



Негосударственное аккредитованное некоммерческое
частное профессиональное образовательное учреждение
«Северо-Кавказский техникум «Знание»
(НАНЧПОУ СКТ «Знание»)

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**Комплект контрольно-оценочных средств
для проведения промежуточной аттестации
по дисциплине**

ОД.06 ИНОСТРАННЫЙ ЯЗЫК

Наименование специальности

38.02.03 Операционная деятельность в логистике

Квалификации выпускника

Операционный логист

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Комплект контрольно-оценочных средств по учебной дисциплине по специальности среднего профессионального образования разработана на основе Федерального государственного образовательного стандарта (далее – ФГОС) по специальности среднего профессионального образования (далее - СПО) 38.02.03 Операционная деятельность в логистике, утвержденного приказом Министерства просвещения РФ от 21.04.2022 г. № 257 «Об утверждении федерального государственного образовательного стандарта среднего профессионального образования»

Организация-разработчик: Негосударственное аккредитованное некоммерческое частное профессиональное образовательное учреждение «Северо-Кавказский техникум «Знание»

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Комплект контрольно-оценочных средств по учебной дисциплине:

обсужден и рекомендован к утверждению решением ЦМК

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Председатель ЦМК _____ Лунин С.А.

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1. Паспорт комплекта оценочных средств

Контрольно-оценочные средства (КОС) предназначены для контроля и оценки образовательных достижений обучающихся, освоивших программу учебной дисциплины ОД.06 ИНОСТРАННЫЙ ЯЗЫК.

КОС включают контрольные материалы для проведения текущего контроля и промежуточной аттестации в форме коллоквиума, экзамена.

| <i>Результаты обучения (объекты оценивания)</i> | <i>Тип задания</i> |
|--|--------------------------------------|
| <p>личностных:</p> <ul style="list-style-type: none">– сформированность ценностного отношения к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;– сформированность широкого представления о достижениях национальных культур, о роли английского языка и культуры в развитии мировой культуры;– развитие интереса и способности к наблюдению за иным способом мировидения;– осознание своего места в поликультурном мире; готовность и способность вести диалог на английском языке с представителями других культур, достигать взаимопонимания, находить общие цели и сотрудничать в различных областях для их достижения; умение проявлять толерантность к другому образу мыслей, к иной позиции партнера по общению;– готовность и способность к непрерывному образованию, включая самообразование, как в профессиональной области с использованием английского языка, так и в сфере английского языка; <p>метапредметных:</p> <ul style="list-style-type: none">– умение самостоятельно выбирать успешные коммуникативные стратегии в различных ситуациях общения;– владение навыками проектной деятельности, моделирующей реальные ситуации межкультурной коммуникации;– умение организовать коммуникативную деятельность, продуктивно общаться и взаимодействовать с ее участниками, учитывать их позиции, эффективно разрешать конфликты;– умение ясно, логично и точно излагать свою точку зрения, используя адекватные языковые средства; <p>предметных:</p> <ul style="list-style-type: none">– сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире;– владение знаниями о социокультурной специфике англоговорящих стран и умение строить свое речевое и | устный опрос, практическая работа |

| | |
|--|--|
| <p>неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и англоговорящих стран;</p> <ul style="list-style-type: none">– достижение порогового уровня владения английским языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями английского языка, так и с представителями других стран, использующими данный язык как средство общения;– сформированность умения использовать английский язык как средство для получения информации из англоязычных источников в образовательных и самообразовательных целях. | |
|--|--|

2. Формы и методы контроля

2.1. В результате аттестации по учебной дисциплине осуществляется комплексная проверка следующих умений и знаний:

| Наименование темы | Наименование контрольно-оценочного средства | |
|---|---|--------------------------|
| | Текущий контроль | Промежуточная аттестация |
| Тема 1.1. Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке | устный опрос письменный опрос практическая работа | экзамен |
| Тема 1.2. Описание человека | устный опрос письменный опрос практическая работа | |
| Тема 1.3. Семья и семейные отношения, домашние обязанности | устный опрос письменный опрос практическая работа | |
| Тема 1.4. Описание жилища и учебного заведения | устный опрос письменный опрос практическая работа | |
| Тема 1.5. Хобби, досуг | устный опрос письменный опрос практическая работа | |
| Тема 1.6. Распорядок дня студента колледжа | устный опрос письменный опрос практическая работа | |
| Тема 1.7. Описание местоположения объекта | устный опрос письменный опрос практическая работа | |
| Тема 1.8. Магазины, товары, совершение покупок | устный опрос письменный опрос практическая работа | |

| | | |
|---|---|--|
| Тема 1.9. Еда, способы приготовления пищи, традиции питания | устный опрос письменный опрос практическая работа | |
| Тема 1.10. Физкультура и спорт, здоровый образ жизни | устный опрос письменный опрос практическая работа | |
| Тема 1.11. Экскурсии и путешествия | устный опрос письменный опрос практическая работа | |
| Тема 1.12. Россия | устный опрос письменный опрос практическая работа | |
| Тема 1.13. Англоговорящие страны | устный опрос письменный опрос практическая работа | |
| Тема 1.14. Обычай, традиции, поверья народов России и англоговорящих стран | устный опрос письменный опрос практическая работа | |
| Тема 1.15 Жизнь в городе и деревне | устный опрос письменный опрос практическая работа | |
| Тема 2.1. Переговоры, разрешение конфликтных ситуаций. Рабочие совещания. Отношения внутри коллектива | устный опрос письменный опрос практическая работа | |
| Тема 2.2. Этикет делового и неофициального общения | устный опрос письменный опрос практическая работа | |
| Тема 2.3. Выдающиеся исторические события и личности. Исторические памятники. | устный опрос письменный опрос практическая работа | |
| Тема 2.4. Финансовые учреждения и услуги | устный опрос письменный опрос практическая работа | |

3. Оценочные средства текущего контроля

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине ОУП.03 ИНОСТРАННЫЙ ЯЗЫК, направленные на формирование общих и профессиональных компетенций.

Тест 1

Выберите правильный вариант.

1. I hope they _____ this road by the time we come back next summer.
a) will have repaired c) will repair
b) would repair d) would have repaired
2. The essay is good _____ for the spelling mistakes.
a) apart c) unless
b) besides d) except
3. Jim suggested that I _____ a car.
a) should buy c) would buy
b) buying d) have bought
4. Will he arrive _____ time for dinner?
a) at c) to
b) with d) in
5. When oil and water mix, oil _____ to the top.
a) rise c) rises
b) rose d) is risen
6. _____ him all novelists are insignificant.
a) besides c) beside
b) near d) after
7. This blouse does not go _____ a pink skirt.
a) with c) up
b) to d) for
8. Are these lettuces home _____ or did you buy them in the market?
a) growing c) grow
b) grown d) grew
9. I don't suppose I could leave now, _____?
a) do I c) could I
b) can I d) couldn't I
10. Persons swimming beyond this point do so _____ their own risk.
a) under c) on
b) in d) at
11. The cyclist was run _____ by a motorist.
a) off c) away
b) through d) down
12. After missing a term through illness he had to work very hard to _____.

- a) catch up c) catch on
b) catch after d) catch in
13. There has been a sharp rise _____ the cost of living in the past few years.
a) at c) on
b) of d) in
14. I will not come to London until the bus strike _____ over.
a) will be c) is
b) would be d) would have been
15. I don't want anyone to overhear us, but I _____ you what happened when we _____ alone.
a) will tell, will be c) tell, will be
b) will tell, are d) would tell, are
16. If I had a typewriter I _____ it myself.
a) would type c) will have typed
b) would have typed d) will type
17. The old dog just _____ on the grass, watching the children at play.
a) is lying c) lied
b) laid d) lie
18. There has not been a great response to the sale, _____?
a) does there c) hasn't it
b) hasn't there d) has there
19. If I _____ rich, I _____ travel around the world.
a) were, would c) am, would
b) have been, would have d) were, would have
20. That was the time _____ I left him.
a) when c) —
b) where d) after which

Тест 2

Выберите правильный вариант.

1. If it is fine tomorrow, we _____ for a swim.
a) may go c) ought go
b) must to go d) would go
2. He said if he _____ her address, he would write her.
a) will find out c) found out
b) finds out d) find out
3. No matter how hard you try, you _____ me you're right.
a) don't convince c) aren't convinced
b) won't convince d) couldn't convince
4. If he had asked me what to do, everything _____ different.
a) could be c) could have been
b) could had been d) was

5. But for the rain we_____joined you.
 a) would c) would had
 b) would have d) would have to
6. He looks so pale as if he_____III for a long time.
 a) were ' c) is
 b) has been d) had been
7. If only he_____more, then he'd get a good mark.
 a) had revised c) 'd revise
 b) revises d) '11 revise
- 8-1 wish I_____so busy yesterday.
 a) wasn't c) weren't
 b) hadn't been d) hasn't been
- 9- If I_____better qualified, I_____for the job.
 a) were, would apply
 b) were, would have applied
 c) am, would to apply
 d) was, would had applied
10. Unless we_____a taxi, we will miss the train.
 a) have taken c) took
 b) would take d) take
11. He looked at me as if he_____me.
 a) wouldn't recognize c) didn't recognize
 b) hasn't recognized d) hadn't recognized
12. Even if you_____me \$10,000, I still_____this house.
 a) gave, don't buy
 b) give, didn't buy
 c) gave, wouldn't buy
 d) had given, wouldn't bought
13. Unless you_____borrowing money, you_____in trouble.
 a) will stop, will be c) will stop, are
 b) stop, will be d) stop, are
14. I_____you a ring as soon as I_____back.
 a) will give, got c) will give, get
 b) give, will get d) would give, get
15. It's very late. It's about time we_____home.
 a) go c) went
 b) have gone d) had gone
16. If I_____you, I wouldn't have paid so much money for this dress.
 a) were c) has been
 b) am d) had been
17. Assuming it's a holiday on Monday, we_____to the seaside.

- b) of pass d) of passing
10. John would rather _____ to class yesterday than today.
- a) have gone c) had gone
b) went d) was going
11. If I had time today I _____ to the theatre.
- a) will go c) would go
b) will be gone d) go
12. If he were not so careless he _____ the train yesterday.
- a) would not miss c) missed
b) would not have missed d) had not missed
13. What would you do if you _____ to live on the island?
- a) would go c) would have gone
b) go d) went
14. The old lady dresses as if it _____ winter even in the summer.
- a) is c) were
b) was d) is being
15. He looked as though he _____ ten miles.
- a) ran c) was running
b) had run d) is running
16. We wish that you _____ to the party tonight.
- a) will come c) comes
b) could come d) come
17. I wish that I _____ enough time to finish my homework.
- a) had b) have
c) had had d) was having
18. I wish I _____ the clothes yesterday.
- a) washed c) were washing
b) would wash d) had washed
19. You're not going to pass the examination unless you _____ harder.
- a) don't work c) didn't work
b) work d) worked
20. I saw him _____ into his car and _____ away.
- a) get, drive c) was getting, driving
b) got, drove d) to get, drive

Тест 4

Выберите правильный вариант.

1. When he was going away to the weekend he _____ his neighbour water the lawn.
- a) got c) requested
b) has d) had
2. While my brother has excellent eyesight, he _____ hard of hearing.
- a) has c) was

15. He is _____ his uncle.
a) taller c) as tall as
b) as tall d) the tallest
16. The trapeze artist who ran away with the clown _____ the lion tamer's heart.
a) broke away c) broke
b) broke down d) broken down
17. _____ people study Latin seriously, while most seem to prefer Spanish, Italian and the like.
a) little c) many
b) few d) much of
18. In 1871 a fire in Chicago destroyed _____ 1,800 buildings.
a) many c) just as
b) the same as d) as many as
19. _____ obtained by heating coal in the absence of air is known as coal gas.
a) a gas c) the gas that
b) a gas that d) the gas
20. _____ is the science of making artificial replacements for parts of the human body.
a) prosthetics c) a prosthetic
b) prosthetic d) the prosthetics

Тест 5

Выберите правильный вариант.

1. He _____ fishing every weekend when he was a schoolboy but now he is too busy.
a) was used to go c) got used to go
b) used to go d) used to going
2. I have started drinking coffee recently. I never _____ it before.
a) used to like c) was using to like
b) was used to like d) used to liking
3. James _____ study hard until he understood that it was necessary.
a) did not get used to c) used not to
b) didn't use to d) wasn't used to
4. When we climbed up the mountain we _____ the clouds beneath.
a) might have seen c) could see
b) may saw d) can saw
5. Helen decided to go shopping yesterday though she _____ at home.
a) could stay c) could have stayed
b) might stay d) could has stayed
6. The concert was cancelled last week. I _____ there anyway because I was ill.

- a) could have not gone c) didn't go
 b) couldn't go d) couldn't have gone
7. You didn't answer when I phoned you yesterday. You _____ asleep.
 a) has been c) must be
 b) must have been d) could be
- 8 Your room is very well ventilated. So you _____ hot yesterday.
 a) can't have been c) can have not be
 b) couldn't be d) could haven't be
- 9 We _____ watch cartoons, we've nothing else to do.
 a) may be c) as well may
 b) might as well d) as well can
10. You _____ us last night. It wasn't necessary.
 a) must not visit c) needn't have visited
 b) needn't visit d) didn't need to visit
11. Jane _____ at 6 o'clock when she was younger.
 a) used to waking up c) was use to wake up
 ' b) got used to wake up d) used to wake up
12. We _____ that we _____ you yesterday. Unfortunately we didn't see you.
 a) wish, had seen c) wish, saw
 b) hope, saw d) hope, had seen
13. Had she known that you were there, she _____ you.
 a) would meet c) could meet
 b) would have met d) might meet
14. He _____ hard when he was only a schoolboy.
 a) got used to studying c) got used to study
 b) was used to study d) used to studying
15. I prefer studying at home _____ studying at school.
 a) than c) to
 b) then d) that
16. He _____ stay home tonight.
 a) would rather to c) would rather
 b) will better d) would be better to
17. James would rather that we _____ leave now, but we must go to work.
 a) didn't c) don't
 b) haven't d) can't
18. I _____ drink tea, I prefer coffee.
 a) wouldn't rather c) rather not
 b) don't rather d) would rather not
19. He would rather _____ with us in London last week.
 a) has stayed c) stayed
 b) have stayed d) to stay
20. My teacher would rather that I _____ more than I do.
 a) study c) studied

b) am study

d) am studying

ОтвЕты:

| Тест 1 | Тест 2 | Тест3 | Тест 4 | Тест 5 |
|--------|--------|--------|--------|--------|
| La) | 1.a) | 1.c) | 1.d) | 1.b) |
| 2.d) | 2.c) | 2.b) | 2.b) | 2. a) |
| 3.a) | 3.b) | 3.d) | 3.d) | 3.b) |
| 4.d) | 4. c) | 4.b) | 4.c) | 4. c) |
| 5.c) | 5.b) | 5.c) | 5.d) | 5.c) |
| 6. c) | 6.d) | 6. a) | 6. c) | 6. d) |
| 7. a) | 7. a) | 7.c) | 7. a) | 7.b) |
| 8.b) | 8.b) | 8.b) | 8.b) | 8. a) |
| 9.c) | 9. a) | 9.d) | 9. c) | 9.b) |
| 10. d) | 10. d) | 10. a) | 10. c) | 10. c) |
| 11.d) | 11.d) | 11.c) | 11. a) | 11.d) |
| 12. a) | 12. c) | 12. b) | 12. c) | 12. a) |
| 13. d) | 13. b) | 13. d) | 13. a) | 13. b) |
| 14. c) | 14. c) | 14. c) | 14. b) | 14. a) |
| 15. b) | 15. c) | 15. b) | 15. c) | 15. c) |
| 16. a) | 16. a) | 16.b) | 16. c) | 16. c) |
| 17. a) | 17. a) | 17. a) | 17. b) | 17. a) |
| 18. d) | 18. d) | 18.d) | 18. d) | 18. d) |
| 19. a) | 19. b) | 19. b) | 19. d) | 19. b) |
| 20. c) | 20. c) | 20. a) | 20. a) | 20. c) |

Критерии оценки:

18 - 20 верных ответов – оценка «отлично»

14 – 18 верных ответов – оценка «хорошо»

5 - 14 верных ответов – оценка «удовлетворительно»

1- 5 верных ответов – оценка «неудовлетворительно»

Практические работы

Практическая работа

Тема 1.1 Приветствие, прощание, представление себя в официальной и неофициальной обстановке

Составить вопросы для интервью. Составить диалог.

Цель: научить употреблению лексики в ситуациях приветствия, прощания, уметь представить себя в определённых ситуациях общения.

Прочитайте и переведите текст. Ответьте на вопросы.

MEETING AND GREETING PEOPLE. LEAVETAKING.

Part I

You say "How do you do" to a person when you meet him for the first time. This formula may be used almost any time of the day and it is rather formal. You say "Good morning" to people whom you know little or when your greeting is more formal. This formula is used before lunch. You say "Good afternoon" to people you don't know well between lunch time (12 a.m.) and tea-time (6 p.m.). You say "Good evening" to people you don't know very well after 6 p.m. The standard replies to "Good morning", "Good afternoon" and "Good evening" are the repetition of the same words. "Good day" is never used as a greeting. The most informal greeting is "Hello" ("Hi" is used mainly in the USA). This formula is usually used with the first name, not with the surname "Hello, Janet". After an informal or friendly greeting often comes the question: "How are you?" or "How are you getting on?" The answer may be "(I'm) very/ quite well, thank you"; "Fine, thanks") or "Not too/so bad (thank you)" "So-so".

Part II

As a rule when introducing somebody you say: "Mrs. White may I introduce Mr. Blake?" "Let me introduce..." is less formal. The simplest form of introducing is just saying: "Mrs., White.- Mr. Blake".

The usual response to an introduction is "How do you do", which is a sort of greeting and not a question (about your health) and the best answer is "How do you do".

Sometimes you may say less formally: "(I'm) glad/pleased to meet you", "Happy to meet you". These formulas are common in America but are not often used in Britain by educated people.

Part III

When you want to take your leave you can use one of the phrases, like: "(Well/I'm afraid) I must be going/off now",

"It's time I was going/off". After that you say "Good bye", but there is a number of other less formal phrases such as "Bye-bye! «Cheerio!", "See you later/tomorrow", "See you" is used by young people to their friends. Notes:

answer/reply/response - ответ

leaves (take leave), (leavetaking) - прощание (прощаться)

introduce (introduction) - представлять (представление)

to be common - быть обычным, быть принятым

simple (simplest)- простой (простейший)

most widely used - наиболее часто используемый

Answer the questions:

- 1) What is the most widely used formal form of greeting which may be used at any time of the day?
- 2) What are standard replies to "Good morning", "Good afternoon", "Good evening"?
- 3) What is the most widely used formula of an informal, greeting?
- 4) What phrase comes after an Informal greeting?
- 5) What is a less formal phrase to introduce people?
- 6) What formula of leave-taking is suitable at any time of the day?

7) What other less formal phrases for leave-taking are there?

Прочитайте и переведите диалог. Составьте свой собственный.

a) A - Hello, Pete. Haven't seen you for ages,

B- Hello, old man. Neither have I. A - Who is with you?

B- Oh, sorry. It's Nelly, my cousin.

A - How do you do? Glad to meet you.

C- I'm happy to meet you, too. And what's your first name? A - It's Nickolas. Call me Nick for short.

C- All right.

b) A : Hello, John. I'm so glad you've come! How are you? B : quite well, thank you. How are you?

A: Very well, thank you. You've met Mr, Black, haven't you? He's staying with us for the week-end.

B: Oh, yes, we know each other quite well.

c) Professor Jones: Good morning, Mr. Brown. Glad to see you back!

Brown: Good morning, Professor Jones. Let me introduce my father to you.

Professor Jones: How do you do, Mr. Brown.

Father: How do you do, Professor Jones. I'm very glad to meet you. I've heard a great deal about you from my son. What formulas (formal or informal) are used in this dialogue? Who do you think take part in, this conversation?

Notes: Haven't seen you for ages - Не видел вас целую вечность Neither ['naɪð] have I - Я тоже (не видел)

for short - для краткости

Практическая работа

Тема 1.2 Описание людей. Внешность и характер человека

Выполнение упражнений. Пересказ тематического текста.

Цель: умение выполнять упражнения, пользуясь необходимым грамматическим материалом, научить пересказывать текст с извлечением главной информации.

Время занятия -2 часа

Прочитайте и переведите текст. Ответьте на вопросы.

Appearance

How important is your appearance? Although everyone wants to be good-looking, are beautiful people always happier people? For example, must it be a problem to be a really beautiful woman, because some men may be more interested in looking at you than talking to you.

They think of you as a picture rather than a person. There are also some people who think that women who are exceptionally pretty and men who are particularly handsome must be stupid. They believe that only unattractive people can be intelligent.

On the other hand, no one wants to be really ugly, and have a face that nobody wants to look at; and no one wants to be plain either — that is to be neither attractive nor unattractive, and have a face that is easily forgotten.

Being attractive is like being rich — it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is to try to be an interesting person. For interesting people have interesting faces, and interesting faces are almost always attractive.

People who can't hear often learn to understand a spoken language with their eyes. They watch the mouth of the person talking and follow the movement of his lips. This is called lip-reading.

Some people think the distance between your hair and your eyebrow is a sign of how intelligent you are. The bigger your forehead is, the more intelligent you are supposed to be.

Nowadays, a person who doesn't like his or her nose can have it changed with plastic surgery. Plastic surgeons can change your face in many other ways too. They can make your cheeks a little rounder. If you don't like your chin, a plastic surgeon can break your jaw and re-make the whole lower half of your face. If you think your skin looks too old and wrinkled, he can take the wrinkles away and make you look twenty years younger.

Women often disagree about men having beards and moustaches. But some women think that hair on a man's chin makes him look more attractive.

Usually, only women wear make-up. They are lucky. They can put a little black mascara on their eyelashes and some eye shadow on their eyelids, and look fresh and attractive, even when they are really tired.

Questions:

1. Do you think it's difficult to be very good-looking? Why? (Why not?)
2. How important is it to look attractive? Why?
3. Look at these English expressions and then decide if you agree with them.
 - a) Beauty is only skin-deep.
 - b) Your face is your fortune.
 - c) Beauty lies in the lovers' eyes.
4. Do you like when a man wears a beard or a moustache? Why do you think men grow them?

Vocabulary:

| | | | |
|--|-------------------|----------------------------------|----------------------|
| eye — глаз | eyebrow — бровь | forehead — лоб | nose — нос |
| cheek — щека | chin — подбородок | jaw — челюсть | skin — кожа |
| wrinkled — морщинистый | | wrinkles — морщины | beard — борода |
| moustache — усы | eyelash — ресница | eyelid — веко | pretty — хорошенький |
| good-looking — милый, приятной внешности | | beautiful — красивая (о женщине) | |
| handsome — красивый (о мужчине) | | unattractive — непривлекательный | |
| ugly — уродливый, безобразный | | attractive — привлекательный | |

plain — заурядный, простой, обыкновенный

Выполните упражнения.

1. Поставьте в предложения следующие словосочетания:

long nails, big feet, lovely complexion, hairy chest, bad skin, deep voice, long legs, thin legs

1. Size 12! Are these your shoes? You've got _____, haven't you?
2. You've got such _____. Would you like to move the seat back a bit?
3. I've never seen you in shorts before. You've got such _____. You should go running and try to build up them up a bit!
4. My boyfriend's got a really _____. It's like being with a gorilla.
5. You've got such lovely _____. Are they real?
6. He's got such a _____. I find it very sexy when he speaks to me on the phone.
7. Keith's new girlfriend must spend a fortune on face cream to have such a _____.
8. Poor Tim. He's had really _____ since he was 13.

2. Вместо пропусков поставьте данные в скобках слова.

1. He's a _____, _____ man with _____, _____ hair. (short, tall, fair, good-looking)
2. She's a _____, _____ woman with _____ hair. (tall, long, thin)
3. I've got _____, _____ hair and I'm tall and very _____. (thin, straight, black)
4. She's very _____ with a _____ tan and _____ hair. (blonde, lovely, good-looking, long)
5. I wouldn't describe my husband as _____, _____ and _____! Short, overweight, and going thin on top is more accurate! (handsome, dark, tall)

Практическая работа

Тема 1.3 Семья и семейные отношения, домашние обязанности

Чтение и перевод (со словарём) текстов.

Цель: совершенствование и развитие навыков чтения, письменной и устной речи на английском языке.

Прочитайте и переведите тексты. Ответьте на вопросы.

Family Relationships

How could you describe the word "family"? First of all "family" means a close unit of parents and their children living together. But we shouldn't forget that it is a most complex system of relationships. Family relationships are rarely as easy as we would like, and very often we have to work hard at keeping them peaceful. When do people usually start a family? This question doesn't have a definite answer. In the 18th, 19th and at the beginning of the 20th century people used to get married at the age of 18 or even 16. If a girl about 23 or more wasn't married, she was said to be an

old maid or a spinster. That might have turned out a real tragedy for her family which usually brought up more than three children, because in some cases a successful marriage was the only chance to provide a good life for the daughter and to help her family. Despite the fact that the girl was so young, she was already able to keep the house, take care of her husband and raise children. To feel the time, its culture and customs I advise you to read a wonderful novel or see a breathtaking film "Pride and Prejudice". Though the story takes place at the turn of the 19th century, it retains fascination for modern readers, revealing some problems which may be urgent in the 21st century.

But life's changing as well as people's style of life. Nowadays we have got much more freedom in questions

concerning family. It is natural to get married at the age of 20 up to 30; however, some people prefer to make a career first and only after that start a family when they are already in their forties. Moreover, there are many cases when people prefer to live together without being married. There are some reasons for this phenomenon. Firstly, it is difficult to juggle a family life with studies at school or university. But without good education it is practically impossible to find a suitable well-paid steady job. It's a must to get a higher education, but by this moment you are already 22—24 years old. After that you seek for a well-paid job to live independently, which takes about 3—5 years. Now you see why people in the 21st century do not hurry to get married.

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

There are two basic types of families. A nuclear family — a typical family consisting of parents and children. A single-parent family consists of one parent and children. Nowadays there are very few people who have never divorced. Today the highest divorce rate in the world has the Maldivian Republic. The United States of America take the third place. Russia is at the ninth place. What are the reasons of great numbers of divorce? Let us name some of the most common and serious ones.

- Occurrence of adultery once or throughout the marriage. The unfaithful attitude towards a spouse destroys the relationship and leads to a final separation.
- Communication breakdown. After some time of living under one roof spouses find out that they are absolutely incompatible. Constant clashes, brawls and squabbles cause serious problems. The differences grow as a snowball and can't be already settled by kisses or hugs.

- Physical, psychological or emotional abuses. When a person taunts, humiliates, hits the children or his spouse, it can't but end with a divorce.
- Financial problems. It sounds lamentably, but sometimes love alone can't guarantee well-being, whereas money can solve many of your problems. So when a couple lacks it, their relations become more and more complicated, their priorities change and the relationships end.
- Boredom. A lot of couples get bored of each other after 7 or more years of marriage. Boredom may become the reason of constant quarrels and adultery which inevitably leads to a divorce.

However, it goes without saying, in most cases married couples succeed in solving all the problems and keep living in peace and happiness.

Questions:

1. How many members are there in your family?
2. At what age did your parents get married?
3. Give your opinion of marriages of the previous centuries.
4. Do you think it is possible for a modern girl of eighteen to start a family?
5. People should not get married unless they are deeply in love, should they?
6. What can be done by both spouses to prevent a divorce?
7. What are the family roles distributed within a family? What is a "woman's place" and what is a "man's place" in the family?
8. Can the birth of children strengthen the family?
9. There is a good phrase in the English language about marriages — "to go on the rocks". It means to break down, to crumble. Think of the similar ones in Russian.
10. Do you agree with the statement that unhappy couples with children should stay together until the children are grown?

Vocabulary:

relationship — родство, отношение

a most — очень, чрезвычайно

rarely — редко

definite — определённый, точный

spinster — старая дева

to bring up — воспитывать, растить

despite — несмотря на

to keep the house — вести домашнее хозяйство

custom — обычай

"Pride and Prejudice" — «Гордость и предубеждение» (роман Джейн Остин)

at the turn of the 19th century — в конце XIX века

fascination — очарование, обаяние, привлекательность

to reveal — открывать, раскрывать, обнажать

unit — единство

complex — сложный

peaceful — мирный

old maid — старая дева

to turn out — оказываться

to provide — обеспечивать

breathtaking — захватывающий

to raise children — растить детей

to take place — происходить

to retain — сохранять, удерживать

modern — современный

urgent — насущный, актуальный

9

to concern — касаться, иметь отношение к

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

to juggle — совмещать

well-paid — хорошо оплачиваемый

higher education — высшее образование

independently — независимо

separately — раздельно

lack of attention — недостаток внимания

typical — типичный

to consist of — состоять из

divorce rate — уровень разводов

adultery — измена

to start a family — заводить семью

moreover — более того

suitable — подходящий

steady — постоянный

to seek — искать

generation — поколение

to suffer from — страдать от

nuclear family — полная семья

single-parent family — неполная семья

to divorce — разводиться

occurrence — возникновение, случай

throughout — на протяжении, в течение

unfaithful attitude — предательское отношение
separation — расставание
communication breakdown — невозможность общения
to be incompatible — быть несовместимыми
squabble — спор, мелкая ссора
hug — крепкое объятие
to taunt — насмехаться, говорить колкости
to hit — бить, ударять
wellbeing — благополучие
to solve — решать
inevitably — неизбежно

spouse — супруг, супруга
clash — конфликт
difference — разногласие
brawl — перебранка, скандал
to resolve — улаживать, решать
abuse — оскорбление, надругательство
to humiliate — унижать
lamentably — печально, грустно
priority — приоритет
boredom — скука

Практическая работа

Тема 1.3 Семья и семейные отношения, домашние обязанности

Выполнение лексико-грамматических упражнений № 6 с. 18, № 14 с. 21

Цель: умение выполнять упражнения, пользуясь необходимым грамматическим материалом.

Прочитайте и переведите текст. Ответьте на вопросы.

My Household Duties

This is my tenth year of schooling and I work hard to pass my final exams successfully in a year. As I am very busy I can't help my parents much in keeping house. But still I have some household duties. Every day I do my room and my bed, wash up dishes, dust the furniture and take out the rubbish. It is also my duty to buy bread and milk. The shop is not far from our house and it doesn't take me long to do everyday shopping. Once a week I help my mother to do all other work about the house. We wash our linen, iron and mend it, clean the flat. It's not difficult to keep the flat if you do your rooms regularly. This is my usual round of duties. When my mother is ill or away from home I do the cooking. I am especially good at making vegetable soup and salads. Sometimes I have to visit everyday services: hairdresser's, shoemakers', tailor's, dry cleaners', photographer's. At the hairdresser's I have my hair cut and waved. At the shoemakers' I have my shoes and boots repaired, at the photographer's I have my photo taken. Service is generally good, but in some cases it leaves much to be desired. My brother has his own duties at home. He does the carpets with our electric-cleaner, and repairs electrical appliances when they are out of order. Last year I was at my grandparents' in the village. They are elderly people and need our care and attention. During my stay there I swept the floors and washed them, fed the chickens, collected the eggs and weeded the vegetable-beds. I didn't learn to milk the cow but I helped to feed the other animals: lambs, sheep and pigs. I enjoyed this work very much.

Questions:

1. What are your household duties?
2. Do you like to do everyday shopping?
3. Is it difficulty to keep your flat tidy?
4. What everyday services do you visit?
5. Who does cooking in your family?
6. What does your brother (sister) usually do about the house?
7. Do the household duties of villagers differ from those of citizens?

Выполните упражнение № 6 с. 18

Заполните пропуски глаголами из списка, употребляя Present Simple.

live, take, understand, make, wear, go in for, study, like, mean, fall, see, go, read.

1. I ... from eight till three.
2. She ...figure skating.
3. The partner ... a mistake and ... on the ice!
4. ... you... far from your work?
5. ... he ... technical books? – No. He ... books on history.
6. It ... my brother a lot of time to get to the college.
7. ... you ... glasses?
8. What ... this word ...?
9. I ... you the rules of the game!
10. ... you ... to the concerts at weekends?

Выполните упражнение № 14 с. 21

Раскройте скобки и поставьте глаголы в правильной форме.

1. My working day (to begin) at 7 o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It usually (to take) me fifteen minutes. My younger brother (to jog) in the park. I occasionally (to jog) with him. At half past seven we (to have) breakfast. My father and I (to leave) home at 8 o'clock. He (to take) a bus to his factory. My mother (to be) a doctor, she (to leave) home at 9 o'clock. In the evening the whole family (to gather) in the living room. My father (to watch) news on TV. My mother (to knit). My sister (to draw) or (to play) with her dolls. My younger brother (to try) to build a ship model. Our cat (to catch) a toy mouse.

Практическая работа

Тема 1.4 Описание жилища и учебного заведения (здание, обстановка, условия)

Введение и активизация лексики по теме. Описание квартиры и здания колледжа

Цель: активизировать употребление в речи известных лексических единиц, формировать умение высказывать свое мнение по теме, научить описывать жилые помещения.

Время занятия -2 часа

Прочитайте и переведите текст. Ответьте на вопросы.

My Flat

We have a nice flat in a new block of flats. Our flat is on the fourth floor. It has all modern conveniences: central heating, gas, electricity, cold and hot water, a lift and a chute to carry rubbish down. There are three rooms, a kitchen, a bathroom and a hall in our flat. The living-room is the largest and most comfortable room in the flat. In the middle of the room we have a square-table with six chairs round it. To the right of the dinner-table there is a wall-unit which has several sections: a sideboard, a wardrobe and some shelves.

At the opposite wall there is a piano and stool before it. Between the two large windows there is a little table with a colour TV set on it. Near the TV set there are two cosy armchairs. A small round table, a divan-bed and a standard lamp are in the left-hand corner. This small table is for newspapers and magazines. My father is used to having a rest sitting on this divan-bed reading books, newspapers, magazines or watching TV.

The bedroom is smaller than the living-room and not so light as there is only one window in it. In this room there are two beds with a bedside-table between them. An alarm-clock and a small lamp with a pink lamp-shade are on the table. In the left-hand corner there is a dressing-table with a big mirror.. In this room we have a built-in wardrobe with coat-hangers to-hang clothes on. There is a thick carpet on the floor and plain light-brown curtains on the window.

The third room is my study. It is not large but very cosy. There isn't much furniture in it, only the most necessary. It has a writing-table and an armchair before it. In the right-hand corner there is a bookcase full of books, magazines and newspapers. A small table with a radio is standing in the left-hand corner. Near it there is a sofa with some cushions. In my opinion, the study is the best room in our flat.

But the warmest place in our flat is the kitchen, I think — the place where the whole family gathers every evening not only to have supper together, but also to speak and rest. I like the English proverb: "My home is my castle" because my flat is, indeed, my castle.

Questions:

1. Have you a house or a flat?
2. How many rooms are there in your flat?
3. Has your flat all modern conveniences? What are they?
4. What room is the largest in your flat?
5. What is there in the middle of the room?
6. Is there a piano in the living-room?
7. What is there near the TV set?
8. How many windows are there in the bedroom?
9. What is on the bedside-table?
10. What colour curtains are there on the window?
11. What room is very cosy?
12. Is there much furniture in the study?
13. What is there in the right-hand corner of the study?
14. What is standing in the left-hand corner?

Vocabulary:

square – квадратный

sideboard - сервант

wardrobe – шкаф

opposite - противоположный

alarm-clock - будильник

dressing-table - туалетный столик

a built-in wardrobe - встроенный шкаф

furniture – мебель

cushion - диванная подушка

cosy - уютный

mirror - зеркало

lamp-shade - абажур

necessary pieces - необходимые вещи

divan-bed – диван

coat-hanger - вешалка

to hang (hung) - вешать

study - кабинет

standart lamp - торшер

Опишите свою квартиру или учебное заведение.

Практическая работа

Тема 1.4 Описание жилища и учебного заведения (здание, обстановка, условия)

Выполнение упражнений.

Цель: умение выполнять упражнения, пользуясь необходимым грамматическим материалом.

1. Опишите свою квартиру. Используйте следующие слова и выражения.

Large\small; new\old; on the ... floor; living room; sitting room; bathroom; kitchen; hall; built-in furniture; fridge; carpet; armchair; washing-machine; dishwasher; wardrobe; lamp; to the right; to the left; in the middle; next to; in front of; behind.

2. Переведите на русский язык.

1. We have to stay at home.
2. He was allowed to take this book.
3. Who is able to do this work?
4. He had to leave for Moscow earlier?
5. We are to take exams in June.
6. Nobody could translate this text.
7. Your friend might have informed us.
8. May I leave for a while? – Yes, you may.
9. They can run quickly.
10. We must meet at 7 o'clock.

3. Переведите на английский язык.

1. Ты должен скоро ложиться спать.
2. Я не смогла помочь маме по дому.
3. Она может работать в нашей комнате.
4. Кто может прочитать этот текст?
5. Ты умеешь плавать?
6. Можно мне пойти в кино?
7. Ты можешь взять эти книги.
8. Поезд должен прийти скоро.
9. Ты сможешь повести машину?
10. Он смог сделать работу вовремя.

Переведите текст и ответьте на вопросы.

My Ideal House

My ideal house would be situated in the countryside, well away from any large cities, maybe even away from roads if possible. I don't like living in the city. The air in the city is a problem.

The air quality is awful.

A lot of pollution comes from factories and plants. When I come back from the countryside, I immediately smell the pollution of the city. That's why I prefer living in the country. I would love to

live somewhere near running water or near the sea. Also, it would be nice not to have to rely on the central water system, but to have a well or a spring nearby with fresh drinking water. Maybe this is a bit too much of a luxury to ask for. I like trees very much too. That's why I'd like to live near a forest.

I'm a good swimmer, so I'd like to have a river, a sea or a lake nearby. I'd like to live in a stone farmhouse and to have a good view of the sun going down in the evening. I'm fond of flowers. So I'd like to have a lot of flowerbeds in the garden. And, of course, I dream about keeping a lot of fresh flowers in the house. They make a home feel alive. I would really like it.

Then, I'm learning to play the piano now. That's why I would like to have a piano in my house. I think that my standard is improving very quickly and I seem to be talented at almost any instrument I put my hand to.

I can't imagine living with a lot of animals — a cat, a dog, maybe a horse. If I had time to look after them, we would have chickens for eggs and maybe a goat for milk. I like natural products, and I want my family to eat them.

Questions:

1. Where would be situated your ideal house?
2. Do you like living in the city?
3. Where does a lot of pollution come from?
4. The air in the city is a problem, isn't it?
5. Are you fond of flowers?
6. Can you imagine living with a lot of animals?

Практическая работа

Тема 1.5 Распорядок дня студента коллежа

Чтение и перевод текста «Мой рабочий день». Подготовить пересказ.

Цель: совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста на английском языке.

Переведите текст и подготовьте пересказ текста.

My Working Day

On weekdays the alarm-clock wakes me up at 6.30 and my working day begins. I'm not an early riser, that's why it's very difficult for me to get out of bed, especially in winter. I switch on my tape-recorder and do my morning exercises. Then I go to the bathroom, take a warm shower, clean my teeth and shave. After that I go to my bedroom to get dressed.

Usually my mother makes breakfast for me. But when she is away on business or just doesn't have to get up early, I make breakfast myself. While having breakfast, I listen to the latest news on the radio.

I leave the house at 7.30 and go to the nearest underground station. Last year I tried to enter Moscow University, but unfortunately I failed my entrance examinations. So I thought I should work somewhere. It wasn't easy to find a job, but I managed to get a position of a secretary in a small business company.

They agreed to take me because I had studied typewriting, computing and business organization at school. And besides, I passed my English school leaving exam with an excellent mark.

It takes me an hour and a half to get to work. But I don't want to waste my time on the train. I've got a small cassette-player and I listen to different texts and dialogues. Sometimes I read a book and retell it silently. If I come across an interesting expression I try to memorize it. I also write some English words on flashcards and learn them.

I usually arrive at work at ten minutes to nine though my working day begins at 9 sharp. There are always some fax messages to translate from English into Russian. Sometimes my boss wants me to write a letter to our business partners abroad. There are also a lot of phone calls which I have to answer.

At 1 o'clock in the afternoon we have lunch. We usually have lunch in a small cafe just round the corner. At 2 o'clock we come back to work. And we work hard till 5 o'clock. During the working day we also have several short coffee breaks. But sometimes we have no time for them. I come home at about 7 o'clock in the evening. My parents are usually at home, waiting for me. We have dinner together. Then we sit in the living room, drink tea, watch TV or just talk. Occasionally I have to stay at work till 6 or even 7 o'clock in the evening. When we have a lot of things to do we go to work on Saturdays. So by the end of the week I get very tired. All I can do on Sundays is to sleep till eleven o'clock, watch television, listen to music and read something in English.

And still I always look forward to my next working day because I like my job. I think I get a lot of useful experience.

Практическая работа

Тема 1.5 Хобби, досуг

Чтение и перевод тематических текстов об увлечениях, досуге людей.

Цель: совершенствование и развитие произносительных навыков, а также же навыков чтения, письменной и устной речи на английском языке. Научить описывать увлечения людей.

Прочитайте и переведите текст. Ответьте на вопросы.

Hobbies

Hobbies differ like tastes. If you have chosen a hobby according to your character and taste you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things, and learning things. The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.

Gardening is one of the oldest of man's hobbies. It's a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Both grown-ups and children are fond of playing different computer games. This is a relatively new hobby but it's becoming more and more popular. Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill.

Some hobbyists write music or play musical instruments. Almost everyone collects something at some period in his life: stamps, coins, matchboxes, books, records, postcards, toys, watches. Some collections have no real value. Others become so large and so valuable that they are housed in museums and galleries. Many world-famous collections started in a small way with one or two items. People with a good deal of money often collect paintings, rare books and other art objects. Often such private collections are given to museums, libraries and public galleries so that others might take pleasure in seeing them.

No matter what kind of hobby a person has, he always has the opportunity of learning from it. By reading about the things he is interested in, he is adding to what he knows. Learning things can be the most exciting aspect of a hobby.

Questions

1. What classes are hobbies divided?
2. What is one of the oldest of man's hobbies?
3. What is the most popular of all hobby groups?
4. The English are very fond of gardening and growing flowers, especially roses, aren't they?
5. Do people with a good deal of money often collect paintings, rare books and other art objects?

Практическая работа

Тема 1.5 Хобби, досуг

Выполнение вопросно-ответных упражнений.

Цель: формировать умение правильно строить вопросительные предложения и ответы к ним.

1. Выполните упражнения.

1. Прочитайте вопросы и ответьте на них.

1. When do we have more free time: at school or on holidays?
2. Did you go to the sea?
3. Did you visit a museum?
4. Did you travel round Russia?
5. Did you stay with your aunt or uncle?
6. Did you climb the mountains?
7. Did you meet new people?
8. Did you have fun on your holidays?

2. Вставьте вопросительные слова: what, where or when.

- _____ does Molly get up? – At 10 o'clock.
_____ does Molly have lunch? – At school.
_____ does Molly read in the morning? – A book.
_____ do Molly's parents get home? – At 6 o'clock.
_____ does Molly's family have dinner? – At home.
_____ does Molly do after dinner? – She brushes her teeth.

3. Ask questions with who, what, how, where, when or why

- _____ is your name?
_____ do you spell your name?
_____ are you from?
_____ do you live?
_____ old are you?
_____ is your birthday?
_____ tall are you?
_____ kind of films do you like?
_____ is your favorite singer?
_____ is your favorite TV programme?

4. Вставьте вопросительные слова why, what, how, where

- _____ is Molly thinking about?
_____ don't you wear this funny sweater?
_____ does your boyfriend go on Mondays?
_____ didn't you come to school yesterday?
_____ is Susan wearing?
_____ do you think of Fred?
_____ often does Derek go running?
_____ don't we go fishing this afternoon?
_____ much are these pants?
_____ tall is Rachel?
_____ are they from?
_____ far is your school from our house?

5. Choose and write.

How old, When, How often, How tall, How many

_____ is your mum's birthday? – It's on the 21st of May.
_____ should you eat fruit and vegetables? – Every day
_____ is your dad? – He's 1m 95cm tall.
_____ is your dad? – He's 30 years old.
_____ apples do you eat every day? – Two

Практическая работа

Тема 1.6 Распорядок дня студента коллежа

Составление сообщений по теме. Выполнение упражнений.

Цель: формировать умение кратко передавать содержание текста, умение выполнять упражнения, пользуясь необходимым грамматическим материалом.

Переведите текст и составьте сообщение о своём распорядке дня. Выполните упражнения.

My Daily Routine

As a rule, I get up at half past six. I put on my dressing-gown, go into bathroom and turn on the bath taps. Good health is better than wealth, so I do my morning exercises. I get breakfast at seven-thirty and listen to the news over the radio.

I like to begin the day well, so my breakfast is always a good one. For breakfast I usually have hard-boiled eggs or an omelette, bread and butter, tea or coffee; I read my newspaper with my last cup of coffee before I leave home.

Then, I say "Good-bye" to my mother, take my school-bag and go to school. I don't live far from my school, so it doesn't take me long to get there. The lessons start at half past eight. Each lesson lasts for 45 minutes. The classes are over at two o'clock.

I come back home, have dinner, wash up and go shopping. I buy foodstuffs for the family. Coming back I begin to clean the house and get the vegetables ready for supper. We have supper at seven. I do my homework for the next day. It usually takes me several hours to prepare well for the lessons.

In the evening, I always try to spend at least an hour at the piano. As a rule my parents and I sit and talk, watch a film on TV, read newspapers and magazines. Sometimes, we go to the cinema or to the theatre. Once or twice a month, I visit exhibitions in my home town.

I go to bed at about eleven o'clock, but my parents like to sit up late and write letters or read

Questions:

1. When do you get up as a rule?
2. Why do you do your morning exercises?
3. What do you have for breakfast?
4. How long does each lesson last?
5. When do you begin to clean the house?

2. Вставьте пропущенные слова.

1. I like to begin the day... .
2. ..., we go to the cinema or to the theatre.
3. I get... at seven-thirty.
4. The classes at two o'clock.
5. Once or twice a ..., I visit ... in my home town.
6. It usually takes me ... hours to prepare well ... the lessons.

Практическая работа

Тема 1.7 Описание местоположения объекта (адрес, как найти)

Составить вопросы для интервью.

Цель: формировать умение правильно строить вопросительные предложения для интервью.

Прочитайте вопросы и дайте к ним ответы. Задайте вопросы собеседнику.

1. What can you tell us about yourself? (Что Вы можете рассказать о себе?)
 2. What computer applications are you familiar with? (Какими компьютерными программами Вы уверенно пользуетесь?)
 3. How do you handle deadlines? (Как Вы справляетесь с работой в установленные сроки?)
 4. Where do you see yourself in 5 years? (Где Вы видите себя через пять лет?)
 5. How would you describe yourself as a person? (Как бы вы сами себя описали?)
 6. What is your greatest strength? (Каковы ваши самые сильные качества?)
 7. What is your greatest weakness? (Каковы ваши самые большие слабости (недостатки)?)
 8. What motivates you most at work? (Что мотивирует/вдохновляет вас на работе?)
 9. What are your hobbies? (Какие у вас хобби?)
 10. What makes you angry? (Что вас может разозлить?)
- What do you see as a major success in your life? (Каков главный успех (главное достижение) в вашей жизни?)
- Describe a time when you're failed. Опишите период, когда у вас что-то не получалось.
- What motivates you? Что мотивирует вас?
- What are your plans for the future? Какие у вас планы на будущее?
- How long have you been in this country? Как долго вы находитесь в этой стране?
- Tell me about your educational background. Расскажите о своем образовании.
- Do you have plans for further education? Вы планируете продолжить обучение?
- What computer programs are you familiar with? Какими компьютерными программами вы владеете?
- Do you know any foreign languages? Какие иностранные языки вы знаете?
- Why did you choose your major? Почему вы выбрали именно эту специальность?
- Do you consider yourself a leader? Считаете ли вы себя лидером?
- What leadership or managerial positions have you held? Какие лидирующие и управленческие позиции вы занимали?
- Do you like working alone? Вам нравится работать в одиночку?
- Are you a team player? Вы – командный игрок?
- What strengths would you bring to a team? Какие сильные стороны вы могли бы принести в команду?
- Do you prefer working on a team or by yourself? Вы предпочитаете работать в команде или самостоятельно?
- How did you get into this line of work? Как вы попали в данную сферу работы?
- How did you find about the vacancy? Как вы узнали о вакансии?
- What do you know about this company? Что вы знаете об этой компании?
- Why are you interested in working for us? Почему вы заинтересованы в работе на нас?
- May we contact your previous employers? Можем ли мы связаться с вашими предыдущими работодателями?
- What are your qualifications for this job? Какова ваша квалификация, чтобы занимать данную должность (образование + опыт работы, которыми должен обладать претендент).
- Describe your work experience. Расскажите о вашем опыте.
- What were your last responsibilities in your last job? Каковы были ваши обязанности на предыдущем месте работы?
- What are your short-term goals? Каковы ваши краткосрочные цели?
- What are your long-term goals? Каковы ваши долгосрочные цели?

Are you punctual? Вы пунктуальны?

Describe your ideal job? Опишите ваше идеальное место работы.

How would your co-workers describe you? Как бы ваши сослуживцы описали вас?

I'd like to hear more about (your supervisory experience). Я бы хотел услышать больше о (вашем опыте на руководящей должности).

What interests you about this particular job? Что вас интересует в этом конкретном месте работы?

Why did you leave your last job? Почему вы ушли с последнего места работы?

Do you have any experience with (a computer)? У вас есть опыт работы с (компьютером)?

Why do you think it's a good fit? Почему вы думаете, что эта должность вам подходит?

Would you be willing to (travel eight weeks a year)? Вы бы смогли (быть в разъездах восемь недель в году)?

Are you looking for full- or part-time job? Вы ищете работу с полной или частичной занятостью?

Are you looking for a day or night job? Вы ищете ночную или дневную работу?

Can you work weekends? Вы можете работать по выходным?

Would you like to work overtime? Вы бы хотели работать сверхурочно?

How do you relate to people from diverse cultures? Как вы относитесь к людям принадлежащим к разным культурам?

What sort of salary are you looking for? Какую зарплату вы хотели бы получать?

What kind of compensation are you looking for? Какую компенсацию вы бы хотели получать (имеется ввиду зарплата + все премиальные)?

I'd like to arrange the second interview. Я бы хотел(а) организовать повторное интервью.

When would you be able to start? Когда вы можете приступить к работе?

You'll hear from us by (next Monday). Мы свяжемся с вами (в следующий понедельник).

We'll be in touch. Мы будем на связи.

Практическая работа

Тема 1.7 Описание местоположения объекта (адрес, как найти)

Ролевая игра «Посещение вычислительного центра».

Цель: тренировать в употреблении лексики в ситуациях, приближенных к естественной обстановке, активизировать речемыслительную деятельность обучающихся.

Переведите текст. Ответьте на вопросы. Составьте диалог для ролевой игры.

Microsoft Company

Paul Allen and Bill Gates founded the Company in 1975.

Microsoft is best-known American company involved in software production. Microsoft's wealth and power is growing up for years. It is a giant company. Microsoft's \$25 billion market value tops that of Ford, General Motors.

Some time ago, Microsoft dominated the PC market with its-MS-DOS operating system, the basic software that let the computer understand your commands and carry them out, appeared in the beginning of 80s. MS-DOS ran on 90 percent of the worlds IBM and IBM-clone computers. Then, Microsoft has extended that presence with releasing of Windows, which is probably the most important and popular operating system in the World. And now it dominates the market.

Firstly, Microsoft released Windows '95 in 1995. It was a graphics interface environment that ran on top of MS-DOS and replaced DOS in future versions. Then, Microsoft released Windows '98, Windows NT, Windows Millennium, Windows 2000 and Windows XP.

Microsoft also supplies about 50 percent of the world's software applications. Among them, there are three well-known Office Packs; they are also called Microsoft Office programs such as Excel (spreadsheets), Microsoft Word (word processing), Access (databases) and Outlook Express (e-mail)- There were releases in 1997, 2000, and 2002, when appeared Microsoft Office XP. Microsoft is also in the market of networking, multimedia and even books. And as an early supporter of the Macintosh computer, Microsoft virtually owns the Mac application market.

It has been calculated that Microsoft controls 80-85 % of the entire PC software industry. The company has hundreds of products and thousands of employees, making it one of the largest companies. Many of the company's shareholders are now millionaires and a few including Bill Gates and Paul Allen are billionaires. Microsoft is no doubt the fastest growing company in the PC software industry.

Questions:

1. Who founded the Company?
2. When was Microsoft founded?
3. What does the company produce?
4. What was the first Microsoft operating system that dominated the PC market?
5. How many Windows operating systems did Microsoft release?
6. Is it a rich company?
7. Does the Company dominate the PC market?

Vocabulary:

to found — основать

software — программное обеспечение, программы

PC market — рынок ПК персональных компьютеров

MS-DOS operating system — операционная система MS-DOS
выполнять

to extend — расширяться, увеличиваться

выпускать

graphics interface — графический интерфейс
снабжать

to involve — касаться, затрагивать

wealth — стоимость

to carry out —

to release —

to supply — поставлять,

application — приложение
редактор
word processing — текстовый редактор
spreadsheets — программа табличных вычислений
networking — организация/создание сетей; объединение в сеть; подключение к сети
multimedia — мультимедиа (использующий различные средства информации)
virtually — виртуально
entire — целый, весь
employee — служащий
shareholder — акционер, пайщик, владелец/держатель акций
doubt — сомнение

Практическая работа

Тема 1.8 Магазины, товары, совершение покупок

Составление диалогов по теме.

Цель: формировать умение вести диалог-расспрос, строить диалог с другом, используя выражения разговорного этикета по разным темам и активизируя употребление в речи известных лексических и грамматических знаний.

Покупка одежды

Покупая одежду (buying clothes) между вами, покупателем (customer, client), и продавцом (shop-assistant или просто assistant) может возникнуть следующий диалог.

Assistant: Good morning, how can I help you?

Client: Yes, please, how much is that dress?

A: It costs 25 dollars.

C: Can I try it on?

A: Sure, what size are you?

C: Unfortunately, I don't know.

A: Ok, don't worry, we have this model in all sizes. You can try a size 39. The changing room is behind you.

Когда одежда не подходит, вы можете попросить другой размер.

— The sleeves are too long, I need a smaller size. – Рукава очень длинные, мне нужен размер меньше.

— This dress is too short. Do you have it in a bigger size? – Это платье слишком короткое. У вас есть размер побольше?

Когда вещь вам подходит вы можете сказать:

— It fits me perfectly. I will take it. – Оно мне отлично подходит. Я возьму его.

— It suits me very well. I'm buying it. – Оно мне очень хорошо подходит. Я покупаю его.

Составьте свой диалог.

Практическая работа

Тема 1.8 Магазины, товары, совершение покупок

Выполнение лексико - грамматических упражнений.

Цель: совершенствовать умение выполнять упражнения, пользуясь необходимым грамматическим и лексическим материалом.

1. Write the conversations in the correct order (Напишите разговоры в правильном порядке).

The first conversation (Первый разговор)

- Oh, OK. Can I try it on?
- Yes, please. The changing rooms are over there.
- How much is this T-shirt? I can't find the price.
- Yes, of course. How can I help?
- Excuse me. Could you help me, please?
- Er, let me have a look. Here it is. It's £14.

2. The second conversation (Второй разговор)

- Medium. Would you like to try it on?
- Yes, please.

- Oh, it suits you perfectly.
- What is the jacket made of?
- Really? Ok, then. I'll buy it.
- What size is it?
- Excuse me. How much does this jacket cost?
- It's £120.
- It's made of leather.

3. Match up the shop with the appropriate goods (Соотнесите магазины с товарами, которые они продают).

- | | |
|---------------------------|---|
| 1. bookshop | a. a loaf of bread, rolls, long loaf |
| 2. newsagent's | b. a bouquet of roses, lilies, flowers |
| 3. bakery | c. a packet of painkillers, pills, medicine |
| 4. butcher's | d. a gold necklace, a diamond ring, pendent |
| 5. confectioner's | e. a magazine, a newspaper, greeting card |
| 6. greengrocer's | f. hairspray, a bottle of perfume, hand cream |
| 7. chemist's | g. pralines, chocolate, cake |
| 8. florist's | h. books, novels, |
| 9. department store | i. fruits, vegetables, apples |
| 10. hair and beauty salon | j. lamb chops, ham, sausages |
| 11. jeweller's | k. leather suitcase, a woolen skirt, a clock |
| 12. antique shop | l. shampoo, products, household chemicals |
| 13. supermarket | m. an old clock, bric-a-brac, silver bell |

4. Fill in the correct words from the list (Вставьте правильное слово из списка).

could, loaves, greengrocer's, offer, credit, much, order

1. Can I have two of bread, please?
2. The large department stores a great variety of products.
3. You can buy fresh vegetables at this
4. I have the pills in this prescription, please?
5. I'd like to a bouquet of lilies, please.
6. Excuse me – How are these trousers?

7. Do you take a card?

Практическая работа

Тема 1.9. Еда, способы приготовления пищи, традиции питания

British Meals (Что едят в Великобритании?)

1. Прочитайте текст, предложите свой перевод. Составьте аннотацию, подготовьте устное сообщение.

The first meal of the day in the morning is breakfast (usually eaten between about 7:30 and 9:00). Many British people eat toast with butter or margarine and jam (often strawberry, raspberry, apricot or blackcurrant jam), marmalade (a type of jam made from oranges) or Marmite ("Мармайт" (фирменное название питательной белковой пасты производства одноимённой компании; используется для бутербродов и приготовления приправ)) (a dark brown spread made from yeast). Melon, grapefruit or fruit cocktail are popular. Others eat a bowl of cereal; for example, cornflakes or muesli with milk, or porridge (a mixture of oats, hot milk and sugar). A traditional English breakfast (also known as a cooked breakfast or a fry-up) is a cooked meal which may contain food such as sausages, bacon, kippers (киппер, копчёная сельдь (подаётся к завтраку или ужину; обычно едят с маслом)) (herring - a type of fish - which has been covered in salt and smoked), black pudding, scrambled or fried or poached egg, mushrooms, fried tomatoes, baked beans, hash browns and toast. People sometimes eat a boiled egg, dipping (dunking) strips of toast (soldiers) into the egg yolk. A continental breakfast is a small meal and is not cooked; for example, a bread roll or croissant with cheese or ham and a cup of coffee. The most common drinks at this time of day are orange juice or a cup of breakfast tea.

Many people have a tea-break at about 11:00 in the morning (elevenses). If a meal is eaten in the late morning instead of both breakfast and lunch, it is called brunch.

Lunch (sometimes called more formally luncheon) is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat a sandwich (also known as a butty or sarnie in some parts of the UK). Some people have a simple meal such as cheese and biscuits or soup and bread. A ploughman's lunch is a traditional lunch for farmers: a bread roll, Cheddar cheese, Branston pickle and salad, perhaps with a pork pie. It is also traditional for people to go to a pub with some friends for a pub lunch and a drink.

A Sunday roast is a traditional meal eaten by a family at Sunday lunchtime; for example, roast beef with roast potatoes, parsnips (пастернак), peas, Brussels sprouts, green beans, Yorkshire pudding, bread sauce and gravy. Mint sauce or redcurrant jelly is often eaten with lamb, apple sauce with pork, and horseradish sauce (a type of mustard) with beef, cranberry sauce with turkey. Stuffing may be eaten with chicken or turkey.

Tea-time is a small meal eaten in the late afternoon (usually between about 3:30 and 5:00). People may drink tea, and often eat biscuits (American English: cookies), cakes or savoury (острое блюдо, острая закуска) foods such as sandwiches, crumpets (лепёшка, пышка (обычно неподслащённая)) or tea-cakes. Occasionally people may have a full afternoon tea or a cream tea: this includes a scone (ячменная или пшеничная лепёшка) with jam and cream (usually either whipped cream or thick clotted cream (сливочный варенец (сливки сквашиваются путем нагревания и медленного охлаждения))) as well as a selection of sandwiches and cakes.

High tea (ранний ужин с чаем) is a light meal eaten in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland. Supper is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). Dinner is another common name for supper, but sometimes it is also used to refer to lunch, especially when this is the main meal of the day. A dinner party is a formal evening meal to which guests have been invited. A common type of cooked meal in Britain is meat and two veg. This is a meat dish served together on the same plate with two types of vegetable, one of which is often a type of potato. It is common to eat a dessert (also known as a pudding, or informally as afters) after the main dish.

It is increasingly popular for British people get a takeaway (готовая еда, продающаяся на вынос) or go to a restaurant instead of cooking at home, and often this is used as a chance to try different types of food. Most towns have an Indian restaurant, serving foods such as curry and chicken tikka masala. Chinese restaurants are also very common; popular dishes include sweet and sour pork and aromatic duck. Many people like Italian pizza and pasta dishes. Fast food restaurants often serve beefburgers or fried chicken. Fish and chip shops are still popular, especially in towns by the coast. There is an old tradition of eating fish on Friday.

British people enjoy eating snacks (лёгкие закуски) between meals. These include sweets (American English: candy) and crisps (American English: chips).

14 составляющих здоровой диеты (14 Keys to a Healthy Diet)

Developing healthy eating habits isn't as confusing or as restrictive as many people imagine. The first principle of a healthy diet is simply to eat a wide variety of foods. This is important because different foods make different nutritional (питательный) contributions.

Secondly, fruits, vegetables, grains, and legumes (бобовые) - foods high in complex carbohydrates, fiber, vitamins, and minerals, low in fat, and free of cholesterol - should make up the bulk of the calories you consume. The rest should come from

low-fat dairy products (молочные продукты), lean meat and poultry (птица), and fish.

You should also try to maintain a balance between calorie intake and calorie expenditure-that is, don't eat more food than your body can utilize. Otherwise, you will gain weight. The more active you are, therefore, the more you can eat and still maintain this balance.

Following these three basic steps doesn't mean that you have to give up your favorite foods. As long as your overall diet is low in fat and rich in complex carbohydrates, there is nothing wrong with an occasional cheeseburger. Just be sure to limit how frequently you eat such foods, and try to eat small portions of them.

You can also view healthy eating as an opportunity to expand your range of choices by trying foods-especially vegetables, grains, or fruits-that you don't normally eat. A healthy diet doesn't have to mean eating foods that are bland or unappealing.

The following basic guidelines are what you need to know to construct a healthy diet.

1. Limit your total fat intake. Fat should supply less than 30% of your total daily calories. Limit your intake of fat by having a semi-vegetarian diet. Choose lean meats, light-meat poultry without the skin, fish, and low-fat dairy products. In addition, cut back on vegetable oils and butter-or foods made with these-as well as on mayonnaise, salad dressings (соусы), and fried foods.
2. Limit your intake of saturated fat (насыщенный жир). This is the kind of fat, found mostly in animal products, that boosts blood cholesterol levels and has other adverse health effects. It should supply less than one-third of the calories derived from fat.
3. Keep your cholesterol (холестерин) intake below 300 milligrams per day. Cholesterol is found only in animal products, such as meats, poultry, dairy products, and egg yolks.
4. Eat foods rich in complex carbohydrates. Carbohydrates should contribute at least 55% of your total daily calories. To help meet this requirement, eat plenty of fruits and vegetables and six or more servings of grains (preferably whole grains) or legumes daily. This will help you obtain the 20 to 30 grams of dietary fiber you need each day, as well as provide important vitamins, minerals, and phytochemicals (plant chemicals essential to good health).
5. Avoid too much sugar. Besides contributing to tooth decay, sugar is a source of "empty" calories, and many foods that are high in sugar are also high in fat.

6. Make sure to include green, orange, and yellow fruits and vegetables-such as broccoli, carrots, cantaloupe, and citrus fruits. The antioxidants and other nutrients in these foods are regarded as increasingly important in helping protect against developing certain types of cancer (рак) and other diseases. Eat five or more servings a day.

7. Maintain a moderate protein intake. Protein should make up about 12% of your total daily calories. Choose low-fat sources.

8. Eat a variety of foods. Don't try to fill your nutrient requirements by eating the same foods day in, day out. It is possible that not every essential nutrient has been identified, and so eating a wide assortment of foods helps to ensure that you will get all the necessary nutrients. In addition, this will limit your exposure to any pesticides or toxic substances that may be present in one particular food.

9. Limit your sodium intake to no more than 2,400 milligrams per day. This is equivalent to the amount of sodium in a little more than a teaspoon of salt. Cut back on your use of salt in cooking and on the table; avoid salty foods; check food labels for the inclusion of ingredients containing sodium.

10. Maintain an adequate calcium intake. Calcium is essential for strong bones and teeth. Get your calcium from low-fat sources, such as skim milk and low-fat yogurt. If you can't get the optimal amount from foods, take supplements.

11. Try to get your vitamins and minerals from foods, not from supplements (with the exceptions listed below). Supplements cannot substitute for a healthy diet, which supplies nutrients and other compounds besides vitamins and minerals. Foods also provide the "synergy" that many nutrients require to be efficiently used in the body.

12. Consider taking supplements of the antioxidant vitamins E (200 to 800 IU daily) and C (250 to 500 milligrams daily). Even if you eat a healthy diet, it's unlikely you will get these amounts of E and C. Also consider taking a basic daily multivitamin/mineral supplement, especially if you are a woman of child-bearing age (who needs extra folic acid, a B vitamin) or over age 60 (because of decreased nutrient absorption by the body).

13. Maintain a desirable weight. Balance energy (calorie) intake with energy output. Eating a low-fat diet will help you maintain-or lower-your weight, as will regular exercise.

14. If you drink alcohol, do so in moderation (умеренно). That is one drink a day for women, two a day for men. A drink is defined as 12 ounces of beer, 4 ounces of wine, or 1.5 ounces of 80-proof spirits. Excess alcohol consumption leads to a variety of health problems. And alcoholic beverages (напитки) can add many calories to your diet without supplying nutrients.

Как написать кулинарный рецепт (перевод статьи)

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| <p style="text-align: center;">HOW TO WRITE A RECIPE Источник: bbcgoodfood.com</p> | <p style="text-align: center;">КАК НАПИСАТЬ КУЛИНАРНЫЙ РЕЦЕПТ Перевод А. Верновой: study-english.info</p> |
| <p><i>By Natalie Hardwick - Senior writer - bbcgoodfood.com</i></p> | <p><i>Натали Хардвик - старший писатель сайта «bbcgoodfood.com»</i></p> |
| <p><i>Want to put your favourite recipe down on paper? Our kitchen team of cookery experts have shared some of their best hints and tips for the creative process.</i></p> | <p><i>Хотите записать любимый рецепт? Наша кухонная команда кулинарных экспертов делится полезными советами о том, как лучше организовать этот творческий процесс.</i></p> |
| <p>Whether you're writing a recipe for a clippings folder, your friends or a publication, the process requires a deft and precise touch. A poorly written guide can result in wasted time, money and effort, not to mention a disappointed gaggle of hungry mouths and a touch of kitchen rage. It's something we take very seriously at BBC Good Food, which is why we triple test our recipes. It's also why our kitchen team have revealed some of their secret writing tips.</p> | <p>Пишете ли Вы рецепт только для того, чтобы положить его в папку с газетными вырезками, для друзей или для последующей публикации, в любом случае, для этого требуются определенные навыки и умения. Плохо написанная инструкция может привести к потере времени, денег и сил, не говоря уж о разочарованной стайке голодных ртов и приступе гнева на кухне. В редакции журнала «Би-Би-Си Гуд Фуд» (BBC Good Food) мы очень серьезно относимся к таким вещам, именно поэтому мы трижды проверяем все кулинарные рецепты, а наша кухонная команда поделилась некоторыми своими секретами их написания.</p> |
| <p>Ingredients</p> | <p>Ингредиенты</p> |
| <p>The starting point of all recipes is a table of ingredients. Our assistant food editor, Cassie Best says that whatever time of year, seasonality is the key for achieving the most flavoursome results. She</p> | <p>Все рецепты начинаются со списка ингредиентов. Ассистент редактора по пищевым продуктам Кэсси Бест говорит, что независимо от времени года, «сезонность» - это ключ к достижению наивкуснейших</p> |

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| <p>says: "When thinking of recipe ideas I tend to start with what's in season, then from this I'll think of what flavours lend themselves well to these foods."</p> | <p>результатов. Вот, что она говорит: «Придумывая новые рецепты, я обычно исхожу из того, какие продукты характерны для этого времени года, затем я думаю, какие вкусовые сочетания подойдут к этим продуктам».</p> |
| <p>Former BBC Good Food cookery assistant, Adam Russell says it's then good to build the recipe from a base to get the right balance of flavours. "First look at flavours that work well together as a foundation," he says. "Then experiment with their quantities to get the right balance, so that they complement instead of overpower each other."</p> | <p>Бывший кулинарный ассистент «Би-Би-Си Гуд Фуд» Адам Расселл говорит, что для правильного вкусового баланса следует сначала создавать основу рецепта. Он говорит: «Сначала посмотрите, какие вкусы и ароматы сочетаются друг с другом, и возьмите их за основу. Затем поэкспериментируйте с их количеством для достижения нужного баланса, так что бы они дополняли а не подавляли друг друга».</p> |
| <p>If people want a speedy and simple dish, it's best to cater for this with a short list of ingredients. Cassie says: "Don't overcomplicate things - less is more! Too many ingredients can put people off. Keep your recipes simple and try not to use ingredients if they are unnecessary."</p> | <p>Если люди хотят быстрое в приготовлении простое блюдо, то лучше, чтобы в его состав входило не слишком много ингредиентов. Кэсси советует: «Не усложняйте – лучше меньше, да лучше! Если ингредиентов слишком много, у человека может пропасть желание готовить такое блюдо. Возьмите простой рецепт и используйте только те ингредиенты, которые необходимы».</p> |
| <p>Method</p> | <p>Способ приготовления</p> |
| <p>Olive magazine deputy editor Lulu Grimes says it's essential to test your recipe. "I tell my students to research and write their recipe first, then test it and make any amendments," she says. "Finally, read it aloud as that helps you see if your method instruction is deficient," Lulu suggests.</p> | <p>Заместитель главного редактора журнала «Олив Мэгэзин» (Olive Magazine) Лулу Граймс говорит, что очень важно проверять свой рецепт. Она рассказывает: «Я говорю моим ученикам, что сначала надо провести исследование и написать рецепт, а затем нужно проверить его и сделать требуемые поправки. После этого я прошу прочитать его вслух, так как это помогает заметить недостатки в</p> |

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| | инструкции по приготовлению блюда, если они есть». |
| <p>bbcgoodfood.com food editor, Caroline Hire says that the method section and the ingredients list should correlate to make a recipe as easy to follow as possible. "List your ingredients in the order they appear in the method. Check the method against the ingredients to make sure everything coincides," she says. "You also need to explain your method clearly to allow for both beginner and more experienced cooks - and make sure you add the number of servings."</p> | <p>Редактор по пищевым продуктам сайта «bbcgoodfood.com» Кэролайн Хаир отмечает, что часть рецепта, описывающая пошаговый процесс приготовления блюда, и список ингредиентов должны сочетаться, чтобы следовать рецепту было максимально просто. Её совет: «Перечисляйте все ингредиенты в том порядке, в котором они появляются в части рецепта, описывающей способ приготовления блюда. Сравните описание способа приготовления со списком ингредиентов, чтобы удостовериться, что все совпадает. Вам также следует понятно объяснять процесс приготовления блюда, чтобы и начинающему, и более опытному повару было бы все понятно, и не забудьте указать в рецепте количество порций».</p> |
| <p>Precision</p> | <p>Точность</p> |
| <p>It's important not to be presumptuous when writing your method. Lucy Netherton creates recipes for BBC Good Food and Easy Cook and says that an outside party can often cast light on any grey areas. "Sometimes when it's your own recipe you can assume your readers will understand what you mean and you may leave out important information," Lucy says. "I always get someone to read it through for me to check it make sense to a third party - or even better if you can get someone to have a go at</p> | <p>При описании способа приготовления важно не быть слишком самонадеянным. Люси Нетэртон создает кулинарные рецепты для журналов «Би-Би-Си Гуд Фуд» и «Изи Кук» (Easy Cook), она утверждает, что взгляд со стороны часто помогает выявить слабые места: «Иногда, составляя свой собственный рецепт, можно предположить, что читатели поймут, что Вы имеете в виду, поэтому можно упустить важную информацию. Я всегда прошу кого-нибудь прочитать мой рецепт, чтобы удостовериться, что он понятен другим людям, а еще лучше, если есть возможность попросить кого-нибудь приготовить блюдо по этому</p> |

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| <p>the recipe and identify any points that may need clarification."</p> | <p>рецепту, чтобы определить, требуется ли что-то пояснять».</p> |
| <p>A slapdash approach to certain elements of a recipe can destroy the end result, so steer well clear of guesswork. Caroline says: "Be precise, especially in measurements, timings, oven temperatures and tin or dish sizes. This is doubly important for baking recipes."</p> | <p>Небрежный подход к составлению рецепта может испортить конечный результат, поэтому не полагайтесь на авось. Кэролайн Хаир советует: «Будьте точны, особенно в измерениях, расчете времени, температуре духового шкафа и размерах формы для выпекания или блюда. Это вдвойне важно для рецептов выпечки».</p> |
| <p>It's best to very carefully spell out how an ingredient is to be used. "Clearly describe how the ingredients should be prepared," says Cassie "There's a fine line between finely chopped, chopped and sliced, which will make all the difference!"</p> | <p>Лучше всего – очень точно объяснять, как следует использовать ингредиент. Кэсси Бест отмечает: «Четко укажите, как следует готовить ингредиенты. Существует лишь тонкая грань между тем, чтобы мелко нарезать, нарубить или нарезать ломтиками, однако именно эти тонкости имеют решающее значение!»</p> |
| <p>Measurements</p> | <p>Меры</p> |
| <p>Without the correct measuring facilities, a few errant grams can ruin a recipe. "Use exact measurements," says Caroline. "So for teaspoons and tablespoons, use a set of measuring spoons rather than table cutlery."</p> | <p>Без правильных средств измерения несколько лишних граммов могут испортить весь рецепт. Кэролайн Хаир предупреждает: «Пользуйтесь точными средствами измерения: когда объем указан в чайных и столовых ложках, используйте набор мерных ложек, а не столовые приборы».</p> |
| <p>Caroline also warns against mixing dimensions. "Create your recipe in either imperial or metric," she says. "You can include conversions if you like but the most important thing is not to mix the two."</p> | <p>Кэролайн также предупреждает, что важно не перепутать системы мер: «Создавайте рецепт либо в британской имперской системе мер (в фунтах и унциях), либо в метрической системе (в граммах). Вы можете указать перевод мер и весов из одной системы в другую, главное – не перепутать эти две системы».</p> |

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| <p>To avoid surplus, it's good to consider the quantity in which people will be buying ingredients. Cassie says: "Try to use whole tins or packets where possible, this saves money and waste!"</p> | <p>Чтобы не оставалось излишков, уместно рассчитать, в каком количестве людям надо покупать ингредиенты. Кэсси советует: «Попробуйте использовать в рецептах целые банки или упаковки: это позволит сэкономить деньги и избежать лишних отходов!»</p> |
| <p>Know your audience</p> | <p>Знайте свою аудиторию</p> |
| <p>BBC Good Food food editor Barney Desmazery says "When you are writing for a magazine write recipes for the reader, not for your ego. If you have a clear idea of who you are writing that recipe for then it's easier to write.</p> | <p>Редактор по пищевым продуктам журнала «Би-Би-Си Гуд Фуд» Барни Десмазери подчеркивает: «Когда Вы пишете рецепт в журнал, Вы пишете его для читателя, а не для Вашего эго. Если у Вас есть четкое представление о том, для кого Вы пишете этот рецепт, то писать его проще».</p> |
| <p>Lulu says: "It's important to question whether a person has budget restraints, time restraints or access to specialist ingredients, and whether terminology used in the method is universal. Considering these factors will deliver a clearer, practical recipe that people are more likely to cook. Also, you may love chilli and put loads into your cooking, but recipes should written with others in mind!"</p> | <p>Лулу Граймс отмечает: «Важно задаваться вопросом о том, не ограничен ли человек в средствах, во времени, имеет ли он возможность приобрести нужные ингредиенты, насколько универсальна терминология в описании способа приготовления блюда. Учитывая эти факторы, можно создать более понятный и практичный рецепт, которым люди захотят воспользоваться. И ещё, возможно, Вы любите жгучий перец и захотите добавлять его в огромных количествах в свои блюда, но при написании рецепта следует учитывать вкусы других людей!»</p> |

Русско-английский кулинарный словарь

| РУССКОЕ НАЗВАНИЕ | ПЕРЕВОД |
|------------------|-------------|
| абрикос | apricot |
| агар(-агар) | agar(-agar) |
| ананас | pineapple |
| анчоус | anchovy |

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| апельсин | orange |
| арбуз | watermelon |
| ассорти | assortment; (шоколадное ассорти) assorted chocolates |
| базилик (специя) | sweet basil |
| базиликовая паста | sweet basil paste |
| баклажан | aubergine |
| банан | banana |
| банка | jar; tin, can |
| баранина | mutton, lamb |
| батон | (белый хлеб) long loaf; (пищевое изделие продолговатой и округлой формы) stick; (батон колбасы) stick of sausage |
| белок (яйца) | white (of an egg), egg white; (вещество) protein |
| белокочанная капуста | white cabbage |
| белый гриб | white mushroom |
| белый шоколад | white chocolate |
| бисквит | sponge (cake) |
| бифштекс | (beef)steak |
| блин | pancake |
| блюдо | dish; course |
| блюдец | saucer |
| болгарский перец | sweet pepper |
| брокколи | broccoli |
| булочка | roll |
| бульон | bouillon; broth, stock; (крепкий (говяжий) бульон) beef tea; (куриный бульон) chicken broth |
| бутерброд | (piece of) bread and butter, sandwich |
| ванильная палочка | vanilla stick |
| ванильная пудра | vanilla powder |
| варенье | jam |
| варить/сварить | to boil, to cook |
| ветчина | ham |

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| взбивать (пенить) | to beat up, to whip, to whisk |
| вилка | fork |
| вино | wine |
| виноград | grapes |
| вкусный | nice, tasty |
| всыпать | pour in |
| вырезка (часть туши) | undercut, sirloin, fillet; tenderloin (амер.) |
| вяленый | dried |
| гаспачо | gazpacho |
| гарнир | garnish; side dish; (из овощей) vegetables |
| говядина | beef |
| горох | pea; peas |
| горчица | mustard |
| горький | bitter |
| горячий | hot |
| готовить | to prepare, to cook |
| грейпфрут | grapefruit |
| грецкий орех | walnut |
| гриб | mushroom |
| груша | pear |
| дайкон | daikon |
| двууглекислый натрий (пищевая сода) | sodium bicarbonate |
| декор | decor |
| десерт | dessert |
| десертное вино | dessert wine |
| до готовности | until done |
| до однородной массы | until homogeneous paste is obtained |
| дорадо | dorado |
| дор-блю / Дорблю | Dorblu blue cheese |
| дыня | melon |
| ежевика | blackberries |

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| есть/съесть | to eat |
| жарить/зажарить | to roast; to fry; to grill |
| желатин | gelatin(e) |
| желе | jelly |
| желток | (egg) yolk |
| жюльен | julienne |
| заварной | brewing |
| заварное тесто | choux pastry |
| заварной крем | scalded cream; custard |
| завтрак | breakfast |
| завтракать/позавтракать | to (have) breakfast |
| заказывать/заказать | to order; to reserve, to book |
| закуска | appetizer; hors d'oeuvre; snack |
| горячая закуска | hot appetizer |
| лёгкая закуска | light snack |
| мясная закуска | collation |
| холодная закуска | cold snack |
| на закуску | as / for a starter |
| заливное | aspic, fish or meat in aspic / jelly |
| замачивать (погружать в воду) | soak (steep / water / wet) |
| замешивать | mix; (замешивать тесто) knead dough |
| замороженный | frozen |
| запечь | to bake |
| заправлять (класть в еду) | dress (with), season (with), add |
| Захер (торт) | Sacher |
| зеленый горошек | green pea |
| зеленый лук | spring onions |
| зелень (растительность) | greenery, verdure; (овощи) greens; vegetables |
| измельчать | (крошить) crumble up; (нарезать) to chop; (толочь, дробить) to crush, to pound; (перетирать) to grind |
| изюм | raisins |

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| икра | (в рыбе) (hard-)roe; (после метания) spawn; (как продукт питания) caviar; (зернистая икра) soft caviar; (паюсная икра) pressed caviar; (грибная, баклажанная и т. п.) paste |
| имбирь | ginger |
| инжир (плод) | fig |
| йогурт | yoghurt |
| кабачок | vegetable marrow |
| какао порошок | cocoa powder |
| капуста | cabbage |
| карамелизовать | to caramelize |
| карамель | caramel |
| карри | curry |
| картофель | potatoes |
| кастрюля | (sauce) pan |
| каштан (плод) | chestnut |
| кедровый орех | pine nut |
| киви | kiwi |
| кислый | sour |
| клубника | strawberries |
| клюква | cranberries |
| кнель | quenelle |
| кожица | (колбасы) sausage skin; (плода) peel |
| колбаса | (large/slicing) sausage |
| консоме (соус) | consomme sauce |
| конфета | sweet, bon-bon; sweetmeat; candy (амер.) |
| коньяк | cognac |
| корень | root |
| корица | cinnamon |
| корзиночка (пирожное) | fluted-edge open pie; tartlet; baked shell |
| котлета | rissole |
| картофельная котлета | potato cake |
| котлеты по-киевски | chicken Kiev |

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|-----------------------------------|------------------|
| мясная котлета | meat rissole |
| отбивная котлета | chop |
| рубленая котлета | rissole |
| рыбные котлеты | fish cakes |
| кофе | coffee |
| крахмал | starch |
| крепин | crepine |
| крепкий | strong |
| кружка | mug |
| кукуруза | maize, sweetcorn |
| кумин | cumin |
| кунжут | sesame |
| курага | dried apricots |
| куриный бульон | chicken broth |
| курица | chicken |
| ланспик / ланшпиг (бульон) | aspic stock |
| лесной орех (фундук) | hazelnut |
| ликёр | liqueur |
| лимон | lemon |
| лимонад | lemonade |
| лимонная кислота | citric acid |
| личи (китайская слива) | litchi |
| ложка | spoon |
| лук (репчатый) | onions |
| лук дикий | wild leek |
| лук-порей | leek |
| лук-резанец | chive |
| лук-рокамболь | rocambole |
| лук шалот / шалот | shallot |
| малина | raspberries |
| мариновать | marinate, pickle |
| маслина | olive |

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|---------------------------------------|---|
| масло | butter; oil |
| масса (тестообразное вещество) | paste |
| маскарпони | mascarpone (cheese) |
| мёд | honey |
| меланж | melange |
| меню | menu |
| мидии | mussels |
| миндаль | almonds |
| миска | bowl, basin |
| молоко | milk |
| молоко сгущенное | condensed milk |
| молотый | ground |
| морковь | carrots |
| моцарелла | mozzarella |
| мука | flour; |
| картофельная мука | potato flour / starch |
| кукурузная мука | cornmeal |
| мука грубого помола | meal |
| рисовая мука | rice flour |
| рыбная мука | fish meal |
| темпурная мука | tempura flour |
| мусс | mousse |
| мыть/вымыть посуду | to wash up, to do the washing-up / dishes |
| мякиш | crumb (soft part of bread) |
| мясо | meat |
| мята | mint |
| мята колосовая | common mint, spearmint |
| мята лимонная | bergamot mint |
| мята перечная | brandy mint, peppermint |
| мята полевая | corn mint |
| накрывать/накрыть (на) стол | to set / lay the table |
| наливать/налить | to pour (out) |

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|---|---|
| напиток | drink, beverage |
| нарезать кубиками | to dice |
| нарезать на дольки | to cut into segments |
| нарезать соломкой | to cut into shreds |
| настой | infusion, extract, tincture |
| нож | knife |
| нори (лист нори) | nori (nori sheet) |
| обваливать (покрывать чем-либо сыпучим, поворачивая с боку на бок) | to roll (in) |
| обед | dinner, lunch, midday meal |
| обедать/пообедать | to have lunch/dinner, to dine |
| обжарить | to fry (on all sides; all over) |
| овощи | vegetables |
| огурец | cucumber |
| оливка | olive |
| оливковое масло | olive oil |
| опенок | honey agaric |
| орех | nut |
| острый | hot, spicy, strong, piquant |
| отбить | to beat |
| отварной | boiled |
| ошпаривать | scald |
| панировать | (в сухарях) to coat with breadcrumbs; (в муке) to coat with flour; to bread, to crumb |
| панировка | breadcrumbing |
| паприка | paprika |
| пармская ветчина | Parma ham |
| парфе | parfait |
| пассировать | to pass |
| пастилаж (изображение из теста) | pastillage. |
| пахнуть | to smell (of) |
| паштет | paste; pate |

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|----------------------------|---|
| пекинская капуста | Chinese cabbage |
| печенье буше | bouchee |
| перемешивать (размешивать) | stir |
| перец | pepper |
| перец болгарский | sweet pepper |
| персик | peach |
| песочное печенье | shortbread, shortcake |
| песочный (о тесте) | short |
| песто | pesto |
| петрушка | parsley |
| печь/испечь | to bake |
| пиво | beer |
| пирог | pie; tart |
| пить/выпить | to drink |
| пища | food |
| пищевая пленка | food plastic foil |
| пластина | slice |
| по вкусу | to one's taste |
| подача | serving |
| полукольцо | semicircle |
| полуфабрикат | half-finished / semi-finished product; (пищевые полуфабрикаты) prepared food, convenience foods |
| помидор | tomato |
| помидоры (томаты) конфи | tomatoes confit |
| помидоры (томаты) черри | cherry tomatoes |
| посыпать | strew (with), powder (with); sprinkle (with); (посыпать сахаром) sugar, (посыпать солью) salt, sprinkle with salt |
| пресное тесто | unleavened dough |
| приправа | seasoning; relish, condiment |
| припускать | to simmer |
| пробовать/попробовать | to try, to taste, to sample |
| проваривать / проварить | to boil thoroughly |

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|-----------------------------------|--|
| промывать (тщательно мыть) | wash (well / properly / thoroughly) |
| пропаривать | to steam (thoroughly) |
| пшеница | wheat |
| пшеничная мука | wheat flour |
| пюре | puree; |
| картофельное пюре | mashed potatoes, potato mash |
| яблочное пюре | apple sauce |
| радикчо / радиккио (салат) | radicchio |
| разрыхлитель | baking powder, leavening agent |
| раскатывать | roll (out); (раскатывать тесто) roll out the paste |
| распускать | (растворять в жидкости) dissolve; (растопливать) melt |
| ржаной | rye |
| рис | rice |
| рисовая бумага | rice-paper |
| розмарин | rosemary |
| рукола | rucola, rocket, roquette, arugula, Eruca sativa |
| рулет | (из мясного или рыбного фарша) roll; (мясной рулет) beef roll, meat loaf; (кондитерское изделие) Swiss roll; (окорок) boned gammon |
| рыба | fish |
| рыбное филе | filleted fish |
| салат | lettuce; salad |
| самбук | elder; fruit-and-eggwhite jelly |
| сахар | sugar |
| сахарный песок | granulated sugar |
| сахарная пудра | powdered sugar |
| свежий | fresh |
| свёкла | beetroot |
| свинина | pork |
| сгущенное молоко | condensed milk |
| сельдерей | celery |
| семга | salmon |

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|-------------------------------------|--|
| сидр | cider |
| сироп | syrup |
| сковородка | frying pan |
| слабый | weak |
| сладкий | sweet |
| слива | plum |
| сливки | cream |
| сливочный крем | buttercream (butter cream) |
| смазать | to smear (with) |
| смесь (результат смешивания) | mixture; blend; mix |
| сметана | sour cream |
| смородина | currants; (красная / белая / чёрная смородина) red / white / black) currants |
| соевый соус | soy(a) sauce |
| сок | juice; (растений) sap (берёзовый сок) birch sap / wine; (фруктовые соки) fruit juices |
| солёный | salty; salted; pickled |
| соль | salt |
| сорбет (сорбе) | sorbet |
| соус | sauce; gravy; dressing |
| соя | soya |
| специи | spicery, spice(s) |
| стакан | glass, tumbler |
| стерлядь | sterlet |
| стол на двоих | table for two |
| стручковая фасоль | French beans |
| судак | zander, pikeperch |
| суп | soup |
| суфле | souffle |
| сухари панировочные | bread crumbs |
| счёт | bill |
| сыр | cheese |

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| сыр твердый | hard cheese |
| сыр творожный | curd cheese |
| сыр филадельфия | cheese Philadelphia |
| сырный шарик | cheese ball |
| сырой | raw, uncooked; green, unripe |
| тарелка | plate |
| твиль | tuile |
| творог | curds, cottage cheese |
| телятина | veal |
| тесто | (для хлеба) dough; (для пирогов и др.) pastry |
| тесто фило | filo pastry |
| тимьян | thyme |
| толчёный | pounded, crushed; (дроблёный) ground; (толчёный миндаль) ground almonds |
| томаты конфи | tomatoes confit |
| томаты черри | cherry tomatoes |
| топленое масло | melted butter |
| торт | cake |
| тулипное тесто | tuille pastry |
| убирать/убрать со стола | to clear the table |
| уварить | to boil down |
| углекислый аммоний (карбонат аммония) | ammonium carbonate |
| ужин | dinner, supper, evening meal |
| ужинать/поужинать | to have dinner/supper, to dine |
| уксус | vinegar |
| форель | trout |
| фарш | stuffing; (мясной) minced meat; (для колбас) sausage meat |
| фасоль | haricot beans (French / kidney beans); (стручковая фасоль) French beans |
| фенхель | fennel |
| филе | fillet; (рыбное филе) filleted fish |

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| формировать (придавать форму) | to form, to shape |
| фритюр | frying fat |
| фрукт | (piece of) fruit |
| хлеб | bread |
| хотеть есть | to be hungry |
| хотеть пить | to be thirsty |
| цветная капуста | cauliflower |
| цедра | rind |
| цукини | zucchini / courgette (in New Zealand, South African, and British English) |
| чай | tea |
| чашка | cup |
| черешня | cherry; cherries |
| чёрная смородина | blackcurrants |
| чеснок | garlic |
| чечевица | lentil(s) |
| чистить | (фрукты, овощи) to peel; (орехи) to shell; (рыбу) to scale |
| чистить и потрошить рыбу | to clean and gut fish |
| чистить курицу | to clean chicken |
| чистить посуду | to scrub (scour) dishes |
| шампиньон | champignon |
| шафран | saffron |
| шиитаке (гриб) | shiitake |
| шпажка (шампур) | skewer |
| шпинат | spinach |
| эскабеш (соус) | escabeche sauce |
| эссенция | essence |
| яблоко | apple (The parts of an apple are the skin, the flesh, the core, the seeds, the stem, and the leaves.) |
| яйцо | egg |

Английские глаголы для описания приготовления пищи с примерами употребления

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| to add - добавлять | To put ingredients together; to put one ingredient with the others. |
| | Add fresh tomatoes and cook covered until water is cooked out, about 15 minutes. Add the onion and carrots and cook until the onion is softened, about 5 minutes. |
| to bake - печь | To cook in an oven by using heat. |
| | Bake about 1 hour or until a toothpick inserted near the center comes out clean. Bake in a preheated 350-degree oven 35 to 40 minutes, until top is golden brown. |
| to beat - взбивать | To mix quickly and continually, commonly used with eggs. |
| | Beat butter, sugar, and vanilla on medium low speed until creamy but not fluffy. Beat on medium speed for several minutes, until the mixture is light and fluffy. |
| to blanch – бланшировать [bla:ntʃ] | To plunge tomatoes, nuts, etc., into boiling water to loosen the skin. To plunge (meat, green vegetables, etc.) in boiling water or bring to the boil in water in order to whiten, preserve the natural colour, or reduce or remove a bitter or salty taste. |
| | Blanch vegetables before freezing them to set color and stop the aging process. Blanch the cauliflower by quickly dipping for about 10 seconds in the boiling water. |
| to blend - смешивать, сочетать | Blend this all together with an electric mixer until completely mixed together. Blend in the wine and continue cooking until the wine has completely evaporated. |
| to boil - кипятить, варить, отварить | To heat water until little bubbles form. |
| | Boil for 3 to 4 minutes, then plunge into cold water before cutting into strips. Boil gently, stirring frequently, for 15 minutes, until the mixture is thickened. |
| to bone - освобождать мясо от костей | Ask your butcher to skin and bone chicken thighs for this, and to chop them up into bite-sized pieces. De-bone the chicken into large bite size pieces and return meat to the soup. |
| to break - ломать | To separate into smaller parts by force. |
| | Break up the eggs with a fork and gradually pull the flour into the egg mixture. Break it into tiny pieces and scatter over green leaf salads at the last minute. |
| to broil - жарить на огне | To cook meat or vegetables on a rack with an extremely high temperature. [rack - решётка] |
| | Broil eggplant 3 to 4 inches from heat until skins are softened, 3 to 4 minutes. Broil on the oven's bottom rack until the cheese is melted and lightly browned. |

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| to carve – нарезать, отрезать | To cut meat into slices. |
| | Carve the duck and serve with the sauce and your choice of roasted vegetables. Carve the lamb, first slicing it from the bone in large pieces, as few as possible. |
| to chill - охлаждать, замораживать | Chill them in the freezer to make them more viscous and provide cleaner tastes. Chill for at least 30 minutes then cut the shortbread into squares and serve. [viscous - вязкий; липкий, клейкий; тягучий] [shortbread - песочное печенье] |
| to chop - резать на кусочки | To cut into small pieces, generally used with vegetables. |
| | Chop, slice or dice them and store in plastic sealable bags in the refrigerator. Chop bacon into three-centimetre bits and fry until lightly crisped, then drain. |
| to coat - покрывать слоем | Coat the steaks with the flour, pressing the flour into the steak on both sides. Coat chicken first in yogurt-mustard mixture, then in the seasoned bread crumbs. [yog(h)urt ['jɔgət] – йогурт] [seasoned ['si:zənd] – приправленный (пряностями, специями)] |
| to combine - соединять | To put two or more things together. |
| | Combine cake ingredients in large bowl and beat at a medium speed for 2 minutes. Combine the five eggs with the spinach, cheeses, salt, pepper and garlic powder. [bowl [bəʊl] – чаша, миска, тарелка] |
| to cook - готовить | To prepare food by heating it, so the food is not raw. |
| | Cook, stirring occasionally, for 10 to 12 minutes, until onions are caramelized. Cook until the sauce starts to thicken, approximately 5 minutes, stirring often. |
| to cool - охлаждать | Cool before drinking. – Охладить перед употреблением. |
| | Cool completely on a rack before releasing cake and inverting it onto a platter. Cool completely, then chill in the refrigerator at least 1 hour before serving. [platter - большое плоское блюдо] |
| to cover - накрывать, покрывать | Cover and cook on low for four to seven hours, or on high for two to four hours. Cover with plastic wrap and let marinate in the refrigerator for up to 24 hours. |
| to crush - давить, дробить, толочь | To cause to separate or flatten by extreme force, often used with garlic. Peel and crush the garlic. – Очистите и раздавите чеснок. |
| | Crush with a fork or your hands and add to skillet, along with salt and pepper. Crush the garlic cloves and add to the liquid. Cover the pan and cook for 4 hours. [skillet ['skɪlɪt] - сковорода с длинной ручкой] [pan [pæn] - сковорода, кастрюля, противень] |

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| to cut – резать, нарезать | To separate or divide by using a knife. |
| | Cut the asparagus into short lengths and steam for 6 to 8 minutes, until tender. Cut butter into pieces and place in large bowl of electric mixer with the sugar. |
| to cut into strips - нарезать соломкой | Cut peppers into strips, cut onions into rings and slice apples in strips. Cut the bacon into small strips and fry in a little olive oil until crispy and drain. |
| to decorate - украшать | Decorate with the strawberry slices and toasted almonds or crushed macarons. Decorate the tops with blanched almond halves or bits of candied fruit, if desired. [macaroon [mækə'ru:n] - миндальное печенье] [almond ['ɑ:mənd] - миндаль] [candied fruit - засахаренные фрукты, цукаты] |
| to defrost - размораживать | Defrost in the microwave according to the manufacturer's instructions. Defrost meat in the refrigerator overnight for easy sandwich preparation in the morning. |
| to dice - нарезать кубиками | Dice or shred the meat and reserve to garnish the broth or save for another use. Dice the mushrooms and cook them slow and low until they release their juices. |
| to dilute - разбавлять [dar'lu:t] | Dilute the corn starch in the lemon juice and add to the egg mixture. Dilute it with a little water if the paste is too thick. |
| to dissolve – растворять [dɪ'zɒlv] | Dissolve the baking soda in the boiling water and stir it into the sugar mixture. Dissolve the bouillon cube in the butter and sprinkle over the macaroni and cheese. [bouillon ['bu:jɔŋ] – бульон] |
| to dry - сушить | Dry with paper towels and toss with enough vegetable oil to lightly coat surface. [toss - подбрасывать, подкидывать] |
| to empty - опустошать, высыпать | Empty dough onto a lightly floured work surface and knead into a rectangular shape. Empty the puree into a large mixing bowl, add the cheese and mix to combine. [puree ['pjʊəreɪ] - суп-пюре; пюре (овощное, фруктовое)] |
| to fill - наполнять | Fill a roasting or baking pan with boiling water and place it on the oven floor. Fill a large pot with 8 cups of water and bring to a boil over medium-high heat. |
| to flip - переворачивать | Flip the fish onto the unmarked side and move to a medium-heat area of the grill. Flip the chicken, add the mushrooms, then cover and cook for another 5 minutes. |
| to fold - сгибать, складывать | Place 1 tablespoon of the cooled rice mixture and 1 chestnut half on each piece of cabbage leaf. Fold the sides over to cover the filling, then roll the leaf from bottom to top. [chestnut ['tʃesnʌt] - каштан (плод)] |
| to fry - жарить | To cook by putting the food into extremely hot oil. |

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| | Fry the patties turning once for approximately 5 minutes, depending on the size. Fry the onions, carrots, mushrooms and 150g smoked bacon, diced, until browned. [patty ['pæti] - пирожок] |
| to glaze - глазировать, покрывать глазурью | Glaze if desired and garnish with a few dried cranberries and chopped walnuts. Glaze with melted butter and immediately sprinkle with granulated sugar. [granulated sugar - сахарный песок] |
| to grate - тереть, натирать | To divide into small parts by rubbing on a serrated surface, usually used with cheese. |
| | Grate the chocolate and melt in a water bath or a bowl over a pan of warm water. Grate into a bowl and mix with the mayonnaise, lemon juice, horseradish and parsley. [mayonnaise [meɪə'neɪz] - майонез] |
| to grease - смазывать | To coat with oil or butter. |
| | Grease the bottom and sides of a 9-inch round cake pan with butter and set aside. Grease an ovenproof baking dish and cover bottom with a layer of potatoes. |
| to grill - жарить на гриле | To cook by putting the food on a grill; similar to barbecue. |
| | Grill shrimp on a medium-hot grill for about 2-3 minutes per side or until done. Grill potatoes, turning every 10 minutes or so, until golden, 20 to 30 minutes. |
| to grind - молоть | Grind the coriander and fennel seeds with a pestle and mortar and add to the pan. [coriander [kə'ri:ændə] – кориандр] [fennel ['fenəl] - фенхель] [pestle and mortar ['pestl] ['mɔ:tə] - пестик и ступка] |
| to halve - делить пополам | Halve the passion fruits, scoop out the seeds and fruit and add to the blender. Halve, deseed and peel the avocados, cut them into chunks and drop into the bowl. [passion fruit - маракуйя] [to scoop out - выскребать] [avocado [ævə'kɑ:dəu] - авокадо] [chunk - кусок] |
| to heat - нагревать, разогревать | Heat bacon fat, butter or oil in a large nonstick skillet over medium-high heat. Heat 2 tablespoons vegetable oil in a high-rimmed skillet over medium-high heat. |
| to knead - месить | To press and stretch dough, usually used with making bread. |
| | Knead dough on a lightly floured board until elastic and not sticky, 15 minutes. Knead thoroughly and cover the dough with a damp towel and let it rise overnight. Knead it well for a few minutes, shape into a ball and set aside for 15-20min. [damp [dæmp] - влажный] |
| to melt - расплавлять | To make something become liquid through heating. |

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| | Melt chocolate and butter in a bowl set over saucepan of barely simmering water. Melt the butter in a large skillet over medium heat just until the foam subsides. [subside [səb'saɪd] - опускаться, понижаться, убывать, оседать] |
| to microwave - готовить или разогревать в микроволновой печи | To heat up food within a microwave oven. Microwave chocolate bits in a small bowl on high, stirring often, until melted. Microwave on high power about 30 seconds, until sugar is dissolved completely. |
| to mince - крошить, рубить на мясорубке | To grind food, normally meat, into small pieces. A machine is often used to do this. |
| | Mince the halved garlic along with the remaining garlic, and toss with the tomatoes. Mince the meat with a sharp knife, cutting cubes no more than 2mm across. |
| to mix - смешивать | To combine two or more things using a spoon, spatula, or electric mixer. |
| | Mix the sugar, pepper and salt in a bowl then sprinkle evenly over the tomatoes. Mix until the batter is smoothed, scraping down the sides of the bowl as needed. |
| to open - открывать | To remove the top from a can or jar. |
| | Open the oysters carefully with an oyster knife and release them from the shell. Open bag of steak on to a paper towel and pat dry to prevent splatter in skillet. [splatter ['splætə] - брызги] |
| to peel - чистить кожуру | To take the skin off of fruits or vegetables. |
| | Peel apples, remove from core, cut into small cubes and place in a mixing bowl. Peel, chop and cook potatoes in boiling water until tender, about 10-12 minutes. |
| to plunge – окунать, погружать | Plunge the shredded cabbage into the boiling water and cook for two minutes. Plunge the vegetables into the water and cook until just tender when pierced with a knife. |
| to pour - лить, наливать | To transfer liquid from one container to another. Pour the still-warm milk over the yolk-and-sugar mixture, stirring as you do so. Pour into a dish and leave to cool, then chill thoroughly for a couple of hours. |
| to press - жать, давить | Press down gently on the cookie dough to make the cookies as round as possible. Press the dough around the edges of the pot and press the lid lightly on the dough. |
| to put - класть, положить | To place something in a particular position or location. |
| | Put all the ingredients for the dough into a large mixing bowl with 100ml water. Put the dough into a decorating tube or pastry bag |

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| | fitted with a large star tip. [decorating tube / pastry bag - кондитерский мешок] |
| to remove - удалять, убирать | Remove from the grill and let the steak rest at least 10 minutes before slicing. Remove cake from the oven and immediately invert the pan onto a serving platter. |
| to rinse - промывать | Rinse the rice by covering it with some water, stirring it and then draining it. Rinse the tangerines and separate the peels from the fruit, reserving the peels. Rinse the turkey, inside and out, under cold water and pat dry with paper towels. |
| to roast - жарить, печь | To cook in the oven or over a fire. |
| | Roast until vegetables are tender and the juice has evaporated, about 8 minutes. Roast for 45 minutes then remove from the oven and transfer to a large saucepan. Roast in preheated oven until outside skin starts to shrivel, about 10 minutes. [shrivel ['ʃrɪvəl] – сморщиваться, съеживаться] |
| to roll out - раскатывать | Roll out or stretch pizza dough to fit into a lightly greased 12-inch pizza pan. Roll out the remaining pastry to a size large enough to cover the top of the pan. |
| to saute ['səuteɪ] - жарить в масле | To quickly fry food by placing it in hot oil in a frying pan. Heat the olive oil over medium heat, add the onion and celery and saute for 5 minutes. – Разогрейте оливковое масло на среднем огне, добавьте лук и сельдерей и обжаривайте в течение пяти минут. Saute until the onions have softened and start to turn golden, about 12 minutes. Saute the chicken for a couple of minutes, stirring to coat it with the spices. |
| to scramble - взбалтывать (обычно яйца для омлета) | To mix the white and yellow parts of eggs together while cooking them in a pan. Scramble the mushrooms with the egg whites. Scramble eggs and cook with sausage and onion. |
| to seal - запечатывать, заклеивать | Seal the edges using either your thumb or a fork and trim off any excess pastry. Seal edges together with tines of a fork, dipping the fork into flour as necessary. [tine [taɪn] - остриё, зубец] |
| to season - приправлять | Season generously with salt and pepper and drizzle over with a little olive oil. Season to taste with the salt and additional vinegar or lemon juice, if desired. Season to taste and beat until creamy and smooth, adding more milk if necessary. [drizzle ['drɪzl] - брызгать, опрыскивать = sprinkle] |
| to serve - подавать, накрывать на стол, сервировать | You can serve this menu as a buffet and let everyone build his or her own plate. Serve right away, and store any leftovers in the refrigerator for up to 2 weeks. Serve in a bowl topped with crushed tortilla chips and shredded cheddar cheese. [buffet ['bʊfeɪ] - блюда для шведского стола] [tortilla [tɔ:'ti:jə] – тортилья / тортия (лепёшка из кукурузной или пшеничной муки со специями / tortilla chips - тонкие ломтики такой лепешки] |

| | |
|--|---|
| to shake - трясти | Shake the pan a couple of times throughout the process to keep it from burning. Shake to remove the excess flour, and continue until all of the pieces are coated. |
| to sieve - просеивать | Sieve the flour and sugar into a large mixing bowl, then add the ground almonds. Sieve the flour, sugar and salt together into a bowl and make a well in the centre. Sieve the cocoa powder and gradually add to the mixture in 3 or 4 additions. |
| to simmer - кипятить на медленном огне | Simmer the vegetables, covered, about 20 minutes to let them get perfectly soft. Simmer and let reduce by about half, until thick and a tomato sauce consistency. |
| to slice - нарезать ломтиками | To cut into thin, wide portions. Slice the potatoes just before they go in the pan to keep them from discoloring. Slice the cherry tomatoes in half and combine with 1 tablespoon oil and garlic. |
| to smear - намазывать (толстым слоем) | Smear with olive oil, salt and pepper, and a little bit of thyme and rosemary. Smear the base of a large, nonstick frying pan with sunflower oil. |
| to soak - замачивать | Soak dried mushrooms in hot water in a small bowl until softened, about 20 minutes. Soak the apple slice in lemon water to keep it from browning before serving. |
| to sprinkle - брызгать, посыпать | Sprinkle with the Parmesan cheese, if using, and continue baking for 10 minutes. Sprinkle shrimp with the remaining pinch of seafood seasoning, and place in pan. Sprinkle the top with confectioners' sugar and serve warm or at room temperature. |
| to squeeze - выжимать | Squeeze the fresh lemon juice into a small bowl to measure the indicated amount. Squeeze the juice of half a lemon over the diced apples, and toss gently to coat. |
| to steam - варить на пару | To cook by placing the food above boiling water. Steam is the vapor that comes from hot water |
| | Steam the broccoli for 3 to 4 minutes, until it is bright green and just tender. Steam or boil potatoes until tender, about 15 to 20 minutes, depending on size. |
| to stew - тушить | Stew gently until fruits soften and the liquid forms a thick syrup. |
| to stir - размешивать | To mix liquid ingredients by moving a spoon around in a circular motion |
| | Stir vigorously for about 3 minutes until the batter is well blended and creamy. Stir in the cheese, cream, half the butter and the herbs, and season generously. [batter ['bætə] - взбитое жидкое тесто] |
| to stir-fry - жарить в раскалённом масле, помешивая | To cook small pieces of food by moving it quickly in hot oil Stir-fry until they are nearly, but not completely cooked and then set aside. Stir-fry until vegetables soften slightly and start browning |

| | |
|---|---|
| | on the sides. Stir-fry for no more than 10 seconds and add the greens and salt to taste. |
| to strain - процеживать | Strain through a fine sieve and place in a bowl of ice water to cool completely. Strain out the solids, pressing against a fine sieve to release all the juices. |
| to stuff - начинять, фаршировать | Stuff the turkey with the onion, orange, celery, carrot, bay leaves, and thyme. Stuff mixture into mushroom caps and bake at 350 degrees for about 20 minutes. Stuff the chicken breasts with the cheese mixture and gently press to flatten them. [bay leaf - лавровый лист] [thyme [тайм] - тимьян, чабрец] |
| to thicken - сгущать | Thicken the juices in the pot with the flour and sour cream mixture. Thicken with corn starch mixed with small amount of water. [corn starch - кукурузный крахмал] |
| to trim - подрезать | Trim the asparagus, removing any tough ends, then steam or cook in boiling water. Trim excess fat from chicken thighs and season with 1 teaspoon salt and pepper. Trim, wash and lightly steam the greens, then refresh under cold running water. |
| to wash – мыть, промывать | To immerse food in water and make sure it becomes clean Wash the mushrooms by submerging them in a bowl of water briefly and drain well. Wash the chicken, remove any excess fat and dry inside and out with paper towels. Wash sides of pan with a wet pastry brush to prevent sugar crystals from forming. |
| to whisk – взбивать (яичные белки и т. п.) | Whisk the egg yolks and sugar in a medium-size bowl, then whisk in the hot milk. Whisk the flour, baking powder, baking soda, salt and cinnamon in a medium bowl. Whisk eggs, sugar, vanilla and cinnamon together in a large bowl until combined. [baking powder - разрыхлитель/сода для выпечки] |

Практическая работа

Тема 1.10 Физкультура и спорт, здоровый образ жизни

Чтение текстов по теме с полным охватом содержания, ответы на вопросы и беседа по прочитанным текстам.

Цель: формировать навыки чтения с умением извлекать необходимую информацию, формировать умение кратко передавать содержание текста, составлять вопросы к тексту и уметь вести беседу по прочитанному тексту.

Прочитайте и переведите тексты. Ответьте на вопросы.

1) Sport in My School

If you want to keep fit you must go in for one kind of sport or another.

Sport is an essential part of my daily life. Every morning all the year round I do my morning exercises. Almost every day I do some training. In summer I go swimming or rowing. During my summer holidays I go on hikes. I usually spend my winter holidays in the country where I ski, skate or toboggan.

I also go in for track-and-field (athletics) events. Different sports and games are popular with my classmates. All my friends go in for different kinds of sport, such as water polo, gymnastics, horse-racing, wrestling, fencing, weightlifting, boxing, ice-hockey, speed-skating, figure-skating, football, basket-ball, volley-ball, etc.

We have fine teams at our school and different kinds of competitions take place there. The boys of my school are crazy about football, they play football and the girls are football fans. The girls never miss a single match played by school teams.

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

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

Vocabulary:

championship — чемпионат

to cheer — поддерживать
поло

cycling — велоспорт

воду

fencing — фехтование

гимнастика

rowing — гребля

штанги

wrestling — борьба

tournament — турнир

water-polo — водное

diving — прыжки в

gymnastic —

weight-lifting — подъем

fan — болельщик

Questions:

1. What do you do every morning all the year round?
2. Where do you usually spend your winter holidays?
3. What sports and games are popular with my classmates?
4. Where are our P. T. lessons held in winter?
5. On what day don't we have lessons?

2) Sport in Our Life

People all over the world are fond of sports and games. Sport makes people healthy, keeps them fit, more organized and better disciplined. It unites people of different classes and nationalities. Many people do sports on their personal initiative. They go in for skiing, skating, table tennis, swimming, volley-ball, football, body-building, etc.

All necessary facilities are provided for them: stadiums, sport grounds, swimming pools, skating rinks, skiing stations, football fields.

Sport is paid much attention to in our educational establishments. Gymnastics is a part of children's daily activities in the kindergartens. Physical culture is a compulsory subject at schools and colleges.

Professional sport is also paid much attention to in our country. In city, where I live, there are different sporting societies, clubs and complexes.

Practically all kinds of sports are popular in our country, but football, gymnastics and tennis enjoy the greatest popularity. As for me, I go in for table tennis (ping-pong). It needs mobility, liveliness and much energy. It keeps a person in a good form. I have been playing tennis for five years, but the more I play, the more I like it. I get a real joy taking part in competitions or simply playing with my friends. Sometimes, I go to tennis courts.

Certainly, there's a great distance between my manner of playing and such favourites as Jim Courier, Stephan Edberg, Pete Sampras, Boris Becker, Per Korda, but I do my training with great pleasure and hope to play as well as our best players do.

Практическая работа

Тема 1.10 Физкультура и спорт, здоровый образ жизни

Монологические высказывания по теме.

Цель: формировать умение высказывать свое мнение по теме, совершенствовать и развивать навыки устной речи на английском языке.

Прочитайте и переведите текст. Составьте вопросы и краткий пересказ прочитанного текста.

The History of the Olympic Games

Long ago ancient Greeks often waged wars. Small states suffered and lost much even if they did not take any side and stayed out of wars. The ruler of such a small state, Elis, wanted to live in peace with all neighbours. He was a good diplomat because his negotiations were successful and Elis was recognized a neutral state. To celebrate this achievement, he organized athletic games.

In the beginning this feast lasted one day, but later a whole month was devoted to it. All wars and feuds were stopped by special heralds who rode in all directions of Greece. The games were held every four years in Olympia on the territory of Elis. The first games which later were called the Olympic Games were held about a thousand years before our era.

Usually the Olympic Games began before the middle of the summer. Best athletes arrived from many Greek states to Olympia to compete in running, long jumps, throwing of discus and javelin and wrestling. In the course of time fist fighting (boxing) and chariot races were also included in the Games.

All athletes took an oath that they had been preparing well for the Games and promised to compete honestly and keep the rules of the sacred Olympics. The athletes took part in all kinds of competitions. Winners were called «olympionics», they were awarded olive wreaths and cups of olive oil. This tradition has survived. In our time sportsmen often get cups and wreaths for winning the first place in sports competitions.

The olympionics of ancient Greece became very popular. Best craftsmen were chosen to make honorary cups; many poets wrote and recited in public poems about the best athletes. Sculptors made their statues which were put up at the birthplace of the winners.

The Olympic Games were accompanied by arts festivals. Poets recited their poems, singers sang hymns dancers danced and orators pronounced speeches — all this in honour of the sacred Games.

Only men could take part in the Olympic Games. Women were not allowed even to watch the competitions at the stadium under the fear of death penalty. There was a single exception, when a woman coached her son and accompanied him to the stadium in men's clothes. That brave woman was spared the penalty because her son excelled in many events.

Magnificent strong bodies inspired artists and sculptors. They painted wall pictures and made statues of marble and bronze, so now we can admire the corporal beauty of ancient and eternally young discus thrower, javelin bearer and others.

The Olympic Games had been held for about eleven hundred years, until the emperor Theodosius banned them for religious reasons in 394 A. D. The revival of the Olympic Games began long time afterwards, in 1892, when a young French teacher Pierre de Coubertin made a public speech before the Union of French sports clubs in Paris.

At that time many people in many countries practised various kinds of sports and games. They wanted to make friends and compete with sportsmen from other lands. Pierre de Coubertin understood the importance of sports which unified peoples of the world and served the cause of peace like in ancient time.

On the 23rd of June 1894 the International Congress of amateur sportsmen made an important decision: to revive the Olympic Games and to establish the International Olympic Committee which would be responsible for the administration of the modern-Olympic Games.

The first Committee consisted of 12 members. Now 82 members of the International Olympic Committee control the affairs of all member countries which joined the Olympic movement.

Практическая работа

Тема 1.11. Экскурсии и путешествия

Traveling

Modern life is impossible without traveling. Many people travel every day to our schools, offices and factories. Sometimes they go to another country or city on business. Business people travel a lot. They may have their enterprises abroad or just meet their business partners in other cities or countries.

Millions of people spend their holidays traveling. They travel to see other countries and continents. It is always interesting to discover new things, to meet different people, to try different food, to listen to different music.

So people can travel for pleasure or on business. They can use various means of transport. The quickest way is to travel by plane. But some people are afraid of fly. Traveling by train is slower, but it has its advantages. You can see the country around you, so you are not only traveling, but your holidays have already begun. It is better to book tickets and reserve the hotel room in advance.

Traveling by sea is mostly for those who are going on holiday and want a pleasant voyage. On board of a large cruise ship people traverse oceans and visit other countries.

Many people like to travel by car. The greatest advantage is that you can stop whenever you like, you can start from your own front door and take any road you like. It is not convenient sometimes and if the trip is long you can feel tired.

Coach tours are very popular. They are planned as a holidays and there is a chance to do a lot of sightseeing and have a good rest at the same time. It is not convenient sometimes as you have no possibility to have rest.

All means of travel have their advantages and disadvantages. When traveling we see and learn a lot of things that we can never see or learn at home.

Holidaymaking has become one of the most profitable industries and the budget of many countries, such as Turkey, Egypt and Greece depends on tourism a lot.

Let's read vocabulary notes to the text.

Чтение слов к тексту вместе с переводом.

Vocabulary notes

Impossible – невозможно

Enterprise – предприятие

To travel on business – путешествовать по делу

To travel for pleasure – путешествовать ради удовольствия

Advantage – преимущество

Disadvantage – недостаток

Coach tours – автобусные туры

To do sightseeing – осмотреть достопримечательности

In advance – заранее

To go abroad – ездить за рубеж

Now we must read the text one by one by abstract.

Чтение текста по абзацу по цепочке.

3. Закрепление пройденного материала

Task1: answer the questions to the text – письменно полные ответы

- 1 Why do people traveling?
- 2 What is the quickest kind of transport?
- 3 What kind of transport do you prefer?
- 4 Have you ever traveled by air?
- 5 Have you ever traveled by sea? Did you like it?
- 6 What preparations do people usually make before a journey?
- 7 What places would you like to visit?

2. Работа со справочной группой по теме: Заказ билетов, бронирование отелей, приезд и регистрация

Изучающее чтение и перевод: Путешествие на поезде, автобусом, на автомобиле или мотоциклом, на корабле. Работа со справочной группой по

Просмотрите один из видео уроков

(3) Видео урок 1 Бронирование билетов и гостиниц Курс "Английский для путешественников" - YouTube

Этот (3) Урок 1 английского языка. Как забронировать отель на английском. - YouTube

Translate into English. Переведите письменно.

- 1) Я хотела бы забронировать одноместный номер с ванной комнатой.
- 2) Я хотел бы забронировать номер для моего коллеги на следующую неделю. — Какой именно номер вы хотели бы забронировать? — Двухкомнатный номер с душем.
- 4) —Добрый день. У вас есть свободный одноместный номер с ванной? — Да, есть. Сколько времени вы планируете оставаться у нас? — Два дня.
- 5) Сколько стоит номер? 150 долларов за ночь, включая завтрак.
- 6) Здравствуйте. Чем могу помочь?- Я забронировал номер на 5 дней. Ваше имя пожалуйста? Мистер Брайтон.
- 7) — Чем могу помочь? — Я хотел бы освободить номер и получить счет. — Ваше имя и номер комнаты, пожалуйста... Вот ваш счет.

3. Работа со справочной группой по теме: Изучение информации о своем родном городе и месте рождения. На примере Владивостока. **Прочитайте и переведите текст письменно.**

Vladivostok is a port city in the Russian Far East. It is located on a peninsula, washed by the Sea of Japan. Vladivostok is the capital of Primorsky Krai. This contemporary city is changing rapidly: over the last few years, a number of unique constructions and institutions have appeared in Vladivostok, including Russky and Golden Horn bridges, a huge university campus, and the Primorsky Opera Theatre. The city hosts events of an international level, including the APEC summit, and the Eastern Economic Forum. Leading Centre of Education and Science The Primorsky Scientific Centre of the Far Eastern division of the Russian Academy of Sciences, dozens of institutions of higher education, R&D organizations, the Botanical

Garden-Institute, and the largest and most modern university campus in Russia are all located here. Gates to Asia Vladivostok is 750 km away from Seoul, 1,335 km away from Beijing, and a little over 1,000 km away from Tokyo. Local travel agencies offer affordable flights, boat tours and cruises to Asian countries, including Thailand, Vietnam, and Singapore. If you wish to visit these and other countries, you need to ensure you arrange a visa at the embassy of the corresponding country beforehand. Coastal City Tourists are also offered unforgettable cruises around the picturesque coast of Vladivostok and the 50 nearby islands. There is a well-established infrastructure in the city for the rental of boats, motor boats, and SeaDoors. There are many clean and comfortable beaches and recreation camps in and around Vladivostok. Local restaurants and cafes offer a great variety of seafood and fish. City of Parks Parks are a favourite recreation spot for the locals and visitors of the city. Most of them are immersed in greenery; they are equipped with rides and attractions for visitors of all ages and offer a convenient infrastructure. Every park is equipped with a skating rink in winter. A number of cultural and entertainment events is held throughout the year: festivals, concerts, contests, and tournaments. Pokrovsky and Phantasia parks, Primorsky Safari Park, and the Botanical Garden-Institute are most popular among the locals. Multiconfessional City Orthodox Christianity has the largest number of followers in Vladivostok. There are also Jewish, Muslim, Protestant, Catholic, Baptist, and other religious communities in the city. City of Animal Activists Tiger Day has been held in Vladivostok since 2000. This is an environmental event when people dressed like tigers march along the central streets of the city. The main purpose of this annual initiative is to draw attention of society to the challenge of preserving the population of the Amur tiger (Siberian tiger) that inhabits the Primorsky and Khabarovsk areas. What to See Bird's-Eye View of Vladivostok The peak of Orlinoye Gnezdo is the highest point of the city, served by a cable railway – two wagons with a cable drive moving rails. Take the cable railway to enjoy the most beautiful view of Vladivostok. Bridges of Vladivostok Russky Bridge connects Russky Island with continental Vladivostok. The bridge is 324 metres high. This is the world's longest bridge by length of span (1,104 metres). This is the present-day symbol of Vladivostok. Golden Bridge is 1,388 metres long and stretching across Golden Horn Bay with its unique V-shaped towers is just as grand. Golden Horn Bay The picturesque bay where Vladivostok lies is one of the most beautiful places in the city, offering magnificent views. It is a convenient for mooring vessels. The rocky and bluff shores of the bay were levelled and equipped with mooring berths, docks, and piers. Vladivostok Fortress The fortress constructed in Vladivostok at the end of the 19th/early 20th century – is one of the most popular tourist destinations in the city. Structures with a complex system of labyrinths, underground passes, deep tunnels, and casemates are open for visitors.

Primorsky Aquarium This is a magnificent construction, shaped like a clamshell (35,000 sq. m) on Russky Island. The construction is scheduled to be finished in December 2015. The total volume of water will reach 25,000 tons. Over 500 species of sea and freshwater animals will be shown in the aquarium. A dolphinarium with a dolphin therapy department will be located in the same building. Museum of Ancient Motor Vehicles The exposition includes automobiles, motorcycles, and other machines developed between the 1920s and 1970s by Soviet and foreign engineers. There are over 50 exhibits in the collection. A library, a lecture hall, and a video library are available for motor vehicle lovers. Near the City Russky Island near Vladivostok (100 sq. km) is a recreation spot popular among locals and visitors of the city. It is especially popular for picnics, fishing, and diving. The island amazes with its fort constructions, picturesque forests, peaks, and bays. The multifunctional campus of Far-Eastern Federal University (the most modern in Russia), beaches and recreation camps offer everything you could possibly need to enjoy leisure here. To get to the island, you can take a ferry or use public transport that crosses Russky Bridge. Eggersheld Lighthouse, the main reference point at the entrance to the port of Vladivostok for over 100 years, is also well worth a visit. It is located on Tokarevskaya Koshka, the tip of a narrow marine sand bar. You can get there on a mini-cruiser, a barge, or on foot.

More information on studyinrussia.ru:

<https://studyinrussia.ru/en/life-in-russia/discover-russia/towns/vladivostok/>

4.Изучающее чтение и перевод: Путешествие в Шотландию Прочитайте текст.

Подготовьте контрольное чтение Scotland – 45 минут

Part of the United Kingdom

Scotland is an integral part of the United Kingdom. It occupies the northern third of the island of Great Britain. Scotland is a very small country. It's about 274 miles long. The river Tweed and the Cheviot Hills form Scotland's border with England. The Northwest Channel separates Scotland from Northern Ireland in the south-west. In the north and in the west the country is bounded by the Atlantic Ocean. The eastern coast is washed by the North Sea, which separates Scotland from the mainland of Europe. It should also be mentioned that Scotland includes over 790 islands. The population of the country is about 5 million people.

Main industrial cities

The country's main industrial cities are Glasgow, which is the largest one in Scotland, and Edinburgh, the capital of the country. Edinburgh is also one of the largest financial centres of Europe. Scottish waters of the North Atlantic and the North Sea contain the largest oil reserves in the European Union. That is why Aberdeen has been given the title of Europe's oil capital.

The capital of the country

Scottish towns are quite different from English ones. The capital of the country is one of the most attractive cities in Scotland. In spite of being a busy modern city, Edinburgh is famous for its history. There are nine hills in Edinburgh. On the highest hill one can see Edinburgh Castle, which was the home of Scotland's royal family until 1603. The road which begins at the castle and goes eastwards is called Royal Mile, at the end of which there is the Palace of Holyroodhouse.

Scottish culture

As for Scottish culture, music is its significant aspect. A famous traditional instrument is the Great Highland Bagpipe. Sport is another important element of Scottish culture. Highland games, or Scottish Olympics, as they are called, are held in the country every year.

5 Социально-бытовой диалог: Мой любимый вид путешествия – 45 минут
Диалоги про путешествия на английском языке (englishweb.ru) - прослушайте 2 диалоги
ответьте на вопросы. Составьте свой по примеру.

Nick: Hi Amy! Where do you want to travel next? **Amy:** I'm thinking of going to Argentina this summer.

Nick: Wow, it's an amazing country.

Amy: Have you been there?

Nick: Yes, I went there during my South American trip 2 years ago. It was absolutely fantastic.

Amy: Yeah, I've heard so many things about this country.

Nick: I dream of going back there to explore it more.

Amy: What places do you recommend to visit first?

Nick: Well, there are many natural wonders, and in my opinion, they are all a must see. Iguazu Falls, Perito Moreno Glacier and of course, Buenos Aires.

Amy: I can't wait to see them all. Thank you for the tips.

Nick: You're welcome. / *Пожалуйста.*

Ответить на вопросы письменно по диалогу. Составить свой диалог по примеру.

Where does Amy want to travel next?

Brazil

Australia

Argentina

When is she going there?

this summer

next summer

next winter

Has Nick been to Argentina?

Yes, he has

No, he hasn't

No, but he wants to

Did Nick like Argentina?

Yes, it was absolutely fantastic

It wasn't too bad

No, he didn't like it at all

What places did Nick recommend to visit first?

Iguazu Falls and Buenos Aires

Perrito Moreno Glacier and of course, Buenos Aires

Iguazu Falls, Perrito Moreno Glacier and of course, Buenos Aires

Тема: 6. Совершенствование навыков распознавать признаки инфинитива и инфинитивных оборотов и способы передачи их на родном языке.

Infinitive. Infinitive Constructions.

Цель занятия: Развить лексические и грамматические навыки по теме «Infinitive. Infinitive Constructions».

Учебное время: 45 минут

Используемые источники:

1. Голицынский, Ю. Б. Грамматика английского языка [Текст] : Сборник упражнений / Ю. Б. Голицынский, Н. А. Голицынская. – 8-е изд. – СПб : КАРО, 2017. – 576 с.

Краткие теоретические сведения:

В английском, как и в русском, есть личные и неличные формы глагола. К неличным относятся: инфинитив (Infinitive), герундий (Gerund) и причастие (Participle). Рассмотрим такую форму глагола как инфинитив.

Инфинитивом называют неопределенную форму глагола. Эта форма выражает действие, но не показывает лицо или число. Инфинитив отвечает на вопросы «что делать?», «что сделать?»: to run – бежать/прибежать, to cook – готовить/приготовить. В предложении инфинитив может использоваться с частицей to и без нее и выступать в роли разных членов предложения:

- Подлежащего (To walk alone late at night is very dangerous – Гулять в одиночку поздно вечером очень опасно);

- Части сказуемого (My decision is to stay here for a couple of days – Мое решение – остаться здесь на пару дней);

- Дополнения (Many people hate to lose – Многие люди ненавидят проигрывать);

- Обстоятельства (You can break this model. It was made to be tested – Можешь ломать эту модель. Она была сделана для тестирования).

Главное отличие английского инфинитива – в наличии у него четырех форм, которые могут употребляться в двух залогах. Изучите таблицу, в которой на примере глагола to ask приведены разные формы инфинитива:

| Infinitive | Simple | Continuous | Perfect | Perfect Continuous |
|-------------------|---------------|-------------------|--------------------|---------------------------|
| Active | to ask | to be asking | to have asked | to have been asking |
| Passive | to be asked | to be being asked | to have been asked | to have been being asked |

Справедливости ради следует сказать, что длительный и перфектный длительный пассивные инфинитивы используются крайне редко в английском языке. Поскольку в русском языке нет такого разнообразия форм инфинитива, предложения с ними чаще всего будут переводиться обычным инфинитивом или личной формой глагола.

Рассмотрим подробнее сами формы и случаи их употребления в активном залоге:

| Форма | Пример | Функция |
|-------------------------------|--|--|
| Simple Infinitive | I am really glad to see you again – Я очень рад увидеть тебя снова. | Это та форма, которую мы привыкли видеть в словаре. Обычно она используется для обозначения действия в настоящем или будущем времени. |
| Continuous Infinitive | He must be still reading a magazine – Наверное, он все еще читает журнал.* | Длительный инфинитив указывает на продолжительное действие. Этот инфинитив так же, как и простой, обозначает действие в настоящем или будущем времени. |
| Perfect Infinitive | I am sorry to have told him this secret – Мне жаль, что я рассказал ему этот секрет. | Перфектный инфинитив называет действие, которое произошло раньше указанного в предложении момента речи или раньше другого действия. |
| Perfect Continuous Infinitive | He is dissatisfied to have been living here for five years – | Этот инфинитив показывает действие, которое длится до |

| | | |
|--|--|---|
| | Он очень недоволен тем, что живет здесь пять лет. | определенного момента или другого действия в настоящем. |
|--|--|---|

*Обратите внимание, что по классическим правилам между частицей *to* и инфинитивом не ставятся другие слова. Но в современном разговорном языке между ними может появиться наречие. Такое построение предложения не считается ошибкой, но в формальном английском лучше избегать разделения инфинитива.

Инфинитив в английском может употребляться с частицей *to* и без нее (т.н. «голый» инфинитив, *bare infinitive*). Рассмотрим подробнее случаи их употребления.

Инфинитив будет употребляться с частицей, если:

- Выражается какая-либо цель, определенная глаголом-инфинитивом (*She returned home to ask for some extra money* – Она вернулась домой, чтобы попросить еще денег);

- Он следует за глаголами: *advise, agree, appear, decide, expect, hope, manage, offer, promise, refuse, seem, want, afford, pretend* и др. (*He offered me to stay at home instead of going out* – Вместо того чтобы куда-то пойти, он предложил мне остаться дома);

- Перед инфинитивом стоит комбинация «определенный глагол + вопросительное слово». В качестве определенных глаголов выступает перечень слов: *know, decide, ask, learn, remember* и др. (*She wants to know why you decided to spend your vacation abroad* – Она хочет знать, почему ты решил провести свой отпуск за границей). Если в предложении два инфинитива с частицей *to*, которые соединены союзами *and* или *or*, частицу перед вторым инфинитивом можно поустить (*I didn't decide where to go and stay* – Я не решил, куда пойти и где остановиться);

- Он стоит после таких прилагательных, как: *glad, nice, happy, sorry, willing, afraid, ashamed* и др. (*I am willing to overlook your mistakes, but I can't do this* – Я хочу не замечать твоих ошибок, но не могу этого сделать);

- Ему предшествуют наречия too и enough (My friend is too shy to take the initiative in acquainting with people – Мой друг слишком стеснителен, чтобы при знакомстве с людьми брать инициативу в свои руки);

- Если предложение составлено на основе конструкции «it + be + прилагательное / ... + of + существительное или местоимение» (It was nice of him to tell the truth about his past – Очень хорошо, что он рассказал правду о своем прошлом);

- Его сопровождает выражение would like / would love / would prefer. Каждое из них подразумевает, что кто-то хотел бы что-то сделать (I would like to move to London - Я бы хотел переехать в Лондон);

- В предложении есть слово only, которое помогает выразить неудовлетворение каким-либо результатом или событием (She went to work only to meet her angry boss – Она пошла на работу, только чтобы встретиться с сердитым начальником);

- Он употреблен после таких существительных и местоимений, как something, somewhere, anyone, nothing. Обычно таким образом показывается, что что-то необходимо или возможно (Let's give them something to talk about – Давайте дадим им тему для разговоров);

- В предложении есть сочетание be+the first / the second, etc. / next / last / best и др. (You were the first to congratulate me with my birthday – Ты первым поздравил меня с днем рождения).

Инфинитив будет употребляться без частицы, если:

- Он употребляется после модальных глаголов (may, can, should, must, etc). Исключением являются модальные глаголы dare / ought / have / be, которые используются с инфинитивом с to (We should tell our parents about the party – Нам следует рассказать родителям о вечеринке);

- Он употребляется после глаголов let, make, see, hear, feel (We saw them kiss – Мы видели, как они целовались). Но, если эти глаголы употребляются в пассивном залоге, их сопровождает инфинитив с частицей to (He was heard to say either he was trying to kill someone or someone was trying to kill him –

Слышали, как он говорил, что либо он пытался кого-то убить, либо кто-то пытался его убить);

- Он употребляется после выражений *had better / would rather* (*You'd better sit down.* – Ты бы лучше сел);

- Он употребляется в вопросительных предложениях, которые начинаются со слов *Why not* (*Why not go to the cinema?* – Почему бы не сходить в кино?).

В английском существуют также специфические инфинитивные конструкции: сложное подлежащее, сложное дополнение, самостоятельный инфинитивный оборот и *for + to + infinitive*. Рассмотрим подробнее две последние.

Самостоятельный инфинитивный оборот (*Absolute Infinitive Construction*) состоит из существительного в общем падеже и инфинитива. В таком обороте существительное обозначает лицо или предмет, совершающий действие, выраженное инфинитивом, или подвергающийся этому действию. Оборот стоит в конце предложения и отделен запятой, на русский язык переводится предложением с союзом «причем», в котором глагол выражает долженствование. Самостоятельный инфинитивный оборот чаще встречается в юридических текстах и в коммерческих документах (контрактах и т. д.): *The sellers offered the buyers 5,000 tons of oil, **delivery to be made in October*** – Продавцы предложили покупателям 5000 тонн нефти, **причем поставка должна была быть произведена** в октябре.

Конструкция *for + to + infinitive* представляет собой сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом при помощи предлога *for* (*Here is the book for you to read* – Вот книга, которую вам надо прочитать). При переводе существительное или местоимение такой конструкции становится подлежащим, а инфинитив – сказуемым. Инфинитив при этом может употребляться как в действительном, так и в страдательном залоге.

Конструкцию можно переводить: 1) инфинитивом, 2) существительным, 3) придаточным предложением.

| Функция | Пример |
|---------------------------|---|
| подлежащее | It is shame for me to ask. Для меня просить – стыдно. |
| сказуемое | The instruction is for the engineers to follow. Инструкция предназначена для того, чтобы инженеры ее выполняли. |
| дополнение | He waited for her to speak. Он ждал, когда она заговорит. |
| определение | The best thing for you to do is to obey. Лучшее, что вам следует сделать – подчиниться. |
| обстоятельство цели | He stepped aside for me to pass. Он отошел в сторону, чтобы я смог пройти. |
| обстоятельство результата | He spoke loud enough for you to hear. Он говорил достаточно громко, чтобы вы могли слышать. |

Единая учебная задача:

1. Изучите теоретический материал. Ответьте на контрольные вопросы.
Вопрос ответ.

Контрольные вопросы:

1. В чем отличие английского и русского инфинитива?
2. В каких случаях в английском инфинитив употребляется с частицей to?
3. В каких случаях в английском инфинитив употребляется без частицы to?
4. Какие инфинитивные конструкции, существующие в английском языке, вы можете назвать?

Домашнее задание до пятницы

Внеаудиторная самостоятельная работа:

Подготовить сообщение:

1. Городской транспорт Великобритании
2. Городской транспорт Америки.
3. Важнейшие дорожные знаки

Самостоятельная работа по выполнению индивидуального проекта:

4. Разработка туристического маршрута: Экскурсия по родному краю
5. Разработка туристического маршрута: Экскурсия по родному городу

План работы над проектом

Работа с учебной и научной литературой, источниками по краеведению
- Вычленение нужной информации и ее правильная обработка

- Непосредственная разработка маршрута,
- Подготовка презентации маршрута

Практическая работа

Тема 1.12 Россия, её национальные символы, государственное и политическое устройство

Изучение, коррекция, повторение и закрепление грамматики. Выполнение лексико-грамматических упражнений.

Цель: совершенствовать умение выполнять упражнения, пользуясь необходимым грамматическим и лексическим материалом.

Переведите текст и ответьте на вопросы. Выполните задания.

The Russian Federation

The Russian Federation (Russia) is the world's largest country in area. It extends from the Arctic Ocean to the Black Sea, and from the Baltic Sea to the Pacific Ocean. It is located in Europe and Asia. Its total area is over 17 million square kilometers. Russia borders many countries, such as Finland, the Ukraine, the Baltic States, China, Mongolia, and others.

The surface of Russia is various. You can see lowlands and highlands, forests and wide grasslands on its territory. The Russian Federation is situated on two plains. The longest mountain chains are the Urals, which separate Europe and Asia, the Caucasus, the Altai. There are many rivers and lakes in our country. Major rivers include the Volga in Europe, the Yenisei, the Ob, the Lena in Asia. Lake Baikal in Siberia is the world's deepest lake.

There are different climatic zones on the vast area of our country.

The population of Russia is over 150 million people. The European part of the country is densely populated. Most of the people (about 70 per cent) prefer to live in cities, towns, and their outskirts. The official language of the country is Russian.

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The head of the state is the President. The President appoints the ministers, but they must be approved by the Federal Assembly. The head of the government is the Prime Minister.

The Russian flag was adopted in 1991. It has three horizontal stripes which symbolize: white - the earth, blue - the sky, red - the freedom. Besides, the Russian flag, there is another national symbol of Russia - a two-headed eagle.

WORDS

| | |
|------------|------------------------|
| to extend | тянуться, простираться |
| to border | границить |
| surface | поверхность |
| densely | густо, плотно |
| to prefer | предпочитать |
| to appoint | назначать |
| to approve | одобрять |
| to adopt | принимать |

Questions:

1. Where is Russia located? 2. Is the Russian Federation the world's largest country in area? 3. The surface of Russia is various? Isn't it? 4. What can you see on its territory? 5. What are the longest mountain chains? 6. Are there different climatic zones on the vast area of our country? 7. How is the European part of the country populated? 8. What is the official language of the country? 9. When was the Russian flag adopted? 10. Is the national symbol of Russia a two or a three headed eagle?

2. Выполните задания.

1. Выпишите предложения с существительными в притяжательном падеже.

2. Выпишите предложение с модальным глаголом.

3. Выпишите предложение с именами прилагательными в превосходной степени сравнения.

4. Найдите в тексте английские эквиваленты следующих слов и словосочетаний:

самая большая страна, простирается, общая площадь, граничит с, низменности, нагорье, самые длинные горные цепи, густо заселена, глава государства, глава правительства, которые символизируют.

5. Из нижеследующих слов составьте предложения. Первое слово предложения начинается с большой буквы.

1. all, of, parts, our, country, in, There, many, rivers, are.
2. has, stripes, three, The Russian, horizontal, flag.
3. is, Russia, various, The surface.
4. two, situated, plains, on, The Russian Federation.
5. 150, is, Russia, , million, of, The Population, over, people.
6. Выпишите предложения, которые соответствуют содержанию текста.
1. The Russian Federation is located in Europe and Asia.
2. Its total area is over 14 million square kilometers.
3. The Russian Federation is situated on three plains.
4. There are many rivers and lakes in our country.
5. The European part of the country is densely populated.
6. The population of Russia is over 100 million people.
7. The Russian flag was adopted in 1990.

Практическая работа

Тема 1.12 Россия, её национальные символы, государственное и политическое устройство

Развитие навыков устной монологической и диалогической речи. Формирование лексико-грамматических навыков в процессе чтения с пониманием основного содержания.

Цель: обучать применению знаний грамматики и лексики в беседе, формировать умение кратко передавать содержание текста, систематизировать языковой материал по заданной теме.

Переведите текст и ответьте на вопросы. Подготовьте краткий пересказ прочитанного текста. Выполните задания.

Moscow

Moscow is the capital of Russia, our Motherland. It was founded in 1147 as a fortress on the Moskva river. The city was ruined during the Tartar invasion in the 13th century. The city was gradually restored and became stronger. The Napoleon army in 1812 destroyed Moscow by fire, but Moscow was soon rebuilt and developed again. Moscow is more than 850 years old. Much water has

flowed under its bridges, and many historic events have left their traces on the city's face.

Modern Moscow is one of the biggest and most beautiful cities of the world. It is one of Russia's major industrial cities with the population of 9.5 million people. Its total area is about 900 thousand square kilometers. Moscow is a political centre, where the government of our country works.

Moscow is a cultural centre. It attracts tourists from all over the world. Moscow is known for its beautiful cathedrals, monuments, theatres, museums, etc. The Bolshoi Theatre, the Tretyakov Art Gallery, the Pushkin Fine Arts Museum, the Kremlin are well-known even abroad. Red Square with its multi-domed St Basil's Cathedral is the heart of Moscow.

Moscow is the city of higher educational institutions. Moscow State University, which is named after the greatest Russian scientist M. Lomonosov, is famous all over the world. All people of Russia are proud of their magnificent and beautiful capital.

Questions:

1. What is the capital of our Motherland?
2. Why does Moscow attract tourists from all over the world?
3. Was Moscow founded in 1147 or in 1157?
4. How old is Moscow?
5. What is its total area?
6. Is Moscow a political centre?
7. What is Moscow known for?
8. All people of Russia are proud of their magnificent and beautiful capital, aren't they?

Выполните задания

1. Выберите из текста предложения со степенями сравнения прилагательных и переведите их.

2. Из нижеследующих слов составьте предложения. Первое слово в каждом предложении дано курсивом.

1. Moscow, The heart, Red Square, of, is.
2. all, the, world, well-known, The Moscow Kremlin, is, over.
3. institutions, city, of, Moscow, higher, is, educational, the.
4. over, tourists, the, attracts, It, from, world, all.
5. than, old, is, Moscow, more, years, 850.

3. Образуйте степени сравнения от прилагательных.

Busy, big, interesting, happy, clever, many, able, sad, merry, expensive.

4. Используйте прилагательные в нужной форме.

1. I think bicycles are (safe) than motorcycles.
2. Tom is (lazy) pupil in our class.

3. Flowers are (pretty) than vegetables.
4. Margaret is (nice) person I know.
5. I think the Beatles' songs are (popular) songs.

Практическая работа

Тема 1.11 Россия, её национальные символы, государственное и политическое устройство

Развитие навыков чтения с детальным пониманием текста публицистического характера.

Цель: формировать навыки чтения с умением извлекать необходимую информацию, совершенствовать и развивать произносительные навыки.

Время занятия-2 часа

Прочитайте и переведите текст. Составьте план к тексту.

The Russian Federation

The Russian Federation is the largest country in the world. It occupies about one seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belorussia, and Ukraine. It also has a sea border with the USA.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia. There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers – the Ob, the Yenisei and the Lena

– flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1.600 meters) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East. On the vast territory of the country there are various of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial center. It is one of the oldest Russian cities.

At present, the political and economic situation in the country is rather complicated. There are a lot of problems in the national economy of the Russian Federation. The industrial production is decreasing. The prices are constantly rising, the rate of inflation is very high. People are losing their jobs because many factories and plants are going bankrupt. But in spite of the problems Russia is facing at present, there are a lot of opportunities for this country to become one of the leading countries in the world. I'm sure that we, the younger generation, can do very much to make Russia as strong and powerful as it used to be.

Практическая работа

Тема 1.13 Англо-говорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции

Изучение, коррекция, повторение и закрепление грамматики. Выполнение лексико-грамматических упражнений. Развитие навыков устной монологической и диалогической речи.

Цель: совершенствовать умение выполнять упражнения, пользуясь необходимым грамматическим и лексическим материалом, развивать навыки устной монологической и диалогической речи, используя выражения разговорного этикета.

1. Переведите текст и ответьте на вопросы. Выполните задания.

The United Kingdom of Great Britain and Northern Ireland.

The United Kingdom of Great Britain and Northern Ireland (UK) occupies a territory of the British Isles (5,500 islands) with the total area of 244, 100 sq. km.

The UK is situated off the north-western coast of Europe between the Atlantic Ocean and the North Sea. It is separated from the continent by the English Channel and the Strait of Dover.

The UK consists of four parts and every part has its national emblem: England - the red rose, Scotland - the thistle, Wales – the daffodil and the leek, Northern Ireland - the shamrock. The capitals of the four parts are London, Edinburgh, Cardiff, and Belfast respectively.

One can't describe the country without mentioning its surface. The island of Great Britain can be divided into two main regions: Lowland Britain and Highland Britain. Lowlands comprise southern and eastern England. Highlands include Scotland, Wales, the Pennines, the Lake District, and the southern peninsula of Britain. Many rivers are flowing through Great Britain, such as the longest Severn with its tributaries, the swiftest Spey, the busiest Thames, etc. All parts of Great Britain are worth seeing.

The population of the UK is over 57 million people. The official language is English, but some people continue speaking their mother tongue.

The flag of the UK is made up of three crosses of the patron saints: the upright red against a white background – St. George of England, the white diagonal against a blue background – St. Andrew of Scotland, the red diagonal against a white background – St. Patrick of Northern Ireland. The English people have the habit of naming their national flag 'the Union Jack'.

The UK is a constitutional monarchy. The Head of the state is the Queen who reigns with the support of Parliament.

For a long time the UK has succeeded in remaining one of the important commercial centres of the world. Nowadays the UK doesn't depend upon economics and industrial manufacturing of other countries.

WORDS

to occupy - занимать

to be situated - находиться

to separate - отделять

patron - покровитель

to succeed - преуспевать, достигать цели

total - общий

to consist of - состоять из

tributary - приток (реки)

to reign - господствовать

Questions:

1. What territory does the UK occupy?
2. Where is the UK situated?
3. What parts does the UK consist of?
4. It is separated from the continent by the English Channel and the Strait of Dover, isn't it?
5. What national emblem has Wales?
6. Is the population of the UK 57 million people?
7. How many crosses is the flag of the UK made up?
8. Who is the head of the state?
9. Nowadays the UK doesn't depend upon economics and industrial manufacturing of other countries, does it?
10. Is the national emblem of England the shamrock?

2. Выполните задания

1. Выпишите предложения в 3 лице единственного числа в Present Indefinite.

2. Выпишите предложения с именами прилагательными в превосходной степени.

3. Переведите письменно предложение One can't describe the country without mentioning its surface.

4. Найдите в тексте английские эквиваленты следующих слов и словосочетаний:

общая площадь, расположено в стороне от, отделяться от континента, соответственно, нельзя описать, протекают через (по), родной язык, белый фон.

5. Из нижеследующих слов составьте предложения. Первое слово, с которого должно начинаться предложение, выделено курсивом.

1. is, off, situated, the North Sea, The UK, the Atlantic Ocean, Europe, between, coast, the, northwestern, of, and.

2. also, the Irish Sea, the North Channel, is, The UK, by, washed, and.

3. its, Every, national, part, the UK, of, has, emblem.

4. continue, Some, mother, tongue, speaking, people, their.

5. doesn't, The UK, depend, manufacturing, upon, countries, other, of.

6. Выпишите предложения, которые соответствуют содержанию текста.

1. The UK is situated off the north-western coast of Europe between the Pacific Ocean and the North Sea..

2. The UK consists of four parts.

3. All parts of Great Britain are worth seeing.

4. The island of Great Britain can be divided into three main regions.

5. The population of the UK is over 57 million people.

6. Nowadays the UK depends upon economics and industrial manufacturing of other countries.

7. The English people have the habit of naming their national flag 'the Union Jack'.

8. It is separated from the continent by the Panama Channel and the Strait of Dover.

Практическая работа

Тема 1.12 Англоговорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции

Формирование лексико-грамматических навыков в процессе чтения с пониманием основного содержания.

Цель: формировать умение читать с полным пониманием прочитанного, активизировать употребление в речи лексических и грамматических знаний.

Переведите текст и ответьте на вопросы. Выполните задания.

London

One can't describe the country without mentioning its capital. London, the capital of the United Kingdom of Great Britain and Northern Ireland, occupies a great area with the population over seven million people. It is situated upon both banks of the Thames. It is the main port and the most important city. London can be divided into three parts: the City of London, the West End, and the East End.

The City, the heart of London, comprises the area of 2.6 sq.km. Less than 6,000 people live there. After finishing their working day more than 500,000 people leave the City. This part of London with numerous banks and offices has succeeded in remaining the financial centre of the UK for a long time.

The West End, the centre of London, is worth seeing. It includes historical palaces, famous parks, large hotels and shops. Rich people enjoy spending their free time and money there.

The East End, the workers' region, is made up of great industrial areas that depend on shipping.

So, the English people have a habit of naming the City – the money of London, the West End – the goods of London, and the East End – the hands of London.

Vocabulary:

| | | |
|--------------|-------|---|
| to comprise | - | охватывать |
| to leave | - | покидать, оставлять |
| numerous | - | многочисленный |
| to include | - | включать |
| to succeed | - | достигать цели, преуспевать |
| to remain | - | оставаться, пребывать в прежнем состоянии |
| to enjoy | - | получать удовольствие, наслаждаться, пользоваться, обладать |
| to depend on | - | зависеть от |
| | goods | - товар, товары |

Questions:

1. What is the capital of the UK?
2. What area does London occupy?
3. How many parts can London be divided into and what are these parts?
4. How many millions of people live in London?
5. What does the West End of London include?
6. Where do rich people like to spend their free time?
7. Is London situated on the river Thames?
8. The City is the heart of London, isn't it?

Выполните задания

1. Выпишите из текста предложения с модальным глаголом и переведите их.

2. Найдите в тексте английские эквиваленты следующих слов и словосочетаний.

Исторические дворцы, проводить время, тратить деньги, расположен на, многочисленные банки, главный порт, иметь привычку.

3. Из нижеследующих слов составьте предложения. Первое слово в каждом предложении дано курсивом.

1. *great*, London, area, occupies, a.
2. The West End, of, centre, is, the, London.
3. *is*, UK, capital, London, the, of, the.

4. city, is, port, the, It, main, most, and, important, the.

4. Вставьте эквиваленты модальных глаголов “can”, “may”, “must”.

1. I ... learn this grammar rule.
2. They can't buy a car now, but they ... buy it in three months.
3. You will ... speak Spanish in another few months.
4. I ... get up early on Mondays.
5. She had to wait 5 minutes for traffic to stop, but in the end she ... to cross the road.

Практическая работа

Тема 1.12 Англоговорящие страны, географическое положение, климат, флора и фауна, национальные символы, государственное и политическое устройство, наиболее развитые отрасли экономики, достопримечательности, традиции

Развитие навыков чтения с детальным пониманием текста публицистического характера.

Цель: формировать навыки чтения с умением извлекать необходимую информацию, совершенствовать и развивать произносительные навыки.

Прочитайте и переведите текст. Составьте план к тексту.

United Kingdom

England has existed as a unified entity since the 10th century. The Union between England and Wales was enacted under the Statute of Rhuddlan in 1284. In the Act of Union of 1707, England and Scotland agreed to permanent union as Great Britain; the legislative union of Great Britain and Ireland was implemented in 1801, with the adoption of the name the United Kingdom of Great Britain and Ireland, but in 1921, the Anglo-Irish treaty formalized a partition of Ireland, although six northern Irish counties remained part of the United Kingdom and became known as Northern Ireland and the current name of the country is the United Kingdom of Great Britain and Northern Ireland. It was adopted in 1927.

Great Britain was the dominant industrial and maritime power of the 19th century. It played a leading role in developing parliamentary democracy and in advancing literature and science. At its zenith, the British Empire stretched over one-fourth of the earth's surface.

United Kingdom is one of five permanent members of the UN Security Council, a founding member of NATO, and of the Commonwealth, a member of the EU, but still remains outside the European Monetary Union. In 1999 the Scottish Parliament, the National Assembly of Wales, and the Northern Ireland Assembly were established. And it is a significant issue in the UK.

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United Kingdom is located in the Western Europe, on the British Islands, including the northern one-sixth of the island of Ireland, between the North Atlantic Ocean and the North Sea, northwest of France. Total territory is 244,820 sq km. It has a border with Ireland. Its climate is temperate, moderated by prevailing southwest winds over the North Atlantic Current. The landscape of UK is mostly rugged hills and low mountains. Nowadays United Kingdom lies near vital North Atlantic sea lanes, only 35 km from France and linked by tunnel under the English Channel.

The lowest point is Fenland - 4 m; the highest one is Ben Nevis 1,343 m. Its natural resources are coal, petroleum, natural gas, tin, limestone, iron ore, salt, clay, chalk, gypsum, lead.

Official languages are English, Welsh (about 26 % of the population of Wales) and Scottish, as a form of Gaelic (about 60,000 in Scotland).

Government type is constitutional monarchy. Administrative divisions of UK are the following:

England is divided into 47 boroughs, 36 counties, 10 districts;

North Ireland is divided into 24 districts, 2 cities, 6 counties;

Scotland is divided into 32 council areas;

Wales is divided into 11 county boroughs, 9 counties and dependent areas.

The Chief of the state is Queen Elizabeth II since 6 February 1952; the Heir of the Crown is Prince

Charles, the son of the queen. He was born on 14 November 1948.

The Head of government is Prime Minister Gordon Brown since 27 June 2007.

Практическая работа

Тема 1.13 Научно – технический прогресс

Выполнение лексико-грамматических упражнений. Пересказ и обсуждение прочитанных текстов.

Цель: совершенствовать умение выполнять упражнения, пользуясь необходимым грамматическим и лексическим материалом, формировать навыки чтения с умением извлекать необходимую информацию, формировать умение кратко передавать содержание текста,

Время занятия-2 часа

Прочитайте и переведите текст. Ответьте на вопросы. Подготовьте краткий пересказ. The Future of the Internet

Everywhere we go, we hear about the Internet. It's on television, in magazines, newspapers, and in schools. One might think that this network of millions of computers around the globe is as fast and captivating as television, but with more and more users logging on everyday and staying on longer and longer, this «Information Superhighway» could be perhaps more correctly referred to as an expressway of big city centre at rush hour.

It is estimated that thirty five to forty million users currently are on the Internet. According to a recent statistics, an average Internet call lasts five times as longer as the average regular telephone call. 10 percent of the Internet calls last 6 hours or longer. This can cause an overload and, in turn, cause telephone network to fail.

The local network was designed for short calls which you make and then hang up, but Internet calls often occupy a line for hours. With so many users in the Internet and their number is growing by 200 percent annually, it certainly provides new challenges for the telephone companies. The Internet, up to

the beginning of the 90s, was used only to read a different texts. Then in the early 90's, a way was made to see pictures and listen to a sound on the Internet. This breakthrough made the Internet to be most demanded means of communication, data saving and transporting.

However, today's net is much more than just pictures, text, and sound. The Internet is now filled with voice massages, video conferencing and video games. With voice massages, users can talk over the Internet for the price of the local phone call.

Nowadays we no longer have to own a computer to access the Internet. Now, -devices such as Web TV allow our television to browse the Web and use Electronic Mail. Cellular phones are now also dialing up the Internet to provide E-mail and answering machine services. The telephone network was not designed and built to handle these sorts of things. Many telephone companies are spending enormous amounts of money to upgrade the telephone lines.

K. Kao and G. Hockman were the first to come up with the idea of using fiber optic cables, as opposed to copper wire, to carry telephone signals. Fiber optics uses pulses of light to transmit binary code, such as that used in computers and other electronic devices. As a result the amount of bandwidth is incredibly raised. Another solution for the problem is fast modems which satisfy the need for speed.

By accessing the Net through the coaxial cable that provides television to our homes, the speed can be increased 1,000 fold. However, the cable system was built to only send information one way. In other words, they can send stuff to us, but we can't send anything back, if there is no modem available.

Yet another way is being introduced to access the Internet, and that is through the use of a satellite dish just like the TV dishes currently used to deliver television from satellites in space to your home. However, like cable connection, the information can only be sent one way.

Faster ways of connecting to the Internet may sound like a solution to the problem, but, just as new lanes on highways attract more cars, a faster Internet could attract many times more users, making it even slower than before. To help solve the problem of Internet clogs, Internet providers are trying new ways of pricing for customers. So, in business time any connection to Net cost more

than your connection in the night. In conclusion, I should add that if we want to keep the Internet usable and fairly fast, we must not only improve the telephone lines and means of access, but also be reasonable in usage.

Questions:

1. How many users are currently in the Internet?
2. How long does an average Internet call last?
3. What can cause the overload of the telephone system?
4. What was the main purpose of the Internet up to the 90s?
5. Do we need to have a computer to get access to the Internet today?
6. Who was the first to come up with the idea of using fiber optic cables?
8. What is the alternative way to get access to the Internet today?

Vocabulary:

| | |
|---|--|
| network — сеть | to captivate — пленить |
| to log on — входить, подключаться | overload — перегрузка |
| to last — длиться | Web TV — веб-телевидение |
| to grow (past grew, p.p.grown) — расти, увеличиваться | |
| video conferencing — видео-конференц-связь | |
| breakthrough — крупное достижение, прорыв | to browse — просматривать |
| voice message — голосовое послание | to dialing up — набирать номер, звонить |
| cellular phone — сотовый телефон | to handle — обращаться, иметь дело с |
| answering machine — автоответчик | fiber optic cables — оптоволоконный кабель |
| amount — количество | binary code — бинарный код, двоичный код |
| кабель | |
| opposed — зд. Вместо | |
| amount of bandwidth — пропускная способность | fast |
| modem — быстрый модем | coaxial cable — коаксильный кабель |
| to increase 1,000 fold — увеличить(ся) в 1000 раз | lane — линии движения |
| satellite dish — спутниковая тарелка | clog |
| — засорение, препятствие | customer |
| — клиент, покупатель | |
| business time — бизнес-время | |

Практическая работа

Тема 1.15 Человек и природа, экологические проблемы

Перевод разговорной речи из видео и аудиоматериалов (с английского на русский язык)

Цель: совершенствовать умение перевода разговорной речи из видео и аудиоматериалов.

Переведите текст. Ответьте на вопросы.

Ecological Problems

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase. Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

Every year world industry pollutes the atmosphere with about 1000 million tons of dust and other harmful substances. Many cities suffer from smog. Vast forests are cut and burn in fire. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of rivers and lakes dry up.

The pollution of air and the world's ocean, destruction of the ozone layer is the result of man's careless interaction with nature, a sign of the ecological crises.

The most horrible ecological disaster befell Ukraine and its people after the Chernobyl tragedy in April 1986. About 18 percent of the territory of Byelarus were also polluted with radioactive substances. A great damage has been done to the agriculture, forests and people's health. The consequences of this explosion at the atomic power-station are tragic for the Ukrainian, Byelorussian and other nations.

Environmental protection is of a universal concern. That is why serious measures to create a system of ecological security should be taken.

Some progress has been already made in this direction. As many as 159 countries — members of the UNO — have set up environmental protection agencies. Numerous conferences have been held by these agencies to discuss problems facing ecologically poor regions including the Aral Sea, the South Urals, Kuzbass, Donbass, Semipalatinsk and Chernobyl.

An international environmental research centre has been set up on Lake Baikal. The international organisation Greenpeace is also doing much to preserve the environment.

But these are only the initial steps and they must be carried onward to protect nature, to save life on the planet not only for the sake of the present but also for the future generations.

Questions:

1. How did people live for thousands of years?
2. What cities appear all over the world today?
3. What pollutes the air we breathe?
4. What is the result of the pollution the atmosphere?
5. Why is environmental protection of a universal concern?
6. What are the initial steps in this direction?

Vocabulary:

ancient — древний

environment — окружающая среда

unlimited — неограниченный

to increase — увеличиваться, возрастать

enterprises — предприятия

activity — деятельность

substances — вещества

rare — редкий

harmony — гармония

riches — богатства

to interfere — вмешиваться

smoky — дымный

by-product — побочный продукт

to pollute — загрязнять

oxygen — кислород

destruction — разрушение

ozone — озон
interaction — взаимодействие
disaster — катастрофа

layer — слой
horrible — ужасный
to befall — пасть (на что-то)

Практическая работа

Тема 2.1 Достижения и инновации в области науки и техники

Ролевая игра «Вывод на рынок нового продукта: его описание, характеристики (спецификация), достоинства, процесс производства, инструкция по эксплуатации».

Цель: тренировать в употреблении лексики в ситуациях, приближенных к естественной обстановке, активизировать речемыслительную деятельность обучающихся.

Переведите текст. Подготовьте диалог для игры, выбирая слова и выражения из текста.

Factors of Production: Capital and Labour.

Factors of production are resources used by firms as inputs for a good or service to be produced. Factors of production are as follows: capital, labour, and natural resources. In economic theory, the term "capital" refers to goods and money used to produce more goods and money. Classifications of capital vary with the purpose of the classification. The most general distinction is the one made between physical, financial, and human capital. Physical capital is land, buildings, equipment, raw materials; Bonds, stocks, available bank balances are included in the financial capital. They both make a great contribution to production.

To group capital into fixed capital and circulating capital is common practice. The former refers to means of production such as land, buildings, machinery and various equipment. They are durable, that is, they participate in the production process over several years. Circulating capital includes both non-renewable goods, such as raw materials and fuel, and the funds required to pay wages and other claims against the enterprise. Non-renewable goods are used up in one production cycle and their value is fully transferred to the final product. Human capital is knowledge that contributes "know-how" to production. It is increased by research and disseminated through education. Investment in human capital results in new, technically improved, products and production processes which improve economic efficiency.

Like physical capital, human capital is important enough to be an indicator of economic development of a nation. It is common, in economics, to understand labour as an effort needed to satisfy human needs. It is one of the three leading elements of production.

Labour has a variety of functions: production of raw materials, manufacturing of final products, transferring things from one place to another, management of production, and services like the ones rendered by physicians and teachers. One can classify labour into productive and unproductive. The former produces physical objects having utility. The latter is useful but does not produce material wealth. Labour of the musician is an example.

Unlike other factors of production, for example capital, once workers are employed, their efficiency can vary greatly with organization of work and their motivation. Demand for labour is influenced by the demand for goods produced by firms, the proportion of wages in total production costs, etc. The supply of labour depends upon the size of population, geographic mobility, skills, education level (human capital), etc.

Workers supply labour either individually or through trade unions. If demand for and supply of labour are not in equilibrium, there is unemployment. The rate of unemployment is a percentage of the total labour force without a job. It is desirable for an economy to have the lowest possible unemployment rate and to achieve higher employment as neither full use of resources nor maximum level of output can be achieved in an economy having unemployment.

Factors of production are combined together in different proportions in

order to produce output. It is assumed in economics that one should choose the combination of factors which minimizes the cost of production and increases profits. The third factor of production, natural resources, poses too many economic problems to be discussed here. We will analyze them in the following unit.

Практическая работа

Тема 2.2 Машины и механизмы. Промышленное оборудование

Активизация лексического материала по теме. Ролевая игра «Подбор персонала на открытые на предприятии вакансии»

Цель: тренировать в употреблении лексики в ситуациях, приближенных к естественной обстановке, активизировать речемыслительную деятельность обучающихся.

Переведите текст. Подготовьте диалог для игры, выбирая слова и выражения из текста.

Things in the office

File, calendar, notice board, computer, monitor, keyboard, filing cabinet, desk, diary, calculator, drawers, wastepaper basket, briefcase.

Office work. Brenda works for a company, which produces furniture. She works in an office, which is just opposite the factory where the furniture is made. This is how she spends her day: She works at a computer most of the time, where she writes letters and reports. She answers phone calls, mostly from retailers. (= shops selling the factory's furniture) She makes phone calls to retailers, and the factory making the furniture. She sends invoices to customers. (= paper showing products sold and the money to pay)

She shows visitors around the factory. She does general paperwork, e.g. filing reports, writing memos, answering letters. She arranges meetings for her boss and other managers in the company.

The 'shop floor' of the factory

This is where products are manufactured (= made). Modern factories have fewer workers than in the past — this is because of automation (= machines do most of the work), and most factories use an assembly line (= an arrangement in which each worker makes a part of the product and then passes it on to the next person or machine). On an assembly line, workers fit/assemble the different parts, and supervisors (= people in charge/control) check/inspect/examine each stage to make sure the product meets the required standard (= is good enough).

Finished goods. Goods (pi) is the general word used for things that are made to be sold. When the product, e.g. a radio, is finished, it is packaged (= put in plastic and then in a box) and stored (= kept) in a warehouse. When a customer, e.g. an electrical shop, orders some of these goods, they are delivered to the shop (= taken to the shop) using road or rail.

Практическая работа

Тема 2.3 Современные компьютерные технологии в промышленности

Ролевая игра «Интервью корреспондента с работниками предприятия (представление, описание личных и профессиональных качеств)».

Цель: тренировать в употреблении лексики в ситуациях, приближенных к естественной обстановке, активизировать речемыслительную деятельность обучающихся.

Переведите текст. Подготовьте диалог для игры, выбирая слова и выражения из текста.

Internet and Modern Life

The Internet has already entered our ordinary life. Everybody knows that the Internet is a global computer network, which embraces hundred of millions of users all over the world and helps us to communicate with each other.

The history of Internet began in the United States in 1969. It was a military experiment, designed to help to survive during a nuclear war, when everything around might be polluted by radiation and it would be dangerous to get out for any living being to get some information to anywhere. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, any two computers on the net will be able to stay in touch with each other as long as there is a single route between them. This technology was called packet switching. Invention of modems, special devices allowing your computer to send the information through the telephone line, has opened doors to the Internet for millions of people.

Most of the Internet host computers are in the United States of America. It is clear that the accurate number of users can be counted fairly approximately, nobody knows exactly how many people use the Internet today, because there are hundred of millions of users and their number is growing. Nowadays the most popular Internet service is e-mail. Most of the people use the network only for sending and receiving e-mail messages. They can do it either they are at home or in the internet clubs or at work. Other popular services are available on the Internet too. It is reading news, available on some dedicated news servers, telnet, FTP servers, etc.

In many countries, the Internet could provide businessmen with a reliable, alternative to the expensive and unreliable telecommunications systems its own system of communications. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for international calls around the world, when you pay a good deal of money.

But saving money is only the first step and not the last one. There is a commercial use of this network and it is drastically increasing. Now you can work through the internet, gambling and playing through the net.

However, there are some problems. The most important problem is security. When you send an e-mail, your message can travel through many different networks and computers. The data is constantly being directed towards its destination by special computers called routers. Because of this,

it is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. But there are many encoding programs available. Not with standing, these programs are not perfect and can easily be cracked.

Another big and serious problem of the net is control. Yes, there is no effective control in the Internet, because a huge amount of information circulating through the net. It is like a tremendous library and market together. In the future, the situation might change, but now we have what we have. It could be expressed in two words— an anarchist's dream.

Практическая работа

Тема 2.4 Отраслевые выставки

Работа с текстом.

Цель: совершенствование и развитие навыков чтения, письменной и устной речи на английском языке. совершенствование и развитие навыков устной и письменной речи, навыков чтения и перевода текста на английском языке.

Прочитайте и переведите текст. Ответьте на вопросы. Выполните упражнения.

Museums

Museums are keepers of historical memory. They appeared at the time when society needed to look back, when they had a cognizance and consciousness need. At present museums still serve for this purpose.

The most popular museums in the world

There are plenty of different museums in the world. Some of them are real leaders: the Louvre in Paris, its old competitor the British Museum in London and others.

Exotic museums of the world

There are even exotic museums. For example, the Museum of Exotic lies Sacred Ties, where you can find only fakes, such as Hitler's artificial moustache, a magic carpet or a radio from 'Titanic'. Another one is the Museum of Broken Relationships. This museum is dedicated to failed love relationships. Its exhibits include objects left over from former lovers accompanied by brief descriptions.

Madame Tussauds is a unique museum

Travelling about London, don't miss the opportunity to visit Madame Tussauds. It's a unique museum displaying waxworks of historical figures, film stars, sports stars and infamous murderers.

Welcome to Pushkin Museum of Fine Arts

If you prefer to stay in Russia, welcome to the Pushkin State Museum of Fine Arts. It has one of the most representative collection of foreign art dated from ancient times to modern days. There are also such exhibits as 'Pushkin and his epoch', iconographic, memorial and historical materials of Pushkin epoch.

Virtual Museums

If you don't even want to go out at all, welcome to the world of Virtual Museums. You will get a great pleasure of them too.

Art - What is art?

Art is a way to show one's emotions or communicate one's thoughts. Art is an important part of people's cultural life. There are different forms of art.

Painting, sculpture, photography

Painting is a practice of applying paint or color to a surface. There are a lot of genres and styles. For example, there are landscape, portrait and still life paintings. There are a lot of famous painters, such as Leonardo da Vinci with his Mona Lisa and Rafael with his Sistine Madonna. Sculpture is one of the plastic arts. The process of work involves carving or modeling. Stone, clay or wood are the most typical materials.

Photography is also a form of art but is characterized by usage of various technical tools. Thanks to technological progress a photographer can create unforgettable images.

Theatre and cinema

Theatre is a form of art where a group of people performs in front of a live audience. The performance is usually based on a real or imagined event. The actors communicate this experience to the public through gestures, songs and words.

Cinema is a relatively new form of art. The action is performed on the screen. Today, cinema is a very popular leisure activity.

Music and architecture.

Music has always been an important part of human's life. Different genres of music can be used for relaxation, awakening, and what not. Everyone has heard about Ludwig van Beethoven, Wolfgang Amadeus Mozart and other great composers. Architectural works are often perceived as a form of art. Architecture is quite versatile. There are a lot of styles, shapes and trends. One can't help admiring the Sagrada Familia by Antoni Gaudi or the Winter Palace by Francesco Rastrelli.

Практическая работа

Тема 2.4 Отраслевые выставки

Составление диалогов

Цель: формировать умение вести диалог-расспрос, строить диалог с другом, используя выражения разговорного этикета по разным темам и активизируя употребление в речи известных лексических и грамматических знаний.

Переведите диалог

1. At an exhibition:

Marie: I've only seen reproductions of Van Gogh's paintings.

Martin: How you can see the real ones here.

Gisela: There's such a long queue to get into the exhibition.

Mike: Yes. I'm surprised how many people are here to see his paintings.

Gisela: I like his portraits.

Marie: And you Mike?

Mike: I like his night scenes.

Martin: Yes, I like the «Starry, Starry Night.»

Mike: And the night cafe scenes.

Martin: Four adults for the Van Gogh exhibition.

Ticket Agent: That's £40.

Mike: Let's leave our jackets in the cloakroom.

Martin: And I'll put my camera in a locker. I can't take pictures in here anyway.

Gisela I hope the guide speaks slowly.

2. You: Have you ever visited the Science Museum?

Your friend: No I haven't. Is there an admission fee?

You: No it is free to enter, but you can make a donation.

Your friend: Sounds good. What exhibitions are on display at the moment?

You: There are many! I would like to visit the Making the Modern World section as they have a collection of technological artifacts from the past to the present day.

Your friend: Sounds like a pretty interesting place to wander around! I bet they have an excellent gift shop.

You: Let's go there this afternoon.

We hope this helps you to plan cultural trips to your local museums or galleries. We would love to hear about your experiences!

Vocabulary:

Science Museum — Музей науки.

Admission fee — Плата за вход.

Donation — Пожертвование.

Exhibitions — Выставки

On display — Выставлены

Technological artifacts — Технологические артефакты.

Wander around — Побродить

Gift shop — Сувенирный магазин

Experiences — Переживания, впечатления.

Практическая работа

Тема 2.4 Отраслевые выставки.

Составление анкет.

Цель: формировать умение составлять анкеты, активизируя употребление в письменной речи лексических и грамматических знаний.

Переведите данное резюме и составьте анкету.

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|--|---|
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| | |
|---------------------------|------------------------|
| an hour's drive | часовая езда |
| a week's rest | недельный отдых |
| a year's absence | годовое отсутствие |
| today's newspaper | сегодняшняя газета |
| a mile's distance | расстояние в одну милю |
| названия стран и городов: | |
| Canada's population | население Канады |
| London's museums | музеи Лондона |

Примечание.

Форму притяжательного падежа могут принимать также такие существительные как world, country, city, ship. Например:

| | |
|----------------------|---------------------|
| my country's history | история моей страны |
| the city's council | городской совет |
| the ship's crew | команда корабля |

5 Существительное в притяжательном падеже употребляется главным образом в функции определения к другому существительному.

Примечания.

1. В ряде случаев существительное в общем падеже, употребляемое в функции определения (т.е. стоящее перед другим существительным в общем падеже), может передавать значение принадлежности, например:

cow's milk = cow milk коровье молоко

the city's council = the city council городской совет

2. Значение принадлежности может также выражаться аналитическим путем – сочетанием предлога of с именем существительным,

the boy's father = the father of the boy отец мальчика

Jack London's novels = the novels of Jack London романы Джека Лондона

6. Иногда существительное в притяжательном падеже может употребляться без определяемого слова, самостоятельно.

а) Когда определяемое слово опускается во избежание повторения, например:

| | |
|---|----------------------------------|
| My room is bigger than Pete's (= than Pete's room). | Моя комната больше комнаты Пита. |
|---|----------------------------------|

б) Для названия учреждений, магазинов или домов, где живут родственники, друзья, знакомые, например:

| | | |
|---------------|----------|--|
| the baker's | булочная | В целом значения русских падежей передаются в английском языке сочетаниями |
| the chemist's | аптека | |
| the grocer's | бакалея | |
| at Timothy's | у Тимоти | |

предлогов of, to, for, by, with, about с существительными в форме общего падежа, а также порядком слов — определенным расположением слов в предложении и словосочетании

| | | |
|-------|--|--|
| И. п. | Мой брат — студент. | My brother is a student. |
| Р. п. | столица страны | the capital of the country |
| Д. п. | Передай привет своей сестре. | Give my regards to your sister. |
| В. п. | Я перевел текст. | I have translated the text. |
| Т. п. | Эта книга написана американским писателем. | This book was written by an American writer. |
| П.п. | Они говорят о новом фильме. | They are speaking about new film. |

Порядок слов в английском предложении. (The word order)

Вспомним, что в английском языке каждый тип предложения имеет твёрдый порядок слов, т.е. каждый член предложения имеет своё определённое место в предложении.

Порядок слов в утвердительном предложении таков:

- а) подлежащее (тот, кто совершает действие, обозначенное сказуемым);
 - б) сказуемое (действие или состояние подлежащего);
 - в) дополнение (на что направлено действие);
 - г) обстоятельство (где, когда, как совершается действие; может занимать место в начале или конце предложения);
 - д) определение (обычно относится к имени существительному, местоимению или герундию и может занимать место перед определяемым словом или после него).
- Приведём схему повествовательного предложения:

| подлежащее | сказуемое | дополнение | обстоятельство образа места времени действия | | |
|------------|-----------|-------------|--|-------------------|--------------|
| I | met | the teacher | by chance | in the country | in summer |
| Я | встретил | учителя | случайно | за городом | летом |

Если вы хотите правильно говорить по-английски, то следуйте правилу:

- в английском утвердительном предложении, как правило, подлежащее находится перед сказуемым;
- в вопросительных же предложениях, в состав которых входит вспомогательный глагол, подлежащее ставится после этого глагола.

Имя прилагательное (The Adjective).

Общие сведения

Имя прилагательное — часть речи, обозначающая признак предмета:

| | |
|--------------------|-----------------------|
| a black cat | черная кошка |
| a young man | молодой человек |
| a good pupil | хороший ученик |
| English literature | английская литература |
| fine weather | хорошая погода |

По своему значению прилагательные делятся на качественные и относительные. Качественные прилагательные обозначают такие признаки (качества) предмета, которые отличают один предмет от другого по форме, по размеру, по свойству, по цвету, по вкусу, по весу и т.д. Эти качества могут быть присущи предмету в большей или меньшей степени, поэтому качественные прилагательные имеют формы степеней сравнения: положительную (которая является основной формой прилагательного), сравнительную, превосходную.

Существуют три способа образования степеней сравнения английских прилагательных:

1. при помощи прибавления суффиксов –er и -est к основной форме;
2. за счет употребления слов more и most перед основной формой;
3. путём образования степеней сравнения от разных корней.

Односложные прилагательные образуют форму сравнительной степени при помощи суффикса –er, а форму превосходной степени при помощи суффикса –est, которые прибавляются к основной форме.

large-larger- (the) largest hot - hotter –(the) hottest

Некоторые двусложные прилагательные: а) имеющие ударение на втором слоге и б) оканчивающиеся на –y, -ow, -er, -le, образуют степени сравнения этим же способом.

polite - politer –(the) politest funny – funnier – (the) funniest
narrow – narrower – (the) narrowest able – abler – (the) ablest

Большинство двусложных прилагательных, а также прилагательные, состоящие из трех или более слогов, образуют сравнительную степень при помощи слова more- более, а превосходную – most- наиболее. Эти слова ставятся перед прилагательным в форме положительной степени.

interesting-more interesting- (the) most interesting

Относительные прилагательные передают такие признаки предмета, которые не могут быть в предмете в большей или меньшей степени. Обычно они обозначают материал, из которого сделан предмет, место действия, область знаний, эпоху и т.д.

Относительные имена прилагательные не имеют степеней сравнения и не сочетаются с наречием very очень.

Прилагательные good, bad, much, many, little образуют степени сравнения от разных корней.

good – better – (the) best bad – worse – (the) worst
much, many – more – (the) most little - less – (the) least

Если при сравнении предметов (явлений) один предмет уподобляется другому, то в таком предложении используется союз as...as такой...как, а прилагательное стоит в положительной степени. Например:

He is as brave as a lion. Он храбр, как лев.

Если сравниваемые предметы обладают одним и тем же признаком в разной степени, то в предложении употребляются либо союз than чем и прилагательное в сравнительной степени, либо союз not so...as не такой..., как и прилагательное в положительной степени.

She is prettier than her sister. Она более хорошенькая, чем её сестра.

Her sister is not so pretty as she is. Её сестра не такая хорошенькая, как она.

Сравнительные конструкции с прилагательными

1. Если при сравнении предметов (явлений) один предмет уподобляется другому, то в таком предложении используется союз as... as такой... как, а прилагательное стоит в положительной степени. Например:

He is as brave as a lion.

Он храбр, как лев.

She is as fresh as a daisy.

Она свежа, как маргаритка.

She was as poor as a church mouse.

Она была бедна, как церковная мышь.

2. Если сравниваемые предметы обладают одним и тем же признаком в разной степени, то в предложении употребляются либо союз *than* чем и прилагательное в сравнительной степени, либо союз *not so... as* не такой..., как и прилагательное в положительной степени.

Например:

She is prettier than her sister.

Она более хорошенькая, чем ее сестра.

Her sister is not so pretty as she is.

Ее сестра не такая хорошенькая, как она.

Конструкция типа “The more..., the better”.

Английское предложение, две части которого (разделенные запятой) начинаются с прилагательного или наречия в сравнительной степени с определенным артиклем перед ними, переводится на русский язык при помощи парного союза *чем... тем...:*

The more we read, the more we know.

Чем больше мы читаем, тем больше мы знаем.

Употребление прилагательных

В предложении имя прилагательное употребляется в функциях определения и именной части составного именного сказуемого.

Предложение

Грамматическая функция
прилагательного

1. London is a beautiful city.

Лондон — красивый город.

Определение

2. London is beautiful. Лондон красив.

Именная часть сказуемого

Имя прилагательное в качестве определения может стоять в предложении между артиклем или другим определителем (притяжательным, указательным или другим местоимением) и существительным. Например:

This beautiful young woman is my elder sister.

Эта красивая молодая женщина — моя старшая сестра.

Their old garden is surrounded by a

Их старый сад окружен высокой

high wall.

стеной.

We have no woolen stockings at present.

Сейчас у нас нет шерстяных чулок.

The Present Simple Tense (Настоящее неопределенное время)

The Present Simple Tense выражает обычное, повторное действие. Часто употребляется со словами *always* всегда, *usually* обычно, *sometimes* (иногда), *often* (часто), *seldom* (редко) *every day* (week, year) каждый день (неделю, год) и т. д.:

We live in Moscow.

Мы живем в Москве.

Утвердительная форма глагола в the Present Simple Tense совпадает с инфинитивом без частицы *to*:

to study — учиться;

I study — я учусь.

В 3-м лице единственного числа к глаголу добавляется окончание -s (-es):
to speak — he speaks, to see — she sees, to wash — she washes, to dress — she dresses, to do — he does, to pay — he pays, to study — he studies.

Данное окончание -s (-es) читается как:

[z]-после звонких согласных и гласных: decide-decides, go-goes;

[s]-после глухих согласных: help-helps;

[ɪz]-после шипящих и свистящих согласных: finish-finishes;

Если глагол оканчивается на -o, -s, -ss, -sh, -ch, -x, то в 3-ем лице единственного числа к нему прибавляется окончание (-es): go-goes, discuss-discusses, wash-washes.

Если глагол оканчивается на -y с предшествующей согласной, то в 3-ем лице единственного числа -y изменяется на -i и прибавляется окончание -es: study-studies, но play-plays.

Вопросительная и отрицательная формы глагола в the Present Simple образуются с помощью вспомогательного глагола to do в форме do и does (для третьего лица единственного числа) и смыслового глагола в инфинитиве без частицы to. В вопросительном предложении вспомогательный глагол выносится перед подлежащим, а в отрицательном — стоит после подлежащего и между ним и смысловым глаголом ставится отрицательная частица not:

Do you study English?

Вы изучаете английский?

Does he study English?

Он изучает английский?

We do not study English.

Мы не изучаем английский.

He does not study English.

Он не изучает английский.

Модальные глаголы и их эквиваленты (MODAL VERBS AND THEIR EQUIVALENTS)

Модальные глаголы выражают не само действие или состояние, а отношение к ним со стороны говорящего. С помощью модальных глаголов можно показать, что действие возможно или невозможно, обязательно или не нужно, вероятно или неправдоподобно, желательно и т.д. Модальными являются глаголы can, may, must, should, would, need.

Особенностью модальных глаголов является то, что они:

не имеют полного самостоятельного значения и употребляются в сочетании с инфинитивом смыслового глагола (без частицы to); исключение: ought to.

не имеют инфинитива, причастия, герундия;

не имеют окончания -s в 3-м лице единственного числа настоящего времени;

не имеют формы прошедшего времени, кроме can и may (could, might), и будущего времени;

5) образуют вопросительную и отрицательную формы без вспомогательного глагола to do:

May I take your dictionary?

He cannot drive a car.

Модальные глаголы can, may must и их эквиваленты представлены в следующей таблице:

| | | | |
|---------|---------------------|------------------------|----------------------------------|
| Present | Возможность | Разрешение v v v | Долженствование |
| | CAN-to be able (to) | MAY—to be allowed (to) | MUST—to have (to), to be (to) |

| | | | | | | |
|---------------|-----------------|--|-----------------------------|--|-----------------------|---|
| | I can Я могу | I am able (to) Я могу (в состоянии), умею | I may Мне разрешается | I am allowed (to) Мне позволяют | I must Я должен | I have (to) Я должен (мне приходится, я вынужден) I am (to) Я должен (мне предстоит) |
| Futur Past | I could | I was able (to) | I might | I was allowed (to) | | I had (to) I was (to) |
| Futur e | | I shall be able (to) | | I shall be allowed (to) | | I shall have (to) |

Рассмотрим примеры употребления модальных глаголов.

Can

Глагол can имеет значение мочь, обладать физической или умственной способностью: can (настоящее время) могу, может, можем и т.д.; could (прошедшее время) мог, могла, могло и т.д.

Например:

Even a child can lift it. Даже ребенок может поднять это (это легко сделать).

Can you speak English? Вы можете говорить по-английски?

Сочетание to be able быть в состоянии с последующим инфинитивом с частицей to является эквивалентом глагола can и восполняет его недостающие формы.

May

Глагол may имеет значения разрешения и предположения: may (настоящее время) могу, может, можем и т.д.; might (прошедшее время) мог, могли и т.д. Например:

May I come in? Можно мне войти?

He may be at home. Он, может быть, дома.

Сочетания to be allowed и to be permitted с последующим инфинитивом с частицей to являются эквивалентом глагола may и восполняют его недостающие формы в значении мочь, иметь разрешение:

He was allowed to come in. Ему разрешили войти.

Must

Глагол must выражает необходимость, моральную обязанность и соответствует в русском языке словам должен, нужно, надо. Глагол must имеет только одну форму настоящего времени:

You must do it yourself. Вы должны это сделать.

Наряду с глаголом must и взамен его недостающих форм употребляются его эквиваленты to have (должен, вынужден в силу обстоятельств) и to be (должен в силу запланированности, намеренности действия), а следующий за ними инфинитив имеет частицу to:

| Глагол (назначение) | Настоящее | Прошедшее | Будущее |
|--|-----------|-----------|---------------------------------------|
| неизбежность: надо, необходимо must | must | | |
| вынужденность (в силу непредвиденных обстоятельств): приходится, вынужден to have (to) | have (to) | had (to) | shall have (to) will have (to) |

| | | | |
|---|------------------------|--------------------|--|
| Обусловленность (планом, договоренностью): предстоит to be (to) | am is are } (to) | was were } (to) | |
|---|------------------------|--------------------|--|

It was raining heavily and we had to stay at home.

Шел сильный дождь, и мы вынуждены были остаться дома.

He is to take his exam in June.

Он должен сдавать этот экзамен в июне.

Ought

Глагол ought выражает моральный долг, желательность действия, относящиеся к настоящему и будущему времени. На русский язык ought переводится словами следовало бы, следует, должен. После ought инфинитив всегда употребляется с частицей to:

You ought to see a doctor.

Тебе следовало бы обратиться к врачу.

Should

Глагол should в качестве модального глагола выражает обязанность, желательность действия, совет, рекомендацию. На русский язык should переводится как следует, должен, обязан:

Would

Глагол would в качестве модального глагола может выражать:

а) обычные и повторяющиеся действия в прошлом (в этом значении он является синонимом выражению used to):

He would spend hours in the Tretyakov Gallery.

Он обычно проводил многие часы в Третьяковской галерее.

He used to spend hours in the Tretyakov Gallery.

Он любил проводить многие часы в Третьяковской галерее.

б) упорное нежелание выполнить какое-то действие:

I asked him to do it but he wouldn't.

Я попросил его сделать это, но он ни за что не хотел.

в) присущее свойство, характеристику (часто встречается в технической литературе):

Paper would burn.

Бумага хорошо горит.

Need

Need может употребляться как модальный глагол и как правильный глагол. Как модальный глагол need имеет только одну форму. Он в основном употребляется в отрицательных предложениях:

You needn't come here today.

Тебе не нужно приходить сюда сегодня.

Вопросительные предложения.

Общие сведения.

В английском языке существуют 4 типа вопросительных предложений: общий вопрос, специальный вопрос, разделительный и альтернативный вопросы.

Вопросительные предложения, начинающиеся с личной формы глагола и требующие ответа «да» или «нет», называются общими вопросами.

Ответом на общий вопрос может быть как кратким, так и полным. Наиболее обычной формой ответа является краткая форма. Она начинается словами yes или no, за которыми следует подлежащее, выраженное соответствующим местоимением, и личная форма глагола:

Is Nick busy? - Yes, he is.

Is it a desk? - No, it isn't.

Специальный вопрос относится к одному члену предложения, поэтому всегда начинается с вопросительного слова, заменяющего тот член предложения, к которому он относится. За вопросительным словом следует личная форма глагола, а затем подлежащее предложения:

What's this? - It's a pen.

Where is she? - She is at home.

Альтернативный вопрос состоит из двух частей, соединенных союзом or.

Его первая часть строится по типу общего вопроса, а вторая представляет собой альтернативу к одному из членов первой части и присоединяется с помощью союза or:

Is it a pen or a pencil? - It's a pen.

Разделительный вопрос состоит из двух частей: утвердительного или отрицательного повествовательного предложения и краткого вопроса.

Этот тип вопроса употребляется в том случае, когда говорящий предполагает получить подтверждение высказывания, содержащегося в первой части предложения, или стремится уменьшить категоричность своего суждения.

К утвердительному предложению добавляется отрицательный вопрос, построенный по типу общего вопроса, а к отрицательному – утвердительный вопрос. Разделительный вопрос может соответствовать русским вопросам «не так ли?», «не правда ли?», «да?».

This is a map, isn't it?

This isn't a map, is it?

4. Оценочные средства для промежуточной аттестации

Предметом оценки служат умения и знания, предусмотренные ФГОС по дисциплине ОУП.03 ИНОСТРАННЫЙ ЯЗЫК, направленные на формирование общих и профессиональных компетенций.

Вопросы на экзамен по дисциплине «Иностранный язык»

1. Личные местоимения.
2. Притяжательные местоимения.
3. Указательные местоимения.
4. Повелительное наклонение.
5. Глагол “to be” в Present Simple.
6. Глагол “to be” в Past Simple.
7. Глагол “to be” в Future Simple.
8. Имя существительное. Род. Число. Притяжательный падеж.
- 9.оборот there is/ there are.
10. Местоимения little, few.
11. Неопределенный артикль.
12. Определенный артикль
13. Степени сравнения имен прилагательных.
14. Степени сравнения наречий.
15. Неопределенные местоимения some, any, no и их производные.
16. Числительное.
17. Предлоги в английском языке. Предлоги времени.
18. Предлоги места.
19. Предлоги направления.
20. ThePresentSimpleTense.
21. ThePastSimpleTense.
22. TheFutureSimpleTense.
23. ThePresentContinuous. Tense.
24. ThePastContinuous. Tense.
25. TheFutureContinuous. Tense.
26. Употребление Present Simple и Present Continuous.
27. ThePresentPerfectTense.
28. ThePastPerfectTense.
29. TheFuturePerfectTense.
30. Согласование времен в главном и придаточном предложении.

ЗАДАНИЕ (практическое) № 1

Задание 1. Замените выделенные слова личными местоимениями.

1. Peter helped the pupils to translate the text. 2. Mother asked Mary to wash the plates. 3. My friend writes a letter to his sister. 4. Jane took 3 books from the library (there). 5. His cousins live in Moscow.

ЗАДАНИЕ (практическое) № 2

Задание 2. Составьте и напишите предложения, обращая внимание на порядок слов.

1. Is, best, she, friend. 2. Study, students, our, well, very. 3. Have, many, I, books. 4. Capital, the, Moscow, is, Russia, of. 5. No, book, the, is, table, on, there.

ЗАДАНИЕ (практическое) № 3

Задание 3. Употребите нужное возвратное местоимение:

1. I shall ask her.... 2. She wants to do it.... 3. She washed.... 4. You will answer the letter.... 5. He looked at... in the mirror. 6. I shall talk with her.... 7. They did the home task.... 8. He doesn't like to speak about... 9. The book... is very good, but not the price... 10. Boys and girls, do it....

ЗАДАНИЕ (практическое) № 4

Задание 4. Попросите (прикажите) по-английски:

1. Иди в магазин. 2. Дайте мне мою ручку. 3. Откройте эту книгу и читайте текст. 4. Не давай им эту тетрадь. 5. Не бери ее ручку. 6. Говорите по-английски, пожалуйста.

ЗАДАНИЕ (практическое) № 5

Задание 5. Заполните пропуски нужной формой глагола to be.

1. He... born in 1999. 2. They... not students now. 3. We... good friends at the Institute. 4. It... a very interesting story. 5. Who... absent today? 6. My father... a worker. 7. What... you? 8. ... she a doctor? 9. Those... your pens. 10. Where... this notebook? It... on the shelf.

ЗАДАНИЕ (практическое) № 6

Задание 6. Напишите цифрами:

1) twenty eighteen; 2) the twenty fourth of June; 3) two eighths; 4) fifty point eight nine; 5) one fourth; 6) the second of December; 7) fifteen sixty six; 8) nought point seven five; 9) It is a quarter to nine. 10) It is half past six. 11) It is twenty five past four. 12) It's ten to eleven.

ЗАДАНИЕ (практическое) № 7

Задание 7. Напишите следующие существительные во множественном числе: box, sheep, place, mouse, glasses, bush, country, day, knife, month, hero, goose, deer, man, play, child, fish, woman, money.

Задание для проведения экзамена:

ЗАДАНИЕ (теоретическое) № 1

1. Ситуативное общение на тему: **“About myself”**.
2. Ситуативное общение на тему: **“My working day”**.
3. Ситуативное общение на тему: **“My day off”**.
4. Ситуативное общение на тему: **“My meals”**.
5. Ситуативное общение на тему: **“Travelling”**.
6. Ситуативное общение на тему: **“My friend”**.
7. Ситуативное общение на тему: **“Seasons and weather”**.
8. Ситуативное общение на тему: **“Great Britain”**.
9. Ситуативное общение на тему: **“London”**.
10. Ситуативное общение на тему: **“My town/city”**.
11. Ситуативное общение на тему: **“Introducing myself”**.
12. Ситуативное общение на тему: **“My daily routine”**.
13. Ситуативное общение на тему: **“My weekends”**.
14. Ситуативное общение на тему: **“Meals in Britain”**.
15. Ситуативное общение на тему: **“My best trip”**.
16. Ситуативное общение на тему: **“My best friend”**.
17. Ситуативное общение на тему: **“My favourite season”**.
18. Ситуативное общение на тему: **“The United Kingdom of Great Britain”**.
19. Ситуативное общение на тему: **“The capital of the UK”**.
20. Ситуативное общение на тему: **“My native town”**.

ЗАДАНИЕ (практическое) № 2

Грамматический практикум:

№ 1

Образуйте сравнительную и превосходную степени от следующих прилагательных и наречий:

large, easy, hot, bad, low, little, many, far, wonderful, quickly, interesting, comfortable, beautiful.

№ 2

Употребите соответствующий предлог, где необходимо.

1. Last week he went... Moscow. 2. They will go... the college tomorrow. 3. She goes... work... bus. 4. I come home... school very late. 5. Take my book... him, please. 6. Come... the room. 7. Take the pen and the pencil... the table. 8. Put them ... the bag. 9. Take the bag ... the table and go ... your desk.

№ 3

Составьте письменно все типы вопросов к следующему предложению.

1. Our teacher knows several foreign languages. 2. He has graduated from our University last year. 3. We shall go to Samara next week. 4. They are working in our garden.

№ 4

Вставьте somebody, anybody, nobody или everybody.

1. ... knows that plants like water. 2. Is there... here who knows English? 3. You must find... who can help you. 4. ... knew anything about our home task. 5. The question is very easy. ...can answer this question. 6. There is... in the next room. I don't know him.

№ 5

Поставьте глаголы, данные в скобках, в нужную форму.

1. Peter and Ann (go) away five minutes ago. 2. I (write) the letter but I (not send) it. 3. He just (go) away. 4. She already (answer) the letter. 5. She (answer) it on Tuesday. 6. I just (tell) you the answer. 7. I (read) that book in my summer holidays. 8. I (not see) him for three years. 9. I (be) glad to see him again some time. 10. What you (do)? — I (copy) the text from the textbook now. 11. He (go) to Moscow next week? 12. He (not smoke) for a month. He is trying to give it up. 13. I usually (leave) home at seven and (get) here at twelve.

№ 6

Переведите предложения на русский язык.

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

№ 7

Переведите предложения на английский язык.

1. В воскресенье у нас нет уроков. 2. Мы живем в Самаре, на улице Чехова. 3. Переведите этот текст с английского на русский. 4. Уроки начинаются в 9 часов. 5. Возьмите эту книгу у него. 6. Дайте эту книгу ему. 7. На столе была книга. 8. Мы работаем с 8 утра до 6 вечера. 9. Учитель вошел, взял книгу со стола и вышел из класса. 10. Мы работали в течение урока.

№ 8

Поставьте к следующим предложениям вопросы:

- 1) общие;
- 2) специальные;
- 3) разделительные.

1. There is a book on the table. 2. He must work hard today. 3. We are leaving for Moscow next week. 4. We were reading the whole evening. 5. They don't go to work on Sunday.

№ 9

Переведите на английский язык, употребляя неопределенные (или отрицательные) местоимения и их производные.

1. Есть кто-нибудь здесь? 2. В саду никого нет. В нашей комнате есть кто

ни будь? 4. В классе есть кто-то. 5. В саду есть кто-нибудь? – Там никого нет. 6. На столе есть что-нибудь? — Нет, там ничего нет. 7. В сумке что-то есть. 8. В этой книге есть что-нибудь интересное?

№ 10

Определите время сказуемого в следующих предложениях.

- 1) **Present Indefinite**
- 2) **Past Indefinite**
- 3) **Future Indefinite**

1. His sister studies at school. 2. You will see him tomorrow. 3. I went to the college at 7 o'clock. 4. Who took my book? 5. They work every day. 6. I shall read this book next week. 7. We translated this text last lesson. 8. What books does he usually read? 9. She will visit you soon. 10. We shall be good specialists in some years.

№ 11

Поставьте предложения в вопросительную и отрицательную формы.

1. He studies at the college. 2. They play football well. 3. We usually watched TV in the evening. 4. Our teacher asks many questions. 5. Nick worked at school last year. 6. We shall go to St. Petersburg in summer. 7. They went to Moscow. 8. He will visit us some day.

№ 12

Переведите на английский язык.

1. Он писал письмо, когда я пришел к нему. 2. Он делал свою работу, пока его братья играли в футбол. 3. Я упал, когда играл в футбол. 4. Мы делали уроки, когда пошел дождь. 5. Когда учитель писал на доске, новая ученица вошла в класс. 6. Когда зазвонил телефон, я работал в саду. 7. Я увидел своих одноклассников, когда я шел по улице. 8. Начался дождь, когда мы наблюдали за игрой.

№ 13

Переведите предложения на английский язык.

1. Вам больше нравится английский язык или французский? 2. Он живет в Ростове или в Москве? 3. Она его младшая или старшая сестра? 4. Студенты уже сдали экзамены или нет? 5. Петровы поедут летом на юг или на север? 6. Ваш друг учится в колледже или в университете? 7. Он знает ее лучше или вы?

№ 14

Используйте соответствующий предлог, где необходимо.

1. There is a picture... the wall. 2. What street do you live...? 3. ...Sunday we often swim...the river. 4. Last week he went... Moscow. 5. They will go... the college tomorrow. 6. She goes... work... bus. 7. My brother stayed... home... the evening. 8. Many people travel... train. 9. I see many books... the table and ...the bookcase. 10. I

was born... the first... October.

№ 15

Переведите предложения.

1. Чарльз Диккенс — один из самых известных писателей в мире.
2. Этот рассказ интереснее, чем тот.
3. Ваш дом выше нашего? Нет, он такой же высокий, как ваш.
4. Это — самая прекрасная картина во всей коллекции.
5. Российская Федерация больше Великобритании.
6. Он сделал работу быстрее, чем вы.
7. Чем больше вы работаете, тем легче сдавать экзамены.
8. Его работа лучше вашей, но работа Анны — самая лучшая.

№ 16

Раскройте скобки, употребив нужную степень прилагательного/наречия.

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

№ 17

Вставьте much/many, little/few, a little/ a few.

1. Have you got... time before the lesson?
2. She gave him... water to wash his hands and face.
3. He had.... English books at home, so he went to the library.
4. After the lesson everybody felt... tired.
5. I like it here. Let's stay here... longer.
6. There were... new words in the text and Peter spent... time learning them.
7. There was... sugar in the bowl, and we put ... sugar there.
8. I know French... and I can help you with the translation of this text.

№ 18

Напишите следующие предложения в прошедшем и будущем временах:

1. There is much snow in winter.
2. There are 6 theatres in our city.
3. There is no lift in our house.
4. There are many new books in our library.
5. There is little milk in the bottle.
6. There are 3 rooms in our flat.
7. There is a map on the wall.

№ 19

Вставьте to be в нужной форме:

1. There... a telegram on the table.
2. ... there any telegrams from Moscow? Yes, there... some.
3. ... there ... a flight for Moscow tomorrow? Yes, there... 4. There... much snow last winter.
5. There... a lot of stars and planets in space.
6. ... there... a lift in your future house? Yes, there 7. Some years ago there ... many old houses in our street.
8. ... there any lectures yesterday? No, there... 9. ... there a lamp over the table? Yes, there... 10. ... there any interesting stories in this book?

№ 20

Поставьте вопросы к следующим предложениям:

1. There are some new pupils in our group. 2. There is no book on the table. 3. There were many old houses in our street. 4. There are 4 seasons in a year. 5. There will be a conference next week. 6. There are many large cities in our country. 7. There was nobody in the room. 8. There are 7 days in a week. 9. There is something on the shelf. 10. There are many places of interest in London.

Критерии оценки:

Оценка «отлично»: устная и письменная работа выполнена в полном объеме, либо, при наличии 1-2 мелких погрешностей;

Оценка «хорошо»: устная и письменная работа выполнена в полном объеме, но при наличии 1-2 недочётов;

Оценка «удовлетворительно»: устная и письменная работа выполнена более чем наполовину или в работе допущены 1-2 грубые ошибки, много недочётов, мелких погрешностей

Оценка «неудовлетворительно»: устная и письменная работа выполнена менее чем наполовину;

Грубая ошибка – полностью искажено смысловое значение понятие определения;

Погрешность отражает неточные формулировки, свидетельствующие о нечетком представлении рассматриваемого объекта;

Недочёт – неправильное представление об объекте, не влияющего кардинально на знания, определённые программой обучения;

Мелкие погрешности – неточности в письменной или устной речи, не искажающие смысла ответа или решения, случайные опiski и т.п.