия</b>                                 |                                                                                                                                                                  |                                                                                                                                                                                 |                                        |                            |
| Создание рабочей обстановки, актуализация мотивов учебной деятельности | Организует аналитическую деятельность студентов. Создает условия для совместного целеполагания и определения задач, мотивации на дальнейшую речевую деятельность | В группах студенты повторяют изученную лексику по теме в формате мозгового штурма, Синтезируют собственное суждение на основе образовательного контента. Делают вывод о целях и | ОК 01, 02, 04, 09 ПК...                | Устное сообщение           |

|                                                                           |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                            |                                                |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------|
|                                                                           |                                                                                                                                                                                                                                                 | задачах занятия.<br>Озвучивают список профессий, выбирают 2 профессии и завершают фразу «We would like to.....because....» и т.п.                                                                                                                                               |                            |                                                |
| Актуализация содержания, необходимого для выполнения и практических работ | Организует повторение грамматического материала.<br>Организует работу студентов по анализу примеров образования и употребления грамматического материал. Предлагает сделать вывод об использовании в речи.<br>Предлагает сделать ряд упражнений | Работают в парах.<br>Анализируют грамматический материал, используя справочники.<br>Самостоятельно выводят правила употребления грамматической конструкции.<br>Выполняют упражнения, закрепляя знания.<br>Выполняют тест на проверку первичного закрепления грамматической теме | ОК 01, 02, 04, 09<br>ПК... | Выполнение упражнения и заданий.<br>Самооценка |
| <b>2. Основной этап занятия</b>                                           |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                 |                            |                                                |
| Осмысление содержания заданий практических работ,                         | Организует учебно-познавательную                                                                                                                                                                                                                | Выполняют задание в группах.                                                                                                                                                                                                                                                    | ОК 01, 02, 04, 09<br>ПК... | Короткое сообщение о                           |



|                                                                                                                                                                                                                       |                                                                                                                                                                                                                     |                                                                                                                               |                            |                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------|
| последовательности выполнения действий при выполнении заданий или воспроизведение формируемых знаний и их применение в стандартных условиях (по аналогии, действия в стандартных ситуациях, тренировочные упражнения) | деятельность обучающихся в группах. Предлагает прочитать текст и заполнить таблицу. Предлагает добавить в таблицу качества, необходимые для предложенных специальностей                                             | Заполняют таблицу, обсуждают качества, необходимые для профессий. Представляют свои результаты                                |                            | профессии и необходимых для нее качеств характера |
| Перенос приобретенных знаний и их первичное применение в новых или измененных условиях с целью формирования умений (творческие, проблемные задачи, ситуации)                                                          | Включает обучающихся в ролевую игру «Устройство на работу». Предлагает заполнить анкету-заявку на работу. Инструктирует по организации и выполнению задания.<br><i>Задание: ролевая игра «Устройство на работу»</i> | Самостоятельно применяют знания в новой ситуации. Заполняют анкету. Составляют и разыгрывают диалог в бюро по трудоустройству | ОК 01, 02, 04, 09<br>ПК... | Диалогическая речь                                |
| Обобщение и систематизация результатов выполнения практических работ, упражнений, заданий                                                                                                                             | Побуждает студентов к самоанализу и самооценке. Консультирует. Констатирует результаты                                                                                                                              | Заполняют листы самооценивания                                                                                                | ОК 01, 02, 04, 09<br>ПК... | Самооценка                                        |
| <b>3. Заключительный этап занятия</b>                                                                                                                                                                                 |                                                                                                                                                                                                                     |                                                                                                                               |                            |                                                   |

|                                                                                                                                  |                                                                                   |                                                                                            |                         |            |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------|------------|
| Подведение итогов работы; фиксация достижения целей (оценка деятельности обучающихся); определение перспективы дальнейшей работы | Организует рефлексивную дискуссию. Закрепляет осознание смысла выполненной работы | Выполняют оценочную деятельность на уровне профессионально-ценностного восприятия материал | ОК 01, 02, 04, 09 ПК... | Оценивание |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------|------------|

### ТЕХНОЛОГИЧЕСКАЯ КАРТА 2.1.2

|    |                                        |                                                     |
|----|----------------------------------------|-----------------------------------------------------|
| 1. | Тема занятия                           | <i>Специфика работы по профессии/специальности.</i> |
| 2. | Содержание темы                        | Качества необходимые для профессии.                 |
| 3. | Тип занятия                            | Практическое занятие                                |
| 4. | Формы организации учебной деятельности | Индивидуальная, групповая, парная                   |

| Этапы занятия                                                          | Деятельность преподавателя                                 | Деятельность студентов                                        | Планируемые образовательные результаты | Типы оценочных мероприятий |
|------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------|----------------------------|
| <b>1. Организационный этап занятия</b>                                 |                                                            |                                                               |                                        |                            |
| Создание рабочей обстановки, актуализация мотивов учебной деятельности | Организует аналитическую деятельность обучающихся. Создает | Настраиваются на работу. Готовят в парах короткое сообщение о | ОК 01, 02, 04, 09 ПК...                | Короткое устное сообщение  |

|                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                              |                                                                                            |                            |                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------|
|                                                                                                                                                                                                             | условия для совместного целеполагания и определения задач, мотивации на дальнейшую речевую деятельность                                                                                                                                                                      | колледже (3 предложения)                                                                   |                            |                                             |
| Актуализация содержания, необходимого для выполнения и практических работ                                                                                                                                   | Организует повторение изученного прежде материала. Сообщает правила выполнения задания.<br><i>Задание 1. «Поле чудес»</i><br>На доске написаны и закрыты слова по теме. Преподаватель дает описание профессии. Участники называют буквы, преподаватель открывает их на доске | Участники обобщают и закрепляют лексику по теме в коммуникативном контексте                | ОК 01, 02, 04, 09<br>ПК... | Список слов                                 |
| <b>2. Основной этап занятия</b>                                                                                                                                                                             |                                                                                                                                                                                                                                                                              |                                                                                            |                            |                                             |
| Осмысление содержания заданий практических работ, последовательности выполнения действий при выполнении заданий или воспроизведение формируемых знаний и их применение в стандартных условиях (по аналогии, | Организует учебно-познавательную деятельность обучающихся в группах. Инструктирует студентов о правилах выполнения задания.                                                                                                                                                  | Внимательно слушают инструкцию к заданию. Выполняют задание. Сообщают о выполненной работе | ОК 01, 02, 04, 09<br>ПК... | Подготовка материала для выполнения задания |

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |                                                                                                                                      |                                    |                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------|
| действия в стандартных ситуациях, тренировочные упражнения)                                                                                                  | <p><i>Задание №2</i><br/> <i>«Сочетание»</i><br/> Группам выдается раздаточный материал с половинками слов, обозначающих различные профессии. Необходимо соединить эти половинки правильно, чтобы получились названия известных профессий. После этого необходимо расставить слова в алфавитном порядке</p> |                                                                                                                                      |                                    |                           |
| Перенос приобретенных знаний и их первичное применение в новых или измененных условиях с целью формирования умений (творческие, проблемные задачи, ситуации) | <p><i>Включает обучающихся в ролевую игру «Устройство на работу». Предлагает заполнить анкету-заявку на работу. Инструктирует по организации и выполнению задания.</i><br/> <u>Задание:</u> ролевая игра «Устройство на работу»</p>                                                                         | <p>Самостоятельно применяют знания в новой ситуации. Заполняют анкету. Составляют и разыгрывают диалог в бюро по трудоустройству</p> | <p>ОК 01, 02, 04, 09<br/>ПК...</p> | <p>Диалогическая речь</p> |

|                                                                                                                                  |                                                                                        |                                                                                             |                            |            |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------|------------|
| Обобщение и систематизация результатов выполнения практических работ, упражнений, заданий                                        | Побуждает студентов к самоанализу и самооценке. Консультирует. Констатирует результаты | Заполняют листы самооценивания                                                              | ОК 01, 02, 04, 09<br>ПК... | Самооценка |
| <b>3. Заключительный этап занятия</b>                                                                                            |                                                                                        |                                                                                             |                            |            |
| Подведение итогов работы; фиксация достижения целей (оценка деятельности обучающихся); определение перспективы дальнейшей работы | Организует рефлексивную дискуссию. Закрепляет осознание смысла выполненной работы      | Выполняют оценочную деятельность на уровне профессионально-ценностного восприятия материала | ОК 01, 02, 04, 09<br>ПК... | Оценивание |

#### ТЕХНОЛОГИЧЕСКАЯ КАРТА 2.1.2-2

|    |                                        |                                                    |
|----|----------------------------------------|----------------------------------------------------|
| 1. | Тема занятия                           | <i>Специфика работы по профессии/специальности</i> |
| 2. | Содержание темы                        | Качества необходимые для профессии                 |
| 3. | Тип занятия                            | Практическое занятие                               |
| 4. | Формы организации учебной деятельности | Индивидуальная, групповая, парная                  |

| Этапы занятия | Деятельность | Деятельность | Планируемые | Типы оценочных |
|---------------|--------------|--------------|-------------|----------------|
|---------------|--------------|--------------|-------------|----------------|

|                                                                           | преподавателя                                                                                                                                                                                                                                                                                                           | студентов                                                                                       | образовательные<br>результаты | мероприятий                                          |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------|
| <b>1. Организационный этап занятия</b>                                    |                                                                                                                                                                                                                                                                                                                         |                                                                                                 |                               |                                                      |
| Создание рабочей обстановки, актуализация мотивов учебной деятельности.   | <p>Организует аналитическую деятельность обучающихся и дальнейшую речевую деятельность.</p> <p>Демонстрирует фотографию (интервью - прием на работу) Задает вопросы: “Где находятся люди? Что они делают? О чем они могут разговаривать?”</p> <p>Создает условия для совместного целеполагания и определения задач,</p> | <p>Настраиваются на работу.</p> <p>Фронтальный опрос.</p> <p>Определяют тему и цель занятия</p> | ОК 01, 02, 04, 09<br>ПК...    | <p>Ответы на вопросы.</p> <p>Тема и цель занятия</p> |
| Актуализация содержания, необходимого для выполнения и практических работ | Организует повторение изученного прежде материала. Задания типа "Match the words with their definitions" или “Complete the sentences                                                                                                                                                                                    | Участники выполняют упражнения и повторяют/закрепляют лексику по теме                           | ОК 01, 02, 04, 09<br>ПК...    | Выполненное задание                                  |

|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                             |                                    |                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------|
|                                                                                                                                                                                                                                                                         | with the correct word"                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                             |                                    |                                                   |
| <b>2. Основной этап занятия</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                             |                                    |                                                   |
| Осмысление содержания заданий практических работ, последовательности выполнения действий при выполнении заданий или воспроизведение формируемых знаний и их применение в стандартных условиях (по аналогии, действия в стандартных ситуациях, тренировочные упражнения) | <p>Организует учебно-познавательную деятельность обучающихся в группах. Организует 1 прослушивание диалога. (Например: <a href="https://youtu.be/naIkpQ_cItQ">https://youtu.be/naIkpQ_cItQ</a>) Вопрос: Как вы думаете получила она работу? Почему?/Почему нет? Задаёт уточняющие вопросы.</p> <p>Организует обсуждение вопросов и обмен мнениями в парах после прослушивания. Проводит мониторинг. Обратная связь.</p> <p>Организует индивидуальную работу с раздаточным</p> | <p>Слушают инструкции.</p> <p>Отвечают на уточняющие вопросы. В парах - обмен мнениями.</p> | <p>ОК 01, 02, 04, 09<br/>ПК...</p> | <p>Обмен мнениями.</p> <p>Выполненное задание</p> |

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                        |                                                                                                  |                            |                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------|
|                                                                                                                                                              | <p>материалом (используя скрипт интервью с пропущенными словами) задание "Complete the gaps with the correct word"</p> <p>Организует прослушивание интервью. "Listen and check your ideas"</p> <p>Организует взаимопроверку. (при необходимости, проведении мониторинга много неверных ответов необходимо включить запись еще раз)</p> |                                                                                                  |                            |                                                                                      |
| Перенос приобретенных знаний и их первичное применение в новых или измененных условиях с целью формирования умений (творческие, проблемные задачи, ситуации) | <p>Включает обучающихся в ролевую игру «Устройство на работу». Делит учащихся на 2 подгруппы: А-работодатель, В-работник. группа А-Составить список необходимых качеств для работника</p>                                                                                                                                              | <p>Самостоятельно применяют знания в новой ситуации.</p> <p>В группах А/В выполняют задания.</p> | ОК 01, 02, 04, 09<br>ПК... | <p>Список вопросов.</p> <p>Список необходимых качеств.</p> <p>Диалогическая речь</p> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                               |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|--|
|  | <p>(например: be good with customers, show curiosity about .., be confident и т.д и вопросов Do you have any experience working ....?)</p> <p>В- Составить список качеств, которыми обладаете и список вопросов, которые можно задать работодателю.</p> <p>(например: What kind of education do I need to have?)</p> <p>Организует работу в парах А-В Предлагает пройти интервью</p> <p>Инструктирует по организации и выполнению задания.</p> <p><u>Задание:</u> ролевая игра «Устройство на работу».</p> <p>Проводит мониторинг.</p> <p>Записывает примеры правильного использования языка и основные ошибки</p> | <p>В парах - ролевая игра трудоустройство</p> |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--|--|

|                                                                                                                                  |                                                                                                                                                                               |                                |                            |                             |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------|-----------------------------|
| Обобщение и систематизация результатов выполнения практических работ, упражнений, заданий                                        | Побуждает студентов к самоанализу и самооценке.<br>Консультирует.<br>Констатирует результаты                                                                                  | Заполняют листы самооценивания | ОК 01, 02, 04, 09<br>ПК... | Самооценка                  |
| <b>3. Заключительный этап занятия</b>                                                                                            |                                                                                                                                                                               |                                |                            |                             |
| Подведение итогов работы; фиксация достижения целей (оценка деятельности обучающихся); определение перспективы дальнейшей работы | Выписывает примеры правильного использования языка и несколько основных ошибок.<br>Организует парную работу по обсуждению ошибок и правильному использованию языковых средств | Работа в парах-обсуждение      | ОК 01, 02, 04, 09<br>ПК... | Запись правильных вариантов |

## Тема 1.1.

### Повседневная жизнь семьи. Внешность и характер членов семьи

**Занятие №1 Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке.**

#### **1.Повторение правил чтения. Транскрипция.**

##### **Повторение букв и звуков. Алфавит.**

В английском языке 26 букв, из них 5 гласных, 1 полугласная и 20 согласных.

##### **Английский алфавит**

|           |           |               |
|-----------|-----------|---------------|
| Aa [eɪ]   | Kk [keɪ]  | Uu [ju:]      |
| Bb [bi:]  | Ll [el]   | Vv [vi:]      |
| Cc [si:]  | Mm [em]   | Ww [dʌ blju:] |
| Dd [di:]  | Nn [en]   | Xx [eks]      |
| Ee [i:]   | Oo [əv]   | Yy [wai]      |
| Ff [ef]   | Pp [pi:]  | Zz [zed]      |
| Gg [dʒi:] | Qq [kju:] |               |
| Hh [eitʃ] | Rr [a:]   |               |
| Ii [aɪ]   | Ss [es]   |               |
| Jj [dʒeɪ] | Tt [ti:]  |               |

Посмотрите внимательно данные внизу таблицы. В них – основные правила чтения английских букв и буквосочетаний. В английском языке различают 3 типа чтения. Тип чтения зависит от того, в каком положении находится гласный.

1. Если гласный стоит в открытом слоге, то тип чтения открытый (ма-ма)- слог заканчивается на гласный ; сравните са-se) т.е. гласный читается так, как он называется в алфавите.
2. Если слог закрытый (т.е. он заканчивается на согласный: пап-ка; сравните bet), то тип чтения закрытый и буквы читаются, как показано в таблице.
3. Третий тип чтения, это гласные : а, о, у, е, i, y + г, при этом аг и ог дают долгие звуки а: и о:, а ur, ir, er дают звук [ə:]. Внимательно почитайте таблицу и постарайтесь понять разницу в типах чтения

#### **Ударные гласные**

|                        | <b>Aa</b>           | <b>Ee</b>           | <b>Ii</b>            | <b>Oo</b>          | <b>Uu</b>           | <b>Yy</b>     |
|------------------------|---------------------|---------------------|----------------------|--------------------|---------------------|---------------|
| Открытый слог          | [eɪ]<br>Case        | [i:]<br>She         | [aɪ]<br>Line         | [əv]<br>Zone       | [ju:]<br>Nude       | [aɪ]<br>My    |
| Закрытый слог          | [æ]<br>Tank         | [e]<br>Bet          | [ɪ]<br>Bit           | [ɒ]<br>Lot         | [ʌ]<br>Cut          | [ɪ]<br>Myth   |
| Гласн. + г<br>+согл.   | [a:]<br>Car<br>park | [ə:]<br>Her<br>Term | [ə:]<br>Sir<br>Third | [o:]<br>Or<br>born | [ə:]<br>fur<br>burn | [ɔ:]<br>Cyrd  |
| Гласн. + г<br>+ гласн. | [eə]<br>vary        | [iə]<br>mere        | [aɪə]<br>hire        | [o:]<br>story      | [juə]<br>pure       | [aɪə]<br>tyre |

**Сочетание гласных:**

[u:]

oo– too;

ou– group

[a:]

a+ss– grass;

a+st – last;

a+sk– task;

a+sp– grasp;

a+lm– calm;

ea+r– heart

[ai ]

i+ gn– sign;

i+ ld– child;

i+ nd– blind;

igh– night

[ei ]

ey– they;

eigh– eight

[iə]

ea+r– near;

ee+r– engineer

[ʊ ]

oo– book;

[ʌ ]

o– son;

ou– country;

oo– flood

[o: ]

au– author;

aw– saw;

oo+r– door;

aught– taught;

ought– thought;

a+l– wall;

a+l– talk;

wa+r– warm

[i:]

ee– see;

ea– sea;

ie– believe

ei– receive

[au]

ou– out;

ow– down

[oi ]

oi– oil;

oy– toy

[ju: ]

ew–new

[eə]

ai+r– chair;

e+re– there;

ea+r– bear

[ə: ]

ea+r– learn;

wo+ r– work

[əu]

oa– coat;

ow– know

o+ll– toll;

o+ld– cold

[uə ]

oo+r–poor;

our– tour

[ei ]

ai– rain;

ay– day

[o ]

wa– want

**Сочетание согласных:**

ck [k] luck

sh [ʃ] ship

ch [tʃ] chip

tch [tʃ] catch

th [θ] thick

th [ð] this

ph [f] phone

qu [kw] quite

kn [n] knife

ng [ŋ] thing

nk [ŋk] sink

wh+o – [h] who

wh+ остальные гласные – [w] what

wt в начале слова перед гласными –  
[r] writer**Согласные звуки, имеющие два варианта чтения**

с [s] – перед е, i, y: nice, city, icy

[k] – в остальных случаях: come, catch

g [dʒ]– перед е, i, y: large, engine, gym

исключения: get, begin, give

[g] – в остальных случаях: good, go

**Упр. 6. Прочитайте слова, пользуясь правилами чтения звуков и звукосочетаний:**

1) Bank, park, me, let, term, lit, bird, torn, my, tea, bee, receive, brass, blast, task, balm, August, bought, tall, war, want, look, stew, look, world, blood, child, light, boil, coal, toll, tear, there.

2) Используя словарь, выпишите транскрипцию к словам.

**Упр. 7. Прочитайте слова, пользуясь правилами чтения звуков и звукосочетаний:**

- 1) Buck, sheep, cheese, batch, thin, they, phone, quiet, knife, thing, tank, where, who, writer, nice, came, engine, get, go.  
2) Используя словарь, выпишите транскрипцию к словам.

**Упр.8. Прочитайте предложения:**

1. ['gɪv mi: ðə 'kæp pli:z]
2. ['wɒt ɪz jo: 'neɪm]
3. [maɪ 'neɪm ɪz 'dʒeɪk 'braʊn]
4. ['hæv də ju: 'dʌ]

**Упр.9. Прочитайте слова, пользуясь правилами чтения:**

**Чтение гласных:**

1. **A [ei]** - Kate, take, make, name, came, date

**[æ]** - am, man, bag, sad, black, plan, Ann, can, gap, land

**[a:]** - art, ast, fast, far, farm, arm, part, last, pass, barn, bark

Same, plan, fact, art, gap, can, farm, part, make, name, bark, arm, late, sad, bad, fast, last, glad, far, barn, black, start, pass, take, man, an act, an arm, a fact

2. **E [i:]** - Pete, be, he, she, we, these

**[e]** - pen, cell, men, red, egg, let, spell, ten, set

**[ə:]** - her, term, serve, herd, per, hers, verb

She, men, pen, be, dense, get, best, end, left, verb, fell, me, egg, send, sent, serve, her, term, help, hence, next, rest, set, stem, tell, ten, well, pest

3. **I [ai]** - Mike, I, like, nice, time, five, fine, mine, ice

**[i]** - in, is, big, this, did, if, ill, kill, it, its

**[ə:]** - bird, girl, first, sir, circle

Like, big, nice, bird, time, did, girl, die, five, if, ice, first, life, is, pine, is, ill, rise, in, till, side, wide, wife, fish, kill, link, rich, six, skill, 'circle, wind, wish, 'little

4. **Y [ai]** - my, dry, Ju'ly, cycle, type

**[j]** - yes, yet, yard, you

5. **O [ou]** - no, so, ago, home, close, 'open, go, spoke, note

**[o]** - hot, not, got, on, cost, fog, crop, from, cross, stop, 'often, rot, loss, plot, rock

**[o:]** - form, or, short, corn, for, force, forty, horse, sport, re'port

Got, spoke, go, home, for, from, plot, fog, no, a'go, corn, close, cost, force, 'open, on, crop, 'forty, 'hostel, short, lot, re'port, rot, hot, loss, 'often, rock

6. **U [ju:]** - use, due, fuel, 'human, 'humid, 'student

**[ʌ]** - but, us, sun, cut, much, must, 'summer, 'butter

**[ə:]** - turn, fur, re'turn, burn

But, turn, cut, us, fur, use, sun, due, fuel, re'turn, 'human, much, 'purpose, must, 'student, 'hundred, 'humid

**Чтение буквосочетаний:**

**ee [i:]** - meet, feet, see, deep, speed, green, three, week, feel, need

**ea [i:]** - tea, meat, heat, please, read, easy, teach, means

**[e]** перед **[d]** - head, bread, dead, spread

**ew [ju:]** - new, few, dew

**oo [u:]** - took, cook, room, spoon, foot

**ou [au]** - out, house, pound

**oy, oi [ɔɪ]** - boy, toy, oil

**ie [i:]** - field, yield, be'lieve

**er /ə/** (в конце слов) - 'winter, 'summer, 'sister

#### Чтение согласных:

1. **R [r]** - red, rate, from, drive, rest, rise, rock, rich, rot, very, French, arise, fresh, crop, dry, from, cross
2. **W [w]** - we, well, west, wide, wind, wet, will, 'winter, wish
3. **X [ks]** - box, text, next, six, fox, mix, 'sixty, 'index
4. **ck [k]** - black, lack, o'clock, rock, back  
**ch [tʃ]** - much, March, inch, French, rich, teach, child  
**[k]** - chemist, scheme, 'technical, me'chanical
5. **Sh [ʃ]** - she, short, show, wish, cash, flesh, fresh, ship
6. **Th [ð]** - звонкий в служебных словах и между двумя гласными - this, that, these, those, thus  
**[θ]** в начале и в конце слов - north, thick, thin, three, thirty, third, depth
7. **Wh [h]** перед o - who, whom.
8. **Представление себя в официальной и неофициальной обстановке.**
9. Официальный стиль:
  - May I introduce myself? My name's Michael Lensky. I'm your guide. - Разрешите представиться. Меня зовут Михаил Ленский. Я - ваш гид.
10. Менее официальный стиль:
  - Let me introduce myself. - Позвольте мне представиться.
11. Или просто:
  - My name is Michael. [или] I'm Michael. - Меня зовут Михаил.
12. Если необходимо представить человека большой аудитории, например, выступающего с речью или докладом, говорят следующее:
  - Ladies and Gentlemen, I have great pleasure in introducing Professor Hornby.

#### Выучите диалоги

##### 1. At a Conference (formal)

Mr Cox: Mr Dawes, I'd like to introduce David Lloyd, a colleague of mine. (To Mr Lloyd) Mr Dawes, from Bristol University.  
Mr Lloyd: How do you do?  
Mr Dawes: How do you do?  
Mr Lloyd: Are you finding the conference interesting?  
Mr Dawes: Yes, there have been some very good papers. I find the discussions very useful, too.

##### 2. At Work (formal)

Mr Briggs: Good morning, Mr Ward. How are you?  
Mr Ward: Very well, thank you. How are you?  
Mr Briggs: Fine, thanks. I don't think you've met my secretary. (To his

##### 1. На конференции

Мистер Кокс: Мистер Дауэс, я бы хотел представить вам Дэвида Ллойда, моего коллегу. (Обращается к Ллойд) Мистер Дауэс, из Бристольского Университета.  
Мистер Ллойд: Как поживаете?  
Мистер Дауэс: Как поживаете?  
Мистер Ллойд: Вы находите конференцию интересной?  
Мистер Дауэс: Да, здесь было несколько очень интересных докладов. Также я считаю, что обсуждения весьма полезны.

##### 2. На работе

Мистер Бригс: Доброе утро, мистер Ворд. Как поживаете?  
Мистер Ворд: Спасибо, прекрасно. Как поживаете?  
Мистер Бригс: Не думаю, что вы уже знакомы с моим секретарем.

secretary) This is Mr Ward. This is Miss Cromby.

Mr Ward: How do you do?

Miss Cromby: How do you do?

(Обращается к секретарю) Это мистер Ворд. Это мисс Кромби.

Мистер Ворд: Как поживаете?

Мисс Кромби: Как поживаете?

### 3. At Work. (formal)

Mr Briggs: Morning everybody! I'd like to introduce our new colleague, Mr Pratt.

Mr Ward: How do you do, Mr Pratt?

Welcome to our team.

Mr Pratt: How do you do, everybody.

Thank you.

Mr Ward: I hope we'll get on.

Mr Pratt: So do I.

### 3. На работе

Мистер Бригс: Доброе утро всем. Я бы хотел представить нашего нового коллегу, мистера Пратта.

Мистер Ворд: Здравствуйте, мистер

Пратт. Добро пожаловать в нашу команду.

Мистер Пратт: Здравствуйте и спасибо.

Мистер Ворд: Надеюсь, мы сработаемся.

Mr Pratt: Я тоже на это надеюсь.

### 4. At Work. (formal)

Mr Jones: Ladies and gentlemen. Allow me to introduce our new manager. Meet Mr Norman Ray.

Mr Brown: How do you do, Mr Ray.

Pleased to meet you.

Mr Ray: How do you do, everybody. I hope we'll get on well.

Mr Brown: So do we.

### 4. На работе

Мистер Джонс: Дамы и господа, разрешите представить вам нашего нового управляющего. Знакомьтесь, мистер Норман Рэй.

Мистер Браун: Здравствуйте, господин Рэй. Рады познакомиться.

Мистер Рэй: Приветствую всех.

Надеюсь, мы сработаемся.

Мистер Браун: Мы тоже.

## Занятие №2 Я и моя семья.

1. Прочитайте текст и ответьте на вопросы.

2. Выполните грамматические задания.

### About myself

Let me introduce myself. My name is Alex, my surname or last name is Voronin.

I am twenty years old. I was born on the 2<sup>nd</sup> of October in 1987 in Orenburg.

It is situated on the Ural – river, it is a very beautiful and modern town. Now let me describe my appearance. I am tall and slim and have fair hair and blue eyes.

I think I am just good-looking. My friends say that I am handsome. I am kind, communicative and funny to be with. I have many friends. They like to spend time with me because I am easy to go along, I can tell a lot of interesting things and give a good advice. I love sport and music. I go in for football and hockey. I love to listen to modern music and dance. I dance a lot and I hope I'm good at it. Last summer I have finished school. I did well in all the subjects but my favourite were Computer Science and Mathematics. I also enjoyed English lessons.

I am very much interested in learning English because I want to be a successful specialist. I think that the knowledge of foreign language helps in everyday life and career. Now I am a first-year student at the Orenburg State Agrarian University. In three years and a half I'll be an engineer. I think that education is very important nowadays. I'll try my best to get a good education.

### Answer the questions

1. Where and when were you born ?
2. How old are you ?
3. Have you got a family ?
4. How many people are there in your family ?
5. Do you have brothers, sisters, grandparents in your family ?
6. Where do you live ?
7. Did you study well at school ?
8. What school did you finish ?

### **Vocabulary**

| Let me introduce myself     | Позвольте мне представиться    |
|-----------------------------|--------------------------------|
| surname (last name)         | фамилия                        |
| to be born                  | родиться                       |
| to be situated              | находиться (располагаться)     |
| to describe appearance      | описывать внешность            |
| tall / short                | высокий / низкий (о росте)     |
| slim / stout / plump / fat  | стройный / коренастый / полный |
| fair / dark / curly         | светлые / темные / кудрявые    |
| attractive                  | привлекательный (-ая)          |
| pretty                      | красивая                       |
| handsome                    | красивый                       |
| to think                    | думать                         |
| good-looking                | хорошо выглядящий              |
| to go in for ...            | заниматься                     |
| to be interested in ...     | интересоваться                 |
| to do well                  | успевать (хорошо учиться)      |
| to want to be (become)      | хотеть быть (стать)            |
| to be good at ...           | хорошо получаться              |
| to enjoy ... / to like      | нравиться                      |
| first-year student          | первокурсник                   |
| to get an education         | получить образование           |
| fun to be with              | веселый человек                |
| to spend time               | проводить время                |
| easy to go along            | легкий в общении               |
| merry                       | веселый                        |
| funny                       | смешной                        |
| quiet                       | спокойный                      |
| smart / clever / bright     | сообразительный / умный        |
| stupid / silly              | тупой / глупый                 |
| boring                      | скучный                        |
| impulsive                   | импульсивный                   |
| rude                        | грубый                         |
| shy                         | скромный                       |
| active                      | активный                       |
| talkative / communicative / | разговорчивый / общительный    |
| to try the best             | делать всё возможное           |
| successful                  | успешный                       |

#### **Ответьте письменно на вопросы:**

- 1) What is your name and surname?
- 2) Where and when were you born?
- 3) How old are you?
- 4) Have you got a family?



- 5) Where do you live?
- 6) Where do your parents live?
- 7) Did you study well at school?
- 8) What educational establishments (учебные заведения) have you finished?
- 9) What was your favourite subject?
- 10) What do you like to read?
- 11) What sport do you go in for?
- 12) Do you like cinema? What is your favourite film?
- 13) What is your hobby?
- 14) How do you like to spend week-ends?
- 15) Have you got friends?
- 16) What is your best feature of character (черта характера)?
- 17) What is your worst feature of character?
- 18) What subjects are you interested in?
- 19) What books are you interested in?
- 20) What are you going to be?
- 21) What characteristics should have an ideal friend?
- 22) Have you got a dream?
- 23) What are you dreaming to be in 10 years?
- 24) What professions are in order (востребованы) today to your mind?
- 25) What person do you want to be alike (быть похожим)

### **Семья (Family)**

parents-родители

father-отец

mother-мать

sister-сестра

brother-брат

son-сын

daughter-дочь

grandfather-дедушка

great- grandchildren-правнуки

uncle-дядя

aunt-тетя

nephew-племянник

niece-племянница

grandparents-дедушка и бабушка

great- grandfather-прадед

great- grandmother –прабабушка

cousin-двоюродный брат и сестра

granddaughter-внучка

grandchildren-внуки

second cousin-троюродный брат и сестра

elder-старший (о членах семьи)

the eldest-самый старший

**Relations by marriage – родственники по браку:**

husband- муж, супруг

wife-жена

father-in-law- свекор, тесть

mother-in law-свекровь, теща

son- in-law-зять

daughter-in-law- невестка, сноха

brother-in-law-1. зять; 2. шурин, свояк, деверь

sister-in-law-1.невестка (жена брата) 2. золовка, свояченица

**Step relations – сводные родственники:**

stepmother-мачеха

stepfather-отчим

stepchildren-неродные дети

stepbrother- сводный брат

stepsister-сводный сестра

stepson-пасынок

stepdaughter-падчерица

to be single- быть неженатым

**1) Fill in the missing words:**

Mr and Mrs. Dale live in London. They are married. Mr Dale is Mrs. Dale's..., and Mrs. Dale is Mr Dale is....They have four children: Henry, John, Mary and Jane. Mr Dale is their... and Mrs. Dale is their....Mr and Mrs. Dale are their .... The four children are ... and ...; Henry and John are the two ... of Mr and Mrs. Dale; Mary and Jane are the two .... Mary is the eldest child, and Jane is the youngest.

Mr Dale's father is very old; his name is George. He lives with the family. George Dale is the ... of the four children.

Mrs. Dale has a mother; she is the ... of the four children. Her name is Mrs. Field. Henry and John are the... of old Mr Dale and of old Mrs. Field; Mary and Jane are their ....

Mr Dale has a brother and a sister. His brother's name is Richard Dale, and his ... name is Helen. His sister is married. She married Mr White and so she is called ... White. Richard Dale is the ... of the four children. Mrs. White is the ... of the four children. Her ... Mr White is another uncle of the four children.

Mr Richard Dale has two children: Edward and Rose. These two children are the ... of Henry, John, Mary and Jane. Edward is a... and Rose is a ...

**Семейные отношения.****Answer the questions:**

- 1) Have you got a sister or a brother?
- 2) Have you got an elder sister or a younger sister/brother?
- 3) Has your cousin a wife or a husband?
- 4) Do you want to have a son, a daughter or twins?
- 5) Have you any nephews or nieces? How can you characterize them?
- 6) What is your aunt?
- 7) What is your uncle?
- 8) Have you a second cousin?
- 9) What is your second cousin's name?
- 10) You are the eldest child in the family, aren't you?
- 11) You are the only child in the family, aren't you?
- 12) What names would you like to give to your son and daughter?
- 13) What qualities must a perfect wife have? Must she tell you everything?
- 14) What kind of character should an ideal husband have?
- 15) Have you got any relations by marriage?
- 16) Has anybody of your relatives stepchildren?

**Прочитайте предложение о том, кто есть кто в семье и заполните схему:**

Peter is married to Ann. Their daughter's name is Laura.

Peter's parents are Jack and Rosy.

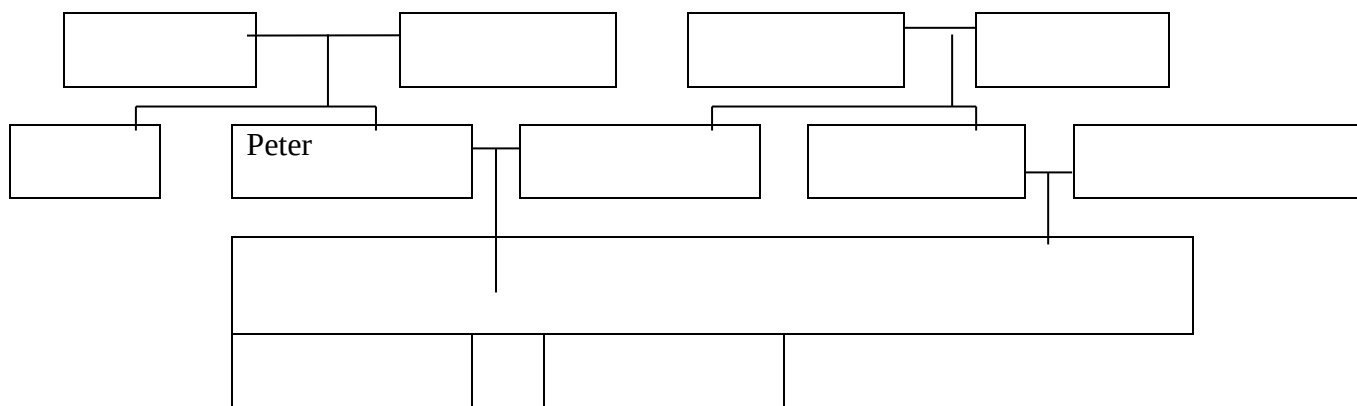
Ann's nephew's name is Leo. His mother, Julia, is Ann's sister.

Linda is Ann's sister-in-law.

Alan's mother-in-law's name is Joan.

Jamie is Leo's cousin.

Bill is a grandfather of two grandsons and one granddaughter.



**Головоломка. Ответьте на вопросы.**

1. I am a man. If Larry's son is my son's father, what relationship am I to Larry?
  - a) his grandfather
  - b) his father
  - c) his son
  - d) his grandson
  - e) I am Larry
  - f) his uncle
2. I am a woman. If Mary is my granddaughter's aunt, what relationship am I to Mary?
  - a) her niece
  - b) her grandmother
  - c) her mother
  - d) her daughters
  - e) I am Mary
  - f) granddaughter
3. I am a man. If the nephew of my son's son is Will's son, what relationship am I to Will?
  - a) his uncle
  - b) his father
  - c) his cousin
  - d) I am Will
  - e) his son
  - f) his grandfather
4. I am a woman. If my son's brother is Linda's husband, what relationship am I to Linda?
  - a) her aunt
  - b) her mother
  - c) I am Linda
  - d) her sister
  - e) her mother-in-law
  - f) her grandmother
5. I am a boy. If my brother's father is uncle to Tom's cousin, what relationship am I to Tom?
  - a) his cousin
  - b) his brother
  - c) his father
  - d) I am Tom
  - e) his son
  - f) his uncle

6. I am a little girl. If my cousin's father is Lucy's daughter's uncle, what relationship am I to Lucy?

- a) her daughter
- b) her sister
- c) her niece
- d) I am Lucy
- e) her cousin
- f) her granddaughter

### Местоимения (Pronouns)

Местоимения употребляются в предложении вместо имени существительного или прилагательного. Местоимение называет людей, предметы или признаки, уже упомянутые ранее.

#### Например:

Peter gave Kate book. She took it. Петя дал Кате книгу. Она взяла её.

Личные местоимения имеют два падежа

#### Личные местоимения в именительном падеже

| Лицо | Единственное число |                                                                              | Множественное число |                |
|------|--------------------|------------------------------------------------------------------------------|---------------------|----------------|
| 1.   | I                  | Я                                                                            | We                  | Мы             |
| 2.   | You                | Ты (ед.числ., но глагол после него стоит во множественном числе)             | You                 | Вы (мн. число) |
| 3.   | He<br>She<br>it    | Он<br>Она<br>Оно (ед. число, 3 лицо для неодушевленных предметов и животных) | they                | они            |

#### Личные местоимения в объектном падеже

| Лицо | Единственное число |                                                                                                                  | Множественное число |                  |
|------|--------------------|------------------------------------------------------------------------------------------------------------------|---------------------|------------------|
| 1.   | me                 | (мне, меня, мной)                                                                                                | us                  | (нам, нас, нами) |
| 2.   | you                | (тебе, тебя, тобою)                                                                                              | you                 | (вам, вас, вами) |
| 3.   | him<br>her<br>it   | (ему, его, им, о нем)<br>(ей, ее, о ней)<br>(с неодушевленными предметами и животными – ему, ей, его, ее и т.д.) | them                | (им, их, ими)    |

**Объектный падеж местоимений** в английском языке заменяет оставшиеся пять в русском, т.е. с родительного по предложный. Таким образом, следует запомнить, что местоимения в объектном падеже отвечают на вопросы всех пяти в русском (кого, кому, кем, о ком).

**Упр.19. Заполните пробелы местоимением (he, she, it), соответствующим существительному: образец : girl –she; cap – it**

1.woman\_\_\_\_\_2.car\_\_\_\_\_3.boy\_\_\_\_\_4.telephone\_\_\_\_\_

5.television\_\_\_\_\_6.man\_\_\_\_\_7.room\_\_\_\_\_8.flat\_\_\_\_\_

9.house\_\_\_\_\_10.city\_\_\_\_\_11.girl\_\_\_\_\_12.street\_\_\_\_\_

**Упр.20. Заполните пробелы английскими местоимениями:**

1.он\_\_\_\_\_2. они\_\_\_\_\_3. я\_\_\_\_\_4. она\_\_\_\_\_

5.мы\_\_\_\_\_6.ты\_\_\_\_\_7.вы\_\_\_\_\_8. неодушевлённое сущ.\_\_\_\_\_

**Упр.21. Заполните пробелы местоимениями в объектном падеже, соответствующими приведенным местоимениям:**

1.you (ед.число)\_\_\_\_\_2.you (мн.число)\_\_\_\_\_3.I\_\_\_\_\_

4.he\_\_\_\_\_5.we\_\_\_\_\_6.they\_\_\_\_\_7.it\_\_\_\_\_8.she\_\_\_\_\_

**Упр.22. Заполните пробелы местоимениями в именительном падеже, соответствующими приведенным местоимениям в объектном падеже:**

1. him\_\_\_\_\_2.them\_\_\_\_\_3.us\_\_\_\_\_4.you (мн. число)\_\_\_\_\_

5. her\_\_\_\_\_6.it\_\_\_\_\_7.me\_\_\_\_\_8.you (ед. число)\_\_\_\_\_

**Упр.23. Употребите нужную форму личных местоимений:**

1) I often see (they, them) in the bus. 2) She lives near (we, us). 3) (We, us) always walk to school together. 4) He teaches (we, us) English. 5) She sits near (I, me) during the lesson. 6) I always speak to (he, him) in English. 7) What is the matter with (he, him) today? 8) He explains the lesson to (we, us) each morning. 9) There are some letters here for you and (I, me). 10) I know (she, her) and her sister very well.

**Упр.24. Замените выделенные слова личными местоимениями.**

1. **Peter** helped the pupils to translate **the text**. 2. **Mother** asked Mary to wash **the plates**. 3. **My friend** writes **a letter** to **his sister**. 4. **Jane** took **3 books** from the library. 5. **His cousins** live in Moscow. 6. **Grandfather and grandmother** will come tomorrow. 7. **Mary** works in a shop.

### **Занятие №3 Мои друзья, занятия.**

**Answer the following questions:**

What are you? I am a student. (a worker, an engineer, an economist, an office employee, an officer, a military man, a lawyer, an investigator, a judge, a defense counsel, a militiaman, an officer of the court, an inspector, a clerk)

**Pay your attention to the prepositions:**

Where do you work? I work at a plant. (at a factory, at a construction site, in an office, on a farm, at school, in hospital, in a library, in the Procurator's Office, at the people's (district, regional) Court, in the Militia)

### **Vocabulary**

|                        |                        |
|------------------------|------------------------|
| successfully           | успешно                |
| unhealthy              | нездорово              |
| large amounts of money | большие суммы денег    |
| enterprise             | предприятие            |
| to qualify for         | годиться для чего-либо |

|                   |                           |
|-------------------|---------------------------|
| educational level | уровень образования       |
| a command of      | уровень владения чем-либо |
| to gain           | приобретать               |
| sufficient        | достаточный               |
| staff             | персонал                  |
| unemployed        | безработный               |
| employee          | служащий                  |

**Переведите словосочетания и заучите их:**

Accountant  
 Manager  
 Marketer  
 P.R. specialist (Public Relations)  
 prestigious job  
 well- paid job  
 employer  
 entrepreneur, businessman  
 state-employed  
 skilled worker  
 unskilled worker  
 experienced worker  
 to be hired for a job  
 to look for a new job (work, position)  
 to apply for a new job  
 resume  
 application for a position of ...  
 C.V. (curriculum vitae)  
 to be fired  
 to retire

**Какой Вы видите свою будущую работу?**

**Ответьте на вопросы:**

- What kind of job are you interested in?
  - well paid
  - interesting
  - large and famous company
  - quite
  - in an industry which has a future
  - prestigious
  - not to sit the whole day in the office
  - to travel a lot
- What position would you like to have?
  - to manage people – manager
  - to work for someone else – an employee
  - to be your own boss – self employed, businessman
  - to be responsible for everything – top manager, director
  - to work for the state – state employee

**You are a Student Now**

College life is a thing which you can hardly forget. This is the time when you become an adult, a more sensible person with the sober views on life.

First of all, to pass entrance exams and enter the university is a real challenge for a young person. It takes a lot of time, knowledge, patience and nerves. Besides, there is an avalanche of work expects you. A student ought to get accustomed to a new timetable, new subjects which are much more complicated than at school. Very often it is difficult to cope with the work load of college or university. You have to be a serious, attentive and responsible person concentrated on studying. Some new students soon understand that studying at university is hard work which takes a lot of time and strength, so they immediately start missing classes. This is not so good for them, because it is so difficult to

catch up with the programme later. Besides, such students usually have a great number of debts before the beginning of examination session.

Another point is the relationships within a group and between students and teachers. It is not a secret that relationships play an important role in student's life. You spend a lot of time at the university communicating with your group mates and trying to make a contact with other students. It is wonderful if you find a like-minded person who can become a real friend for all 5 or 6 years of studying or you just meet interesting people who are easy in communication. Sometimes an opposite thing may happen. When you see your group mates for the first time, it may seem to you that they have nothing in common with you. Then the atmosphere within the group is just unbearable. Things get worse and it becomes difficult to find even a topic for conversation. Different things happen during your college life. Anyway, it is extremely important to have good relationships with your group mates and teachers and to show the best qualities and features of character.

In conclusion, it should be mentioned that students come across a lot of events during their studying in college or university. Some of them may disappoint you, some bring a lot of joy and even make you feel happy. That is why a lot of people say that their college or university years were the greatest and the happiest time in their life. They also say, that if they could go back in time, they would have taken a music band and joined choir, learned harder another language besides the English language, and improve the relationships between teachers who they have no special liking. They got in love for the first time in university, they went to party, got lots of joy and positive emotions, got in different competitions, and etc., but anyway, they think that the college life is the happiest time in their life.

I am a student too, and I think that my university life I can hardly forget. For me, it is time when I become an adult, a more sensible person with the sober views on life. Also I think that never forget to study and you can be a student for all the time.

**Упр.29. Выпишите из текста 15 незнакомых слов и выучите.**

**Упр.30. Перескажите текст.**

#### **Притяжательные местоимения**

Притяжательные местоимения имеют две формы: основную и абсолютную. Основная употребляется в тех случаях, когда за притяжательным местоимением стоит существительное.

*This is my book.*

Абсолютная форма употребляется в тех случаях, когда за местоимением не стоит существительное.

*This is my book and that is yours.* Это моя книга, а та её.

#### **Основная форма:**

| Единственное число                                         | Множественное число     |
|------------------------------------------------------------|-------------------------|
| 1 лицо <i>my</i> (мой, мои)                                | <i>our</i> (наш, наши)  |
| 2 лицо <i>your</i> (твой, твои)                            | <i>your</i> (ваш, ваши) |
| 3 лицо <i>his</i> (его), <i>her</i> (её), <i>its</i> (его) | <i>their</i> (их)       |

#### **Абсолютная форма:**

| Единственное число                                          | Множественное число      |
|-------------------------------------------------------------|--------------------------|
| 1 лицо <i>mine</i> (мой, мои)                               | <i>ours</i> (наш, наши)  |
| 2 лицо <i>yours</i> (твой, твои)                            | <i>yours</i> (ваш, ваши) |
| 3 лицо <i>his</i> (его), <i>hers</i> (её), <i>its</i> (его) | <i>theirs</i> (их)       |

**Упр.31. Прочитайте, переведите, проанализируйте все местоимения текста:**

1. This is my family. I have a husband, a son, and a daughter. My husband's name is Jake. My son's name is Johnny, and my daughter's name is Lorna. We live in London. My father and mother live in Brighton. My parents are not very old. They have a house there. Their

house is very big. My brother lives in USA. He is young, and he works there. My sister lives in Africa. Her husband is a Canadian. He comes from Ottawa.

**Упр.32. Выберите правильные притяжательные местоимения:**

1. Is this (your / yours) book?
2. It's (their / theirs) door, not (our / ours).
3. They're new pupils and I don't know (their / theirs) names.
4. (My / Mine) flat is bigger than (her / hers), but (her / hers) is nicer.
5. That's not (my / mine) book. (My / Mine) is new.
6. They took (our / ours) books and we took (their / theirs).
7. Are these pencils (her / hers)?
8. Is this (your / yours) house or (their / theirs)?

**Упр.33. Заполните пропуски притяжательными местоимениями, соответствующими личным местоимениям, данным в скобках:**

- 1) (He) ... composition is very interesting.
- 2) (We) ... son goes to school.
- 3) (You) ... sister is young.
- 4) (They) ... knowledge of the subject is very poor.
- 5) (He) ... name is John.
- 6) (I) ... family lives in Kiev.
- 7) (She) ... friends often visit her.

**Упр.34. Употребите нужную форму притяжательных местоимений:**

1. Would you like to see some of (her, hers) poems?
2. (Their, theirs) knowledge of the subject is not much superior to (our, ours).
3. You take care of (your, yours) things and I'll take care of (my, mine).
4. All (our, ours) clothes were dirty and (my, mine) especially so.
5. (Their, theirs) boat was faster than (our, ours).
6. I'm afraid they will take (your, yours) word against (her, hers).
7. (Their, theirs) home is pretty but (our, ours) is prettier.

**Упр.35. Переведите следующие группы слов.**

they – their – them, we – our – us, you – your- yours, he – his – him, I – my – me-mine, it – its, she – her- hers

**Занятие №4 Внешность. Личные качества.**

**1. Спряжение глаголов to be, to have (have got), to do в Present, Past и Future Indefinite Tense.**

**Where are you from?**

В этом предложении используется вопросительное слово Where (где) с предлогом from (от), который стоит в самом конце фразы, что образует вопрос Откуда.

Ответ на него будет начинаться с:

I am from... - Я из... ,а далее идёт название самой страны.

I am from Russia - Я из России.

Examples:

Where are you from?

- I'm from America

Where are you from?

- I'm from Spain

В английском языке большинство стран созвучно с русскими названиями, однако произношение следует хорошо потренировать.

- Russia - Россия

England - Англия

The United States of America (the USA) - Соединенные Штаты Америки

The United Kingdom of Great Britain (the UK) - Соединенное Королевство



Великобритании  
Australia - Австралия  
Scotland - Шотландия  
Ireland - Ирландия  
China - Китай  
Japan - Япония  
Germany - Германия  
Austria - Австрия  
Spain - Испания  
Italy - Италия  
Poland - Польша  
Brazil - Бразилия  
Mexico - Мексика

Where is he from? - Откуда он?

- He is from Italy - Он из Италии

Where are they from - Откуда они?

- They are from England - Они из Англии

Where is Linda from? - Откуда Линда?

- Linda is from Mexico - Линда из Мексики

На вопрос Where are you from? можно также ответить, сказав свою национальность.

Причём национальность как и название страны нужно писать с заглавной буквы.

I'm Russian - Я русский

She is American - Она американка

Перечислим названия различных национальностей:

- Russian - русский
- English - англичанин
- British - британец
- American - американец
- Australian - австралиец
- Scottish - шотландец
- Irish - ирландец
- Chinese - китаец
- Japanese - японец
- German - немец
- Austrian - австриец
- Spanish - испанец
- Italian - итальянец
- Polish - поляк
- Brazilian - бразилец
- Mexican – мексиканец

### **Упр.25. Назови национальность**

Example: I am from Russia - I am Russian

1. You are from England;
2. Marty is from America;
3. My friends are from Spain;
4. We are from France;
5. She is from Japan;

6. I'm from Italy;
7. My mother is from Australia;
8. Marcos is from Brazil;
9. That waiter is from Mexico;
10. The soldiers are from Great Britain.

**Упр.26. Переспроси человека по образцу**

Example: We are from Tokyo - Are you from Japan? Are you Japanese?

1. I am from Moscow;
2. Mike is from New York;
3. We are from London;
4. They are from Madrid;
5. Claude is from Paris;
6. Nick and Jane are from Dublin;
7. I'm from Sidney.

**Упр.27. Переведи предложения на английский язык**

1. Откуда ты? - Я из России;
2. Откуда ребята? - Они из Италии;
3. Откуда вы? - Мы из США;
4. Она из Англии? - Да, она англичанка;
5. Ты из Ирландии? - Да, я ирландец;
6. Вы из Америки? - Нет, мы из Австралии;
7. Они китайцы? - Да, они из Китая.

**Упр.28. Задай вопрос, так чтобы он подходил под ответ**

Example: \_\_\_\_\_? - Yes, she is from Germany.

Is she from Germany? - Yes, she is from Germany.

1. \_\_\_\_\_? - Yes, I'm from the USA.
2. \_\_\_\_\_? - Yes, they are from Italy.
3. \_\_\_\_\_? - Yes, he is British.
4. \_\_\_\_\_? - Yes, she is from Germany.
5. \_\_\_\_\_? - We are from China.
6. \_\_\_\_\_? - No, they aren't from England, they are from Scotland.
7. \_\_\_\_\_? - No, the teacher isn't Brazilian, he is Spanish.
8. \_\_\_\_\_? - She is from Austria.
9. \_\_\_\_\_? - Yes, I'm Italian.
10. \_\_\_\_\_? - No, the tourists aren't from Poland.

### **Глаголы be, have, do**

Глаголы **be, have, do** занимают особое место среди глаголов английского языка, так как они могут выполнять в предложении функцию либо смыслового глагола, либо вспомогательного.

Смысловые глаголы - это глаголы, обозначающие какое-либо действие, то есть имеющие лексическое значение.

Вспомогательные глаголы - это глаголы, не обозначающие какое-либо действие, а участвующие в формировании той или иной видовойременной формы, или времени, в английском языке. То есть у них нет лексического значения, и поэтому они не переводятся на русский язык.

Глагол **be** - - вспомогательный глагол видовременных форм Continuous (Progressive)

Глагол **do** - - вспомогательный глагол видовременных форм Simple (Indefinite), кроме Future

Глагол **have** - - вспомогательный глагол видовременных форм Perfect

+ глагол **will (shall)** - вспомогательный глагол видовременных форм Future и сослагательного наклонения

Глагол be (форма глагола выделена жирным шрифтом)

| Утвердительная форма                                                         |                              | Отрицательная форма                                                                                                       |                                             | Вопросительная форма                             |                  |
|------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------|------------------|
| I <b>am</b> = I'm                                                            | we <b>are</b> =<br>we're     | I <b>am not</b> = I'm<br><b>not</b>                                                                                       | we <b>are not</b> =<br>we <b>aren't</b>     | <b>Am</b> I?                                     | <b>Are</b> we?   |
| you <b>are</b> =<br>you're                                                   | you <b>are</b> =<br>you're   | you <b>are not</b> =<br>you <b>aren't</b>                                                                                 | you <b>are not</b> =<br>you <b>aren't</b>   | <b>Are</b> you?                                  | <b>Are</b> you?  |
| he <b>is</b> =<br>he's<br>she <b>is</b> =<br>she's<br>it <b>is</b> =<br>it's | they <b>are</b> =<br>they're | he <b>is not</b> =<br>he <b>isn't</b><br>she <b>is not</b> =<br>she <b>isn't</b><br>it <b>is not</b> =<br>it <b>isn't</b> | they <b>are not</b> =<br>they <b>aren't</b> | <b>Is</b> he?<br><b>Is</b> she?<br><b>Is</b> it? | <b>Are</b> they? |

Глагол have (форма глагола выделена жирным шрифтом, сокращенный вариант употребляется только во временах Perfect)

| Утвердительная форма                                                            |                               | Отрицательная форма                                                                                                          |                                              | Вопросительная форма                                |                   |
|---------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------|-------------------|
| I <b>have</b> =<br>I've                                                         | we <b>have</b> =<br>we've     | I <b>have not</b> =<br>I've <b>not</b>                                                                                       | we <b>have not</b> =<br>we've <b>not</b>     | <b>Have</b> I?                                      | <b>Have</b> we?   |
| you <b>have</b> =<br>you've                                                     | you <b>have</b> =<br>you've   | you <b>have not</b> =<br>you've <b>not</b>                                                                                   | you <b>have not</b> =<br>you've <b>not</b>   | <b>Have</b> you?                                    | <b>Have</b> you?  |
| he <b>has</b> =<br>he's<br>she <b>has</b> =<br>she's<br>it <b>has</b> =<br>it's | they <b>have</b> =<br>they've | he <b>has not</b> =<br>he's <b>not</b><br>she <b>has not</b> =<br>she's <b>not</b><br>it <b>has not</b> = it's<br><b>not</b> | they <b>have not</b> =<br>they've <b>not</b> | <b>Has</b> he?<br><b>Has</b> she?<br><b>Has</b> it? | <b>Have</b> they? |

*Примечание:* В случае, когда глагол have употребляется в значении "иметь, обладать", в британском английском после него употребляется частица **got**. В таком случае I have = I've = I have got = I've got, I have not = I've not = I've got, Have I? = Have I got? и т.д.

Глагол do (форма глагола выделена жирным шрифтом)

| Утвердительная форма |               | Отрицательная форма                      |                                         | Вопросительная форма      |                           |
|----------------------|---------------|------------------------------------------|-----------------------------------------|---------------------------|---------------------------|
| I <b>do</b>          | we <b>do</b>  | I <b>do not</b> =<br>I <b>don't</b>      | we <b>do not</b> =<br>we <b>don't</b>   | <b>Do</b> I <b>do</b> ?   | <b>Do</b> we <b>do</b> ?  |
| you <b>do</b>        | you <b>do</b> | you <b>do not</b> =<br>you've <b>not</b> | you <b>do not</b> =<br>you <b>don't</b> | <b>Do</b> you <b>do</b> ? | <b>Do</b> you <b>do</b> ? |

|                                                     |                |                                                                                                                                       |                                           |                                                                 |                    |
|-----------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------|--------------------|
| he <b>does</b><br>she <b>does</b><br>it <b>does</b> | they <b>do</b> | he <b>does not</b> =<br>he <b>doesn't</b><br>she <b>does not</b> =<br>she <b>doesn't</b><br>it <b>does not</b> =<br>it <b>doesn't</b> | they <b>do not</b> =<br>they <b>don't</b> | <b>Does he do?</b><br><b>Does she do?</b><br><b>Does it do?</b> | <b>Do they do?</b> |
|-----------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------|--------------------|

## Прочитай и выучи

### 1.SIZE – рост:

short – низкий

small – маленький

middle-sized – среднего роста

### 2.GENERAL APPRAISAL OF A PERSON'S APPEARANCE – общая оценка внешности человека:

beautiful – красивый

handsome – (о мужчине)

pretty – (о женщине)

good-looking – симпатичный

ugly – уродливый

ordinary

common } обыкновенный, заурядный

plain

### 3.CHEEKS – щеки:

pale – бледные

a dimple – ямочка

### 4.FACE – лицо:

oval – овальное

round – круглое

square – квадратное

thin – узкое

### 5.COMPLEXION – цвет кожи, лица:

rosy – румяный

pink – розовый

fresh – свежий

freckles – веснушки

### 6.BROWS – брови:

bushy – густые

curly – кудрявые

short – короткие

red – рыжие

fair – светлые

blond(e) – белокурые, светлые

dark – темные

brown – каштановые

plait – коса

### 7.LASHES – ресницы:

curving – загнутые

straight – прямые

### 8.NOSE – нос:

delicate – изящный

snub – вздернутый

### 9.SMILE – улыбка:

charming – очаровательная

brilliant – ослепительная

nice – милая

### 10.LIPS – губы:

thin – тонкие

full – полные

painted – накрашенные

### 11.FIGURE AND BUILD – фигура и телосложение:

graceful – изящные

slender – стройный

slim

lean } худой

thin

plump } – пухлый

stout } – полный

fat

thick } толстый

heavy } – тучный

strong } – крепкий

### 12.FEATURES – черты лица:

delicate – тонкие, изящные

regular – правильные

irregular – неправильные

### 13.HAIR – волосы:

long – длинные

bobbed hair – стрижка

a haircut

a bang – челка

parted in the middle – с пробором посередине

a moustache – усы

a beard – борода

**Упр.14. Приведите антонимы к следующим словам:**

Long hair; bushy brows; blue eyes; straight lashes; a beautiful girl; a rosy face; arched brows; a tall man.

**Упр.15. Напишите описание внешности:**

1. yourself
2. your best friend
3. your teacher
4. your ideal handsome man / a beautiful woman
5. a member of your family

**Упр.16. Ответьте на вопросы:**

- a) 1. What do we call the upper part of a man's body? 2. What are the parts of the mouth?  
3. What do we call the end of the human arm? 4. How many fingers have we on each hand?  
5. What do we call the end of the human leg? 6. How many toes have we got on each foot?  
7. How many limbs has the human body? 8. What are the lower and upper limbs attached to?
- b) 1. In what way do women wear their hair? 2. How do you wear your hair? 3. Where do women have their hair done? 4. What complexion do red-haired people usually have? 5. What color eyes do you like most?

**Упр.17. Прочитайте предложения и перефразируйте выделенные слова по образцу:  
He is a blond. - He has blond hair**

1. What is **your friend's appearance like**? 2. My cousin is **a blonde**. 3. John's wife was **a real beauty**. 4 My sister's husband is a **good-looking** man. 5. His niece is **a brunette**. 6. The boxer was **broad in the shoulders**. 7. A tall **man with round face** met us in the doorway. 8. Her **pretty** face, her golden **curls** seemed to give delight to all who looked at her.

**Reading**

Some people believe you can judge someone's character from features of their face or body. This is called physiognomy. Read the text quickly, and match each part to one of the headings from ex. 18:

**Face to face**

- a). They often had a pear-shaped head. They are intelligent but can also be absent-minded. They like to spend time at home where they can think in peace and quiet. Most of the time they are either thinking, studying or sleeping. They remain single, or put off getting married till later in life.
- b). They are well-built and courageous and they do not lack self-confidence. They are easily insulted and get angry quickly. They are quite hard-working at school or at work, but without overdoing it. They enjoy the simple life. They do not often become rich.
- c). They are a bit overweight. They are adaptable and know how to do a good job, though they are not very energetic. They are easy-going and get on well with people. They often do well in business. On the negative side, they can occasionally be self-centered and insensitive towards others.
- d). They tend to be thin. They are inflexible and do not change their ideas easily. They are usually honest. They take their time doing things and not learn quickly. Their thin lips suggest a certain coldness or hardness of character. They often make good farmers, engineers or administrators.
- e). The full, fleshy lips and the prominent jaw are usually signs of sincerity, warmth and strong emotions of the romantic variety. These types are outgoing and sociable. They often get married young. Although they may not shine, they will do well both at work and at play.
- f). The distinguishing feature of this type is that the width and height of the face are roughly the same. They give impression of being melancholy. They are usually red-faced and look healthy. They have large, dark eyes and bushy eyebrows. They have a wide nose and large mouth. These types are tough and determined, even aggressive. They strike first and ask questions later.

g). This type has a triangular face, with a wide forehead and very narrow chin. They usually have even, well-shaped features, except for their mouth, which will be either too small or too big. Their eyes are large and often very dark. Their nose is narrow at the top but has wide nostrils. Their personality is bright and cheerful, but they can also be tense and edgy. They think a lot and take part in a lot of what goes around them.

**Упр.18. Переведите на русский язык типы темпераментов:**

- A The passionate type
- B The bony type
- C The brainy type
- D The muscular type
- E The criminal type
- F The plump type
- G The happy type
- H The quarrelsome type

**Указательные местоимения**

Указательные местоимения имеют единственное и множественное число.

| Единственное число | Множественное число |
|--------------------|---------------------|
| This [ðis] этот    | These [ði:z] эти    |
| That [ðæt] тот     | Those [ðouz] те     |

Указательное местоимение **such** имеет одну неизменяемую форму:

I like such books. Мне нравятся такие книги.

**1. Заполните пропуски указательными местоимениями this, these, that, those:**

1. All ... is very interesting.
2. ... exercises are very easy.
3. ... will do.
4. ... chair is very comfortable.
5. ... is my English book.
6. Try one of ...
7. ... are the TV sets of the latest type.
8. ... office at the end of the hall is the administration office.
9. ... books are over there on the table

**2. Напишите предложения во множественном числе.**

1. This is my pen and that is your pencil.
2. This is our office and that is yours.
3. This is his desk and that is hers.
4. This is my book and that is theirs.
5. This is my letter and that is his.
6. Is this my book?
7. Is that house yours? That house is mine.

**3. Переведите на английский язык:**

1. Та книга не моя. 2. Эта книга - не моя. 3. Это моя книга, а та – его. 4. Эти - ее карандаши, а те – мои. 5. Возьми те карандаши. Они новые. 6. Я люблю такие ручки, они хорошие 7. Ваша ручка плохая, возьмите мою.

**Занятие №5 Повседневная жизнь**

**Working day**

**1. Answer the questions**

1. Do you get up early ?
2. Is it easy for you to get up early ?
3. Do you wake up yourself or does your alarm clock wake you up ?
4. Do you do your morning exercises ?
5. What do you prefer: a hot or cold shower in the morning ?
6. How long does it take you to get dressed ?
7. What do you usually have for breakfast ?
8. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you ?
9. When do you usually leave your house ?
10. Do you work? If yes, where ?
11. How long does it take you to get to your University ( Institute ) ?
12. Do you go there by bus/trolley-bus or walk ?
13. Where do you usually have lunch ( dinner ) ?
14. What time do you come home ?
15. How long does it take you to do your homework ?
16. How do you usually spend your evenings ?
17. Do you have a lot of free time ?
18. Do you play any musical instrument ?
19. Are you fond of listening to music ?
20. What kind of music do you prefer ?
21. Do you collect anything ( stamps, records, postcards, coins, matchboxes, etc.) ?

## **2. Домашние обязанности.**

### **“Household chores”**

1. What household chores can you name?
2. How could housework be made more exciting?
3. Who dusts the furniture and sweeps the floor in your family?
4. Who is responsible for laying the table and clearing it in your family?
5. Who is responsible for washing the dishes/ taking out the garbage in your family?
6. Do you have a country house? Do you help to mow the lawn in your garden there?
7. What are your household chores? Are they difficult?
8. What's your most hated chore? Why?
9. What are your parents' household chores?
10. How are you going to share responsibilities in your future family?
11. What is an ideal situation concerning household chores in the family?
12. Who shares household duties in your family? Why?
14. Why is it important to have certain responsibilities at home?

#### **Useful vocabulary:**

household chores — домашние обязанности

share (v) — делить

iron (v) гладить

sweep the floor (v) подметать

vacuum the carpets (v) пылесосить ковры

mop the floor (v) мыть пол шваброй

lay the table/set the table (v) накрыть на стол

clear the table (v) убрать со стола

wash the dishes/do the dishes (v) мыть посуду

dry/wipe the dishes (v) вытирать посуду

clean the sink (v) вымыть раковину

take out the garbage/rubbish (v) вынести мусор  
fill the dishwasher/ empty the dishwasher (v) загрузить посуду в посудомойку/выгрузить посуду из посудомоечной машины  
pick up the toys (v) собрать игрушки  
tidy the room (v) убирать комнату, приводить все в порядок в комнате (прибираться)  
make one's bed (v) убирать/застилать постель (утром) или стелить постель (вечером)  
dust the furniture (v) вытирать пыль с мебели  
do the laundry (v) стирать белье  
cut the grass (v) косить траву  
mow the lawn (v) косить траву на лужайке газонокосилкой  
water the flowers (v) поливать цветы  
weed the garden (v) пропалывать сад  
fix the roof (v) чинить крышу  
repair some devices (v) ремонтировать устройства  
buy food/clothes (v) покупать продукты питания/одежду  
overcome laziness побороть/преодолеть лень.

**1). Составьте монолог на тему: Мои домашние обязанности.**

**2). Выучите наизусть**

#### ONE BUSY HOUSEWIFE

One busy housewife sweeping up the floor,  
Two busy housewives polishing the door.  
Three busy housewives washing all the socks.  
Four busy housewives winding up the clocks.  
Five busy housewives cleaning with the broom.  
Six busy housewives tidying the room  
Seven busy housewives washing the sink.  
Eight busy housewives giving the cat a drink.  
Nine busy housewives cooking dinner, too.  
Ten busy housewives with nothing left to do.

#### **Вопросительные местоимения и вопросительные слова.**

**What – что, какой**

**Who – кто** (имеет 2 падежа: именительный who и объектный whom – кому, кого)

**Whose - чей**

**Which – который (который из этих двух)**

**When - когда**

**Why – почему, зачем**

**How – как**

**How much (many) – сколько**

**NB: Who is he? (как его зовут) He is Mr. Johnson.**

**What is he? Кто он? (по профессии) He is an economist.**

#### **Распорядок дня студента колледжа.**

As a rule, I get up at half past six. I put on my dressing-gown, go into bathroom and turn on the bath taps. Good health is better than wealth, so I do my morning exercises. I get breakfast at seven-thirty and listen to the news over the radio. I like to begin the day well, so my breakfast is always a good one. For breakfast I usually have hard-boiled eggs or an omelette, bread and butter, tea or coffee; I read my newspaper with my last cup of coffee before I leave home.

Then, I say "Good-bye" to my mother, take my school-bag and go to school. don't live far from my school, so it doesn't take me long to get there. The lessons start at half past eight. Each lesson lasts for 45 minutes. The classes are over at two o'clock. I come back home, have dinner, wash up and go shopping. I buy food-stuffs for the family. Coming back. I begin to clean the house and get the vegetables ready supper. We have supper at seven.



I do my homework for the next day. It usually takes me several hours to prepare well for the lessons. In the evening, I always try to spend at least an hour at the piano. As a rule my parents and I sit and talk, watch a film on TV, read newspapers and magazines. Sometimes, we go to the cinema or to the theatre. Once or twice a month, I visit exhibitions in my home town. I go to bed at about eleven o'clock, but my parents like to sit up late and write letters or read.

### **Vocabulary.**

dressng-gown - халат

tap - кран

to turn on - включать health - здоровье

hard-boiled - сваренный вкрутую

to get... ready for... - готовить, подготавливать к...

at least - по крайней мере

to sit up - не ложиться спать

to go to bed - ложиться спать

## **3.Имя прилагательное**

Прилагательное – часть речи, которая описывает качества лица или предмета и отвечает на вопрос «какой?», например:

**Russian** – русский (в том числе и как существительное, обозначающее нацию и язык)

**English** - английский (в том числе и как существительное, обозначающее нацию и язык)

**ill** – больной

**well** – здоровый

**beautiful** - прекрасный

**nice** – милый, приятный

**good** – хороший

**bad** – плохой

**white** – белый

**red** – красный

**big** – большой

**small** – маленький

### **1.Прочитайте и переведите предложения:**

1. It is bad.
2. We are English.
3. She is Russian
4. The car is big.
5. She is beautiful.
6. We are ill.
7. The boy is good.
8. It is nice.
9. You are bad.
10. The man is good.

### **NB:**

В английском языке прилагательные не склоняются, то есть не изменяются по падежам, лицам и числам. Понять, в каком числе или лице стоит прилагательное, можно по форме глагола и существительного, с которыми прилагательное связано в предложении:

Ср.:

**She is well.** – Она здорова.

**We are well.** – Мы здоровы

Английские прилагательные часто переводятся на русский язык наречиями – частями речи, используемыми, как правило, в функции обстоятельства:

Так, приложение **It is nice** (буквально: *Он есть хороший, это есть хорошее*) переводится *Это хорошо, мило* (наречие). При построении английских приложений необходимо учитывать эту особенность нашего родного языка и не использовать наречия вместо прилагательных (кроме особо оговариваемых случаев).

### **2.Заполните пробелы слов, данных в скобках:**

1. They are (русские) \_\_\_\_\_ 2. We (есть) \_\_\_\_\_ in London 3. The car is (маленькая) \_\_\_\_\_ 4. The (девушка) \_\_\_\_\_ is beautiful. 5. The boy (есть) \_\_\_\_\_ English. 6. The man is (больной) \_\_\_\_\_ 7. The (женщина) \_\_\_\_\_ is well. 8. They are (в) \_\_\_\_\_ the car. 9. (Она) \_\_\_\_\_ is in the house. 10. I am in the (городе) \_\_\_\_\_.

### Степени сравнения имен прилагательных

Английские прилагательные имеют три степени сравнения: положительную, сравнительную и превосходную (positive, comparative superlative degree). Их нельзя образовывать от качественных прилагательных типа: деревянный, стеклянный.

Формы сравнительной и превосходной степени образуются двумя способами:

**Способ 1.** Односложные прилагательные и наречия образуют степени сравнения с помощью суффиксов **-er** и **-est** : **long – longer – the longest**

**happy – happier – the happiest, hot (с кратким гласным в середине) hotter – the hottest**

**Способ 2.** Для прилагательных из 2, 3 и более слогов и наречий на **-ly**:

Сравнительная степень при помощи слов **more (less)** – более\менее и превосходная при помощи **most (least)** – **наиболее\наименее**:

famous - more famous - the most famous или famous – less famous – the least famous

Слова **good, well, bad, little, many, much, far** образуют свои формы не по правилам, запомните их !

Good (хороший) well (хорошо) - better – the best

Bad (плохой) badly (плохо) – worse – the worst

Little (мало) – less – the least

Much, many (много) – more – the most

Far (далёкий) - farther – the farthest

Far (далеко) - further – the furthest

**Примечание:** Если предложение имеет 2 части, разделённые запятой, которые начинаются с прилагательного или наречия в сравнительной степени с определённым артиклем **the** перед ними, то при переводе используется парный союз **чем... тем... : The more we study nature, the better we know it.**

**Чем больше мы изучаем природу, тем лучше мы знаем её.**

**3. Образуйте степени сравнения следующих прилагательных и наречий с помощью суффиксов – er, (the) – est:**

*Образец:* pretty – prettier – (the) prettiest

Short, cold, wide, early, big, near, late, fast, small, old, nice, young, large, kind, long, quick, easy.

**4. Образуйте степени сравнения следующих прилагательных и наречий с помощью слов more, (the) most:**

*Образец:* important - more important - (the) most important

Interesting, carefully, comfortable, progressive, efficient, clearly, beautiful, difficult, beautifully, regularly, prominent, brightly, especially, wonderful, realistic, remarkable, special, dependent, attentively.

**5. Употребите прилагательные и наречия, данные в скобках, в нужной степени сравнения:**

- 1) My brother is much (young) than myself.
- 2) The opera theatre is one of (beautiful) buildings in the city.
- 3) The sound grew (faint) and (faint).
- 4) The party was not so (gay) as I had expected.
- 5) I have no one (near) than you.
- 6) What is the (late) news?
- 7) Yesterday I came home (late) than usual.

8) Ann sings far (well) than Nina.

9) I like this picture (well) of all.

**6. Напишите прилагательные в сравнительной и превосходной степени:**

1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far.

2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly, early.

**7. Раскройте скобки:**

1. Winter is (cold) season of the year. 2. Moscow is (large) than Tula. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Victor worked (well) of all. 12. Today you worked (slowly) than usually.

**8. Переведите на русский:**

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today it is as warm as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

**9. Переведите на английский:**

1. Майкрософт – одна из самых известных фирм в мире.  
2. Этот роман интереснее, чем тот.  
3. Ваш дом выше нашего? – Нет, он такой же высокий, как и ваш.  
4. Это самая прекрасная картина во всей коллекции.  
5. Население Российской Федерации примерно в два раза больше населения Великобритании.  
6. Он выполнил работу быстрее, чем вы.  
7. Австралия – одна из наименее населенных стран.  
8. Его работа лучше вашей, но работа Анны – самая лучшая.  
9. Россия – самая большая страна в мире.  
10. Я живу не так далеко от университета, как мой друг.  
11. Я зарабатываю больше, чем мама, но меньше, чем папа.  
12. Хороший мотоцикл быстрее плохой машины.

**10. Переведите следующие предложения, обращая внимание на конструкции типа the more... the less:**

1. The more we know about nature, the more control we get over it.  
2. The better you learn the words, the sooner you will master English.  
3. The higher we climb a mountain, the colder is the air around us.  
4. The more you read, the more you learn.  
5. The better we know the grammar rules, the fewer mistakes we make.  
6. The better we know this girl, the more we like her.  
7. The more we study English, the better we understand it.  
8. The longer the night, the shorter the day.

**11. Найдите пары слов, имеющих противоположное значение, заучите прилагательные наизусть.**

**Add to your active Vocabulary**

**A**

absent

**B**

closed

|             |           |
|-------------|-----------|
| cheap       | cold      |
| deep        | dull      |
| difficult   | easy      |
| high        | expensive |
| hot         | far       |
| interesting | huge      |
| long        | last      |
| near        | low       |
| next        | narrow    |
| open        | old       |
| rich        | poor      |
| small       | present   |
| wide        | shallow   |
| young       | short     |

#### 4. Модальные глаголы и их заменители

Особое место среди управляющих глаголов занимают так называемые модальные глаголы, глаголы «отношения». Главные из них:

**Can** [kæn] мочь, иметь физическую (умственную) способность делать что-либо;

**Must** [mʌst] должен (*быть обязанным что-либо делать*);

**May** [meɪ] мочь в результате полученного разрешения.

##### NB:

После этих модальных глаголов инфинитив используется без частицы **to**:

**I can speak English.** – Я могу (умею) говорить по-английски.

**I must go.** – Я должен идти.

**You may come.** – Ты можешь идти.

Модальные глаголы не имеют форм во всех временах, они употребляются только в **Present Indefinite (can, may, must)** и в **Past Indefinite (could, might)**. Для выражения других временных форм используются заменители.

##### Упражнение 6

Замените стоящие в приведенных предложениях управляющие глаголы на модальные глаголы, обращая внимание на указания, данные в скобках. Переведите полученные предложения:

1. I love to live in the city (должен)
2. I want to drive the car (могу, имею возможность)
3. You like to speak Russian (должен)
4. I need to go (мне разрешили)
5. They prefer to live in the house (могу, имею возможность)
6. I want to have a house (должен)
7. I have to drive the car (мне разрешили)
8. We like to speak English (могу, имею возможность)
9. They want to come (должны)
10. I have to speak Russian (мне разрешили)

**7.Переведите следующие предложения на русский язык, обращая внимание на модальный глагол must:**

1. Her English is very poor, she must study very hard.
2. They must spend more time on their English.
3. You must help her in every way possible.
4. We must learn at least ten new words every day.
5. He must leave at once.
6. The student must do their homework regularly.
7. You must do this important work quickly.

**8.Заполните пропуски модальными глаголами can и may. Переведите предложения на русский язык:**

1. ... I ask you to explain the rule once more?
2. ... you lend me your dictionary?
3. You ... take this book; I don't need it.
4. It was a very popular song at the time, you ... hear it everywhere.
5. ... I ask you to do me a favor?
6. Atoms of different kinds ... join together in different ways.
7. They ... continue their experiment.

**Модальный глагол долженствования можно заменить конструкциями to have to do smth. и to be to do smth., первая из которых обозначает долженствование, связанное с обстоятельствами, а второе с расписанием или с договорённостью, сделанной ранее: She had to stay at home. Her son is ill (обстоятельство). The train was to arrive at 8 in the evening (по расписанию).**

**9.Переведите следующие предложения на русский язык, обращая внимание на глаголы to have(to) и to be (to):**

1. It looks like raining. You have to take your raincoat.
2. Remember that we are to be at this place not later than eight.
3. He will have to stay there for a month.
4. We are to leave on Monday.
5. The children had to stay indoors because it was raining.
6. Nobody met me when I came, because I was to arrive by the ten o'clock train, but I couldn't get a ticket for it.
7. We had to touch upon this question at the scientific conference.
8. You have to work hard to finish the work in time.

**10.Заполните пропуски модальными глаголами или их эквивалентами:**

1. She ... play chess well.
2. ... I take your pen?
3. ... I ask you a question?
4. You ... not talk at the lesson.
5. He ... not speak English last year.
6. My sister ... not play piano two years ago, but now she...
7. You ... get this novel in our library.
8. I ... go to the library today to prepare for my report at the conference.
9. ... you do me a favor?

## **Тема 1.2.**

**Молодежь в современном обществе. Досуг молодежи: увлечения и интересы**

## **Занятие №6 Хобби, свободное время.**

### **Свободное время**

#### **I. Read and translate the text: Hobbies**

A hobby is something you like doing in your free time, such as reading, listening to music, making something, growing, collecting different things, etc. Different people like doing different things, so we can say that people have different hobbies. "Tastes differ," the proverb.

My friends are fond of collecting different things: dolls, postcards, coins and stamps. My friend Ann started collecting dolls when her aunt gave her a china doll. It's the oldest one she has in her collection. It was made in France a hundred years ago. Her other dolls are modern. She has twenty-one in her collection. They are different: re made of plastic, wood and cloth. The smallest one is 1 cm tall. The most beautiful are from Germany and Britain, and they are d in regional costumes. She also has a lovely wooden one from Russia. My friend is proud of her collection. She likes to show all her dolls to her friends and to tell interesting things about them.

My other friend has hundreds of postcards and they are all fascinating. At first he started collecting all sorts, from all over the world. That was too complicated, so now he collects local ones. They describe the history of our city during the last hundred years.

One of my classmates collects coins because he likes the history they record. He has a special catalogue where he writes everything he knows about his coins. It's a very interesting hobby.

My brother is fond of collecting stamps. And I think they're the best things to collect. Collectors usually have a theme: stamps from one country, stamps about space, animals, ships, etc. My brother's theme is famous people. He has a special notebook where he writes down everything he knows about famous people from his collection. Of course, collecting can cost you a lot of money if you buy an old thing. But my friends swap with one another. As for me, I am fond of collecting books. So my hobby is reading. My theme is historical books. And Histoivy is my favourite subject at school. I have two hundred books in my collection. It's a family hobby and all in all there are two thousand books in our family collection. I'm very proud of my collection and my family.

#### **Vocabulary**

Tastes differ — О вкусах не спорят.

china doll — фарфоровая кукла

cloth — материя

regional costume — нацио-нальная одежда

wooden — деревянный

postcard — почтовая открытка

complicated — сложный

local — местный

coin — монета

to record — увековечивать

to cost — стоить

to swap — обмениваться

all in all — всего

to be proud of — гордиться

#### **Questions**

1. What hobbies do you know?
2. What is a hobby?
3. What is your hobby? Why?
4. What is your friend's hobby?
5. What are your parents' hobbies? Why?
6. Do all people have their hobbies?

7. Why is it necessary to have a hobby?
8. What exotic hobbies do you know?

## II. Grammar forms:

### Present Simple.

We use the Present Simple to talk about repeated actions or events, permanent states or things which are always true. We use the present simple to talk about things which are repeated **every day, every week, every year.**

**Examples:** I usually get up at seven o'clock. During the week I have swimming practice on Mondays, I do taekwondo on Tuesdays and tennis on Thursdays. We always go on holiday in the summer.

We often use adverbs of frequency **sometimes, often, usually** or other time expressions like **on Mondays, twice a week or in the summer.**

Permanent states are situations or feelings which are temporary.

**Examples:** I like him a lot. Sophie works as a travel writer. They live in London.

We also use the present simple for general facts, for example when talking about science or geography.

**Examples:** Thailand is really hot at this time of year. Snakes live on the ground, in trees and in water.

The main thing is that the third person singular forms end in -s, -es. That is for he, she, it.

**Examples:** He watches black and white films at his cinema club on Wednesdays. He thinks chess is a sport.

The other forms don't end in -s, -es.

**Examples:** I watch TV a lot. We think Coldplay are boring.

What about questions and negatives?

For most verbs we use the present simple of the verb do / does + subject + infinitive without to to form questions.

**Examples:** **Do** you **see** him on Wednesdays then? **Does** Jack **like** sports?

For negatives we use **the subject + do / does + not + infinitive without to.**

**Examples:** Daisy and Jack **don't** go out together much at the weekend. I **don't** think Coldplay are boring.

To go back to the idea of permanent and temporary things, what about this sentence: Is your mum in Thailand this week? Isn't that temporary?

That is a very good point. Normally we use the present simple for permanent states, and the present continuous for temporary states, but some verbs are thought of as State Verbs and they are not usually used in the continuous form.

And the verb **to be** is one of those verbs? So even though staying in Thailand is temporary, we use the present simple with the verb **to be.**

**Example:** How is Daisy? Is she with you?

But that isn't the question form you just told me about. Where is the verb **do**? We use **do** in questions'.

The verb **to be** is different and so are modal verbs like **can.** We shall look at the verb to be separately because it is different and very common.

What are the other state verbs?

We shall look at those when we look at the Present Continuous. Any more questions?

**Example:** The train leaves at five in the morning. Isn't that talking about an event in the future? But it is also a repeated event. This is sometimes called the "timetable future".

**Example:** I have a maths in a minute, so I have to go.

## Exercises:

Write sentences. Use the present simple or the present continuous.

1. It/not rain/every day.
2. She/speak English/at the moment.
3. She/study English/ twice a week.
4. I/not watch TV/ at the moment.
5. He/hardly ever/ listen to the radio.
6. Goodbye! We / go now.

Complete the questions. Use the present simple or the present continuous.

1. ...(your mum/work) today?
2. How often ... (you/play) football?
3. ...(your classmates/write) now?
4. When ...(you/usually do) your homework?
5. ...(your teacher/talk) at the moment?
6. ...(you/always speak) English in class?

### Choose the correct words.

One of my favourite singers is Mika. I listen (often / often listen) to his songs when I ('re / 'm) feeling stressed. Mika (was / were) born in Lebanon in 1983, but now he (live / lives) in London. When Mika was young, (was / there was) a war in Lebanon and his family moved to England. Mika (wasn't / weren't) happy at school because he was very shy. Later, he (was/there was) a student at the Royal College of Music. Before he was a pop star, Mika was an opera singer! Not he (makes/'s making) a new CD.

05.12.2013

## Present Continuous

### FORM

Present Continuous = [am/is/are + present participle]

Examples: You **are watching** TV.

**Are you watching** TV?

You **are not watching** TV.

[Complete List of Present Continuous Forms](#)

USE 1 Now



Use the Present Continuous with [Normal Verbs](#) to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

Examples: You **are learning** English now.

You **are not swimming** now.

**Are you sleeping?**

**I am sitting.**

**I am not standing.**

**Is he sitting or standing?**

They **are reading** their books.

They **are not watching** television.

What **are you doing?**

Why **aren't you doing** your homework?



## USE 2 Longer Actions in Progress Now



In English, "now" can mean: **this second, today, this month, this year, this century, and so on**. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

Examples: (All of these sentences can be said while eating dinner in a restaurant.)

- I **am studying** to become a doctor.
- I **am not studying** to become a dentist.
- I **am reading** the book *Tom Sawyer*.
- I **am not reading** any books right now.
- **Are** you **working** on any special projects at work?
- **Aren't** you **teaching** at the university now?

## USE 3 Near Future



Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

Examples:

- I **am meeting** some friends after work.
- I **am not going** to the party tonight.
- **Is** he **visiting** his parents next weekend?
- **Isn't** he **coming** with us tonight?

## USE 4 Repetition and Irritation with "Always"



The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like [Simple Present](#), but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- She **is always coming** to class late.
- He **is constantly talking**. I wish he would shut up.
- I don't like them because they **are always complaining**.

## REMEMBER Non-Continuous Verbs/ Mixed Verbs

It is important to remember that [Non-Continuous Verbs](#) cannot be used in any continuous tenses. Also, certain non-continuous meanings for [Mixed Verbs](#) cannot be used in continuous tenses. Instead of using Present Continuous with these verbs, you must use [Simple Present](#).

Examples:

- She **is loving** this chocolate ice cream. **Not Correct**
- She **loves** this chocolate ice cream. **Correct**

## Exercises:

Write the words to fill the gaps. Put the verb in the present continuous tense:

1. I'm really busy – I \_\_\_\_\_ (study) for the exam.
2. Right now we \_\_\_\_\_ (ride) camels!
3. They said they \_\_\_\_\_ (have) a great time.
4. Daisy \_\_\_\_\_ (download) an album.
5. What \_\_\_\_\_ (you do) at the moment?
6. They \_\_\_\_\_ (wait) for me in the café.

7. \_\_\_\_\_(Oliver work) hard?  
8. The weather's terrible, so we \_\_\_\_\_ (not go) walking much.

### Занятие №7 Организация досуга

Введение и закрепление новой лексики по теме; развитие умения поиска специфической информации; развитие умения говорить на основе прочитанного, формирование лексических и грамматических навыков чтения и говорения;  
Выполнение упражнений по теме: типы вопросов, инфинитив

Повторение видов вопросительных предложений:

#### Общие вопросы в английском языке

---

**Общий вопрос** – это вопрос, требующий ответа "да" или "нет". В вопросах такого вида на первое место ставится вспомогательный глагол, после которого следует обычный порядок слов.

Например:

Are you from Brazil?

Вы из Бразилии?

Возможные ответы: Yes, I am. / No, I am not.

Did you meet Andy?

Вы видели Энди?

Возможные ответы: Yes, I did. / No, I did not.

Was she at home yesterday?

Она вчера была дома?

Возможные ответы: Yes, she was. / No, she was not.

#### Специальные вопросы в английском языке

---

**Специальный вопрос** используется, чтобы узнать какие-либо детали, подробности чего-либо. Специальные вопросы начинаются с вопросительного слова или группы слов, которые указывают, к какому члену предложения относится вопрос.

Например:

Where are you from?

Откуда вы?

How much money do you have?

Сколько у вас денег?

How old are you?

Сколько вам лет?

Обратите внимание, что в случае, когда вопросительное слово, вводящее специальный вопрос, является подлежащим в предложении, то порядок слов в таком вопросе соответствует порядку слов в повествовательном предложении.

Например:

Who will buy milk?

Кто купит молока?

What is on going on here?

Что здесь происходит?

#### Альтернативные вопросы в английском языке

---

**Альтернативный вопрос** – это вопрос, в котором предлагается выбор вариантов ответа. Порядок слов в таких вопросах соответствует порядку слов общего вопроса.

Например:

Is your car red or blue?

Твоя машина красная или зеленая?

Will you have tea or coffee?

Вы будете чай или кофе?

### Разделительные вопросы в английском языке

**Разделительные вопросы** известны также как **вопросы с "хвостиком"**, или **хвостатые вопросы**. Данные вопросы - в основной части утвердительные (или отрицательные) предложения, к которым присоединяется "хвостик", состоящий из вспомогательного глагола, отрицания (если его не было в основной части) и подлежащего, выраженного, как правило, местоимением. Интонация зависит от того, какой ответ ожидается, и насколько говорящий уверен в истинности своего высказывания. Вопросы с "хвостиком" употребляются в том случае, когда говорящий ожидает от собеседника подтверждения высказанной мысли. В русском языке вопросам с "хвостиками" соответствуют вопросительные обороты "не правда ли?", "не так ли?" или усилительная частица "ведь" в составе вопросительного предложения.

Например:

They have just arrived, **haven't they?**

Они только что прибыли, *не так ли?*

He wasn't serious, **was he?**

Он *ведь* не серьезно?

Our team will win this match, **won't it?**

Наша команда выиграет этот матч, *не правда ли?*

Justin met her 3 years ago, **didn't he?**

Джастин познакомился с ней 3 года назад, *не так ли?*

You like her, **don't you?**

Она *ведь* тебе нравится?

Образование вопросительных предложений.

Изучите схему построения вопросительного предложения

| Вопроситель-<br>ные слова                                                                                                                                                              | Вспомогатель-<br>ные глаголы                                                                                                          | Подлежащее                                               | Сказуемое<br>(или его часть)           | Другие члены<br>предложения                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------|
| what (что)<br>what + сущ.<br>(какой)<br>where (где,<br>куда)<br>when (когда)<br>whom (кого,<br>кому)<br>whose (чей)<br>why (почему)<br>how (как)<br>how many,<br>how much<br>(сколько) | do<br>does<br>did<br>shall, should will,<br>would<br>can, could<br>may, might<br>must<br>am, is, are<br>was, were<br>have, has<br>had | I<br>He<br>She<br>We<br>You<br>the girl<br>men<br>people | speak<br>working<br>know<br>do<br>been | at the lesson<br>in the street<br>in the morning<br>there<br>here |

Виды вопросительных предложений.

50. Прочитайте, переведите различные виды вопросительных предложений

на русский язык

а) общие

Is this a book? – Yes, it is.

Are you a teacher? – Yes, I am.

Was there a TV-set in the room? – Yes, there was.

Have you any flowers? – I have some.

Can you speak English? – Yes, I can.

Do you speak English? – Yes, I do.

Does he work here? – Yes, he does.

Did she work here? – Yes, she did.

Will you work in the garden? – Yes, I shall.

Will they answer the questions? – Yes, they will.

б) разделительные

This is a book, isn't it?

You are a teacher, aren't you?

There was a TV-set in the room, wasn't it?

You have some flowers, haven't you?

You don't speak English, do you?

He works here, doesn't he?

She wrote a letter, didn't she?

You can't speak English, can you?

в) альтернативные

Is this a book or a notebook?

Are you a teacher or an engineer?

Do you speak English or German?

Does he work here or there? Will you rest or work in the garden?

г) специальные

Where do you live?

When did you go to the theatre?

Why will you do it?

How can you do it?

What is he?

Who is she?

Whose book is this?

What book is this?

How old are you?

How much money have you?

What kind of book do you read?

What colour is the sky?

How often do you play football?

д) вопросы к подлежащему

Who lives here?

Who can speak English?

Who is a teacher?

Who has a dog?

Who will go for walk?

What is green?

### **Тема1.3.**

#### **Условия проживания в городской и сельской местности**

#### **Занятие №8**

**Особенности проживания в городе. Инфраструктура. Мой дом/квартира. оборот there is/are;**  
**неопределенные местоимения some/any/one и их производные;**

### **1. Жизнь в деревне (Life In The Countryside)**

I have always wanted to spend more time in the countryside. My family and I live in the suburbs of a big city. My grandparents live in the village not far from us. We often visit them and in summertime I can stay there for a month or two. I enjoy being in the countryside more than in the city. My grandparents own a small country house at the edge of the forest. There is a spacious garden and a chicken coop behind the house. Life in the city is boring for me. It consists of school and several friends. Whereas in the country I can swim in the local lake, pick berries and mushrooms, help my grandparents with the garden, go for a walk in the woods, read a book under the shed, go camping with friends and do many other interesting activities. I think that life in the village is fantastic! I really enjoy spending my weekends and holidays there. If I grow up I'd like to have a house in the countryside instead of a city flat. I prefer old-fashioned, wooden houses with traditional Russian ornaments in it. I'd like to plant many fruit trees and colourful flowers around my house. If there is a river or a pond nearby, it would be perfect. I like swimming and sunbathing in summer. To make my life complete there, I need some pets. Most of all I like cats and dogs but I can also keep a dozen of chickens in the village. They will supply me with fresh eggs every day. The best thing about living in the countryside is the fresh air and relaxing atmosphere

### **Жизнь в городе (Living in The City)**

Living in the city has both advantages and disadvantages. From one hand, it is always easier to find a good job or to visit interesting places and exhibitions. There is also a good choice of public transport. From the other hand, the noise and pollution level in big cities is really high. As for me, I quickly become tired of it. I live in Krasnodar with my family. It's the biggest city in Krasnodar region and its capital. It is also the cultural, political and social centre of the region. I should say that the city is really beautiful and many people from smaller towns and villages come to work and study here. What they like about the city is that there are lots of interesting things to do and places to see. They also like job and study opportunities. There are lots of good universities and large companies in Krasnodar. There are also many ways to spend the weekends, for example, visiting a museum, going to the cinema or theatre, shopping, eating in good restaurants, going to concerts, etc. If people want to relax they go to parks for a walk or to read a book. In general, the city offers various opportunities and you never get bored. However, there are some disadvantages as well. Sometimes it's difficult to find a cheap apartment, so living in a city becomes very expensive. The roads are full of cars which pollute the air and the traffic is really heavy on weekdays. Public transport is also over-crowded. That's why many people leave the city at weekends. They try to relax in the countryside, where the air is much fresher and there isn't any noise from cars. We also go away each Saturday and Sunday to visit my grandparents.

Вопросы:

1. What is the difference of living in countryside and city?
2. What are advantages and disadvantages of living in the city?
3. What is the best thing about living in the countryside?
4. Does life in the city expensive?
5. What do you choose?

### **There is / There are**

Зная различные предлоги, мы способны сказать на английском, где расположены объекты по отношению друг к другу:

The table is in the room – Стол находится в комнате  
The book is on the table – Книга лежит на столе  
The dog is under the chair – Собака под стулом

Во всех этих предложениях мы говорим о местонахождении конкретных, уже известных нам предметов. Поэтому обязательно ставим определённый артикль перед словами: the table, the book, the dog.

Так мы говорим только тогда, когда предмет уже нам известен, и мы уточняем, где он находится. Однако если мы будем говорить о местонахождении какого-то неопределённого, неизвестного нам объекта, например:

В комнате есть стол (какой-то стол, первый раз его видим)  
На столе лежит (какая-то) книга

– в этом случае так сказать мы уже не можем. Здесь мы должны использовать другой порядок слов и специальную конструкцию, с которой мы сейчас познакомимся.

Important: В английском языке важно различать, о каком предмете мы говорим – определенном или неопределённом.

Если речь идёт о расположении в каком-то месте неопределённого предмета, то нужно использовать конструкцию **There is** – есть, имеется.

Предложения с there is будут выглядеть следующим образом:

There is a table in the room – В комнате имеется (какой-то) стол;  
There is a dog under the chair – Под стулом сидит какая-то собака;

Обрати внимание на порядок слов и на артикли перед существительными. Предметы, о местоположении которых мы говорим (a table, a dog) будут обязательно идти с неопределённым артиклем a.

Не говори: There is the table in the room

Вот ещё примеры:

There is a cupboard in the classroom – В классе есть шкаф  
There is a flower near the lamp – Около лампы находится цветок  
There is a clock above the door – Над дверью находятся часы  
There is a shovel in the garden – В саду есть лопата

Сравни два предложения и найди в них отличия:

There is a cup under the bed – The cup is under the bed

Под кроватью есть кружка – Кружка находится под кроватью

В первом случае мы обнаруживаем какую-то кружку под кроватью. Мы не знали, что там стоит какая-то кружка и говорим о её существовании. Во втором случае кружка уже известна нам, это конкретная кружка, но мы не знали, где она находится.

Не путай эти два предложения. Старайся задумываться, о конкретном или неконкретном объекте ты говоришь.

Попробуй самостоятельно сказать:

В комнате есть стул  
 В сумке лежит телефон  
 На кровати лежит футболка  
 Под диваном есть мяч  
 Не забывай о неисчисляемых существительных, которые всегда стоят в единственном числе, и перед которыми не ставится артикль а. Эта тема также разбиралась в прошлом уроке. При использовании неисчисляемых существительных правила остаются те же, только отсутствует неопределённый артикль а:

There is milk in the fridge – В холодильнике есть молоко  
 There is water on the floor – На полу вода  
 There is snow in the street – На улице лежит снег  
 У конструкции There is существует также форма множественного числа – **There are**.  
 Её мы используем, когда говорим о том, что где-то имеется несколько предметов:

There are cars in the street – На улице есть машины  
 There are flowers in the garden – В саду есть цветы  
 There are girls in the park – В парке есть девушки  
 There are beautiful beaches in California – В Калифорнии есть красивые пляжи

---

### Questions. Вопросы

Теперь давай посмотрим, как правильно задать вопросы с конструкцией **there is**.  
 Для этого мы, как обычно, должны поставить глагол **is** на первое место, то есть просто поменять **there** и **is** местами:

Is there a window in the room? – В комнате есть окно?  
 Is there a dog under the chair? – Под стулом есть собака?

С **there are** происходит абсолютно то же самое:

Are there cars in the street? – На улице есть машины?  
 Are there girls in the park? – В парке есть девушки?

**Скажите по-английски следующие фразы:**

1. В комнате есть стол?
2. Под стулом есть собака?
3. В гараже есть машина?
4. На столе есть книги?
5. Около лампы есть цветы?
6. В Англии есть пляжи?

На такие вопросы очень часто дают краткий ответ:

|                        |                         |
|------------------------|-------------------------|
| <b>Yes, there is</b>   | <b>Yes, there are</b>   |
| <b>No, there isn't</b> | <b>No, there aren't</b> |

Examples:

Is there a parking near the house? – Рядом с домом есть парковка?  
 Yes, there is – Да, есть

Is there a river in the town? – Есть ли речка в городе?  
 No, there isn't – Нет, нету

Are there pencils in the bag? – Есть ли карандаши в сумке?

No, there aren't – Нет, нету

Are there shops in front of the school? – Есть ли магазины напротив школы?

Yes, there are – Да, есть

**Скажите по-английски следующие фразы:**

1. В гараже есть лопата? – Да, есть
2. В саду есть цветы? – Да, есть
3. Рядом с лесом есть река? – Нет, нету
4. В парке есть магазины? – Нет, нету

**1. Переведи предложения на русский язык**

1. There is a car in the street; 2. There is a book on the shelf; 3. There is a fridge in the kitchen; 4. There is a bicycle near the door; 5. There is milk on the floor; 6. There is a river in the forest; 7. There is a man behind the bus stop; 8. There is a fountain on the right; 9. There is a shop on the left of the theater; 10. There is a mobile phone under the newspapers.

**2. Ответь на вопросы по образцу**

Example: What is there in the room? (bed)

- There is a bed in the room.

1. What is there under the clock? (picture); 2. What is there in the street? (fountain); 3. What is there behind the car? (a cow); 4. What is there near the bridge? (bus); 5. What is there on the left? (airport); 6. What is there on the right? (bus stop); 7. What is there in front of the museum? (monument); 8. What is there on the wall? (flag); 9. What is there in the box? (apple); 10. What is there on the floor? (key).

**3. Переведи предложения из единственного числа во множественное и наоборот**

Example: There is a flower in the garden - There are flowers in the garden

There are boys in the street - There is a boy in the street

1. There is a cat under the car; 2. There is a flow behind the curtain; 3. There is a photo in the magazine; 4. There is a tourist in the museum; 5. There is a shop in front of the school; 6. There are birds on the tree; 7. There are rivers near the city; 8. There are clocks above the door; 9. There are chairs in the bedroom; 10. There are cheap supermarkets on the right.

**4. Ответь на каждый вопрос сначала утвердительно, а затем отрицательно**

Example: Is there a cafe in the hotel?

a) Yes, there is a cafe in the hotel;

b) No, there isn't a cafe in the hotel.

1. Is there a clock on the wall? 2. Is there a key in the pocket? 3. Is there a mouse under the table? 4. Is there a guitar behind the door? 5. Is there a museum in the town? 6. Are there children in the park? 7. Are there tourists on the beach? 8. Are there beautiful girls in the museum? 9. Is there a bus stop near the cinema? 10. Are there good shops in this street?

**5. Переведи предложения на английский язык**

1. На улице есть магазин; 2. Рядом со школой есть парк; 3. За домом есть сад; 4. В машине есть карта; 5. Слева от гостиницы есть кафе; 6. Напротив моста есть фонтан; 7. На полке есть журнал; 8. В спальне есть стулья; 9. За дверью есть зеркало; 10. В гостинице есть большие номера (комнаты).

**Занятие №9 Как спросить и указать дорогу.**

**1. Направление движения**

**2. неопределенные местоимения some/any/one и их производные; предлоги направления (forward, past, opposite, etc.);**



**1). Неопределённые местоимения some / any (какой-то) и отрицательное местоимение no (никакой)**

Эти местоимения могут сливаться со словами: body, one, thing; при этом body обозначает человека (кто-то), а thing предмет (что-то). Местоимения с some употребляются в утвердительных предложениях, а с any в вопросительных и отрицательных, при этом перевод их совпадает: *somebody, anybody* - *кто-то; надо помнить, что местоимение some более определённо, any - менее.*

*something, anything* – *что-то; everybody* – *все (в значении каждый) т.е. Все знают об этом( т.е. каждый)*

**1. Заполните пробелы местоимениями some, any, no:**

1. Are there \_\_\_\_\_ bois in the room?
2. Yes, there \_\_\_\_\_ ladies in the house.
3. No, there is \_\_\_\_\_ tea on the table.
4. Yes, there are \_\_\_\_\_ videos in the kitchen.
5. Is there \_\_\_\_\_ tea in the pot?
6. No there isn't \_\_\_\_\_ milk in the jug.
7. Yes, there is \_\_\_\_\_ sugar in the tea.
8. Is the \_\_\_\_\_ dinner on the table?
9. No, there is \_\_\_\_\_ dinner on the table.
10. Is there \_\_\_\_\_ milk in the jar?

**2. Вставьте somebody, anybody, или everybody, nobody:**

1. The question was so difficult that . . . could answer it.
2. . . . forgot to switch off the light in the classroom yesterday.
3. Has . . . got a dictionary?
4. I am afraid there is . . . in the office now. It is too late.
5. . . . knows that water is necessary for plants.
6. Is there . . . here?
7. You must find . . . who can help you.
8. . . . knew anything about our home task.
9. . . . can answer this question. It is very easy.
10. There is . . . in the next room. I don't know him.
11. Please tell us the story . . . know it.
12. Is there . . . in my group who lives in the hostel?
13. Has . . . here got a red pencil?

**3. Заполните пропуски местоимениями some и any. Переведите предложения на русский язык:**

1. You will need .... warm clothes there.
2. I don't have .... money with me.
3. Please, give me .... more coffee. - I'm sorry, but there isn't .... more coffee.
4. I'm sorry, but I didn't have ... time to prepare my lesson last night.
5. I didn't have .... stamps, so I went to the post-office to buy .....
6. Please, put ..... water in that vase, the flowers are dying.
7. There are .... famous museums in that city but we didn't have time to visit...
8. The doctor gave me ... medicine for my cough.
9. There aren't ... students in the room at the moment.

**4. Заполните пропуски местоимениями some, any, no, every, и их производными. Переведите предложения на русский язык:**

1. He found .... new words in this lesson.
2. I have .... living in that city.
3. She comes here .... day. You can find her in .... time between nine and six.
4. If you have .... against me, speak out.
5. Have .... more ice-cream. Thanks, .... more for me.
6. .... day he comes here and asks me the same questions.
7. .... was ready.
8. I told you ..... I had to tell. There is hardly ..... to add.

2). Адрес, как найти необходимый объект. Спрашиваем дорогу.

Итак, чтобы спросить, как пройти куда-то, можешь использовать одну из следующих фраз:

How do I get to...? - Как мне добраться до...?

Can you tell me the way to? - Можешь мне подсказать дорогу до...?

Could you tell me how to get to? - Ты не мог бы мне сказать, как добраться до...?

Where is the nearest...? - Где находится ближайший(ая)...

Examples: Excuse me, how do I get to County Street? - Простите, как мне добраться до Каунти стрит?

Can you tell me please the way to Nelson Square? - Можете мне подсказать, пожалуйста, дорогу до Нельсон сквер?

Could you tell me how to get to Dockweiler Beach? - Вы не могли бы мне подсказать, как добраться до Доквейлер бич?

Where is the nearest metro station, please? - Где находится ближайшая станция метро?

Как видишь, ко всем вопросам можно добавлять разного рода формы вежливости, наподобие excuse me и please.

### **Переведи предложения на английский язык**

Прошу прощения, как добраться до Британского музея?

Вы не могли бы мне подсказать дорогу до Британского музея?

Ты не можешь мне подсказать, как добраться до Британского музея?

В ответ можно услышать большое количество вариаций на тему прохождения данного маршрута. Приведём самые характерные выражения, которые можно услышать из уст англоговорящего прохожего.

### **Если нужно идти прямо:**

go straight on - иди прямо

go along - иди вдоль

Examples: Go straight on till you get to Kensington hotel - Иди всё время прямо, пока не дойдёшь до отеля Кенсингтон

Go along Duke street - Иди по Дьюк стрит

### **Если нужно повернуть:**

turn (to the) right - поверни направо

turn (to the) left - поверни налево

take a right turn = turn to the right

take a left turn = turn to the left

take the first (turning) on the right - на первом повороте поверни направо

take the second (turning) on the left - на второй улице поверни налево

Examples: Go straight on until you see the park and then turn to the right - Иди прямо пока не увидишь парк и потом поверни направо

When you get to the cinema turn left - Когда Вы дойдёте до кинотеатра, поверните налево

### **Переведи предложения на английский язык**

Идите прямо

Поверни налево, когда ты дойдёшь до банка

Поверни направо на втором повороте

cross the street - перейди улицу

### **Предлоги**

Чтобы ориентироваться в английском пространстве, нам нужно уметь правильно пользоваться предлогами. Знание предлогов нам очень поможет при объяснении, как пройти куда-то. Ниже представим шесть наиболее подходящих предлогов.

up - вверх

down - вниз

along - вдоль

over - по (какой-то поверхности)

towards - к (по направлению к чему-то)

through - через, сквозь что-то

Examples: Go down the street - Иди вниз по улице

Keep going along the alley - Продолжай идти вдоль аллеи

Go over the bridge - Перейди по мосту

Go towards the metro station - Иди к станции метро

Don't go through the wood - Не иди через лес

### **Переведи предложения на английский язык**

Иди вверх по улице

Иди вдоль реки и затем перейди через мост

Перейди улицу и направляйся к гостинице

Идите через парк

### **Названия различных мест в городе**

a street - улица

an avenue - проспект, авеню

a square - площадь

a crossroads - перекрёсток

a railway station - ж/д вокзал

a bus station - автовокзал

a metro station - станция метро

a bus stop - автобусная остановка

a drugstore - аптека

a petrol station - заправка

a parking - парковка

### **1. Дай по-английски следующие инструкции**

иди прямо

перейди через мост

поверни налево

перейди улицу

иди вдоль улицы

на второй улице поверни направо

### **2. Переведи предложения на английский язык**

1. Как добраться до Манхэттена?

2. Простите, не подскажете, как я могу добраться до Лонг Айленда?

3. Идите всё время прямо по улице Ирвинг;

4. После перекрёстка поверните направо;

5. Перейдите дорогу и идите вдоль пляжа;

6. Перейди мост и поверни направо;

7. Езжайте к заправке, а потом поверните налево;

8. Можете подсказать, где ближайшая аптека?

9. Иди вниз по улице и, когда дойдёшь до вокзала, поверни налево.

## **Занятие №10 Описание здания. Интерьер.**

### **1. Мой дом/Моя квартира.**

### **2. Предлоги**

#### **1). Welcome to my flat!**

Welcome to my flat! The flat is in a new building. There are ten floors in it. My flat is on the floor seven. It is very big and very nice. There are four rooms, two bathrooms and a kitchen. The walls in the flat are yellow, but in the bathrooms they are white. The furniture is quite modern and comfortable. The sofa in the living-room is light-brown. The chairs and the table in the kitchen are red. The rooms are very light because the windows are big.

My bedroom is big, too. It is on the left of the kitchen. There is a bed, a wardrobe, a computer and two shelves with books here. The books are not very good because they are quite old. But the computer games are new and very interesting. The computer is a very important thing in my room. There is an armchair in front of the computer, it is black. My bag is under the table now

and my cellphone is on the bed. My clothes are not in the wardrobe. Usually my room is very clean, but not today.

The kitchen is my favourite part in the flat. And especially the fridge. It is strange, but the fridge is not white, it's blue. And there is always a lot of food in it. The food is delicious. There are also many plates, cups and glasses in the cupboard.

There are two cheap shops on the street near the house. But the cafes in the district are expensive. Today is Saturday and all my family is in the cafe not far from home.

## **2).My flat.**

I live in a new 16-storeyed block of flats. It's situated in a very picturesque place not far from the Moskva River. The flat is situated in one of the **sleeping quarters** of our city. There is a big supermarket on the ground floor and it's very convenient to do everyday shopping. Our flat is on the fifth floor. It's very comfortable and well-planned. We have all modern conveniences, such as central heating, electricity, gas, hot and cold running water and a telephone.

There are three rooms, a kitchen, a bathroom and a hall in our flat. There is also a balcony and we can enjoy a lovely view of the river. Going along the hall, you will enter a **living room** and we use it as a dining room and as a sitting room. In the middle of the room there is a large table and six chairs round it. On the left side there is a **sofa**, two **armchairs** and a **coffee table** between them.

There are many plants on the windowsill. Opposite the window there is a wall unit with lots of books. Also there is a big TV set in front of the sofa. There is also an electric fire in our sitting room.

We like the living room best of all, because in the evenings we gather there to have tea, watch TV, talk and just relax and rest. Next to the living-room you can find my **room**. My room is the smallest room in our flat, but it is very cosy and light. There is a bed, a wardrobe, a desk, an armchair and several bookshelves in my room. There is a fluffy carpet on the floor. The walls in my bedroom are yellow and there are some big posters on them. I like my room very much but from time to time I change it round. I quite often move the bed and change posters on the wall.

**После прочтения этого текста выполни практические задания.**

### **1.Ответь на вопросы по тексту**

1. Where is your flat situated?
2. How many rooms are there in your flat?
3. What is there in your kitchen?
4. What is there in your living-room?
5. What is there in your room?
6. What is there in the room of your parents?
7. Do you want to have your own house? What would it like?
8. Is your flat big or small?
9. On what floor is your flat?
10. Has your flat all modern conveniences?
11. What room is the smallest in your flat?
12. Do you like your room?
13. Is your kitchen small?
14. What is the number of your flat?

### **2.Задай вопросы по каждому предложению второго абзаца**

**3.Найди в тексте следующие слова и выучи их:** Любимый, очень вкусный, район, компьютерные игры, обычно, всегда, еда, стакан, спальня, холодильник, шкаф для одежды, светло-коричневый, вещь.

### **4.Переведи на английский следующие предложения**

1. Магазины в городе очень дорогие;
2. Квартира очень современная;

3. Моя квартира всегда чистая;
4. В здании много этажей;
5. Это моя любимая компьютерная игра;
6. Недалеко от дома есть парк;
7. В шкафу обычно много одежды;
8. Твой телефон под кроватью? - Нет, мой телефон лежит в сумке;
9. Книги не новые, но они достаточно интересные;
10. Холодильник очень важная вещь на кухне.

**5. Выучи весь текст наизусть или перескажи его**

**6. На основе этого текста расскажи о своей квартире**

**7. Переведи на английский язык следующий текст**

Это моя квартира. Она не очень большая. В ней две комнаты, одна ванная и кухня. В моей комнате есть кровать, стол, два стула и компьютер. Стены в моей комнате зелёные. Окно не очень широкое, но спальня достаточно светлая. На стене есть две старые фотографии. Напротив моей комнаты находится гостиная. В гостиной есть удобный диван и новый шкаф. Рядом с диваном стоят цветы. Кухня находится справа от гостиной. Она очень маленькая.

Недалеко от дома есть много магазинов. В моём районе магазины достаточно дорогие. Моя семья не богатая, но в холодильнике всегда много вкусной еды.

**Предлоги (Prepositions)**

**а) Предлоги, обозначающие движение**

**to** - движение по направлению к предмету, протекающему процессу

Let's go to Moscow. - Поедем в Москву.

**from** - движение от предмета (лица), удаление от протекающего процесса: Take this book from the table. - Убери книгу со стола. I come from Australia. - Я из Австралии.

**into** -- движение внутрь ограниченного пространства: Come into the office. - Войдите в кабинет.

**out of** - движение из ограниченного пространства: Take it out of the table. - Достань это из стола.

**through** – через, сквозь: I was passing through the hall. – Я проходил через холл.

**Onto, on(to)** - движение на поверхность: He stopped onto the platform. - Он сошёл на платформу.

**б) Предлоги, обозначающие место**

**at**-местонахождение у предмета (лица), а также там, где протекает определённый процесс: I am sitting at the table.- Я сижу у стола. I work at the factory.- Я работаю на фабрике. The children are at the lesson. – Дети на уроке.

**in** -местонахождение внутри ограниченного пространства: The boss is in the office. - Босс в кабинете. The pencils are in the box. – Карандаши в коробке.

**on** -местонахождение на поверхности: The folder is on the desk.b- Папка на столе.

**under** -местонахождение под другим предметом: - Ящик под столом. The box is under the table.

**across** - через: – Банк находится через дорогу.

**above** - местонахождение над другим предметом: There is a lamp above the table. - Над столом висит лампа.

**between**- между: Between you and me. - Между мною и тобою.

**in front of** - местонахождение одного предмета (лица) впереди другого предмета: There is a telephone in front of him. - Перед ним стоит телефон.

**behind**- местонахождение предмета позади другого предмета, за: My house is behind the post office.- Мой дом находится позади почты.

**around**- местонахождение объектов вокруг другого предмета: We sit around the table. - Мы сидим вокруг стола.

**over-** над, через, сверху, больше чем: : The book costs over 5 dollars. – Книга стоит больше 5 долларов.

**near-** вблизи, рядом с, около: I am sitting near the window. - Я сижу у окна.

**up** - вверх: Up the river.- Вверх по реке

**down** - вниз: Down the river. - Вниз по реке.

### **с) Предлоги времени**

**in-** внутри временного отрезка: In September, in 1997 - В сентябре, в 1997 году.

**in-** через некоторое время: in an hour, in 2 days- через час, через 2 дня

**at-** точка времени: at 5 o' clock - в 5 часов, в полдень

**on-** в (с названием дней недели, датами): on Monday, on the 21<sup>st</sup> May - в понедельник, 21 мая

**by-**к определённом моменту: by 5 o'clock tomorrow - к 5 часам завтра

**from ... till, from ... to:** from 5 till 6 o'clock - от... до

**for** -в течение (отрезок времени): for an hour - в течение часа

**during** -во время чего – либо: during the meeting -во время встречи

**after-** после: after work -после работы

**before-** перед: before breakfast - перед завтраком

**within** -внутри, в рамках: within a year - в течение года

### **d) Прочие предлоги**

**by-**при, около, посредством: by the river, by train- около реки, поездом

**with-**с, вместе с: with a friend - с другом

**without-**без: I live without you. - Я живу без тебя.

**for-**для: I do it for you -Я делаю это для тебя.

**Проверьте себя, знаете ли Вы, как употребляются английские предлоги?**

#### **1. Заполните пробелы предлогами:**

1. People are(в ) \_\_\_\_\_ the city.
2. There is a little tea(в) \_\_\_\_\_ the cup.
3. There are a few mice(под) \_\_\_\_\_ the table.
4. The potatoes are (около) \_\_\_\_\_ the box.
5. The potatoes are (за) \_\_\_\_\_ the box.
6. There is some milk (в) \_\_\_\_\_ the jar.
7. There is some sugar (на) \_\_\_\_\_ the table.
8. Jane walks (через ) \_\_\_\_\_ the street.
9. My father drives the car (через) \_\_\_\_\_ the city.
10. My mother goes (в) \_\_\_\_\_ Canada.
11. The girl stands (около) \_\_\_\_\_ the building.
12. I take sugar (из) \_\_\_\_\_ the table.
13. The TV – box is (над) \_\_\_\_\_ the table.
14. We have got a house (за) \_\_\_\_\_ the park.
15. I have got a telephone (для) \_\_\_\_\_ my car.

#### **2. Заполните пробелы предлогами:**

Could I speak (in, to) \_\_\_\_\_ Mr. Brown, please?

I just wanted to speak (about, for) \_\_\_\_\_ your son.

Let me come over and have a talk (from, with) \_\_\_\_\_ you and Mr. Brown.

I am a problem (out of, for) \_\_\_\_\_ Johnny.

That's my problem (within, with) \_\_\_\_\_ Johnny.

Could we help (in, down) \_\_\_\_\_ way.

I 'd go (between, to) \_\_\_\_\_ restaurant.

I want to have a rest (in, on) \_\_\_\_\_ the garden.

#### **3. Закончите предложения и переведите их на русский язык:**

**Обратите внимание, что некоторые английские предлоги имеют специальное управление. Они употребляются только с определённым предлогом! Обратитесь за помощью в словарь, запомните это управление!**

1. She is not interested in ... .
2. He is fond of .... .
3. He is tired of ... .
4. We all need more practice in ... .
5. They are both very fond of .... .
6. He hasn't had any experience in ... .
7. She left suddenly without ... .

### **Занятие №11**

**Описание колледжа: здание, обстановка, условия обучения, техника, оборудование.  
Описание кабинета иностранного языка.**

My college.

My college is not the oldest school in the town. But we know that its history began in difficult times after the Great Patriotic War. Our country needed in new houses and buildings. That's why our country needed in good specialists. My college was founded in 1947 as a technical school. It was a two-stored building. There were classrooms on the first floor and on the second floor.

Today our college is a modern educational institution. It is very cosy and spacious. There is a large and light hall, a sport gym, a training room with sport heavy equipment on the ground floor. Many subject classrooms, a rich library and a reading hall are situated on the first floor. We can find any book or any magazine we need there. Our college is well-equipped and uses computing training system in educational process: we have three computer classes. They are usually opened for students and teachers. All classrooms are large and light and have modern equipment: TV-sets, players, notebooks, interactive boards.

Opposite the college it is a club and a canteen. During the lunch-break we go there to have dinner. Besides our college has workshops, laboratories and so on. I think all conditions are given to study and to achieve good results.

There are day-time departments. The academic session lasts 10 months. Our studies begin at 8 o'clock. Usually we have three or four double-periods a day. Every day we attend lectures and have practice. We have a lunch break at 11 o'clock. Our college trains specialists in many branches of knowledge. There are four departments in it: Building department, Technical department, machines and equipment, Landscape design and architecture. The aim of our education is primarily to prepare the students for a job. The senior pupils study various subjects there: mathematics, physics, chemistry, programming, biology, computer science, English and other educational subjects. Students are taught more technical subjects. After college we can work as technicians. We like to repair machines and want to modernize the equipment. We can work in the different plants and factories. We believe our future work will be useful and necessary for people.

There are about 78 teachers in the college. A good teacher ought to know how to organize class work in more efficient and right way, is able to maintain discipline and order, using a lot of different materials, equipment and teaching methods and attempts, and spend time obtaining of knowledge at an occasion with entertainment. They are clever, high-educated, experienced. They are always friendly and helpful to his or her colleagues, and that is as well important keeps in

contact with the parents of his or her students and lets them participate in the life of the college. All the teachers are sociable, attentive, helpful to the students.

Our curator's name is.... He (she) is a very kind man (woman), patient and open. He (she) is always ready to help us, to give us a necessary advice. Sometimes he (she) scolds the student who misses the classes or gets bad marks, but he (she) does it in tactful form. He (she) teaches mechanics and drawing. We often do practical works at his (her) lessons, he (she) gives us to know compound parts of motors and their functioning (operation). We learn much new and interesting materials at mechanics and drawing because ..... explains patiently the new material. We like our curator and respect him (her) for his (her) fairness, strong will, intellect, and modesty."

The students of our college are the best in the town. There are about 600 students in day-time department. Many of them live with their parents, others - in the hostel. Our students are from 15 till 20 years old. Many of them try to study well to get a scholarship.

Our students have no time to be bored. They carry out research work every year! They don't only study successfully but take an active part in non-academic activities! Our group consists of 20 students. We are clever, well-read, hard-working, strong and sportive. We are the first-year students. Many things were very new and unusual for us but we adopted the conditions very quickly, the study gives us pleasure and we try to make good progress, because we want to be good specialists.

Our students do not only study but take an active part **in** non-academic activity.

The college has its own traditions and customs. Every year on the First of September the teaching staff organizes Day of Knowledge. The teachers meet the students and conduct homeroom class. It is the beginning the course of study. We celebrate a holiday "Devoting into the First-Year students.

## II. Составить 10 вопросов по тексту.

### Modal verbs.

Модальные глаголы - особая группа английских глаголов, имеющая ряд особенностей

1. не называют действия, а лишь выражают отношение говорящего
2. не имеют ряда грамматических категорий
3. употребляются без частицы 'to' (исключения have to, to be to, ought to)

#### 1) can

Ability to do sth. in the present (substitute form: **to be able to**)

способность физического или умственного действия (синоним **to be able to**)

I can speak English. Я могу (умею) говорить на

Permission to do sth. in the present (substitute form: to be allowed to)

разрешение (синоним : to be allowed to)

Can I go to the cinema?

Могу я пойти в кино?

Request (просьба) - Can you wait a moment, please? - Ты не мог бы подождать минутку.

offer (предложение) - I can lend you my car till tomorrow. Я могу одолжить тебе свою машину.

Suggestion (предложение) до завтра. Can we visit Grandma at the weekend? - Давайте навестим бабушку.

Possibility (возможность) - It can get very hot in Arizona. В Аризоне может быть очень

#### 2) could

Ability to do sth. in the past (substitute form: **to be able to**) способность физического или умственного действия в прошлом ( синоним to be able to). I could speak English. - Я умел говорить на английском.



Permission to do sth. in the past (substitute form: to be allowed to) - разрешение в прошлом (синоним : to be allowed to). I could go to the cinema. - Я мог пойти в кино. (Мне  
Polite request (вежливая форма просьбы) Could you wait a moment, please? - Не могли бы Вы подождать.

Polite suggestion (вежливая форма предложения) - Could we visit Grandma at the weekend? Не могли бы мы поехать к бабушке на выходные?

**Note:**

Для выражения единичного действия в прошлом вместо could употребляется managed to, was/were able:

I managed to climb the mountain without anybody's help. (Мне удалось покорить гору без чьей-либо помощи.)

**3) may**

Possibility (возможность) - It may rain today. - Может пойти дождь

Permission to do sth. in the present (substitute form: **to be allowed to**) - разрешение (синоним : to be allowed to)

Polite suggestion (вежливая форма предложения) - May I help you?

**4) might**

Possibility (less possible than may) - маловероятная возможность. It might rain today.

Сегодня вряд ли пойдёт дождь.

**5) must**

Force, necessity (необходимость, долженствование) - I must go to the supermarket today.

Supposition (предположение) - You must be tired. Ты, должно быть, устал.

Advice, recommendation (совет, рекомендация) - You must see the new film with Brad Pitt.

Ты должен посмотреть новый фильм в Брэдом Питтом.

**6) must not/may not**

Prohibition (запрет) - You mustn't work on dad's computer. Тебе запрещено работать за компьютером отца. You may not work on dad's computer.

**Note:**

**have to** употребляется вместо **must** в прошедшем времени

**7) need not/ don't have to**

not necessary (отсутствие необходимости) - I needn't go to the supermarket, we're going to the restaurant tonight. Не нужно идти в супермаркет, мы идём сегодня в ресторан.

**8) ought to**

Advice (совет) - You ought to drive carefully in bad weather. Ты должен внимательно вести автомобиль в плохую погоду.

Obligation (долженствование) - You ought to switch off the light when you leave the room.

Нужно выключать свет, когда выходишь из комнаты.

**9) shall**

suggestion (предложение) - Shall I carry your bag? - Давай я понесу твою сумку.

**10) should**

Advice (совет) - You should drive carefully in bad weather. Ты должен внимательно вести автомобиль в плохую погоду.

Obligation (долженствование) - You should switch off the light when you leave the room.

Нужно выключать свет, когда выходишь из комнаты.

**11) will**

wish, request, demand, order (less polite than would) - просьба, желание( менее вежливая форма).

Prediction, assumption (предположение) - I think it will rain on Friday. Думаю в пятницу пойдёт дождь.

Promise (обещание) - I will stop smoking. Я брошу курить.

spontaneous decision (спонтанное решение) - Can somebody drive me to the station? - I will. Может ли кто-то подвести меня к вокзалу?- Я могу.

habits (привычки) - She's strange, she'll sit for hours without talking.

### 12) **would**

wish, request (more polite than will) вежливая просьба - Would you shut the door, please? Не могли бы Вы закрыть дверь?

habits in the past (привычки в прошлом) - Sometimes he would bring me some flowers.

Иногда он приносил мне цветы.

### 13) **need/ have to**

necessity (необходимость) - I need to/have to study tonight. Тебе не нужно сегодня заниматься.

needn't

c) should

2. *Translate the sentences into English:*

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навещил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.
10. Ты можешь делать все, что хочешь.
11. Ольге нужно уделить больше внимания занятиям по английскому языку.
12. Я не уверен, но возможно он неправ.
13. Ему разрешили взять машину своего отца в прошлую пятницу.
14. Я могу считать до 50 на испанском.

## Тема 1.4.

### Покупки: одежда, обувь, продукты питания.

#### Занятие №12 Виды магазинов. Ассортимент товаров

1. Виды магазинов и отделы в магазине
2. Существительные исчисляемые и неисчисляемые

#### **. Learn the words:**

to go shopping - ходить по магазинам

a greengrocery ['grɪ:n, grəʊsəri] - овощной магазин

ready-made clothes [kləʊðz] - готовая одежда

a department [di'pɑ:tmənt] - отдел

a knitwear ['nitweə] department - трикотажный отдел

a self-service shop - магазин самообслуживания

a purchase ['pɜ:ʃəs] - покупка

to add up - складывать, подсчитывать, суммировать

a shop assistant [ə'sistənt] - продавец

a customer ['kʌstəmə] - покупатель

a cashier [kæ'ʃiə] - кассир

#### **II. Read and translate the text:**

#### **Shopping.**

Man can't live without food and clothes so from time to time we go shopping. At the bakery you can buy brown and white bread, rolls and biscuits. At the greengrocery they sell cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas as well as all kinds of fruits: apples, oranges, grapes, bananas, pears, cherries, plums, etc. Everything is sold here ready-weighed and packed. If you need dairy products like milk, cream, cheese, butter, you can do it at the dairy. At

the grocery there is a wide choice of macaroni, cereals, flour, tea, coffee, sugar. Meat and poultry can be bought at the butcher's. But if you need food products, you'd better go to a food supermarket where they sell various products under one roof and it is very convenient.

When your clothes become old and worn out or small, you go to a department store which consists of different departments: ready-made clothes, fabrics, shoes, sport goods, toys, china and glass, electric appliances, hi-fi equipment, cameras, records, etc. You can buy everything you need there. Things for sale are on the counters and are easily seen. In the women's clothing department there are dresses, costumes, skirts, blouses, coats and many other things. In the men's clothing department you can choose suits, trousers, jackets, shirts, ties. In the knitwear department they sell sweaters, pullovers, woolen jackets, caps and gloves.

If you do your shopping in a self-service shop, then you go from counter to counter, choose and put into your basket what you want to buy. At the checkout counter the prices of your purchases are added up. In a small shop the shop assistant helps the customer who then pays the money to the cashier.

**Exercise 1. Translate into Russian:** the checkout counter; pay the money to the cashier; In the knitwear department; a self-service shop; at the bakery; as well as; old and worn out; ready-weighed and packed; all kinds of fruits; a wide choice of; you'd better go to a food supermarket; various products under one roof; very convenient; live without food and clothes; at the dairy; at the butcher's; to consist of different departments; electric appliances; buy everything you need; things for sale; the men's clothing department; go from counter to counter.

**Exercise 2. Translate into English:** кассир; покупатель; продавец; фарфоровая посуда; готовая одежда; цена; покупка; ходить по магазинам; булочка; огурец; помидор; перчатка; шерстяной свитер; блузка; электроприборы; удобные брюки; универсальный магазин; свекла; морковь; груша; вишня; юбка; булочная; овощной магазин; печенье; пиджак; зелёный горошек; картофель; капуста; слива; птица; мука; крупы; виноград; лук; молочный магазин; мясная лавка; рыба; мясо; ткани; бакалея; спортивные товары; обувь; яблоки; апельсины; бананы; сыр; масло; молоко; сахар; корзина.

**Exercise 3.** Describe your usual breakfast, lunch and dinner. What do you like to eat? What do you like to eat on holidays, such as New Year?

**Exercise 4.** Answer the questions:

1. Who does the shopping in your family?
2. How often do you go shopping?
3. What shops do you go to?
4. Which do you think is the most convenient time for shopping?
5. Are you fond of window-shopping?
6. What was your most successful purchase?

**Существительное** – часть речи, отвечающая на вопрос что? или кто? Существительное может быть подлежащим или, в сочетании с предлогами, дополнением или обстоятельством.

Приведем несколько существительных, которые могут стать подлежащими, дополнениями или обстоятельствами в повествовательном предложении:

|                        |              |                  |
|------------------------|--------------|------------------|
| <b>Room</b>            | [rʊm]        | комната          |
| <b>flat</b>            | [flæt]       | квартира         |
| <b>house</b>           | [haʊs]       | дом              |
| <b>street</b>          | [stri:t]     | улица            |
| <b>city</b>            | [ˈsiti]      | город            |
| <b>moscow</b>          | [ˈmoskəʊ]    | Москва           |
| <b>car</b>             | [kɑ:]        | автомобиль       |
| <b>telephone</b>       | [ˈtelɪfəʊn]  | телефон          |
| <b>television (TV)</b> | [ˌteliˈviʒn] | телевидение (ТВ) |
| <b>man</b>             | [mæn]        | человек, мужчина |

|       |          |                  |
|-------|----------|------------------|
| woman | [ˈwʊmæn] | женщина          |
| girl  | [gɜ:l]   | девочка, девушка |
| boy   | [boi]    | мальчик, юноша   |

## Существительные исчисляемые и неисчисляемые

**Нарицательные** существительные подразделяются на исчисляемые и неисчисляемые.

**1 К исчисляемым существительным** относятся названия предметов, объектов и понятий, поддающихся счету. Они употребляются в **единственном и множественном** числе, как с неопределённым, так и с определённым артиклем. Например:

**а)** Предметные: a pupil *ученик(-ица)* – five pupils *пять учеников(-иц)*; a table *стол* – many tables *много столов*; an engineer *инженер* – engineers *инженеры*.

**б)** Собирательные: a family *семья* – families *семьи*, an army *армия* – armies *армии*, a team *команда* – ten teams *десять команд*.

**2 К неисчисляемым существительным** относятся названия веществ и понятий, которые нельзя пересчитать. К ним принадлежат вещественные и абстрактные (отвлечённые) имена существительные. Неисчисляемые существительные употребляются только в **единственном** числе и не употребляются с неопределённым артиклем. При выделении их из категории веществ или понятий перед ними ставится определённый артикль. В роли подлежащего они употребляются со сказуемым в единственном числе и могут замещаться местоимением в единственном числе (чаще всего: **it**).

Неисчисляемые существительные сочетаются с местоимениями much *много*, little *немного, мало*, some *несколько, некоторое количество*, any *какой-нибудь, сколько-нибудь*.

**а)** Вещественные (материалы; сыпучие, жидкие, газообразные вещества; продукты питания): water *вода*, bread *хлеб*, tea *чай*, wool *шерсть*, oil *нефть*, air *воздух*.

**б)** Абстрактные (действия, состояния, природные явления, чувства и т.п.): life *жизнь*, time *время*, music *музыка*, news *новости*, cold *холод*, freedom *свобода*, bravery *храбрость*, sleep *сон*, winter *зима*.

## Случаи перехода существительных из категории неисчисляемых в исчисляемые

Многие неисчисляемые существительные становятся исчисляемыми и употребляются с соответствующими артиклями в следующих случаях:

**1** Вещественные имена существительные употребляются для обозначения предмета (или предметов) из данного материала или когда целое и его элементы обозначаются одним и тем же словом: hair *волосы* – a hair *волосок*.

Неисчисляемое существительное:

iron – *железо*

wood – *дерево (древесина)*

paper – *бумага*

coal – *уголь*

Исчисляемое существительное:

an iron – *утюг*

a wood – *лес*

a paper – *газета, документ*

a coal – *уголек*

**A coal** fell out of the fire. – *Из камина выпал уголек.*

The ground was as hard as **stone**. –

*Земля была тверда, как камень.*

The boy threw two **stones** into the water. –

*Мальчик бросил два камня в воду.*

**1. Подумай и скажи, какие из нижеприведённых существительных будут исчисляемыми, а какие неисчисляемыми. Поставь неопределённый артикль а в случаях, когда это возможно**

park, room, sand, love, day, word, tea, music, wall, food, shirt, sugar, milk, apple

**2. Переведи на английский язык выражения**

Это кровать  
Это любовь  
Это чай или кофе?  
Это сахар или песок? - Это сахар  
Это снег? - Нет, это не снег, это дождь  
Это соль? - Нет, это не соль, это сахар

### **Занятие №13 Совершение покупок в продуктовом магазине.**

#### **Shopping**

##### **1. Покупки**

#### **2. Употребление количественных местоимений many, much, a lot of, little, a little, few, a few с существительными**

When we want to buy something we go to a shop. The shop assistant shows the customer various goods and sells them. We pay at the cash-desk. The goods can be wrapped up or packed in a box or parcel.

No one in our family goes shopping as often as my mother does. She keeps house, so she knows better than anyone of us what we are running short of.

From time to time my father goes and does some shopping too. Most often he goes for fruits, vegetables, fresh greens or fish to the district's market. Usually, he has a shopping list written by my mother with him.

The prices in our district's market are generally lower than in the state-owned or private shops, but the quality of goods is not always better. If the price doesn't suit you, you can argue about it with the seller and ask for a cut.

My duty is to buy bread for the family. So each time we are running out of bread, I take a shopping bag and money and hurry to the nearest bakery.

When we want to buy food we go the food store, where you can find almost everything you want, or to some specialised provision shops.

The grocer sells a variety of foodstuffs, such as flour, butter, eggs, biscuits, jams and jellies, cheese, sugar, spice, tinned and frozen foods.

The greengrocer deals in fruit and vegetable.

The florist sells flowers and plants.

We go to the fishmonger for fish.

We go to the butcher's to buy some kinds of meat: pork, veal, mutton or beef and we can buy some poultry there as well: chickens, ducks, geese or turkeys.

A milk shop is called a dairy. There we buy dairy products: milk, butter, cheese, cream and eggs.

When we run out of bread we go to the baker's and ask for a loaf of white or brown bread.

A cake shop sells pastries and cakes of all kinds.

The confectioner always does a good trade selling sweets, chocolates, chocolate bars, toffees and other tempting things that make every child's mouth water.

**артикли: нулевой, неопределенный, определенный;**

#### **Questions**

1. Do you usually do shopping in your family?
2. Do you often go shopping to the market?
3. Do the prices differ from those at the shops?
4. Are the food products sold ready-weighed and packed at the shops?
5. Is it convenient for the customer?
6. Are there many departments in the department store?
7. What are they?
8. What is possible to buy there?

## 2. Количественные местоимения и местоименные конструкции **little-a little; few a few; местоимения many и much**, а также местоименные конструкции **a lot (of), lots(of) и plenty (of)**

Для обозначения количества тех или иных предметов (исчисляемые существительные), а также веществ (неисчисляемые) используются различные местоимения и местоименные конструкции.

### 1. **little-a little; few- a few**

little-a little употребляются по отношению к неисчисляемым существительным; few – a few - к исчисляемым:

There is little milk. There is a little milk.

There are a few women. There are few women.

**Little, few** употребляются без артикля. означают мало; **a little, a few** - немного.

Использование того или второго варианта зависит от намерений говорящего: если он считает, что определённое количество (предметов, вещества) слишком мало, чтобы им можно было, допустим, поделиться, он использует little и few без артикля; если ему кажется, что это количество достаточно (чтобы, опять же, поделиться с кем-либо), то используется артикль:

**Пример а):**

- **Can I have some jam, Jane? Можно мне немного джема, Джейн?**
- **No, Jake, you can't. There is little jam. Нельзя, Джек. Джема мало.**  
(Джейн жадничает)

**Пример б):**

- **Jake, there is a little jam. Do you want to have some? Джек, есть немного джема. Хочешь немного? (Джейн добрая)**

## 2. Местоимения **much, many** ( много) **much** употребляется с неисчисляемыми, а **many** с исчисляемым; а также конструкции **a lot (of), lots(of), plenty(of)**

**Are there many women in the house?**

**Is there much tea in the pot?**

Как правило эти местоимения используются в вопросительных предложениях, а в утвердительных предпочтительнее использовать выражения **a lot (of), lots(of), plenty(of)**:

There are a lot of (lots of, plenty of) women in the house.

There is a lot of (plenty of) tea in the pot.

### 1. **Вставьте much, many, little, a little, few, a few:**

1. I'd like to say . . . words about my travelling. 2. There was not . . . water in the lake because it was shallow. 3. He had . . . English books at home, so he had to go to the library. 4. After the lesson everybody felt . . . tired. 5. Let's stay here . . . longer. I like it here. 6. There were . . . new words in the text and Peter spent . . . time learning them. 7. There was . . . sugar in the bowl, and we had to put . . . sugar there. 8. My mother knows German . . . and she can help you with the translation of this text. 10. When we walked . . . farther down the street we saw the entrance of the Metro station. 11. Have you got . . . time before the lesson?

### 2. **Переведите на английский:**

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много сахара, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин.

### 3. **Вставьте much or many:**

1. Please don't ask me . . . questions. 2. How . . . money have you got? 3. I never eat . . . bread with soup. 4. Why did you eat so . . . ice-cream? 5. She wrote us . . . letters from the country. 6. . . . of these students don't like to look up words in the dictionary. 7. . . . in this work was too difficult for me. 8. He spent . . . time writing his composition in Literature. 9. There were . . . plates on the table. 10. Thank you very . . . ! 11. . . . of my friends are preparing for their entrance examinations now. 12. I don't like . . . sugar in my tea.

## **Занятие №14 Совершение покупок в магазине одежды/обуви**

### **1.Одежда/обувь**

#### **2. Артикли: нулевой, неопределенный, определенный**

1. When your clothes become old and worn out or small, you go to a department store which consists of different departments: ready-made clothes, fabrics, shoes, sport goods, toys, china and glass, electric appliances, hi-fi equipment, cameras, records, etc. You can buy everything you need there. Things for sale are on the counters and are easily seen. In the women's clothing department there are dresses, costumes, skirts, blouses, coats and many other things. In the men's clothing department you can choose suits, trousers, jackets, shirts, ties. In the knitwear department they sell sweaters, pullovers, woolen jackets, caps and gloves.

If you do your shopping in a self-service shop, then you go from counter to counter, choose and put into your basket what you want to buy. At the checkout counter the prices of your purchases are added up. In a small shop the shop assistant helps the customer who then pays the money to the cashier.

#### **2.Употребление артикля**

Существительное в английском языке употребляется с артиклем (определённым – **the** и неопределённым – **a, an**).

Ознакомьтесь с правилами употребления артикля и выполните следующие упражнения.

#### Запомните следующие правила.

- Перед каждым нарицательным существительным должен стоять артикль.
- Если вы не употребляете перед существительным артикль, вы должны уметь объяснить, почему.
- Артикль не употребляется, если перед существительным стоит притяжательное или указательное местоимение, другое существительное в притяжательном падеже, количественное числительное или отрицание «но» (не «not»).
- Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль a(an). Упомянув этот же предмет вторично, мы ставим перед ним определенный артикль the.

This is a book. The book is interesting.

- Неопределенный артикль a (an) может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается. Определенный артикль the употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и с множественным числом.

Запомните следующие словосочетания, в которых артикль не употребляется:

at school, at home, at work

- Если перед существительным употребляется прилагательное, оно стоит между артиклем и существительным.

This is a book. This is a good book.

- Неопределенный артикль **a** употребляется перед существительным, начинающимся согласной (a bag), артикль **an** стоит перед словом, начинающимся гласной (an apple)

### 1. Вставьте артикль, где необходимо

1. This is \_\_\_ book. It is my \_\_\_ book. 2. Is this your \_\_\_ pencil? — No, it isn't my \_\_\_ pencil, it is my sister's \_\_\_ pencil. 3. I have \_\_\_ sister. My \_\_\_ sister is \_\_\_ engineer. My sister's \_\_\_ husband is \_\_\_ doctor. 4. I have no \_\_\_ handbag. 5. Is this \_\_\_ watch? — No, it isn't \_\_\_ watch, it's \_\_\_ pen. 6. This \_\_\_ pen is good, and that \_\_\_ pen is bad. 7. I can see \_\_\_ pencil on your \_\_\_ table, but I can see no \_\_\_ paper. 8. Give me \_\_\_ chair, please. 9. They have \_\_\_ dog and two \_\_\_ cats. 10. I have \_\_\_ spoon in my \_\_\_ plate, but I have no \_\_\_ soup in it.

### Упражнение 2

1. This is \_\_\_ tree. \_\_\_ tree is green. 2. I can see three \_\_\_ boys. \_\_\_ boys are playing. 3. I have \_\_\_ bicycle. \_\_\_ bicycle is black. My \_\_\_ friend has no \_\_\_ bicycle. 4. Our \_\_\_ room is large. 5. We wrote \_\_\_ dictation yesterday. \_\_\_ dictation was long. 6. She has two \_\_\_ daughters and one \_\_\_ son. Her \_\_\_ son is \_\_\_ pupil. 7. My \_\_\_ brother's \_\_\_ friend has no \_\_\_ dog. 8. This \_\_\_ pencil is broken. Give me that \_\_\_ pencil, please. 9. She has \_\_\_ ball. \_\_\_ ball is \_\_\_ big. 10. I got \_\_\_ letter from my \_\_\_ friend yesterday. \_\_\_ letter was interesting.

### Упражнение 3

1. This is \_\_\_ pen. \_\_\_ pen is red. 2. These are pencils. \_\_\_ pencils are black. 3. This is \_\_\_ soup. \_\_\_ soup is tasty. 4. In the morning I eat \_\_\_ sandwich and drink \_\_\_ tea. 5. She gave me \_\_\_ coffee and \_\_\_ cake. \_\_\_ coffee was hot. \_\_\_ cake was tasty. 6. Do you like \_\_\_ ice-cream? 7. I see \_\_\_ book in your \_\_\_ hand. Is \_\_\_ book interesting? 8. She bought \_\_\_ meat, \_\_\_ butter and \_\_\_ potatoes yesterday. She also bought \_\_\_ cake. \_\_\_ cake was very \_\_\_ tasty. We ate \_\_\_ cake with \_\_\_ tea. 9. This is my \_\_\_ table. On \_\_\_ table I have \_\_\_ book, two \_\_\_ pencils, \_\_\_ pen and \_\_\_ paper. 10. This is \_\_\_ bag. \_\_\_ bag is brown. It is my sister's \_\_\_ bag. And this is my \_\_\_ bag. It is \_\_\_ yellow.

### Упражнение 4

1. I have two \_\_\_ sisters. My \_\_\_ sisters are \_\_\_ students. 2. We are at \_\_\_ home. 3. My \_\_\_ brother is not at \_\_\_ home, he is at \_\_\_ school. 4. My \_\_\_ mother is at \_\_\_ work. She is \_\_\_ doctor. 5. I am not \_\_\_ doctor. 6. I have no' \_\_\_ sister. 7. He is not \_\_\_ pilot. 8. I have thirty-two \_\_\_ teeth. 9. He has \_\_\_ child. 10. She has two \_\_\_ children. Her children are at \_\_\_ school. 11. Is your father at \_\_\_ home? — No, he is at \_\_\_ work. 12. Where is your \_\_\_ brother? — He is at \_\_\_ home.

### Упражнение 5

1. Where is \_\_\_ cat? — .. cat is on \_\_\_ sofa. 2. Where is \_\_\_ book? — .. book is on \_\_\_ shelf. 3. Where are \_\_\_ flowers? — \_\_\_ flowers are in \_\_\_ beautiful vase. 4. Where is.. vase? — \_\_\_ vase is on \_\_\_ little table near \_\_\_ window. 5. Open \_\_\_ window, please. \_\_\_ weather is fine today. I can see \_\_\_ sun in \_\_\_ sky. I can see \_\_\_ nice little bird. \_\_\_ bird is sitting in \_\_\_ big tree. \_\_\_ tree is green. 6. There is \_\_\_ little white cloud in \_\_\_ sky. 7. We have \_\_\_ large room. There is \_\_\_ big sofa in \_\_\_ room and \_\_\_ little lamp on \_\_\_ wall over \_\_\_ sofa. I like to sit on \_\_\_ sofa and read \_\_\_ good book.

### 6. Вставьте артикль, где он необходим:

1. This ... pencil is broken. Give me that ... pencil, please. 2. I have ten programs on my computer. My favourite is ... Microsoft Word. 3. My friend has ... car. ... car is broken now. My ... friend has no ... motorcycle. 4. Our flat ... is large. 5. I received a ... letter from my friend yesterday. ... letter was very long. 6. She has two ... daughters and one ... son. Her ... son is ... lawyer. 7. My ... brother's ... friend has no ... dog. 8. This is ... house. ... tree is green. 9. They have ... party. ... party is ... a birthday party.. 10. I read a book on marketing yesterday. ... book was interesting and useful.



Самостоятельно изучите правила употребления артикля с именами собственными и выполните следующие упражнения

**7. Используйте артикль, где он необходим:**

1. Yesterday I saw ... new film, but ... film wasn't very interesting. 2. ... Washington is situated on ... Potomac River, and ... London is situated on ... Thames. 3. Yuri Gagarin was ... first man to fly over ... Earth in ... spaceship. 4. My younger sister will go to school ... next year. 5. In ... summer we went to ... Black Sea coast. 6. ... New York is one of ... biggest business centers in ... world. 7. Lomonosov was ... great Russian scientist. He was born in ... small village on ... shore of ... White Sea. 8. My mother is ... accountant. I don't want to be ... accountant. I want to be ... manager. 9. Is your dress made of ... silk or ... cotton? 10. ... Peter's brother is ... student. He will be ... economist soon. 11. One of my neighbors is ... student of ... faculty of Philosophy. Philosophy is ... very difficult discipline.

**8. Используйте артикли где необходимо:**

1.... Germany is ... most developed country in Europe. 2. ... History and ... Computer Science were ... my favourite subjects at ... school. 3. I don't know ... nearest way to ... bank. 4. ... Economics is one of ... most difficult disciplines at ... University. 5. Usually I get up at ... 7 o'clock in ... morning. 6. ... Rostov is situated on ... Don. 7. Will you have ... cup of ... tea? 8. Warsaw is ... capital of ... Poland. 9. I shall go to ... cinema with my ... girlfriend. 10. This is ... book, ... book is very interesting. 11. Do you see ... sun in ... sky today?

## Занятие №14 Совершение покупок в магазине одежды/обуви

### 1. Одежда/обувь

### 2. Артикли: нулевой, неопределенный, определенный

#### *Read the text and answer the questions*

Department stores have a lot of departments: stationery, hosiery, millinery, footwear, sport goods, leather goods, perfumery, jewellery, ready-made women's and men's clothes. All the things are on the counters and in the shop windows so the customers can choose what they want.

At the stationery we buy paper, ink, pens, ball-pens, pencils, erasers and felt-tip pens.

In the millinery we buy hats, caps, fur caps and fur collars.

In the shoe or footwear department there are many kinds of shoes, boots, sandals, slippers and top-boots.

In the knitwear department we can find all kinds of knitted goods: pullovers, sweaters, cardigans, etc.

If we want new gloves or ties, handkerchiefs or shirts we go to the men's outfitter's.

In the men's clothing department you can choose suits, trousers, overcoats, ties, etc. In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woollen jackets and other clothing for men.

In the women's clothing department we can choose coats, jackets, dresses, costumes, jumpers, blouses, skirts, underwear and many other things for women.

In the perfumery they have face cream and face powders, lipsticks, scents, lotions and shampoos.

A big store is really a very interesting place. We can simply walk round the store without buying anything at all.

#### **Questions**

1. Do you usually do shopping in your family?
2. Do you often go shopping to the market?
3. Do the prices differ from those at the shops?
4. Are the food products sold ready-weighed and packed at the shops?
5. Is it convenient for the customer?
6. Are there many departments in the department store?
7. What are they?
8. What is possible to buy there?

#### **Употребление артикля**

Существительное в английском языке употребляется с артиклем (определённым – **the** и неопределённым – **a, an**).

Ознакомьтесь с правилами употребления артикля и выполните следующие упражнения.

#### Запомните следующие правила.

- Перед каждым нарицательным существительным должен стоять артикль.
- Если вы не употребляете перед существительным артикль, вы должны уметь объяснить, почему.
- Артикль не употребляется, если перед существительным стоит притяжательное или указательное местоимение, другое существительное в притяжательном падеже, количественное числительное или отрицание «но» (не «not»).
- Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль a(an). Упомянув этот же предмет вторично, мы ставим перед ним определенный артикль the.

This is a book. The book is interesting.

- Неопределенный артикль a (an) может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается. Определенный артикль the употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и с множественным числом.

Запомните следующие словосочетания, в которых артикль не употребляется:

at school, at home, at work

- Если перед существительным употребляется прилагательное, оно стоит между артиклем и существительным.

This is a book. This is a good book.

- Неопределенный артикль a употребляется перед существительным, начинающимся согласной (a bag), артикль an стоит перед словом, начинающимся гласной (an apple)

### 1. Вставьте артикль, где необходимо

1. This is \_\_\_ book. It is my \_\_\_ book. 2. Is this your \_\_\_ pencil? — No, it isn't my \_\_\_ pencil, it is my sister's \_\_\_ pencil. 3. I have \_\_\_ sister. My \_\_\_ sister is \_\_\_ engineer. My sister's \_\_\_ husband is \_\_\_ doctor. 4. I have no \_\_\_ handbag. 5. Is this \_\_\_ watch? — No, it isn't \_\_\_ watch, it's \_\_\_ pen. 6. This \_\_\_ pen is good, and that \_\_\_ pen is bad. 7. I can see \_\_\_ pencil on your \_\_\_ table, but I can see no \_\_\_ paper. 8. Give me \_\_\_ chair, please. 9. They have \_\_\_ dog and two \_\_\_ cats. 10. I have \_\_\_ spoon in my \_\_\_ plate, but I have no \_\_\_ soup in it.

### Упражнение 2

1. This is \_\_\_ tree. \_\_\_ tree is green. 2. I can see three \_\_\_ boys. \_\_\_ boys are playing. 3. I have \_\_\_ bicycle. \_\_\_ bicycle is black. My \_\_\_ friend has no \_\_\_ bicycle. 4. Our \_\_\_ room is large. 5. We wrote \_\_\_ dictation yesterday. \_\_\_ dictation was long. 6. She has two \_\_\_ daughters and one \_\_\_ son. Her \_\_\_ son is \_\_\_ pupil. 7. My \_\_\_ brother's \_\_\_ friend has no \_\_\_ dog. 8. This \_\_\_ pencil is broken. Give me that \_\_\_ pencil, please. 9. She has \_\_\_ ball. \_\_\_ ball is \_\_\_ big. 10. I got \_\_\_ letter from my \_\_\_ friend yesterday. \_\_\_ letter was interesting.

### Упражнение 3

1. This is \_\_\_ pen. \_\_\_ pen is red. 2. These are pencils. \_\_\_ pencils are black. 3. This is \_\_\_ soup. \_\_\_ soup is tasty. 4. In the morning I eat \_\_\_ sandwich and drink \_\_\_ tea. 5. She gave me \_\_\_ coffee and \_\_\_ cake. \_\_\_ coffee was hot. \_\_\_ cake was tasty. 6. Do you like \_\_\_ ice-cream? 7. I see \_\_\_ book in your \_\_\_ hand. Is \_\_\_ book interesting? 8. She bought \_\_\_ meat, \_\_\_ butter and \_\_\_ potatoes yesterday. She also bought \_\_\_ cake. \_\_\_ cake was very \_\_\_ tasty. We ate \_\_\_ cake with \_\_\_ tea. 9. This is my \_\_\_ table. On \_\_\_ table I have \_\_\_ book, two \_\_\_ pencils, \_\_\_ pen and \_\_\_ paper. 10. This is \_\_\_ bag. \_\_\_ bag is brown. It is my sister's \_\_\_ bag. And this is my \_\_\_ bag. It is \_\_\_ yellow.

### Упражнение 4

1. I have two \_\_\_ sisters. My \_\_\_ sisters are \_\_\_ students. 2. We are at \_\_\_ home. 3. My \_\_\_ brother is not at \_\_\_ home, he is at \_\_\_ school. 4. My \_\_\_ mother is at \_\_\_ work. She is \_\_\_ doctor. 5. I am not \_\_\_ doctor. 6. I have no \_\_\_ sister. 7. He is not \_\_\_ pilot. 8. I have thirty-two \_\_\_ teeth. 9. He has \_\_\_ child. 10. She has two \_\_\_ children. Her children are at \_\_\_ school. 11. Is your father at \_\_\_ home? — No, he is at \_\_\_ work. 12. Where is your \_\_\_ brother? — He is at \_\_\_ home.

### Упражнение 5

1. Where is \_\_\_ cat? — .. cat is on \_\_\_ sofa. 2. Where is \_\_\_ book? — .. book is on \_\_\_ shelf. 3. Where are \_\_\_ flowers? — \_\_\_ flowers are in \_\_\_ beautiful vase. 4. Where is .. vase? — \_\_\_ vase is on \_\_\_ little table near \_\_\_ window. 5. Open \_\_\_ window, please. \_\_\_ weather is fine today. I can see \_\_\_ sun in \_\_\_ sky. I can see \_\_\_ nice little bird. \_\_\_ bird is sitting in \_\_\_ big tree. \_\_\_ tree is green. 6. There is \_\_\_ little white cloud in \_\_\_ sky. 7. We have \_\_\_ large room. There is \_\_\_ big sofa in \_\_\_ room and \_\_\_ little lamp on \_\_\_ wall over \_\_\_ sofa. I like to sit on \_\_\_ sofa and read \_\_\_ good book.

**6. Вставьте артикль, где он необходим:**

1. This ... pencil is broken. Give me that ... pencil, please. 2. I have ten programs on my computer. My favourite is ... Microsoft Word. 3. My friend has ... car. ... car is broken now. My ... friend has no ... motorcycle. 4. Our flat ... is large. 5. I received a ... letter from my friend yesterday. ... letter was very long. 6. She has two ... daughters and one ... son. Her ... son is ... lawyer. 7. My ... brother's ... friend has no ... dog. 8. This is ... house. ... tree is green. 9. They have ... party. ... party is ... a birthday party.. 10. I read a book on marketing yesterday. ... book was interesting and useful.

Самостоятельно изучите правила употребления артикля с именами собственными и выполните следующие упражнения

**7. Используйте артикль, где он необходим:**

1. Yesterday I saw ... new film, but ... film wasn't very interesting. 2. ... Washington is situated on ... Potomac River, and ... London is situated on ... Thames. 3. Yuri Gagarin was ... first man to fly over ... Earth in ... spaceship. 4. My younger sister will go to school ... next year. 5. In ... summer we went to ... Black Sea coast. 6. ... New York is one of ... biggest business centers in ... world. 7. Lomonosov was ... great Russian scientist. He was born in ... small village on ... shore of ... White Sea. 8. My mother is ... accountant. I don't want to be ... accountant. I want to be ... manager. 9. Is your dress made of ... silk or ... cotton? 10. ... Peter's brother is ... student. He will be ... economist soon. 11. One of my neighbors is ... student of ... faculty of Philosophy. Philosophy is ... very difficult discipline.

**8. Используйте артикли где необходимо:**

1.... Germany is ... most developed country in Europe. 2. ... History and ... Computer Science were ... my favourite subjects at ... school. 3. I don't know ... nearest way to ... bank. 4. ... Economics is one of ... most difficult disciplines at ... University. 5. Usually I get up at ... 7 o'clock in ... morning. 6. ... Rostov is situated on ... Don. 7. Will you have ... cup of ... tea? 8. Warsaw is ... capital of ... Poland. 9. I shall go to ... cinema with my ... girlfriend. 10. This is ... book, ... book is very interesting. 11. Do you see ... sun in ... sky today?

**Проверьте себя:**

- 1.– What's her job?  
– She's .... (a teacher, the teacher, teacher, teachers)
2. Britain is ... island. (an, a, the, any)
3. Is she .... ? (English, an English, a English, the English)
4. Excuse me, can I ask ... question?(an, the, other, a)
5. Where's .... ? (the bag, bag, a bag, my bag)
6. What do you usually have ...? (for lunch, for the lunch, for a lunch)
7. She has .... (a long hair, the long hair, long hair)
8. Would you like ... coffee? (some, a, the, another)

9. Is there ... on Mars? (a life, the life, life)
10. Can you tell me ... time, please? ( a, an, the, some)
11. She works six days.... Week. (a, the, in, in the)
12. ... is so fresh to-day. (The air, An air, a)

### Тема 1.5

**Здоровый образ жизни и забота о здоровье.**

**Сбалансированное питание. Спорт. Посещение врача**

#### Задание № 15

**Физическая культура и спорт.**

**1. Read the text and do exercises.**

**2. Do grammar exercises**

#### **Physical culture.**

Physical culture is the shortest and surest way of building up one's health. Many people go in for sports. That's one thing in which people of different nationalities are united. The main purpose of physical culture is not to produce champions but to develop strong and healthy people. Sport requires from a person quickness of reaction and endurance, strength, quick feet. Sport makes one more energetic and gives that recreation and change that is so necessary to keep us fit. Sport helps men to find a common language with people of all occupations, ages, interests, it develops international understanding and friendship, helps to strengthen peace and good neighbour relations among nations.

There are numerous sports to choose and some of them depend on the time of the year. Sport is not only a way of keeping fit and spending your free time but it is also a way of socialising with different people. There are a variety of sports that we can participate in today, for example, **basketball, archery, swimming, table tennis, hockey, golf, badminton, squash; mountaineering, athletics (field and track events); water sports (water-skiing, canoeing) and horse racing.**

**Cricket and tennis** are also very popular and traditional summer sports. There are winter kinds of sports such as **skiing and biathlon**. Many people like to watch the competitions on TV and try to find free time to spend a couple of hours in the fresh air, skiing or skating. Numerous recreation grounds and sports centers in our country give everyone the opportunity to try practically any sport they want to and to be taught how to play it properly as well.

#### **Sports.**

Sport plays a big role in our life. Many people do sport in our country. They want to stay healthy. Sport is a good mean of struggling with stress.

In my opinion sport is important for healthy free time. Sport also makes people strong and prepares a lot of joy.

Some people participate in sports, others prefer watching them on TV. It is known that walking for an hour is healthier than irregular participation in any physical activities. To keep fit some people join special classes or take part in **aerobics or yoga**, do some kind of training in a gym. Others play football, badminton, volleyball, tennis.

Sport is probably as old as the humanity itself. All over the world people of different ages are very fond of sports and games. Firstly, sport helps people to become strong and to develop physically. Secondly, it makes them more organized and better disciplined in their daily activities. Also sport keeps your mind healthy. Sport helps people to keep in good health. We all need to exercise. Regular exercises give you more energy. Exercises make you feel and look better. The best exercises are: walking, **jogging** or swimming, tennis, basketball, football, volleyball. Among the sports popular in our country are football, basketball, swimming, volleyball, ice hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

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

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

### **Vocabulary:**

championship - чемпионат  
tournament - турнир  
to cheer - поддерживать  
water-polo - водное поло  
diving - прыжки в воду  
fencing - фехтование  
gymnastics - гимнастика  
rowing - гребля  
weight - lifting - подъем штанги  
wrestling - борьба  
fan - болельщик  
cycling - велоспорт  
to take part in – принимать участие, участвовать  
to participate - принимать участие, участвовать  
to compete – соревноваться  
a competitor – участник, соревнующийся  
to take place - происходить

### **Questions:**

1. Is it important to be fit?
2. What do you do to keep fit?
3. Do you go in for sport?
4. What sport do you go in for?
5. What do you usually do during your summer and winter holidays?
6. Do your friends go in for sport?
7. What sports and games are popular with your groupmates?
8. What do you do at the P.T. lessons?
9. Where are your P. T. lessons held in winter?
10. Do you take part in the competitions?
11. Do all people have to take part in the competitions?

### **Exercises**

1. Which of the sports are these people probably talking about: snooker/pool/billiards/darts, but could, of course, apply to a number of other sports too (golf, shooting, etc.) (Snooker, pool and billiards are similar games but have different rules); bowls (the bowls have a weight on one side

which gives them a bias as they roll); hang-gliding ('at the top' = at the top of the hill from which the hang-glider is launched); windsurfing (being able to stay upright on the water); motor-racing; riding (most people get a very sore seat/legs when they first try it)?

1. "The ball has a natural curve on it so it doesn't go in a straight line on the grass."
2. "Provided it's not too windy at the top, there's no problem."
3. "It is incredibly noisy, fast and dangerous, but it's really exciting to watch."
4. "You get sore at first and can hardly sit down, but you get used to it after a while."
5. "It's all a matter of balance really."
6. "You need a good eye and a lot of concentration."

2. Name one other piece of equipment necessary to play these sports apart from the item given, as in the example. What special clothing, if any, is worn for each sport?

Example: golf: clubs, balls

1. archery: bow, \_\_\_\_\_
2. badminton: racket, \_\_\_\_\_
3. hockey: stick, \_\_\_\_\_
4. baseball: bat, \_\_\_\_\_
5. darts: darts, \_\_\_\_\_

Answers: Clothing:

1. Archers usually wear special gloves, and probably a cap to shade the eyes.
2. Usually sweat-shirt and shorts or tennis-skirt, with tennis-style shoes, possibly sweat-bands too.
3. Hockey-players usually wear shorts or a short tennis-skirt, but also protective gloves, shin-pads and possibly a safety-helmet.
4. Baseball players often wear caps, plus protective clothing (special gloves, shin-pads, etc.).
5. No special clothes, since the game is usually played informally in pubs and clubs

### Множественное число существительных

- а) Множественное число существительных образуется при помощи окончания **–s**, кроме тех, основа которых оканчивается на **–ch, –s, –ss, –sh, x, –o**. Эти слова образуют множественное число с окончанием **– es**:  
a book – books, a pen – pens, a bench – benches, a bus – buses, a glass – glasses, a box – boxes, a potato – potatoes
- б) существительные на **– y (после гласной)** подчиняются общему правилу: a boy – boys, a toy – toys, существительные на **– y (после согласной)** во множественном числе имеют окончание **– ies** a baby – babies lady – ladies;
- в) если слово заканчивается на **– f (fe)**, то **– f** меняется на **– v** и прибавляет **– es**: life – lives, knife – knives, a wife – wives
- г) некоторые слова образуют множественное число **не по правилам**: **a man – men, a woman – women, a foot – feet, a tooth – teeth, a goose – geese, a mouse – mice**; некоторые добавляют **–en**: **an ox – oxen, a child – children**;
- е) некоторые имеют одинаковые формы единственного и множественного числа: **a deer – deer, a fish – fish, a swine – swine, a sheep – sheep**
- ф) некоторые употребляются только в единственном числе:  
**money, sugar, hair, business, information, fruit, progress, news, peace, – love, knowledge, advice, furniture, luggage** переведите их на русский язык и запомните, что они употребляются с глаголом в третьем лице ед. числа.

#### 1. Образуйте множественное число существительных с помощью суффикса – s (es):

Atom, set, group, work, climate, trade, name, art, play, star, year, idea, sorrow, ray, culture, nature, doctor, sculpture, teacher, counter, conductor, leaf, life, shelf, knife, wife.

#### 2. Напишите следующие существительные во множественном числе. Укажите, в каких случаях суффикс множественного числа произносится как (s), (z), (iz).

Запомните!

**Образец:** map – maps (s)

**atom** – atoms (z)

**cage** – cages (iz)

student, party, chair, ring, glass, face, leaf, fat, time, way, university, language, wing, salt, energy, design, book, problem, dictionary, class, change, subject, speech, rule.

#### 3. Перепишите следующие предложения, вставляя данные в скобках существительные в единственном или множественном числе:

1. Ann's father told some funny circus ... The funniest ... was about a giant clown. (story, stories)
2. Many ... live in an apartment house. Tom's ... lives on the fourth floor. (family, families)
3. Do you know the name of this ... ? The travelers will see many ... (country, countries)
4. Ben's dog has five brown ... One little ... has a flat nose. (puppy, puppies)
5. Small ... laugh and play. Jack's ... has a new toy. (baby, babies)

#### 4. Поставьте следующие существительные во множественное число.

Box, sheep, place, library, photo, mouse, lady, glasses, bush, dress, country, bus, party, wife, day, knife, knowledge, month, pen, hero, goose, company, life, deer, tomato, city, man, play, news, child, fruit, shelf, leaf, foot, fish, woman, money, information.

#### 5. Напишите следующие существительные во множественном числе (обратите внимание на артикли: неопределенный артикль во множественном числе опускается, определенный артикль сохраняется).

The star, a mountain, a tree, a waiter, the queen, a man, the woman, an eye, a shelf, a box, the city, the boy, a goose, a watch, a mouse, a dress, a toy, a sheep, a tooth, a child, an ox, a deer, the life, a tomato.

#### 6. Напишите следующие словосочетания во множественном числе (обратите внимание на изменения в указательных местоимениях).



This man, that match, this tea-cup, this egg, that wall, that picture, this foot, that mountain, this lady, that window, this knife.

**7. Напишите существительные в следующих предложениях во множественном числе (обратите внимание на изменения в указательных и притяжательных местоимениях и формах глаголов to be и to have).**

7. This is my computer. 2. He has a new suit. 3. This metal is very hard. 4. A new house is in our street. 5. This story is very interesting. 6. A man, a woman, a boy and a girl are in the room. 7. Put this book on that table.

**8. Напишите предложения во множественном числе**

What is your name? 9. This town is very large. 10. This man works at our office. 11. He has a new suit. 12. The plate was on the table. 13. I heard her voice. 14. Is that girl your sister? 15. I'll give you my book. 16. This story is good. 17. Is this a good match? 18. The student put his book on the desk. 19. That house is new. 20. Is this a good student? 21. The pupil put his book into the bag. 22. Is she coming with us, too? 23. The woman didn't say anything. 24. Does she speak English?

**9. Замените на множественное число**

1. man, woman, girl, postman, boy
2. student, professor, lecture, hospital, examination
3. wide green, brown, white, black
4. February, November, March, Monday, July
5. winter, summer, year, autumn, spring
6. body, arm, leg, head, hand
7. hand, head, leg, arm, foot, shoe
8. Tuesday, Thursday, Wednesday, August, Sunday
9. Moscow, Tver', Paris, Samara, Novosibirsk

**Запомните! Только во множественном числе употребляются слова:**

*clothes* — одежда

*goods* — товары

*riches* — богатства

*thanks* — благодарности

*manners* — манеры

**Только во множественном числе употребляются названия предметов, состоящих из двух и более частей:**

*trousers* — брюки

*glasses* — очки

*scissors* — ножницы

*shorts* — шорты

*pliers* — плоскогубцы

**10. Выберите правильный вариант:**

1. I'm going to buy new sunglass / sunglasses.
2. He's going to buy some new trouser / trousers.
3. They are going to buy some new furniture / furnitures.
4. His hair / hairs is fair.
5. He's got much information / informations about this firm.
6. They gave us some advice / advices.

**11. Перепишите исчисляемые и неисчисляемые существительные в 2 столбика и переведите их.**

Time, water, machine, music, snow, word, coffee, money, idea, family, knowledge, sea, hour, tree, silver, meat, happiness, information, speed, book, news, house, friend, milk, student, pen, paper, clothes, picture, air.

**12. Выберите правильный ответ:**

- |                                                                                                            |                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. You've got ...</p> <p>very long hairs<br/>very long hair<br/>a very long hair<br/>hair very long</p> | <p>4. Does your watch keep<br/>....?</p> <p>good times<br/>good time<br/>a good times<br/>the good time</p>                                      |
| <p>2. When the News ... we'll have supper.</p> <p>are over<br/>is over<br/>end<br/>be over</p>             | <p>5. I can't imagine where ... I<br/>clearly remember I've put it<br/>here.</p> <p>money is<br/>the money is<br/>a money are<br/>a money is</p> |
| <p>3. Mary doesn't eat ...</p> <p>fish<br/>the fish<br/>a fish<br/>fishes</p>                              |                                                                                                                                                  |

**Занятие № 16**

**Еда полезная и вредная.**

**1. Чтение и перевод текста**

**2. Выполнение грамматических заданий.**

**1. Read and translate the text**

**Food**

Food is an essential part of our daily life. One famous English saying goes "We are what we eat", and it's true. The food we eat can influence our body and our mind. It contains nutrients, such as proteins, vitamins, minerals, fats, carbohydrates. Different products contain different nutrients. For example, we can get lots of vitamins eating fruit and vegetables. As for me, I like salads very much but I don't like meat products. The food we choose to eat depends on many factors. First and the most important is the taste. If we like the taste of the product, we often eat it. The second factor is its nutritional value. If the product is healthy and useful for our body, we should add it to our ration. Other factors include culture and religion. Advertising also influences our choices a lot. When we see colourful ads on TV, we decide to try the product. For some people food is just a fuel for energy. For me, it's a pleasure. I like almost everything, except meat products and spinach. My usual day includes three or four meals. For breakfast, I prefer a cup of tea with a cheese and ham sandwich. Sometimes I eat cereal with milk and drink a glass of orange juice. For lunch, I prefer salads from fresh vegetables and a soup. At about 5pm I have a cup of coffee with shortcake. For dinner, I like pasta or rice with vegetables. Sometimes I eat French fries and hamburgers but I know that it contains a lot of fat. That's why I try to cut down on fast food. I also try to use less sugar and salt.

**My Family's Meals**

My family isn't large. It consists of four members. But each member of our family has his own tastes and interests. For example, my brother is fond of sports. So early in the morning he goes jogging.

That's why he has nothing to eat before it, because it would be bad for him to eat before exercises. But when he comes back, he has a shower and is more than ready for breakfast. He always needs a cup of coffee to really wake him up. His breakfast usually consists of a bowl of cereal with milk and sugar. This he follows by toasts and juice. My father eats the same as my brother.

My mother has a lighter breakfast of just yoghurt and a grapefruit. As for me, a cup of tea is enough for breakfast. And my mother sometimes scolds me for it, because it's important to have a really good breakfast.

We don't have our main meal at lunch time. My father takes sandwiches with him to work. To be healthy, he also eats fruit. My mother is able to be more varied in her lunches, because she is a housewife. It means that she can prepare what she likes.

Her favourite dish is roast meat. As she likes to bake, there is always something tasty at home. Our evening meal is usually eaten at 7 o'clock. The main course is often meat with vegetables. Sometimes we eat pizza or pasta with delicious sauce.

We try to eat our main meal together. In our busy lives it is the one time of day when we sit down and have a good talk.

### **Questions:**

1. Is your family large?
2. What do your family have for breakfast?
3. Do you have your main meal together?
4. When do you have your main meal?
5. What do you have for supper?

### **Vocabulary:**

jogging — бег трусцой

cereal — овсянка

to scold — ругать

roast meat — жареное мясо

to boil – варить

to cut – резать, рубить

## **STREET FOOD AROUND THE WORLD: THE ORIGINAL FAST FOOD!**

### **Belgium : Home of French Fries**

You can find French fried potatoes all over the world, but as Belgians will tell you, they, not the French, invented this popular street food, back in the seventeenth century. The Belgian city of Antwerp has the world's only French fries museum.

Crispy French fries, eaten from a paper cone with salt and plenty of mayonnaise are the Belgians' favourite snack. They are sold at special kiosks all over major towns. The secret of perfect French fries is that they are fried not once, but twice, in hot oil – the first time to cook the inside, and second time to give a perfect, golden outside.

### **Morocco : Food as theatre**

Street food in the main square of Marrakesh, Morocco is like an exciting performance. As the sun sets at the end of the day, street sellers set up their charcoal grills and the air is filled with smoke and delicious smells of cooking. Crowds of locals and tourists sit on wooden benches and eat off paper plates, surrounded by the sights, smells and tastes of African culture: *harira*, for example, a rich soup made with lamb and spices. Or how about sheep's head or tiny boiled snails, served with a toothpick?

Australia : Fancy a pie floater?

Feeling hungry? No visit to South Australia is complete without trying the local speciality – a pie floater. They are traditionally sold at roadside kiosks, some of which stay open all night. It consists of a meat pie floating (usually upside down) in a thick green pea soup. Finally, the pie is covered with plenty of bright red tomato ketchup. Enjoy!

Mexico : The food of the people

It's lunchtime in Mexico City and everywhere people are queuing up for Mexico's favourite fast food *tacos*. They're soft corn pancakes served with a variety of fillings, such as chicken, beef or vegetables, and then covered with spicy sauce, lettuce and sour cream. "The best Mexican food is the food of the people," says Jose Iturriaga, who has written more than twenty books on Mexican food. And the city's best taco? "It's a taco made from cows' eyes," says Jose. "It's extraordinary".

### Read and do grammar exercises

#### Числительные (The Numerals)

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve (числительные от 1 до 12)  
Количественные числительные (сколько?) от 13 до 19 образуются прибавлением суффикса – teen к основе, этот суффикс всегда ударный.

Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen (13-19)

Десятки образуются прибавлением суффикса –ty к основе, этот суффикс всегда безударный.

Twenty, forty, fifty, sixty, seventy, eighty, ninety, hundred (20 -100, десятками)

Все цифры типа 21, 22 и т.д. по образцу:

Twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine (21 -29)

Числительные от 100 больше:

A hundred and one (101), two hundred, one thousand (1000), one thousand and one (1001), fifteen hundred (1500), five thousand five hundred and fifty (5550). five million (5000000). В составе числительных – сотни, тысячи, миллионы не имеют окончания множественного числа (two hundred, five thousand)

Порядковые числительные (какой?) кроме первых трёх (first, second, third) образуются прибавлением суффикса – th или –eth к соответствующим количественным числительным. Порядковые числительные всегда употребляются с определённым артиклем the.

The first (первый), the second (второй), the third (третий), the fourth, the fifth, the sixth ....., the two hundredth (двухсотый)

#### Как читать даты

1043 – ten forty three

1956 – nineteen fifty six

1601 – sixteen o one

2003 - two thousand three

1 сентября – the first of September

23 февраля – the twenty third of February

1. Напишите цифрами следующие даты, обратите внимание на то, как они читаются:

a) The first of March nineteen seventy-six.

b) The fifth of December two thousand.

- c) The sixteenth of May nineteen five.
- d) The third of July nineteen hundred.

## 2. Напишите по-английски:

- 1) 7 марта 1999 года; 2) 1 сентября 1974 года; 3) 22 апреля 1922 года; 4) 11 марта 1911 года; 5) 12 декабря 2024 года.

## 3. Напишите цифрами дробные числа:

Простые:

- 2) A (one) half 2) two thirds 3) a (one) quarter 4) three fourths 5) two and a (one) half 6) five and one sixth 7) a (one) fifth.

Десятичные:

- 1) Zero (zero / ou) point two 2) two point four five 3) four point five 4) three four (thirty four) point one zero two 5) zero point zero one 6) six point three five 7) fifty eight point three zero five.

## Занятие №17

### Заболевания и их лечение

#### 1. Прочитать диалог и фразы о самочувствии

#### 2. Выполнить грамматические упражнения

#### How to talk about health problems

- 1. 'Good morning. I'd like to make an appointment to see the doctor today. ' ...
- 2. 'I have been sneezing. ' ...
- 3. 'I have a bad back' 'I have a sore throat. ...
- 4. 'I feel dizzy. ' ...
- 5. A rise in body temperature. To feel hot.
- 6. Red and painful skin that comes from being in the sun too long.

#### Learn new words

To ache – болеть

Backache - боль в спине

Headache – головная боль

Toothache – зубная боль

High temperature - высокая температура

Stomachache – боль в животе

Running nose – насморк

To catch a cold – простудиться

Pneumonia – воспаление легких

Appendicitis - аппендицит

To take medicine – принимать лекарство

Flu - грипп

#### Learn the dialogue

- Are you OK?
- I don't feel well. I have a headache and earache.
- It must be a cold but it may be the flu. You should stay in bed, but you mustn't take any medicine without a doctor's advice. Shall I call a doctor?.
- Do, please.
- 

### Read and do grammar exercises

The **Simple Past Tense**, often just called the **Past Tense**, is easy to use in English.

#### The Past Indefinite (Simple) Tense

#### Прошедшее неопределенное (простое) время

По способу образования **Past Indefinite (Simple)** все английские глаголы делятся на правильные (или стандартные) и неправильные (или нестандартные).

Правильные глаголы образуют утвердительную форму **Past Indefinite (Simple)** посредством прибавления к инфинитиву глагола (без частицы **to**) окончания **-ed**.

**-(e)d** произносится

- / [d] после гласных и звонких согласных
- / [t] после глухих согласных
- / [ɪd] после конечных звуков [d], [t]

| [d]                          | [t]                        | [ɪd]                                        |
|------------------------------|----------------------------|---------------------------------------------|
| to shave – shaved<br>[ʃeɪvd] | to smoke – smoked [smoukt] | to want – wanted ['wɒntɪd]                  |
| to open – opened [oupeɪnd]   | to work – worked [wɜ:kɪt]  | to translate – translated<br>[træns'leɪtɪd] |
| to play – played [pleɪd]     | to wash – washed [wɒʃt]    |                                             |

**Примечания:** 1. В глаголах, оканчивающихся на букву **y** с предшествующей согласной, буква **y** заменяется буквой **i**: **to try – tried**.

2. Согласная буква удваивается, если её предшествует краткая гласная: **to stop – stopped**.

Форму **Past Indefinite (Simple)** неправильных глаголов следует заучивать по таблице неправильных глаголов (см. Приложение).

Как правильные, так и неправильные глаголы в **Past Indefinite (Simple)** имеют одну форму для всех лиц единственного и множественного числа.

| Лицо | Единственное число                                     | Множественное число |
|------|--------------------------------------------------------|---------------------|
| 1    | I worked, took                                         | we worked, took     |
| 2    | you worked, took                                       | you worked, took    |
| 3    | he worked, took<br>she worked, took<br>it worked, took | they worked, took   |

Вопросительная и отрицательная формы простого прошедшего времени образуются при помощи прошедшего времени вспомогательного глагола **to do – did** (для всех лиц единственного и множественного числа) в сочетании с инфинитивом смыслового глагола без частицы **to**:

**We translated this article last week.** – Мы перевели эту статью на прошлой неделе.

**Did they translate this article last week?** – Они перевели эту статью на прошлой неделе?

**They did not (didn't) translate this article last week.** – Они не перевели эту статью на прошлой неделе.

**Past Indefinite (Simple)** употребляется для выражения обычного, регулярно повторяющегося действия, действия-факта, последовательных действий в прошлом. Часто сопровождается такими обстоятельствами времени, как: **in 1952** в 1952 году, **on Monday** в понедельник, **last week** на прошлой неделе, **last year** в прошлом году, **two days ago** два дня назад, **yesterday** вчера, **the day before yesterday** позавчера, **when** когда и т. п.

**He graduated from the Murmansk State Technical University in 1995.** – *Он окончил МГТУ в 1995 году.*

**I saw the dean an hour ago.** – *Я видел декана час назад.*

**She studied Chinese when she was at university.** – *Она изучала китайский язык, когда была в университете.*

Примечание.

Повторяющиеся действия в прошлом часто выражаются при помощи конструкций **used to** + инфинитив или **would** + инфинитив.

**My father used to play football when he was at school.** – *Мой отец часто играл (любил играть) в футбол, когда был в школе. (Did your father use to...?)*

**When I was little, my mother would tell me a bedtime story.** – *Когда я была маленькой, моя мама обычно рассказывала мне на ночь сказку. (Would your mother tell...?)*

### Exercises

**1. Прочтите правильно следующие глаголы в форме Past Indefinite (Simple).**

**Убедитесь, что знаете значение данных слов:**

watched, opened, promised, explained, wanted, washed, listened, laughed, added, asked, answered, hated, looked, entered, designed, admired, checked.

**2. Проверьте, помните ли вы неправильные глаголы:**

**а) напишите вторую форму данных глаголов (форму Past Indefinite), переведите глаголы на русский язык:**

begin, do, find, break, give, take, come, know, make, pay, send, put, sell, teach, think, win, understand, write, say, be, wake, grow;

**б) назовите первую форму данных глаголов, переведите глаголы на русский язык:**

bought, saw, heard, ate, went, kept, left, lost, met, ran, spoke, wore, chose, fell, drove, cut, drew, told, read, became.

**3. Прочитайте и переведите текст, обращая внимание на употребление Past Indefinite (Simple).**

When Gloria Cross was a girl, she loved reading. She had three brothers and a younger sister and lived in the most beautiful bay just south of Bridgetown in Barbados, where her father used to run the local post office – he's retired now. She had a very happy childhood, and was very lucky to have a kind and clever school teacher, Mr Grant, who recognised her ability. He helped her to pass her exams, and to get into the University of the West Indies, at Cave Hill Campus. She studied Law, but then decided to become a teacher; so, she did a postgraduate degree in Education at Erdiston Teacher's College. In 1995 she got the job as head teacher of the Primary School at Holetown, and she and her two children, Stephen and Therese, moved to Paynes Bay on the West Coast of Barbados. When Stephen left to go to study medicine in London, she and Therese missed him terribly at first, but he promised that he would come back to work in Barbados when he qualified as a doctor. After all, he thinks it's the most beautiful place in the world!

**4. Образуйте отрицательные и вопросительные предложения, исходя из данных.**

Образец: She wrote this letter two days ago. – She **didn't write** this letter two days ago. – **Did** she **write** this letter two days ago?

He was in Spain last summer. – He **wasn't** in Spain last summer. – **Was** he in Spain last summer?

1. It was very cold yesterday. 2. I arrived home late last night. 3. My boss left for London two weeks ago. 4. We had a good time at that party. 5. He got an excellent mark for his test. 6. Everybody laughed at him when he was at school. 7. It was very difficult for her to study two foreign languages. 8. My brother bought a new car yesterday. 9. My parents were at home last night. 10. We passed our last exam two days ago. 11. There were many students at the lecture of this famous professor. 12. She brought a lot of souvenirs from her trip.

**5. Задайте вопросы к подчёркнутым частям предложений.**

1. They came to visit his friend yesterday. 2. Robert took his driving test last week. 3. Last year he didn't go to the South because of the exams. 4. These students were usually late for their lectures last term because they had transport problems. 5. Yesterday we went to the concert together. It was great! 6. My friends stayed at this hotel for two weeks last year. 7. I passed five exams last term and I got excellent marks.

**6. Поставьте глагол в скобках либо в *Present Indefinite (Simple)*, либо в *Past Indefinite (Simple)*.**

1. I often (*see*) my friend at the university. Yesterday I (*see*) him in the dean's office. 2. We always (*meet*) on Sundays. Last month we (*meet*) not only on Sundays, but also on Saturdays. 3. Dan usually (*walk*) to his office. Yesterday he (*take*) a taxi, because he (*be*) late for his work. 4. My sister usually (*have*) English lesson twice a week. Last week she (*have*) three English lessons.

5. They always (*watch*) TV in the evening. Yesterday evening they (*watch*) a football match. 6. She often (*lose*) things. Yesterday she (*lose*) her purse.

7. Our teacher of English always (*give*) us a lot of homework. At the last lesson she (*not / give*) us any task to be done at home. 8. I usually (*go*) to the club with my friends. Last night I (*go*) there alone, because my friends (*be*) out of town.

**7. Заполните пропуски глаголами в форме *Past Indefinite (Simple)*. Используйте глаголы из данного списка.**

Text 1

**start, want, have, continue, be, see, hit, become, wake**

Ludwig van Beethoven ... born in 1770 in Bonn, Germany. He ... a difficult and miserable childhood. His father, Johann, was a musician for the king. Johann ... to give Ludwig piano lessons before he was four years old. Ludwig was so small that he had to stand on the piano seat to reach the piano. When Johann ... how quickly Ludwig learned, he knew that his son had talent. He ... to make Ludwig into a concert performer, and he was very demanding. He ... Ludwig's hand when he made a mistake and often ... him up in the middle of the night to make him play for friends. Ludwig ... to study, and, in 1782, he ... the assistant organist for the king. He was only 12 years old!

Text 2

**go, draw, fill, be, study, grow, design, have, admire, write, marry**

Leonardo da Vinci ... born in 1452 in the town of Vinci, near Florence, Italy. His parents never ..., so Leonardo lived with his father in Florence. Over the years, he ... four stepmothers and eleven stepsisters and stepbrothers. At the age of 15, Leonardo ... to work with a famous artist. He ... painting, sculpture, music, mathematics, and science. By 20, he was a master painter. Da Vinci was a great inventor, too. He ... more than 1,000 inventions. For example, he ... a flying machine 400 years before the airplane was invented. He also designed an air conditioner, an alarm clock, a submarine, a bridge, and many other things. Da Vinci ... down all his ideas and observations in notebooks. He also ... the notebooks with more than 5,000 drawings of plants, animals, and the human body.

As da Vinci ... older, he stayed alone more and more. Although people ... him, many didn't understand him because his ideas were far ahead of his time.

**8. Переведите предложения на английский язык, используя *Past Indefinite (Simple)*.**

1. Когда ваш сын поступил в университет? – Он поступил в прошлом году. 2. Она вчера не пришла, так как была очень занята. 3. Кто встречал вас на вокзале? – Мой брат. 4. Сколько раз в неделю у вас был английский в прошлом семестре? – Два раза в неделю. 5. Вчера все студенты нашей группы сдали экзамен по физике, кроме Зорина: он был не готов. 6. С кем вы обсудили этот вопрос? – Мы обсудили его с ректором. 7. Вы познакомились с этим мужчиной на работе, не так ли? – Да, мы познакомились месяц назад. 8. На прошлой неделе мы никуда не выходили по вечерам. 9. Он окончил университет три года назад. 10. Куда вы ездили в отпуск летом? – Мы ездили в Москву. – Какая там была погода? – Было очень жарко. 11. Разве она не хотела принять участие в концерте? – Она хотела, но



заболела пару дней назад. 12. Кто оставил эту записку? – Наш сосед. 13. Где ты достал этот словарь? – Взял в библиотеке. 14. Джон Кеннеди стал президентом США, когда ему было 43 года; а Дмитрий Медведев стал президентом России в 42 года.

### **Занятие № 18**

**1. Прочитайте тексты и ответьте на вопросы.**

**2. Выполните грамматические упражнения.**

#### **A Healthy Lifestyle.**

One of the most valuable things in our life is health but a lot of teenagers do not pay enough attention on leading a healthy lifestyle. However it is very important to take care of our bodies and everyone has to be concerned about it since childhood. The rules of healthy living are not very difficult to follow – the key feature is to understand that our bodies and minds do depend on the way we treat them. And we need to remember that looking after our health today means a better hope for tomorrow.

It is not a secret that our bodies and minds are closely connected and we can enjoy our life when we are healthy both physically and mentally. Being friendly and cheerful is one of the best promoters of health. And one more rule to remember is finding some time and attention for ourselves.

The first thing to mentioned is the diet we follow. Having a healthy well-balanced diet is one of the main features of avoiding the long list of modern diseases including obesity, diabetes, and hypertension. Our bodies need to get vitamins, minerals and nutrients regularly so the best way to feel and look good is eating enough fruit and vegetables and avoiding fast food.

The next important rule for being healthy is having enough exercise. There are so many ways to feel the pleasures of being active – sports, dancing, or just walking. Regular exercising is a great way to be healthy and to enjoy life.

Smoking, alcohol and drug addictions can not only destroy our bodies but, unfortunately, can ruin all the hopes for the future.

#### **A Healthy Lifestyle.**

I consider that man's health depends on his mode of life. To prevent the diseases it's necessary to keep some simple regulations: to go in for sports, to eat carefully, to take a rest and to walk frequently in the open air.

It is a pleasure to look at a strong, athletic man and slim beautiful lady.

It is known that healthy people live longer and their career is more successful. To look well you must follow some simple rules: don't smoke and take drugs, don't drink alcohol, don't eat too much chips and sweets, eat more vegetables and fruits, sleep well, do exercises.

We have two lessons of physical training once a week. We do exercises, run, jump, play basketball and pioneer ball, ski in winter. I think that we must have more lessons of physical training than we have now. For example American pupils have their PT lessons every day.

1. Do you think it plays an important role in our life?
2. Why do many people go in for sport?
3. (- helps people to stay in a good shape, keeps them fit, healthy and makes them more organized and better disciplined in their activities)
4. What sports and games do you prefer? Why?
5. What sports or games can you call the most beautiful, the most dangerous, the most/ the least interesting to watch?

6. Let's listen to the tape and guess:
7. What games do the people play?

### The Past Indefinite (Simple) Tense

#### Прошедшее неопределенное (простое) время

По способу образования **Past Indefinite (Simple)** все английские глаголы делятся на правильные (или стандартные) и неправильные (или нестандартные).

Правильные глаголы образуют утвердительную форму **Past Indefinite (Simple)** посредством прибавления к инфинитиву глагола (без частицы **to**) окончания **-ed**.

**-(e)d** произносится

- / [d] после гласных и звонких согласных
- / [t] после глухих согласных
- / [ɪd] после конечных звуков [d], [t]

| [d]                          | [t]                        | [ɪd]                                        |
|------------------------------|----------------------------|---------------------------------------------|
| to shave – shaved<br>[ʃeɪvd] | to smoke – smoked [smoukt] | to want – wanted ['wɒntɪd]                  |
| to open – opened [oupeɪnd]   | to work – worked [wɜːkt]   | to translate – translated<br>[træns'leɪtɪd] |
| to play – played [pleɪd]     | to wash – washed [wɒʃt]    |                                             |

Примечания: 1. В глаголах, оканчивающихся на букву **y** с предшествующей согласной, буква **y** заменяется буквой **i**: **to try – tried**.

2. Согласная буква удваивается, если её предшествует краткая гласная: **to stop – stopped**.  
Форму **Past Indefinite (Simple)** неправильных глаголов следует заучивать по таблице неправильных глаголов (см. Приложение).

Как правильные, так и неправильные глаголы в **Past Indefinite (Simple)** имеют одну форму для всех лиц единственного и множественного числа.

| Лицо | Единственное число                                     | Множественное число |
|------|--------------------------------------------------------|---------------------|
| 1    | I worked, took                                         | we worked, took     |
| 2    | you worked, took                                       | you worked, took    |
| 3    | he worked, took<br>she worked, took<br>it worked, took | they worked, took   |

Вопросительная и отрицательная формы простого прошедшего времени образуются при помощи прошедшего времени вспомогательного глагола **to do – did** (для всех лиц единственного и множественного числа) в сочетании с инфинитивом смыслового глагола без частицы **to**:

**We translated this article last week.** – Мы перевели эту статью на прошлой неделе.

**Did they translate this article last week?** – Они перевели эту статью на прошлой неделе?

**They did not (didn't) translate this article last week.** – Они не перевели эту статью на прошлой неделе.

**Past Indefinite (Simple)** употребляется для выражения обычного, регулярно повторяющегося действия, действия-факта, последовательных действий в прошлом. Часто сопровождается такими обстоятельствами времени, как: **in 1952** в 1952 году, **on Monday** в понедельник, **last week** на прошлой неделе, **last year** в прошлом году, **two days ago** два дня назад, **yesterday** вчера, **the day before yesterday** позавчера, **when** когда и т. п.

**He graduated from the Murmansk State Technical University in 1995.** – Он окончил МГТУ в 1995 году.

**I saw the dean an hour ago.** – Я видел декана час назад.

**She studied Chinese when she was at university.** – Она изучала китайский язык, когда была в университете.

Примечание.

Повторяющиеся действия в прошлом часто выражаются при помощи конструкций **used to** + инфинитив или **would** + инфинитив.

**My father used to play football when he was at school.** – *Мой отец часто играл (любил играть) в футбол, когда был в школе. (Did your father use to...?)*

**When I was little, my mother would tell me a bedtime story.** – *Когда я была маленькой, моя мама обычно рассказывала мне на ночь сказку. (Would your mother tell...?)*

### Exercises

**1. Прочтите правильно следующие глаголы в форме *Past Indefinite (Simple)*.**

**Убедитесь, что знаете значение данных слов:**

watched, opened, promised, explained, wanted, washed, listened, laughed, added, asked, answered, hated, looked, entered, designed, admired, checked.

**2. Проверьте, помните ли вы неправильные глаголы:**

**а) напишите вторую форму данных глаголов (форму *Past Indefinite*), переведите глаголы на русский язык:**

begin, do, find, break, give, take, come, know, make, pay, send, put, sell, teach, think, win, understand, write, say, be, wake, grow;

**б) назовите первую форму данных глаголов, переведите глаголы на русский язык:**

bought, saw, heard, ate, went, kept, left, lost, met, ran, spoke, wore, chose, fell, drove, cut, drew, told, read, became.

**3. Прочитайте и переведите текст, обращая внимание на употребление *Past Indefinite (Simple)*.**

When Gloria Cross was a girl, she loved reading. She had three brothers and a younger sister and lived in the most beautiful bay just south of Bridgetown in Barbados, where her father used to run the local post office – he's retired now. She had a very happy childhood, and was very lucky to have a kind and clever school teacher, Mr Grant, who recognised her ability. He helped her to pass her exams, and to get into the University of the West Indies, at Cave Hill Campus. She studied Law, but then decided to become a teacher; so, she did a postgraduate degree in Education at Erdiston Teacher's College. In 1995 she got the job as head teacher of the Primary School at Holetown, and she and her two children, Stephen and Therese, moved to Paynes Bay on the West Coast of Barbados. When Stephen left to go to study medicine in London, she and Therese missed him terribly at first, but he promised that he would come back to work in Barbados when he qualified as a doctor. After all, he thinks it's the most beautiful place in the world!

## Тема 1.6.

### Туризм. Виды отдыха.

#### Занятие № 19

#### Почему и как люди путешествуют.

**1. Прочитайте текст и ответьте на вопросы.**

**2. Выполните грамматические упражнения.**

**1. Learn the words, read the text and answer the questions**

#### Vocabulary:

jet-airliner — реактивный самолет

security — безопасность

variety — разнообразие

city-dweller — городской житель

to take pictures — фотографировать

castle — крепость, замок

waterfall — водопад  
to remind — напоминать  
picturesque — живописные ,  
to broaden one's mind — расширить кругозор  
to take part in negotiations — принимать участие в переговорах  
exhibition — выставка  
in order to — для того чтобы  
to push the goods — рекламировать товары  
achievement — достижение  
successful — успешный  
advantages and disadvantages — преимущества и недостатки  
according to — согласно  
destination — конечный пункт назначения  
boarding — посадка  
to check in — пройти регистрацию  
to require — требовать  
to weigh — весить, взвешивать  
free of charge — бесплатно  
to take (past took, p.p. taken) off — взлететь  
altitude — высота  
to fasten belts — пристегнуть ремни  
to take (past took, p.p. taken) a nap — вздремнуть  
chat — болтовня  
landscape — пейзаж  
to land — приземлиться  
to be airsick — страдать воздушной болезнью  
to delay — задерживать  
unfavourable — неблагоприятный  
inconvenience — неудобство  
lag — опоздание

### **Travelling.**

People on our planet can't live without travelling now. Tourism has become a highly developed business. There are express trains, cars and jet-air liners all of that provide you with comfort and security.

What choice to make? It's up to you to decide. There is a great variety of choice available for you.

Those who live in the country like going to a big city, visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like acquired holiday by the sea or in the mountains.

Most travelers carry a camera with them and take pictures of everything that interests them — the sights of a city, old churches, castles, mountains, lakes, waterfalls, forests, trees, flowers and plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy times they have had.

If you travel for pleasure you would like all means to enjoy picturesque areas you are passing through, you would like to see the places of interest in the cities, towns and countries. Travelling gives us a good opportunity to see wonderful monuments, cultural and historical places, to learn a lot about the history of the country you visit, about the world around us, to meet people of different nationalities, to learn a lot about their traditions, customs, culture. In other words, you will broaden your mind.

Nowadays people travel not only for pleasure but also on business. You have to go to other countries to take part in different negotiations, to sign contacts, to participate in different exhibitions, in order to push the goods produced by your firm or company o Travelling on

business helps you to get more information about achievements of other companies» which will make your own business more successful.

There are a lot of means of travelling: by sea, by plane, by car, on foot. Tastes differ. That is why it is up to you to decide which means of travelling you would prefer. All means of travelling have their advantages and disadvantages. And people choose one according to their plans.

No wonder that one of the latest means of travelling is travelling by plane. It combines both comfort and speed and you will reach the place of destination very quickly.

Before boarding the plane you must check in at the airport. You are required to have your baggage weighed. Each passenger is allowed 20 kilograms of baggage free of charge. But if your baggage is heavier you must pay an extra charge.

Before the plane takes off the stewardess gives you all the information about the flight, the speed and altitude. She asks you to fasten the belts and not to smoke. She will take care of you during the flight and will help you to get comfortable in your seat. Inside the cabins the air is always fresh and warm. During the flight you can take a nap or have a chat, you can read and relax. In some planes you can watch video or listen to the music.

When the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes. While travelling by plane you fly past various villages and cities at the sight of which realize how majestic and tremendous our planet is. No doubt, travelling by air is the most convenient and comfortable means of travelling.

But if you are airsick the flight may seem not so nice to you. Unfortunately sometimes the flights are delayed because of unfavourable weather conditions, and one more inconvenience is jet-lag.

### **Questions:**

1. Do you like to travel?
2. What is the best way to study geography?
3. What do you do during your vacation?
4. Discuss the qualities of an ideal vacation?
5. What do you call «a good vacation»?
6. Where do people from countryside like going on vacation?
7. Where do city-dwellers usually spend their holidays?
8. Why do most travelers carry a camera with them?
9. What does travelling give us?
10. How does travelling on business help you?
11. What means of travelling do you know?
12. What does travelling by plane combine? 8o What disadvantages of travelling by air do you know?

## **The Infinitive**

Инфинитив в английском языке представляет собой неличную форму глагола, которая обозначает действие — это неопределенная форма глагола (в русском языке инфинитив чаще всего так и называют). Эта форма выражает действие, но без уточнения лица или числа. Инфинитив отвечает на вопросы «что делать?», «что сделать?» — в словаре слова представлены как раз в этой форме:

**to run – бежать/прибежать**

**to cook – готовить/приготовить**

Отрицательная форма по-классике образуется с помощью частицы not — просто ставим ее перед инфинитивом. Если инфинитив с частицей to — отрицание not встает перед ней.

I decided not to buy ticket. – Я решил не покупать билет.  
They asked him not to be late. – Они попросил его не опаздывать.  
I might not come. – Я могу не прийти.  
Инфинитив может употребляться с частицей to или без нее:

I want to help you. – Я хочу вам помочь.  
I should help you. – Я должен вам помочь.

Чаще всего инфинитив используется с to, однако существует ряд случаев, когда частица to опускается

Когда употребляем с частицей to

1. Обычно инфинитив употребляется с частицей «to»: «to write», «to cook», «to go».

Но если в предложении есть два инфинитива, они стоят рядом и соединены союзом «and» или «or», то перед вторым инфинитивом частица «to» как правило опускается.

She decided to go and buy something for supper. – Она решила пойти и купить что-нибудь на ужин.

I intend to call on him and discuss this question. – Я намерен зайти к нему и обсудить этот вопрос.

2. В конце предложения без глагола.

Так делают, чтобы избежать повторения одного и того же глагола в предложении. Такое употребление частицы «to» обычно встречается после глаголов «to wish» – желать, «to want» – хотеть, «to try» – пытаться, «to allow» – разрешать, «to have to» – быть должным и др.

I didn't want to stay there, but I had to. – Я не хотел оставаться там, но пришлось (остаться).  
He wished to go, but he wasn't able to. – Он хотел пойти, но был не в состоянии (не смог пойти).

3. После глаголов «ask» (спрашивать), «learn» (научиться, узнать), «explain» (объяснять), «decide» (решать), «find out» (узнать), «want to know» (хотеть узнать), когда после них стоит вопросительное слово.

We should decide now what to do next. – Мы должны решить сейчас, что делать дальше.  
Ralph wanted to know where to buy some good cheese. – Ральф хотел узнать, где можно купить хороший сыр.

4. После слов «first» (первый), «second» (второй), «next» (следующий), «last» (последний).

He loves parties: he is always the first to come and the last to leave. – Он любит вечеринки: он всегда приходит первым и уходит последним.

5. После выражений «would like» или «would love» (хотел бы), «would prefer» (предпочел бы), которые указывают на определенное желание.

I would like to talk to her right now. – Я бы хотел поговорить с ней прямо сейчас.

I would love to help you, but I have no time. – Я бы с радостью помог тебе, но у меня нет времени.

I would prefer to drink hot tea. – Я бы предпочел выпить горячий чай.

6. После слов «too» (слишком) и «enough» (достаточно).

It's too cold outside to go jogging. – На улице слишком холодно, чтобы пойти на пробежку.  
That place was good enough to visit it again. – То место было достаточно неплохим, чтобы посетить его еще раз.

Когда употребляем инфинитив без частицы to

1. После модальных глаголов.

Это особая группа глаголов, которые выражают не само действие, а отношение к нему: вероятность, долженствование, способность. Например, can, must, should, may и прочие. Сами по себе они не дают полного смысла, поэтому дополняются инфинитивом без частицы to — это самый распространенный случай.

She can't speak to you. – Она не может говорить с вами.

He should ask them a question. – Ему следует задать им вопрос.

Shall I talk to him? – Мне поговорить с ним?

They must leave before 10.00 a.m. – Они должны уйти до десяти утра.

Исключения — модальные глаголы «dare» / «ought» / «have» / «be». Им частичка to нужна.

She ought to be more polite to other people. – Ей следует быть более вежливой с людьми.

2. После глаголов make, let, feel, see, hear.

Например, в предложениях, где make используется в значении «заставлять», а let — «позволять».

Let's go to the cinema tonight. – Давай пойдем в кинотеатр сегодня вечером.

You made me cry. – Вы заставили меня плакать.

Don't make me read that boring book. – Не заставляй меня читать эту скучную книгу.

I saw her leave the room. – Я видел, как она вышла из комнаты.

I heard her sing. – Я слышал, как она поет

3. После глагола «help» (помогать) может использоваться глагол как с «to», так и без.

Help me (to) find my keys, please. – Помогите мне найти ключи, пожалуйста.

4. После оборотов had better и would rather.

Оборот had better переводится, как «лучше, следует». В сокращенном варианте пишется, как d'better.

We had better take some warm clothing. – Нам лучше взять теплой одежды.

She had better ask him not to come. – Ей бы лучше попросить его не приходить.

I would rather not tell them about it. – Я предпочел бы не говорить им об этом.

5. В вопросительных предложениях с Why.

После вопросительного местоимения why используется инфинитив без to, в случае вопроса с отрицательной частицей not — “why not?” — частица тоже опускается.

Why wait until tomorrow? – Зачем ждать до завтра?

Why not ask him now? – Почему бы не спросить его сейчас?

6. После глаголов восприятия в обороте «сложное дополнение».

Этот оборот в английском называется Complex object и строится по схеме: подлежащее + глагол + объект действия + инфинитив. В случае, если на месте глагола стоит глагол восприятия (see, hear, feel) — используем инфинитив без частицы to.

He saw her fall from the cliff. – Он видел, как она упала с утеса.

We heard them close the door. – Мы слышали, как они закрыли дверь.

They saw us walk toward the lake. – Они видели, как мы шли к озеру.

She felt the spider crawl up her leg. – Она почувствовала, как паук ползет по ее ноге.

**Exercise 1.** Fill in the following verbs **help, drink, talk, read, walk**

1. I didn't have enough time ... a book today.
2. I came home by taxi. I didn't have the energy ...
3. «Would you like something ...?» — «Yes, please. A cup of coffee.»
4. I saw her at the party but we didn't have a chance ... to each other.
5. I can't do this work alone. I need somebody ... me.

**Exercise 2.** Write **to** where it is necessary.

1. I like ... dance. 2. I'd like ... dance. 3. She made me ... repeat my words. 4. She did not let him ... run about the room. 5. Do you like ... listen to music? 6. Would you like ... listen to music? 7. That funny boy made me ... laugh. 8. My brother can ... speak French. 9. We had ... put on our jackets because it was cold. 10. They wanted ... go by car. 11. It is high time for you ... go to bed. 12. May I ... use your telephone? 13. He did not want ... play with her. 14. Would you like ... go home? 15. I wanted ... speak to Nick, but could not ... find his telephone number. 16. It is time ... get up. 17. Let me ... help you with your homework. 18. I was planning ... do a lot of things yesterday. 19. I'd like ... speak to you. 20. I think I will be able ... solve this problem. 21. What makes you ... think you are right? 21. He must ... do it. 22. Pete can't ... concentrate with the radio on.

**Занятие №20**

**Путешествие на поезде.**

**Путешествие на самолете.**

Прочитать текст. Ответить на вопросы. Оформить презентацию.

Выполнить грамматические упражнения.

1. People began to travel ages ago. The very first travellers were explorers who went on trips to find wealth, fame or something else. Their journeys were very dangerous but still people keep on going to the unknown lands.

Nowadays it is not as dangerous and much more convenient. Do you want to go somewhere? Hundreds of companies are there to help you. They will take care about your tickets and make all the reservations needed. You don't speak the language of the country you go to? There are interpreters that will help you. With modern services you can go around the world. You can choose the means of transport you like: **plane, train, ship, bicycle** or you can travel hiking. Tourism became a very profitable business because people are ready to spend their money for the great opportunity to have a great time learning about new countries, going sightseeing, resting and enjoying themselves.

**Vocabulary:**

to travel - путешествовать

journey - путешествие

dangerous - опасный

ticket - билет

train - поезд

bicycle - велосипед

profitable - доходный

to go sightseeing - осматривать достопримечательности

to enjoy - наслаждаться

**Questions:**



1. Who were the first travellers?
2. Were their journeys safe?
3. Why did they go on trip?
4. Is it more convenient to travel now?
5. What kinds of transport can you choose from?
6. Is tourism a profitable business? Why?

b. If we are fond of travelling we see and learn all sorts of things we can never see or learn at home. Though we may read about them in books and newspapers and see pictures of them at the cinema. The best way to study geography is to travel and the best way to get to know and understand the people is to meet them in their own houses.

When I was a little girl every holiday that I had seemed to be perfect. In those far-off days the sun seemed to shine constantly and the water was always warm. All day I played on the sands with my friends. We made sandcastles with huge yellow walls. Sometimes we left the beach and walked in the country. Although I am now an adult, my idea of a good holiday is much the same as it was. I still like the sun and the warm sand and the sound of waves breaking on the beach. I don't want to build sandcastles any longer but still I like sunbathing and the feeling that sand is running through my fingers.

I like travelling. And I want to smell different smells. I want to see different kinds of trees, flowers and plants. When I spend a holiday in travelling I always take a camera with me and photograph everything that interests or pleases me: the sights of a city, views of mountains, lakes, valleys; the ruins of ancient buildings. Some years later that will remind me the happy time that I had.

c. We can travel by car, by train or plane, if we have got a long distance tour. Some young people prefer walking or hitch-hike travelling, when you travel, paying nearly nothing. You get new friends, lots of fun and have no idea where you will be tomorrow. It has great advantages for the tourists, who want to get the most out of exploring the world and give more back to the people and places visited. If you like mountains, you could climb any mountains around the globe and there is only one restriction. It is money. If you like travelling, you have got to have some money, because it is not a cheap hobby indeed. The economy of some countries is mainly based on tourism industry. Modern tourism has become a highly developed industry, because any human being is curious and inquisitive, we like leisure, visit other places. That is why tourism prospers.

### **Questions:**

1. Do you like to travel?
2. What is the best way to study geography?
3. What do you do during your vacation?
4. Discuss the qualities of an ideal vacation?
5. What do you call "a good vacation"?

### **ОБРАЗОВАНИЕ СТЕПЕНЕЙ СРАВНЕНИЯ**

1. Односложные и двусложные прилагательные и наречия, оканчивающиеся на -у, -ег, -ow, образуют сравнительную степень при помощи суффикса -ег, а превосходную степень при помощи суффикса -est, которые прибавляются к прилагательному в положительной степени:

dark темный - darker -(the) darkest

simple простой - simpler -(the) simplest

That is the highest building in the city.

Это - самое высокое здание в городе.

2. В односложных прилагательных, оканчивающихся на одну согласную, стоящую после краткой гласной, для сохранения краткости чтения этой гласной согласная перед суффиксами -er, -est удваивается:

big большой - bigger - (the) biggest

hot горячий - hotter - (the) hottest

В прилагательных, оканчивающихся на -y, стоящую после согласной, перед суффиксами -er, -est -y меняется на i:

busy занятый - busier - (the) busiest

happy счастливый - happier - (the) happiest

Перед суффиксами -er, -est буквосочетание ng читается как [ng];

strong сильный - stronger ['stronger]

(the) strongest ['strongist]

Буквосочетания -er, -re перед суффиксами -er, -est читаются как [er]:

clever ['kleve] - cleverer ['klevere] - cleverest ['kleverist]

3. Все многосложные прилагательные, а также двусложные, не оканчивающиеся на -y, -er, -ow, образуют степени сравнения при помощи служебных слов more более- для сравнительной степени и (the) most наиболее, самый- для превосходной степени:

useful полезный - more useful - (the) most useful

difficult трудный - more difficult - (the) most difficult

This subject is more important for you now.

Этот предмет для тебя сейчас важнее (более важный).

It is the most interesting book I have ever read.

Это самая интересная книга, какую я когда-либо читал.

Для выражения более низкой степени качества употребляются служебные слова less менее- в сравнительной степени и (the) least меньше всего, наименее- в превосходной:

This text is less difficult than that one.

Этот текст менее трудный, чем тот.

This text is the least difficult of all.

Этот текст наименее трудный из всех.

4. Несколько прилагательных образуют степени сравнения от разных основ. Их рекомендуется запомнить:

good - better - (the) best

хороший лучше самый хороший, лучше всех

bad - worse - (the) worst

плохой - хуже - самый плохой, хуже всех

little - less - (the) least

маленький - меньше - самый маленький, меньше всех

5. Следующие прилагательные имеют две различные по значению формы сравнительной и превосходной степени:

|                 |                                                                |                                                       |
|-----------------|----------------------------------------------------------------|-------------------------------------------------------|
| far<br>далёкий  | 1. farther<br>более отдалённый, более далекий (по расстоянию)  | 1. (the) farthest самый далекий                       |
|                 | 2. further<br>дальнейший, последующий (по порядку), добавочный | 2. (the) furthest<br>самый отдаленный, самый далекий  |
| near<br>близкий | nearer<br>более близкий                                        | 1. (the) nearest<br>близкий ближайший (по расстоянию) |
|                 |                                                                | 2. (the) next<br>будущий, следующий (по порядку)      |

|                 |                                        |                                                           |
|-----------------|----------------------------------------|-----------------------------------------------------------|
| old<br>старый   | 1. older<br>более старый               | 1. (the) oldest<br>самый старый, старший                  |
|                 | 2. elder<br>старше                     | 2. (the) eldest<br>самый старший                          |
| late<br>поздний | 1. later<br>более поздний (по времени) | 1. (the) latest<br>самый поздний, последний               |
|                 | 2. latter<br>(по порядку)              | 2. (the) last<br>самый последний<br>(по порядку); прошлый |

She is older than my sister.

Она старше моей сестры.

My elder brother graduated from Moscow University.

Мой старший брат окончил Московский университет.

The nearest house is the library.

Ближайший дом-здание библиотеки.

Примечание: С прилагательным elder союз than никогда не употребляется.

He is the elder of the two brothers.

Он старший из двух братьев.

Но:

She looked older than her friend.

Она выглядела старше своей подруги.

6. Для усиления сравнения перед прилагательными в сравнительной степени употребляются наречия far, still, much. На русский язык такие наречия переводятся словами гораздо, намного, значительно:

much better - гораздо (значительно) лучше

much more - гораздо (значительно) больше

much worse - гораздо (значительно) хуже

The weather is much better today.

Сегодня погода гораздо лучше.

7. Сочетание the... the с прилагательными в сравнительной степени переводится на русский язык союзом чем... тем в сочетании с прилагательными в сравнительной степени:

The sooner the better.

Чем скорее, тем лучше.

**Complete the following sentences using the correct degree of the adjective given in the brackets:**

1. My brother's handwriting is ..... (bad) mine.

2. Health is ..... wealth. (important)

3. Blood is ..... water. (thick)

4. Everest is ..... peak in the world. (high)

5. This is ..... play I have ever heard on the radio. (interesting)

**Complete the following sentences using an adjective or adverb of the appropriate degree:**

1. Who is the ..... bowler in your team ? (fast / faster / fastest)

2. Charles Lamb is one of the ..... writers. (fascinating / more fascinating / most fascinating)

3. I have not come across a ..... friend than Ramesh. (reliable / more reliable / most reliable)

4. You should not take ..... than 40 minutes to do this work. (much / more / most)

5. No ..... did the police arrive than the mob dispersed. (soon / sooner / soonest)

**Write the Comparative forms of the adjectives:**

0. tall - taller

1. fast \_\_\_\_\_

2. heavy \_\_\_\_\_
3. dangerous \_\_\_\_\_
4. small \_\_\_\_\_
5. large \_\_\_\_\_

**Complete the sentences:**

**A.**

1. I am \_\_\_\_\_ (tall) my sister.
2. My mum thinks that cats are \_\_\_\_\_ (good) pets than dogs.
3. Cycling is one of \_\_\_\_\_ (dangerous) sports.
4. I want to have \_\_\_\_\_ (big) car.
5. A blue whale is \_\_\_\_\_ (heavy) twenty-five elephants.

**B.**

1. A Mercedes is \_\_\_\_\_ (expensive) a Fiat.
2. Maradona is \_\_\_\_\_ (good) football player ever.
3. A swordfish is \_\_\_\_\_ (fast) a jellyfish.
4. Julio is \_\_\_\_\_ (friendly) Carlos.
5. Irene is \_\_\_\_\_ (clever)

**Тема 1.7**  
**Россия**  
**Занятие №21**

**Географическое положение, климат, население.**

1. Прочитать текст, ответить на вопросы, составить сообщение по теме.
2. Выполнить грамматические задания. Артикль с географическими названиями.

**Russia**

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometres. The country is washed by 12 seas of 3 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, Byelorussia and Ukraine. It also has a sea-border with the USA.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain 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.

There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers — the Ob, the Yenisei and the Lena — flow from the south to the north. The Amur in the Far East flows into Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1,600 meters) is a Lake Baikal.

It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea.

The water in the lake is 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.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma. The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial centre. It is one of the oldest Russian cities.

But in spite of the problems Russia is facing at present, there are a lot of opportunities for this country to become one of the leading countries in the world.

### Vocabulary

to occupy — занимать  
to border — граничить  
variety — многообразие, разнообразие  
plain — равнина  
highlands — горная местность  
mountain chain — горная цепь  
bottom — дно  
temperate — умеренный  
coal — (каменный) уголь  
iron ore — железная руда  
copper — медь  
legislative — законодательный  
in spite of — несмотря на  
opportunity — благоприятная возможность

### Questions

1. What is the largest country in the world?
2. What is geographical position of the Russian Federation?
3. What plains, mountain chains, lakes and rivers are there on the territory of the country?
4. What is Europe's biggest river?
5. Where are forests concentrated?
6. What types of climate are there on the territory of the country?
7. What natural resources is Russia rich in?
8. What is Russia from the political point of view?
9. What do you know about Moscow?

### Употребление артиклей с географическими названиями.

Употребление артиклей с географическими названиями, названиями городских объектов и т.д. зависит от языковой традиции, часто не поддается объяснению, и полностью не исчерпывается приведенными ниже общими положениями.

**I Определенный артикль *the*** употребляется с названиями:

- 1) четырех сторон  
света: **the** North *север*, **the** South *юг*, **the** East *восток*, **the** West *запад*; Но если существительное обозначает направление, то оно употребляется без артикля: We wish to head west. *Мы хотим направиться на запад* (в западном направлении).
- 2) полюсов: **the** North Pole *Северный полюс*, **the** South Pole *Южный полюс*, **the** Arctic *Арктика*;
- 3) регионов: **the** Far East *Дальний Восток*, **the** north of England *Север Англии*, **the** south of Spain *Юг Испании*;
- 4) океанов: **the** Atlantic Ocean *Атлантический океан*, **the** Pacific Ocean *Тихий океан*;
- 5) морей: **the** North Sea *Северное море*, **the** Baltic Sea *Балтийское море*;
- 6) проливов: **the** Strait of Magellan *Магелланов пролив*, **the** Bosphorus *пролив Босфор*;
- 7) каналов: **the** Panama Canal *Панамский канал*, **the** Suez Canal *Суэцкий канал*;
- 8) рек: **the** Mississippi *Миссисипи*, **the** Thames *Темза*, **the** Neva *Нева*;
- 9) озер: **the** Baikal *Байкал*, **the** Ontario *Онтарио*;
- 10) групп островов: **the** British Isles *Британские острова*, **the** Azores *Азорские острова*;

11) горных цепей: Alps *Альпы*, **the** Rockies *Скалистые горы*, **the** Andes *Анды*;

12) пустынь: **the** Karakum *Каракумы*, **the** Sahara *пустыня Сахара*;

Следует обратить внимание на то, что на картах артикль **the** обычно не включается в географическое название.

## **II Артикль не употребляется с названиями:**

1) заливов: Hudson Bay *Гудзонов залив*; но в конструкциях с предлогом **of** употребляется **the**: **the** Gulf **of** Mexico *Мексиканский залив*;

2) полуостровов (если используется только имя собственное): Kamchatka *п-ов Камчатка*; но с артиклем **the** в конструкциях: **the** Kola Peninsula *Кольский полуостров*;

3) озер, если перед ними стоит слово lake – *озеро*: Lake Michigan *озеро Мичиган*, Lake Ontario *озеро Онтарио*, (но без слова lake - **the** Ontario);

4) водопадов: Niagara Falls *Ниагарский водопад*;

5) отдельных островов: Great Britain *Великобритания*, Cuba *Куба*, Sicily *Сицилия*;

6) отдельных гор и горных вершин: Elbrus *Эльбрус*, Kilimanjaro *Килиманджаро*.

7) континентов: Europe *Европа*, Asia *Азия*, North/South America *Северная/Южная Америка*; также, если перед ними определения типа: South Africa *Южная Африка*, South-East Asia *Юго-Восточная Азия*;

8) стран (есть исключения): France *Франция*, China *Китай*, Russia *Россия*, England *Англия*, America *Америка*, Great Britain *Великобритания*;

9) провинций, штатов: Quebec *Квебек*; Texas *Техас* (штат), California *Калифорния* (штат);

10) городов и сел: Paris *Париж*; Washington *Вашингтон*; Moscow *Москва*; London *Лондон*; Oxford *Оксфорд*; Borodino *Бородино*.

## **Исключения:**

1) названия некоторых стран и местностей: **the** Ukraine *Украина*; **the** Argentine *Аргентина*; **the** Congo *Конго*; **the** Caucasus *Кавказ*; **the** Crimea *Крым*; **the** Hague *Гаага* и др.;

2) Артикль **the** с официальными названиями стран, включающими такие слова, как republic, union, kingdom, states, emirates, а также с географическими названиями стран во множественном числе: **the** German Federal Republic *Германская Федеративная Республика*; **the** Russian Federation *Российская Федерация*; **the** United Kingdom = **the** UK *Объединенное Королевство*; **the** United States of America = **the** USA *Соединенные Штаты Америки*; **the** United States *Соединенные Штаты*; **the** United Arab Emirates *Объединенные Арабские Эмираты*; **the** Netherlands *Нидерланды*; **the** Philippines *Филиппины*;

3) с названиями континентов, стран, городов, если они имеют индивидуализирующее определение: **the** Moscow of the 17<sup>th</sup> century *Москва XVII века*; **the** Europe **of the** Middle Ages *средневековая Европа*.

## **Употребление артиклей с географическими названиями собственными.**

### **I Артикль не употребляется с названиями (все слова с большой буквы):**

1) улиц и площадей: Broadway *Бродвей*, Wall Street *Уолл-стрит*; Trafalgar Square *Трафальгарская площадь* ( в Лондоне), Red Square *Красная площадь*;

2) мостов и парков: Westminster Bridge *Вестминстерский мост*; Hyde Park *Гайд парк* в Лондоне, Central Park *Центральный парк* в Нью-Йорке;

- 3) аэропортов, морских портов, станций ж/д и метро: London Airport *Лондонский аэропорт*; Kennedy (Airport) *аэропорт Кеннеди*; London Port *Лондонский порт*; Paddington Station *станция Паддингтон*;
- 4) учебных заведений (университеты, колледжи и т.п.): Columbia University *Колумбийский университет*, Cambridge *Кембридж*, Oxford *Оксфорд*;
- 5) журналов: Time Magazine, National Geographic – *журналы*.
- 6) исключения (встреч. иногда): **the** Arbat *Арбат* (в Москве), **the** Garden Ring *Садовое кольцо* (в Москве), **the** Via Manzoni *улица Манзони* (в Милане); **the** Gorki Park *парк имени М. Горького* (в Москве) и др.

## II **Определенный артикль the** употребляется с названиями:

- 1) сооружений и отдельных уникальных зданий: **the** Great Wall of China, **the** Ostankino Television Tower, **the** Kremlin, **the** Tower, **the** White House, **the** Winter Palace, **the** Royal Palace;
- У этого правила много исключений, особенно если название сооружения или здания содержит определение, выраженное именем собственным (имя человека или название населенного пункта): Westminster Abbey, Buckingham Palace, Hyde Park, London Zoo, Edinburgh Castle и т.д.
- 2) театров, кинотеатров, концертных залов, оркестров, клубов: **the** Royal Opera House *Королевский оперный театр*, **the** Bolshoy Theatre *Большой театр*;
- 3) картинных галерей, музеев, памятников: **the** National Gallery *Национальная картинная галерея*, **the** Tretyakov Gallery *Третьяковская галерея*; **the** British Museum *Британский музей*, **the** Hermitage *Эрмитаж*; **the** Washington Monument *памятник Вашингтону*, **the** Lincoln Memorial *Мемориал Линкольна*;
- 4) гостиниц, ресторанов: **the** Metropole *гостиница "Метрополь"*, **the** Savoy *гостиница "Савой"*, **the** Hilton *гостиница "Хилтон"*, **the** "Astoria" *гостиница "Астория"*;
- 5) кораблей, музыкальных групп: **the** Titanic *корабль "Титаник"*, **the** "Queen Mary" *корабль "Королева Мария"*, **the** "Cutty Sark" *клипер "Катти Сарк"*; **the** Beatles *группа "Битлз"*;
- 6) большинства газет: **the** Guardian *газета "Гардиан"*, **the** Times *газета "Таймс"*, **the** Washington Post *"Вашингтон Пост"*. Не принято употреблять артикль с названиями газет там, где его нет в языке оригинала: Izvestia *газета "Известия"*.
- 7) государственных учреждений, организаций и политических партий: **the** Labour Party *Лейбористская партия*, **the** United Nations Organization *Организация Объединенных Наций*, **the** Red Cross *Красный Крест*, **the** Greens *"зеленые"*, **the** Democratic Party *Демократическая партия*.

Традиционно артикль не используется со словом **Parliament** *парламент* (в Англии); NATO; может быть опущен перед словом (**The**) **Congress** (в США).

## Exercises

### 1. Выберите правильный вариант ответа:

1. ...Smiths have a dog and a cat.  
a) ... b) The c) A
2. He knows how to work on ... computer.  
a) a b) an c) ...
3. She was the first woman to swim across ... English Channel.  
a) a b) ... c) the
4. Go down ... Kingston Street and turn left into Oxford Street.

- a) the b) a c) ...
- 5. I don't like milk in ... tea.
- a) ... b) the c) a
- 6. At the end of... busy day, sleep is the best way to restore your energy.
- a) the b) a c) ...
- 7. We'll go for a walk if ... weather is fine.
- a) a b) ... c) the
- 8. Could you give me ... information I asked for in my letter?
- a) the b) ... c) a
- 9. ... war is a terrible thing.
- a) The b) ... c) A
- 10. I spent ... very interesting holiday in England.
- a) the b) a c) ...

**2. Заполните пропуски подходящими артиклями, если необходимо:**

- 1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister".
- 2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot.
- 3. I have no ... car.
- 4. She has got ... terrible ... headache.
- 5. They have ... dog and two ... cats.
- 6. My ... cousin says he is going to be ... manager one ... day.
- 7. Would you like ... apple?
- 8. This is ... tree. ... tree is green.
- 9. I can see three ... children. ... children are playing in ... yard.
- 10. I have ... car. ... car is white. My ... friend has no ... car.

**3. Вставьте недостающие артикли в пословицы, если необходимо:**

- 1. ... apple ... day keeps ... doctor away.
- 2. ... appetite comes with eating.
- 3. ... good beginning makes ... good ending.
- 4. ... bird in ... hand is worth two in ... bush.
- 5. Among ... blind ... one-eyed man is king.
- 6. ... brevity is ... soul of wit.
- 7. ... cat has nine lives.
- 8. ... charity begins at ... home.
- 9. ... clothes make ... man.
- 10. ... curiosity killed ... cat.

**4. Поставьте артикли a/an или the там, где необходимо.**

- 1. I'd like ... chicken sandwich and ... glass of ... mineral water.
- 2. Would you like ... banana or ... strawberries?
- 3. She always has ... apple, ... toast and ... cup of ... coffee for ... breakfast.
- 4. The fly is on ... ceiling in ... kitchen.
- 5. My mother is ... accountant and my father is ... lawyer. They work in ... same company in ... centre of ... our town.
- 6. How much are ... her Italian lessons? – Ten dollars ... hour.
- 7. Where are ... dogs? – They are in ... garden.
- 8. ... cats like eating ... fish. ... cows like eating ... grass. ... birds like eating ... insects.
- 9. My favourite subjects are ... chemistry and ... biology.
- 10. There is ... parrot in ... cage. And there are ... pieces of ... fruit in it.
- 11. My granny lives in ... small village in ... country.



12. Your baby shouldn't sit in ... sun on ... hot day.
13. Please open ... book. ... exercise is on ... page 68.
14. Ann has been looking for ... job for ... long time.
15. What's ... matter? - I missed ... 6 o'clock train.
16. Do you like ... vegetables?
17. ... mother has got ... terrible headache today.
18. There were ... tears in ... her eyes.
19. She is ... very nice woman but her sons are ... bad boys.
20. Look at ... woman. She is ... neighbor I told you about.

### **5. Поставьте артикли с именами собственными, если это необходимо.**

1. ... Cairo is ... capital of ... Egypt.
2. It was so picturesque in ... Crimea ... last summer.
3. ... London stands on ... Thames.
4. I had ... my holiday in ... northern Italy ... last year but I'm going to cross ... Atlantic ocean and visit ... USA ... next year.
5. ... Moon moves round ... Earth.
6. ... Great Patriotic war started in 1941.
7. ... Volga is ... longest river in ... Russia.
8. ... Ukraine and ... Turkey are separated by ... Black sea.
9. My friend usually goes to ... Alps in ... spring by ... plane.
10. ... Urals are lower than ... Caucasus.
11. ... Great Britain is situated on ... two large islands.
12. ... Christmas and ... Easter are my favourite holidays.
13. It takes about ... hour to get from ... Domodedovo airport to ... Lenin street.
14. What's ... weather like today in ... Australia?
15. ... Colorado river flows through ... Grand Canyon.
16. My English friend took me to see ... National gallery, ... Houses of ... Parliament and ... Tower bridge.
17. ... Statue of ... Liberty was ... present from ... French people.
18. ... Galaxy where we live is called ... Milky Way.

### **Занятие №22**

#### **Национальные символы. Политическое и экономическое устройство.**

1. Прочитать текст, ответить на вопросы. Оформить презентацию.
2. Выполнить грамматические упражнения. The Present Perfect Tense

#### **1. Read and translate the text:**

The Russian Federation is a presidential republic. The President is the head of the state and is elected directly by the people. In fact he has much power, he controls all the three branches of power. The President can even dissolve the Duma if it doesn't agree with his suggestions three times running. The President has his administration, but it's not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The Federal Assembly represents the Legislative branch of power. It's made up of the two houses: the Federation Council and the State Duma, which make laws. Both chambers are headed by chairmen sometimes called speakers. The Duma consists of 450 deputies. The members of the Federation Council are elected too. There are two representatives of each subject of the RF (89 subjects). Every law to be adopted must be approved by the State Duma, the Federation Council and signed by the President. The President can veto laws passed by the Federal Assembly, but it can pass laws over the President's veto by a two-thirds majority.

The Federal Government represents the executive branch of power. The President appoints its head, the Chairman of the Government, but the Duma must approve his appointment. The judicial branch of power consists of the Constitutional Court, the Supreme Court and lower Courts. The responsibility of the Constitutional Court is to analyse the new laws to make sure they correspond to the laws of the state. The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional. The Supreme Court is the highest instance for civil and criminal cases.

1. What political system does the Russian Federation represent according to the Constitution?

The Russian Federation is a presidential republic.

2. And what are the official symbols of our country?

The official symbols of our country are the coat-of-arms, the flag and the anthem.

What is the coat-of-arms of Russia?

The coat-of-arms of Russia is a double-headed eagle.

3. What is the flag of Russia?

It is a three-colored banner: red, blue and white.

4. What non-official symbols of Russia do you know?

...:Matreshka, valenki, blini, Red Square, the wooden buildings in Kizhi, the Hermitage, the brown bear, etc.

#### **Choose the right variant:**

The President guarantees the basic rights of the people.

The Chairman of the Government guarantees the basic rights of the people.

The Federal Government elects the members of the Federal Assembly.

The people elect the members of the Federal Assembly.

The President appoints the Chairman of the Government.

The Federal Assembly appoints the Chairman of the Government.

The Duma approves the Chairman of the Government.

The Constitutional Court approves the Chairman of the Government.

The Federal Assembly elects the President.

The citizens of Russia elect the President.

The President can dissolve the Duma.

The Chairman of the Government can dissolve the Duma.

The Supreme Court can declare laws unconstitutional.

The Constitutional Court can declare laws unconstitutional.

The President can veto laws passed by the Federal Assembly.

The Chairman of the Government can veto laws passed by the Federal Government.

#### **Exercise4:**

Political system –

The head of state –

The legislative branch –

The executive branch –

The head of the executive –

-----  
a parliamentary monarchy, a presidential republic, the monarch, the President, Parliament, Congress,

the Federal Assembly, the Administration, the President, the Prime Minister, the Chairman of the Government, ministers, the Duma, the Government, the Administration.

## **2. The Present Perfect Tense**

(Настоящее совершенное время)

1. **Present Perfect** употребляется для описания совершённых действий, событий, когда мы хотим подчеркнуть их важность, результат в настоящем, а не время, когда они произошли:

I **have seen** this film.

I **have learnt** new words.

2. **Present Perfect** употребляется для обозначения действий, совершившихся в неистекший период времени: **today** – сегодня, **this week** – на этой неделе, **this month** – в этом месяце, **this year** – в этом году:

I **have won** the tennis competition **this month**

3. **Present Perfect** употребляется для описания действий, событий, которые произошли когда-либо (**ever**), только что (**just**), уже (**already, yet**) или не происходили никогда (**never**):

- **Have you ever been** to this museum? - I **have never been** to this museum.

- **Have you done** your homework **yet**, John? – No, I **haven't done** it **yet**.

4. **Present Perfect** употребляется для описания действий, которые начались в прошлом и продолжаются сейчас с предлогами **since (с)**, **for (в течение)** или союзом **since (с тех пор как)**

We **have lived** here **since** 1990.

She **has lived** here **for** 5 years.

5. **Present Perfect** образуется при помощи вспомогательных глаголов **have/has** и 3-й формы смыслового глагола.

I/You/We/They **have already watched** this film.

He/She **has been** to Italy.

**Have you played** football? – Yes, I **have**.

**Has he been** to France? - No, he **hasn't**

Where **have you been**?

**Do some exercises:**

**Exercise1: Поставьте глаголы в скобках в Present Perfect:**

He \_\_\_\_\_ (finish) training. She \_\_\_\_\_ (score) twenty points in the match.

We \_\_\_\_\_ (watch) all the Champions League matches this season.

That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!

She \_\_\_\_\_ (buy) some really nice rollerblades!

Oh, no! I \_\_\_\_\_ (lose) my money!

My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.

Dad, you \_\_\_\_\_ (eat) my biscuit!

I'm tired. I \_\_\_\_\_ (watch) three X-Files videos.

Hurry up! They \_\_\_\_\_ (start) the film!

Mary \_\_\_\_\_ (study) hard this year, so she'll pass her exams.

Oh no! She \_\_\_\_\_ (drop) the plate! The garden is very green.

It \_\_\_\_\_ (rain) a lot this month.

These are my favourite trousers. I \_\_\_\_\_ (have) them for five years.

Tom's my best friend. I \_\_\_\_\_ (know) him for three years.

They \_\_\_\_\_ (live) in Miami for two years.

Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock.

Brad \_\_\_\_\_ (live) in Chicago since 1998

**Exercise2: Поставьте глаголы в скобках в Present Perfect negative:**

I \_\_\_\_\_ (not clean) my football boots.

They \_\_\_\_\_ (not start) their meal.

I \_\_\_\_\_ (not do) my homework.

He \_\_\_\_\_ (not win) all his matches this year.

My brother and I \_\_\_\_\_ (not see) any films this week.

It's my birthday party today. I \_\_\_\_\_ (not invite) many people.

He \_\_\_\_\_ (not wash) his hands. They're very dirty. Mum's really angry.

We \_\_\_\_\_ (not tidy) our room! I can't play with my friends this evening.

I \_\_\_\_\_ (not finish) my homework.  
I \_\_\_\_\_ (not visit) New York for three years.  
Where's Alison? We \_\_\_\_\_ (not see) her since yesterday.  
Dad \_\_\_\_\_ (not take) a holiday since last August.  
John \_\_\_\_\_ (not play) the violin since he was school.

**Exercise3: Complete the sentences. Use for or since:**

I've lived in Washington \_\_\_\_\_ 1997.  
Ben has studied English \_\_\_\_\_ three years.  
They haven't visited their grandparents \_\_\_\_\_ months.  
Julie's ill. She's been in bed \_\_\_\_\_ Tuesday.  
My dad has had his car \_\_\_\_\_ sixteen.  
It's been ten years \_\_\_\_\_ we moved to Oxford.

**Exercise4: Пользуясь опорными словами, а также словами for и since составьте предложения в Present Perfect Simple:**

Kate/be/in bed/a long time.  
She / not eat / anything / this morning.  
She / not see / her friends / a week.  
She / stay / at home / Tuesday.  
She / have / a red nose / three days.  
She / not play / basketball / last weekend.  
She / not do / any school work / Monday.

**Задание №23**

**Москва – столица России. Достопримечательности Москвы.**

1. Прочитать текст, ответить на вопросы. Оформить презентацию
2. Выполнить грамматические упражнения. The Present Perfect Tense

**1. Moscow.**

The capital city of the Russian Federation is Moscow. It is one of the largest cities in the world. More than 8,4 million people live in Moscow. Moscow is the cultural, industrial, scientific, and transportation centre of Russia. It lies in western Russia, in the European part of the country. The Moscow River, for which the city was named, flows through the city.

Moscow was founded during 12th century. Moscow emerged as the most powerful Russian city in the late 1400's. The princes of Moscow played a leading role in uniting various Russian lands and in conquering non-Russian peoples and territories. Moscow became the capital of the Russian

Empire and was the home of Russia's czars until 1712, when the capital was moved to St. Petersburg. Moscow again became the Russian capital in 1918, after the Bolsheviks (later called Communists) took control of the country. In 1922, Russia and three other republics united to form the Union of Soviet Socialist Republics. Moscow was chosen as the Soviet capital.

The Communists lost power in the Soviet Union in August 1991. In December, the Soviet Union was dissolved. Russia and other former Soviet republics became independent countries. Most of the republics, including Russia, formed Commonwealth of Independent States. Moscow remained the capital of Russia. The city of Minsk, in Belarus, was named headquarters of the commonwealth.

Moscow is built in the shape of a wheel. This shape can be traced to the city's early history, when rings of fortifications were built to protect it from attack. Today, wide boulevards extend

from the city's centre, forming the spokes of the wheel. They cross circular boulevards, which make up the inner and outer rims of the wheel. A major highway circles Moscow. Past the highway lies the Green Belt, a ring of forests and parks covering about 1,800 square kilometres.

The oldest and busiest sections of Moscow lie near the Kremlin, a huge walled fortress at the city's historic centre. Just to the north and east of the Kremlin is the main business, commercial, and administrative district. Encircling this area and the Kremlin are Moscow's main shopping streets and many cultural buildings. Most of the city's new residential and industrial districts lie in the outermost rings. At the city's heart on the banks of the River Moscow lies the Kremlin, a walled fortress housing all the government buildings. Nearby St. Basil's Cathedral was built in the 16th century to celebrate a military victory; it is now a museum.

### Vocabulary

to found — начинать строительство, закладывать (фундамент, город) основывать, учреждать; создавать

to emerge — появляться; перен. вставать, возникать

to conquer — завоевывать, покорять; порабощать

to dissolve — прекращать деятельность, распускать (партию, парламент, аннулировать, расторгать, разрушать)

headquarters — штаб-квартира главное управление, центр; центральный орган

wheel — колесо

to trace — проследивать(ся); восходить к определенному источнику или периоду в прошлом ( back to)

to protect — защищать (from — от, against — против); охранять, ограждать; предохранять

a spoke — спица (колеса)

a rim — что-л., представляющее собой цилиндрическую поверхность; обод, (наружная часть колеса)

huge — большой, гигантский, громадный, огромный

outermost — самый дальний от середины, от центра, крайний

to expand — расширять(ся); увеличивать(ся) в объеме, в размерах

### Questions

1. What is the capital city of the Russian Federation?
2. Where is Moscow situated?
3. When was Moscow founded?
4. How many times did it become the capital?
5. In what shape is Moscow built?
6. What is the Kremlin?
7. What is there at the city's heart?

## 2. The Present Perfect Tense

(Настоящее совершенное время)

**1. Present Perfect** употребляется для описания совершённых действий, событий, когда мы хотим подчеркнуть их важность, результат в настоящем, а не время, когда они произошли:

I **have seen** this film.

I **have learnt** new words.

**2. Present Perfect** употребляется для обозначения действий, совершившихся в неистекший период времени: **today** – сегодня, **this week** – на этой неделе, **this month** – в этом месяце, **this year** – в этом году:

I **have won** the tennis competition **this month**

**3. Present Perfect** употребляется для описания действий, событий, которые произошли когда-либо (**ever**), только что (**just**), уже (**already, yet**) или не происходили никогда (**never**):

- **Have you ever been** to this museum? - I **have never been** to this museum.

- **Have you done** your homework **yet**, John? – No, I **haven't done** it **yet**.

**4. Present Perfect** употребляется для описания действий, которые начались в прошлом и продолжаются сейчас с предлогами **since (с)**, **for (в течение)** или союзом **since (с тех пор как)**

We **have lived** here **since** 1990.

She **has lived** here **for** 5 years.

**5. Present Perfect** образуется при помощи вспомогательных глаголов **have/has** и 3-й формы смыслового глагола.

I/You/We/They **have already watched** this film.

He/She **has been** to Italy.

**Have you played** football? – Yes, I **have**.

**Has he been** to France? - No, he **hasn't**

Where **have you been**?

**Do some exercises:**

**Exercise1: Поставьте глаголы в скобках в Present Perfect:**

He \_\_\_\_\_ (finish) training. She \_\_\_\_\_ (score) twenty points in the match.

We \_\_\_\_\_ (watch) all the Champions League matches this season.

That's amazing! She \_\_\_\_\_ (run) fifteen kilometers this morning!

She \_\_\_\_\_ (buy) some really nice rollerblades!

Oh, no! I \_\_\_\_\_ (lose) my money!

My mum \_\_\_\_\_ (write) shopping list. It's on the kitchen table.

Dad, you \_\_\_\_\_ (eat) my biscuit!

I'm tired. I \_\_\_\_\_ (watch) three X-Files videos.

Hurry up! They \_\_\_\_\_ (start) the film!

Mary \_\_\_\_\_ (study) hard this year, so she'll pass her exams.

Oh no! She \_\_\_\_\_ (drop) the plate! The garden is very green.

It \_\_\_\_\_ (rain) a lot this month.

These are my favourite trousers. I \_\_\_\_\_ (have) them for five years.

Tom's my best friend. I \_\_\_\_\_ (know) him for three years.

They \_\_\_\_\_ (live) in Miami for two years.

Jo has earache. He \_\_\_\_\_ (have) it since 7 o'clock.

Brad \_\_\_\_\_ (live) in Chicago since 1998

**Exercise2: Поставьте глаголы в скобках в Present Perfect negative:**

I \_\_\_\_\_ (not clean) my football boots.

They \_\_\_\_\_ (not start) their meal.

I \_\_\_\_\_ (not do) my homework.

He \_\_\_\_\_ (not win) all his matches this year.

My brother and I \_\_\_\_\_ (not see) any films this week.

It's my birthday party today. I \_\_\_\_\_ (not invite) many people.

He \_\_\_\_\_ (not wash) his hands. They're very dirty. Mum's really angry.

We \_\_\_\_\_ (not tidy) our room! I can't play with my friends this evening.

I \_\_\_\_\_ (not finish) my homework.

I \_\_\_\_\_ (not visit) New York for three years.

Where's Alison? We \_\_\_\_\_ (not see) her since yesterday.

Dad \_\_\_\_\_ (not take) a holiday since last August.

John \_\_\_\_\_ (not play) the violin since he was school.

**Exercise3: Complete the sentences. Use for or since:**

I've lived in Washington \_\_\_\_\_ 1997.

Ben has studied English \_\_\_\_\_ three years.

They haven't visited their grandparents \_\_\_\_\_ months.

Julie's ill. She's been in bed \_\_\_\_\_ Tuesday.

My dad has had his car \_\_\_\_\_ sixteen.

It's been ten years \_\_\_\_\_ we moved to Oxford.

**Exercise4: Пользуясь опорными словами, а также словами for и since составьте предложения в Present Perfect Simple:**

Kate/be/in bed/a long time.

She / not eat / anything / this morning.

She / not see / her friends / a week.

She / stay / at home / Tuesday.

She / have / a red nose / three days.

She / not play / basketball / last weekend.

She / not do / any school work / Monday.

## Задание № 24

### Традиции народов России

1. Прочитать текст и выполнить задания по тексту
2. Выполнить грамматические задания. Степени сравнения

#### Traditions In Russia

Every nation has its own culture and traditions. Russia is a unique country with a centuries-old history and long-established national customs. Although, it's a well-developed country with a high level of culture, most holidays and traditions date back to pagan times. For example, Easter, Christmastide, the Kupala Night, the Shrovetide - all these events have pagan roots. I'd like to say a few words about these holidays and traditions of their celebration. Easter in Russia is a glorious feast of Christ's resurrection. It came from Byzantium at the end of the 10th century. Since then, this holiday is widely celebrated throughout the country with beautiful and solemn rites, such as eggs' colouring, kulich baking, paschal greeting, etc. There are many interesting events during the Christmastide. Traditionally Russians have kept a 40-day fast before Christmas. On Christmas Eve they've prepared a delicious meal known as "kutia". It's a porridge made of wheat or barley and mixed with honey. Today, people use rice and dried fruits to cook this dish. On the night of Christmas it was habitual to visit the relatives and neighbours, to eat kutia and sing carols. Young girls would also arrange fortune-telling nights. Most devout people have spent days at the church. On the Ivana Kupala, which falls on midsummer night, people arrange posh celebrations. On this day young girls wear flower wreaths on their heads and sing songs, referencing to love and marriage. The Shrovetide used to be a holiday of commemoration of the dead. Today, Russians associate this day with the end of winter. They burn a scarecrow and other unnecessary things on this day. They also cook lots of pancakes and organize costumed performances. There are many other traditions in Russia, connected with christening, wedding, funerals, etc. But if you want to get a better understanding of this country, you should visit it during the main religious holidays.

2. Формы сравнительной и превосходной степеней образуются двумя способами:

**Способ 1.** Если прилагательное односложное, форма его сравнительной степени образуется при помощи суффикса -er, а форма превосходной степени – при помощи суффикса -est.

| Положительная степень | Сравнительная степень | Превосходная степень         |
|-----------------------|-----------------------|------------------------------|
| strong (сильный)      | stronger (сильнее)    | the strongest (сильнейший)   |
| cold (холодный)       | colder (холоднее)     | the coldest (самый холодный) |

Некоторые двусложные прилагательные оканчивающиеся на -y, -er, -ow образуют степени сравнения так же, как и односложные, с помощью суффиксов -er и -est.

easy (легкий) – easier (более легкий, легче) – the easiest (самый легкий, легчайший)

**Способ 2.** От двусложных прилагательных и прилагательных состоящих из трёх или более слогов, сравнительная степень образуется при помощи слова more (less), а превосходная степень – при помощи слова most (least)

famous (знаменитый) – more (less) famous (более (менее) знаменитый) – the most famous (самый знаменитый)

interesting (интересный) – more interesting (более интересный) – the most interesting (самый интересный)

**Запомните исключения при образовании степеней сравнения прилагательных:**

| Положительная степень           | Сравнительная степень                       | Превосходная степень                                        |
|---------------------------------|---------------------------------------------|-------------------------------------------------------------|
| good (хороший)<br>well (хорошо) | better (более хороший,<br>лучше)            | the best (самый хороший,<br>лучший)                         |
| bad (плохой)                    | worse (более плохой, хуже)                  | the worst (самый плохой,<br>худший)                         |
| little (маленький)              | less (меньше, меньший)                      | the least (самый маленький)                                 |
| much / many (много)             | more (больше)                               | most (больше всего, самый<br>большой)                       |
| far (далекий)<br>far (далеко)   | farther (более далекий)<br>further (дальше) | the farthest (самый далекий)<br>the furthest (дальше всего) |

Существительное, определяемое прилагательным в превосходной степени, всегда имеет определенный артикль.

В предложениях со степенями сравнения прилагательных и наречий используются следующие союзы: as ... as такой же ... как; not so ... as не такой ... как.

### **Exercises**

1. Образуйте сравнительную и превосходную степень от следующих прилагательных и наречий.



1. large, tall, long, easy, hot, big, cold, nice, bad, strong, short, wide, good, happy, high, low, busy, well, little, many, far. 2. wonderful, necessary, quickly, interesting, comfortable, popular, active, famous, pleasant, beautiful, slowly, clearly,

2. Переведите предложения на русский язык.

1. This book is not so interesting as that one. 2. The Baltic Sea is not so warm as the Black Sea. 3. The more you read, the more you know. 4. My brother is not as tall as you are. 5. The earlier you get up, the more you can do. 6. Today the wind is as strong as it was yesterday. 7. Your room is as light as mine. 8. John knows Russian as well as English. 9. Mary is not so lazy as her brother. 10. The longer the night is, the shorter the day. 11. The less people think, the more they talk.

3. Раскройте скобки, употребив нужную степень прилагательного/наречия.

1. Winter is (cold) season of the year. 2. Moscow is (large) than St. Petersburg. 3. Which is (long) day of the year? 4. The Alps are (high) mountains in Europe. 5. Even (long) day has an end. 6. It is one of (important) questions of our conference. 7. Your English is (good) now. 8. Who knows him (well) than you? 9. We have (little) interest in this work than you. 10. Health is (good) than wealth. 11. Your son worked (well) of all. 12. Today you worked (slowly) than usually.

4. Переведите предложения.

1. Чарльз Диккенс – один из самых известных писателей в мире. 2. Этот рассказ интереснее, чем тот. 3. Ваш дом выше нашего? Нет, он такой же высокий, как и ваш. 4. Это – самая прекрасная картина во всей коллекции. 5. Российская Федерация больше Великобритании. 6. Он сделал работу быстрее, чем вы. 7. Чем больше вы работаете, тем легче сдавать экзамены. 8. Его работа лучше вашей, но работа Анны – самая лучшая. 9. Россия – самая большая страна в мире. 10. Я живу не так далеко от института, как мой друг. 11. В июле столько же дней, сколько и в августе. 12. Самолет быстрее, чем поезд.

5. Раскройте скобки, употребляя требующуюся форму прилагательного.

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word "newspaper" (long) than the word "book"? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

## **Тема 1.8**

### **Страна/Страны изучаемого языка**

## Задание № 25

**Великобритания (географическое положение, климат, население;  
национальные символы;  
политическое и экономическое устройство, традиции).**

1. Прочитать текст, ответить на вопросы.
2. Выполнить грамматические задания. Числительные (The Numerals)

### 1. Великобритания (Great Britain)

The full name of the country the United Kingdom of Great Britain and Northern Ireland. The United Kingdom is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and a great number of small islands. Their total area is over 314 000 sq. km. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders on the Irish Republic in the south. The island of Great Britain consists of three main parts: England (the southern and middle part of the island), Wales (a mountainous peninsula in the West) and Scotland (the northern part of the island).

There are no high mountains in Great Britain. In the north the Cheviots separate England from Scotland, the Pennines stretch down North England along its middle, the Cambrian mountains occupy the greater part of Wales and the Highlands of Scotland are the tallest of the British mountains. There is very little flat country except in the region known as East Anglia. Most of the rivers flow into the North Sea. The Thames is the deepest and the longest of the British rivers. Some of the British greatest ports are situated in the estuaries of the Thames, Mersey, Trent, Clyde and Bristol Avon. Great Britain is not very rich in mineral resources, it has some deposits of coal and iron ore and vast deposits of oil and gas that were discovered in the North Sea.

The warm currents of the Atlantic Ocean influence the climate of Great Britain. Winters are not severely cold and, summers are rarely hot. The population of the United Kingdom is over 58 million people. The main nationalities are: English, Welsh, Scottish and Irish. In Great Britain there are a lot of immigrants from former British Asian and African colonies. Great Britain is a highly industrialized country. New industries have been developed in the last three decades. The main industrial centres are London, Birmingham, Manchester, Leeds, Liverpool, Glasgow and Bristol. The capital of the country is London. The United Kingdom is a parliamentary monarchy.

#### **Vocabulary:**

isle - остров  
island - остров  
to separate - разделять  
european - европейский  
the English Channel - Ла-Манш  
to be washed by - омываться  
to border on - граничить с...  
to consist of - состоять из...  
mountainous peninsula - гористый полуостров  
to stretch - простирается  
estuary - устье реки  
deposits - залежи  
iron ore - железная руда

to discover - обнаруживать

current - течение

severely- чрезвычайно

decade - десятилетие

monarchy - монархия

### **Questions:**

1. Where is the United Kingdom situated
2. What islands do the British Isles consist of?
3. What ocean and seas are the British Isles washed by?
4. How many parts does the Island of Great Britain consist of and what are they called?
5. What country does Northern Ireland border on?
6. Are there any high mountains in Great Britain?
7. What sea do most of the rivers flow into?
8. What mineral resources is Great Britain rich in?
9. What is the climate like in Great Britain?
10. What is the population of Great Britain?
11. What city is the capital of the U. K.?
12. What kind of state is Great Britain?

## **2. Political System of Great Britain.**

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It means that the sovereign reigns but does not rule.

Britain does not have a written constitution, but a set of laws.

Parliament is the most important authority in Britain. Technically Parliament is made up of three parts: the Monarch, the House of Lords; and the House of Commons. In reality the House of Commons is the only one of the three which has true power.

The monarch serves formally as head of state. But the monarch is expected to be politically neutral and should not make political decisions.

The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953.

The House of Commons consists of Members of Parliament. There are 650 of them in the House of Commons. They are elected by secret ballot. General elections are held every five years. The country is divided into 650 constituencies. All citizens, aged 18 and registered in a constituency, have the right to vote. But voting is not compulsory in Britain. Only persons convicted of corrupt and certain mentally ill patients don't take part in voting.

There are few political parties in Britain thanks to the British electoral system. The main ones are: the Conservative Party, the Labour Party and the Liberal / Social Democratic Alliance.

Each political party puts up one candidate for each constituency. The one who wins the most votes is elected MP for that area.

The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. His first job is to choose his Cabinet. The Prime Minister usually takes policy decisions with the agreement of the Cabinet.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker. The Speaker is appointed by the Government.

The House of Lords comprises about 1,200 peers. It is presided by the Lord Chancellor. The House of Lords has no real power. It acts rather as an advisory council.

It's in the House of Commons that new bills are introduced and debated. If the majority of the members are in favour of a bill, it goes to the House of Lords to be debated. The House of Lords has the right to reject a new bill twice.

But after two rejections they are obliged to accept it. And finally a bill goes to the monarch to be signed. Only then it becomes law.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education, police and many others.

### **3. Числительные (The Numerals)**

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve (числительные от 1 до 12)  
Количественные числительные (сколько?) от 13 до 19 образуются прибавлением суффикса – teen к основе, этот суффикс всегда ударный.

Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen (13-19)

Десятки образуются прибавлением суффикса –ty к основе, этот суффикс всегда безударный.

Twenty, forty, fifty, sixty, seventy, eighty, ninety, hundred (20 -100, десятками)

Все цифры типа 21, 22 и т.д. по образцу:

Twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine (21 -29)

Числительные от 100 больше:

A hundred and one (101), two hundred, one thousand (1000), one thousand and one (1001), fifteen hundred (1500), five thousand five hundred and fifty (5550). five million (5000000). В составе числительных – сотни, тысячи, миллионы не имеют окончания множественного числа (two hundred, five thousand)

Порядковые числительные (какой?) кроме первых трёх (first, second, third) образуются прибавлением суффикса – th или –eth к соответствующим количественным числительным. Порядковые числительные всегда употребляются с определённым артиклем the.

The first (первый), the second (второй), the third (третий), the fourth, the fifth, the sixth ....., the two hundredth (двухсотый)

#### **Как читать даты**

**1043 – ten forty three**

**1956 – nineteen fifty six**

**1601 – sixteen o one**

**2003 - two thousand three**

**1 сентября – the first of September**

**23 февраля – the twenty third of February**

#### **4. Напишите цифрами следующие даты, обратите внимание на то, как они читаются:**

e) The first of March nineteen seventy-six.

f) The fifth of December two thousand.

g) The sixteenth of May nineteen five.

h) The third of July nineteen hundred.

#### **5. Напишите по-английски:**

2) 7 марта 1999 года; 2) 1 сентября 1974 года; 3) 22 апреля 1922 года; 4) 11 марта 1911 года; 5) 12 декабря 2024 года.

## 6. Напишите цифрами дробные числа:

Простые:

- 3) A (one) half 2) two thirds 3) a (one) quarter 4) three fourths 5) two and a (one) half 6) five and one sixth 7) a (one) fifth.

Десятичные:

- 2) Zero (zero / ou) point two 2) two point four five 3) four point five 4) three four (thirty four) point one zero two 5) zero point zero one 6) six point three five 7) fifty eight point three zero five.

## Занятие №26

### Великобритания(крупные города, достопримечательности).

1. Прочитать текст, ответить на вопросы викторины
2. Выполнить грамматические задания. Числительные (The Numerals)

1.

#### Places of Interest in Great Britain

Great Britain is rich in world-famous places. Certainly among them there are famous university cities Oxford and Cambridge, Shakespeare's birthplace — Stratford-upon-Avon, towns of Cardiff, Edinburgh and Glasgow.

Stratford-upon-Avon is a small town. Its chief points of interest are associated with Shakespeare, the greatest English poet and playwright. Shakespeare was buried in the church at Stratford on the banks of the Avon.

The Royal Shakespeare Theatre was opened in Stratford in 1932. Only Shakespeare's plays are performed here.

Those who come to Oxford certainly are interested in its university most of all. It was founded in the 12th century. But there is no "university" as such in Oxford. The component parts of the University of Oxford are the colleges. Each college is practically autonomous. But they do not stand in isolation, they are mixed together with houses, shops and offices.

Cardiff is the capital of Wales and its chief port. Cardiff is also a tourist centre. There are some places of interest there. Wales is sometimes called "the land of song". One of the Welsh traditions is festivals. Song festivals are very popular.

Edinburgh is a city where the historic past lives side by side with the present. Edinburgh Castle is the most famous building in the city.

Edinburgh is especially famous for its festivals. In summer there is the Edinburgh Festival. This is Britain's biggest arts festival.

There is a prehistoric monument in Great Britain which is as interesting to the tourists as the Egyptian pyramids. This is Stonehenge. Stonehenge was built in order to calculate the annual calendar and seasons.

2.

#### Порядковые числительные Ordinal numbers

количественные - это числительные типа: один, два, три и т.д.

порядковые - числительные типа: первый, второй, третий и т.д.

Представим первые десять порядковых числительных в виде списка:

one - the first

two - the second

three - the third  
four - the fourth  
five - the fifth  
six - the sixth  
seven - the seventh  
eight - the eighth  
nine - the ninth  
ten - the tenth

Как видно из перечисленных форм, порядковые числительные в английском языке, кроме первых трех цифр, образуются при помощи суффикса -th на конце и, как правило, определенного артикля the. Таким образом можно любое обычное число переводить в порядковое.

The seventh (седьмой), the eleventh (одиннадцатый), the fifty-sixth (пятьдесят шестой). Порядковые числительные можно запоминать и без артикля the. Мы его пишем только для того, чтобы тебе было легче привыкнуть к тому, что в большинстве случаев перед этими числительными ставится как раз артикль the. Это обусловлено тем, что предметы, обозначенные порядковым числительным, единственные в своём роде. Для примера сказанного можно взять словосочетание "первый этаж". Когда мы говорим, о первом этаже, мы всегда имеем ввиду один первый этаж, так как второго такого первого этажа не существует. Соответственно, в английском языке это будет выглядеть вот так: the first floor. Также обрати своё внимание на то, что первые три числительных в уникальны в плане своих форм. Их следует просто хорошо запомнить: the first (первый), the second (второй), the third (третий). Не говори: oneth или twoth.

#### **Переведи предложения на английский язык**

1. Первая машина
2. Седьмой дом
3. Вторая улица
4. Третий этаж
5. Пятый элемент

Помимо этого, нужно иметь в виду, что всё-таки имеются такие числительные, у которых кроме прибавления суффикса -th происходят небольшие изменения в написании.

Например, у five и twelve согласная **v** меняется на **f** (the fifth, the twelfth), у eight на конце добавляется только **h** (the eighth), а у nine опускается гласная **e** (the ninth). У числительных, обозначающих десятки (twenty, thirty, forty, etc.) крайняя гласная **y** переходит в **ie**: the twentieth, the thirtieth, the fortieth, etc.

eleven - eleventh  
twelve - twelfth  
thirteen - thirteenth  
fourteen - fourteenth  
...  
twenty - twentieth  
twenty-one - twenty-first  
twenty-two - twenty-second  
...  
thirty - thirtieth  
thirty-one - thirty-first  
...

В английском языке порядковое числительное не может употребляться самостоятельно. Нельзя, например, просто сказать "The fifth.", а надо обязательно уточнить о чем конкретно идет речь. Например: the fifth floor - пятый этаж.

Однако, порядковые числительные можно употреблять и в абсолютной форме, которая не будет прямо указывать на конкретный предмет, но для этого после числительного необходимо добавить "one".

Andrew is their first child and Kate is the second one - Эндрю их первый ребенок, а Кейт - второй.

Что касается определенного артикля the, то он легко может быть заменен какой-либо другой частью речи, например местоимением или существительным:

The fourth car = His fourth car = Daniel's fourth car (Но не: the his fourth car)

И последнее. На письме порядковые числительные очень часто обозначаются цифрами с добавлением соответствующего окончания: 1st, 2nd, 3rd, 4th, 5th, 6th и т.д.

**Озвучь следующие номера:**

11th

14th

3d

7th

25th

1st

42nd

**1. Переведи порядковые числительные с английского на русский**

second                      fifteenth

fourth                      sixtieth

tenth                      third

first                      fourth

**2. Переведи порядковые числительные на английский язык**

третий                      семнадцатый

шестой                      второй

девятый                      пятидесятый

первый                      пятый

**3. Прочти и запиши следующие порядковые числительные**

23-d

71-st

82-nd

1984-th

2012-th

1735-th

**4. Переведи предложения на английский язык**

1. Понедельник - первый день недели;

2. Среда - третий день недели;

3. Николай второй - последний Российский император;

4. Двадцатый век начинается с Первой Мировой Войны;

5. Знаменитый боксёр выигрывает в пятом раунде;

6. Я живу на втором этаже;

7. Энтони их четвёртый сын;

8. О чём девятая глава?

9. Она пытается перевести восьмое слово;

10. Я не понимаю, почему мой папа не хочет отмечать свой сороковой день рождения.

### **Задание № 27**

**США(географическое положение, климат, население;  
национальные символы;  
политическое и экономическое устройство,  
традиции).**

1. Прочитать текст, ответить на вопросы, выполнить лингвострановедческий тест.
2. Выполнить грамматические задания - The Past Perfect Tense

### **1. The USA.**

The USA occupies the central part of the North American continent. It borders on Canada in the north and Mexico in the south. It is washed by the Atlantic Ocean in the east, by the Pacific Ocean in the west and by the Gulf of Mexico in the south.

The present territory of the USA consists of three separate parts. The USA proper and Alaska are situated in North America. The Hawaii are situated in the central part of the Pacific Ocean.

The area of the country is about 9,400,000 km<sup>2</sup>. Its population is about 256 million people.

No general statement can be made about the landscape of the USA. It is a country of mountains and prairies, valleys and deserts. About one half of the territory in the west is occupied by the Cordilleras. In the east there are the Appalachian Mountains. Between these great mountain chains central and large valleys lie.

The Rocky Mountains extend from Alaska through Canada and the USA to Mexico. Together with the Sierra Nevada Mountains in California they have snow-capped peaks and clear mountain lakes.

The Great Lakes are situated in the north-east of the country. They are Lake Ontario, Lake Huron, Lake Erie, Lake Superior, Lake Michigan. The largest rivers of the USA are the Mississippi, the Missouri, the Columbia, the Colorado, and the Yukon. American rivers have very expressive names: the Snake River, the Milk River, the Green River, the Sweetwater River, the White River.

The USA has rich deposits of coal, oil, iron, zinc, copper, silver, phosphate rock, natural gas, uranium and nonferrous metals. The country has one fourth of the world's coal deposits.

### **Political System of the USA.**

The United States of America is a federative republic. Since 1959 the Federation comprises 50 states.

The president is the head of the state and executive body. He is also the commander-in-chief of the army and Navy of the USA. The president and vice-president are elected for a term of four years.

All the legislative power is vested in Congress, which consists of the Senate and the House of Representatives. There are 100 senators and 435 members in the House of Representatives. Two Senators from each state are elected by popular vote for a term of six years, the Representatives are elected for two-year term. Both houses must approve the bill for it to become a law.

An essential role in the US political system is played by the Supreme Court, which may declare a law, passed by Congress, to be contradictory to the Constitution of the country.

The various states have legislative and executive bodies of their own. Their structure, function and competence are determined by the Constitution of each state. There is an elected governor at the head of each state. States enjoy independence in their domestic affairs, including financial matters. However, state laws and actions of state authorities must not conflict with the Constitution of the USA.

### **Exercise 1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:**

1. Parliament a) судебная власть
2. The House of Lords b) исполнительная власть
3. Head of state c) законодательная власть
4. Prime Minister d) избирать, выбирать
5. Power e) парламент
6. Government f) победить, выиграть
7. General election g) назначать



8. To elect h) Палата Общин
9. To consist of i) Палата Лордов
10. To appoint j) правительство
11. To win k) состоять из
12. Legislation l) избиратель
13. Executive m) власть, полномочия
14. The House of Commons n) Премьер-министр
15. Voter o) глава государства
16. Judiciary p) всеобщие выборы

**Exercise 2. What do you know about the British and US political systems?**

**For statements 1-8, decide which answer is correct. Circle the corresponding letter:**

**1. In Great Britain ..... is the head of state.**

- a) the Prime Minister
- b) the Monarch
- c) the President

**2. In the USA..... is the head of state.**

- a) the President.
- b) the Prime Minister
- c) the Vice President

**3. In Great Britain .....is the head of government.**

- a) the Monarch
- b) the Prime Minister
- c) the President

**4. In the USA .....is the head of government.**

- a) the Vice President
- b) the Prime Minister
- c) the President

**5. In Great Britain.....represents the legislative branch.**

- a) the Cabinet
- b) the House of Commons
- c) Parliament

**6. In the USA..... represents the legislative branch.**

- a) the Administration
- b) Congress
- c) the Senate

**7. In Great Britain..... represent(s) the executive branch.**

- a) the Prime Minister with cabinet and non-cabinet ministers
- b) the House of Commons
- c) the House of Lords

**8. In the USA .....represent(s) the executive branch.**

- a) the Senate
- b) the President and his Administration
- c) Congress

The United States government allows its citizens to be free from internal control. Citizens are allowed to take part in any action that they wish to involve themselves in as long as it is not an illegal action. The government encourages and provides its citizens freedom in order to create maximum opportunity and wealth creation for the entire nation.

In Amendment I of the Bill of Rights, the United States government gives individuals the right of freedom of speech and prohibits the government to abridge the freedom to exercise this right. The ability of the United States citizens to express themselves freely without restriction allows

entrepreneurs to have maximum opportunities which creates economic wealth. However, there are restrictions on speech, ratings on movies, parental advisories on music, and other forms of entertainment. These restrictions do in some way restrict free speech.

The police forces of the United States protect its citizens from crime and criminals quite effectively. However, the fairness of the police force on minorities is in constant question. The police forces use of racial profiling and questionable shootings of Hispanics and African Americans causes minorities to be fearful of their encounters with the police force. These types of racism and unequal treatment discourage the creation of businesses run by minorities which decreases wealth.

The United States dollar is the single currency used in the United States. The dollar is the only official currency used within the United States. The use of this helps to encourage commerce and creates economic opportunities wealth.

## 2. Using the past perfect tense.

Form:

| Affirmative       | Interrogative     | Negative              |
|-------------------|-------------------|-----------------------|
| I had worked.     | Had I worked?     | I had not worked.     |
| She had played.   | Had she played?   | She had not played.   |
| It had rained.    | Had it rained?    | It had not rained.    |
| They had waited.  | Had they waited?  | They had not waited.  |
| You had promised. | Had you promised? | You had not promised. |

As you can see in the **past perfect tense**, the auxiliary verb **had** is used with both singular and plural nouns.

### Uses

The past perfect tense is not usually used alone. It is mainly used with the simple past tense and then it refers to an action that has already happened by the time another action had commenced.

- The patient **had died** before the doctor arrived. (NOT The patient died before the doctor had arrived.)

We use the past perfect tense for the earlier of the two past actions.

- The train **had left** before we reached the station. (NOT The train left before we had reached the station.)
- I **had cooked** the meals before the kids came home from school.
- I **had finished** one project before I started the next.

In many cases we can use time conjunctions like **before** and **after** to indicate that one action had taken place before another commenced. The use of past perfect tense is optional in this case.

That means you can use it but it is not necessary.

- **After** he **finished** the project he went to Australia for a month.**OR**
- **After** he **had finished** the project he went to Australia for a month.

Note that the past perfect tense is only used as described above. It is not used to simply say that something happened some time ago.

- I met an old friend of mine yesterday. (NOT I had met an old friend of mine yesterday.)

Please share this with others if you feel it's helpful.

## Задание № 28

### США(крупные города, достопримечательности).

1. Прочитать текст, ответить на вопросы, выполнить квиз
2. Выполнить грамматические задания - The Past Perfect Tense

## **1. Customs and traditions.**

Every nation has different customs and traditions, its own way of life.

In Europe there are people who have lived in the same house and been in the same job for 20, 30 or more years. That's not the American way of life. The Americans love change, they call it the spirit of adventure, a spirit that they think is more characteristic of America than of Europe. They like to move away, to change houses and jobs.

While the Englishman thinks it is ill mannered to ask private questions, the American doesn't feel that at all. He will tell you all about himself, his wife and family, and ask where you have come from, what your job is, how you like America and how long you are staying. The American prefers sociability. In his home he doesn't object to being seen by everyone — he actually likes it.

With this sociability goes overwhelming hospitality. A national Thanksgiving Day is perhaps the only holiday spent by the Americans at home. Table decorations follow a traditional pattern — a harvest of Indian corn, apples, oranges, walnuts and grapes. Flowers also bring the fall scene indoors. The centrepiece is the traditional roast turkey.

Still another American tradition concerns Halloween. Its origin dates back hundreds of years to the Druid festival. The Druid New Year began on November 1, marking the beginning of winter and the reign of the Lord of Death. The custom of telling ghost stories on Halloween comes from the Druids. On this occasion children usually wear ghost costumes or false faces. They also carve out rounded eyes in pumpkins and put burning candles inside them to make them visible from far away.

In Texas, where the West begins, the biggest annual festival — the Fat Stock Show — is held. Its rodeo, held together with the stock show, is the biggest indoor rodeo on the earth.

And, of course, no nation can exist without humour. As they themselves say, an American must have one wife, two cars, three children, four pets, five suits, six acres, seven credit cards — and is lucky to have eight cents in his pocket.

## **Washington**

Washington, the capital of the United States of America, is situated on the Potomac River in the District of Columbia. The district is a piece of land ten miles square and it does not belong to any separate state but to all the states. The district is named in honour of Columbus, the discoverer of America. The capital owes much to the first President of the USA — George Washington. It was G. Washington, who chose the place for the District and laid in 1790 the corner-stone of the Capitol, where Congress sits. Washington is not the largest city in the USA. It has a population of 900 000 people. Washington is a one-industry town. That industry is government. It does not produce anything except very much scrap paper. Every day 25 railway cars leave Washington loaded with scrap paper. Washington has many historical places. The largest and tallest among the buildings is the Capitol with its great House of Representatives and the Senate chamber.

There are no skyscrapers in Washington because no other building must be taller than the Capitol. The White House is the President's residence. All American presidents except George Washington (the White House was not yet built in his time), have lived in the White House. It was built in 1799. It is a two-storied, white building. Not far from the Capitol is the Washington Monument, which looks like a very big pencil. It rises 160 metres and is hollow inside. A special lift brings visitors to the top in 70 seconds from where they can enjoy a wonderful view of the whole city. The Jefferson Memorial was built in memory of the third President of the USA, Thomas Jefferson, who was also the author of the Declaration of Independence. The memorial is surrounded by cherry-trees. The Lincoln Memorial is devoted to the memory of the 16th President of the US, the author of the Emancipation Proclamation, which gave freedom to Negro slaves in America. On the other bank of the Potomac lies the Arlington National Cemetery where President Kennedy was buried. American soldiers and officers, who died in World Wars I and II are buried there too.

#### Questions:

1. What city is the capital of the USA?
2. Where is Washington situated?
3. To which state does the city of Washington belong?
4. In whose honour is the district of Columbia named?
5. Who was the first President of the USA?
6. Who chose the place for the District?
7. Is Washington the largest city in the USA?
8. What is the population of Washington?
9. What industries are situated in the city?
10. What do 25 railway cars leave Washington loaded with?
11. Why are there no sky-scrappers in Washington?
12. Where is the President's residence?
13. When was the White House built?
14. In whose memory was the Jefferson Memorial built?
15. Who is the author of the Declaration of Independence?
16. Which document gave freedom to Negro slaves in America?
17. Who was buried at the Arlington National Cemetery?

#### Vocabulary:

separate — отдельный

to be named in honour — быть названным в честь

except — кроме, за исключением

scrap paper — макулатура

hollow — полый, пустой

to enjoy a wonderful view of — любоваться прекрасным видом

cherry-trees — вишневые деревья

on the other bank — на другом берегу

#### *New York*

New York is the largest city in the USA and the biggest seaport. It is the business centre of the United States. New York is situated in the mouth of the Hudson river. In comparison with such ancient historical cities as, say, Rome, London, Moscow or Paris, New York is quite young. It was founded in 1613 by Dutch settlers. There are five districts in the city: Manhattan, the Bronx, Queens, Brooklyn and Richmond. Manhattan is the central and the oldest part of the city. It is the district of business and finance. It is here in Wall Street that many business offices, banks and the world famous New York stock exchange are situated. The New York stock exchange dominates business life of many countries. The total area of New York is 365 square miles or 900 square kilometres. Its population together with the population of its suburbs amounts to 16 million people. Among the inhabitants of New York one can meet people of almost all nationalities. They settled here during the immigration in the 19th and at the beginning of the 20th century. A traveller who visits New York for the first time wonders at the modern architecture. The Statue of Liberty, which is on Liberty Island, was a present from France in 1876 on the occasion of the 100th anniversary of American independence. This statue and a few 18th and 19th century churches, hospitals, newspaper offices and other buildings are the only examples of "old" architecture in New York. Wherever your eyes travel, everywhere you can see sky-scrappers. New York, one of the USA leading manufacturing cities, is the home of great firms and banks. The most important branches of industry are those producing vehicles, glass,

chemicals and all kinds of machinery. The city has very busy traffic. Its streets and highways are full of cars and buses. The mouth of the Hudson river makes an excellent harbour for numerous passengers and cargo ships from all over the world. Speaking about New York one can't but mention the outstanding role, the city plays, in the cultural life of the country. New York has many museums and art galleries which have collected works of art of many peoples and of all times. Many of them are on constant display in the Metropolitan Museum of Art, the Whitney Museum of Art. Most of the theatres and cinemas are in or near Broadway, the longest street and the biggest shopping district in New York. The Metropolitan and Modern Arts Museums attract many visitors.

Questions:

1. What is the largest city in the USA?
2. Where is New York situated?
3. When was the city founded?
4. How many districts are there in New York?
5. What is the central and the oldest part of New York?
6. In which district are many offices situated?
7. What is the population of New York?
8. People of how many nationalities live in the city?
9. What does a traveller who comes to New York for the first time wonder at?
10. How and when did the Statue of Liberty appear in New York?
11. Which industries are situated in New York?
12. What is situated in the mouth of the Hudson river?
13. What are the names of art museums situated in New York?
14. In what street are most of the theatres and cinemas situated?

Vocabulary:

to be founded — быть основанным

Dutch settlers — датские поселенцы

stock exchange — биржа

the total area — общая площадь

suburbs — пригороды

to amount to — составлять

to settle — поселиться

to wonder at smth. — любоваться чем-либо

sky-scrapers — небоскребы

vehicle — автомобиль, средство передвижения

highway — автострада

harbour — пристань

cargo ships — грузовые корабли

to be on constant display — постоянно экспонироваться

### *San Francisco*

San Francisco is a special place, very different from most American cities. It lies on a small finger of land with the Pacific Ocean on one side and a huge harbour on the other. San Francisco's population is only about 700 000 but it is the biggest business center in the west of the USA. It is also America's most international city with newspapers in thirty different languages. The city is known as "the Paris of the West". Most people enjoy the climate in San

Francisco. It's never too hot and never really cold. The sea winds are healthy and they make you hungry. And it's good to be hungry in San Francisco because the food is fabulous with more than 2600 restaurants serving food from all over the world. There are at least three small cities in San Francisco: "Little Italy", with its pizzerias and restaurants, "Chinatown" with wonderful shops and exciting food and "Japantown". And everywhere you go you will see boats out on the sea, smell fresh and salt and feel the sea wind on your face. If you live in San Francisco you get plenty of exercise, because it's a city of hills. Perhaps that's why the famous cablecars are so popular. And of course the views from the hills are spectacular.

Questions:

1. Where does San Francisco lie?
2. What is the population of this city?
3. Most people enjoy the climate in San Francisco, don't they?
4. How many small cities are there in San Francisco?
5. What is San Francisco famous for?

Vocabulary:

finger of land — участок земли

harbour — гавань

fabulous — потрясающий

pizzeria — пиццерия

cablecar — фуникулер

spectacular — захватывающий

### Употребление Past Perfect

**Past Perfect** употребляется:

1. Для выражения действия, закончившегося до указанного момента времени в прошлом, который может быть выражен точной датой, часом и т. д.:

**We had finished our work by five o'clock.** – *Мы (уже) закончили свою работу к пяти часам.*

**They had sold all the computers by the end of the last month.** – *Они продали все компьютеры к концу месяца.*

2. Для выражения действия, предшествовавшего другому действию в прошлом. Обратите внимание, что в этом случае между этими двумя действиями должен быть временной промежуток. Если же действия просто следуют одно за другим, то они выражаются временем **Past Indefinite (Simple)**:

**He had written three letters and was just starting on the fourth, when the door was suddenly flung open and Elsie Clayton rushed into the room.** – *Он написал три письма и как раз принялся за четвертое, когда дверь вдруг широко распахнулась, и Элси Клейтон стремительно вошла в комнату.*

**Before I left, I *had said* good-bye to everybody.** – *Прежде чем уйти, я со всеми попрощался.*

3. Для выражения неосуществленных намерений, несбывшихся желаний:

**I *had wanted* to send a telegram but I *couldn't*.** – *Я хотел отправить телеграмму, но не смог.*

### Exercises

**1. Прочитайте текст, найдите в нем предложения с *Past Perfect* и переведите их на русский язык, обращая внимание на употребление данного времени.**

Adelaide Hall was a very popular jazz singer in Britain during the war years. When she came to Britain in 1938, she had already been famous in America for a number of years. By the end of 1941 she had become one of the best-paid entertainers (*эстрадный артист*) in Britain and she decided to stay there. She had lived in England for over fifty years when she died in 1993. She had been the first black star to sign a long-term contract with the BBC. By the time of her death she had recorded over seventy discs. During the war Adelaide had worked very hard and she had sung on the radio, in the theatre, in the movies and in the nightclubs until the bomb destroyed the club which she had bought in 1940. After that she moved out of London and lived in Surrey countryside. When the war ended, she went to Berlin where she was shocked by the devastation (*разорение, опустошение*). Where there had been streets there was nothing but ruins; she saw people had put up wooden boards with the street names written on them to show where the streets had once been. When she left Berlin, she felt very sad.

**2. Составьте утвердительные, отрицательные и вопросительные предложения во времени *Past Perfect* со следующими глаголами:**

to buy, to bring, to eat, to teach, to write, to study, to enter, to finish, to cut, to come, to understand, to work.

**3. Составьте предложения в *Past Perfect*.**

1. Mike / to write / a report by last Friday.
2. The students / to prepare / for the exams by the end of January.
3. Last year they went to England for the first time, they never / to be there before.
4. First the children / to do / their homework and then went for a walk.
5. The police / to make / ten arrests by the time the match ended.
6. Before Mary joined the company, she / not to work / anywhere.
7. Pat / to cook / the breakfast when Sally got up.
8. I couldn't concentrate in the lesson because I / not to sleep / enough that night.

**4. Ответьте на вопросы, используя *Past Perfect*.**

1. Was Tom at the party when you arrived? – No, he / to go / home.
2. Why didn't Mary want to go to the cinema? – She already / to see / the film.
3. Why didn't you tell him about my exam? – I didn't know that you already / to pass / it.
4. Why did she feel tired? – She / to work / hard the day before.

5. Why didn't he eat supper? – He already / to have / it.
6. When did Alice get to the University? – When the lecture already / to start.
7. Did you inform Mr Smith about your decision? – No, he already / to know.

## Раздел II

### Тема 2.1. Современный мир профессий.

#### Проблемы выбора профессии.

#### Роль иностранного языка в вашей профессии

#### Занятие № 29

#### Особенности подготовки по профессии/специальности.

1. Прочитать текст, расширить словарный запас
2. Выполнить грамматические задания - the Gerund ( герундий)

#### Professions

#### 1. Answer the following questions:

What are you? I am a student (a worker, an engineer, an economist, an office employee, an officer, a military man, a lawyer, an investigator, a judge, a defense counsel, a militiaman, an officer of the court, an inspector, a clerk)

#### Pay your attention to the prepositions:

Where do you work? I work at a plant. (at a factory, at a construction site, in an office, on a farm, at school, in hospital, in a library, in the Procurator's Office, at the people's (district, regional) Court, in the Militia)

#### Vocabulary

|                        |                           |
|------------------------|---------------------------|
| successfully           | успешно                   |
| unhealthy              | нездорово                 |
| large amounts of money | большие суммы денег       |
| enterprise             | предприятие               |
| to qualify for         | годиться для чего-либо    |
| educational level      | уровень образования       |
| a command of           | уровень владения чем-либо |
| to gain                | приобретать               |
| sufficient             | достаточный               |
| staff                  | персонал                  |
| unemployed             | безработный               |
| employee               | служащий                  |

#### 2. Translate these words

Accountant  
 Manager  
 Marketer  
 P.R. specialist (Public Relations)  
 prestigious job  
 well- paid job  
 employer  
 entrepreneur, businessman  
 state-employed  
 skilled worker  
 unskilled worker  
 experienced worker  
 to be hired for a job  
 to look for a new job (work, position)



to apply for a new job  
resume  
application for a position of ...  
C.V. (curriculum vitae)  
to be fired  
to retire

### **Какой Вы видите свою будущую работу?**

#### **Ответьте на вопросы:**

1. What kind of job are you interested in?

- |                             |                                           |
|-----------------------------|-------------------------------------------|
| a) well paid                | e) in an industry which has a future      |
| b) interesting              | f) prestigious                            |
| c) large and famous company | g) not to sit the whole day in the office |
| d) quite                    | h) to travel a lot                        |

2. What position would you like to have?

- a) to manage people – manager
- b) to work for someone else – an employee
- c) to be your own boss – self employed, businessman
- d) to be responsible for everything – top manager, director
- e) to work for the state – state employee

### **3. Прочитайте несколько текстов, которые рассказывают о профессиях. Расскажите о Вашей будущей профессии на английском языке.**

#### **Текст 1. A Lawyer**

The necessary characteristics of a person who wants to become a lawyer are: a) good memory. It is necessary to remember a lot of information: laws, cases, etc.

b) eloquence: this is necessary to persuade opponents in court.

c) ability to give speeches in public: not everybody can do that.

A lawyer gets a lot of money for his job, and the people think that this job brings them satisfaction. A lawyer works in juridical consultation or in courts. In this case he defends a person who is being prosecuted. Sometimes the work he does is tiring, as most of his workday he spends in corridors of different establishments. There he sits in line alone or with his client and waits for his turn to come. But some of disadvantages don't frighten he. In fact he becomes more persistent and experienced.

#### **Выпишите подчёркнутые слова, переведите их и запомните!**

#### **Текст 2. An Accountant**

First of all an accountant loves to calculate and to divide, to subtract and to multiply. A professional accountant should always get additional education. He is often present at different seminars, workshops, conferences and what not. There he learns about new laws and rules in the field. He listens to reports and discusses the way of applying fresh knowledge in practice. He often gathers financial reports of the company and watches that everything is in proper order. That is very important. If an inspector comes, he will check everything.

The necessary characteristics of a person who wants to become an accountant are:

- 1) ability to work on one problem: in order to complete the work, an accountant should concentrate on it and not be distracted by anything.
- 2) good memory: he should memorize laws and orders of the Ministry of Finance, and Taxation service, and other governmental establishments.
- 3) persistence: an accountant should go to the end and solve every problem set in front of him.

#### **Выпишите подчёркнутые слова, переведите их и запомните!**

#### **Текст 3. A Specialist in Computer technologies – a computer engineer**

A Specialist in Computer technologies – a computer engineer is to be always good in mathematics and physics. Computer industry is developing so fast, that it comprises almost all

spheres of professional life. No business now is possible without computers. This is especially true about automated manufacturing of products and robotics. Computer control of automated production opens new horizons for the cheap and quality production of goods. Information is now generated, transmitted, received, and stored electronically through computer networks in on a scale unprecedented in history, and there is a very indication that the explosive rate of growth in this field will continue. Computer engineering is a general field. It deals with both electric and electronic industries. Electronic engineering deals with the research, design, integration, and application of circuits and devices used in the transmission and processing of information. Computer engineering is now the most rapidly growing field.

#### **Текст №4 “My Profession is a Cook”**

I study at the Cooking Department of the Moscow College of Technologies and Design, so I will be a cooking and catering professional: a cook or a technologist.

Every school year we do practice work for 2-3 month. This year our group have done their practice at the Golden Palace restaurant. This is a large restaurant, which is open 24 hours a day. There are three departments within the main shop there – a cold shop, a hot shop and a pastry-cook’s shop. Salads, snacks, sandwiches, cuts of cold meat and fish and desserts are made in the cold shop. Soups, hot meat, and fish dishes and sauces are prepared in the hot shop. In the pastry-cook’s shop they make tarts, patties, fancy cakes.

**Выпишите подчёркнутые слова, переведите их и запомните!**

**4.Герундий — это неличная форма английского глагола с суффиксом -ing, имеющая грамматические особенности как глагола, так и существительного и всегда выражающая действие как процесс.** При этом главное отличие от существительного — смысловой оттенок некоторого процесса:

walking – гуляние;

dancing – танец;

swimming – плавание.

Герундий образуется, когда окончание -ing в английском языке добавляет к инфинитиву любого глагола. И, как следствие, происходят орфографические изменения:

look — looking;

watch — watching;

marry — marrying;

read — reading.

Особенности глаголов, которые важно учитывать

1. Если окончание слова на «-е», то при добавлении «-ing» она опускается:

to bake — baking;

to smile — smiling.

2. Если слово оканчивается на согласную букву, а перед ней еще идет ударная краткая гласная, необходимо удвоить финальную согласную, а после подставить «-ing»:

to rub — rubbing;

to begin — beginning.

3. Если слово заканчивающимся на «-г» и имеет последний ударный слог, удвоенная последняя согласная также необходима. Исключение — наличие дифтонгов (сочетание двух гласных звуков в одном слоге):

to star — starring;

to tear — tearing.

4. Если слово оканчивается на букву «-l», то она удваивается (в британском английском. В некоторых словах американского английского — не удваивается):

to tell — telling;

to sell — selling.

5. Если инфинитив оканчивается на «-ie», то обязательно заменить на «-у»:

to lie — lying;

to die – dying.

Если глагол заканчивается на сочетание букв «ic», то при прибавлении -ing, суффикс -ic меняется на -ick:

traffic → trafficking

mimic → mimicking

panic → panicking

Чтобы образовать отрицательную форму, нужно поставить перед герундием частицу «not»:

I prefer not reading in the dark. – Я предпочитаю не читать в темноте.

The most expensive thing in our life is not lying. – Самое дорогое в нашей жизни — не врать.

Существуют две формы герундия в английском языке: простая и перфектная.

Простая форма используется для действия, которое происходит одновременно с действием глагола-сказуемого. Перфектная форма используется для действия, которое предшествует глаголу-сказуемому.

Рассмотрим правила герундия.

### **Simple Gerund**

*Активный залог* - doing

Sorry for **pushing** you. — Извините, что я вас толкнул.

*Пассивный залог* - being done

I hate **being woken** up early. — Ненавижу, когда меня будят рано.

### **Perfect Gerund**

*Активный залог*

having done

He apologized for **having pushed** you. — Он извинился за то, что толкнул тебя.

*Пассивный залог*

having been done

I regret **having been woken** up early in the morning. — Я сожалею, что меня разбудили так рано утром.

Герундий — может принимать различные функции в предложениях.

Рассмотрим на примерах:

### **Подлежащее**

Skiing is very useful for the health. — Катание на лыжах полезно для здоровья.

### **Предложное дополнение**

Helen is keen on swimming. — Хелен сосредоточена на плавании.

Прямое дополнение

My husband minds your attending my office. — Мой муж против посещения вами моего офиса.

### **Обстоятельство времени**

After leaving box class, Max worked as a manager. — После завершения занятия по боксу, Макс работает менеджером.

### **Обстоятельство образа действия**

Learning rules without examples is no result. — Изучение правил без примеров не даст результат.

### **Составное именное сказуемое, состоящее из глагола-связки to be**

Her favourite hobby is snowboarding. — Ее любимое хобби — кататься на сноуборде.

### **Определение**

There is no sense in regretting. — Нет никакого смысла в сожалении.

Если есть зависимость от существительного или местоимения и подходит вопрос «какой?», значит это действительно определение.

**Часто герундий употребляется после глаголов и прилагательных с фиксированными предлогами.**

Глаголы с предлогами, после которых нужен герундий:

accuse of – обвинять в;

agree to – соглашаться с;

to be worth doing something – стоить что-то делать

blame for – винить за;

complain of – жаловаться на;

consist in – заключаться в;

count on/upon – рассчитывать на;

congratulate on – поздравлять с;

depend on – зависеть от;

dream of – мечтать о;

feel like – хотеть, собираться;

hear of – слышать о;

insist on – настаивать на;

keep from – удерживать(ся) от;

look forward to – с нетерпением ждать, предвкушать;

look like – выглядеть как;

object to – возражать против;

persist in – упорно продолжать;

praise for – хвалить за;

prevent from – предотвращать от;

rely on – полагаться на;

result in – приводить к;

succeed in – преуспевать в;

suspect of – подозревать в;

thank for – благодарить за;

think of – думать о.

**5. Запомните выражения и придумайте свои диалоги с ними.**

-Excuse me **for interrupting** you – Извините, что я вас прерываю.

Do you mind **my reading** here? – Вы не возражаете, если я буду здесь читать.

It's **worth going** there. – Туда стоит съездить.

I'm **looking forward to seeing** you. – С нетерпением жду (увидеть) вас.

**Переведите на русский язык эту пословицу.**

**“What is worth doing at all is worth doing well”** (Если уж стоит что-то делать, то делать надо хорошо).

**Занятие №30**

**Специфика работы по профессии/специальности.**

1. Прочитать тексты, дать перевод подчеркнутым словам.

2. Ответить на вопросы

3. Выполнить грамматические задания.

**Прочитайте несколько текстов, которые рассказывают о профессиях. Расскажите о Вашей будущей профессии на английском языке.**

**Текст 1. A Lawyer**

The necessary characteristics of a person who wants to become a lawyer are: a) good memory. It is necessary to remember a lot of information: laws, cases, etc.  
b) eloquence: this is necessary to persuade opponents in court.  
c) ability to give speeches in public: not everybody can do that.

A lawyer gets a lot of money for his job, and the people think that this job brings them satisfaction. A lawyer works in juridical consultation or in courts. In this case he defends a person who is being prosecuted. Sometimes the work he does is tiring, as most of his workday he spends in corridors of different establishments. There he sits in line alone or with his client and waits for his turn to come. But some of disadvantages don't frighten he. In fact he becomes more persistent and experienced.

**Выпишите подчёркнутые слова, переведите их и запомните!**

### **Текст 2. An Accountant**

First of all an accountant loves to calculate and to divide, to subtract and to multiply. A professional accountant should always get additional education. He is often present at different seminars, workshops, conferences and what not. There he learns about new laws and rules in the field. He listens to reports and discusses the way of applying fresh knowledge in practice. He often gathers financial reports of the company and watches that everything is in proper order. That is very important. If an inspector comes, he will check everything.

The necessary characteristics of a person who wants to become an accountant are:

- 1) ability to work on one problem: in order to complete the work, an accountant should concentrate on it and not be distracted by anything.
- 2) good memory: he should memorize laws and orders of the Ministry of Finance, and Taxation service, and other governmental establishments.
- 3) persistence: an accountant should go to the end and solve every problem set in front of him.

**Выпишите подчёркнутые слова, переведите их и запомните!**

### **Текст 3. A Specialist in Computer technologies –a computer engineer**

A Specialist in Computer technologies – a computer engineer is to be always good in mathematics and physics. Computer industry is developing so fast, that it comprises almost all spheres of professional life. No business now is possible without computers. This is especially true about automated manufacturing of products and robotics. Computer control of automated production opens new horizons for the cheap and quality production of goods. Information is now generated, transmitted, received, and stored electronically through computer networks in on a scale unprecedented in history, and there is a very indication that the explosive rate of growth in this field will continue. Computer engineering is a general field. It deals with both electric and electronic industries. Electronic engineering deals with the research, design, integration, and application of circuits and devices used in the transmission and processing of information.

Computer engineering is now the most rapidly growing field.

### **Текст №4 “My Profession is a Cook”**

I study at the Cooking Department of the Moscow College of Technologies and Design, so I will be a cooking and catering professional: a cook or a technologist.

Every school year we do practice work for 2-3 month. This year our group have done their practice at the Golden Palace restaurant. This is a large restaurant, which is open 24 hours a day. There are three departments within the main shop there – a cold shop, a hot shop and a pastry-cook's shop. Salads, snacks, sandwiches, cuts of cold meat and fish and desserts are made in the cold shop. Soups, hot meat, and fish dishes and sauces are prepared in the hot shop. In the pastry-cook's shop they make tarts, patties, fancy cakes.

**Отвечьте на вопросы:**

1. What kind of job are you interested in?

- |                             |                                           |
|-----------------------------|-------------------------------------------|
| a) well paid                | e) in an industry which has a future      |
| b) interesting              | f) prestigious                            |
| c) large and famous company | g) not to sit the whole day in the office |

- d) quite h) to travel a lot  
2. What position would you like to have?  
a) to manage people – manager  
b) to work for someone else – an employee  
c) to be your own boss – self employed, businessman  
d) to be responsible for everything – top manager, director  
e) to work for the state – state employee

**Составьте предложения с выделенными словами.**

### **Прочитать грамматический комментарий и выполнить упражнения**

**Инфинитив** в английском языке представляет собой неличную форму глагола, которая обозначает действие — это неопределенная форма глагола (в русском языке инфинитив чаще всего так и называют). Эта форма выражает действие, но без уточнения лица или числа. Инфинитив отвечает на вопросы «что делать?», «что сделать?» — в словаре слова представлены как раз в этой форме:

to run – бежать/прибежать

to cook – готовить/приготовить

I was glad to see the gasoline. – Я был рад увидеть заправку.

He can play chess. – Он умеет играть в шахматы.

He must leave before 11 a.m. – Он должен уйти до 11 утра.

**Отрицательная форма образуется с помощью частицы not — просто ставим ее перед инфинитивом. Если инфинитив с частицей to — отрицание not встает перед ней.**

I decided not to buy ticket. – Я решил не покупать билет.

They asked him not to be late. – Они попросили его не опаздывать.

I might not come. – Я могу не прийти.

Что такое инфинитив

В английском языке у глагола есть две формы: личная и неличная. Всего в английском языке присутствует три неличные формы глагола: инфинитив, герундий и причастие. Сегодня мы подробно рассмотрим, что такое инфинитив.

Инфинитив в английском языке представляет собой неличную форму глагола, которая обозначает действие — это неопределенная форма глагола (в русском языке инфинитив чаще всего так и называют). Эта форма выражает действие, но без уточнения лица или числа. Инфинитив отвечает на вопросы «что делать?», «что сделать?» — в словаре слова представлены как раз в этой форме:

to run – бежать/прибежать

to cook – готовить/приготовить

Формальным признаком инфинитива в английском языке является частица to, которая в некоторых случаях опускается. Все эти случаи мы подробно разберем дальше, а сейчас запоминаем: инфинитив — это не всегда глагол плюс частица to.

I was glad to see the gasoline. – Я был рад увидеть заправку.

He can play chess. – Он умеет играть в шахматы.

He must leave before 11 a.m. – Он должен уйти до 11 утра.

Полезные подарки для родителей

В колесе фортуны — гарантированные призы, которые помогут наладить учебный процесс и выстроить отношения с ребёнком!

Получить подарок!

Отрицательная форма инфинитива

Отрицательная форма по-классике образуется с помощью частицы *not* — просто ставим ее перед инфинитивом. Если инфинитив с частицей *to* — отрицание *not* встает перед ней.

I decided not to buy ticket. – Я решил не покупать билет.

They asked him not to be late. – Они попросил его не опаздывать.

I might not come. – Я могу не прийти.

**Инфинитив** может употребляться с частицей *to* или без нее:

I want to help you. – Я хочу вам помочь.

I should help you. – Я должен вам помочь.

Когда употребляем инфинитив без частицы *to*

1. После модальных глаголов.

Это особая группа глаголов, которые выражают не само действие, а отношение к нему: вероятность, долженствование, способность. Например, *can*, *must*, *should*, *may* и прочие. Сами по себе они не дают полного смысла, поэтому дополняются инфинитивом без частицы *to* — это самый распространенный случай.

She can't speak to you. – Она не может говорить с вами.

He should ask them a question. – Ему следует задать им вопрос.

Shall I talk to him? – Мне поговорить с ним?

They must leave before 10.00 a.m. – Они должны уйти до десяти утра.

Исключения — модальные глаголы «*dare*» / «*ought*» / «*have*» / «*be*». Им частичка *to* нужна.

She ought to be more polite to other people. – Ей следует быть более вежливой с людьми.

2. После глаголов *make*, *let*, *feel*, *see*, *hear*.

Например, в предложениях, где *make* используется в значении «заставлять», а *let* — «позволять».

Let's go to the cinema tonight. – Давай пойдем в кинотеатр сегодня вечером.

You made me cry. – Вы заставили меня плакать.

Don't make me read that boring book. – Не заставляй меня читать эту скучную книгу.

I saw her leave the room. – Я видел, как она вышла из комнаты.

I heard her sing. – Я слышал, как она поет

3. После глагола «*help*» (помогать) может использоваться глагол как с «*to*», так и без.

Help me (to) find my keys, please. – Помогите мне найти ключи, пожалуйста.

4. После оборотов *had better* и *would rather*.

Оборот *had better* переводится, как «лучше, следует». В сокращенном варианте пишется, как *d'better*.

We had better take some warm clothing. – Нам лучше взять теплой одежды.

She had better ask him not to come. – Ей бы лучше попросить его не приходить.

I would rather not tell them about it. – Я предпочел бы не говорить им об этом.

**Упражнение 1.** Вставьте подходящий по смыслу глагол в предложения: *help*, *drink*, *talk*, *read*, *walk*.

1. I didn't have enough time ... a book today.

2. I came home by taxi. I didn't have the energy ...

3. «Would you like something ...?» — «Yes, please. A cup of coffee.»
4. I saw her at the party but we didn't have a chance ... to each other.
5. I can't do this work alone. I need somebody ... me.

**Упражнение 2.** Вставьте частицу *to* перед инфинитивом, где необходимо.

1. I like ... dance. 2. I'd like ... dance. 3. She made me ... repeat my words. 4. She did not let him ... run about the room. 5. Do you like ... listen to music? 6. Would you like ... listen to music? 7. That funny boy made me ... laugh. 8. My brother can ... speak French. 9. We had ... put on our jackets because it was cold. 10. They wanted ... go by car. 11. It is high time for you ... go to bed. 12. May I ... use your telephone? 13. He did not want ... play with her. 14. Would you like ... go home? 15. I wanted ... speak to Nick, but could not ... find his telephone number. 16. It is time ... get up. 17. Let me ... help you with your homework. 18. I was planning ... do a lot of things yesterday. 19. I'd like ... speak to you. 20. I think I will be able ... solve this problem. 21. What makes you ... think you are right? 21. He must ... do it. 22. Pete can't ... concentrate with the radio on.

### Занятия №30/31

#### Основные принципы деятельности по профессии/специальности.

##### Основные понятия вашей профессии

1. Прочитать о профессиях.
2. Выполнить грамматические задания.

|                        |                           |
|------------------------|---------------------------|
| successfully           | успешно                   |
| unhealthy              | нездорово                 |
| large amounts of money | большие суммы денег       |
| enterprise             | предприятие               |
| to qualify for         | годиться для чего-либо    |
| educational level      | уровень образования       |
| a command of           | уровень владения чем-либо |
| to gain                | приобретать               |
| sufficient             | достаточный               |
| staff                  | персонал                  |
| unemployed             | безработный               |
| employee               | служащий                  |

#### 2. Translate these words

Accountant  
 Manager  
 Marketer  
 P.R. specialist (Public Relations)  
 prestigious job  
 well- paid job  
 employer  
 entrepreneur, businessman  
 state-employed  
 skilled worker  
 unskilled worker  
 experienced worker  
 to be hired for a job



to look for a new job (work, position)  
to apply for a new job  
resume  
application for a position of ...  
C.V. (curriculum vitae)  
to be fired  
to retire

**Составить предложения с этими словами**

**Выбрать слова, характеризующую будущую профессию.**

**Выполнить грамматические упражнения**

**Упражнение 1.** *Вставьте частицу **to** или предлог **for** в предложения.*

1. I am going to Spain ... a holiday.
2. You need a lot of experience ... this job.
3. You need a lot of experience ... do this job.
4. We will need more time ... decision.
5. We will need more time ... make a decision.
6. He went to the dentist ... a check-up.
7. She had to put on her glasses ... read the letter.
8. Do you have to wear glasses ... reading?

**9. Запомните выражения и придумайте свои диалоги с ними.**

10. -Excuse me **for interrupting** you – Извините, что я вас прерываю.

11. Do you mind **my reading** here? –Вы не возражаете, если я буду здесь читать.

12. It's **worth going** there. –Туда стоит съездить.

13. I'm **looking forward to seeing** you. – С нетерпением жду (увидеть) вас.

**14. Переведите на русский язык эту пословицу.**

15. **“What is worth doing at all is worth doing well”** ( *Если уж стоит что-то делать, то делать надо хорошо*).

### **Занятие №32**

#### **Чемпионаты WorldSkills**

1. Прочитайте и переведите текст на русский язык.
2. Выпишите незнакомые слова.

**WORLDSKILLS RUSSIA is a laboratory for the development and testing of tools and technologies for the evolution of the TVET system and economic transformation**

#### **WorldSkills Russia**

The Young Professionals (WorldSkills Russia) Union is the official representative of the WorldSkills movement in Russia.

Since 2013 Russia has been hosting the annual Young Professionals (WorldSkills Russia) Competition among young professionals aged 16-22 who are involved in vocational education. Students all over Russia challenge their excellence in skills such as CNC Turning, Welding, Mechatronics, Floristry, Autobody Repair, Cooking, Joinery, Web Technologies, and hundreds of other skills.

The WorldSkills Russia Union has been organizing corporate competitions for employees of industrial enterprises since 2014. Every year best employees from different corporations showcase their professional excellence at the WorldSkills Hi-Tech National Competition of cross-industry skilled professions. The event attracts employees from numerous corporations and

holdings including Roscosmos, Rosatom, Rostec, Rosneft, STAN, EVRAZ, UralVagonZavod, UAC, ChelPipe Group, etc.

WorldSkills Russia is in charge of organizing professional excellence competitions which take place in every region ahead of the National Competition Final. Also, WorldSkills Russia introduces international standards and final certification for college and technical school graduates in the form of a Demonstration Exam, develops the Expert community and promotes best national and international practices in the TVET system through advanced training of teachers of vocational training, educators and directors.

**The** partners of WorldSkills Russia - are large corporations that operate successfully in international markets and integrate international vocational standards; Russian representatives of foreign companies interested in highly skilled professionals and in promoting new industries among high school and university students; intellectual partners with whom multiple studies are held to predict the skills of the future and to develop new approaches to the education system.

### **Повторить грамматический материал**

**Инфинитив** в английском языке представляет собой неличную форму глагола, которая обозначает действие — это неопределенная форма глагола (в русском языке инфинитив чаще всего так и называют). Эта форма выражает действие, но без уточнения лица или числа. Инфинитив отвечает на вопросы «что делать?», «что сделать?» — в словаре слова представлены как раз в этой форме:

to run – бежать/прибежать

to cook – готовить/приготовить

I was glad to see the gasoline. – Я был рад увидеть заправку.

He can play chess. – Он умеет играть в шахматы.

He must leave before 11 a.m. – Он должен уйти до 11 утра.

**Отрицательная форма образуется с помощью частицы not — просто ставим ее перед инфинитивом. Если инфинитив с частицей to — отрицание not встает перед ней.**

I decided not to buy ticket. – Я решил не покупать билет.

They asked him not to be late. – Они попросил его не опаздывать.

I might not come. – Я могу не прийти.

Что такое инфинитив

В английском языке у глагола есть две формы: личная и неличная. Всего в английском языке присутствует три неличные формы глагола: инфинитив, герундий и причастие.

Сегодня мы подробно рассмотрим, что такое инфинитив.

Инфинитив в английском языке представляет собой неличную форму глагола, которая обозначает действие — это неопределенная форма глагола (в русском языке инфинитив чаще всего так и называют). Эта форма выражает действие, но без уточнения лица или числа. Инфинитив отвечает на вопросы «что делать?», «что сделать?» — в словаре слова представлены как раз в этой форме:

to run – бежать/прибежать

to cook – готовить/приготовить

Формальным признаком инфинитива в английском языке является частица to, которая в некоторых случаях опускается. Все эти случаи мы подробно разберем дальше, а сейчас запоминаем: инфинитив — это не всегда глагол плюс частица to.

I was glad to see the gasoline. – Я был рад увидеть заправку.

He can play chess. – Он умеет играть в шахматы.

He must leave before 11 a.m. – Он должен уйти до 11 утра.

Полезные подарки для родителей

В колесе фортуны — гарантированные призы, которые помогут наладить учебный процесс и выстроить отношения с ребёнком!

Получить подарок!

Отрицательная форма инфинитива

Отрицательная форма по-классике образуется с помощью частицы not — просто ставим ее перед инфинитивом. Если инфинитив с частицей to — отрицание not встает перед ней.

I decided not to buy ticket. — Я решил не покупать билет.

They asked him not to be late. — Они попросил его не опаздывать.

I might not come. — Я могу не прийти.

**Инфинитив** может употребляться с частицей to или без нее:

I want to help you. — Я хочу вам помочь.

I should help you. — Я должен вам помочь.

Когда употребляем инфинитив без частицы to

1. После модальных глаголов.

Это особая группа глаголов, которые выражают не само действие, а отношение к нему: вероятность, долженствование, способность. Например, can, must, should, may и прочие. Сами по себе они не дают полного смысла, поэтому дополняются инфинитивом без частицы to — это самый распространенный случай.

She can't speak to you. — Она не может говорить с вами.

He should ask them a question. — Ему следует задать им вопрос.

Shall I talk to him? — Мне поговорить с ним?

They must leave before 10.00 a.m. — Они должны уйти до десяти утра.

Исключения — модальные глаголы «dare» / «ought» / «have» / «be». Им частичка to нужна.

She ought to be more polite to other people. — Ей следует быть более вежливой с людьми.

2. После глаголов make, let, feel, see, hear.

Например, в предложениях, где make используется в значении «заставлять», а let — «позволять».

Let's go to the cinema tonight. — Давай пойдем в кинотеатр сегодня вечером.

You made me cry. — Вы заставили меня плакать.

Don't make me read that boring book. — Не заставляй меня читать эту скучную книгу.

I saw her leave the room. — Я видел, как она вышла из комнаты.

I heard her sing. — Я слышал, как она поет

3. После глагола «help» (помогать) может использоваться глагол как с «to», так и без.

Help me (to) find my keys, please. — Помогите мне найти ключи, пожалуйста.

4. После оборотов had better и would rather.

Оборот had better переводится, как «лучше, следует». В сокращенном варианте пишется, как d'better.

We had better take some warm clothing. — Нам лучше взять теплой одежды.

She had better ask him not to come. — Ей бы лучше попросить его не приходить.

I would rather not tell them about it. — Я предпочел бы не говорить им об этом.

**Тема 2.2.**  
**Искусство и культура**  
**Занятие №33**  
**Культура. Искусство.**

**1. Познакомьтесь с новыми словами. Прочитайте текст и ответьте на вопросы**

**2. Выполните грамматические задания – Participle I, II**

**ARTS**

There are many arts in the world, but the most popular are: literature, music, theatre, cinema and others. Every person has his or her own favourite art.

Music has always fascinated people. It touches their hearts and makes them laugh or cry. Music can be heard everywhere. Nowadays there are a lot of musical genres: classical music, rock music, pop music, club music and others. I can listen to any genre of music. It depends on my mood. When I am sad I listen to classical music. When I am happy I like listening to energetic, fast music and hard beat. However, some people listen to one kind of music only and they listen to it no matter what mood they are in.

There are a lot of wonderful works of literature. Famous writers and poets created a big variety of poems, stories and novels that are read all over the world. Russian poets and writers like Pushkin, Tolstoy and Dostoevsky are famous all over the world. Their works are translated into many languages.

Theatre is a popular kind of arts, too. There are a lot of theatres in Russia, but most of them are situated in Moscow. The Bolshoi Theatre and the Maly Theatre are world famous. If you like opera you should go to the Bolshoi Theatre. The tickets are rather expensive though. The Maly Theatre stages dramas and plays based on classical novels.

I am a theatre-goer. I prefer going to drama theatres. I do not like opera and ballet. Not long ago I saw Uncle's Dream by Dostoevsky in the Vakhtangov Theatre. I liked the play a lot. The decorations were rich and the famous actors played very well. There was a storm of applause after the performance.

Nowadays theatres are becoming less and less popular, and cinema has got big popularity instead. There are a lot of cinemas in Moscow: modern and old-fashioned, cheap and expensive. Modern films are full of audio and computer special effects and people go to the cinema to enjoy them. The so-called home cinemas have appeared lately. More and more people buy modern TV-sets with large flat screens and special sound equipment and watch films at home.

My favourite art is painting. I enjoy going to art galleries to look at paintings. I think that this type of art will exist forever. Artists express their feelings and emotions in their paintings. There are a lot of art galleries in Moscow, but the most famous one is the Tretyakov Gallery. It has large collections of paintings by Russian and foreign painters. My favourite genre of painting is landscape. I think that Russian landscapists are the best in the world. I love going to this gallery when I have free time. One of my friends draws very well. She is going to enter the University of Arts to become a professional artist. But I think that amateurs are the best artists.

Unfortunately I do not have any talent for this or that art. I used to sing in childhood, but then I gave it up. I think that arts are not for me.

**Vocabulary:**

amateur - любитель

appear - появляться

applause - аплодисменты

ballet- балет

decoration - украшение

depend on sth/sb - зависеть от чего-то/кого-то

emotion- эмоция

equipment - оборудование

exist - существовать  
express - выражать  
fascinate - очаровывать  
flat screen - плоский экран (телевизора)  
give up - сдаваться, бросать  
landscape - пейзаж  
mood - настроение  
old-fashioned - устаревший  
popularity - популярность  
stage - ставить (пьесу)  
theatre-goer - театрал  
touch one's heart - трогать чье-либо сердце (в переносном смысле)

Questions:

1. What arts do you know? What are the most popular ones?
2. Why is theatre becoming less and less popular? Are you a theatre-goer? Why (not)?
3. Do you often go to the cinema? Why (not)?
4. What are your favourite arts? Why?

### Participle 1 и participle 2

В английском языке есть две формы причастия. С одной стороны, они вроде похожи, с другой - несут абсолютно разную смысловую и грамматическую функцию.

Participle 1 и Participle 2 помогают сделать предложение информативным и логичным, оттеняя глагол-сказуемое, характеризуя подлежащее и позволяя отразить два действия. Образование Participle 1

**Participle 1 или Present Participle** отражает длительность процесса, подчеркивая одновременность действия со сказуемым. Причастие настоящего времени образуется от глагола + окончание **-ing**:

write – writing (пишущий)

Особенности написания:

- краткая гласная: run – running;

— заканчивается на «е», а перед ней стоит согласная: take – taking, но: see – seeing; — to die, to lie, to tie (умирать, лежать, связывать) меняют “ie” на “y”: die – dying, lie – lying, tie – tying.

— заканчивается на l: travelling

**Временные формы:**

Present Participle 1 Active: working — одновременные действия в настоящем

Present Participle 1 Passive: being working — одновременные действия в настоящем + указывает воздействие на подлежащее

Perfect Participle 1 Active: having worked – предшествует действию сказуемого

Perfect Participle 1 Passive: having been worked — предшествует действию сказуемого и указывает, что подлежащее подвергалось воздействию

Функции Participle 1

В предложении причастие настоящего времени может выполнять следующие **функции**:

1. Как определение употребляется перед существительным или же после него.

*The dancing girls are our students.* – Танцующие девушки – наши студентки.

2. Если употребляется в функции **обстоятельства**, то переводится на русский с окончанием «а», «я» или «в» (спрашивая, приехав, держа). Может выражать обстоятельство времени, причины, образа действия и сравнения.

*Arriving at the station he bought a newspaper.* – Приехав на вокзал, он купил газету (время).

*He was silent for a while, as if pausing for a reply.* – Он немного помолчал, как будто

*выдерживая паузу для ответа (сравнение).*

*He was standing on the top of the mountains admiring the beautiful view. — Он стоял на вершине горы, наслаждаясь прекрасным видом (образа действия).*

*Having worked a little at this factory I understood everything. — Так как раньше я немного работал на этой фабрике, я все понимал (причины).*

3. Как часть сказуемого.

*The answer of the student is disappointing. — Ответ студента — разочаровывает.*

Образование Participle 2

**Participle 2** соответствует русской форме страдательного причастия: сломанная, написанная, прочитанная. Данная часть речи имеет только одну форму и используется для описания законченного действия. Другими словами можно сказать, что это результат, выраженный признаком или состоянием.

*Broken leg* – сломанная нога;

*Locked door* – закрытая дверь.

Past Participle образуется от **инфинитива без to + суффикс – ed**. Либо, если глагол неправильный, используется его 3-я форма – таблица Past Participle ( 3 колонка таблицы неправильных глаголов).

*Open – opened* (открытый);

*Teach – taught*;

*Dress – dressed* (одетый).

Употребление в предложении.

Как и любой член предложения, в английском языке причастие выполняет определенные **функции**. Так Participle 2 может быть обстоятельством, определением или частью сказуемого.

1. **Как определение** употребляется перед существительным. На русский переводится причастием прошедшего времени и описывает совершенное над предметом действие. Или эта часть речи может стоять после существительного и сопровождаться пояснительными словами:

*It was a untidily written letter. — Это было неаккуратно написанное письмо.*

*A parcel sent from Paris will be in London in some days. — Посылка, отправленная сегодня из Парижа, будет в Лондоне через несколько дней.*

*Примечание:* Предлог *by* помогает обозначить лицо или предмет, который совершил действие, выраженное Participle 2.

*A parcel sent from Paris by my brother will be in London in some days. — Посылка, отправленная братом сегодня из Парижа, будет в Лондоне через несколько дней.*

2. **Как обстоятельство** может характеризовать время, условия выражения действия, уступки или сравнение действий. Для выражения времени часто используются *when* и *while*, условия — *until*, *if*, уступки — *though*, *although*. Союзы используются не во всех предложениях, поэтому, чтобы определить функцию, необходимо понимать смысл фразы.

*When called she refused to come. — Когда ее позвали, она отказалась прийти (время).*

*He will speak for hours until interrupted. — Он будет говорить вечность, пока его не перебьют(условие).*

*«I have to go home», he repeated as if hypnotized. — «Я должен идти домой», он повторял, как загипнотизированный (сравнение).*

3. **Как именная часть сказуемого:**

*She looked worried. — Она выглядела обеспокоенной.*

*Though crushed, she wasn't broken. — Она не показывала этого ,хотя и была подавлена.(уступки)*

Participle 1 и Participle 2 используется в причастных оборотах, которые имеют свои особенности.

Эта неличная глагольная форма совмещает в себе и свойства прилагательного, и наречия, и глагола. Такое уж оно многогранное — причастие в английском языке!

**I. Translate from English into Russian. Pay attention to the Past Participle.**

1. She put a plate of fried fish in front of me. 2 The coat bought last year is too small for me now. 3. Nobody saw the things kept in that box. 4. My sister likes boiled eggs. 5 We stopped before the shut door. 6. Tied to the tree, the goat could not run away. 7. They saw overturned tables and chairs and pieces of broken glass all over the room. 8. This is a church built many years ago. 9. The books written by Dickens give us a realistic picture of the 19<sup>th</sup> century England. 10. The stolen money was returned to the bank.

**II. Translate from English into Russian. Pay attention to the Participle I and Participle II.**

1. a) A letter sent from St. Petersburg today will be in Moscow tomorrow.  
b) He saw many people in the post office sending telegrams.
2. a) A fish taken out of the water cannot live.  
b) The girl taking that book is our new student.
3. a) The right word spoken at the right time may have very important results.  
b) The students speaking good English must help their friends.

**III. Choose the right form of the Participle.**

1. a) The girl ( writing, written) on the blackboard is our best pupil.  
b) Everything (writing, written) here is quite right.
2. a) The boy (washing, washed ) the dishes is my brother.  
b) The dishes ( washing, washed) by Kate looked very clean.
3. a) Who is that boy (doing, done) his homework at that table?  
b) The exercises (doing, done) by the pupils were easy.

**Занятие № 34/35****Живопись. Архитектура.**

**1. Прочитайте и переведите тексты на русский язык.**

**2. Ответьте на вопросы.**

**PAINTING**

As we know, painting is one of the oldest and most important arts. Since prehistoric times, artists have painted on surfaces in way that express their view about people and the world. The paintings that artists create have great value for humanity. They give people enjoyment as well as information.

People are fond of painting for many reasons. They may think a painting is beautiful. People may enjoy the colors that the painter used or the way the artist arranged the paint on the surface. Some paintings interest people because of the way the artist expresses some human emotions like fear, happiness, or love. Other paintings are enjoyable because they skillfully portray nature. Even paintings of such everyday scenes as people at work and play and of such simple objects as flowers or animals can be a source of pleasure.

Paintings also teach. Some of them show what the artist felt about important subject, including death, love, religion, and social justice. Other paintings inform about the history of the period during which they were created. They provide information about the traditions, goals, and interests of the people of past societies. Painting also tells about such things as the building, clothing, and tools of the past. Much of our knowledge about prehistoric and ancient times comes from painting and other arts, as many early societies left few or no written records.

It's not easy to find a subject that no one has ever tried to paint. Artists paint the things they see around them - people, animals, nature, and surrounding objects. They also paint dreamlike scenes that exist only in the imagination. An artist can reach back into the past and paint a historical event, a religious story, or a myth. Some artists create pictures that show no clear subject matter at all.



However, they arrange the paint in some abstract way that expresses feelings or ideas that are important to them.

### Architecture

Architecture is the art and technique of designing and building, as distinguished from the skills associated with construction. It is both the process and the product of sketching, conceiving, [planning](#), [designing](#), and [constructing buildings](#) or other [structures](#). [ The term comes from [Latin architectura](#); from [Ancient Greek ἀρχιτέκτων](#) (arkhitéktōn) 'architect'; from [ἀρχι-](#) (arkhi-) 'chief', and [τέκτων](#) (téktōn) 'creator'. Architectural works, in the material form of buildings, are often perceived as cultural symbols and as [works of art](#). Historical civilizations are often identified with their surviving architectural achievements.

The practice, which began in the [prehistoric era](#), has been used as a way of expressing [culture](#) for civilizations on all seven [continents](#). For this reason, architecture is considered to be a form of [art](#). Texts on architecture have been written since ancient times. The earliest surviving text on [architectural theories](#) is the 1st century AD treatise [De architectura](#) by the Roman architect [Vitruvius](#), according to whom a good building embodies firmitas, utilitas, and venustas (durability, utility, and beauty). Centuries later, [Leon Battista Alberti](#) developed his ideas further, seeing beauty as an objective quality of buildings to be found in their proportions. [Giorgio Vasari](#) wrote [Lives of the Most Excellent Painters, Sculptors, and Architects](#) and put forward the idea of style in the Western arts in the 16th century. In the 19th century, [Louis Sullivan](#) declared that "[form follows function](#)". "Function" began to replace the classical "utility" and was understood to include not only practical but also aesthetic, psychological and cultural dimensions. The idea of [sustainable architecture](#) was introduced in the late 20th century. Architecture began as rural, oral [vernacular architecture](#) that developed from trial and error to successful replication. Ancient urban architecture was preoccupied with building religious structures and buildings symbolizing the political power of rulers until Greek and Roman architecture shifted focus to civic virtues. [Indian](#) and [Chinese architecture](#) influenced forms all over Asia and [Buddhist architecture](#) in particular took diverse local flavors. In fact, During the [European Middle Ages](#), pan-European styles of [Romanesque](#) and [Gothic](#) cathedrals and abbeys emerged while the [Renaissance](#) favored Classical forms implemented by [architects](#) known by name. Later, the roles of architects and [engineers](#) became separated. [Modern architecture](#) began after [World War I](#) as an [avant-garde](#) movement that sought to develop a completely new style appropriate for a new post-war social and economic order focused on meeting the needs of the middle and working classes. Emphasis was put on modern techniques, materials, and simplified geometric forms, paving the way for high-rise superstructures. Many architects became disillusioned with modernism which they perceived as ahistorical and anti-aesthetic, and [postmodern](#) and [contemporary architecture](#) developed.

Over the years, the field of architectural construction has branched out to include everything from ship design to interior decorating.

### Занятие № 36

#### Музыка. Театр

1. Прочитайте и переведите тексты на русский язык.
2. Составьте краткий рассказ о любимых музыкальных произведениях.

#### Theatre

We go to the theatre to see a play, that is to say, a performance given by actors and actresses. A play of a serious character, dealing with important human problems is called a tragedy. A play of a humorous, lighter character is a comedy (or a farce). Dramatists are called playwrights nowadays and there are no longer such great dramatists as Shakespeare or G. B. Shaw.

If we want to go to a theatre we buy tickets at the box-office and show them to the attendant at the entrance. In the building there is a hall, a large foyer and



a cloak-

room where we leave our overcoats, hats, etc. The audience can walk in the foyer in the intervals. Many doors lead to the auditorium consisting of stalls, boxes and balconies. In front of the auditorium there is a curtain separating it from the stage. The curtain rises when the play begins and falls at the end of each act.

Many people must work together to produce a play. The author writes it; the producer conducts the acting; carpenters, mechanics, designers prepare the scenery; electricians and light operators see to the light effects and operate the floodlights. We, the playgoers (or fans) demand an interesting plot, good acting, impressive scenery — that is two hours of good entertainment.

#### Music

People cannot live without music. They listen to music, dance to music or learn to play musical instruments. There is music everywhere: at home, in a concert hall, in the park, at the seaside, in the forest and even in the street.

Music is not only a combination of pleasant sounds. It is an art which reflects life. Music reflects people's ideas and emotions. In this world of ours, filled with conflicts, tragedies, joys and hopes, music strives to speak to people of what is most important, urgent and poignant.

Music in the lives of different people is different: some compose music, others play music, and others only listen to it. A lot of people who cannot play any musical instrument love to listen to music either at home or at a concert. Different people like different kinds of music. You may prefer pop or rock music, country or folk music, classical music or jazz, but you certainly cannot think of a day without music.

As for me, I prefer ... music. I have a lot of cassettes (CDs, records). I try to watch all the programmes dealing with it on TV and to go to the concerts as often as possible. My favourite composer (singer, musician) is... I think he (she) is very talented. I can (not) play an instrument (the piano, the guitar, the violin). It is a great pleasure to be able to play an instrument and I like it a lot.

#### Конструкция going to

Going to используется, чтобы выразить намерение, когда решение принято заранее:

I'm going to make a cake tonight. — Сегодня вечером я буду делать торт.

Going to в Future Simple также используется для предположений, когда есть признак того, что что-то произойдет:

Look at those clouds. It's going to rain. — Посмотри на эти тучи. Собирается дождь.

1. Вставьте 'll или won't.

Lucy was born in 1995. In 2007 she \_\_\_\_\_ be 12.

It's sunny today. It \_\_\_\_\_ rain.

Kelly is eleven today. She \_\_\_\_\_ be twelve until next year.

Rob is nine. He \_\_\_\_\_ be ten on his next birthday.

This month is May. It \_\_\_\_\_ be June next month.

Jenny: 'Mum, the bus is late. I \_\_\_\_\_ be home until eight o'clock.

It's 25 degrees today. It \_\_\_\_\_ snow tomorrow.

I sent the letter this afternoon. It \_\_\_\_\_ arrive until tomorrow.

2. Переведите с русского языка на английский.

1). Я собираюсь посмотреть новый фильм.

2). Они собираются купить новую машину.

3). Мы собираемся писать тест.

4). Вы собираетесь читать эту книгу?

5). Он не собирается работать в саду.

#### Занятие № 37

##### Музеи

1. Прочитайте текст и ответьте на вопросы.

## 2. Выполните грамматические задания.

1. There are many interesting museums, exhibition halls and art galleries in the world and people love visiting them. They are especially popular among art lovers and people who prefer food for thought. Apart from art museums, there are many other types of exhibitions, such as historical, scientific, zoological, ethnographic, armoury, naval, etc. Museums of local lore are also interesting. They show how people lived and worked in this region.

The most famous Russian museums are the State Tretyakov Art Gallery and the Museum of Fine Arts named after Pushkin in Moscow, and the State Hermitage in Saint-Petersburg. The Hermitage houses more than 350 exhibition halls with a very rich collection of art works.

The largest Museum of Great Britain is the British Museum, which is famous for its huge library. The most famous museum in France is the Louvre.

I have once visited the Pushkin Museum of Fine Arts and it was an unforgettable experience. There I understood that art reflects life and appeals to our hearts and minds. This museum has one of the largest collections of the ancient, oriental and classical art in the world. Apart from paintings, I saw some outstanding sculptures there. The Pushkin Museum also holds one of the biggest collections of Ancient Egyptian Art. The Tretyakov Gallery is also huge and it contains mainly the works of famous Russian artists. One day isn't enough to see all of its masterpieces. The museum has seven departments with portraits, seascapes, landscapes and other genres of painting.

To sum up, I'd like to say that all museums are interesting and they give us an opportunity to learn something new about different nations and countries.

What can people see in the museums?

What are the most famous museums in Moscow and in Saint-Petersburg?

What is the largest museum in London?

What is the Pushkin Museum of Fine Arts famous for?

What opportunity do museums give us?

2. Взаимные местоимения *each other* и *one another* указывают на взаимоотношения между двумя и более лицами, предметами или их взаимные действия, направленные на друг друга. В предложениях с взаимными местоимениями предлоги всегда ставятся перед *each* и *one*. Чаще всего взаимные местоимения используются по отношению к людям.

В современном английском языке местоимения *each other* и *one another* взаимозаменяемы и переводятся одинаково как «друг друга». Однако *each other* используется чаще.

Can't you see? They love each other. – Разве ты не видишь? Они любят друг друга.

Can't you see? They love one another. – Разве ты не видишь? Они любят друг друга.

*Each other* используется, когда речь идет о двух персонах и их взаимном действии.

Claire and Samantha hugged and kissed each other. – Клер и Саманта обняли и поцеловали друг друга.

My parents always take care of each other. – Мои родители всегда заботятся друг о друге.

*One another* используется, если речь идет о более чем двух персонах или предметах и их действии. Также *one another* используется при повторяющемся действии.

They don't listen to one another. – Они не слушают друг друга.

Trees fell on one another. – Деревья упали друг на друга.

Chancellor's guests followed one another into the hall. – Гости премьер-министра последовали друг за другом в зал.

Взаимные местоимения могут ставиться в притяжательный падеж, добавляя окончание - 's после *each other* и *one another*.

We always reply to each other's messages. – Мы всегда отвечаем на сообщения друг друга.

It was dark so workers couldn't even see one another's faces. – Было темно, поэтому рабочие не могли видеть даже лица друг

## Тема 2.3.

## Технический прогресс: перспективы и последствия. Современные средства связи

### Задание № 38

#### Достижения науки

1. Прочитайте текст и сделайте краткий пересказ.
2. Выполните грамматические задания. Passive Voice Science.

Science is a source of progress. It develops the world we live in. Our century is an epoch of great discoveries in science and engineering. It is an epoch of scientific and technological revolution, when new ideas are being born and new discoveries, inventions are being made at an ever increasing rate. Today science has become the most important factor in the development of national economy in the whole world. Scientific progress serves the interests of society, helps to increase the well-being of people and develops public education.

Computer technology plays the most important role in the progress of science. The ability of computers to solve many mathematical problems more effectively than man does, has given rise to new trends in mathematics. Computer science is a new field of study and research.

In recent years scientists of the world have achieved great success in the development of physics, chemistry, biology, and such astonishing, interesting science as psychology.

But science may be turned both for peace and military purpose. It can take good forms and evil forms. With the help of scientific inventions politicians make weapons of mass destruction. But on the other hand researches help us in our life: at home, at work, at school and make the level of the country develop higher.

That's why there are a lot of facts telling about a great amount of well-known scientists who had burned their works when they've understood the consequences of their inventions. We are living in the modern world, full of computers, automatic devices, gadgets, cell phones and many other different interesting and useful things that technological progress has given us for usage. Although not even years have passed as we couldn't even dream about time when it would be enough just to tap on a screen and get connected with the other person on the different end of the world.

Science has given us possibility to fly into space and step on the moon, to start studying different parts of our galaxy and even farther. For example, what wonderful pictures of our galaxy and planets and stars surrounding Earth Hubble telescope has showed to us. Now we can develop further and maybe ever step on the other planets and even populate it.

Technology.

Technology has considerably made our life easier due to different discoveries. For example, nowadays we can travel with extremely high speed in different directions: many countries have high-speed trains which help us to feel comfortable all the way.

Older people have different devices that have highly improved the level of their life, such as special cars for driving or hearing aid that helps them to no more feel useless in the society.

On the other hand all this computerized environment may damage us too. Our children spend more and more time playing computer games, texting their friends instead of meeting them in the streets, living more and more in their own virtual world. Girls try to compete whose cell phone or tablet is better and more modern, or who has more friends on Facebook.

Anyway technology has its advantages and disadvantages, but we cannot escape from progress, the development is inevitable. But our responsibility is to preserve ourselves as modern, just and peaceful civilization.

#### Страдательный залог (Passive Voice)

Залог (Voice) – это форма глагола, которая показывает, является ли предмет или лицо исполнителем действия или же они испытывают на себе действие, выраженное глаголом. В английском языке существует два залога – активный и пассивный.

Активный (действительный) залог (Active Voice) показывает, что лицо или предмет,

выраженный подлежащим предложения, является исполнителем действия, которое выражено сказуемым.

She is listening to her favourite song.

My parents travel a lot.

We didn't catch any fish yesterday.

• Пассивный (страдательный) залог (Passive Voice) широко употребляется в современном английском языке. Как правило, пассивные конструкции используются, если нет необходимости называть исполнителя действия, который подразумевается из контекста или же ясен из той или иной ситуации.

Her two brothers were killed in the war.

The letter has been sent this morning.

Форма пассивного залога в английском языке образуется с помощью вспомогательного глагола to be в нужной форме и причастия прошедшего времени смыслового глагола:

the Present Simple – is (am, are) done

the Past Simple – was (were) done

the Future Simple – will (shall) be done

the Present Perfect – has (have) been done

the Past Perfect – had been done

the Future Perfect – will (shall) have been done

the Future in the Past – would be done

the Present Progressive – is (am, are) being done

the Past Progressive – was (were) being done.

В пассивном залоге не употребляются такие сложные времена, как Future Progressive, Future Progressive in the Past и все формы Perfect Progressive.

В вопросительных предложениях первый вспомогательный глагол ставится перед подлежащим.

Was it done? When was it done?

How has the work been done?

Who will the work be done by?

В отрицательных предложениях отрицательная частица not стоит после первого вспомогательного глагола.

The work was not done yesterday.

The fax has not been sent.

The fax won't be sent today.

The question is not being discussed now.

• Пассивный залог в английском языке употребляется, как правило, с переходными глаголами, то есть с глаголами, которые имеют после себя дополнение:

1. Ряд английских глаголов может иметь два дополнения – прямое и косвенное. Наиболее употребительными из них являются: to tell, to give, to offer, to show, to pay, to promise, to send, to teach, to allow, to ask, to answer, to forgive, to invite, to advise. Такие глаголы образуют двойные конструкции в пассивном залоге: A very good job was offered to me. = I was offered a very good job. He was promised a raise in the salary. = A raise in the salary was promised to him.

2. Большое число глаголов в английском языке употребляется с дополнением, имеющим предлог. В таких случаях предлог занимает место после глагола в пассивном залоге.

Active: We sent for the doctor. – Passive: The doctor was sent for.

This film is much spoken about. – Об этом фильме много говорят.

The books were looked for everywhere, but weren't found. – Книги искали повсюду, но не нашли.

You are being made fun of. – Над тобой подсмеиваются.

Why is he always laughed at? – Почему над ним всегда смеются?

This dictionary is often referred to. – На этот словарь часто ссылаются.

Запомните!

look at – смотреть (на)

look for – искать  
 look after – ухаживать, присматривать  
 look through – просматривать  
 listen to – слушать  
 speak about – говорить (о)  
 take care of – заботиться  
 pay attention to – обращать внимание (на)  
 rely on – полагаться, рассчитывать (на)

3. Глаголы to explain (something to somebody), to point out, to announce, to dictate, to describe, to mention, to repeat, to suggest, to propose могут образовывать только одну пассивную конструкцию.

The decision was announced to us.

The difficulty was explained to her.

A new plan was suggested to us.

• Глаголы to read, to sell, to wash, to clean, to peel, to crease, to break, to deform, to wear, to burn употребляются в форме активного залога, хотя и имеют пассивное значение.

This dress washes and wears well and doesn't crease.

Love stories sell well. Dry leaves burn well.

Такие глаголы, как to have, to chance, to happen, to seem, to appear, to lack, to become, to fit, to suit, to resemble не употребляются в пассивном залоге, так как они обозначают не действие (или процесс), а состояние лица или предмета.

This house lacks a big kitchen.

John resembles his father.

He has become a real professional.

С пассивными конструкциями часто употребляются предлоги of, from, with, by.

I was interrupted by a loud knock on the door.

He was shot with a gun.

My country house is made of wood.

This pie is made from eggs, milk and flour.

Формы страдательного залога английских глаголов образуются с помощью вспомогательного глагола to be в соответствующем времени, лице и числе и причастия II (Participle II) смыслового глагола:

|                     |                                    |
|---------------------|------------------------------------|
| Present Indefinite: | The letter is written.             |
| Past Indefinite:    | The letter was written.            |
| Future Indefinite:  | The letter will be written.        |
| Present Continuous: | The letter is being written        |
| Past Continuous:    | The letter was being written.      |
| Future Continuous:  | The letter will be being written   |
| Present Perfect:    | The letter has been written.       |
| Past Perfect:       | The letter had been written .      |
| Future Perfect:     | The letter will have been written. |

Сводная таблица спряжения глаголов в страдательном залоге (Passive Voice)

Подлежащее подвергается воздействию! Сравните: Я строю дом.( активное время) и Дом строится.( пассивное время)

| Вид<br>Время         | Indefinite<br>Неопределенное                            | Continuous<br>Длительное                                            | Perfect<br>Совершенное                               |
|----------------------|---------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------|
|                      | to be (в соответствующем времени) + причастие II        |                                                                     |                                                      |
| Present<br>Настоящее | I + am asked he, she, it +<br>is asked<br>we, you, they | I + am being asked<br>he, she, it + is being asked<br>we, you, they | I, we, you, they<br>+ have been asked<br>he, she, it |

|                   |                                                                        |                                                                                    |                                                                                      |
|-------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                   | + are asked                                                            | + are being asked                                                                  | + has been asked                                                                     |
| Пример:           | I am asked                                                             | I am being asked                                                                   | I have been asked                                                                    |
| Перевод:          | Меня спрашивают (вообще, обычно)                                       | Меня спрашивают (сейчас)                                                           | Меня спросили (уже)                                                                  |
| Past<br>Прошедшее | I, he, she, it<br>+ was asked<br>we, you, they<br>+ were asked         | I, he, she, it<br>+ was being asked<br>we, you, they<br>+ were being asked         | I, he, she, it, we, you,<br>they + had been asked                                    |
| Пример:           | I was asked                                                            | I was being asked                                                                  | I had been asked                                                                     |
| Перевод:          | Меня спрашивали (вчера)                                                | Меня спросили (в тот момент)                                                       | Меня уже спросили(уже к тому моменту)                                                |
| Future<br>Будущее | I, we<br>+ shall be asked<br>he, she, it, you, they<br>+ will be asked | I, we<br>+ shall be being asked<br>he, she, it, you, they<br>+ will be being asked | I, we<br>+ shall have been asked<br>he, she, it, you, they<br>+ will have been asked |
| Пример:           | I shall be asked                                                       | I shall be being asked                                                             | I shall have been asked                                                              |
| Перевод:          | Меня спросят(завтра)                                                   | Меня спросят (в тот момент)                                                        | Меня спросят (до какого-то момента)                                                  |

Шпаргалка для определения пассивного времени:

а) Если в составе сказуемого есть глагол в любой форме (be, was, were, been, being ) и последняя части составного сказуемого причастие II, то это глагол в пассивном времени. Чтобы точнее определить время, можно использовать шпаргалки для определения активного времени:

б) Если в составе сказуемого не слова с окончанием –ing, то это не Continuous;

с) Если в составе сказуемого нет слова have (has, had), то это не Perfect

д) Если в составе сказуемого нет глаголов shall/will, то это не Future.

Перевод пассивных конструкций на русский язык.

1. Глаголы в страдательном залоге на русский язык переводятся: глаголом быть + краткая форма причастия страдательного залога: The letter was sent yesterday. Письмо было послано вчера.

2. глаголом с частицей – ся: This problem was discussed last week. Эта проблема обсуждалась на прошлой неделе.

3. неопределённо- личным оборотом, т.е. глаголом в действительном залоге 3 лица множественного числа, типа «говорят», «сказали»: English is spoken in many countries. На английском говорят во многих странах.

4. глаголом в действительном залоге (при наличии исполнителя действия): Pupils are taught at school by teachers. Учеников в школе учат учителя.

1. Переведите предложения. Укажите место и залог глагола:

1. They can be seen in our library every day. 2. The delegation is headed by the Prime Minister. 3.

The child was often left home alone. 4. These houses were built last year. 5. All letters had been written when we came.

6. This film is much spoken about. 7. The machine is being tested now. 8. His work has been already finished. 9. I was told to wait for him. 10. Your letter will have been answered by Monday. 11. The experiment was being carried out from ten till twelve o'clock. 12. Children under sixteen will not be admitted here.

2. Ответьте на вопрос: Where were they born?

1. (Jane/Edinburgh) Jane ....

2.(her parents/ Ireland) ...

3. (you?)...

4.(your mother) ...

5 (your father) ....

2. Составьте предложения в пассивном залоге (present)

1. this room/clean/every day.

2 .how often/ the room/ clean?

3. glass/make/from sand.

4. stamps /sell/in post office.

5. football/play/in most countries.

6. this machine/ not/ use very often.

7.whatlanguage/speak/in German?

8. what/ this/ machine/ use/for?

3.Дополните предложения соответствующими глаголами в пассивном залоге (present or past):

Blow, build, clean, damage, find, invent, make, pay, show, speak, steal

1.The room ..... Every day. 2. Two trees ..... down in the storm last night. 3. Paper ..... from wood.

4. There was a fire at the hotel last week. Two rooms ..... .

5. Many different languages ..... in India. 6. These houses are very old. They .....about 500 years ago. 7. Many American programs .... on British television. 8. Is this a very old Film? Yes, it ..... in

1949. 9. My car .... last week. The next day it.... by the police. 10 The transistor .... in 1948. 11. She has a very good job. She ..... 8000 dollars a month.

### Занятие №39

#### Современные информационные технологии.

1. Прочитайте текст и выполните упражнения

2. Выполните грамматические упражнения.

Answer the questions. Use the words in the box:

access \* crash \* database \* E-mail \* floppy disk (diskette) \*  
hard disk \* hardware \* laptop \* multimedia \* software \*  
the Internet \* virtual reality (VR) \* virus \* web site \*  
\* World Wide Web \*

1. What computer system makes it possible to send letters very quickly?
2. What system allows computer users around the world to send and to obtain information?
3. What programs provide colorful pictures and sound?
4. What is the name of a computer-created “world”, which seems almost completely real?
5. What is a special term, which means “to obtain stored information from a computer’s memory”?
6. What do we call a disk on which a large quantity of information can be stored?
7. What do you call a sudden, unexpected computer failure?
8. What is the term for the electrical or electronic components of a computer?
9. What do we call a large collection of data that is stored in a computer system?
10. What is the term for a set of instructions secretly put into a computer that destroys the information stored in it and stops it from working normally?
11. Where on the Internet can you look for information about products and services offered by a company or organization?
12. What is WWW?
13. What store of information can you easily put into your pocket?
14. What do we call a set of computer programs to control the operation of a computer?

15. What kind of computer can you use on the plane?

**Read and translate the text:**

**Computers have entirely entered our life.**

Some scientists say that without the computer the 21<sup>st</sup> century would be impossible. Computers today are running our factories, planning our cities, teaching our children and forecasting our future. The computer solves in seconds the problems a generation of mathematicians would need months or years to solve without its help. The degree to which computers will take over human functions may frighten some people and astonish\* others. Computers, like the telephone or electricity, have become a common thing of everyday life used by almost everybody. They have entered our home life. They help to make up a person's shopping list, remind someone of important appointments and anniversaries and answer the telephone. We often hear that the increasing flood of information will be one of the problems of the 21<sup>st</sup> century.

A computer may help to solve it too. In a computerized library of the future request for information will be answered instantly\* and as fully as the user wants.

The invention of computers, calculating machines, capable of processing information, cardinally changed our life. The computer performs very simple actions, but its advantage is the speed it calculates at. In fact the computer performs hundreds of thousands of operations per second.

Computers are penetrating\* all spheres of human activity, in many of them they have become indispensable,\* They calculate orbits, guide spaceships and planes, calculate the targets\* of economic development, play chess, help housewives to choose a menu.

**Put each of the following words in its place in the passage below:**

software    computers    peripherals    calculator    ports  
monitor    keyboard    configuration    hardware    printer

So you only have a pocket (1)\_\_\_\_\_to do addition, multiplication and so on, you want to know about real (2)\_\_\_\_\_? Right. Well, the machines themselves are called the (3)\_\_\_\_\_ and the programs that you feed into them are called the (4)\_\_\_\_\_. If you want to see the results of what you are doing, you'll need a (5)\_\_\_\_\_or you'll have to plug into

a television set. You'll operate your machine like a typewriter by pressing keys on the (6)\_\_\_\_\_. If you want to record on the paper of what you are doing, you'll need a (7)\_\_\_\_\_. On the rear panel of the computer there several (8)\_\_\_\_\_into which you can plug a wide range of (9)\_\_\_\_\_--

modems, fax machines and scanners. The main physical units of a computer system are generally known as the (10)\_\_\_\_\_.

2. Переведите предложения. Укажите место и залог глагола:

1. They can be seen in our library every day. 2. The delegation is headed by the Prime Minister. 3. The child was often left home alone. 4. These houses were built last year. 5. All letters had been written when we came.

6. This film is much spoken about. 7. The machine is being tested now. 8. His work has been already finished. 9. I was told to wait for him. 10. Your letter will have been answered by Monday. 11. The experiment was being carried out from ten till twelve o'clock. 12. Children under sixteen will not be admitted here.

Отвeтьте на вопрос: Where were they born?

1.(Jane/Edinburgh) Jane ....

2.(her parents/ Ireland) ...

3. (you?)...

4.(your mother) ...

5 (your father) ....

2. Составьте предложения в пассивном залоге (present)

1. this room/clean/every day.



2. how often/ the room/ clean?
3. glass/make/from sand.
4. stamps /sell/in post office.
5. football/play/in most countries.
6. this machine/ not/ use very often.
7. what language/speak/in German?
8. what/ this/ machine/ use/for?

Дополните предложения соответствующими глаголами в пассивном залоге (present or past):  
Blow, build, clean, damage, find, invent, make, pay, show, speak, steal

1. The room ..... Every day.
2. Two trees ..... down in the storm last night.
3. Paper ..... from wood.
4. There was a fire at the hotel last week. Two rooms ..... .
5. Many different languages ..... in India.
6. These houses are very old. They ..... about 500 years ago.
7. Many American programs .... on British television.
8. Is this a very old Film? Yes, it ..... in 1949.
9. My car .... last week. The next day it.... by the police.
10. The transistor .... in 1948.
11. She has a very good job. She ..... 8000 dollars a month.

### Занятие № 40

#### ИКТ в профессиональной деятельности

**1. Прочитать тексты и выполнить задания.**

**2. Повторение изученного грамматического материала**

#### Technological progress.

People in contemporary world can hardly imagine their lives without machines. Every day either a new gadget is invented or an old one is improved. Different people appreciate new inventions differently. Some suppose that sophisticated gadgets are really useful and necessary, while others find them absolutely awful as they influence people badly. As for me, I am pretty sure that gadgets make people`s lives easier.

Firstly, they do all kinds of dirty and hard work, as cleaning. Secondly, devices can save a lot of time as well as storage space. For instance, a computer disk can contain the same amount of information as several thick books. So, machines help people in different spheres.

However, opponents of this point of view are definitely sure that gadgets affect people negatively. People are reluctant to work due to the influence of machines. People become lazy and disorganized. They just expect their latest gadgets to do everything instead of them. Moreover, according to scientists, a great number of widespread devices produce radiation that can cause serious health problems. Furthermore, more and more people are becoming addicted to their modern gadgets, for instance computers, TVs or mobile phones. So, they neglect their home obligations, work or school and spend all their spare time in front of a laptop screen or a TV-set.

In conclusion, I firmly believe that in spite of all drawbacks, gadgets have, their benefits are much more considerable, as they save people`s time and let them enjoy life.

**Put each of the following words in its place in the passage below:**

software    computers    peripherals    calculator    ports  
monitor    keyboard    configuration    hardware    printer

So you only have a pocket (1)\_\_\_\_\_ to do addition, multiplication and so on, you want to know about real (2)\_\_\_\_\_? Right. Well, the machines themselves are called the (3)\_\_\_\_\_ and the programs that you feed into them are called the (4)\_\_\_\_\_.

If you want to see the results of what you are doing, you'll need a (5)\_\_\_\_or you'll have to plug into a television set. You'll operate your machine like a typewriter by pressing keys on the (6)\_\_\_\_. If you want to record on the paper of what you are doing, you'll need a (7)\_\_\_\_. On the rear panel of the computer there several (8)\_\_\_\_into which you can plug a wide range of (9)\_\_\_\_--modems, fax machines and scanners. The main physical units of a computer system are generally known as the (10)\_\_\_\_\_.

#### **Тема 2.4.**

**Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру**

#### **Занятие № 41**

#### **Известные ученые и их открытия в России.**

**1. Прочитайте текст и сделайте сообщение по теме.**

**2. Повторение изученного грамматического материала**

1.Russia's contribution to the world's science can hardly be overestimated. People all over the world know the names of Russian scientists, Nobel prize winners and authors of important discoveries and inventions.

Russia's first world-famed scientist was Mikhail Lomonosov (1711-1765). Eager to get an education, he left his home village Kholmogory and walked to Moscow on foot. The son of a poor fisherman became the first Russian professor of Chemistry at St. Petersburg Academy of Science in 1745. In XX century Moscow State University was named after M. Lomonosov to commemorate his scientific achievements and efforts to establish the system of higher education in Russia.

Another eminent Russian Scientist is Dmitri Mendeleev (1834-1907) – a famous chemist who arranged the 63 known elements into a periodic table based on atomic mass. Today every student is familiar with this table that bears the name of Mendeleev. The legend says that Mendeleev saw the periodical

system in his dream. He was also able to predict the discovery of several elements that were not known at his time and have been discovered recently.

Among famous Russian scientists who contributed to world's science one should not forget Sofia Kovalevskaya (1850-1891) who became the first female professor of mathematics in the world.

One can also remember outstanding scientists from different fields of knowledge. Thus Alexander Popov (1859-1905) invented radio, Academician Ivan Pavlov (1854-1929) became the first Russian Nobel Prize winner in Medicine, the work by Nikolai Basov (1922-2001) led to the invention of the laser.

But this list is not over. Russian scientists, physicists, chemists, psychologists, surgeons and those who work in other spheres make new discoveries and breakthroughs. We can be proud of our scientists of the past and of the scientists who work today.

**2.Раскройте скобки, употребляя глаголы в Present Perfect, Present Continuous, Present Simple или Past Simple:**

1. What you (to do) here at such a late hour? You (to write) your composition? – No, I (to write) it already. I (to work) at my report. – And when you (to write) your composition? – I (to finish) it two days ago. 2. I say: «Tom, let's have dinner.» – No, thank you. I already (to have) dinner. 3. What the weather (to be) like? It still (to rain)? – No, it (to stop) raining. 4. Please give me a pencil. I (to lose) mine.

**Раскройте скобки, употребляя глаголы в одном из будущих времен: Future Indefinite, Future Continuous или Future Perfect:**

1. I (to do) my homework tomorrow. 2. I (to do) my homework at 6 o'clock tomorrow. 3. I (to do) my homework by 6 o'clock tomorrow, my family (to have) supper. 4. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 5. Don't come to place tomorrow. I (to write) a composition the whole evening.

## **Занятие № 42**

### **Известные ученые и их открытия за рубежом**

**1. Прочитайте текст и сделайте сообщение на основе прочитанного**

**2. Повторение изученного грамматического материала**

**Read and translate the text:**

Michael Faraday.

There are electric motors in most household appliances, from cassette players to washing machines. The design of all these motors is based on the principles discovered more than 150 years ago by Michael Faraday, the greatest of all English experimental physicist. First learning about science from an encyclopedia, Faraday was lucky enough to become an apprentice to the noted English chemist Humphry Davy (1778-1829). Scientists at the time had just realized how to produce electricity, and were looking for ways of applying it. Faraday's discoveries were perfectly timed to exploit this new power.

Marie Curie.

Holish0born physicist Marie Curie and her French husband Pierre are famous for their work on radioactivity. They were inspired by the work of French physicist Henry Becquerel (1852-1908). Marie Curie was the first to use the term 'radioactive' for substances that have considerable electromagnetic activity. She also isolated two new radioactive elements, polonium and radium. After Pierre's she took over his job as professor of physics at the University of Paris, the first woman to teach there.

She continued her research, looking for medical uses for radioactivity. She was awarded the Nobel Prize for physics in 1903 and for chemistry in 1911.

Isaac Newton.

The English physicist and mathematician Isaac Newton was one of the great scientists of all time. His theories revolutionized scientific thinking and laid the foundations of modern physics. His book 'Principia Mathematica' is one of the most important works in the history of modern science. Newton discovered the law of gravity, and developed the three laws of motion that are still in use today. He was the first person to split white light into colors of the spectrum, and his research into light led him to design a reflecting telescope. Newton was also one of the pioneers of a new branch of mathematics called calculus.

Archimedes.

The Greek mathematician Archimedes was the father of geometry. He discovered the value of pi, which is the ratio of the circumference of a circle to its diameter. Pi is used to calculate the volume of cylinders and spheres. Archimedes then looked for ways of measuring the volume and mass of irregular objects. Eventually, he discovered the principle of displacement: that an object put wholly or partly into water loses weight equal to the weight to water it displaces. One method of lifting water is known as the Archimedes' screw because it is thought that he invented it.

**Finish the sentences:**

1. D.Mendeleev created.....(the table of chemical elements).
- 2 I.Pavlov discovered .....(conditional reflexes)
- 3 A.Popov invented .....( the radio).
4. A.Einstein worked on the ....(theory of relativity).
- 5 Marie Curie opened .....(radium).
- 6 J.L.Baird invented the ....(television).
- 7 A.Bell invented the ...(telephone).
- 8 W.K/Roentgen opened .....(X-rays).
- 9 M.Faraday discovered .....(electromagnetic induction)

**Read and translate the text:**

### *Great Inventions*

#### Television (1920s)

The invention that swept the world and changed leisure habits for countless millions was pioneered by Scottish-born electrical engineer John Logie Baird. It had been realised for some time that light could be converted into electrical impulses, making it possible to transmit such impulses over a distance and then reconvert them into light.

#### Motor Car (Late 19th Century)

With television, the car is probably the most widely used and most useful of all leisure-inspired inventions. German engineer Karl Benz produced the first petrol-driven car in 1885 and the British motor industry started in 1896. Henry Ford was the first to use assembly line production for his Model T car in 1908. Like them or hate them, cars have given people great freedom of travel.

#### Electricity

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among those who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Humphry Davy, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.

#### Photography (Early 19th Century)

Leonardo da Vinci had described the camera obscura photographic principle as early as 1515. But it was not until 1835 that Frenchman Louis Daguerre produced camera photography. The system was gradually refined over the years, to the joy of happy snappers and the despair of those who had to wade through friends' endless holiday pictures.

#### Telephone (1876)

Edinburgh-born scientist Alexander Graham Bell patented his invention of the telephone in 1876. The following year, the great American inventor Thomas Edison produced the first working telephone. With telephones soon becoming rapidly available, the days of letter-writing became numbered.

#### Computer (20th Century)

The computer has been another life-transforming invention. British mathematician Charles Babbage designed a form of computer in the mid-1830s, but it was not until more than a century later that theory was put into practice. Now, a whole generation has grown up with calculators, windows, icons, computer games and word processors, and the Internet and e-mail have transformed communication and information.

#### Aeroplane

The plane was the invention that helped shrink the world and brought distant lands within easy reach of ordinary people. The invention of the petrol engine made flight feasible and the American Wright brothers made the first flight in 1903.

Exercise 1. Раскройте скобки, употребляя глаголы в Future Simple:

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.

3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

Exercise 2. Используйте слова в скобках для образования предложений в Future Simple.  
Обратите внимание, в какой форме должно стоять предложение (утвердительной, вопросительной или отрицательной):

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

## Тема 2.5. Деловое общение Занятие №43

### Публичное выступление

#### 1. Прочитайте диалоги и воспроизведите их.

#### Business Communication Etiquette

##### I. Прочитайте и переведите это высказывание на русский язык.

*Always go into meetings or negotiations with a positive attitude. Tell yourself you're going to make the best deal for all parties.*

##### II. Read , rewrite the phrases into your exercise-books and learn them (Прочитайте, запишите фразы делового общения в тетрадь и выучите их.)

#### 1. The Begin of Communication ( Начало переговоров)

- What can I do for you? - Чем могу быть полезен?
- What shall we start with? – С чего мы начнем?
- I think we can start with .... - Я думаю мы можем начать....
- Let's go down to business - Давайте приступим к делу.

#### 2. How to clarify something ( Как что-то выяснить)

- What about ...? How about ...? - А как насчет ...?
- I'd (We'd) like to clear up one more point - Хотелось бы выяснить еще один вопрос.
- On the one hand ..., on the other hand... - С одной стороны..., с другой стороны ...

### **3. Agreement (Согласие)**

- Of course/ Certainly - Конечно
- I agree with you – Я с вами согласен (согласна)
- I'm glad to hear it - Я рад (рада) это слышать
- With pleasure - С удовольствием

### **4. Disagreement (Несогласие)**

- I don't think so – Не думаю
- I don't agree – Я не согласен (не согласна)
- I'm sorry to say no – к сожалению, должен ответить отказом.
- It's out of the question – это совершенно исключено.

### **5. To Sum Up Communication (Подвести итог)**

- We'll think it over. - Мы обдумаем это.
- I'll phone you ( ring you up, call you up) today - Я позвоню вам сегодня.
- I believe we can consider the matter closed. - Я думаю, вопрос можно считать решенным.

### **III. Read the dialogue and translate it into Russian (Прочитайте диалог и переведите его на русский язык.)**

- Good afternoon. «Tower Investment Bank». May I help you?
- Hi. I would like to talk to Mr. Clinton from the accounting department, please.
- May I ask you who is calling?
- My name is Bruno Ponti. I'm calling from an advertising agency.
- Thank you, Mr. Ponti. Just a moment, please. Let me check if Mr. Clinton is in his office.
- Sure.
- Thank you for waiting. I'm sorry but Mr. Clinton isn't available at the moment. Would you like to leave a message or shall I ask him to call you back? Does he have your number?
- I believe he does. But I can give it to you, just in case.
- All right. Go ahead, please.
- My number is 046 78345.
- OK. And would you mind repeating your name?
- Sure. Bruno Ponti. I can spell it: B-R-U-N-O P-O-N-T-I.
- Thank you, Mr. Ponti. I'll ask Mr. Clinton to call you back as soon as possible today.
- Thanks a lot. Bye.

### **IV. Write phrases in right order to make up a dialogue. (Напишите фразы в правильно порядке, чтобы получился диалог)**

- I'm OK, thanks, Gloria. Is Cathy in?
- OK, thanks.

- It's Nick. Nick Edmonds.
- Yes, hello. Who's speaking?
- Yes, she must be in her room. Could you hang on, please? I'll just get her.
- Oh, hi, Nick! I didn't recognize your voice. How are you?
- Hello. Is that Gloria?

**Exercise 2.** Read the conversation and do the following tasks.

Operator: Hello. Britex Ltd. Can I help you?  
 John Stevens: Yes. I'd like to speak to Karen Miller in Marketing.  
 Operator: *Putting you through.*  
 Operator: I'm sorry but the line's busy at the moment. Can you hold on?  
 John Stevens: Yes That's fine.  
 Operator: You're through now, caller.  
 Karen Miller: Hello?  
 John Stevens: Hello Karen. This is John Stevens from Comtec.  
 Karen Miller: Who? Sorry, this isn't a very good line. Could you *speak up please?*  
 John Stevens: Yes sorry. This is John Stevens from Comtes.  
 Karen Miller: Oh, hello John. What can I do for you?  
 John Stevens: Well, actually, I'm phoning about next week's meeting.  
 Karen Miller: You mean the one on Thursday?  
 John Stevens: Yes, that's right. Thursday the 24th at 9.30am.  
 Karen Miller: You don't want to *call it off*, do you?  
 John Stevens: No, not at all. But we need to put it off for at least a week.  
 Karen Miller: Oh, why's that?  
 John Stevens: Well. We're having problems getting all the figures together.  
 Karen Miller: I see. Have you told Jack Ryan?  
 John Stevens: No, not yet. I haven't been able to *get through* to him. I've left a message but he hasn't *called* me back yet.  
 Karen Miller: Fine. When were you thinking of?  
 John Stevens: To be on the safe side. why don't we say the 5th or the 6th of November.  
 Karen Miller: Just a minute. I need to check my diary. In fact I think the 5th would be better for me. Same time?  
 John Stevens: Yes, that's fine.  
 Karen Miller: And you're sure you're going to be ready by then? This meeting is extremely important for us. You know that we are *counting on* you.  
 John Stevens: Yes, absolutely. No question. We've never *let you down* before, have we?  
 Karen Miller: No, true. Good. Well, see you on the 5th then.  
 John Stevens: OK.Tranks very much. Bye.  
 Karen Miller: Bye.

1) Complete this summary of the phone conversation.

John Stevens, who works for ... , phoned ..., who works for ... . He wanted to change the date of their meeting originally arranged for ... because of ... . They agreed a new date of ... but John still has to contact ... .

2) There are nine phrasal verbs in the telephone conversation. Put the following verbs and particles together as you read them.

|       |         |
|-------|---------|
| get   | off     |
| put   | on      |
| put   | up      |
| hold  | down    |
| call  | off     |
| speak | through |
| call  | on      |
| let   | through |
| count | back    |

## Занятие № 44

### Искусство эффективных презентаций

1. Объяснить как сделать презентацию.
2. Подготовить презентации по изученным темам.
3. Повторение изученного грамматического материала

**Раскройте скобки, употребляя глаголы в одном из будущих времен: Future Indefinite, Future Continuous или Future Perfect:**

1. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 2. What you (to do) tomorrow? 3. What you (to do) at \* o'clock tomorrow? 4. You (to play) chess tomorrow?

**Передайте следующие повествовательные предложения в косвенной речи:**

1. He said: "I have just received a letter from my uncle." 2. "I am going to the theatre tonight," he said to me. 3. Mike said: "I spoke to Mr. Brown this morning." 4. He said to her: "I shall do it today if I have time."

**Раскройте скобки, употребляя глаголы в Present Perfect, Present Continuous, Present Simple или Past Simple:**

1. I (not to meet) Peter since Monday. 2. Nina just (to finish) work. 3. Where Sergey (to be)? – He (to go) home. He (to leave) the room a minute ago. 4. What you (to read) now? – I (to read) "Jane Eyre" by Charlotte Bronte. 5. They (to read) "Ivanhoe" by Walter Scott a month ago. What about you? You (to read) "Ivanhoe"?

**Write down the following nouns in plural:**

A star, a mountain, a tree, a waiter, the queen, a man, a woman, an eye, a shelf, a box, a city, a boy, a goose, a watch, a mouse, a dress, a toy, a sheep, a tooth, a child, an ox, a deer, a life, a tomato.

**Выберите в скобках правильную степень прилагательного:**

1. I think my cat is (prettier, the prettiest) of all the cats in the world. – Думаю, что моя кошка – самая красивая кошка в мире.
2. Steve Jobs is (more famous, famouser) than Stephen Wozniak. – Стив Джобс более известен, чем Стивен Возняк.
3. This week the weather is (hotter, more hot) than last week. – На этой неделе погода жарче, чем на прошлой неделе.
4. Our new house is (more expensive, expensiver) than the old one. – Наш новый дом дороже, чем старый.
5. Girls are usually (cleaner, more clean) than boys. – Девочки обычно более чистые, чем мальчики.
6. Chemistry was (harder, the hardest) subject at school. – Химия была самым трудным предметом в школе.

**Insert the Present Indefinite or Future Indefinite:**

1. You must wait, my friend, before you \_\_\_ an answer to that question, (to get) (Christie) 2. Will you wait a minute while I \_\_\_ the manuscript? (to look through) (Voynich) 3. If you \_\_\_ not to tell



mother, I \_\_\_ you something, (to promise, to tell) (Voynich) 4. "I want to see Annette." I don't know if she \_\_\_ you." (to see) (Maugham) 5. I a,m sure you'll like him when you \_\_\_ him. (to see) (Maugham 6. Heaven knows when your poor child \_\_\_ England again, (to see) (Dickens) 7. "Do they know when he \_\_\_ in?" asked Charlie, (to be) (Priestley) 8. The day will come when you \_\_\_... why I am silent even to you. (to know) (Collins) 9. She'll then be sent to some place of detention for a time. However, after a reasonable interval she'll be allowed to leave, provided she \_\_\_ in Austria, (to stay — negative) (Hilton)

**Insert the Past Indefinite or Past Continuous:**

1. For some seconds she stood watching him and both \_\_\_ very quickly, (to think). 2. They walked on a little and then he \_\_\_ she \_\_\_ (to see, to cry). 3. I looked at the First of the Barons. He \_\_\_ salad, (to eat). 4. Clyde \_\_\_ as she talked how different she was from Hortense. (to think). 5. Sir Henry looked into the lounge... In the lounge Hugo McLean \_\_\_ a crossword puzzle and \_\_\_ a good deal over it. (to do, to frown).6. The storm grew worse and worse, and the rain fell in torrents, and little Hans could not see where he \_\_\_. (to go).7. It was warm and cosy in the kitchen when he walked in. 8. Madam Perier \_\_\_ and her husband \_\_\_ a Paris-Soir. Annette .— stockings, (to cook, to read, to darn).

**Занятия № 45/46**  
**Продвижение в СМИ**  
**Работа в команде**

1. Прослушать учебные диалоги о работе в СМИ.
2. Прочитать диалоги и организовать «деловую игру» на основе прочитанного

**Exercise 1.** Below you will find three jumbled extract from the openings of telephone calls. Put each extract in the right order.

Call 1:

A: Just a moment, I'll put you through.  
B: It's in connection with a new order.  
A: Howard Engineering. How can I help you?  
B: James Harvey.  
A: I'm sorry, I didn't catch your name.  
B: This is James Harvey. Could I speak to Joshua Reynolds?  
A: Could you tell me what it's about?

Call 2:

B: The reason I'm calling is to try to fix a meeting early next month.  
A: Not too bad. So, what can I do for you?  
B: Fine, and you?  
A: Storm speaking.  
B: Leslie Taylor here. Is that you Max?  
A: Sure is. How are you, Leslie?

Call 3:

A: Let me just get her diary ... Oh yes, on Wednesday at 10.00.  
B: I'm not sure. The reason I'm calling is to discuss next week's meeting.

A: Christine Matthews speaking.  
B: That's it. You see, I've got a bit of a problem.  
A: I'm afraid Miranda's not in today. Can I help?  
B: This is Delia Forbes here. Can I speak to Miranda, please?

**Exercise 4.** Complete the dialogue with appropriate responses from the box.

all right; that sounds great; oh dear; what about you; please do; fine;  
I've got that; I see

A: Gordon Murray speaking.  
B: Hello, Gordon. This is Judy returning your call.  
A: \_\_\_\_\_. How are you?  
B: \_\_\_\_\_. \_\_\_\_\_?  
A: Not too bad. The reason I called you was we're having problems with installation.  
B: \_\_\_\_\_. What sort of problems?  
A: To be honest, I think we need one of your team over here to look at it.  
B: \_\_\_\_\_. How soon?  
A: Well, could you make this afternoon?  
B: Can you give me some idea of the problem?  
A: It's something to do with the pressure setting.  
B: \_\_\_\_\_. Anyway, I'm sure we'll sort it out this afternoon.  
A: \_\_\_\_\_.  
B: You're welcome. See you soon.  
A: \_\_\_\_\_. Bye.  
B: Bye.

**Exercise 5.** Put these three endings of telephone calls into the right order.

Call 1:  
B: You too. Bye.  
A: A'll be there. Have a good weekend.  
B: Just about. So we'll see you on Monday around 10.00?  
A: So, I think that just about covers everything, don't you?  
A: Goodbye.

Call 2:  
B: Thank you. I hope that'll be before the end of the month.  
A: Right. Thank you for getting in touch, Mr Peters. We'll get back to you as soon as we can.  
B: Goodbye.  
A: Excuse me. I'm afraid I didn't catch your name.  
B: It's Peters, Martin Peters.  
A: I should think so. Goodbye.

Call 3:

A: Thanks. Bye.

B: Yes. Have a good trip.

A: So, it was useful to talk to you and I'll contact you on my return.

B: Of course. I won't keep you any longer.

A: Thank you. Right, speak to you soon.

B: I look forward to that. In the meantime I'll send you a copy of the contract.

A: I'm afraid I've got a plane to catch.

B: Goodbye.

**Exercise 6.** Study the following conversations and be ready to **prepare your own ones**.

### 1. Hotel reservation

A: Centre Hotel. Good morning. Can I help you?

B: Good morning. I'd like to reserve a single room.

A: When are you arriving?

B: I am arriving on 28 July.

A: How long will you be staying?

B: I'll be staying for ten days.

A: Could I have your name?

B: Victor Lavrov.

A: Just a moment Mr. Lavrov. I'll check whether single rooms are available for these dates? OK. You can have it.

B: But I'd like to have some more information about your hotel.

A: Oh yes, what would you like to know?

B: Well. I am arriving on business and I wonder if there is a business centre in your hotel?

A: Yes. With all modern facilities.

B: OK. How far are you from the airport?

A: It's a bit far. But don't worry. There is hourly bus service to the airport from our hotel.

B: Good. Could you tell me the price of the room?

A: Yes. Of course It costs \$ 150. Besides, we can arrange breakfast for you. It will cost \$ 100 more.

B: What time's breakfast?

A: From 8 to 10.

B: Good. It suits me perfectly. Could you confirm my reservation in a written form?

A: Yes, of course. Can I have your fax number?

B: Yes. It's 071-253 4686.

A: 071-253 4686 Thank you, Mr. Lavrov. We'll be looking forward to seeing you with us next week.

### 2. Making arrangements

Call:

A: Pearson and Brown. Can I help you?

B: This is Gerald Smith from Taylor & Sons. Could I speak to Mrs Phillips?

A: Just a moment, Mrs Smith, I'll put you through.

C: Susan Phillips speaking.

B: Hello, Susan. This is Gerald Smith.

C: Oh hello, Gerald. How are you?

B: Fine. I'm just phoning to see if we could fix a meeting for next week.

C: Yes, of course. We've got to discuss next year's order. Just a moment, I'll get my diary...  
Right, next week ?

B: Could you manage Tuesday?

C: I'm sorry. I'm out all day on Tuesday.

B: What about Friday then?

C: Yes, Friday in the morning would suit me fine.

B: Good, that suit me too. Shall we say 10 o'clock?

C: Fine. So 10 o'clock here then?

B: Yes, that's probably easiest. Right, I look forward to seeing you.

C: Bye.

B: Bye.

## **Перечень учебных изданий, интернет - ресурсов, дополнительной литературы**

### **Основные источники:**

1. Агабекян, И. П. Английский язык : учеб. пособие / И.П. Агабекян. - 24-е изд., стер. - Ростов н/Д : Феникс, 2020. - 316 с. - (Среднее профессиональное образование). - На учебнике гриф: Рек.МО. - Прил.: с. 191-319. - ISBN 978-5-222-21776-4;
2. Голицынский, Ю. Б. Грамматика: сб. упражнений / Ю.Б. Голицынский; Н.А. Голицынская. - СПб: КАРО, 2018. - 576 с. - (Английский язык для школьников). - Библиогр.: с. 573-574. - ISBN 978-5-9925-0545-0;
3. Английский язык – 3 / М. А. Волкова, Е. Ю. Клепко, Т. А. Кузьмина [и др.]. — 3-е изд. — Москва : Интернет-Университет Информационных Технологий (ИНТУИТ), Ай Пи Эр Медиа, 2019. — 112 с. — ISBN 978-5-4486-0501-7. — Текст : электронный // Электронный ресурс цифровой образовательной среды СПО PROФобразование : [сайт]. — URL: <https://profspo.ru/books/79701>

### **Дополнительные источники:**

1. Болина М.В. Английский язык. Базовый курс = English. Basic course [Электронный ресурс]: учебное пособие / М.В. Болина. — Электрон. текстовые данные. — Саратов: Ай Пи Эр Медиа, 2019. — 275 с. — 978-5-4486-0009-8. — Режим доступа: <http://www.iprbookshop.ru/66630.html>
2. Морозова, Е.Н. Английский язык: учебное пособие / Е.Н. Морозова; Поволжский государственный технологический университет. - Йошкар-Ола: ПГТУ, 2019. - 92 с.: ил. - Библиогр. в кн. - ISBN 978-5-8158-1930-6; То же [Электронный ресурс]. - URL: <http://biblioclub.ru/index.php?page=book&id=483739>
3. Г.Т. Безкоровайная, Н.И. Соколова, Е.А. Коранская, Г.В. Лаврик Planet of English: учебник английского языка для учреждений СПО/Р 71, 9-е изд. стер-М: Издательский центр «Академия», 2021 – 256 с. Гриф рекомендовано ФГАУ «ФИРО» ISBN -978-5-4468-9407-9

### **Интернет источники:**

1. Cambridge Dictionaries Online. - URL: <http://dictionary.cambridge.org> (дата обращения: 11.06.2021). - Текст: электронный.
2. [www.english.language.ru](http://www.english.language.ru) – сайт для изучающих английский язык
3. [www.macmillan.ru](http://www.macmillan.ru) - каталог учебных пособий, словарей и мультимедийной продукции для изучающих английский язык
4. [www.enhome.ru](http://www.enhome.ru) - изучение английского языка самостоятельно
5. [www.study.ru](http://www.study.ru) - портал изучения иностранных языков

