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«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Пятигорский институт (филиал) СКФУ

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ  
ПРАКТИЧЕСКИХ РАБОТ  
ПО ДИСЦИПЛИНЕ  
«ИНОСТРАННЫЙ ЯЗЫК»**

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**(для очной формы обучения)**

**(ЭЛЕКТРОННЫЙ ДОКУМЕНТ)**

Методические указания рассмотрены и утверждены на заседании кафедры лингвистики и межкультурной коммуникации

протокол № \_\_\_\_\_ от « \_\_\_\_ » \_\_\_\_\_ 20 \_\_\_\_ г.

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## ВВЕДЕНИЕ

Методические указания предназначены для студентов 1 курса очной формы обучения, которыми они могут пользоваться при подготовке к практическим занятиям. Практические занятия это - планируемая учебная, учебно-исследовательская, а также научно-исследовательская работа студентов, которая выполняется в аудиторное время под руководством преподавателя. В составе методических указаний к практическим занятиям предусмотрены рекомендации по подготовке к практическому занятию. При выполнении работы студенты могут использовать не только методические указания по решению задач, но и другие материалы учебно-методического комплекса.

Основной целью методических указаний по выполнению практических работ является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами необходимым и достаточным уровнем коммуникативной компетенции для решения задач межличностного и межкультурного взаимодействия.

Цель заключается в формировании у студентов навыков понимания, извлечения, обработки и воспроизведения информации.

Структура включает тексты различной направленности, упражнения и практические задания комплексного характера для закрепления основных знаний по тематике соответствующего занятия, что предполагает реализацию следующих целей:

- повышение уровня учебной автономии и способности к самообразованию;
- развитие когнитивных и исследовательских умений;
- развитие навыков чтения, понимания и перевода с английского языка на русский;
- развитие навыков устной речи на английском языке;
- закрепление лексического и грамматического материала при помощи различных упражнений.

Процесс изучения дисциплины «Иностранный язык» направлен на формирование компетенции **УК-4** (способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)).

В результате освоения дисциплины обучающийся должен

### **Знать:**

- базовые нормы употребления лексики, фонетики и грамматики;
- основные способы работы над языковым и речевым материалом;
- лексико-грамматический минимум в объеме, необходимом для работы с иноязычными текстами в процессе деловой коммуникации;

### **Уметь:**

- читать, переводить и пересказывать тексты на иностранном языке;
- осуществлять коммуникацию на иностранном языке;

### **Владеть:**

- приемами самостоятельной работы с языковым материалом (лексикой, грамматикой, фонетикой) с использованием справочной и учебной литературы;
- способами пополнения знаний на основе использования оригинальных источников на иностранном языке;
- необходимыми навыками общения на иностранном языке;
- техникой работы с основными типами справочной и учебно-справочной литературы (словари, энциклопедии, учебно-справочные издания) и разнообразной информационно-справочной литературой (включая файлы Интернета и электронно-справочную литературу).

## Содержание практических занятий

### Раздел 1. Я и мое окружение

#### Практическое занятие № 1.

*Практика речи:* **Моя биография.**

*Грамматика:* **Понятие об инфинитиве глагола. Глагол «to be» в 3-м лице ед.ч.**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### **Теоретическая часть:**

I have got a father, a mother and an elder sister — у меня есть папа, мама и старшая сестра.

I have got a husband / wife— у меня есть муж/ жена.

I come from a small/ large family – я из большой / маленькой семьи.

I finished school in - я закончил школу в

My husband /wife is (a teacher, an engineer, a driver) — мой муж/ жена работает ( учителем, инженером, водителем)

I am fond of – я увлекаюсь

In my free time I usually read — в мое свободное время я обычно читаю.

I like to dance - я люблю танцевать.

I am very fond of sports - я очень увлечен спортом

I love cooking - я люблю готовить

have long, straight, black hair - у меня длинные, прямые, черные волосы.

Short — короткие

Wavy — волнистые

Curly — кудрявые

blonde/fair hair — светлые волосы

brown hair — каштановые волосы

red hair — рыжие волосы

grey hair — седые волосы

I'm quite tall - я довольно высокая

I have a round face, straight nose, red lips and thick eyebrows - у меня круглое лицо, прямой нос, красные губы и густые брови

I am slim and good-looking - я стройная и красивая.

I am very friendly - я очень дружелюбная

I am very elegant and stylish - я очень элегантная и стильная

#### **Понятие об инфинитиве глагола**

Форма глаголов в инфинитиве совпадает с основой глагола. Отличительным признаком формы инфинитива глагола является обычно частица **to**, которая ставится перед глаголом:

**to eat**                    есть (*кушать*)

**to speak**            говорить

#### **Глагол *to be* = *быть* в 3-м лице единственного числа**

В третьем лице ед. числа глагол **to be** имеет форму **is**, которая соответствует в русском языке форме 3-го лица ед. числа глагола **быть** — **есть**. Однако в русском языке глагол **есть** в большинстве случаев опускается.

*Сравните:*

My name **is** Ann.            Мое имя Анна.

#### **Вопросы и задания:**

**1. Составьте рассказ о себе, заполнив пропуски:**

1. My name is .... I am ... years old. I was born on ... in ....
2. We have ... people in our family. I live with ...
3. My father's name is ... . He is ... years old. He is a ... and he works ... .
4. My mother's name is .... She is ... years old. She is a ... .
5. I have a (younger/elder sister/brother). He/she is a ... .
6. We live in a ... . There are ... rooms in our flat: ..., ..., ..., and a ... . We have all modern conveniences: ..., ..., ... .
7. I have my duties about the house. I must ..., ..., ..., ... . I always help m y ... about the house.

**2. Заполните пропуски глаголами в нужной форме:**

*to be, to like, to live, to get, to tease, to argue, to take, to work, to annoy, to smoke, to keep*

I'm fifteen. I \_1\_ tall for my age I should say, and I'm glad about that. But I've got freckles all over my face. My hair is fair and I \_2\_ it.

We \_3\_ in an old house in a suburb of Nottingham. And there is a small garden in front of it. We always like to work there, especially my dad.

I've got a brother. His name is Nickolas. He \_4\_ rather tall and his hair is dark. He is a year older than me. I \_5\_ on with him but he \_6\_ me a lot. When I \_7\_ with my younger sister, Helen, he usually \_8\_ her side. It isn't fair, I think.

My dad's an architect. He \_9\_ in an office in the center of Nottingham. He is very forgetful. He can never remember the names of my friends. And he's got one bad habit which really \_10\_ me and my mum. He \_11\_ a lot all over the house. He smokes a pipe. He looks like Sherlock Holmes when he is sitting in an arm-chair and smoking a pipe. But I can always get what I want from my dad. I just wait till he's in a good mood.

My mum \_12\_ in a bank. She is fair too. I take after her. She often complains because I can't \_13\_ my room tidy. And she doesn't like the music I play. "Turn it down", she always says. "I'm trying to talk to your father" or "I'm watching a TV program". But we both like to read a lot. And we like to read the same books. She's usually quite kind to me. She \_14\_ to talk to my friends; and I can always talk to my mum – she is just like a friend to me.

**3. Найдите в тексте (из упр. 2) английские эквиваленты:** выключить (музыку); веснушки по всему лицу; как друг мне; в пригороде; добра ко мне; ладить с братом; дразнить; принимать чью-либо сторону; ругаться с сестрой; забывчивый; раздражать; получаю, что хочу; содержать комнату в порядке; быть в хорошем настроении.

**4. Переведите:**

I am going to tell you about myself. My name is Natasha Serova. I am 17. I was born in Moscow on the 5<sup>th</sup> of March, 1994. My family is not very large. We have five people in our family. I live with my parents, my younger sister and my grandmother. My father's name is Vladimir Ivanovich. He is forty years old. He is a mechanic and he works at a garage. My mother's name is Vera Petrovna. She is thirty-nine years old. She is a doctor and she works at a hospital. My younger sister Marina is a pupil. She is in the seventh form. My grandmother lives with us. She doesn't work. She is a pensioner. I love my family. We are all friends and we love each other.

We live in a big flat in a new house. There are four rooms in our flat: a living room, a study, two bedrooms, a kitchen, and a bathroom. We have all modern conveniences: gas, hot water, running water, electricity and telephone.

I have my duties about the house. I must go shopping, clean the rooms. It's not difficult for me. I want our home to be clean and tidy. I think there is no place better than home.

I studied at school number 12. We had many well-educated teachers at our school. I was a good pupil and I did well in all subjects. My favourite subjects at school were Mathematics, Russian and English. Now I'm a first course student of the institute.

I have many friends. Most of them are my classmates. We spend much time together, go for a walk or to a disco party, talk about lessons, music, and discuss our problems.

I like reading. I like detective stories but I prefer to read historical novels or modern writers. I like to listen to modern music, but sometimes I like to listen to some classical music. My favourite composer is Tchaikovsky. I haven't much time to watch TV but sometimes I spend an hour or two watching an interesting film or a news programme. In the evening I often look through fresh newspapers or read some interesting book. I like fresh air and physical exercise, but I have not much time to go in for sports.

**5. Переведите и перескажите текст от 3 лица, единственного числа:**

Let me introduce myself. My name is Helen. I am seventeen. I was born in Pyatigorsk and live in this town. I am a student. My university is not far from my house. It takes me 15 min to walk there.

I am a first-year student and this year I have finished school. We had our final exams in June and I had to work hard at all the subjects. I liked my school. My favourite subject was English. My teacher was a well-educated woman with deep knowledge of the subject.

I'm very busy now preparing for classes and I have a little time for my hobbies, which are music and reading. I like music, especially, pop music and I collect CDs of my favourite groups and singers. I'm fond of pets. I have a cat and some fish, which I take care of every day. I am keen on reading. My favourite writer is O. Henry.

I'm also interested in sport. I'm a member of a tennis club, which I attend twice a week.

I enjoy university mainly because of the number of new friends I have there and I get on with them. We discuss our university problems and plans for the future. I also hate being alone. I believe that if I centre my full attention on either one or the other I will lose out somewhere.

I also take an active part in social life and attend sport clubs. I really enjoy working with people. I want to be a doctor. It's a difficult job, but I'm not keen on the idea of being a stereotypical housewife. I like the idea of working in a caring profession.

**6. Поставьте следующие предложения в вопросительной форме:**

1. My tie is red. 2. His flat is large and clean. 3. His ink-stand is black. 4. My pen is bad. 5. His hat is black. 6. Jane is in Kiev. 7. Kate is in Minsk.

**7. Ответьте на следующие вопросы:**

- |                       |                          |
|-----------------------|--------------------------|
| 1. Is this a pen?     | 7. Is this an ink-stand? |
| 2. Is this pen red?   | 8. Is this his bag?      |
| 3. Is that a pencil?  | 9. Is that match thin?   |
| 4. Is his name Nick?  | 10. Is this flat clean?  |
| 5. Is that lamp bad?  | 11. Is this bag big?     |
| 6. Is this map large? | 12. Is Minsk a city?     |

**Практическое занятие № 2.**

*Практика речи: Семья и родственные отношения.*

*Грамматика: Предложение. Общие сведения.*

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

**Теоретическая часть:**

Families come in all shapes and sizes nowadays. At present more and more families are divorced and then their parents remarry. That's why more children have step-brothers, step-sisters, half-brothers and half-sisters. No wonder that there can be some problems in the family relations. Members of many families suffer from misunderstanding because there is a great difference in their tastes and opinions. Besides, children don't like it when there is too much control from their parents because they want to solve their problems independently. On the other hand, if the members of the family love each other there can be no or little argument and the family lives happily.

There are a lot of problems and conflicts that appear between teenagers and their parents because they don't understand each other. Generation gap will always exist not only because teenagers and their parents enjoy listening to different kinds of music. A lot of things are different: tastes, manners, behavior and the stuff like that. Some parents don't want to understand modern views, ideas and system of values so teens are afraid to tell them about their private life. Another reason is that parents want their children to be clever and learn harder. They are always nagging when their children do badly at school. They make teens do their homework. Parents don't want to understand that there can be more important things than good marks in the school-leaving certificate. So, it's necessary to bridge the generation gap and the only way to do it is for parents and children to speak frankly to each other and try to come to an agreement.

**Предложением** называется сочетание слов, выражающее законченную мысль. Слова, входящие в состав предложения и отвечающие на какой-нибудь вопрос, называются членами предложения. Члены предложения делятся на главные и второстепенные.

Главные (*main*) члены предложения:

подлежащее (*subject*),

сказуемое (*predicate*).

Второстепенные (*secondary*) члены предложения:

дополнение (*object*),

определение (*attribute*),

обстоятельства (*adverbial modifiers*).

Подлежащим называется член предложения, обозначающий предмет или лицо, о котором что-либо говорится в предложении. Подлежащее отвечает на вопрос кто? или что?

Сказуемым называется член предложения, обозначающий то, что говорится о подлежащем. Сказуемое отвечает на вопросы: что делает подлежащее, что делается с подлежащим, кем или чем является подлежащее?

Дополнением называется второстепенный член предложения, который обозначает предмет и отвечает на вопросы, соответствующие в русском языке вопросам косвенных падежей как с предлогом, так и без него: кого? чего?, что?, кому?, чему?, кем?, чем?, о ком?, о чем?

Обстоятельствами (*adverbial modifiers*) называются второстепенные члены предложения, которые обозначают как или при каких обстоятельствах (т.е. где, когда, почему, зачем и т.д.) совершается действие.

Обстоятельства могут обозначать:

- 1) время (*adverbial modifier of time*)
- 2) место (*adverbial modifier of place*)
- 3) образ действия (*adverbial modifier of manner*)
- 4) причину (*adverbial modifier of cause*)
- 5) цель (*adverbial modifier of purpose*)
- 6) степень (*adverbial modifier of degree*)

#### Вопросы и задания:

#### 1. Переведите текст и составьте свои собственные предложения с выражениями, выделенными курсивом:

Belonging to a family is one bond everyone in the world shares, but family patterns vary from country to country. Nine out of ten people in the USA live as members of families and they value their families highly. "Families", they say, "give us a sense of belonging and tradition, strength and purpose. The things we need most deeply in our lives – love, communication, respect and good relationships – have their beginnings in the family". Families serve many functions. They provide conditions in which children can be born and brought up. Parents teach their children values (that is, what they think is important) as well as daily skills. They also teach them common practices and customs, such as respect for elders and celebrating holidays. But the most important job for the family is to give emotional support and security".

A traditional American family is one in which both parents are living together with their children. The father goes out and works and the mother stays home and brings up the children. There are usually two children in the family. But most American families today don't fit this image. The biggest change is that in many families both parents work. The majority of women say that they work because it is an economic necessity. Certainly, when both parents work, they have less time to spend with their children and with each other. Often families stop eating their meals together and thereby lose an important time to share the events of the day. Nearly half of the children are cared for by grandparents, daycare centers or baby-sitters. Some companies are trying to help working parents by offering flexible work hours.

Another big change in American family life is the increase in the number of families that are headed by only one person, usually the mother. Getting a divorce is quite easy, but is one of the most stressful events in the life of grown-ups. Many divorced men are required by law to help their wives support their children, but not all of them fulfill this responsibility and a lot of mothers have financial difficulties. Some of these difficulties are relieved by government programmes providing help to low-income families, but still, poverty affects the way in which the children in these families grow up.

Many single adult Americans today are waiting longer to get married because they want to graduate from a university or college, others want to become more established in their chosen profession.

The parents' role is finished when they've brought up their children to the end of formal education. After their graduation the children often try to achieve complete independence, leaving home and even the native town.

#### 2. Преобразуйте (если необходимо) слова в скобках так, чтобы они соответствовали содержанию текста:

Years ago it was important to have large families with many *1(child)* so that the family remained strong. If you were rich, you needed sons to inherit your property. If you were poor, you needed sons to help with your work and take it over when you were old. Rich or poor you needed daughters to help with the running of a large household.

Not only children were important. Everybody in the family was important: grandmothers, aunts, uncles, cousins, and cousins of cousins. Even when branches of the family quarreled (and they often did) at least they were still there, and that gave people a sense of stability and order.

Nowadays, things are *2(differ)*. Young people move away from the places where they were born, and they take *3(they)* immediate family (wife and children) with *4(they)*. Slowly, they lose touch with their distant cousins and their great-aunts. Their own family unit *5(become)* more and more important, as they forget their other relations.

In Britain, families have been getting smaller and smaller too. People have fewer *6(child)* because children are expensive and they take up room. Who can afford a large house? Who can afford food for more than three children when the cost of living *7(to be)* so high? And now, there is the problem of *8(overpopulate)* too. We were always being told in Britain that a family should have no more than two children. People can't have big families when they are living in a small space. So they live in tiny houses or *9(flat)* and they get more and more isolated. Sometimes they live very close to other people but they don't get to know each other. They only have each other to talk to, so they get bored and cross with each other. What is to be done?

**3. Дайте русские эквиваленты:** 1. to run a large house 2. to take immediate family with them 3. to give people a sense of stability and order 4. to lose touch with other relations 5. to live in tiny houses 6. to get bored and cross with each other 7. to get more and more isolated

**4. Вставьте нужный предлог:**

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. bad ____ children               | 6. surprised ____ the suggestion     |
| 2. short ____ time                 | 7. responsible ____ the job          |
| 3. divorced ____ his wife          | 8. typical ____ her                  |
| 4. married ____ an American        | 9. satisfied ____ the job            |
| 5. sick and tired ____ the excuses | 10. accustomed ____ this way of life |

**5. Ответьте на вопросы:**

- 1) What are the advantages and disadvantages of having several brothers or sisters?
- 2) Are you close to your family?
- 3) Do you spend most of your free time at home or with your friends?
- 4) What can be gained from grandparents?
- 5) How can the relationship with grandparents differ from that with parents?

**6. Составьте свое генеалогическое древо и подробно расскажите о каждом члене своей семьи.**

**7. Проанализируйте следующие предложения, назовите главные и второстепенные члены.**

1. He is one of the best students.
2. Our University is quite large and old.
3. The course of study lasts five years.
4. The academic year is divided into two terms.
5. Students pass examinations twice a year.
6. University has a large gymnasium.
7. Many students go in for sports.

### Практическое занятие № 3.

**Практика речи:** День рождения. Речевые формулы приглашения. Выражение благодарности. Формулы извинения.

**Грамматика:** Понятие об артикле. Неопределенный артикль.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

**Теоретическая часть:**

banner

Баннер, знамя, флаг

bow

Бант

|                      |                                  |
|----------------------|----------------------------------|
| sparkler             | Бенгальский огонь                |
| thank you note       | Благодарственное письмо          |
| fun                  | Веселье                          |
| balloon              | Воздушный шар                    |
| age                  | Возраст                          |
| wish                 | Высказать пожелания              |
| frosting             | Глазурь                          |
| icing                | Глазурь                          |
| year                 | Год                              |
| guests               | Гости                            |
| birth date           | Дата рождения                    |
| day                  | День                             |
| birthday             | День рождения                    |
| children             | Дети                             |
| friends              | Друзья                           |
| wrapped              | Завернутый, обернутый            |
| blow out             | Задуть                           |
| play                 | Играть, резвиться, забавляться   |
| games                | Игры, состязания                 |
| cupcake              | Кекс                             |
| clown                | Клоун                            |
| confetti             | Конфетти                         |
| candy                | Конфеты                          |
| lollipop             | Леденец                          |
| anniversary of birth | Лет со дня рождения              |
| goodie bags          | Мешочки со сладостями            |
| ice cream            | Мороженое                        |
| wrapping paper       | Оберточная бумага                |
| throw a party        | Организовать вечеринку           |
| card                 | Открытка                         |
| package              | Пакет, свёрток, упаковочная тара |
| cookie               | Печенье                          |
| wingding             | Пирушка                          |
| pizza                | Пицца                            |
| gift                 | Подарок                          |
| gift wrap            | Подарочная упаковка              |
| greeting card        | Поздравительная открытка         |
| receive              | Получать, принимать              |
| festive              | Праздничный                      |
| celebration          | Празднование торжества           |
| celebrate            | Праздновать                      |
| present              | Преподносить, дарить             |
| invite               | Приглашать, звать                |
| invitation           | Приглашение                      |
| party                | Приём гостей, вечеринка          |

|                |                                     |
|----------------|-------------------------------------|
| entertain      | Принимать гостей, развлекать        |
| birth          | Рождение                            |
| happy birthday | С Днем Рождения                     |
| gathering      | Сбор, встреча                       |
| candle         | Свеча                               |
| sweets         | Сладости                            |
| event          | Событие                             |
| juice          | Сок                                 |
| happy          | Счастливый                          |
| birthday cake  | Торт ко дню рождения                |
| cake           | Торт, кекс, сладкий пирог, пирожное |
| food           | Угощение, еда                       |
| ribbon         | Украшать лентами                    |
| chocolate      | Шоколад                             |
| popsicle       | Эскимо                              |
| jubilee        | Юбилей                              |

#### РЕЧЕВЫЕ ФОРМУЛЫ ПРИГЛАШЕНИЯ

**We are pleased to welcome you.** Мы рады приветствовать вас.

**We are happy to receive you.** Мы счастливы принять вас.

**Welcome, dear guests!** Добро пожаловать, дорогие гости!

**Good afternoon, dear guests!** Добрый день, уважаемые гости!

**Good evening, dear guests.** Добрый вечер, дорогие гости!

**You are welcome!** Добро пожаловать!

**Welcome!** Добро пожаловать!

**I am pleased to meet you.** — Я рад, что встретил вас (познакомился с вами).

**We are glad to meet you.** Мы рады встретиться (познакомиться) с вами!

**I hope you will have a good time.** Я надеюсь, вы приятно проведете время.

**Let me introduce myself. My name is George.** Позвольте представиться. Меня зовут Джордж.

**(It's) Nice to meet you.** Приятно с вами познакомиться.

**We hope that you will like it here and you will have a pleasant evening.** Надеемся, что вам у нас понравится, и вы хорошо проведете вечер.

**We hope that your stay here will be pleasant.** Мы надеемся, что ваше пребывание здесь будет приятным.

**We cordially welcome you here.** Сердечно приветствуем вас здесь.

**When can we expect you?** Когда вас ждать?

**You can drop any time you like.** Заходите когда угодно.

**Bring your friends along with you.** Приводите с собой ваших друзей.

#### ВЫРАЖЕНИЕ БЛАГОДАРНОСТИ

**Thank you. = Thanks.** Спасибо.

**Thank you very much.** Большое спасибо.

**Thank you ever so much.** Большое спасибо.

**Thanks a lot.** Большое спасибо.

**I 'm very much obliged to you.** — Крайне вам признателен.

**I 'm very grateful to you!** Я очень благодарен вам!

**How kind of you!** Как это любезно с вашей стороны!

**Thank you. = Thanks.** Спасибо.

**Thank you very much.** Большое спасибо.

**Thank you ever so much.** Большое спасибо.

**Thanks a lot.** Большое спасибо.

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**I 'm very grateful to you!** Я очень благодарен вам!

**How kind of you!** Как это любезно с вашей стороны!

**I want to express my deep gratitude to you.** Я хочу выразить мою глубокую признательность вам.

### ОТВЕТЫ НА БЛАГОДАРНОСТИ

**You are welcome, sir.** Пожалуйста, сэр.

**My pleasure, madam.** Пожалуйста, мадам.

**Don't mention it, sir.** Не стоит благодарности, сэр.

### ФОРМУЛЫ ИЗВИНЕНИЯ

**I am sorry.** Простите. Виноват.

**Excuse me!** Извините меня.

**I am awfully sorry!** Крайне огорчен!

**I beg your pardon!** Прошу прощения!

**I'm sorry for giving trouble.** Прошу прощения за беспокойство.

**Excuse me for troubling.** Простите за беспокойство.

**Excuse my coming late.** Простите за опоздание.

**That's all right.** Ничего. (Все в порядке.)

**It's OK.** Ничего. (Все в порядке.)

**Never mind!** Ничего. (Не имеет значения.)

**It's all right.** Nothing serious. Все в порядке. Ничего страшного.

**You are welcome!** Все хорошо!

### Понятие об артикле. Неопределенный артикль.

1. Артикли, это служебные слова, которые не имеют самостоятельного значения и являются особыми определителями существительных.

В английском языке существует два артикля — **неопределенный a** и **определенный the**. Оба артикля являются неизменяемыми словами. Если сравнить два таких предложения, как *Вчера в витрине магазина я видел очень красивый костюм* и *Разве костюм уже продан?* то станет ясно, что по характеру высказывания они отличаются друг от друга. Если в первом предложении только называется предмет, говорится, что увидели предмет, который по своим общим свойствам и признакам относится к тому или иному классу предметов (в данном случае к классу костюмов, причем не просто к классу костюмов, а к более узкому классу — очень красивых костюмов, а не пальто, платьев и т.д.), то во втором примере данный предмет выделен в сознании говорящего и слушающего из класса подобных предметов, т.е. говорящий подразумевает костюм, *который вы мне вчера показывали, или костюм, который я вчера примерял и т.д.*

В первом примере слово **костюм** при переводе на английский язык было бы употреблено с неопределенным артиклем, во втором — с определенным.

Существительное с неопределенным артиклем дает понятие о предмете, дает название предмета, название класса, к которому принадлежит предмет:

This is **a pen**. Это **ручка** (а не карандаш, не книга и т.п.).

Существительное с определенным артиклем обычно обозначает не понятие, не название, а конкретный предмет, конкретного представителя данного класса предметов:

**The pen** is black. **Ручка** черная (именно эта ручка черная, а не какая-либо другая ручка).

2. **Место артикля.** Артикль (определенный и неопределенный) ставится перед тем существительным, к которому он относится. Если существительное имеет при себе определение, выраженное прилагательным или порядковым числительным, то артикль ставится перед всем словосочетанием:

**the black pen** черная ручка

**the first plan** первый план

3. **Неопределенный артикль.** Неопределенный артикль **a** может употребляться только с именами существительными в ед. числе, так как он произошел от числительного, означающего **один**:

Send me **a pen**. Пришлите мне ручку (одну ручку), т.е. предмет, который по своим общим признакам и назначению называется ручкой.

В русском языке значение неопределенного артикля в этом примере можно выразить такими словами: Пришлите мне **одну из** ручек (какую-нибудь, любую ручку; ручку, а не карандаш).

Поскольку значение неопределенного артикля происходит от значения числительного **один**, он не употребляется с существительными во мн. числе. Поэтому, когда необходимо назвать группу предметов, обладающих одними и теми же общими признаками, не употребляется никакой артикль:

Send me \_\_\_ pens. Пришлите мне ручки.

Send me \_\_\_\_ seven pens.

Пришлите мне семь ручек.

### **Вопросы и задания:**

#### **1. Ответьте на вопросы:**

1. Do you like your birthday? Is it your favourite day of the year? 2. When were you born? 3. How many guests do you usually invite to your birthday party? 4. Who usually makes tasty dishes for you and your guests on this day? 5. Do you help your mum with the household jobs before your party? 6. What time do your guests usually come? 7. What presents do you like to get? 8. What do you like more, to give or to get presents? 9. What do you usually say when your parents and friends give you their presents? 10. What do you usually do at your birthday party? 11. Do you sing, dance, listen to nice music, play games and laugh a lot? 12. Do you like to blow out candles on your birthday cake? 13. What song do your guests sing when they congratulate you? 14. Do you go for a walk after your birthday dinner? 15. Do you like fireworks? 16. Are you looking forward to your next birthday? How do you dream of celebrating it? Where? With whom?

#### **2. Проиллюстрируйте формы приветствия друзей.**

#### **3. Составьте мини диалоги, используя формулы приглашения, благодарности и извинения.**

**4. Ответьте на вопросы:** 1. How can we greet our colleagues and what do they say in answer to our greeting? 2. How do we greet our friends and what do they say in answer to our greeting? 3. What are the forms of greetings in the morning, in the afternoon, in the evening?

#### **5. Переведите на английский:**

1. Как поживаете, г-н Браун? Мы счастливы принимать вас в нашем доме. 2. Спасибо за приглашение! 3. Дорогие гости! Добро пожаловать в наш дом! 4. Добрый вечер, друзья! 5. Дорогие гости! Мы рады видеть вас в нашем доме!

#### **6. Расскажите следующий текст по-английски:**

Однажды богатая англичанка, которую звали миссис Джонсон, решила как можно веселее отпраздновать свой день рождения. Она пригласила много гостей и хорошего певца. Певец был беден, но у него был очень хороший голос. Ровно в шесть часов певец приехал в дом миссис Джонсон. Когда он вошел, зал (hall) был полон гостей, которые сидели за большим столом посередине зала.

Гости ели, шутили, смеялись и громко разговаривали. Певец приветствовал их и готов был присоединиться к ним, но миссис Джонсон сказала следующее:

„Мы рады, сэр, что вы приехали. Вы будете петь после того, как закончится обед. Я позову вас, когда мы будем готовы вас слушать. А сейчас идите на кухню и тоже пообедайте.“

Певец очень рассердился, но ничего не сказал и вышел из зала. Он хотел уехать из дома миссис Джонсон, но потом решил остаться и дать (to teach) ее богатым гостям хороший урок. Когда певец появился в кухне, слуги (servants) обедали. Певец вместе с ними съел обед из трех блюд, поблагодарил всех и сказал: „Ну, а теперь я спою для вас...“ Он начал петь и спел много прекрасных песен. Вскоре миссис Джонсон позвала певца в зал.

— Ну, сэр, мы готовы.

— Вы готовы? — спросил певец. — Что же вы готовы делать?

— Слушать вас. — сказала миссис Джонсон сердитым голосом.

— Слушать меня? Но я уже пел. Я больше не смогу петь сегодня.

— Где вы пели? — спросила она еще более сердито.

— В кухне. Я всегда пою для тех, с кем обедаю.

#### **7. Переведите:**

I was born on the 12th of March. Birthday is a very remarkable day for me. March is a spring month and usually the weather is warm. In the morning my parents come to my place and say: "Happy Birthday!" They give me presents. I enjoy getting them. Most people have a birthday party on this day.

This year I have my birthday party at home. My parents and I prepared for this day. We invited my friends and relatives to the party.

I celebrated my birthday on Sunday. I got up early in the morning. My father and I went to the shop and to the market to buy everything we needed for the party.

My mother stayed at home. She made cakes and laid the table. At four o'clock my relatives and friends came to congratulate me and I was glad to see them. They brought flowers, books, sweets and presents. I thanked them all.

We had a good holiday dinner on this day. During our merry party we sang songs, danced, made jokes and spoke about our life, hobbies, and future.

I enjoyed my birthday party.

**8. Определите, в каких случаях перед выделенными существительными следовало бы при переводе на английский язык поставить неопределенный артикль:**

1. В порт прибыл **пароход**. 2. **Пароход** прибыл в порт. 3. **День** был чудесный 4. Это был чудесный **день**. 5. **Письмо** отправлено и **телеграмма** тоже. 6. Вчера я получил **письмо** и **телеграмму** от своего школьного товарища. 7. Я живу в большом новом **доме**. 8. **Дом** мне понравился, а **сад** — нет. 9. **Книгу** я прочитал с большим интересом. 10. Это **книга** или **журнал**?

**9. Заполните пропуски неопределенным артиклем там, где это необходимо и переведите предложения на русский язык:**

1. It is \_\_\_ pen. 2. My \_\_\_ pen is bad. 3. It is \_\_\_ fine day. 4. Send \_\_\_ Ben seven pens. 5. It is \_\_\_ bad tie. 6. It is \_\_\_ bed. 7. Send Pete \_\_\_ tie. 8. Meet \_\_\_ Bess. 9. It is \_\_\_ flat. 10. It is \_\_\_ lamp. It is \_\_\_ bad lamp.

#### Практическое занятие № 4.

*Практика речи:* **Мой дом.**

*Грамматика:* **Определенный артикль.**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### Теоретическая часть:

|                 |                                     |
|-----------------|-------------------------------------|
| fridge          | холодильник                         |
| wardrobe        | гардероб                            |
| key             | ключ (от замка)                     |
| window          | окно                                |
| yard            | двор                                |
| address         | адрес, место жительства, нахождения |
| lift            | лифт                                |
| floor           | пол, этаж                           |
| apartment       | комната, квартира                   |
| anteroom        | передняя, приёмная                  |
| electricity     | электричество                       |
| house           | дом, жилище, здание, хозяйство      |
| cooker          | плита, печь                         |
| storey          | этаж, ярус                          |
| wall            | стена                               |
| washing machine | стиральная машина                   |
| heating         | отопление                           |
| chair           | стул                                |
| lock            | замок, затвор, щеколда              |
| rack            | подставка, полка, стеллаж           |
| boulevard       | бульвар, проспект.                  |
| basement        | цокольный этаж                      |
| vacuum cleaner  | пылесос                             |
| ceiling         | потолок, перекрытие                 |
| entrance hall   | вестибюль, прихожая                 |
| mirror          | зеркало                             |
| staircase       | лестница                            |
| carpet          | ковёр                               |

|                                  |                                                       |
|----------------------------------|-------------------------------------------------------|
| dresser                          | кухонный шкаф                                         |
| kitchen                          | кухня                                                 |
| garret                           | чердак, мансарда                                      |
| cellar                           | подвал, погреб                                        |
| street                           | улица                                                 |
| bathroom                         | ванная комната                                        |
| fence                            | забор, изгородь, ограда                               |
| avenue                           | дорога, аллея к дому, проспект                        |
| landing                          | лестничная площадка                                   |
| running water                    | водопровод                                            |
| lamp                             | светильник                                            |
| bookcase                         | книжный шкаф, книжная полка,                          |
| bell                             | звонок, бубенчик                                      |
| loggia                           | лоджия                                                |
| balcony                          | балкон                                                |
| conveniences                     | комфорт, удобства                                     |
| table                            | стол                                                  |
| blind                            | штора                                                 |
| cupboard                         | шкаф                                                  |
| bed                              | кровать, постель                                      |
| curtain                          | занавеска                                             |
| square                           | площадь, сквер                                        |
| television receiver<br>(или set) | телевизор                                             |
| toilet                           | туалет, уборная                                       |
| lift car                         | кабина лифта                                          |
| armchair                         | кресло                                                |
| vacuum cleaner                   | пылесоспостройки                                      |
| gate                             | ворота, калитка, вход, выход                          |
| bedroom                          | спальня                                               |
| divan                            | диван                                                 |
| iron                             | утюг                                                  |
| door                             | дверь                                                 |
| antechamber                      | передняя, прихожая, вестибюль                         |
| alley                            | узкая улица или переулок                              |
| roof                             | крыша                                                 |
| air-conditioner                  | кондиционер                                           |
| building                         | здание, постройка, строение, сооружение,<br>надворные |
| sofa                             | софа                                                  |
| room                             | комната, помещение, квартира                          |
| lavatory                         | туалет, уборная                                       |
| furniture                        | мебель                                                |

**Определенный артикль** употребляется с именами существительными как в ед., так и во мн. числе в тех случаях, когда и говорящему, и слушающему ясно, о каком конкретном предмете идет

речь, когда сообщаются дополнительные данные о конкретном предмете или о конкретных предметах в данной ситуации:

**The** pen is bad. Ручка плохая.

Прилагательное **плохая** в данном предложении обозначает не общий признак, а конкретное качество определенного, единственного в данной ситуации предмета.

Значение определенного артикля очень близко к значению таких слов, как **этот, тот, тот самый, который**, потому что определенный артикль происходит от указательного местоимения, означающего **тот**.

Артикли (определенный и неопределенный), как правило, не употребляются:

а) с именами собственными:

Klin Кли́н

Peter Петро́

б) перед нарицательными именами существительными с определением, выраженным указательным или притяжательным местоимением, или количественным числительным:

**My** map is bad. **Моя** карта плохая.

**That** plan is fine. **Тот** план хорош.

### Вопросы и задания:

#### 1. Заполните пропуски 1-5 частями предложений, обозначенными буквами а – е:

a. I change very often into new ones

b. stuffed with crystal and books

c. quite close to the underground station

d. start to furnish and decorate it to your own taste

e. I have my own room

Let me tell you a little about my home. I think it doesn't matter what your home is like, anyway, it is the place where you once move in and \_1\_. It becomes your second "ego". So my second "ego" is not very big, but it is very comfortable. There is enough space for everything: a hall, a living-room, a couple of bedrooms and a bathroom.

Our living-room is very spacious. It is the heart of our apartment. It is the place where I can see the rest of my family. In the evening we sit here in the soft armchairs and on the sofa, which are on the right of the room. In front of them there is furniture \_2\_. There is also a stereo system and a TV set.

I am very glad that \_3\_. My bedroom is my private area though it is also my sister's room. It is a small room, but very cosy. There are two beds, a desk, a personal computer, a big bookcase and a wardrobe in my room. There are some posters of my favourite pop stars on the walls which \_4\_.

Our kitchen is not large. We have regular meals in the kitchen. There are some cupboards, a cooker, a fridge, a dishwasher, a microwave and a kitchen table with four chairs. There are also some plants in our kitchen on the window-sill which make our kitchen cosier.

Our hall is very big. There is a wardrobe, some book-shelves on the walls, a long rag on the floor, and a closet where we keep our shoes.

I like our home very much. Our building is \_5\_ and what is more important to my university.

#### 2. Заполните пропуски буквами:

| № | Types of Dwellings | Description                                                                                      |
|---|--------------------|--------------------------------------------------------------------------------------------------|
| 1 | B_ng_llow          | A house which has only one storey                                                                |
| 2 | C_bin              | A small house, esp. one made in an area of forest or mountains                                   |
| 3 | _ot_age            | A small house in the country                                                                     |
| 4 | C_un_ry-house      | A large and beautiful house in the country                                                       |
| 5 | S__me_house        | A small building in a garden. It contains seats and people can seat there in summer.             |
| 6 | R_sid_n_ia_ area   | An area of a town that consists mainly of people`s houses and has very few offices and factories |
| 7 | Ho__ing _sta_e     | A large number of houses or flats built close together at the same                               |

time

- |    |                               |                                                                                                 |
|----|-------------------------------|-------------------------------------------------------------------------------------------------|
| 8  | D__ta__ed house               | A house that is not joined to any other house                                                   |
| 9  | S__m__d__ta__ed house         | A house that is joined to the house next door by a shared wall                                  |
| 10 | T__r__ced house               | One of a row of similar houses joined together by the side wall                                 |
| 11 | B__c__ of flats               | A tall building which contains many different flats\apartments on different floors              |
| 12 | H__h__-ri__e b__o__k of flats | Tall buildings with lots of storeys                                                             |
| 13 | __k__cr__p__                  | A very tall building with lots of stores, usually in a city                                     |
| 14 | __o__e__                      | A building where people stay, usually for a few nights, paying for their rooms and meals        |
| 15 | P__n__h__s__                  | A very luxurious flat or set of rooms in a hotel especially one near the top of a tall building |

**3. Обсудите следующие вопросы:**

1. Which would you prefer to live in a new modern flat or an old traditional house?
2. Which house is more suited to your family's needs and why?
3. What room do you use most in your house?
4. Which is your favourite room? Why?
5. How would you like to decorate your room?
6. Do you prefer modern furniture or antiques?
7. Are there any objects or pieces of furniture in your house that are particularly important to you?

**4. Определите уровень опасности Вашей кухни:**

**ARE YOU SAFE IN THE KITCHEN?**

Every year, more than 250,000 accidents happen in kitchens in the UK. Also, last year 12% of the population (about 5.5 million) people became injured because of something they ate. What about you? How safe is your kitchen? Complete this easy questionnaire with Yes or No to find out!

1. Do you wash knives, chopping boards and your hands after you chop raw food, especially meat?
2. Do you have a fire extinguisher in your kitchen?
3. Do you always put raw meat at the bottom of the fridge?
4. Do you chop food and use sharp knives carefully?
5. Do you always remember to put meat and dairy products like milk, cheese & yoghurt back in the fridge?
6. Do you wash fruit and salad well before you eat it?
7. Do you always dry the floor quickly if you spill something?

Score

- 0-3 Yes: Keep out! Your kitchen is very dangerous!  
4-5 Yes: Not bad but sometimes your kitchen is not safe!  
6-7 Yes: You are very safe in the kitchen.

**5. Письменно переведите предложения на английский язык:**

1. — У вас большая квартира? — Нет, она небольшая, но очень удобная.
2. — Сколько комнат в твоей новой квартире? — Три: гостиная, кабинет и спальня.
3. Кухня — мое любимое место. Она очень уютная. В кухне стол у окна, два стула, холодильник и телевизор. Я люблю смотреть телевизор, когда готовлю.
4. — В квартире есть мебель? — Да, есть стол, диван, два кресла, несколько стульев и книжный шкаф.
5. В доме центральное отопление, но внизу есть также камин.
6. На верхнем этаже просторная ванная комната, в ней большое зеркало и туалетный столик.
7. Квартира темная. В ней мало окон, окна выходят в сад, и мало света.
8. В гостиной много мебели: диван, несколько кресел, много стульев, в углу телевизор.
9. — В холодильнике есть что-нибудь?

— Ничего нет. 10. В комнате никого нет, но кто-то есть на кухне. 11. — В доме есть телефон? — Да, есть, он на стене. 12. В комнате бабушки много интересных вещей. 13. Что находится справа и слева от окна?

**6. Заполните пропуски нужными предложениями:**

I would like to tell you all \_1\_ my home. Firstly, I must tell you that I live \_2\_ Pyatigorsk. It's a very fascinating town \_3\_ old traditions.

We have sprung up \_4\_ the town's old centre. We live in one \_5\_ such newly built areas, though it isn't quite close \_6\_ the town centre.

We moved \_7\_ our new flat five years ago. It's a four-room flat \_8\_ the third floor \_9\_ a seventeen-storied block of flats. Certainly there are all modern conveniences in our flat. It's fairly cosy. The layout is good. The rooms are light, though not very large. It's quite a modern looking flat \_10\_ two balconies looking \_11\_ on the park in front of the building. Every time I walk into my flat, I feel an immediate sense \_12\_ warmth and security.

Our sitting room is quite a big room, about 20 square metres. My mother doesn't like much furniture \_13\_ the flat. So in the sitting room there are two comfortable chairs and a sofa, a coffee-table, a television set and a video \_14\_ the corner of the room and a piano. Of course, there is a carpet \_15\_ the floor. We usually relax, watch television, listen to music in the sitting-room or have dinner on special occasions. We have two pictures on the wall of our room. They are nice copies of my favourite painting \_16\_ Levitan. They make the room comfortable.

I am happy to have a room \_17\_ my own. It's the smallest room in the flat but I try to keep it tidy and cosy. There is a single-bed, a desk, a personal computer, a stereo-system, a big bookcase and a wardrobe in my room. There is a little rug on the floor. There are some posters of my favourite pop star \_18\_ the bed.

You may be surprised to hear when I tell you that the most popular and favourite place with all of us is a kitchen. We spend most of our time in the kitchen, not eating in fact, we like just to sit and talk there.

Our kitchen is comparatively large and looks the usual modern kitchen you can see in many other homes. The air is usually filled \_19\_ the delicious smells of my mother's cooking. There is a cooker, a fridge, a washing machine, a dishwasher, a microwave, a kitchen table with four stools and some cupboards in it. There are some lovely pictures on the walls. We have regular meals in the kitchen. My family like to sit chatting for hours after work in the evenings. But I have to bring a chair and take it \_20\_ when the whole family are at table. But it's not much trouble.

Ah, yes, I haven't mentioned the hall or as we call it the corridor. It's long but slightly narrow. Or perhaps it looks narrow to me because my brother Oleg keeps his bike in it.

When my friends come to my house they often describe it as a dream house, but to me it's just 'home sweet home.'

**7. Переведите:**

I live in a big house. Like many houses it is a two-storey brick building with a garden around it. On the ground floor we have a sitting room, a dining room and a kitchen. The kitchen is rather big and comfortable. My sister Alice helps me to cook in the kitchen.

When we have guests we have dinner in the dining room. After dinner we usually go to the sitting room. Our sitting room is very cosy. There isn't much furniture in it. There is a sofa opposite the fireplace and two armchairs near it. There are some pictures on the walls. In the middle of the room there is a big carpet. We have a TV set in the corner. Father likes to watch TV in the evenings.

Our bedrooms are upstairs, on the first floor. There are not many things in our bedroom. There are only two beds, a mirror, a dressing table and a wardrobe in it. We have two bedrooms for guests. They are rather small. Our bedrooms are cold. In winter we heat them because there is no central heating. Few people have central heating in their own houses.

My father's study room is downstairs. It faces the garden. It is light and spacious. There are a lot of books in the bookcases and a lot of paper on the desk. There is also a computer on his desk. There are a few chairs in his room.

I like my house. It is my home.

**8. Определите, какой артикль вы бы поставили перед выделенными существительными при переводе на английский язык:**

1. Это — **дом**. Дом большой. 2. Это — **дом**. Это большой серый десятиэтажный **дом**. 3. Мой брат — **инженер**. Он работает на большом **заводе**. 4. Вчера я был в кино. **Фильм** мне, к сожалению, не понравился. Я нахожу, что это очень **неинтересный фильм** и не советую вам его смотреть. 5. Что

это за здание? Это театр. 6. Театр был так красив освещен, что мы невольно залюбовались им. 7. На нашей улице находится очень интересный музей. 8. Музей открыт с 10 часов утра до 8 часов вечера

**8. Заполните пропуски артиклями и объясните их употребление:**

1. This is \_\_\_ cap. \_\_\_ cap is black. 2. This is match. It is thin match. That is \_\_\_ thick match. 3. \_\_\_ film is fine. 4. This is \_\_\_ pen. \_\_\_ pen is black. 5. Pete, give me \_\_\_ pen, please (2 варианта). 6. Bess, take that pencil. Give me \_\_\_ pencil, please. It is \_\_\_ bad pencil.

### Практическое занятие № 5.

*Практика речи:* Город, в котором я живу.

*Грамматика:* **Вопросительные предложения. Специальные вопросы.**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоение темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### Теоретическая часть:

|                          |                                       |
|--------------------------|---------------------------------------|
| аптека                   | chemist's (shop)                      |
| арка                     | arch                                  |
| банк                     | bank                                  |
| бар                      | bar                                   |
| бассейн                  | swimming pool / baths                 |
| библиотека               | library                               |
| больница                 | hospital                              |
| булочная                 | bakery, baker's (shop)                |
| бюро находок             | lost property office                  |
| витрина                  | (shop) window                         |
| ворота                   | gate(s)                               |
| впечатляющий             | impressive                            |
| вход                     | entrance, way in                      |
| выбирать / выбрать       | to choose, to select, to pick         |
| высококачественный       | high-quality                          |
| выход                    | exit, way out                         |
| галерея                  | gallery                               |
| гастроном                | grocer's / grocery (shop)             |
| гулять / погулять        | to (go for a) walk / stroll           |
| движение                 | traffic                               |
| делать / сделать покупки | to shop, to go shopping               |
| денежный автомат         | cash machine / dispenser              |
| деньги                   | money                                 |
| дешёвый                  | cheap                                 |
| дорога                   | road                                  |
| дорогой                  | dear (чувства), expensive (стоимость) |
| дорожный знак            | road sign                             |
| заблудиться              | to get lost, to lose one's way        |
| затор                    | traffic jam, congestion               |

|                                      |                                          |
|--------------------------------------|------------------------------------------|
| <b>здание</b>                        | building                                 |
| <b>зоопарк</b>                       | zoo                                      |
| <b>игрушечный магазин</b>            | toyshop                                  |
| <b>искать</b>                        | to look for, search for, to seek         |
| <b>касса</b>                         | checkout, cash-desk; till, cash register |
| <b>кафе</b>                          | cafe / cafe                              |
| <b>квитанция (чек)</b>               | receipt                                  |
| <b>кино</b>                          | cinema                                   |
| <b>киоск</b>                         | stall                                    |
| <b>клумба</b>                        | flower-bed                               |
| <b>книжный магазин</b>               | bookshop                                 |
| <b>кредитная карточка</b>            | credit card                              |
| <b>лифт</b>                          | lift                                     |
| <b>магазин</b>                       | shop                                     |
| <b>мелочь</b>                        | (small) change                           |
| <b>мечеть</b>                        | mosque                                   |
| <b>монета</b>                        | coin                                     |
| <b>мост</b>                          | bridge                                   |
| <b>музей</b>                         | museum                                   |
| <b>мясной магазин</b>                | butcher's (shop)                         |
| <b>на втором этаже</b>               | on the first floor (second storey)       |
| <b>на первом этаже</b>               | on the ground floor (first storey)       |
| <b>налево</b>                        | on / to the left                         |
| <b>направо</b>                       | on / to the right                        |
| <b>находить/найти</b>                | to find                                  |
| <b>новый</b>                         | new                                      |
| <b>ночной клуб</b>                   | nightclub                                |
| <b>обувной магазин</b>               | shoe shop                                |
| <b>памятник</b>                      | memorial, monument                       |
| <b>парикмахерская</b>                | hairdresser's, hair salon                |
| <b>парк</b>                          | park                                     |
| <b>перекрёсток</b>                   | crossroads, junction                     |
| <b>переход (зебра)</b>               | (pedestrian) crossing (zebra crossing)   |
| <b>перейти (через) улицу</b>         | to cross the street / road               |
| <b>пешеход</b>                       | pedestrian                               |
| <b>план города</b>                   | town plan, street map                    |
| <b>платить / заплатить (за что)</b>  | to pay (for)                             |
| <b>платить / заплатить наличными</b> | to pay (in) cash                         |
| <b>площадь</b>                       | (town) square                            |
| <b>подарок</b>                       | present, gift                            |
| <b>подержанный</b>                   | second-hand                              |
| <b>подземный переход</b>             | underpass, subway                        |
| <b>пожарное депо</b>                 | fire station                             |

|                               |                                |
|-------------------------------|--------------------------------|
| <b>покупатель</b>             | buyer, purchaser; customer     |
| <b>покупать / купить</b>      | to buy, to purchase            |
| <b>получить</b>               | to receive                     |
| <b>послать письмо</b>         | to send / post a letter        |
| <b>почта</b>                  | post office                    |
| <b>почтовый ящик</b>          | postbox, pillar box            |
| <b>прилавок</b>               | counter                        |
| <b>примерочная</b>            | fitting / changing room        |
| <b>примерять</b>              | to try on                      |
| <b>продавать</b>              | to sell                        |
| <b>распродажа</b>             | (clearance) sale               |
| <b>ресторан</b>               | restaurant                     |
| <b>рыбный магазин</b>         | fish shop, fishmonger's (shop) |
| <b>рынок</b>                  | market                         |
| <b>светофор</b>               | (set of) traffic lights        |
| <b>синагога</b>               | synagogue                      |
| <b>скамья</b>                 | bench, seat                    |
| <b>скидка</b>                 | discount, (price) reduction    |
| <b>собор</b>                  | cathedral                      |
| <b>стадион</b>                | stadium                        |
| <b>статуя</b>                 | statue                         |
| <b>стоять</b>                 | to cost                        |
| <b>стоянка машин</b>          | car park                       |
| <b>стоянка такси</b>          | taxi-rank                      |
| <b>стоять в очереди</b>       | to queue up (for)              |
| <b>театр</b>                  | theatre                        |
| <b>торговаться (с кем-л.)</b> | to bargain / haggle (with)     |
| <b>торговый центр</b>         | shopping centre                |
| <b>тротуар (мостовая)</b>     | pavement                       |
| <b>тупик</b>                  | dead end, blind alley          |
| <b>угол</b>                   | corner                         |
| <b>узкий</b>                  | narrow                         |
| <b>улица</b>                  | street                         |
| <b>универмаг</b>              | department store               |
| <b>универсам</b>              | supermarket                    |
| <b>уставать</b>               | to get / grow tired            |
| <b>фонтан</b>                 | fountain                       |
| <b>цена</b>                   | price, cost                    |
| <b>церковь</b>                | church                         |
| <b>цирк</b>                   | circus                         |
| <b>чек (банковский)</b>       | cheque                         |
| <b>чековая книжка</b>         | chequebook                     |
| <b>широкий</b>                | wide, broad                    |

|                   |                                   |
|-------------------|-----------------------------------|
| эскалатор         | escalator                         |
| этаж              | floor, storey                     |
| ювелирный магазин | jeweller's (shop), jewellery shop |

**Специальными вопросами** называются такие вопросы, которые относятся к отдельным членам предложения и начинаются с вопросительного слова. Так, вопрос, относящийся к именной части сказуемого, начинается с вопросительного слова **what? что?**:

**What is this? Что это такое? It is a pen. Это ручка.**

Вопросительное слово **what?** означает также *кто?*, если именной частью сказуемого является существительное, обозначающее профессию, социальное положение, партийную принадлежность:

**What are you? Кто вы (по профессии)? I am a teacher. Я преподаватель.**

Вопросительное слово **what** означает *какой (какая, какое, какие)*, если оно стоит перед существительным:

**What book is this? Какая это книга? It is Anna Karenina. Это „Анна Каренина“.**

Как видно из примера, вопрос такого типа не является вопросом о качестве предмета, и ответом на него не может быть определение, выраженное качественным прилагательным. Для того, чтобы задать вопрос о качестве, употребляется словосочетание **What kind of ... ? какого рода (вида) что за... ?**

Вопросительное слово **where? где?, куда?** употребляется в вопросах, относящихся к обстоятельству места: **Where is the book? Где книга? It is on the table. Она на столе.**

#### **Вопросы и задания:**

##### **1. Прочтите текст и ответьте на вопросы:**

1. Is the city life stressful? Why?
2. Would you like to change the place you live?

Lots of people prefer living in cities rather than in the countryside because it is often easier to get good education and find a well-paid job. Besides, there is usually a wide choice of public transport, so you don't need to own a car, which is necessary when you live in the countryside. What is more, there are a lot of interesting things to do and places to see. If you live in the village, you have almost nowhere to go, but if you live in the city, you can eat in good restaurants, visit museums, and go to the theatre. All in all, city life is full of variety, and you will never feel bored.

However, some people choose to live in the countryside because living in a city is often very expensive. It is particularly difficult to find good cheap accommodation. Public transport is sometimes crowded in the rush hour, and even the parks can become very crowded especially on weekends when it seems that every city-dweller is looking for some open space or green grass. On the contrary, the air in the countryside is very clean and there are no noisy crowds, so living in the country can be useful for your health. Last of all, despite all the crowds, it is still possible to feel very lonely in a city because people often don't know their neighbors whereas in the countryside people know each other and you have lots of friends.

##### **2. Расскажите о своем городе, используя план и ключевые слова:**

###### **Introduction.**

- Name of the place you live in.
- Its location.
- How old it is.

###### **Main part.**

- Size of the place.
- Population.
- Jobs.
- Buildings.
- Transport.
- Shops.
- Education.

- Industries.
- Entertainment.

### **Conclusion.**

- Opinions (your own /official /your relatives and friends).

**Key Words:** a political, cultural and scientific center; the capital of; a cathedral; a church; settlers; a fortress; a palace; pedestrians; leisure time; sights; a library; ancient; landmark; modern; to challenge; royal; origin; industrial; a house; an apartment / a flat; a block of flats; a mansion; a cottage; a semi-detached house; heavy traffic; traffic jams; to move.

### **3. Составьте свои собственные предложения со словами:**

- *ancient* – древний;
- *historic* – исторический;
- *attractive* – привлекательный;
- *lovely* – милый;
- *bustling* – шумный, суетливый;
- *contemporary* – современный;
- *lively* – оживленный;
- *picturesque* – живописный;
- *charming* – очаровательный;
- *touristic* – туристический;
- *dull* – тусклый;
- *boring* – скучный.

### **4. Переведите диалог:**

Renat: Hi, Alina. It's nice to see you. How are you?

Alina: Hi, Renat. I'm fine, thank you. And how are things with you?

Renat: I'm very well. Natalia Ivanovna asked me to tell you about the Friday essay.

Alina: Which Friday essay?

Renat: Well, last time we had Russian, she set us creative home work: to write an essay about your city. As you were absent, you probably don't know about it.

Alina: Ah, I see. Thanks for telling me. I will prepare a nice piece of work. I like writing essays.

Renat: As for me, I don't. If you helped me, that would be great.

Alina: No problem. What aspects of the city do we need to cover in this essay?

Renat: She said we should write a little bit about its history, some sentences about its sights and a couple of words about your personal attitude towards the city.

Alina: I see. At first we need to write the opening lines. For example, the city where I live is situated in the North Caucasian District of Russia. It derived its name from the fused Russian words "five mountains". The city indeed is surrounded by five peaks of the Beshtau Mountain.

Renat: These are good lines for the beginning.

Alina: Further on we can mention that our city is one of the oldest spa resorts in Russia having 50 different mineral springs.

Renat: Another point is that a famous Russian writer Mikhail Lermontov was shot at Pyatigorsk.

Alina: Yes, that can be also mentioned. What about the history of the city?

Renat: All I know is that Peter the Great was the first to notice and to foster the earliest scientific studies of Pyatigorsk mineral springs. At the end of the 18th century on top of Mount Mashuk the first settlement was founded.

Alina: That's quite enough about the history of the city.

Renat: More than that, we should mention that these mineral springs are found not only in Pyatigorsk, but in other surrounding cities, such as Yessentuki, Kislovodsk, etc.

Alina: What about the sights? What else do we have except the springs?

Renat: Well, there is the State memorial estate of Mikhail Lermontov, which was founded in 1973, the Aeolian harp, Diana's grotto, the Necropolis at the Mashuk Mountain foot, and many other places of interest.

Alina: To conclude we need to express our own attitude towards the city. What can you say?

Renat: First of all, I really like this city and I'm happy to be born and raised here. Secondly, I'm proud to be living in the city where many prominent people have lived at certain stages of their life.

Alina: Who do you mean?

Renat: I know that Pyatigorsk has often been visited by Pushkin, Glinka, Tolstoy, Shalyapin, Griboyedov

Alina: I see. That information will result into an excellent and well-structured essay.

**5. Переведите:**

There are many beautiful cities and towns in the world. I would like to visit some of them, to see with my own eyes what I have read or heard about. But there is no place like home. I love my native city. I was born here and live with my parents. It's not the capital, but it is a wonderful place to live.

My city is old and modern at the same time. It is old because it was founded in the 11th century. At that time its streets were narrow, dark and dirty. Now my city looks modern because of its architecture. Almost all the buildings were built after the war. The streets and avenues are wide and clean.

I live in the main street. It is the widest street in the city. A lot of cars, buses and trolley-buses run fast along it. If you want to see the places of interest in our city, you can walk along the main street. It leads to the main square. It will be a short trip, but you can see a lot: a cinema and a concert hall, an art gallery and museums, a stadium, a zoo and a large park.

Our art gallery is next to the main post office. Opposite the post office there is a modern hotel. If you turn to the left, you can see a theatre. And in front of the theatre there is a museum of history and culture. Walk two blocks and you'll come to a monument to our famous writer and a fountain in the park. If you want to visit our zoo, take a bus and get off on the third bus stop. Not far from the traffic lights you will see the entrance to the zoo. Near it there is a circus. Children and tourists can't but visit it. They admire funny clowns, tamed animals, miracles and magic. There are only some churches in our city. Every evening we can hear the sound of the bells.

Just come and see everything with your own eyes. It is better to see than to hear.

**6. Ответьте на следующие вопросы:**

A

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1. Is this a text?         | 9. Are these pencils long or short? |
| 2. Is that a note?         | 10. Is this a map or a plan?        |
| 3. Is that note long?      | 11. Is this a note or a text?       |
| 4. Are these pens?         | 12. Is it a tie or a cap?           |
| 5. Are those pencils?      | 13. Is it his or my tie?            |
| 6. Are those pencils good? | 14. Is his name Nick or Pete?       |
| 7. Is this a cap?          | 15. Are those books thick or thin?  |
| 8. Is that a tie?          | 16. Is this page ten or page nine?  |

B

1. What are you?
2. What is your wife?
3. What is her name?
4. What is your name?
5. What kind of pupil is your son?
6. Who is your friend?
7. Who is your wife?
8. Who is this man?
9. Who is this girl?
10. Whose wife is Mary?
11. Where are our books?
12. Whose books are these?

**Практическое занятие № 6.**

**Практика речи:** Человек и его характер.

**Грамматика:** Указательные местоимения.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоение темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

**Теоретическая часть:**

Why should you know your personality and character traits? Because they are big predictors of your behavior and attitude in life.

The world we live in is different from what it was ten, five, or even one year ago. Thanks to social media, easy to use communication tools, and global migration, the pool of possibilities and available information to browse through is constantly expanding.

Without a clear idea of one's own preferences, making the 'right choice' can be extremely difficult, and confusing. Knowing the environments in which our personality traits can serve our best interests will help decrease this 'paralysis by analysis' state that many might fall into.

Personality is unique to each individual, and knowing what makes us, 'us', can lead to more life satisfaction, better life choices, and overall success, in both personal and professional spheres.

While character and personality are both used to describe someone's behaviors, the two examine very different aspects of that individual. That's because personality is more visible and easier to spot, while character is revealed through time, with varying situations.

In more concrete terms:

"Personality is easy to read, and we're all experts at it. We judge people [as] funny, extroverted, energetic, optimistic, confident — as well as overly serious, lazy, negative, and shy—if not upon first meeting them, then shortly thereafter. And though we may need more than one interaction to confirm the presence of these sorts of traits, by the time we decide they are, in fact, present we've usually amassed enough data to justify our conclusions.

Character, on the other hand, takes far longer to puzzle out. It includes traits that reveal themselves only in specific—and often uncommon—circumstances, traits like honesty, virtue, and kindness." (Lickerman, 2011)

#### **Указательные местоимения**

Местоимения **this** и **these** указывают на лицо или предмет, находящиеся близко к говорящему, а местоимения **that** и **those** указывают на лицо, предмет или действие, отдаленные по месту или по времени от говорящего.

These books are old. Эти книги старые.

This car is too expensive. Этот автомобиль слишком дорогой.

This house is bigger than that house. Этот дом больше, чем тот.

That man is our teacher. Тот человек — наш учитель.

This is my house and that is yours. Это мой дом, а то — твой.

Местоимение **one**, (во множественном числе — **ones**) используются, как заменители существительных, обозначающих предметы, чтобы не повторять их два раза:

This book is more interesting than that one. Эта книга более интересна, чем та.

These tomatoes are fresher than those ones. Эти помидоры более свежие, чем те.

#### **Вопросы и задания:**

##### **1. Переведите текст и определите свой тип характера:**

Personality type code stands for a preference in your style of thinking or behaving.

##### **I/E: Introversion or Extraversion**

The Introversion/Extraversion dimension describes how a person manages their energy.

Introverts are energized by spending quiet time alone or with a small group. They tend to be more reserved and thoughtful.

Extraverts are energized by spending time with people and in busy, active surroundings. They tend to be more expressive and outspoken.

##### **S/N: Sensing or iNtuition**

The Sensing/Intuition dimension describes how an individual processes information.

Sensors focus on their five senses and are interested in information they can directly see, hear, feel, and so on. They tend to be hands-on learners and are often described as "practical."

Intuitives focus on a more abstract level of thinking; they are more interested in theories, patterns, and explanations. They are often more concerned with the future than the present and are often described as "creative."

##### **T/F: Thinking or Feeling**

The Thinking/Feeling dimension describes how people make decisions.

Thinkers tend to make decisions with their heads; they are interested in finding the most logical, reasonable choice.

Feelers tend to make decisions with their hearts; they are interested in how a decision will affect people, and whether it fits in with their values.

##### **J/P: Judging or Perceiving**

The Judging/Perceiving dimension describes how people approach structure in their lives.

Judgers appreciate structure and order; they like things planned, and dislike last-minute changes. Perceivers appreciate flexibility and spontaneity; they like to leave things open so they can change their minds.

**2. Соедините слова левой колонки с их краткой интерпретацией в правой:**

Below you will find a brief interpretation of each personality trait.

- |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Agreeableness</b>           | a. You appear to be an introvert -- less socially outgoing and more reserved than most other people. Introverts lack the exuberance, energy, and activity levels of extraverts. They tend to be quiet, low-key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extraverts and more time alone.                                                                                                                                                      |
| <b>2. Openness to Experiences</b> | b. You may have little self-discipline, do not act dutifully, and rarely aim for any kind of achievement. You may prefer spontaneous over planned activities or behavior. People often act impulsively, which may land them into trouble more than once. They may also struggle with success and achievement in school, work, or in their relationships.                                                                                                                                                                                                                                  |
| <b>3. Extraversion</b>            | c. People tend to have more conventional and traditional interests. You likely prefer the plain, straightforward, and obvious over the complex, ambiguous, and subtle. People tend to regard the arts and sciences with suspicion, believing these endeavors of little practical use. Closed people prefer familiarity over novelty, and tend to be more conservative and resistant to change.                                                                                                                                                                                            |
| <b>4. Emotional Stability</b>     | d. You are suspicious and antagonistic towards others. Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and are less likely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative.                                                                                                                                                                                                                     |
| <b>5. Conscientiousness</b>       | e. You likely tend to experience negative emotions, such as anger, anxiety, or depression frequently. You may be more emotionally reactive and vulnerable to stress than most others. People are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. These problems in emotional regulation can diminish a person's ability to think clearly, make decisions, and cope effectively with stress. |

**3. Переведите слова, описывающие черты характера:**

Character Trait Examples

The old expression that actions speak louder than words is very true when it comes to character traits. You learn about people's character by watching how they interact with the world. There's an endless array of character traits that can be used to describe yourself or others, we've provided a selection of 90 character trait examples here.

**Values**

Some character traits show a person's underlying values or beliefs:

- Generosity
- Devotion
- Loving
- Kindness

- Sincerity
- Self-control
- Peacefulness
- Faithfulness
- Patience
- Determination
- Persistence
- Adventurous
- Fairness
- Cooperation
- Tolerance
- Optimism
- Spirituality

### **Dark Side**

No one is perfect and we all have a darker side. Some character traits that have negative connotations include:

- Dishonesty
- Disloyalty
- Unkindness
- Rudeness
- Disrespectfulness
- Impatience
- Greed
- Pessimism
- Cruelty
- Unmercifulness
- Narcissism
- Pettyness
- Quarrelsome
- Selfishness
- Unforgiving

### **Leadership**

How about a leader or someone who likes to be in charge? We might look for the following character traits in a boss:

- Dominance
- Confidence
- Persuasiveness
- Ambitiousness
- Bossy
- Resourcefulness
- Decisiveness
- Charisma
- Authority
- Enthusiasm
- Proactive

### **Children**

Then, there are the kids. Their characters may not be fully developed but there are some inherent traits that are associated with children:

- Playfulness
- Active
- Wild
- Funny
- Rough
- Talkative
- Smart
- Shy
- Lively

- Impatient
- Stubborn

**4. Переведите на английский язык, обращая внимание на употребление активной лексики урока:**

1. Это черный карандаш. 2. Этот портфель черный. Он плохой. Дайте мне тот портфель, пожалуйста. 3. Это — шапка. Возьмите эту шапку. 4. Дайте мне спичку, пожалуйста. 5. Дайте Джейн эти карандаши. 6. Дайте мне эти ручки и этот портфель. 7. Возьмите эти плохие спички. Дайте мне ту спичку, пожалуйста. 8. Это ручка. Это черная ручка. Эта ручка черная. 9. Это портфель. Это мой портфель. Этот портфель толстый. 10. Бен, дай мне ту тонкую ручку. 11. Эта квартира чистая. 12. Это чистая квартира. 13. Дайте Бену эти ручки и карандаши. 14. Семь карандашей, пять страниц, десять фильмов, девять черных шапок.

**Практическое занятие № 7.**

*Практика речи:* **Мои друзья.**

*Грамматика:* **Личные местоимения в именительном падеже.**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

**Теоретическая часть:**

Let's be honest, there are times when you want to know how to make friends. Here are some steps and tips to help you overcome these obstacles.

Spend more time around people. Don't be mean; you do not want to lose friends. If you want to make friends, you first need to put yourself out there somehow in order to meet people. If you're still in school, sit somewhere with other people. It doesn't have to be the «popular» table, or a crowded one, but one with at least two other people. The popular kids won't matter when you're older, but a true friend will be there for you forever. Remember, friends seldom come knocking on your door while you sit at home playing computer games. Populars aren't always going to be mean to you. They just need to know you a little better.

Join an organization or club with people who have common interests. You don't necessarily need to have a lot of common interests with people in order to make friends with them. In fact, some of the most rewarding friendships are between two people who don't have much in common at all, but if you like a specific topic, try searching for just a location. It's a great way to meet new local people! Social networking sites such as Facebook, Twitter and Google+ are great way to meet new people and learn more about the people you meet. When you are chatting just say are you on Facebook? or what is your name on Twitter? A church, Masjid (mosque) or other house of worship is a great place to start since you have at least a religious faith in common. Just remember to be safe on the internet, you don't know who is actually on the other end most of the time.

Join a sports team. A common misconception about this is that you have to be really good at playing a particular sport in order to make friends with others on the team, but not all teams are so competitive. As long as you enjoy the sport and support your teammates, joining a local team with a laid-back attitude could be a great way to make new friends. But a sports team isn't the only way. If you play instruments or sing, try joining a band or choir.

Talk to people. You can join a club, go to school, or go to church but you still won't make friends if you don't actually talk to people. By the same token, you don't have to be involved with an organization to be social, and any time you talk to someone, you have a chance at making a lasting friend. You can talk to anybody: the clerk at the video store, the person sitting next to you on the bus, or the person in front of you in the lunch line. Don't be too picky. Most conversations will be a dead-end of sorts, when you may never talk to that person again, or you just remain acquaintances – but once in a while you'll actually make a friend.

Make eye contact and smile. If you have an unfriendly countenance, people are less likely to be receptive to your friendship. Try not squinting (get some glasses), looking bored, frowning or appearing blankly deadpan, folding your arms (this practically screams «don't talk to me») or hanging out in a corner; such habits may make you look troubled or disinterested.

Start a conversation. There are many ways to do this; a comment about your immediate environment (The weather is a classic: «At least it's not raining like last week!»), a request for help («Can you help me carry a few boxes, if you have a minute?» or «Can you help me decide which one of these is a better gift for my mom?») or a compliment («That's a nice car.» or «I love your shoes.»). Follow up immediately with a related question: Do you like this warm weather? What kinds of gifts do you normally buy for your mom? Where did you get shoes like that?

Introduce yourself at the end of the conversation. It can be as simple as saying» Oh, by the way, my name is...». Once you introduce yourself, the other person will typically do the same. Remember his or her name! If you show that you remembered things from your past conversation(s) with the person, not only will you look intelligent but he or she will see that you were paying attention and are willing to be a true friend.

**Личные местоимения в именительном падеже** употребляются в функции подлежащего.

В английском языке имена существительные имеют только два падежа: **притяжательный** падеж, в котором существительные принимают особое окончание, и **общий** падеж, в котором существительные не имеют никаких окончаний, подобно тому, как нет окончаний у существительных в именительном падеже в русском языке:

Pete (Пит, Петр)

pen ручка

В английском языке существительные в общем падеже могут употребляться в функциях подлежащего и прямого дополнения (всегда без предлога), косвенного и предложного дополнений, обстоятельства (как правило с предлогом), определения (как с предлогом, так и без него).

| Лицо | Число                                              |                 |
|------|----------------------------------------------------|-----------------|
|      | Единственное                                       | Множественное   |
| 1-е  | <b>I я</b>                                         | <b>we мы</b>    |
| 2-е  | <b>you (ты) вы</b><br><b>he он</b>                 | <b>you вы</b>   |
| 3-е  | <b>she она</b><br><b>it он, она, оно (о вещах)</b> | <b>they они</b> |

Личные местоимения 3-го лица ед. числа в английском языке различаются по роду:

**he** — местоимение мужского рода — заменяет, как правило, существительное, обозначающее существо мужского пола;

**she** — местоимение женского рода — заменяет, как правило, существительное, обозначающее существо женского пола;

**it** — местоимение среднего рода — заменяет существительное, обозначающее неодушевленный предмет, животное, если его пол не имеет значения для говорящего, а также существительное **baby** (маленький ребенок, дитя).

Местоимение **they** рода не имеет и заменяет как одушевленные, так и неодушевленные существительные во мн. числе.

### Вопросы и задания:

#### 1. Выполните тест: Are You a Good Friend?

- You bought a nice pair of shoes last week. Your friend has bought the same shoes. What do you say?**
  - 'Oh, great. Now we both look fantastic!'
  - 'How could you buy the same shoes?'
  - I don't care if we've got the same shoes or not.'
- Your results in the geography test were much better than your friend's. What do you say?**
  - 'Oh, I'm sorry!'
  - 'Don't be sad. Next time we'll prepare for the test together.'
  - 'Why didn't you work harder?'
- Someone is laughing about your friend. He/She isn't there. What do you do?**
  - Tell him/her to stop at once.
  - You don't say anything. It's not your problem.
  - You tell your friend so that he/she can do something about it.

4. **Your friend's cat has died. What do you say?**
  - A. 'That cat was very old.'
  - B. 'Oh, I'm so sorry. That little cat was so funny.'
  - C. 'Don't be sad. You'll get another one soon.'
5. **You've heard from a boy/girl from your class that your friend has got a problem.**
  - A. My friend should tell me all his/her problems.
  - B. I don't care if my friend talks about her problems or not.
  - C. My friend can tell me what he/she wants.
6. **Your friend has broken your favourite CD. What do you say?**
  - A. 'It's OK. I've listened to it a lot.'
  - B. 'You're stupid! Couldn't you be more careful?'
  - C. I really liked it. Could you buy me another CD?'
7. **Your friend has changed his/her hair colour. It's green now. You think it looks terrible. What do you say?**
  - A. Nothing.
  - B. 'I'm sorry but I don't like it very much.'
  - C. 'Oh, how nice.'
8. **Your friend needs some money and he/she asks you. He/she still owes you money from last week.**
  - A. You give it to him/her and don't say a word.
  - B. You don't give him/her any more money.
  - C. First you tell him/her that he/she still owes you money. Then you give it to him/her.

**Check your results here:**

*Mostly 1* You're such a great friend.

*Mostly 2* You should be a bit nicer towards your friends sometimes.

*Mostly 3* Why don't you try to be a better friend? Life is much easier then.

**2. Переведите и разыграйте диалоги:**

A.

|               |                                                                                                                                                                   |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Marina</b> | Hello, Masha!                                                                                                                                                     |
| <b>Masha</b>  | Hello, Marina!                                                                                                                                                    |
| <b>Marina</b> | Do you have some free time this weekend? I am organizing a party for my friends and would like to invite you!                                                     |
| <b>Masha</b>  | It would be nice! What do you plan to do?                                                                                                                         |
| <b>Marina</b> | Well, I think, we could watch TV and discuss the latest news. Then we could go for a walk, as the weather is going to be nice on this weekend. What do you think? |
| <b>Masha</b>  | Sounds nice! What about going to a disco? I adore dancing.                                                                                                        |
| <b>Marina</b> | I know that. I think our friends will have nothing against it. We agreed to meet tomorrow at 4 p.m. Will this time be convenient for you?                         |
| <b>Masha</b>  | O.K. I will come. Thank you!                                                                                                                                      |
| <b>Marina</b> | See you tomorrow!                                                                                                                                                 |

B.

|              |                                                                                                                                      |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oleg</b>  | Who is that young man? I often see you together at the university. Do you study in the same group?                                   |
| <b>Denis</b> | No, we are best friends. His name is Yura.                                                                                           |
| <b>Oleg</b>  | How did you get acquainted?                                                                                                          |
| <b>Denis</b> | We went to the same school. We've known each other for ages!                                                                         |
| <b>Oleg</b>  | You really look very much alike. He also has short dark hair. You have a similar style in clothes. I can easily say you play sports. |
| <b>Denis</b> | You are right! We want to be strong and look handsome.                                                                               |
| <b>Oleg</b>  | Yura looks really very attractive. What is he like?                                                                                  |
| <b>Denis</b> | He is an easy-going person and can easily make friends with anyone.                                                                  |
| <b>Oleg</b>  | I've seen him once communicating with a group of people in the computer class downstairs.                                            |

|              |                                                                                                                                                                                      |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Denis</b> | Computers are his hobby. He can spend hours in the virtual world of computer games.                                                                                                  |
| <b>Oleg</b>  | Do you have the same hobby?                                                                                                                                                          |
| <b>Denis</b> | I like the Internet more. I often find there a lot of interesting information. But what we do together in the Internet is making friends with interesting people all over the world! |
| <b>Oleg</b>  | You seem to be close friends and understand each other very well.                                                                                                                    |
| <b>Denis</b> | Yes, I am glad I have such a friend as Yura.                                                                                                                                         |

### **3. Расскажите о своем друге и обсудите в группе:** Boys are better friends than girls.

#### **FRIENDSHIP AND MY BEST FRIEND**

According to the dictionary friendship is a feeling and behaviour that exist between people, but what these feelings are and what this behaviour is everyone should decide for himself. I consider that friendship is a gift that's why I highly appreciate it. I think it is hard to find a close friend because people are unique creatures of nature, all of them have their own habits, opinions and judgments which differ from others.

It makes sense to say that friendship can be compared to a tree. Its seed should find good soil and under favourable conditions it will grow into a tree. As the years go by the tree stands firmer and firmer on the ground and if it is strong enough it will survive all the storms and winds, but to help it we should take care of it and love it.

In my opinion lucky are the people who have real friends. As for me I'm happy to have lots of friends, some of them are close, some are less, but all of them make my life interesting and enjoyable and I can't imagine my life without them, because friendship means very much for me. Being friends means making allowances for the other person's faults, being tolerant to each other moods. The most important thing about friends for me is being able to share secrets, to tell each other your problems and share your worries, to help each other out.

An ideal friend should possess such qualities as honesty, sincerity, faith, tolerance and respect in attitude to you. A friend is a person who can help you in no time, lend you a hand, whom you can wake up in the middle of the night just to say you feel worried or who is eager to do everything for you waiting nothing in return, who supports you in all your beginnings and who will never betray you. It doesn't matter your best friend is a girl or a boy. I think that her or his soul, character and attitude to you are considerably more important. Some people think that a boy-friend can never spread false stories about you or tell your secrets to the entire world, but to my mind it depends on his moral qualities. I knew one boy who began to spread stories about me, saying I was dishonest, unreliable when we broke our relations, but I still actually believe in friendship between fellows and girls, that's why I have equal amount of boys and girls among my close friends.

But in my opinion it isn't an easy thing to be a true friend and before somebody can name you his best friend you should prove your friendship. To my mind everyone can have only one or two true friends, because a friend to all is a friend to none. You are interested in your friend with all his positive and negative traits of personality and your friend in his turn can understand and forgive you everything. You shouldn't tell a lie to your friend, there mustn't be hypocrisy in your speech and even in thoughts. Before telling your friend something, before doing anything you should think a lot and guess what kind influence it will render on him and on his life.

I'm sure you will agree that nowadays there are various ways of acquaintance. Some people make friends when they are in guests or on weddings, others prefer to find friends with the help of newspapers or the Internet. Somebody can get acquainted with his future friend when he even doesn't expect it, for example, when he simply walks in a park or goes anywhere by public transport.

What about me I have known my best friend Nelly almost all my life, but I can never forget our first meeting. It was in summer when our families decided to rest in the south together.

When we drove up to their house my attention was attracted by a little tidy girl in a rose dress, but I can't say that my first impressions were the same as my opinion about her now, because meeting people for the first time we always make a judgment based on their appearance though the proverb tells us not to make such a mistake. At first she seemed to me so correct, obedient and shy that I didn't like her, but when we began to communicate closer I understood I was mistaken. I think it makes sense to say that when we returned home we were loyal friends.

Today she has changed a lot but we are still best friends and now I think Nell is a very charming and pretty seventeen-year-old girl. She isn't tall and I can't even say that she is of average height but she is always smart and elegant. She is the owner of a blunt nose, large expressive green eyes and radiant smile that immediately makes people smile in return. Her blond hair and sort voice make her similar to a little beautiful princess from a fairy-tale.

My friend likes casual clothes. Nell hates skirts and formal blouses, but adores tight-fitting trousers and casual T-shirts. She prefers low-heeled shoes to high-heeled, because they are more comfortable to her mind.

I believe that Nelly is a very amazing girl, because she differs from other people. When she was about twelve she became a real tomboy, she communicated only with boys except me, she liked to play rough and boys' games and she even decided to go to the army when she would come of age. All her friends and relatives tried to dissuade her and at least she agreed, but frankly speaking, I can't understand her desire even now, though in general we are very alike.

It's true that Nelly is a very enthusiastic and active person, you can hardly find her sitting at one place without doing anything but in spite of it she constantly has no free time. I should say I can never be bored; my friend keeps company for me, because she is so cheerful and joyous. She is responsible and original, I think. She can never refuse if I need support or a piece of advice, she is always eager to help me and to calm me with the help of a tender word.

To my mind Nell is an intelligent, skillful and diligent girl, that's why her success in study is brilliant. I'd like to add that she is a great daydreamer, because she has always got her head in the clouds and she is always dreaming about something.

But like other people she isn't an ideal. Sometimes she is too lazy and stubborn and I dislike it a bit. She is rather impatient, because she can't wait for long. But these features of her character don't matter much for me; I try not to pay attention to them because in general she is a wonderful person, whom I worship a lot.

At these rare times when we see each other we like to attend cinema or central park, but most of all we like to talk. When we meet our mouths are never close because we can speak for hours, I can discuss with my best friend such problems that I can't discuss with my parents. We speak about fellows and our relations with them, we discuss our problems with parents and share our thoughts and dreams. It doesn't mean that I can't say about all these things to my mother, but I know that nobody can understand me better than Nell.

Nelly often has troubles and problems with her parents and it is another thing that worries me. I know her parents very well and to my mind they are wonderful people, but sometimes my friend can be rude to them and as a result they quarrel, when she tells me about such quarrels I can't take her side because I don't approve her behaviour, that's why I prefer to keep silence in such situations.

To my mind thoughts, opinions and habits of your friend can influence you a lot, but they should not destroy your own personality, they shouldn't influence you if you don't want it. I'm happy that both of us understand it. And it goes without saying that I like Nelly with all her positive and negative features of character and admire her a lot.

#### **4. Составьте диалоги по ситуациям, проинсценируйте их.**

- You come to your friend and he's having a very substantial supper. He invites you to share it but it's too heavy for you. Ask for smth light.
- It's Sunday and you and your room-mate make up your minds to cook dinner at home. Discuss the menu and the foodstuffs you have.
- You and your friend are first year students. One lives at home, the other – at the hostel. Speak about your meals.
- Your family is having dinner when your friend calls on you. Invite him to the table and offer smth to eat.

#### **5. Переведите следующие предложения на английский язык:**

1. Эта девушка — моя сестра. Ее зовут **Мэри**. Она **инженер**. 2. Ваш друг **инженер** или **рабочий**? — Он **инженер**. Он хороший **инженер**. 3. Кто вы? — Я **рабочий**. 4. Чей сын **пионер**? 5. Кто ваша сестра? — Моя сестра Бетти. — Кто она? (по профессии). — Она преподавательница. 6. Где ваш преподаватель? — Он **здесь**. 7. Моя сестра сейчас в Минске. Моя подруга тоже **там**. 8. Петр и Анна в Киеве? — Да, они сейчас **там**. — Их сын тоже в **Киеве**? — Нет, он сейчас **здесь**. 9. Кто эта девушка? — Она моя сестра. 10. Кто эта девушка? — Она инженер. 11. Этот человек врач? — Да. — Как его фамилия? — Его фамилия Петров. 12. Кто ваша жена? — Она инженер. 13. Кто этот мальчик? — Он мой сын. 14. Кто этот человек? Он ваш друг? 15. Кто этот человек? Он врач или

инженер? 16. **Кто** эта девушка? Она ваша сестра? 17. **Кто** эта девушка? Она студентка или преподавательница? 18. **Наша** квартира хорошая. Она большая и чистая. 19. **Какого** цвета те двери? — Они белые. 20. **Чья** это квартира? — Это **их** квартира. 21. **Какая** это книга? — Это толстая книга. 22. **Какие** это тетради? — Это тонкие тетради. 23. **Какая** это комната? — Это большая комната. 24. Где ваши сестры? — Они дома.

### Практическое занятие № 8.

*Практика речи:* Новые знакомства. Речевые формулы знакомства и представления. Формы обращений. Формы приветствия. Речевые формулы прощания: официальные и неофициальные.

*Грамматика:* Притяжательные местоимения.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### Теоретическая часть:

Если **обращаются к человеку**, не называя его имени или фамилии, то возможны следующие формы обращения:

**Dear Sir!** Уважаемый сэр!

**Dear friend!** Дорогой друг!

**Young man!** Молодой человек!

**Gentlemen!** Господа!

Обращение **Mister** (мистер, господин) сокращенно пишется **Mr** и употребляется только вместе с фамилией или должностью лица мужского пола.

**Mr Chairman!** Господин Председатель!

**Dear Mr President!** Уважаемый господин Президент!

**Mr White!** Господин Уайт!

**Mr Ivanov!** Господин Иванов!

Вежливой формой обращения служит также слово **Sir** сэр, в случае, когда имя того, к кому обращаются, неизвестно.

Thank you, sir! Спасибо, сэр.

Перед именем или фамилией девушки или незамужней женщины употребляется слово **Miss** (мисс).

**Miss Mary.** Мисс Мэри.

**Miss Blake.** Мисс Блейк.

Вежливой формой обращения к девушке или молодой женщине могут быть слова: **Young lady.** Юная (молодая) леди (девушка).

**Meet this young lady.** Познакомьтесь с этой девушкой.

Перед фамилией замужней женщины употребляется слово

**Missis** (сокращенно Mrs) миссис, госпожа.

**Mrs Jones!** Госпожа Джоунс!

В последнее время форма **Ms** стала употребительной при обращении как к замужней женщине, так и к девушке или молодой женщине. Вежливой формой обращения к женщине, когда не называют ее по фамилии, служит слово **Madame**.

При обращении к группе мужчин и женщин употребляются слова:

**Dear friends!** Дорогие друзья!

**Ladies and gentlemen!** Дамы и господа!

**How do you do?** Здравствуйте. Ответ такой же — **How do you do?**

**Hello! Hallo!** Здравствуй! Ответ тот же самый — **Hello!**

**Hi, Nick!** — Привет Ник! (приветствуя друзей или знакомых) Ответ такой же — **Hi!**

**Good morning! Morning!** Доброе утро!

**Morning, sir!** Доброе утро, сэр!

**Good morning, dear friends!** Доброе утро, дорогие друзья!

**Good afternoon!** Добрый день!

**Good, afternoon, Madame!** Добрый день, мадам!

**Good evening! = Evening!** Добрый вечер!

**Good evening, Ladies and Gentlemen!** Добрый вечер, дамы и господа!

**How do you do, Mr Brown? Nice to meet you here.** Здравствуйте г-н Браун. Рад встретить вас здесь.

**Goodbye!** До свидания.

**Bye-bye! = Bye!** До свидания!

**So long!** Пока!

**Good-bye, ma'am.** До свидания, мадам!

**See you later!** Увидимся позже!

**See you soon. Come again!** До скорой встречи. Приходите снова!

Расставаясь, англичане часто употребляют те же слова, что и при встрече. *Например:*

**Morning! Evening! Good afternoon!** До свидания!

**Hope to meet you again.** Надеюсь встретиться с вами опять.

**We are not saying goodbye.** Мы не прощаемся.

**Good luck to you!** Желаю вам удачи! — **Same to you!** И вам также!

**Till tomorrow! See you tomorrow!** До завтра.

**Притяжательные местоимения** отвечают на вопрос **whose? чей?** и обозначают принадлежность. Они имеют формы, соотносящиеся с личными местоимениями.

| Личные местоимения | Притяжательные местоимения |         |
|--------------------|----------------------------|---------|
| I                  | <b>my</b>                  | мой     |
| you                | <b>your</b>                | ваш     |
| he                 | <b>his</b>                 | его     |
| she                | <b>her</b>                 | ее      |
| it                 | <b>its</b>                 | его, ее |
| we                 | <b>our</b>                 | наш     |
| you                | <b>your</b>                | ваш     |
| they               | <b>their</b>               | их      |

Эта форма притяжательных местоимений называется **присоединяемой**, поскольку она употребляется только в функции определения к существительному и всегда стоит перед ним. Существительное, перед которым стоит определение, выраженное притяжательным местоимением, не может иметь артикля:

This is **my** bag. Это **мой** портфель. That is **his** pen. Это **его** ручка.

Если перед существительным стоят другие определения, то притяжательное местоимение предшествует всему словосочетанию: Where is **your new red** pencil? Где ваш новый красный карандаш?

#### Вопросы и задания:

**1. Объясните правила написания сокращенных обращений.**

**2. Ответьте на вопросы:**

What words do we use:

1. before the name (surname) of a man when we address him?
2. when we address a man and we don't know his name?
3. before the name of a married woman when we address her?
4. before the name of an unmarried woman or a young girl?
5. when we address a girl or a young woman?
6. when we address a group of guests (men and women)?

**3. Ответьте на вопросы:**

1. How can we greet our colleagues and what do they say in answer to our greeting? 2. How do we greet our friends and what do they say in answer to our greeting? 3. What are the forms of greetings in the morning, in the afternoon, in the evening? 4. What words do we say when parting? 5. What do we say when parting in the morning, in the afternoon, in the evening?

**4. Переведите на английский:**

1. Как поживаете, г-н Браун? Мы счастливы принимать вас в нашем доме. 2. Спасибо за приглашение! 3. Дорогие гости! Добро пожаловать в наш город! 4. Добрый вечер, дамы и господа!

5. Дорогие гости! Мы рады видеть вас в нашем ресторане!

**5. Дайте возможные ответы:**

1. Good morning, Mr. Brown! — \_\_\_\_\_
2. Good afternoon, students! — \_\_\_\_\_
3. Good night, mom! — \_\_\_\_\_
4. How are you? — \_\_\_\_\_
5. How do you do? — \_\_\_\_\_
6. Thanks a lot. — \_\_\_\_\_
7. Hi, how are you? \_\_\_\_\_
8. What is your name? \_\_\_\_\_
9. Are you a student of our University? \_\_\_\_\_
10. What department do you study at? \_\_\_\_\_

**6. Переведите на английский язык:**

1. моя книга; 2. наши куклы; 3. твоя ошибка; 4. их квартира; 5. моя сумка; 6. ваш журнал; 7. наш учитель; 8. твой карандаш; 9. его друг; 10. их дети

**7. Какое местоимение выбрать?**

- 1.... books are on the table, (we, our)
- 2 .... dress is on the chair, (she, her)
- 3 .... son is at school, (they, their)
- 4 .... teacher is at the table, (we, our)
5. The walls of the room are white.... walls are white (it, its)
- 6 .... house is large, (he, his)
- 7 .... pen is bad. (you, your)
- 8 .... dress is long (she, her)
- 9 .... book is interesting. (I, my)
- 10.... pencils are black, (we, our)

**8. Переведите на английский язык:**

1. Это моя комната.
2. То упражнение короткое.
3. Эти сумки новые.
4. Те карандаши плохие.
5. Эта девочка умная.
6. Этот парк старый.
7. Это английский журнал.
8. Эти комнаты чистые.
9. Пётр — мой друг.
10. Он очень хороший друг.

**Практическое занятие № 9.**

*Практика речи: Письмо другу.*

*Грамматика: Предлоги места и направления.*

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

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**Актуальность темы:** обусловлена необходимостью овладения УК-4

**Теоретическая часть:**

Полезные слова-связки

**then** — затем

**after it/that** — после этого / того

**though** — хотя

**so** — итак, поэтому

**that's why** — поэтому, вот почему

**besides** — кроме того

**nevertheless** — тем не менее

**anyway** — в любом случае, так или иначе

**fortunately** – к счастью

**unfortunately** – к сожалению

Содержание письма зависит от тематики общения. Однако, чаще всего мы отвечаем на другое письмо. С этого и начнем.

- **How are you?** – Как дела?/ Как ты?
  - **How is your family?** – Как твоя семья?
  - **Thank you/Many thanks for your (recent/last) letter/postcard.** – Спасибо/Премного благодарен за (недавнее/последнее) письмо / открытку.
  - **I hope you are well.** – Надеюсь, ты в порядке.
  - **I was so surprised to hear that...** – Я был удивлен услышать, что ...
  - **It was good / nice / great to hear from you again.** – Было хорошо / приятно / прекрасно получить весть от тебя снова.
- Если давно не общались, подойдут следующие фразы:
- **It's ages since I've heard from you. I hope you're well/you and your family are well.** – Лет сто ничего не слышал от тебя. Надеюсь, ты в порядке/ты и твоя семья в порядке.
  - **I'm sorry I haven't written/haven't been in touch for such a long time.** – Извини, что не писал/не поддерживал связь так долго.

В заключительной части основного текста выражается ваше отношение к другу и ваши дальнейшие ожидания. Например:

Give my best regards to your mum.

Передавай привет маме.

Write back soon.

Напиши мне поскорее.

Go write back as soon as possible. I am waiting for your letter.

Напиши мне как можно скорее. Жду письма.

Hope to hear from you soon.

Надеюсь вскоре получить от тебя весточку.

Looking forward to hearing from you.

Очень жду от тебя новостей.

### Предлоги места

**on** [ɒn] — означает нахождение предмета на поверхности другого предмета и обычно переводится на русский язык предлогом **на**:

My book is **on** the table.      Моя книга **на** столе.

**under** ['ʌndə] обозначает нахождение предмета под другим предметом и обычно переводится на русский язык предлогом **под**:

My book is **under** the table.      Моя книга **под** столом.

**in** [ɪn] обозначает нахождение предмета внутри другого предмета, нахождение в замкнутом пространстве и обычно переводится на русский язык предлогом **в**:

My book is **in** my bag.      Моя книга **в** портфеле.

**at** [æt, ət] обозначает нахождение предмета вблизи другого предмета и обычно переводится на русский язык предлогами **у, около**:

I am **at** the table.      Я **у** стола.

The teacher is **at** the blackboard.      Преподаватель **у (около)** доски.

### Предлоги направления и движения

**to** обозначает направление, движение предмета по направлению к другому предмету и обычно переводится на русский язык предлогами **к, в, на**:

Go **to** the blackboard!      Идите **к** доске!

**into** составной предлог (**in+to**), обозначает движение предмета по направлению к другому предмету с проникновением внутрь его и обычно переводится на русский язык предлогом **в**:

Go **into** that room, please.      Пойдите **в** ту комнату, пожалуйста.

Put your book **into** the bag.      Положите свою книгу **в** портфель.

**from** обозначает движение предмета от другого предмета, иногда с поверхности другого предмета и обычно переводится на русский язык предлогами **от, с, из, у**:

Take your book **from** Peter.      Возьми свою книгу **у** Петра.

**off** обозначает движение предмета с поверхности другого предмета и обычно переводится на русский язык предлогом **с (со)**:

Take your book **off** the table. Возьмите вашу книгу **со** стола.

**out of** обозначает движение предмета изнутри другого предмета наружу и обычно переводится на русский язык предлогом **из**:

Go **out of** the room! Выйдите **из** комнаты!

Take your book **out of the** bag. Возьмите свою книгу **из** портфеля.

В силу своего значения, эти предлоги часто сочетаются с глаголами, обозначающими движение, перемещение в пространстве:

Go **into** that room. Пойдите **в** ту комнату.

Go **out of** the room. Выйдите **из** комнаты.

### **Вопросы и задания:**

#### **1. Раскройте скобки, употребив глаголы в нужном времени:**

##### **A LETTER FROM LONDON**

Dear Alice,

Hi! I'm on holiday in London. I (stay) with my friend, Jane. She (live) in the centre of London, near Hyde Park. I (be) here since Saturday and I (already, do) \_ lots of things. I (visit) the Tower of London, the British Museum and Madam Tussaud's. I (go) to Madam Tussaud's on Monday. It (be) terrible. When I (enter) the Chamber of Horrors, I (scream).

Yesterday Jane and I (go) shopping. I (want) to buy some souvenirs. But while I (pay) for a T-shirt, someone (steal) my bag. Luckily, I (spend, already) nearly all my money.

There (be) a lot of things I (not, do) yet. I (not, be) on a boat trip down the Thames yet, I (not, see) the Millennium Dome.

If the weather (be) fine tomorrow, I (go) on a boat trip. I hope Jane (can) keep me company. I (like) London very much. I (never, see) - such a beautiful city. You (must) visit it some day. I (be) back in a week, so I (call) you then.

Love,

Ann.

#### **2. Задайте 5 вопросов к тексту "A Letter from London".**

#### **3. Объясните правила написания писем личного характера.**

#### **4. Переведите:**

Dear Victor,

I'm writing this e-mail message to you from Moscow. You remember I told you I wanted to become an economist. Now I'm a University student! In July I took entrance exams to Moscow State University. The exams were rather difficult and there were a lot of applicants but I passed all the exams well enough. I was admitted to the university as a first-year student. I still don't believe it.

Our University was founded as the first institute to train personnel for work in the economy of the country. Here there are many students from other countries. After graduating from the University they go back to work in their countries.

The University is headed by the Rector. There are also several pro-rectors and Heads of chairs. The faculties are headed by Deans. The University has many faculties. Among them there are the Faculty of International Economic Relations, the Faculty of Business and Management, and the Faculty of Economy at enterprises. I am a student of the Faculty of International Economic Relations. I'm going to study economics, finance and commerce.

The University has many faculties. Among them there are the Faculty of International Economic Relations, the Faculty of Business and Management, and the Faculty of Economy at enterprises.

I am a student of the Faculty of International Economic Relations. I'm going to study economics, finance and commerce. There are twenty five students in my group. Some students live in Moscow and others come from all over the world. Many students in my class come from Moscow. One boy is from Rostov-on-Don. There is a girl from the Ukraine and a boy from India. I have already got acquainted with many of my fellow students.

Our classes begin at 8:20 o'clock in the morning. After two classes there is a forty five minutes break for lunch. I usually have lunch at the University canteen, but some of my fellow-students go to one of the several buffets.

After classes I often go to the library or to the multimedia laboratory. The University library has a big collection of books on different subjects. There are also two large reading rooms with a number of PCs. The language laboratory is situated on the second floor. It offers teaching programs for students

learning English, French, and German. Each computer there has an access to the World Web.

If you answer me I'm going to mail you another message tomorrow. Mail me a letter as soon as possible. I'm looking forward to it.

Yours, Nick

**5. Напишите следующие письма:**

1. Своим родителям о том, как вы устроились на работу по окончании института.
2. Своему другу о том, как вы провели лето.
3. Своей жене (мужу) из командировки.
4. Своим родителям о своих планах на отпуск.
5. Своим друзьям о своем новом местожительстве.

**6. Переведите письмо:**

Дорогая Анна.

Ты знаешь, что я тоже не могла написать тебе письмо сразу, потому что в прошлом месяце была очень занята. Три дня тому назад я, наконец, закончила свою работу. Сейчас я совсем свободна и могу писать письма своим друзьям. Мои дети скоро сдадут экзамены, и мы поедем на каникулы за город.

Мы будем жить на даче (country-house), где мы жили в прошлом году. Я не люблю жить в местах, которые я совсем не знаю. А это место очень хорошее. Оно нам всем очень понравилось. Там есть лес и река. Мы будем купаться (плавать) и загорать по два или три часа в день. Моя сестра провела в этом районе (месте) прошлое лето со своим сыном. Ты знаешь, что у него плохое здоровье. Сейчас он чувствует себя совсем хорошо. Ты не собираешься приехать к нам? Приезжай в начале июля со своей семьей, мы хорошо проведем время вместе.

Мне хочется получить от тебя весточку до отъезда.

Привет мужу и детям,

твоя Мария.

**7. Напишите письмо личного характера (100-140 слов).**

You have received a letter from your English-speaking pen-friend Andrew who writes:

*...In your letter you said you were organizing a surprise party for your friend. Was it difficult to organize? Did you decorate the place? What kind of food did you provide? What did our friend say?*

*I'd love to hear how it went because my parents let me have a big party at home on my birthday but I've got to organize everything myself. I've never done anything like that before.*

In your letter to Andrew:

- ✓ answer his questions giving relevant details;
- ✓ ask 3 questions about his birthday party.

**8. Ответьте на следующие вопросы и при этом:**

обращайте внимание на употребление предлогов.

1. Is your book on the table or under it?
2. Is your pen in the bag or on the table?
3. Is the teacher at the table or at the blackboard?
4. Is Pete at the door or at the table?
5. Are we at the table or at the door?
6. Is his map on his book or under his book?
7. Is his pencil in the book or under the book?

**9. Заполните пропуски предлогами и переведите предложения на русский язык:**

1. Fred, take that long pencil \_\_\_\_ your bag and put it \_\_\_\_ the table.
2. The black pen is \_\_\_\_ the table.
- The brown pen is \_\_\_\_ my bag. The red pencil is \_\_\_\_ that book.
3. Take these books \_\_\_\_ the table, please.
4. Go \_\_\_\_ the blackboard, please.
5. Close your book and put it \_\_\_\_ your bag. It is \_\_\_\_ the bag now.
6. Pete, go \_\_\_\_ the door and close it.
7. Ben, put a spoon \_\_\_\_ your cup.
8. Go \_\_\_\_ the room, please!
9. Take a pen \_\_\_\_ that student, please.
10. Fred is \_\_\_\_ his room now.
11. Jane, take your pen \_\_\_\_ the table and put it \_\_\_\_ your bag. Now take it \_\_\_\_ your bag and put it \_\_\_\_ the book.
12. Go \_\_\_\_ your table and take your book \_\_\_\_ your bag.
13. Look \_\_\_\_ the blackboard! Now go \_\_\_\_ the blackboard.
14. Take the cup \_\_\_\_ Jane and put it \_\_\_\_ the table.
15. Take your pen \_\_\_\_ the ink-stand and put it \_\_\_\_ your bag.

**Практика речи:** Звонок другу. Стандартные фразы телефонных разговоров. Ключевые термины телефонных разговоров. Этикет общения по телефону.

**Грамматика:** Понятие о причастии I. Настоящее время группы Continuous.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### **Теоретическая часть:**

When you call someone, it is polite to identify yourself. For example, if your name is John Smith and you were calling Robert Wilson, you would say, "Hello, this is John Smith. May I speak to Robert Wilson, please?"

When you answer the phone, it is ok to answer just «Hello». After your caller introduces himself, you would say one of the following:

- "Hi John, this is Robert. How are you?"
- "Speaking." or "Robert Wilson speaking."
- "I'm sorry, but Robert is not able to come to the phone right now. He's not home. May I take a message?"

It is not polite to call someone before 9 am or after 10 pm, unless it is an emergency. The only exception would be if he or she told you it is ok to call earlier or later.

Speaking. Слушаю.

Who's this, please? Кто у телефона?

Who's speaking? Кто говорит?

Mr.Green speaking. Говорит г-н Грин.

Is that Mr. Green? Это г-н Грин?

Can I have a word with him? Можно мне поговорить с ним?

You've got the wrong number. Вы ошиблись номером.

Sorry, you must have the wrong number. Извините, вы, должно быть, ошиблись номером.

It's the wrong number. Это не тот номер.

Sorry to have bothered (troubled) you. Извините за беспокойство.

The line is engaged. Can you hold on? Номер занят. Вы можете не вешать трубку?

I'll see if he is in. Я посмотрю, на месте ли он.

I'm afraid he's out at the moment. По-моему, его сейчас нет.

He is not available now. Его сейчас нет.

I don't expect him in until Monday afternoon. Я не жду его раньше понедельника во второй половине дня.

Can I take a message? (Will you leave a message?) Передать ему что-нибудь?

Could you take a message? (Could I leave a message?) Вы не могли бы передать ему кое-что?

Is there any message? Что-нибудь передать ему?

Answering machine - a device that records voice messages when the receiver does not answer the call.

Call waiting- a signal (a beep or flashing light) that alerts the receiver to another call coming in.

Communication- the exchange of words between two or more people on the telephone.

Conference call- a call that connects four or more callers to the one telephone connection.

External calls- calls coming from outside the organisation.

Extensions- a main phone number, e.g. 5555 0000 could have many other extension numbers such as 0001,0002 etc.

Internal calls- calls inside the organisation. Only the extension number is dialed. These calls are free.

International calls- calls coming from or made to other countries.

Message taking- taking a written message for another person.

Mute- "mute" button is often used when you don't want the caller to hear what you are asking or saying to somebody else.

Operator connected calls- calls connected by telephone operator.

Placing calls on hold- this feature allows callers to be placed on hold while waiting. Most systems play recorded music to callers while they are waiting.

Recall- recalling a number that was previously dialed.

Receiving telephone calls- answering telephone calls.

Redial- redialing a number that was previously dialed. "Redial" button makes this automatically.

Switchboards- switchboards are operated by a receptionist. All calls come here first before they are transferred to the required extension.

Teleconferencing- meetings between people in different cities using an audio (and sometimes video) telecommunication system.

Telephone etiquette- using the appropriate greeting, speaking clearly, listening carefully, **not** holding the mouthpiece under your chin and not eating/drinking while talking on the telephone.

Telephone greeting- standard greeting when answering the telephone, eg "Good afternoon, this is ... . Mary speaking."

Telephone lines- most organisations have multiple telephone lines called Extensions.

Telephone list- most organisations have a telephone list with all extension numbers and the names of persons and departments.

Voicemail- a feature of telephone systems that allows callers to leave a verbal message for the receiver when the call was not answered.

### Понятие о причастии I

1. Как было указано выше, глагол в английском языке имеет четыре основные формы. Четвертой формой является **причастие I**. Это неизменяемая неличная форма глагола, не имеющая форм абсолютного времени, падежа, числа и рода.

**Причастие I** образуется от основы инфинитива при помощи окончания **-ing**:

to read *читать*                      reading *читающий*

to speak *говорить*                speaking *говорящий*

2. При прибавлении окончания **-ing** происходят следующие орфографические изменения:

1) конечная „немая“ буква **-e** после согласной отбрасывается:

to take *брать*    taking *берущий* (конечная буква **e** — немая)

to see *видеть*    seeing *видящий*                      (конечная буква **e** — читаемая, так как входит в буквосочетание)

to be *быть*        being    (конечная буква **e** — читаемая, так как является единственной гласной в слове).

2) Для сохранения краткого чтения корневой гласной конечная согласная перед окончанием **-ing** удваивается:

swim *плавать*    swimming *плавающий*

3) Сочетание букв **-ie** в корне стягивается в букву **-y**: to lie *лежать* lying *лежащий*

П р и м е ч а н и е. Конечная буква **-y** при прибавлении окончания **-ing** всегда сохраняется, например: to study    studying                      to say                      saying

*изучать    изучающий    сказать    говорящий*

3. **Причастие I** соответствует русскому причастию действительного залога настоящего времени с суффиксами **-ущ (-ющ)** *изучающий*, и **-ащ (-ящ)** *говорящий*.

4. **Причастие I** может употребляться в предложении в функции определения и без пояснительных слов обычно стоит перед определяемым существительным:

a running boy    бегущий мальчик

a smiling girl    улыбающаяся девочка

### Времена группы *Continuous*

Термин **Continuous** образован от глагола **to continue** *продолжать*.

1. В отличие от времен группы **Indefinite**, употребляющихся для констатации факта совершения обычного или повторяющегося действия безотносительно к другому действию или моменту, времена группы **Continuous** (настоящее, прошедшее и будущее) обозначают действие, **соотнесенное с данным моментом**, действие **в** процессе его развития, т.е. совершающееся, совершавшееся или которое будет совершаться **в определенный момент в настоящем** (т.е. в момент речи), **прошедшем** или **будущем**.

Протекание действия именно в данный момент выражается **в** русском языке только лексически, т.е. наличием в предложении обстоятельств времени типа **в шесть часов утра, в семь часов вечера, в тот момент** и т.д. Поэтому при переводе глаголов с русского языка всегда следует обращать внимание на их сочетаемость с теми или иными обстоятельствами времени, т.е. различать, выражают ли эти глаголы действие, обычно происходящее, повторяющееся или

действие в развитии, в процессе, происходящее в данный момент.

2. Форма настоящего времени группы **Continuous (The Present Continuous Tense Form)**. В отличие от времен группы **Indefinite**, времена группы **Continuous** являются сложными по форме, так как состоят из двух частей, а именно: **изменяемой части** — вспомогательного глагола **to be**, который обозначает лицо, число и время, и **неизменяемой части** — **причастия I** смыслового глагола (так называемой **-ing** формы). Это можно представить в виде следующей формулы:

|                                    |   |                                                    |
|------------------------------------|---|----------------------------------------------------|
| <b>to be</b><br>(изменяемая часть) | + | <b>-ing (Participle I)</b><br>(неизменяемая часть) |
|------------------------------------|---|----------------------------------------------------|

**I am reading** a book now. Сейчас я **читаю** книгу.

Who **is standing** at the door? Кто **стоит** у двери?

3. Вопросительная форма образуется путем постановки вспомогательного глагола **to be** в соответствующем лице, числе и времени перед подлежащим:

**Am I reading** a book now? **Читаю ли** я книгу сейчас?

4. Отрицательная форма образуется при помощи отрицательной частицы **not**, которая ставится после **первого** вспомогательного глагола:

**I am not reading** now. Сейчас я **не читаю**.

5. Настоящее время группы **Continuous** употребляется для выражения длительного действия, совершающегося в момент речи:

What **are you doing**? — **I am writing** a letter. Что ты **делаешь**? — **Я пишу** письмо.

П р и м е ч а н и е. Наличие слов, обозначающих момент речи, таких как **now сейчас**, **at this moment в настоящий момент** не обязательно, поскольку сама форма времени показывает, что действие совершается в настоящий момент. В русском языке совпадение действия с моментом речи либо ясно из контекста, либо указывается словами *сейчас, теперь, в настоящий момент* и т.д.

6. Глаголы, выражающие чувства, восприятия и умственную деятельность а также некоторые другие глаголы во временах группы **Continuous** не употребляются. К таким глаголам относятся: **to want хотеть**, **to like нравиться**, **to love любить**, **to wish желать**, **to see видеть**, **to hear слышать**, **to feel чувствовать**, **to notice замечать**, **to know знать**, **to understand понимать**, **to remember помнить**, **to recognize узнавать**, **to forget забывать**, **to seem казаться**, **to be быть** и др.

Я **понимаю**, о чем он **сейчас** говорит.

**I understand** what he is speaking about.

**Сейчас я не вижу** вас.

Now I don't **see** you.

7. Настоящее время группы **Continuous** употребляется также для выражения действия, которое совершится в ближайшем будущем (*сравните с аналогичным употреблением настоящего времени в русском языке*). В этом случае в английском предложении, как и в русском, обычно имеется обстоятельство времени, указывающее на будущее время:

They **are going** to the cinema **at five o'clock**. В **пять часов** они **идут** (=пойдут) в кино.

**Вопросы и задания:**

1. **Объясните правила телефонного этикета.**

2. **Составьте диалог «Телефонный разговор».**

3. **Переведите:**

- Hello, this is Mr. Green's secretary. What can I do for you?

- Could I speak to Mr. Green, please?

- I'm putting you through,

- Go ahead, please.

- Mr. Green? Hello, hello...

4. **Приведите примеры голосовых сообщений.**

5. **Переведите текст и составьте свои собственные предложения с выражениями, выделенными курсивом:**

#### TELEPHONING

One cannot imagine life without using *media means* and telephone is one of the most accessible of them. Telephone is the quickest way of *communication* and is most frequently used under *pressure* of time. It is used, *as a rule*, to get or *pass on information*. We use telephone in public and *private conversations*. It often *replaces* correspondence, requiring great efforts and time. The telephone may be one of the most powerful, efficient and cost-effective business tools you *have at your disposal*. If things start out badly on the phone, they may never progress beyond the first call.

Most of the **important characteristics** of telephone conversation are of course exactly the same as those of conversation which **takes place** face to face. There are, however, a number of differences: people cannot see each other and so place a great amount of reliance on the way you speak. You must pronounce your words very clearly or your listeners will **misunderstand** you. Telephone manners and etiquette are critical components of a professional image. Speaking a **foreign language** over the phone impose certain skills in understanding and keeping up the conversations, such skills are to be worked out and developed through the whole period of foreign language learning. The telephone is one of the most important business instruments used in an office, so it is essential that it is used skillfully. A pleasing voice, low, well-controlled and firm, is a decided asset and should be developed.

Maintaining a business-like manner is important in corporate life. The voicemail message you leave, on someone's machine, is equivalent to a handshake in today's business world. Think about it. Would you like it, if you call your company's accounts department, and the voicemail message went "We are closed, call tomorrow"? Or if a colleague, John Smith left you an **urgent message**, but did not give his extension number or department? There is etiquette for voicemail, and it is important to know the difference between casual and corporate voicemail rules.

**6. Переведите текст, отправьте свое голосовое сообщение и запишите сообщение на автоответчик на время Вашего отсутствия (воспользуйтесь диктофоном телефона):**

#### HOW TO LEAVE A PROFESSIONAL VOICEMAIL MESSAGE

When recording or leaving a voicemail on someone's machine:

- After the message plays, pause for 1-2 seconds before speaking.
- State your name, organization or company's name, your specific corporate department, if any, and telephone number. Do so clearly and slowly.
- State the date and time of your call.
- In a few words, describe your reason for calling. Keep your recording brief and to the point. Do not ramble.
- If necessary, leave the best time for the person to call you back, or mention that you will be available at any time.
- At the end of the message, repeat your name and phone number slowly.

Example:

*"Hello, this is Ellen Myers, from Wireless Ltd, Accounts department. My phone number is 810-203-2232. This call is with reference to your leave application for the 5<sup>th</sup> of April, 2011. There are a few minor details to be discussed. Please call me back on receiving this message, 810-203-2232. Have a nice day".*

If you are calling someone for the first time or it's a really important call, write down what you are going to say. Do not go "umm" and "ahh.." on the message. Be specific and brief in stating your purpose. When calling someone you have never met or don't know, mention a mutual acquaintance or colleague, if any, to bridge the gap. Cover all grounds, leave alternate or home phone and even email addresses, so you don't miss a reply to your message. Avoid slang, personal references and casual language. Don't be stiff and detached sounding, be pleasant, with a clear tone. Do not exhale into the phone, as it can be heard on the recording.

#### HOW TO RECORD A PROFESSIONAL OUTGOING VOICEMAIL MESSAGE

Here you can find some business voicemail greeting etiquette rules, to record the perfect professional voicemail message for your inbox:

1. State your name, department, organization and telephone number.

*"Hi, this is Barney Mosby with the HR department of Bringle Electronics, at 820-233-1234".*

2. State that you are not available or at your desk, and other relevant information.

*"I'm currently not at my desk".*

*"I'm sorry I could not receive your call at this time".*

*"I'm not in the office today, December 20<sup>th</sup>, 2002. I will be returning on January 10<sup>th</sup>, 2003".*

*"From the 1<sup>st</sup> of April to the 3<sup>rd</sup> of May, I will be unable to answer your call on this number".*

3. Ask people to leave an appropriate message with the necessary information.

*"Please leave your name, telephone number and details of what I can do for you".*

4. Provide complete and brief contact information. You can leave the name and phone number of a colleague or secretary, who can assist the caller, in your absence.

*"If you require assistance immediately, please contact (Name) at (Telephone Number)".*

*"I'll call you as soon as I return".*

5. Let them know when you can return the call. Email addresses can be left as an alternate contact source.

*"I will not be able to return your call for another hour".*

*"You can email me at [roz@abc.com](mailto:roz@abc.com)".*

Familiarize yourself with your voicemail system's commands and features. Options like attendant and call forward, make it easier for your callers to record messages and keeps you up-to-date. Keep your messages brief, no one likes listening to long stories over the phone. Empty your inbox from time to time. Be prompt in replying to messages, try to do so on the same day that the person called. These small courtesies just add to your good impression. With the proper business voicemail etiquette, you are a complete professional, in every way.

**7. Переведите на английский язык следующие слова и сочетания слов:**

а) спрашивающий, одевающийся, дающий, помогающий, делающий ошибки, рассказывающий, показывающий, уходящий (покидающий), спешащий, сдающий экзамены, плавающий, лежащий, отдыхающий, строящий, слушающий, пытающийся.

б) разговаривающий человек, улыбающаяся девушка, играющие дети.

**8. Поставьте следующие предложения в отрицательной и вопросительной форме:**

1. The waitress is taking our cash-checks. 2. Nikulin and Petrov are talking. 3. I am reading a very interesting book now. 4. My friend is smoking now. 5. The little boy is eating his cake. 6. The woman is selling ice-cream.

## **Раздел 2. Студенческая жизнь**

### **Практическое занятие № 11.**

*Практика речи:* Система образования в России. Высшие учебные заведения.

*Грамматика:* Выражение отношений родительного падежа при помощи предлога «of».

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоение темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### **Теоретическая часть:**

Russian educational system is one of the most developed and advanced educational systems in the world. Higher education is under the jurisdiction of the Ministry of Education of the Russian Federation, which is responsible for the accreditation and licensing of higher education establishments. It also is responsible for developing and maintaining State Educational Standards. Only accredited higher education establishments have the right to issue state diplomas and degrees. Russian diplomas and degrees are covered by international agreements on mutual recognition and validation of educational documents.

The government of Russia has been investing heavily since 2011, to upgrade the infrastructure and facilities of its varsities and has been working hard to make its education system more compatible with the rest of the nations in the continent. An increasing number of universities in Russia are now using English as a medium of instruction, which has made the country a popular destination for higher education among students.

The varsities in Russia offer courses in medicine, engineering, business management, humanities as well as economics. These degrees are recognized and accepted globally. If you have decided to pursue your higher education in Russia, you are most likely to achieve satisfaction with the knowledge acquired and experienced gained here.

- The education system in Russia is based on the principle that educational institutions should provide individual attention to students. This approach helps the students to achieve proficiency in any subject that they choose to study.
- The tuition fees in most institutions are quite low and so is the cost of living; which is why many students decide in favour of studying abroad in Russia.
- Education here is training-oriented, so that students (local or foreign), get good placements once they finish their studies.

- The job opportunities are many for students, once they complete their courses and get a degree.

### **Entry Requirements for Russian Universities**

Russia's top universities have very competitive entry requirements, and special entry exams are held each year. Applicants for advanced degrees (M.A./ M.Sc., Ph.D., D.Sc.) should have their prior degree in the same or a very similar field.

Distance education is also offered by many Russian universities and provides courses for the public and for specific professional needs. However, such systems are usually less developed than in the US and other Western European countries.

The academic year starts from Sept 1 and ends in Mid - June everywhere, with long summer vacations from July 1st to Aug 31.

There are the following types of higher education establishments in the Russian Federation:

- 1) University is a higher education institution with activities aimed at developing education, science and culture by performing fundamental scientific research and training at the levels of higher, post-higher and further education within a wide range of Natural Sciences, Humanities and other directions of science, technology and culture.
- 2) Academy is a higher education institution aimed at developing education, science and culture by performing fundamental scientific research and training at all the levels of higher, post-higher and further education, mainly in one specific area of science, technology and culture.
- 3) Institute is an independent higher education institution or a part (structural unit) of the University, and Academy that applies vocational educational curricula in specific areas of science, technology, culture and is involved in scientific research.

### **Выражение отношений родительного падежа при помощи предлога of**

Некоторые отношения между словами в предложении выражаются в английском языке посредством предлогов. Так, отношение родительного падежа между двумя существительными, когда второе существительное является определением к первому, выражается предлогом **of**.

Предлог **of** может употребляться с любым существительным, обозначающим одушевленный или неодушевленный предмет:

the work **of** that engineer      работа **того** инженера  
the walls **of** this large room      стены **этой** большой комнаты  
the centre **of** the city      центр **города**

Как видно из примеров, предлог **of** ставится перед существительным со всеми его определениями, и всё словосочетание является определением к другому существительному.

### **Вопросы и задания:**

1. Проанализируйте систему высшего образования в России.
2. Переведите текст и составьте свои собственные предложения с выражениями, выделенными курсивом:

There is no doubt in my mind that it is very important for young people to have a high standard of education, if they are going to do well in the future and get a good job. Firstly, the education they get should help them to gain knowledge, and develop their skills and talents as well. This will help them to get the qualifications that are appropriate for the kind of work they want to do. That is why it is important that the standard of teaching in schools is high and a wide range of subjects are taught. I don't think it is necessary to go to university to get a good job because it depends on the kind of work you want to do. Obviously, though, anyone who wants to have a career as a doctor or lawyer for example, will need to get a degree. Another thing I'd like to point out is that having a degree can help you improve your prospects and get a better paid job because it shows that you have a high level of education. But going to university isn't the only way to make sure of getting a decent job.

Another way is to go for vocational training at a college. Here, you can learn about a job if you want to work as something like an electrician or a computer engineer. Training schemes are a very good way of getting a qualification that employers can trust. I also think that practical experience in the job you want to do can be very helpful too. So, apart from taking courses to train for a job, it's a great idea to get as much hands-on experience as you can.

I believe that my education is very important for my future career as I would like to work as a scientist. Of course, being well-educated is only the beginning because it's up to me to make sure that I make the most of the career opportunities available to me.

3. Соедините слова левой и правой колонок:

|             |               |
|-------------|---------------|
| education   | vacations     |
| educational | fees          |
| individual  | requirements  |
| achieve     | year          |
| tuition     | institutions  |
| job         | attention     |
| entry       | proficiency   |
| academic    | system        |
| summer      | opportunities |

#### 4. Заполните пропуски:

|                            |                        |                            |
|----------------------------|------------------------|----------------------------|
| <i>schedule/timetable</i>  | <i>freshman</i>        | <i>semester/term</i>       |
| <i>university graduate</i> | <i>private lessons</i> | <i>educational goals</i>   |
| <i>university degree</i>   | <i>learning needs</i>  | <i>learning strategies</i> |
| <i>higher education</i>    | <i>learning goals</i>  | <i>formal education</i>    |

- Each country identifies the \_\_\_ to be achieved by its educational system.
- Some students need private lessons to keep up with their mates in learning some school subjects.
- A person who holds a university or college degree.
- An academic title given by a college or university to a student who has completed a course of study.
- Learners should identify their learning needs \_\_\_ in order to get the appropriate learning.
- \_\_\_ (or study skills) are techniques used to proceed in your own learning.
- \_\_\_ are the target behavior a learner attains through his learning experience.
- \_\_\_ results from a program of instruction in an educational institution leading to a qualification / certification.
- \_\_\_ also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training.
- \_\_\_ a student in the first year of high school, college, or university.
- A list of the times when classes happen is called \_\_\_ in American English and \_\_\_ in British English.
- The two or more divisions in the school year are called \_\_\_ in the USA, but they are called \_\_\_ in Britain.

#### 5. Письменно прокомментируйте следующие высказывания (200-250 слов):

- ✓ Most teachers believe that all subjects are equally useful.
- ✓ Online education is a growing industry, but is it a blessing or a curse?
- ✓ The future education – books or computers?
- ✓ Many parents encourage their children to study well by giving extra pocket money for each good mark.
- ✓ Exams are fair way of testing students.

#### What is your opinion? Do you agree or disagree with the statement?

Use the following plan:

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view and explain why you don't agree with it;
- draw a conclusion.

#### 6. Переведите на английский язык следующие сочетания слов, обращая внимание на употребление предлога of:

- Тексты этого учебника.
- Слова четвертого урока.
- Страницы той книги.
- Новые слова тех уроков.
- Три куска мела.
- Цвет этого портфеля.
- Студенты их группы (a group).
- Пионеры нашего города.
- Инженеры вашего учреждения.
- Рабочие Киева.

### Практическое занятие № 12.

*Практика речи:* Учебный год и экзамены.

*Грамматика:* Настоящее время группы Indefinite.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоение темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### **Теоретическая часть:**

Academic year starts on the first of September and ends at the end of spring semester. Semester is a study period of 16 weeks in autumn term and a study period of 15—16 weeks in spring term during which a course is taught. Each semester ends with one assessment week during which students take course tests and present assignment work and defend course projects.

Exam session: two or three week period is set aside each semester for examinations and completion of final assessments.

#### **System of evaluation**

The present system of evaluation of students in Russia has four grades:

«2» — «unsatisfactory»

«3» — «satisfactory»

«4» — «good»

«5» — «excellent»

#### **English Exam Preparation**

Our team of Heritage English teachers are experienced and trained in teaching the specific skills required to pass all English language exams. These intensive courses are designed for students who need preparation and revision to pass internationally recognized examinations. Our past students have found that a short intensive exam preparation course can make a big difference to their confidence and, most importantly, to their exam results.

Most students on such courses will have some self-study periods as well as formal tuition. However, we can arrange for students to take part in extra afternoon activities of their choice.

*Exam preparation courses include:*

- IELTS (International English Language Testing System)
- TOEFL (Test of English as a Foreign Language)
- TOEIC (Test of English for International Communication)
- International Baccalaureate – Guidance in English Module
- Cambridge First Certificate in English (FCE)
- Cambridge Certificate of Advanced English (CAE)
- Cambridge Certificate of Proficiency in English (CPE)

Do you remember that nasty feeling of sweaty palms? The sudden inability to talk your mouth is so dry? I'm talking about waiting at the door of an exam room, convinced that you know nothing and that there's no way you will get through this experience alive. We've all been there at some point of our lives. Somehow though we get through it. We survive to see another day. But what has always baffled me is how people react so differently when faced with the prospect of taking an exam. I don't know about you but I've always been insanely jealous of those people who party all year round, then the night before the exam flick through my course book, (theirs is empty because they didn't go to any lectures), and then somehow manage to sail through the exam with flying colours. In the meantime I'm there, present and correct at most of my lectures, panicking for weeks before my finals.

As you turn your paper over, your mind inevitably goes blank for at least the first ten minutes and you start thinking back to the days when you had a life, in the pre-revision era. Suddenly though, fear takes over. You jab your forehead incessantly with a pen in the hope that this will encourage some sort of intelligent thought to flow from your brain to the paper via your pen. And miracles of miracles, it does. For the next three hours you write constantly, not even pausing for breath because you're on fire. Nothing can stop you now. And three hours later you're mentally exhausted and your arm wants to drop off. But you've got through it, or at least you think you have...

The post-exam ritual involves everyone saying; 'Ok lets talk about anything other than the exam because that was absolutely awful.', and then you all proceed to talk about nothing else but the exam for the next hour. Where you thought you'd done well, now after having listened to what everyone else put, well there's just no way you could have passed. I wouldn't even pass myself if I were marking it; the answers I put were so irrelevant. Quality not quantity is what we've always been told and I forgot that golden rule. I have an aching arm for nothing.

Now comes the wait. Why can't examining boards devise a wonderful marking system that can put you out of your misery within the next couple of days. Two months is an obscene amount of time if you

ask me. Eventually the envelope arrives. A hot tip: when asked for your address you should always give your parents' address to avoid having to rush to the door for a week around the results day and then actually having to open the dreaded envelope once it eventually arrives two days late, a sadistic delay intended so that you sweat it out some more. In any case your mum is scared enough as it is and is only too happy to pass on the good news when it arrives on her doorstep. Lo and behold the day when I fail an exam! Anyway, the upshot of all the stress and anxiety is that the hard work has paid off and even though you don't quite get the A++ that your jammy friend got, you're ecstatic with your well-earned B+.

Though one thing I haven't quite worked out yet is what the attraction of exams is. There must be something addictive about the stress related to them. I spent last summer doing a teaching course followed by a horribly stress-inducing exam in December. Nobody forced me to do it. I actually volunteered and handed over a scary amount of money for the privilege. Neither have I learnt from my school exam days as I still went through the same old emotions, and the same old rituals and I'm very pleased to say it worked. Although I'm still convinced that it's not so much what I wrote in my exam that did it but how I wrote it.

1. Утвердительная **форма настоящего времени группы Indefinite** для всех лиц, кроме 3-го лица ед. числа, совпадает с формой инфинитива без частицы **to**:

|                 |            |                  |            |
|-----------------|------------|------------------|------------|
| <b>I read</b>   | я читаю    | <b>we read</b>   | мы читаем  |
| <b>you read</b> | вы читаете | <b>you read</b>  | вы читаете |
|                 |            | <b>they read</b> | они читают |

2. Вопросительная форма образуется при помощи вспомогательного глагола **to do** в настоящем времени и смыслового глагола в форме инфинитива без частицы **to**, причем вспомогательный глагол ставится перед подлежащим:

|                     |                |                      |                |
|---------------------|----------------|----------------------|----------------|
| <b>do I read?</b>   | читаю ли я?    | <b>do we read?</b>   | читаем ли мы?  |
| <b>do you read?</b> | читаете ли вы? | <b>do you read?</b>  | читаете ли вы? |
|                     |                | <b>do they read?</b> | читают ли они? |

3. Отрицательная форма образуется при помощи вспомогательного глагола **to do** в настоящем времени, частицы **not**, которая ставится после этого вспомогательного глагола, и смыслового глагола в форме инфинитива без частицы **to**:

|                        |               |                         |               |
|------------------------|---------------|-------------------------|---------------|
| <b>I do not read</b>   | я не читаю    | <b>we do not read</b>   | мы не читаем  |
| <b>you do not read</b> | вы не читаете | <b>you do not read</b>  | вы не читаете |
|                        |               | <b>they do not read</b> | читают        |

4. Краткие ответы на общий вопрос состоят из слова **yes** или **no**, подлежащего, выраженного соответствующим личным местоимением, и вспомогательного глагола **to do** в настоящем времени в утвердительной или отрицательной форме:

Do you read...? — Yes, I do. Читаете ли вы ...? — Да.

— No, I **do not**. (No, I **don't**) — Нет.

5. Употребление настоящего времени группы **Indefinite**. Настоящее время группы **Indefinite** употребляется для констатации факта, для выражения повторяющегося действия или действия, свойственного, присущего лицу или предмету, выраженному подлежащим.

*Сравните:*

а) Я **хожу** в свое учреждение каждый день. Мы ежедневно **читаем** газеты. I **go** to the office every day. We **read** newspapers every day. (*повторяющиеся действия*)

б) Эти студенты **читают** (умеют читать) по-английски. These students **read** English.

Вы **читаете** книги на английском языке? **Do you read** English books?

6. С настоящим временем группы **Indefinite** часто употребляются наречия неопределенного времени, а также словосочетания **every day** *каждый день*, **every morning** *каждое утро*, **every evening** *каждый вечер*, поскольку они по своему лексическому значению также выражают повторность действия. Словосочетания **every day**, **every morning**, **every evening** могут стоять как в начале, так и в конце повествовательного утвердительного предложения, но всегда стоят в конце отрицательного повествовательного, а также вопросительного предложений:

**Every day** we read newspapers. **Каждый день** мы читаем газеты.

**Вопросы и задания:**

1. Заполните пропуски 1-5 частями предложений, обозначенными буквами а – е:

a. is supposed to be an introduction to a topic of study

b. the student does along

- c. time for individual study
- d. there are of course many similarities
- e. that need to be discussed

Student life at the UK is not entirely the same as it is in Russia, though \_1\_. The major difference is in the number of hours a student spends in the classroom or lecture. In the UK an art student spends anything from 8 to 20 hours a week in formal lessons, lectures, seminars or tutorials.

The reason for this difference is in a difference in teaching methods. In Britain what a student is taught in the classroom or lecture \_2\_. The bulk of the work \_3\_, in the library or at home. He or she is given lists and guide lines of course but much more emphasis is put on research and finding things out for oneself.

Most of the work is in the form of essays the title of which are questions or statements \_4\_. A student has to set out a reasoned argument backed up by knowledge and facts. The end result of all this is that students in the UK have a great deal more free time, or rather \_5\_.

**2. Расставьте правильный порядок реплик диалога:**

1. Ok. It was nice talking to you.
2. I doubt that many students will be for it because in this case we'll have five or six classes a day. We'll have much more homework to do and will be completely exhausted by the weekend. Anyway, not all students are eager to study as much as you do.
3. Why? A new uniform may look so stylish.
4. I'm not sure about it because classes will be over too late.
5. Have you heard that our authorities are planning to introduce some changes? What do you think of it?
6. But you don't have to think about what to put on. Besides, lots of students are often teased because they don't wear expensive designer clothes. So those students whose parents can't afford stylish clothes will feel more comfortable.
7. You're right. Sorry but I've got to go now. I'll call you later.
8. Yes, but we can do part of our homework there and have more free time after classes.
9. Well, I like changes but I don't think that a new uniform is the best decision.
10. I don't think that it's a good idea because it may be too noisy during the break and you can easily get distracted. Such a long break is a waste of time. I'd rather have one day off to study on my own.
11. I can't stand wearing the same clothes all the time. When we wear a uniform, we lose our individuality.
12. Perhaps, you are right. What about an hour lunch break? It seems like a good idea because we could have time to go for a walk or just to relax talking with friends. And those who live close will be able to have lunch at home.

**3. Переведите недостающие части предложений в тексте:**

I am going to (поговорить) about the value of homework. Although (никто) likes having homework to do, it is (важная часть обучения). It gives students an (возможность) to look at what they have been taught in class and practice or make sure they understand it in their own time. Sometimes it gives students an opportunity to consider any questions they might have about the topic.

However, students should (иметь время для других дел) after school too and not only homework. This is important because after studying (весь день в институте), students need to rest their brains. (Уровень концентрации падает) after long periods of study and education experts recommend regular breaks and changes of activity.

When students move on to university they will need to read and study their chosen subject on their own. Homework in the earlier years of education prepares them for this. It develops the ability to organise their studies and discipline themselves. Many teachers complain about the (количество времени) they spend (делая домашнюю работу). However by looking at what students can do (самостоятельно), a teacher can see where students are having (трудности) and help them in these areas. It is a way of assessing students' progress and it contributes to their lesson planning because they know what areas to focus on in the lesson to help the students learn.

**4. Переведите текст и исправьте ошибки:**

Success in exams is determined by many intrinsic factors. Because motivation represents an essential element of success, it should be born in mind that no preparation might yield positive results if you are demotivated. So the first thing to do is to try to ask yourself what motivates you to pass the exam. Do you seek a financially rewarding job? Do you want to attend a university course? Or is it just a need to realize a dream? Whatever motivates you is the crucial drive for your success! In addition to motivation, you must have a realistic strategy towards success. This involves steps before and during the exam.

**Before the exam:**

- You need to plan and organize in an orderly way.
- You need to set preparation timetables and set measurable, attainable and realistic goals.
- Each subject should be given its due importance.
- You must use mind caps, short notes summaries to revise lessons.
- Previous exams can be of great help to students by reading them and familiarizing themselves with format, marking scheme, language, terminology, types of questions...
- You must also set a time for sleep and relaxation.

**During the exam:**

- While sitting for the exam, you should read the instructions carefully and check all the pages.
- Students should consider which questions they will answer first and which they should leave for later. For example, it might be helpful to start planning the most difficult questions, but answer the easier questions first.
- It is also preferable to plan timing according to the number of questions and marks for each.
- Managing stress is an important factor. One tip that might work for students is taking deep breaths now and then.

**5. Составьте монолог "Exams".****6. Поставьте следующие предложения в отрицательной и вопросительной форме:**

1. I often meet this engineer here. 2. You seldom go to the blackboard. 3. They read their text-books every day. 4. His sisters always give me books to read. 5. They go there every day. 6. You usually read these notes at home. 7. They often come here. 8. We often write questions at home.

**Практическое занятие № 13.**

*Практика речи:* **Вуз, в котором я учусь.**

*Грамматика:* **Образование формы 3-го лица ед. числа настоящего времени группы Indefinite.**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

**Теоретическая часть:**

- higher education
- university education
- to be founded
- to be famous for high academic standards
- to establish high standards / to match high standards
- to have 8 departments
- to be divided into various faculties (Br.)/ departments (Am.)
- to be a self-governing institution
- to receive financial support from sb
- to average ... students
- to be centered on general culture / professional training or specialization
- to go to the university free of charge
- to pay a tuition fee
- to pay part of the expenses
- to offer a scholarship/ a grant
- to be (well) stocked with books (about the library)
- a language classroom (with audio-visual equipment)
- a language laboratory
- to have a campus
- to provide accommodation for students
- to be given rooms at the halls of residence
- a hall of residence / a dormitory (Am.E.)
- to rent a room

**Образование формы 3-го лица ед. числа настоящего времени группы Indefinite.**

1. Форма 3-го лица ед. числа настоящего времени группы **Indefinite** образуется при помощи окончания **-s**, которое читается по правилам чтения буквы **s** в конце слов:  
He works. Он работает. She lives. Она живет.

2. Глаголы, оканчивающиеся на **-o**, принимают в 3-м л. ед. числа окончание **-es**:  
He goes. Он ходит. She does. Она делает.

3. Глаголы, оканчивающиеся на **-s, -se, -ss, -sh, -ch, -x**, принимают окончание **-es**:  
He closes. Он закрывает. She teaches. Она преподает.

4. Глаголы, оканчивающиеся на букву **-y** с предшествующей согласной, принимают окончание **-es**, причем буква **y** заменяется буквой **i**:  
We study. Мы учимся. He studies. Он учится.

### Вопросы и задания:

#### 1. Исправьте ошибки в тексте:

They are often called refectorys. They're self service cafes where you take a tray, collect your food and pay at the till. The food is generally not bad. They serve hot and cold snacks, proper meals, cakes, buns, chocolates, sandwiches, coffee, tea and cold soft drinks. The prices tend to be quite a bit lower than in ordinary cafes. Apart from the refectories there are also tea or coffee bars in most faculty buildings. These sell biscuits, filled rolls, cakes etc. and there are of course bars where one can also buy hot dogs, pies, chips, salads etc. These are perhaps the most popular at lunch time. For the staff there are special tea or coffee bars and a restaurant or cafeteria.

#### 2. Ответьте на вопросы:

1. What subjects do you like most of all? Why?
2. Which one is the most difficult for you?
3. What will you do after graduation?

#### 3. Вставьте предлоги:

*from in with between of at to on for*

1. We have a lot \_\_\_\_\_ different subjects.
2. Our longest holidays are \_\_\_\_\_ summer.
3. My sister goes \_\_\_\_\_ a secondary school.
4. She is good \_\_\_\_\_ English.
5. Mathematics will be very useful \_\_\_\_\_ him \_\_\_\_\_ the future.
6. He gets a grant \_\_\_\_\_ the state.
7. My mother is a teacher \_\_\_\_\_ English.
8. She'll probably pass her exams \_\_\_\_\_ good marks.

#### 4. Переведите текст и выберите нужные предлоги:

**The Bachelor Level** The Bachelor degree programmes last 1(for/in/-) at least 4 years of full-time university-level study. It is a graduate programme which includes professional and special courses 2(for/in/at) Science, the Humanities and Social-economic disciplines, professional training, completion of a research paper/project and passing State final exams. The Bachelor's degree is awarded 3(for/in/-) all fields except Medicine 4(before/after/during) defending a Diploma project prepared 5(under/without/at) the guidance of a supervisor and passing the final exams. Hence, Bachelor degree holders are eligible to get admission in to the master degree courses.

**The Master Level** A master degree is awarded 6(before/after/during) a successful completion of two years' full-time study. The Institutes / Universities offering higher education in Russia has a total enrollment of more than two million students. The staff of the various institutions include more than 16,250 doctors 7(in/of/at) science and about 870,000 candidates of science who, apart from lecturing, are active 8(in/on/at) the development of new scientific trends and advanced technology.

**The PhD Level** Universities and colleges in Russia offer students a wide range of Ph. D. programs. The training of well-qualified specialists for teaching and research lasts 9(for/in/-) 3 to 4 years and ends in the public defense of a Ph.D. thesis. All these are fulfilled under the guidance and supervision of leading university scientists. The minimum qualification 10(about/for/in) a PhD course is a master's degree. The period of part-time or distant doctoral training is about 4 years.

#### 5. Примите участие в опросе. Дайте полные развернутые ответы на вопросы:

**Electronic assistant:** Hello! We'd like to find out how modern students feel about studying foreign languages. We kindly ask you to take part in our survey. Please answer six questions. The survey is anonymous. So let's start. What foreign languages do you study?

**Student:** \_\_\_\_\_

**Electronic assistant:** How many times a week do you have classes?

**Student:** \_\_\_\_\_

**Electronic assistant:** How well-equipped is your English classroom?

**Student:** \_\_\_\_\_

**Electronic assistant:** What aspect of English is the most difficult for you?

**Student:** \_\_\_\_\_

**Electronic assistant:** Do you think English will be useful for you in future?

**Student:** \_\_\_\_\_

**Electronic assistant:** Have you ever practiced your knowledge of English with native speakers? If yes, how did you feel?

**Student:** \_\_\_\_\_

**Electronic assistant:** This is the end of the survey. Thank you very much for your cooperation.

#### **6. Переведите:**

I would like to compare my university with other universities of our city. It is considered to be the best university of our city and one of the best universities of our country. I realized that I should study there and my parents wanted me to enter it. Besides, my sister is the most vivid example what can give to a person. Today she has interesting well-paid job, which is connected with her education. So, I didn't doubt what university to choose and where to study.

Now I'm a first-year student. I passed entrance exams and I study here. The first examination session, of course, was difficult. So, everything is known in the comparison. Frankly speaking, I simply didn't know how to pass the exam, what to do and that's why it was difficult. More than that now I realized that it is easier to enter the university than to study here, to try not to be expelled.

Speaking of my faculty -I can say that it is one of the most difficult faculties of our university. If you missed some classes it is not so simple to catch up with the program later, because practical lessons give much to a person and nobody is going to explain you new information again. I also think that every student must remember that in the university everybody treats like an adult and you should prove it and behave like an adult.

Concerning my lecturers-I find them great. Everyone has a good command of teaching. Each of them is different and we treat him/her differently. I think that it is the main thing in the university- we learn how to get on well with different people. Concerning my group I should say that everyone in my group is personality and that's why it is very interesting to study in such group. You can get with people closer and you try to be on good terms with everyone. To tell the truth I get on well with everyone, but I have some people I spend more time with. We mix up in cinemas, cafés and clubs. In general I should say that the university changed me and to be exact my intercourse completely. I get acquainted with many interesting people. As for me- it is very important because by nature I'm sociable and to mix up with people means to live for me.

**7. Подготовьте презентацию о Вашем университете, факультете и академической группе, в которой Вы учитесь.**

**8. Образуйте форму 3-го лица ед. числа глагола:**

1. I work at an office. 2. In the evening we usually study foreign languages. 3. They often speak English at their lessons. 4. We write many sentences on the blackboard. 5. After my English lesson I go to the office. 6. You read English books at home. 7. We read, write and speak English during our lessons. 8. We always come to the office in the morning.

### **Практическое занятие № 14.**

**Практика речи:** Аренда квартиры.

**Грамматика:** Вопросы, относящиеся к подлежащему или его определению.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоение темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### **Теоретическая часть:**

Looking for a place can be exciting but it's also likely to be a stressful experience. Places to rent may be limited therefore it is important that you ask at your English school for advice on where to start searching.

The most important thing about renting an apartment is finding a place within your budget. If places are too expensive you should consider getting a roommate to help with the rent.

When you meet the landlord, try to make a good impression, be the sort of tenant he or she would be comfortable renting to. Does the landlord seem like a good person? Remember you will have to trust your landlord will help you if you have problems in your apartment.

Property owners generally ask for a deposit when you move in. This money should be returned when you eventually move out as long as you leave the apartment in good condition. A non-refundable deposit means the money will not be returned to you.

A furnished apartment has all the furniture and appliances you need to move straight in. Move into a unfurnished place and you will have to buy your own bed, sofa, table and chairs! Before moving in you will sign a contract with the landlord called a lease. Read the lease carefully before you sign it. Make sure that all terms and conditions are exactly what you were told.

Make sure you know what is included. Some rental properties include utilities and internet as part of the monthly rental cost, while other properties do not. If you are unsure about anything, ask for clarification or show a staff member at your school and then make sure it is written in your lease. Also include a list of any pre-existing damage the property has. Once you have decided to move in, check the property for any issues and note them down with your landlord for inclusion in the lease.

**Landlord** A person who owns property and rents it to another.

**Lease** A written contract specifying the terms for the use of an asset and the legal responsibilities of both parties to the agreement, such as the property owner and tenant.

**Rent** A periodic payment for a place to live.

**Tenant** A person who pays rent; the legal name for a renter.

**Security Deposit** Represents the money a landlord can use for cleaning fees or repairs to the apartment when you move out.

**Utilities:** Gas, electricity and water. Some landlords will include water in the rent.

**Вопросы, относящиеся к подлежащему или его определению**, начинаются с вопросительных местоимений **who? кто?**; **what? что?**, **какой?**; **whose? чей?**, **which? который?** и др. и имеют прямой порядок слов, т.е. порядок слов повествовательного предложения, поскольку подлежащим в них или определением к подлежащему являются сами вопросительные слова. Вопросительные слова **who? кто?**, **what? что?** и **which? который?** согласуются обычно с глаголом-сказуемым в 3-м лице ед. числа:

**Who reads** English well? **Кто** хорошо **читает** по-английски?

**What lasts** two hours? **Что** **продолжается** два часа?

**Whose son knows** English? **Чей** сын **знает** английский язык?

**Whose sisters live** here? **Чьи** сестры **живут** здесь?

**П р и м е ч а н и е.** Местоимение **which** употребляется, когда речь идет о выборе из ограниченного числа лиц или предметов. Очень часто за местоимением **which** следует существительное или местоимение с предлогом **of** из:

**Which of them** speaks French? **Кто из** них говорит по-французски?

На вопросы к подлежащему или к его определению обычно даются краткие ответы, которые состоят из подлежащего и соответствующего вспомогательного глагола в требуемом лице, числе и времени.

### **Вопросы и задания:**

**1. Преобразуйте (если необходимо) слова в скобках так, чтобы они грамматически соответствовали содержанию текста:**

Practically all students live away from home. During the first year most live in students' hostels. The halls are not bad as a rule. Sometimes students may share a room or have a room to themselves. Some halls are self-catering and have a kitchen on each floor. In others food is provided and included in a year bill. There are cleaners who come in to clean the room and empty the bins. There is 1(usual) a laundry where there are automatic 2(wash) machines and driers. Each hall 3(have) a small administrative staff, but in the main the hall is run by the students themselves. A Committee is elected, with a chairman or president by the students.

A great many students prefer to live at least part of their time in rented accommodation. These houses are 4(private) owned and rented out either room by room or as a whole to a group of students. There are usually 4-5 students to one house.

Students' houses, as they are called, known for old furniture, strained carpets, clashing colors and patterns on 5(wall) and floors, dirty kitchen. I lived in one with large damp stains on the walls and even mice droppings. However the state of the house very much 6(depend) on the students who live there and not all of them like to live in pigsties.

In fact the main reason why people so often prefer living in students' houses to being catered for and cleaned for in hall is because of the freedom. There are no 7(rule) in a students' house except the ones you make yourself and there is comparative privacy. It also usually works out cheaper.

**2. Переведите на английский язык и перескажите следующий текст:**

Двадцать пятого апреля я навестил семью своего друга Петрова. У него большая семья. У него есть жена и трое детей. Его родители живут с ним. Несколько лет назад товарищ Петров арендовал квартиру. Его квартира находится на пятом этаже большого нового дома. В ней четыре комнаты. Они светлые и чистые. В квартире моего друга есть столовая, две спальни, кабинет, ванная и кухня. Мне очень нравится их столовая. Это большая красивая комната. Стены этой комнаты желтые. В середине этой комнаты стоит круглый стол. На нем зеленая скатерть и ваза с цветами. Жена Петрова очень любит цветы. В их квартире всегда много красивых цветов. В углу столовой стоит пианино. Сын Петрова Виктор очень любит музыку. Он хорошо играет на рояле. Направо от пианино стоит диван. Налево от пианино — телевизор. Они любят смотреть новые кинофильмы по телевизору. На стенах висят красивые картины. В столовой Петрова нет телефона. Там стоит радиоприемник и телевизор. Телефон (находится) в кабинете. Кабинет Петрова мне тоже нравится. Он небольшой. В нем стоит письменный стол и книжный шкаф. В шкафу много книг и журналов. Радиоприемник есть и там. Вчера я снова навестил Петрова. Мы не слушали радио, мы смотрели телевизор. Мы посмотрели по телевизору новую кинокартину. В 11 часов вечера я ушел домой.

**3. Опишите свою собственную комнату (квартиру), которую вы когда-нибудь арендовали.**

**4. Составьте короткие рассказы по теме, используя указанные слова и сочетания:**

How I Once Went to See My Friend's New Flat

to receive a dining-room to the right (of)

a week ago a bed-room to the left (of)

new a study flowers

a flat a kitchen a picture

a house light a radio-set

to ask clean a television-set

to come to see the colour (of) ... near

to like in the middle (of) often

comfortable in the corner

**5. Разыграйте диалог:**

A: Hello, this is Albert.

B: Hi. I'm Jack. You called about the room for rent. Are you still interested?

A: Yes, I am.

B: I was wondering if I could ask you a couple of questions.

A: Shoot.

B: I just want to be sure that we get along.

A: I agree with you 100 percent--we must get along.

B: Are you a party animal?

A: Oh, no. I'm a very quiet person.

B: Great! Next: Are you neat or are you a slob?

A: I'm a pretty neat person.

B: Are you a night owl or a day person?

A: Early to bed, early to rise.

B: Finally, do you smoke?

A: Actually, I quit smoking four years ago.

B: Excellent answers. Do you have any questions for me?

A: Just one: Is there a parking lot?

B: Unfortunately, you have to park in the street.

A: Well, I'm desperate. I'll take it anyway.

B: Great! Let me know when you're ready to move in.

A: I think it will be tomorrow if that's okay.

B: No problem. I'll be here all day tomorrow.

**6. Ответьте на следующие вопросы:**

1. Which of you knows French?
2. Which of these engineers works hard at his English?
3. Who knows English well?
4. Which of your economists often takes English books to read?
5. Who translates German letters and telegrams at your office?
6. Who often sends you telegrams?
7. Who gives you books to read?
8. Which of your friends lives in Leningrad?
9. Who speaks Russian at our lessons?
10. Which of these engineers does not know English?
11. Which of you does not repeat these grammar rules every day?
12. Who reads these foreign magazines at your office?
13. Which of them does not study now?
14. Which of you knows Comrade Semenov?

**7. Переведите и обратите внимание на краткие ответы на вопросы, относящиеся к подлежащему:**

1. Кто дает вам английские книги для чтения (читать)? — Мой преподаватель.
2. Кто из них работает на заводе? — Товарищ Семенов.
3. Кто из вас хорошо знает английский язык? — Товарищ Иванов.
4. Кто приходит в учреждение в восемь часов утра, чтобы заниматься французским языком? Мы.
5. Кто из вас обычно переводит статьи из иностранных газет? — Товарищ Петров.
6. Кто пишет письма иностранным фирмам в вашей конторе? — Я.
7. Чей сын изучает английский язык? — Мой.
8. Чья эта книга? — Это моя книга.
9. Чью книгу он обычно берет на урок? — Товарищи Иванов и Петрова.
11. Чей сын часто получает хорошие отметки? — Его сын.

**Практическое занятие № 15.**

*Практика речи:* Студенты на каникулах.

*Грамматика:* Место наречий образа действия и степени.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладениям УК-4

**Теоретическая часть:**

- to be / feel (dead) tired / dog-tired after classes
- to have a hard / tense / busy / rough day
- to be dismissed from the last classes
- to leave the university
- to get back home (phr.v.)
- to need rest / relaxation badly
- to take a nap / to doze
- to have a short rest
- daily routine
- to get down to (phr.v.) one's homework / home assignments
- to have a whole lot of things to do
- to spend a lot of time on homework

camping                      Вид туризма. отдых связанный с проживанием в палатках, трейлерах, домиках

equipment                Багаж

boots                      Ботинки

tarp                        Брезент

rope                        Верёвка

|                 |                                                                  |
|-----------------|------------------------------------------------------------------|
| oar             | Весло                                                            |
| paddle          | Весло для каноэ (байдарки)                                       |
| climb           | Взбираться, идти круто вверх                                     |
| waterfall       | Водопад                                                          |
| hammock         | Гамак                                                            |
| mountain        | Гора                                                             |
| state park      | Государственный парк                                             |
| trees           | Деревья                                                          |
| walking         | Дорога, ходьба                                                   |
| natural         | Естественный, природный                                          |
| wildlife        | Живая природа                                                    |
| animals         | Животные                                                         |
| to sunbathe     | Загорать                                                         |
| canoe           | Каноэ, байдарка                                                  |
| map             | Карта                                                            |
| kayak           | Каяк, байдарка                                                   |
| cap             | Кепка, фуражка                                                   |
| compass         | Компас                                                           |
| fire            | Костер                                                           |
| campfire        | Костер походный                                                  |
| bathe           | Купаться                                                         |
| take a bath     | Купаться                                                         |
| camp            | Лагерь, база отдыха, стоянка, место привала,                     |
| forest          | Лес                                                              |
| woods           | Лес, дрова                                                       |
| outdoors        | На открытом воздухе                                              |
| outside         | На открытом воздухе                                              |
| insect          | Насекомое                                                        |
| national park   | Национальный парк                                                |
| daypack         | Небольшой рюкзак                                                 |
| dehydrated food | Обезвоженная пища                                                |
| lake            | Озеро                                                            |
| camper          | Отдыхающий, экскурсант, турист, домик на колёсах                 |
| hunting         | Охота                                                            |
| tent            | Палатка                                                          |
| campground      | Палаточный лагерь                                                |
| park            | Парк, заповедник                                                 |
| scenery         | Пейзаж                                                           |
| caravan         | Передвижной дом на колёсах                                       |
| trip            | Поездка, путешествие                                             |
| hiking boots    | Походные ботинки                                                 |
| canteen         | Походный ящик с кухонными и столовыми принадлежностями, столовая |
| adventure       | Приключение                                                      |
| nature          | Природа                                                          |

|                  |                                                 |
|------------------|-------------------------------------------------|
| trailer          | Прицеп, трейлер                                 |
| hike             | Путешествовать пешком                           |
| fishing          | Рыбная ловля                                    |
| backpack         | Рюкзак                                          |
| knapsack         | Рюкзак, ранец                                   |
| trail mix        | Смесь сухофруктов и орехов (рацион туристов)    |
| sun              | Солнце                                          |
| sunscreen        | Солнцезащитный крем                             |
| sleeping bag     | Спальный мешок                                  |
| insect repellent | Средство от насекомых                           |
| trail            | Тропа, отставать, идти сзади, прокладывать путь |
| path             | Тропинка, тропа, дорожка, путь                  |
| water bottle     | Фляга                                           |
| flashlight       | Фонарик                                         |
| lantern          | Фонарь                                          |
| cabin            | Хижина, домик                                   |
| hut              | Хижина, лачуга, хибарка                         |
| shish kebab      | Шашлык                                          |

#### Место наречий образа действия

Наречия образа действия **well** *хорошо* и др. ставятся после глагола, который они определяют, а если есть прямое дополнение, то после прямого дополнения:

My son studies **well**. Мой сын **хорошо** учится.

He knows English **well**. Он **хорошо** знает английский язык.

#### Место наречий степени

Наречия степени **very** *очень* и др. обычно ставятся перед тем прилагательным или наречием, которое они определяют:

She speaks English **very** well. Она **очень** хорошо говорит по-английски.

She is a **very** good student. Она **очень** хорошая студентка.

#### Вопросы и задания:

##### 1. Заполните пропуски подходящими по смыслу словами:

1. When people go on....., they stay in various places.
2. On the beach some people enjoy swimming and some.....
3. In the country you can walk in the forest or.....a picnic on a meadow.
4. When I'm on holiday, I always.....a lot of photographs.
5. You can easily get.....in a big city.
6. The most famous.....in Paris is Notre Dame.

##### 2. Переведите на английский язык следующие слова и словосочетания:

1. я хочу рассказать вам о...
2. быть студентом...
3. по будним дням
4. по рабочим дням
5. просыпаться
6. вставать в 7 часов утра
7. принимать душ
8. чистить зубы
9. одеваться
10. у меня уходит час, чтобы добраться до ...
11. ездить на трамвае (троллейбусе, автобусе)
12. опаздывать на занятия
13. заканчиваться поздно вечером
14. пропускать занятия

15. сдать экзамены успешно
16. время от времени
17. подготовиться к занятиям
18. как правило
19. уставать
20. свободное время

**3. Напишите письмо личного характера (100-140 слов):**

✓ This is part of a letter from your English-speaking pen-friend Jenny.

...It's now the third day of our walking holiday in the Alps. We've been here since Saturday. We're really tired because we've walked more than 100 km. We don't stay at a single hotel. We sleep in our tents every night. Now I understand it was a bad idea to join this group. I can't bear such bad conditions. What do you think about this way of spending holiday? What are you going to do this summer?

Write back soon.

All my love, Jenny.

Write back to Jenny. In your letter:

- ✓ answer her questions;
- ✓ ask her 3 questions.

**4. Догадитесь, о каком слове идет речь:**

1. A place where you can see a lot of paintings.
2. A place where royalty used to live.
3. A typical product you buy in the country you visit.
4. A thing you use on the beach to protect you from the sun.
5. A beach mainly consists of it.
6. A place with the oldest buildings in the city.

**5. Расскажите, как вы отдыхали летом, используя следующие слова и выражения:**

at last, to be on holiday, in the summer, to take (pass) an examination in..., free, a rest-home, a departure, to have a good time, the sea, to swim, to lie in the sun, a poor health, to intend, a river, a forest, at the beginning (end) of..., to visit, to be glad, to hear from..., to have a good holiday.

**6. Расскажите, как вы отдыхали зимой, используя следующие слова и выражения:**

to like, in the winter, fine weather, to go for holiday, at a rest-home, in the country, near Moscow, to wake up early, to wash, to dress, to have breakfast (dinner, supper), to walk, a forest, a river, to skate, to ski, in the evening, to have a good time, to play chess, to play the piano, to see interesting films, to see a television show, to go to bed.

**7. Переведите:**

My name is Sergey. I am a student of the second year of study. I study at the university and want to become a teacher of mathematics. This is not an easy profession and I have to work hard in order to achieve my aim. The best time for me to relax and have fun is summer holidays. My friends consider me to be a very active person. I enjoy sports and travelling. In my summer holidays I often play football or basketball with my friends. It makes me healthier and consolidates our friendship. Sometimes, we go to the river and play volleyball on the beach. Then we relax lying in the sun or swimming in the river.

Most of all I like hiking. It is the cheapest way to see beautiful places, become stronger and make good friends. Many of my friends go hiking with me. We start planning our route long before summer holidays. The best place for me to spend summer holidays is mountains. Their unique nature and climate always bring unforgettable impressions. Of course, this type of travelling is not easy and sometimes dangerous. But I am sure my friends will give me a helping hand in any difficult situation and I am always ready to support them as well.

I have already visited many parts of Russia. My motherland is really very beautiful, but I dream about going abroad and seeing the Alps in Germany, Austria or Italy. This is my dream for future and I hope to realize it with my friends.

**8. Проанализируйте все обстоятельства в следующих предложениях, обращая внимание на их место в предложении:**

1. We often stay at the office to take our English lessons.
2. Does his son speak English very well?
3. We do not finish work at six o'clock in the evening on Saturday.
4. That student reads very much.
5. We

sometimes stay here to discuss our work. 6. To know English well we read English books and magazines. 7. Nick studies hard to know French well.

### Практическое занятие № 16.

*Практика речи:* Досуг студента: театр.

*Грамматика:* Объектный падеж местоимений.

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### Теоретическая часть:

There are people who are neither actors, nor producers, yet they are so fond of the theatre that they cannot live without it.

Nick Petrov, a friend of mine, is one of such people. He never misses the opportunity of going to the best theatres in the capital.

Once he invited me to the theatre. He said that Pygmalion was on, with a new actress in the leading part. "The other day I saw her name on the posters," he added. "I wonder how she will manage that most difficult part!"...

We came to the theatre just before the beginning. The house was packed. Our seats were in the third row of the stalls and we could see and hear everything very well. Soon after we took our seats, the lights went slowly out and the curtain rose.

The performance of the talented actress made a deep impression on everybody. The audience greeted her with a storm of applause after each act. The rest of the cast were wonderful as usual. The best actors of the company performed that night.

During the interval the new actress was much spoken of. We learned that she had come to Moscow from one of the small towns of our country where she worked at the local theatre. The part of Eliza Doolittle was her favourite. The young actress's dream was to perform that part in the capital of our country. So she decided to go to Moscow.

One winter day she came to the theatre and asked the leading actors to give her the opportunity of performing before them a few scenes from Pygmalion. Her performance was so fine that she was immediately given the part of Eliza. During the rehearsals the famous actors of the theatre did their best to help her.

At last the great day had come when she appeared on the stage of one of the best Moscow theatres. All the audience from gallery to pit were applauding her. There was no doubt that she was a great success. The Moscow theatre-goers warmly greeted the appearance of a new talent.

There are many **theatres in Moscow** and many of them have good orchestras with popular conductors. Among them are the Bolshoi Opera House, the Mali Theatre, the Sovremennik Theatre, the Puppet Theatre, the Central Children's Theatre, the Satire Theatre, the Mayakovsky Theatre and, of course, two circuses. Most of people enjoy visiting them. So if you are a theatregoer you'll easily choose where to go and see (or listen to) a play, comedy, drama, tragedy, musical comedy, revue or variety, opera or ballet. You may search for information in newspapers and magazines as they publish adverts about what is on at the theatres.

You'd better buy tickets beforehand at the box-office of the theatre or at the theatre agency. In this case you have a better choice and little risk of getting bad seats. If it is the first night or a play is a hit, the house is usually sold out long before the day of the performance. You can book the tickets by the Internet and they are delivered to your home. The evening performances usually start at six or seven and finish at ten. You see the play in two or three acts, or scenes. Visiting the theatre you can get the best of everything: a first-rate orchestra that plays the overtures to the opera, famous conductors, you will listen to the celebrated opera singers, or enjoy ballet dancers or the play of the famous actors and actresses.

When you arrive at the theatre you go to a cloakroom. The cloakroom attendant takes your things and hangs them up. You may hire a pair of opera glasses from him. When the lights go up for the interval you go out into a foyer or to the refreshment room.

The best seats are those in the stalls, in the dress circle and the upper circle. Then comes the pit and last of all comes the gallery. Boxes, of course, are more expensive. The usher shows you to your

scats. When the lights go down and the curtain rises, you see the stage, the scenery, the actors, singers and dancers. The actors come on to the stage and go off the stage.

The world famous theatre is, of course, the Bolshoi Theatre. It is the pride and symbol of Russian art. You ought to go there at least once during the season. It comprises both Opera and Ballet companies with many celebrities in them.

Yelena Obraztsova is one of them. She is a brilliant opera singer. Her programme includes nearly all-leading parts in such operas as "Carmen" by Bizet, "Tosca" by Puccini, "Boris Godunov" by Mussorgsky and others. She gives many concerts both at home and abroad. The voice of the singer is very beautiful.

Maya Plisetskaya, Galina Ulanova, Nadezhda Pavlova, Vyacheslav Gordeyev are the pride of the Russian ballet school. They were all winners of the international ballet competitions. They took part in different ballets such as "Giselle" by Adan, "Cinderella" by Prokofiev, "Swan Lake" by Tchaikovsky, etc.

I can't say that I am a great theatregoer. I usually go to the theatre twice a year. Sometimes it is rather difficult to get tickets to some theatres more often. But once in a while I like to see a good ballet performance or an interesting play.

I'll never forget my first visit to the Bolshoi Theatre. My friend and I wanted to see the famous ballet "Swan Lake" by Tchaikovsky. We knew the plot very well. We also knew some pieces of music from this ballet (Small Swans' Dance) and decided to see the whole performance. We bought the tickets in advance at the box-office of the theatre and came to the theatre half an hour before the show. Our seats were not far from the stage. They were in the third row of the stalls. From the very first minute I was deeply impressed by everything I saw on the stage. The scenery was beautifully set up. The dancing was exciting.

The costumes were fine. The music was thrilling. A first-class orchestra performed it. The ballet seemed to us a fairy-tale. We had never seen anything more wonderful. We enjoyed every minute of the ballet. After the first act we went to look over the theatre. We saw the boxes, the pit, the dress circle and the gallery. As it was the bell for the second act we went to our seats. When the curtain fell at the end of the performance and the leading actors appeared there came a storm of applause. It seemed that it would never end. The dancers received call after call. They were presented with a lot of flowers. We also applauded enthusiastically. The performance was a success. This ballet was worth seeing. We really spent a good time.

#### Объектный падеж местоимений.

В английском языке личные местоимения, а также вопросительное местоимение **who**, имеют, кроме именительного падежа, еще и объектный падеж.

| Именительный падеж | Объектный падеж |                   |
|--------------------|-----------------|-------------------|
| who?               | whom?           | кого? кому?       |
| I                  | me              | меня мне          |
| you                | you             | вас вам           |
| he                 | him             | его ему           |
| she                | her             | ее ей             |
| it                 | it              | его (ее) ему (ей) |
| we                 | us              | нас нам           |
| you                | you             | вас вам           |
| they               | them            | их им             |

Личные местоимения, а также местоимение **who**, в объектном падеже употребляются в функции дополнения (как предложного, так и беспредложного):

Do you know **him** well? Хорошо ли вы **его** знаете?

(Прямое дополнение)

Write **him** a letter. Напишите **ему** письмо.

(Косвенное дополнение)

She often speaks English **to him**. Она часто говорит с **ним** по-английски.

(Предложное дополнение)

**Whom** do you know well here? **Кого** вы здесь знаете хорошо?

(Прямое дополнение)

**Who(m)** does he always speak about? **О ком** он всегда говорит?

(Предложное дополнение)

#### Вопросы и задания:

##### 1. Переведите диалог:

- A. Let's go and see Pygmalion. They say it's very well-staged. I haven't seen it yet.  
 B. Neither have I. It's difficult to get tickets to the Maly Theatre, isn't it?  
 A. Rather. But I think it's possible to get tickets for this play. It has already run for many nights.  
 B. It doesn't matter. I'm sure the house will be packed. It's a pity we didn't buy tickets in advance.  
 A. Well! If they haven't got any tickets to the Maly Theatre, we may go either to the Art Theatre or to the Pushkin Theatre. I am fond of the Art Theatre.  
 B. So am I. Both the company and the staging are perfect there.  
 A. Well, here's the box-office. I'm sure we'll be lucky.

**2. Ответьте на следующие вопросы:**

1. Which theatre in Moscow is your favourite one?
2. What plays staged at this theatre have you seen this month?
3. Who is the most talented actor (actress) at this theatre?
4. What parts does this actor (actress) usually play?
5. Why are you fond of his (her) acting?
6. What play with this actor (actress) did you see last?
7. What was on at the Maly Theatre when you were there last?
8. That play was a great success, wasn't it?
9. Who played the leading parts then?
10. Did you enjoy yourself? Your seats were good, weren't they?
11. Were your seats in the pit or on the gallery?
12. Where did you buy the tickets?
13. Did you buy them on the day of the performance or in advance?
14. Which of your friends did you see during the interval?
15. Is one allowed to enter the pit or the stalls after the lights have gone out?
16. How often do you go to the Bolshoy Theatre?
17. You always manage to get good tickets to the Bolshoy Theatre, don't you?
18. How do you manage to get good tickets to the Bolshoy Theatre?

**3. Переведите на английский язык следующий текст и перескажите его:**

Я родилась в небольшом городе на Волге. В детстве я часто болела и поэтому не любила шумных подвижных игр. Я очень любила книги. В городе не было своего (местного) театра, но, когда приезжал театр из Саратова, я никогда не упускала возможности посмотреть его постановки (представления). Я была так увлечена театром, что решила после окончания школы (после того, как окончу школу) стать актрисой. Я принимала участие в концертах самодеятельности, несколько раз ездила на каникулы в Москву, чтобы посмотреть игру таких замечательных актеров, как Москвин, Пашенная, Качалов, Остужев, Тарасова.

Наконец, настал день (there came a day), когда я впервые вышла на сцену настоящего театра. Я была так взволнована, что не заметила, как в зале потухли огни, как поднялся занавес. Когда я заговорила, я не узнала своего голоса... Кончился первый акт, и занавес опустился. Я почувствовала, что плачу. Я была очень расстроена, так как мне казалось, что я сыграла свою роль очень плохо. Не знаю, сколько времени я плакала, но вдруг я увидела перед собой одного из своих товарищей. Он спросил меня: „Что с тобой? Почему ты плачешь? Разве ты не слышишь, как (зрители) тебе аплодируют. Ты так прекрасно сыграла свою роль!“ По правде говоря, сначала я ему не поверила, но потом ко мне подошел мой учитель, один из старейших актеров театра, и сказал мне, что ему очень понравилось мое исполнение. Остальные актеры тоже подходили ко мне и говорили, что я хорошо справилась с ролью. Этот день стал самым счастливым днем в моей жизни. Я поняла, что буду актрисой и что у меня есть много друзей, которые помогут мне в моей интересной и трудной работе.

**4. Составьте короткие рассказы или диалоги на указанные темы, используя данные к каждой теме слова:**

1. Buying a Ticket to the Theatre  
 the other day, to take the opportunity, a box-office, to be on, to manage, in advance, a seat, in the stalls, in a box, in the dress circle.
2. A New Play at the Theatre  
 a poster, to play the part of, the leading part, to act, to enjoy, the staging, the lights, to go out, the curtain, to be staged, talented, to be a success, the audience, to make a deep impression, to applaud.
3. A Young Actress

her dream was, to be upset, to go on the stage, talented, to be a success, the leading part, from gallery to pit, to greet with a storm of applause, to be excited, to be happy.

**5. Опишите свой поход в театр.**

**6. Переведите:**

1. Где живет этот врач? 2. Эти рабочие не живут в Москве. 3. Его жена изучает английский и французский языки. 4. Где работает этот преподаватель? — Он работает вместе со мной. 5. Ее сестры живут в Москве или в Киеве (Kiev)? — Они живут в Москве. 6. Его друг не работает, он учится. 7. Какие упражнения он обычно делает дома? 8. Их жены не изучают английский язык. 9. Их сын пишет много английских упражнений дома. Он изучает английский язык, но он не читает английских книг. 10. Эти инженеры часто приходят в вашу контору? — Нет. 11. Этот человек не говорит по-французски. 12. Какие книги читает этот инженер? 13. Вы делаете много упражнений дома? — Да. — Когда вы обычно занимаетесь? — Я обычно занимаюсь вечером. 14. Куда вы иногда посылаете письма и телеграммы? 15. Когда ваш друг обычно делает упражнения? 16. Их жены не работают. Они учатся.

**7. Раскройте скобки, употребляя личные местоимения в объектном падеже:**

1. These exercises are very good. Prepare (they) at home. 2. This engineer lives in our house. I know (he) well. 3. Write these words in your copy-books and learn (they). 4. Read this letter and translate (it) from Russian into English. 5. Ann usually prepares her home task together with (I). 6. I know this girl. She studies English with (we). 7. With (who) do you usually speak about your work?

### Практическое занятие № 17.

**Практика речи: Идем в кино.**

**Грамматика: Наречия «much, little, many, few».**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоения темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### Теоретическая часть:

Sometimes the routine of the life really gets people down. So, when they have time for leisure, they usually need something that can amuse and interest them. For a break from the ordinary, having different types of leisure is an easy and enjoyable option.

There is a greater variety of leisure pursuits and people have more spare time and money to spend on relaxation. Favourite ways to relax differ like tastes. You can enjoy watching a film on TV or going to the cinema. I suppose that it depends on the age and income.

In big cities it is often difficult to decide where to go out in the evening. Newspapers tell us what is on at cinemas and theatres. If you are a theatre-goer, you will choose a play you want to see. If you are a film fan, you will go to the cinema. When new interesting plays are on, it is not easy to get tickets, because the theatres play to full houses every night. Cinemas have been redesigned with four or more screens, each showing a different film at the same time.

There are a lot of genres of films to satisfy the tastes of any cinema-goers: sound and mute, colour and black-and-white, feature or documentary films, adventure films, thrillers, horror films, historical films, comedies, spy stories and science fiction films. Children of course enjoy cartoons. Foreign films are shown with subtitles or dubbed into Russian.

Слова **much** и **little** могут быть наречиями меры и степени и определять глагол. В таком случае они ставятся в предложении после глаголов, которые ими определяются.

**В утвердительном** предложении эти наречия обычно употребляются в сочетании с наречием степени **very** *очень*:

My son reads English **very much**.      Мой сын **очень много** читает по-английски.

**В отрицательных и вопросительных** предложениях они могут употребляться и без наречия степени **very**:

Do you usually read **much**?      Вы обычно **много** читаете?

Слова **much** *много* и **little** *мало* могут также быть неопределенными местоимениями и определять существительные. **Much** и **little** употребляются перед именами существительными,

обозначающими вещества, материалы, отвлеченные понятия, не поддающиеся счету как отдельные единицы, и отвечают на вопрос **how much?** *сколько?*:

**How much** time a day do you work at your English? Сколько времени в день вы работаете над английским языком?

Does he usually do **much** or **little** work? Он обычно **много** или **мало** работает?

П р и м е ч а н и е. Следует обращать особое внимание на правильный перевод русских слов **много** и **мало**, так как в английском языке есть еще неопределенные местоимения **many** *много* и **few** *мало*. Местоимения **many** и **few** употребляются перед именами существительными, поддающимися счету как отдельные единицы и отвечают на вопрос **how many?** *сколько?*:

They receive **many** telegrams every day. Они получают **много** телеграмм каждый день.

Сравните:

**much** *chalk* *много мела*                      **many** *pieces of chalk* *много кусков мела*

**little** *paper* *мало бумаги*                      **few** *newspapers* *мало газет*

**much** *time* *много времени*                      **many** *hours* *много часов*

**little** *work* *мало работы*                      **few** *workers* *мало рабочих*

**Вопросы и задания:**

**1. Переведите и разыграйте диалоги:**

A.

**Alice:** Oh, what would you like to watch? There is a rom-com *Must Love Dogs* and a period drama *Pride and Prejudice*. What kinds of films do you like — action, adventure, musicals?

**Brad:** Films about people living in the future, on other planets.

**Alice:** Ah, sci-fi. I am not really into it.

**Brad:** Well, what about *Jaws*? They are showing that again here.

**Alice:** No, thanks. Horror films are not my thing.

**Brad:** OK, why don't you choose?

**Alice:** No, you invited me out, you choose.

**Brad:** All right. Don't blame me afterwards.

**Alice:** Agreed.

B.

**Tom:** Have you seen the film "The Queen"?

**Brian:** Yes, I have. I'm still under the influence of this powerful work of contemporary art.

**Tom:** Right you are. This film deserves to be estimated like this. What did you like the most in it?

**Brian:** I think the whole film is brilliant: the cast of the actors is perfect; Helen Mirren in her role of HM Elizabeth II is just superb; the music was well-chosen; and the producers' work was really hard and rewarding afterwards. What is your best episode in this film?

**Tom:** What I like in this film is that it is based on the real facts. The video clips from the BBC News programmes in 1996 made the film be a success.

**Brian:** Yes. the film was shot 10 years after Princess Diana's death in Paris. The producers took a risky and, like I said, rewarding step to show Britain on those mournful days. The focus was on the Queen and the Royal family, of course.

**Tom:** If I had a chance to write my own letter of appreciation to the producers of the film, I would do that right away.

**Brian:** Don't you have this opportunity? Why don't we log on the official site of the film: [www.theQueen/film](http://www.theQueen/film) and search for a blog like this just create our own one?

**Tom:** Oh, Brian! As usual, you are generating bright ideas! Where should I buy a wit like yours? Let's surf the Net.

**Brian:** Oky-doky!

**2. Заполните пропуски в предложениях, используя слова из таблицы только 1 раз:**

|        |          |             |                    |
|--------|----------|-------------|--------------------|
| Stunt  | choir    | final scene | perform live       |
| Stars  | clapped  | commercials | special effects    |
| Series | directed | reviews     | cartoon characters |
| Hit    | rehearse | subtitled   | another channel    |

1. Most foreign films are \_\_\_ although some are dubbed.

2. Most of the money goes on \_\_\_ when you make a science-fiction film nowadays.

3. The audience \_\_\_ enthusiastically when the star of the show finally appeared.

4. I've watched the first two programmes but this \_\_\_ isn't as good as the previous one.

5. In the \_\_\_ of the film he returns home to his wife.
6. I think the \_\_\_ on TV are sometimes better than the programmes.
7. They usually \_\_\_ for at least two months before they take a play on tour.
8. Mickey Mouse is one of the most famous \_\_\_ in the world.
9. If you don't like the programme, switch to \_\_\_.
10. Every \_\_\_ in the film was carefully prepared to make sure that nobody got hurt.
11. Some pop stars don't really want to \_\_\_ because they don't sound as good as they do on their records.
12. 'North by Northwest' was \_\_\_ by Alfred Hitchcock.
13. The film \_\_\_ Cary Grant. He plays a man who is chased by enemy agents who want to kill him because he knows too much.
14. There were so many singers in the \_\_\_ that I thought, for a moment that they wouldn't all get on the stage.
15. She always reads the \_\_\_ in the newspapers to find out which films and plays are worth seeing.
16. Her first record was such a \_\_\_ that it will be difficult to repeat its success.

### 3. *Переведите текст:*

From about 1930 until very recent times the cinema enjoyed great popularity in Britain. The first cinemas were the most impressive buildings in the street of many towns. Later, the rapid spread of television brought a great change. The number of cinema -goers dropped and, as a result, 1,500 cinemas were closed. Many of the films were mostly imported from America. Some films were shot in Britain and often directed by British directors, but with American money. The British cinematography was not able to provide the cinema houses with films of its own production.

It was only during World War II and after that the British producers began to make their own films. In this way they voiced their protest against Britain's dependence on American cinema. A glimpse of hope was seen in such productions as «Hamlet», produced by Laurence Olivier, «Great Expectations» and «Oliver Twist» by U. Lynn, and more recently in «Room at the Top», «Look Back in Anger», a number of TV plays, serials and documentaries.

But still the great majority of films dominating the British screen are Hollywood production. Among them are American-made thrillers, westerners, spy-films, horror-films, which have their influence on the British youth. The cinema monopolies are little concerned with the ill-effects of such films as long as they bring in profits. Commercial art which can be cheaply mass produced leaves little, if any, room for real art. This gives an impulse, however, to the young talented film writers, actors and producers to unite their efforts in producing really good films.

### 4. *Переведите:*

I can enjoy watching a good film. Though I must say that, I don't spend much time in front of the TV screen. I also like going to the cinema. Before going to the cinema I usually find the information in the TV-guide magazine about the films that are on. Such magazines also publish a short review on the new films alongside with the critic's commentary and the list of cinema houses where the films are on, the time of the show and the prices of the tickets. My family and I prefer going to matinee performances, because you can buy tickets just before the show and the tickets are cheaper than for the evening show.

### 5. *Обратите внимание на перевод слов много, мало:*

1. Моя сестра очень **много** работает. 2. Они читают **много** английских книг. 3. Ваш сын очень **много** работает? — Нет. Он сейчас **мало** работает. 4. Преподаватель задает (asks) нам **много** вопросов. 5. Кто **мало** занимается в вашей группе (group)? — Товарищ Смирнов. 6. Я читаю **мало** английских книг. 7. Ваши студенты занимаются **много** или **мало**? — Наши студенты **много** (упорно) занимаются. 8. Мы очень **много** читаем и **мало** пишем на уроке. 9. Ваш сын **много** читает? — Да. Он **много** читает после работы и по воскресным дням.

### 6. *Переведите:*

1. **Сколько** телеграмм получило ваше учреждение вчера? 2. **Сколько** времени вы потратите на эту работу завтра? 3. Мы сделали **мало** упражнений на последнем уроке. 4. Когда у вас **много** работы? 5. У него **мало** или **много** хорошей бумаги? 6. Его дети прочтут **много** интересных книг в следующем месяце. 7. Кто задавал вам **много** вопросов? 8. **Сколько** месяцев Петров жил у вас (оставался с вами) в прошлом году? — Петров жил у нас три месяца. 9. **Сколько** времени ваш друг тратит на английский язык?

## Практическое занятие № 18.

*Практика речи: Досуг студента: посещаем музеи.*

**Грамматика: Прошедшее время группы Indefinite глагола «to be».**

**Цель:** Формирование коммуникативных компетенций, овладение лексикой и грамматикой

**В результате освоение темы студент должен**

**знать:** базовые нормы употребления лексики, фонетики и грамматики

**уметь:** читать, переводить и пересказывать тексты на иностранном языке с использованием справочной и учебной литературы; осуществлять коммуникацию на иностранном языке

**Актуальность темы:** обусловлена необходимостью овладения УК-4

#### **Теоретическая часть:**

##### **WHY DO WE GO TO MUSEUMS?**

Why do people attend *art* museums? What compels us? What do we hope to see? Do we aim to learn while we are there? What is a good museum experience? I know why I attend museums as an interested artist and advocate for the arts, but I ask the question again as someone within the museum. Why do people come through our doors? For the art? For the programs? Why do they come back?

While visitors' reasons for coming were not the same every time, they tended to exhibit a dominant motivation. The following lists each motivational identity and characterization as a visitor:

**Explorers**—Explorers come because attending museums interests them and appeals to their curiosity. If you asked them if they like art they would say 'yes,' if you asked them if they came for something in particular, they would probably say 'no,' they 'just like art and know what they like when they see it.' They do not have concrete learning goals, like 'I'm going to go to the MIA to learn everything I can about Expressionism,' but they like to know new things. This type could really be anyone. Explorers' goal is to satisfy a curiosity. They may or may not know *how* to use the space.

**Facilitator**—Facilitators come because of someone else. They are perhaps bringing a friend or a group of people—possibly youth or students—because they think that the visit would benefit the other party or parties, not because of a personal need. Their personal need is to make a good experience for others.

**Experience Seeker**—An experience seeker is a person who is checking off a list of things to do, whether personal or as a tourist. They want to see the thing that is iconic of that place, they want to do 'what you're supposed to do in that city or area.' They may need to see the museum's highlights to feel satisfied.

**Professional/Hobbyist**—This category includes teachers, educators, museum professionals, artists, and people in related fields. Their goals may range by their particular role as a professional or hobbyist; a photographer may attend with the goal in mind to take pictures or to learn about photography through exhibits. An art educator may be interested in the art as in their field of interest, or they may be planning a lesson, etc.

**Rechargers**—Rechargers find the museum a place to 'get away from it all,' to decompress, and their visit is almost a spiritual one. They tend to avoid crowds or sensations and are fairly self-sufficient. A successful visit for them will leave them with the feeling that they *have* gotten away.

Глагол **to be** в прошедшем времени группы **Indefinite** имеет форму **was** для ед. числа и **were** для мн. числа, а также для 2-го лица ед. числа:

| Единственное число |          | Множественное число |          |
|--------------------|----------|---------------------|----------|
| I <b>was</b>       | я был    | we <b>were</b>      | мы были  |
| you <b>were</b>    | вы были  | you <b>were</b>     | вы были  |
| he <b>was</b>      | он был   | they <b>were</b>    | они были |
| she <b>was</b>     | она была |                     |          |
| it <b>was</b>      | оно было |                     |          |

Как и в настоящем времени, для образования вопросительной формы в прошедшем времени глагол **to be** ставится перед подлежащим:

**Was** he? Был ли он? **Were** you? Были ли вы?

Отрицательная форма образуется при помощи частицы **not**, которая ставится после глагола:

I **was not**. Я не был. He **was not**. Он не был. They **were not**. Они не были.

В разговорной речи часто употребляются сокращенные отрицательные формы: **wasn't** и **weren't**. He **wasn't** there. Его там не было.

#### **Вопросы и задания:**

##### **1. Согласитесь или опровергните мнение:**

1. Museums make you feel good

Times are tight in this economic climate, and it's often easy to use a museum admission price as an excuse to stay at home. However, people are happier when they spend money on experiences rather than material purchases. That is, as we revisit the memory of our trip to the museum, we have a tendency to psychologically weed out any negative memories (should there be any). Experiences, such as visiting a museum, can also become a meaningful part of one's identity and contribute to successful social relationships in a manner that material items cannot. So consider foregoing an outing for items that you may not need; going to the museum will make you happier in the long run.

## 2. Museums make you smarter

There is no doubt that a primary role of museums is to engage and educate the community. Museum exhibits inspire interest in an area of study, item, time period, or an idea— but there's more going on in museums in regard to education than one might think. Schools rely heavily on museums to enhance their curriculum. The New York Museum Education Act, for example, aims to create a partnership between schools and cultural institutions to prepare students for the 21st century. Galleries are becoming classrooms, and not just for kids. Even the museums themselves have interesting histories to inspire and educate visitors. It becomes nearly impossible to exit a museum without having gained any information or insight during your visit.

## 3. Museums provide an effective way of learning

Museums are examples of informal learning environments, which means they are devoted primarily to informal education — a lifelong process whereby individuals acquire attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment. Even outside of museums, informal learning plays a pivotal role in how we take in the world around us. A single visit to a museum can expose visitors to in-depth information on a subject, and the nature of the museum environment is one in which you can spend as much or as little time as you like exploring exhibits. The environment allows you to form your own unique experiences and take away information that interests you. Despite the success that museums have already had in educating visitors, there continue to be ongoing discussions among institutions in regard to increasing museums' ability to connect through informal learning.

## 4. Museums are community centers

Museums are a lot more than collections of artifacts; they allow you to meet with neighbors, discuss thoughts and opinions, and become an active part of the community. Museums are increasingly holding art chats, book signings, professional development classes, and even farmer's markets. Something is going on everywhere – just pull up the web page of a local museum (or hop on their Facebook page) and see what they have to offer!

## 5. Museums inspire

Museums provide inspiration through personal connections with visitors, and not only on-site and through physical community outreach efforts; some even manage to connect through their social networks. These kinds of personal memories created at museums do not expire.

## 6. Museums are a great way to spend time with friends and family

Museums provide a great excuse to spend time with friends and family in a positive way. Personal connections can be made with museums and also with family members during visits. A day at the museum often translates to a day spent with loved ones as fathers and mothers transform into tour guides, and the environment provides a shared learning experience.

## **2. Переведите на русский язык:**

In the 18th and 19th centuries the British aristocracy and rich merchants filled their houses with valuable paintings, sculptures, furniture and ornaments which they brought back from their travels abroad. So their collections can be seen today in museums, country houses, palaces and castles. There are museums and art galleries in most cities as well.

The national museums and art galleries in London contain some of the most comprehensive collections of objects of artistic, archaeological, scientific, historical and general interest. They are the British Museum, the Victoria and Albert Museum, the Science Museum, the National Gallery, the Tate Gallery, the National Portrait Gallery, the Geological Museum, the Natural History Museum. There are national museums and art galleries in Scotland, Wales, and Northern Ireland. Some of them are the National Museum of Wales in Cardiff, the Ulster Museum in Belfast. The oldest museum the world was founded in 1683 in Oxford.

There is much to see in Britain, especially in its heart, London. The British Museum is the largest in the world. It was built between 1823 and 1852. Its magnificent library has the right, by law, to one copy of every publication printed in Britain. Things to single out include the Rosetta Stone in the

Southern Egyptian Gallery, and, in the manuscript room, the Magna Charta, Nelson's log book and Scott's last diary. The Victoria and Albert Museum displays fine and applied arts of all countries and periods. Of special interest are the costume displays, the jewellery and porcelain, belonging to the Crown, and the best collection of English miniatures to be found in the country.

The National Gallery is the largest in the country. It exhibits all schools of European paintings from the 13th to the 19th century. The Tate Gallery is really three galleries: a national gallery of British art, a gallery of modern sculpture and a gallery of modern foreign paintings. Among the treasures to be found are modern sculpture by Rodin, Moore and Epstein.

The Science museum houses the national collections of science, industry and medicine. Many exhibits are full size and there are many historic objects of scientific and technological significance. Additionally there are exhibits sectioned to show their internal construction, and working models. Most cities and towns have museums devoted to arts, archaeology and natural history, usually administered by the local authorities or by individuals. Many private art collections are open to the public. An increasing number of open air museums depict the regional life of an area. About 2,000 museums and art galleries in Britain attract over 68 million people a year.

### **3. Письменно переведите текст:**

Музей Транспорта в Манчестере – музей, который стремится сохранять и продвигать наследие общественного транспорта Графства Большого Манчестера. Музей был создан, чтобы вызвать интерес к истории и наследию местной пассажирской транспортной системы Большого Манчестера.

Он имеет очень большую коллекцию и является одним из самых больших музеев в Великобритании. Коллекция дома-музея насчитывает около 100 автобусов. Из-за маленького размера здания музей не может вместить все экспонаты, поэтому часть коллекции находится вне территории музея. Некоторые транспортные средства находятся на реставрации и в скором времени они будут показаны. Также в коллекции два троллейбуса корпорации Ashton, опытный образец трамвая Metrolink и Манчестерский трамвай Корпорации 1901 года. В музее находится обширная коллекция архивов, старых расписаний, карт, книг, эмблем, руководства и планы. Коллекция музея постоянно пополняется.

### **4. Заполните пропуски притяжательными местоимениями. Поставьте глагол «to be» в прошедшее время:**

1. We are students. This is \_\_\_ class-room. The door of \_\_\_ class-room is white. 2. I am at home now. \_\_\_ room is small, but it's light and clean. 3. This is a room. \_\_\_ walls are green. 4. These are my sisters. \_\_\_ names are Mary and Ann. 5. Ben and Nick, open \_\_\_ books at page ten. 6. Sit down, Peter. \_\_\_ mark is good. 7. My sister is a teacher. These boys and girls are \_\_\_ pupils. 8. This man is an engineer. \_\_\_ name is Petrov. 9. Jane and Kate are at \_\_\_ English lesson now.

### **5. Обратите внимание при переводе на форму глагола to be в прошедшем времени:**

1. Вы **были** вчера в министерстве? — Да. — Когда вы **были** там? - Я там **был** после 12 часов. А где вы **были** вчера? — Я вчера **не был** в министерстве. Я **был** на заводе. — Что вы там делали? — Я обсудил там много вопросов с инженерами. — С кем вы **были** там? — Я **был** там с товарищем Никоновым. — Вы вернулись в министерство или поехали домой? — Мы поехали домой.

## **СПИСОК ЛИТЕРАТУРЫ, РЕКОМЕНДУЕМЫЙ К ИСПОЛЬЗОВАНИЮ ПО ДАННЫМ ТЕМАМ:**

### **Перечень основной литературы**

1. Агабекян И.П. Английский язык для бакалавров: [учеб. пособие] / И.П.Агабекян. – Ростов н/Д: Феникс, 2015. – 379 с.

### **Перечень дополнительной литературы**

1. Иностранный язык (английский язык): практикум / Министерство культуры Российской Федерации, ЭБС Кемеровский государственный институт культуры, Социально-гуманитарный институт, Кафедра иностранных языков. – Кемерово: Кемеровский государственный институт культуры, 2017. – 212 с. – ISBN 978-5-8154-0369-7; [Электронный ресурс]. – URL: <http://biblioclub.ru/index.php?page=book&id=472618>

2. Английский язык для студентов университетов. Чтение, письменная практика и практика устной речи: учебник: В.2 ч. / С.И. Костыгина, О.А. Березина, Ю.А. Иванова и др., Ч. 1. – 2-е изд., перераб. и доп. – М.: Академия, 2006. – 400 с. – ISBN 5-7695-2814-1; [Электронный ресурс]. – URL:

<http://catalog.ncfu.ru/catalog/pts?BASE=000155&FIELD=0022>

### **Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины**

<http://www.biblioclub.ru>

<http://www.iprbookshop.ru>

<http://www.catalog.ncstu.ru>

<http://www.englishonline.co.uk> – EnglishOnline – ресурсы для изучения английского языка