

**Методические указания к практическим занятиям**  
по дисциплине  
**Иностранный язык (английский)**  
программы подготовки специалистов среднего звена  
специальностей

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*15.01.05. Сварщик (электросварочные и газосварочные работы).*

*35.02.07. Механизация сельского хозяйства.*

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Целью данных методических указаний по дисциплине «Иностранный язык» (английский) является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков и овладение опытом творческой, исследовательской деятельности.

Практические занятия содержат тематические текстовые материалы, упражнения на расширение словарного запаса, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

*Задачи практических занятий по дисциплине «Иностранный язык» (английский):*

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;
- сформировать умения применять полученные знания на практике;
- выработать при решении поставленных задач таких профессионально значимых качеств, как самостоятельность, ответственность, точность, творческая инициатива.

*Цель практических занятий по дисциплине «Иностранный язык» (английский):*

- формировать у студентов навыки устной речи по профессиональной тематике;
- развивать потребность и умение пользоваться справочной литературой;
- развивать умение высказываться целостно, как в смысловом, так и в структурном отношении;
- развивать навыки чтения с полным пониманием основного содержания текста;
- активизировать знание грамматических форм и синтаксических оборотов, употребительных в специальной литературе.

В результате изучения дисциплины «Иностранный язык» (английский) в соответствии с примерной программой обучающийся должен уметь:

### говорение

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

### аудирование

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

### чтение

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

### письменная речь

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

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

В результате освоения учебной дисциплины обучающийся должен знать/понимать:

- значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;
  - языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета, перечисленные в разделе «Языковой материал» и обслуживающие ситуации общения в рамках изучаемых тем;
  - новые значения изученных глагольных форм (видовременных, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;
  - лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;
  - тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по специальностям СПО;
- использовать приобретенные знания и умения в практической и профессиональной деятельности, повседневной жизни.

## **МЕТОДИКА ПОДГОТОВКИ И ПРОВЕДЕНИЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ**

В соответствии с методикой заранее формулируется тема практического занятия, ставятся конкретные цели и задачи, достигаемые в процессе выполнения практического занятия. Приводится перечень основной и дополнительной литературы, необходимой для выполнения практического занятия.

Проверка теоретической подготовленности обучающихся проводится непосредственно во время проведения практического занятия.

Начинать работу рекомендуется с ознакомления с кратким теоретическим материалом, касающимся практического занятия. Затем осуществляется контроль понимания учащимися наиболее общих терминов. Далее следует разбор проведения задания практического занятия. В том случае, если практическое занятие не содержит творческого задания, а связано с изучением и анализом теоретического материала, необходимо более подробно остановиться на теоретических сведениях и ознакомиться с источниками литературы, необходимыми для выполнения данного практического занятия.

Каждое из практических занятий может представлять небольшое законченное исследование одной из тем изучаемой дисциплины.

В ходе каждого занятия необходим контроль. Контрольные вопросы должны способствовать более глубокому изучению дисциплины. Также контрольные вопросы должны помочь в решении поставленных перед учащимися задач и подготовке к сдаче практического занятия.

В общем виде методика проведения практических занятий включает в себя рассмотрение теоретических основ и примера изучаемой темы, выдачу многовариантного задания и индивидуальное самостоятельное выполнение учащимся упражнений устного и письменного характера. Освоение методики выполнения грамматических заданий, построения монологических и диалогических высказываний, восприятие иноязычной речи на слух осуществляется во время проведения практического занятия, обучающиеся самостоятельно, индивидуально или в группе, выполняют задания.

Структурными компонентами практического занятия являются:

- инструктаж, проводимый преподавателем;

- самостоятельная работа обучающихся и студентов;
- анализ и оценка выполнения учащимися практического занятия.

Практические занятия могут иметь:

- репродуктивный характер;
- репродуктивно-творческий характер;
- частично поисковый характер;
- поисковый характер.

Работы, имеющие репродуктивный или репродуктивно-творческий характер, отличаются тем, что при их проведении обучающиеся применяют подробные инструкции.

При выполнении частично поисковых работ обучающиеся и студенты не применяют подробные инструкции, а самостоятельно выбирают способы действий, планируют использование учебной и справочной литературы.

Работы, носящие поисковый характер, выполняются как решение проблемы с опорой на имеющиеся теоретические знания.

При планировании практических занятий необходимо определять оптимальное соотношение репродуктивных, частично-поисковых и поисковых способов деятельности, чтобы обеспечить высокий уровень интеллектуальной активности обучающихся и студентов.

При проведении практических занятий могут быть использованы различные формы организации учебной деятельности обучающихся и студентов:

- фронтальная;
- групповая;
- индивидуальная;
- их сочетание.

Для повышения эффективности проведения практических занятий рекомендуются:

- методическое сопровождение заданий и упражнений в соответствии с профилем специальности учащегося;
- применение тестового контроля, определяющего уровень теоретической подготовленности учащихся к практическому занятию;
- использование в практике преподавания поисковых практических занятий, построенных с применением методов проблемного обучения;
- проведение практических занятий с применением заданий, дифференцированных по уровню сложности.
- разработка сборников заданий и упражнений, сопровождающихся методическими указаниями, применительно к конкретным специальностям;
- разработка заданий для тестового контроля над подготовленностью студентов к практическим занятиям;
- подчинение методики проведения практических занятий ведущим дидактическим целям с соответствующими установками для студентов;
- применение коллективных и групповых форм работы, максимальное использование индивидуальных форм с целью повышения ответственности каждого студента за самостоятельное выполнение полного объема работ;
- проведение практических занятий на повышенном уровне трудности;
- эффективное использование времени, отводимого на практические занятия, подбором дополнительных заданий для студентов, работающих в более быстром темпе;
- многовариантные задания.

## **СОДЕРЖАНИЕ ПРАКТИЧЕСКИХ ЗАНЯТИЙ**

При планировании состава и содержания практических занятий следует исходить из того, что они имеют разные ведущие дидактические цели.

Ведущей дидактической целью практических занятий является формирование практических умений - профессиональных (выполнять определенные действия, операции, необходимые в последующем в профессиональной деятельности) или учебных (решать задачи по экономике, статистике, математике, информатике и др.), необходимых в последующей учебной деятельности по общепрофессиональным и специальным дисциплинам. Практические занятия являются единственно возможными при изучении иностранного языка.

Состав и содержание практических занятий должно быть направлено на реализацию требований Федеральных государственных образовательных стандартов.

Содержанием практических занятий является:

- ведение диалога в ситуациях официального и неофициального общения бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
- рассказ, рассуждение в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описание события, изложение фактов, сообщение;
- создание словесного социокультурного портрета своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;
- понимание относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
- понимание основного содержания аутентичных аудио- и видеотекстов познавательного характера на темы, предлагаемые в рамках курса, выборочное извлечение из них необходимой информации;
- оценивание важности/новизны информации, определение своего отношения к ней;
- чтение аутентичных текстов разных стилей, используя основные виды чтения в зависимости от коммуникативной задачи;
- описание явления, события, изложение фактов в письме личного и делового характера;
- заполнение различных видов анкет, сообщение сведений о себе в форме, принятой в стране/странах изучаемого языка.

При разработке содержания практических занятий следует учитывать, чтобы в совокупности они охватывали весь круг умений, на подготовку к которым ориентирована данная дисциплина.

На практических занятиях студенты овладевают первоначальными умениями и навыками, которые в дальнейшем закрепляются и совершенствуются в процессе выполнения курсовых работ, учебной и производственной практики.

Наряду с формированием умений и навыков в процессе практических занятий обобщаются, систематизируются, углубляются и конкретизируются теоретические знания, вырабатывается способность и готовность использовать теоретические знания на практике, развиваются интеллектуальные умения.

### **ТРЕБОВАНИЯ К ОФОРМЛЕНИЮ ПРАКТИЧЕСКИХ ЗАНЯТИЙ**

Требования к оформлению практических занятий определяются методическими комиссиями в соответствии со спецификой содержания дисциплины.

Итог по практическим занятиям может быть оформлен по-разному в зависимости от поставленного задания. Это может быть устный ответ, презентация, сообщение, конспект, заполненная таблица, сочинение, выполненное письменно упражнение и т.п. Целесообразно применение рабочих тетрадей по иностранному языку.

### **КОНТРОЛЬ И ОЦЕНКА ВЫПОЛНЕНИЯ ПРАКТИЧЕСКИХ ЗАДАНИЙ**

Оценивание практических работ проводится дифференцированно и при определении оценок за семестр рассматривается как основной показатель текущего учета знаний. Контроль и оценка результатов освоения дисциплины «Иностранный язык» осуществляется преподавателем в процессе проведения тестирования, выполнения индивидуальных заданий внеаудиторных самостоятельных работ. Критериями оценки результатов работы студента являются: обоснованность и четкость изложения ответа на поставленные вопросы, оформление учебного материала в тетради для практических работ.

Студентам, не выполнившим своевременно какую-либо из практических работ, преподавателем по согласованию с заместителем директора по учебной работе или заведующим отделением устанавливается индивидуальный срок ее выполнения. При наличии практических заданий, за которые не поставлена дифференцированная положительная оценка, студенту не выставляется положительная оценка по дисциплине за семестр.

## Практическая работа № 1 ОПИСАНИЕ ЛЮДЕЙ

### My Family

#### Read and translate the text.

It's very important for everybody to have people, who love you and understand you. For me these people are my family.

The heart of our family is my mother. She is kind and loving, always ready to listen and help. She is almost 40, but she doesn't look her age. Sometimes people even consider us to be sisters.

My mother is very busy woman. She works as a lecturer in the University. That's why in the evening she often prepares for her classes or checks students' reports and projects. But nevertheless she finds time to take care about us and we always try to help her about the house.

My father is a very clever and educated person. He is 45. He is a lawyer. I'm very proud of my dad because I know that his proficiency is highly praised by his colleagues and clients. My dad is a very responsible person. Whatever he does, he does it properly, and he demands the same on our part. In spite of his strictness, my dad is a very sociable person and makes a good company.

Also, I have a brother. He is 5 years younger than me. Like our father, he is a very sociable person. He is bored with school and studying but he is very keen on games. He is fond of volleyball and tennis. When he is old enough he hopes to become a professional player, so he spends a lot of time practicing and trying to improve his games.

My brother and I are totally different, but we are good friends, we understand each other and share our problems. My brother's optimism always supports me in different situations.

Actually we are a very friendly family. We understand each other with the first sight and come to help each other without any extra word.

#### Answer the questions.

1. What is your name?
2. Where and when were you born?
3. How old are you?
4. Where do you live?
5. How large is your family?
6. What are your father and mother?
7. What is your favourite subject at the college?
8. Do you go in for sports?

#### Talk about your family using the following prompts.

My family is ... (small).

There are ... (three) of us in the family:

We spend\don't spend a lot of time together.

We go to ..., visit ...

My mum's name is ...

She is a ...

She works in\at a ...

My dad's name is ...

He is a ...

He works in\at a ...

My brother(s)/sister(s) is (are) ...

I think our family is ...

#### Match the words and the descriptions:

- |   |                  |
|---|------------------|
| 1) a daughter of your brother or sister | a) grandmother   |
| 2) mother of your wife or husband       | b) mother-in-law |
| 3) brother of your mother or father     | c) nephew        |
| 4) son of your brother or sister        | d) grandson      |

- |   |                        |
|---|------------------------|
| 5) daughter of your grandson or granddaughter | e) niece               |
| 6) father of your grandfather or grandmother  | f) great-grandfather   |
| 7) sister of your father or mother            | g) uncle               |
| 8) mother of your mother or father            | h) great-granddaughter |
| 9) son of your son or daughter                | i) aunt                |

**Describe some features of character of all members of your family.**

## Практическая работа №2 МЕЖЛИЧНОСТНЫЕ ОТНОШЕНИЯ

### Family relationships

**Study the text. Read and translate.**

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.

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 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.

**Answer the 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. 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.

## Практическая работа №3 ПОВСЕДНЕВНАЯ ЖИЗНЬ My working day

**Read and translate.**

I’d like to tell you about my daily routine which I follow more or less every day.



I get up at 7 o'clock. I should admit that I don't quickly jump out of bed. I am definitely not an early riser. Then I take a shower, clean my teeth. It takes 15 minutes to brush and order my hair and put on make up. After then I am ready for breakfast. I usually have a cup of strong coffee and a sandwich for breakfast. When I am full up I get dressed. I don't do morning exercises. Perhaps I am lazy, perhaps I don't have much time. I don't like to be late. So I leave home at 8. My working day starts at 9. My house is far from the office and I usually go by car. Sometimes when it is broken I use a taxi because It takes 40 minutes to get there. I work 5 days a week from 9 till 6.

After my working day I prefer to have a rest. But rest for me is not just sitting in front of TV and doing nothing. So straight from the office I go to the supermarket, buy some food and go home. There at first I prepare supper. I have a lot of thing to do about the house: water the flowers, tidy up the house, wash up and iron clothes. I don't like to go out at week-days. But sometimes my friends or parents come to visit me. I am happy, of course. Twice a week I go to fitness.

As usual after supper I watch TV. I try to go to bed at 11 o'clock. Before falling asleep I usually read a book or a magazine.

So, that's all I can say about my daily activities. Of course I look forward to weekends coming and make plans.

**Put in the logical order the sentences.**

Mary watches TV for one hour.
She has dinner at 6:00 PM.
She brushes her teeth and eats breakfast.
She has lunch at 12:30 PM.
She does her homework after watching TV.
She has Math and English lessons in the morning.
She goes to bed.
Her mother picks her up after school.
Mary gets up in the morning.
She has music and computer lessons in the afternoon.
Her mother drives her to school.
She has a sound sleep.
Mary turns off the lamp.
She reads a story book in bed.

**Write about your working day using the following prompts.**

My usual working day starts at ...	At ... o'clock our classes are over
I get up	I come back home at ...
It takes me ... to get ...	At home I ...
My classes start at ...	If I have time, I ...
We usually have ... lessons a day	I go to bed at ...

**Практическая работа №4**

**ДОСУГ**

**MY DAY OFF**

**Read and translate the text.**

Unfortunately being a student means that I don't have much free time apart from holidays. Every evening I have a lot of homework to do and even on Sundays I spend most of the

afternoon and evening preparing for my classes in the following week. I'd like to tell you how I spend my free time when I have it.

For most of my friends, their first priority is to sleep longer than they normally do. But it's not about me. I don't like to sleep more than 9 hours, because then I feel even more tired. If it is summer or spring I prefer to go in for sports in the morning in the fresh air, for example, to go for jogging (running) or to play tennis. In winter I like to go skating and skiing. In deep autumn I prefer to stay at home. I have four wonderful friends and there is a some kind of tradition among us: once a month we all meet together and talk about everything that crosses our minds. It is an excellent opportunity to have a really good chat and a relaxing time. I don't have a concrete hobby, which I would devote all my free time. I like to do everything a little.

I'm also very fond of reading. I cannot imagine my life without a good book. There are various genres of literature (detectives, thrillers, comics, science fiction, memoirs), and I prefer to read classical novels by Russian and foreign writers.

Well, it is true, that your free time depends on your interests and hobbies. People who want to achieve something in life, to get a perfect education will spend their free days reading or visiting some exhibitions, concerts to enrich their inner world and broaden horizons. Others, less caring about their future life will spend their free time with friends and going to dance every night. But I think, that here should be the golden mean and I belong to it.

### Questions:

1. What day is your day off?
2. When do you get up on Sunday?
3. Are you an early riser?
4. What do you do if the weather is sunny?
6. Do you like to stay indoors when the day is rainy and gloomy?
7. Do you think to watch TV from morning till night is rather boring?
8. What do you usually do in the evening?

### Make a table of your affairs at a day off

Morning	Afternoon	Evening

## Практическая работа №5

### ПУТЕШЕСТВИЯ

#### Travelling

#### Read and translate the text.

Modern life is impossible without travelling. True, we often get tired of the same surroundings and daily routine. Hence some relaxation is essential to restore our mental and physical resources. That is why the best place of relaxation, in my opinion, is the one where you have never been before. And it is by means of travelling that you get to that place.

To understand how true it is you've got to go to a railway station, a sea or a river port or an airport. There you are most likely to see hundreds of people hurrying to board a train, a ship or a plane.

To be on the safe side and to spare yourself the trouble of standing long hours in the line, you'd better book tickets in advance. All you have to do is to ring up the airport or the railway station booking office and they will send your ticket to your place. And, of course, before getting off you have to make your preparations. You should settle all your business and visit your friends and relatives. On the eve of your departure comes you call a taxi and go to the airport or the

railway station.

For some time you stay in the waiting-room. If you are hungry you take some refreshments. In some time the loud speaker announces that the train or the plane is in and the passengers are invited to take their seats. Travelling by train is slower than by plane, but it has its advantages. You can see the country you are travelling through and enjoy the beautiful nature. It may be an express train or a passenger one. There is no doubt it's much more convenient to travel by an express train, because it does not stop at small stations and it takes you less time to get to your destination.

But if you are in a hurry and want to save your time you'd better travel by plane, because it is the fastest way of travelling. After the procedure of registration you board the plane at last. You sit down in comfortable armchair and in a few minutes you are already above the clouds. The land can be seen below between the clouds and it looks like a geographical map. Some people prefer to travel by ship when possible. A sea voyage is very enjoyable, indeed. Another way of travelling is by car. The advantages of this way of spending your holiday are that you don't have to buy a ticket, you can stop wherever you wish, where there is something interesting to see. And for this reason travelling by car is popular for pleasure trips while people usually take a train or a plane when they are travelling on business.

When you get tired of relaxation, you become home-sick and feel like returning home. You realize that "East or West – home is best", as the saying goes.

**Choose the word that best completes the sentences from the list below.**

Accommodation, abroad, arrives, visit, journey, in advance, hotel

1. It's always more convenient to book tickets ... 2. London Tourist Board is here to help you enjoy your ... to London. 3. We can provide ... in a wide range of price categories in over 900 hundred hotels and guest houses of Berlin. 4. Will you tell me about the facilities offered by your ... ? 5. Good-bye! I wish you a pleasant ... . 6. She was as excited as a child about her first trip ... , and spent the next days buying clothes. 7. It ... at 11.00 but it may be a little late because the weather forecast is bad.

**Find the synonyms for:**

- |                     |                         |
|---------------------|-------------------------|
| 1. luggage          | a. trip                 |
| 2. return ticket    | b. baggage              |
| 3. journey          | c. a buffet car         |
| 4. cloakroom        | d. schedule             |
| 5. a dining car     | e. round-trip ticket    |
| 6. booking-office   | f. left-luggage office  |
| 7. timetable        | g. ticket office        |
| 8. fellow-passenger | h. travelling companion |

**Translate the words and phrases given in brackets.**

1. I hate flying and always prefer to travel (на поезде). 2. Would you like (носильщика) for your luggage, miss? 3. Unfortunately there was no (кафе-ресторана) on the train and we had to take a lot of food with us. 4. Modern planes have very comfortable (сиденья) in all cabins. 5. There are always bustle and confusion (на станции). 6. Before boarding the plane (пассажир) must register at the airport. 7. You (приземлитесь) in London at ten-fifteen p.m.

## НОВОСТИ, СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ

### Mass Media

#### Read and translate the text

Mass Media plays an important role in the life of society. They inform, educate and entertain people. Millions of people in their spare time watch TV and read newspapers. The TV-set is not just a piece of furniture in our homes. It is often one of the family.

The radio is turned on most of the time creating a permanent background noise. You can listen to the radio doing some work about the house, driving a car, lying in the sun, and working in the garden. On the radio you can hear music, plays, news, poetry, various commentary and discussions.

At present there is a lot of advertising on TV and radio. The film you are watching on TV may be interrupted several times by a call to use a new perfume or drink a certain coffee. The same advertisements are repeated several times every day and it bores the viewers.

Radio and TV bring into our homes not only entertainment and news but also cultural and educational programs. If you watch TV and listen to the radio you can improve your knowledge of history, biology, literature or even learn a foreign language by radio!

TV, radio, press reflect the present day life. Their information may vary from social and economic crises, conflicts, wars, disasters, earthquakes, to diplomatic visits, negotiations, from terrorism, corruption, to pollution problems, strikes, social movements. Much information is published concerning official governmental decisions. There are newspapers and magazines for young people. They give a wide coverage of news, events and reports on education, sports, cultural life, entertainment, fashion. There are a lot of advertising programmes now, sensation material, too. They represent the views of today's youth.

#### Look through two articles. Guess which of the headlines go with the article. "Health facts", "Who knows where you'll travel", "Can anyone help?"

Don't leave your career planning too late – the earlier you know your future, the earlier you can plan to make it happen! It's good if your parents believe in you and your future. But also mind that there are special centers which help teenagers to plan their future. Many of them now have web sites on the Internet.

Building the Channel Tunnel between England and France was the biggest European engineering project in history. A tunnel was first suggested by French Emperor Napoleon in 1802. Many engineers produced plans in the 19th century. In the 1880s a start was made to the tunnel. But two world wars made the tunnel dangerous for Britain.

#### Choose the word from the list below that best completes the sentences in the text The British Press.

articles, pictures, stories, popular papers, readership, headlines, language, news, serious and objective, informal, sensationalist, extensive, coverage of, British, simple, national dailies, quality papers, paper(s)/newspaper(s), Britain

#### The British Press

Reading a daily \_\_\_\_\_ is part of the \_\_\_\_\_ routine. Millions of \_\_\_\_\_ are sold in \_\_\_\_\_ every day. In fact, after the Japanese, the \_\_\_\_\_ are the people who buy the most daily \_\_\_\_\_ in the whole world. The fact that \_\_\_\_\_ are delivered door to door for a small extra charge contributes to a high rate of \_\_\_\_\_.

Besides countless small local papers, there are \_\_\_\_\_. Some have a high quality. That's why they are called \_\_\_\_\_. They used to have a large format –

broadsheet, but nowadays some \_\_\_\_\_ have adopted the smaller format. They deal with an \_\_\_\_\_ political, financial, and foreign \_\_\_\_\_, use formal \_\_\_\_\_, have few \_\_\_\_\_ and deal with the information in a \_\_\_\_\_ way.

Others, \_\_\_\_\_, are smaller in format – tabloids. They have lots of \_\_\_\_\_, large \_\_\_\_\_ and short \_\_\_\_\_, written in \_\_\_\_\_ and \_\_\_\_\_ language, which deal with human interest \_\_\_\_\_. This kind of newspapers handle the information in a \_\_\_\_\_ way.

**Практическая работа №7**  
**СТРАНЫ ИЗУЧАЕМОГО ЯЗЫКА**  
**A Glimpse of Great Britain**

**Read and translate.**

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles lying to the north-west of Europe. The British Isles consist of two large islands, Great Britain and Ireland, and some five thousand small islands. The country is usually called simply Great Britain.

The United Kingdom is one of the world's smaller countries with an area of some 244,110 sq. km.

The United Kingdom is made up of four parts: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. Great Britain consists of England, Scotland and Wales and doesn't include Northern Ireland. The capital of the UK is London.

Great Britain is separated from the European continent by the North Sea and the English Channel, the narrower part of which is called the Strait of Dover. From the west the UK is washed by the Atlantic Ocean, from the east by the stormy North Sea and the southern coast is washed by the English Channel. The Irish Sea lies between England and Ireland.

The climate, in general, is mild, chilly, and often wet. These conditions make Britain lush and green, known for a variety of scenery found on such a small area: a low-lying land and hilly areas, flat fields as well as lofty mountains. The surface of Eastern England is a vast plain. Scotland and Wales are hilly and mountainous.

There are many rivers in Britain but very few of them are navigable. Many of the rivers have been connected with each other by means of canals. The principal rivers are the Severn, the Thames and the Trent.

Politically the UK is a monarchy: the head of state is the King or Queen. In practice the sovereign reigns, but does not rule: Great Britain is governed by the Government. The real ruler of the country is the Prime Minister.

Britain has the richest energy sources in the European Union (EU), and its abundant resources of oil and natural gas which were discovered in the North Sea. Britain also has a number of nuclear energy facilities. Recently much research has been devoted to developing biofuels, solar energy, wind power, and waterpower.

The largest cities in Great Britain are London, Birmingham, Manchester, Sheffield, Leeds and Glasgow.

Farming, machinery, equipment manufacturing, textile, electronics manufacturing, sheep-breeding are the leading industries.

**Answer the questions.**

- 1) The UK is an island state, isn't it? Where is it situated?
- 2) What countries is the UK made up of? What are their capitals?
- 3) What are the names of the waters washing the coasts of the British Isles?
- 4) What is the climate of Great Britain?
- 5) Are there a lot of long and deep rivers?

- 6) What are the mineral and natural resources of Great Britain?
- 7) Is it a parliamentary republic?
- 8) Who is the ruler of the country?
- 9) Great Britain consists of three parts, doesn't it?

**Match the words in the columns to form meaningful phrases**

- |             |             |
|-------------|-------------|
| 1. official | a) Sea      |
| 2. southern | b) Ireland  |
| 3. national | c) coast    |
| 4. Irish    | d) Kingdom  |
| 5. Atlantic | e) Isles    |
| 6. total    | f) area     |
| 7. British  | g) Ocean    |
| 8. Northern | h) emblem   |
| 9. United   | i) language |

**Decide which of the verbs on the left collocate with the nouns on the right**

- |              |                |
|--------------|----------------|
| to occupy    | the climate    |
| to influence | the country    |
| to describe  | a conversation |
| to continue  | a territory    |

**Decide which word is the odd one out in each of the following groups of words.**

1. humid, mild, diagonal, changeable;
2. banks, offices, palaces, flags;
3. English, Irish, British, American;
4. to wash, to surround, to miss, to separate

## **ECOLOGY IS PRIORITY**

**Read and translate**

The ecological problem which is also very much a social one, is one of the pressing problems of our days. The more civilization is developing the greater the ecological problems are becoming. They are closely linked through cause and effect relations to the problems of economic growth, progress in science and technology. In many cases the environmental problem has become a dominant one in relation to many others. The pollution of the environment has now reached threatening proportions.

Ecology is the relationship between living things and their environment. It includes conservation, recycling and pollution control.

Conservation is the protection of resources against loss or waste.

Recycling is the reprocessing of used materials for reuse. It helps decrease land pollution by turning waste into a usable resource. Examples include recycling paper, plastics and aluminum.

Pollution is the contamination of the natural environment by the introduction of harmful substances that endanger our health and our lives.

The essential feature in the environment protection is that many problems can be solved only on the level of world community. It is necessary to develop an international program to study data on land, forest, atmospheric and oceanic resources, and to take measures to protect the environment.

**Find in the text the equivalents**

неотложная задача (проблема), тесно связаны с, загрязнение окружающей среды, рециркуляция отходов, вторичная переработка, уменьшить загрязнение земли, вредные вещества, защита окружающей среды,

программа по изучению данных о ..., охрана природы и рациональное использование природных и живых ресурсов.

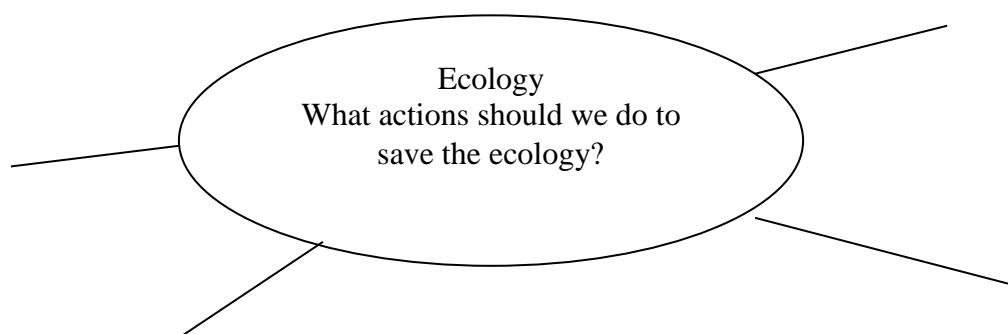
**Match the words from column A to B**

- | A   | B             |
|---|---------------|
| 1. to make dirty (or diseased)                                      | 1. waste      |
| 2. thrown away because not wanted; useless; refuse                  | 2. to recycle |
| 3. to treat substance already used so that further use is possible. | 3. to pollute |

**Make the word-combinations**

- | A                   | B  |
|---------------------|--|
| 1. to be linked     | a. the health and lives                  |
| 2. the relationship | b. to ecological problems                |
| 3. the protection   | c. between living things and environment |
| 4. contamination    | d. of resources against loss             |
| 5. to endanger      | e. by harmful substances                 |
| 6. on the level     | f. of world community                    |
| 7. to protect       | g. an international program              |
| 8. to develop       | h. the environment                       |

**Work in pairs and present your answers in this cluster**



**Практическая работа №8**  
**МОЯ ПРОФЕССИЯ**  
**MY FUTURE PROFESSION**

I'm convinced that today everyone worries much about the problems of the future alongside with the problems of getting along with their family and friends. Of course, it is not simple to choose an occupation at my age. It is not an easy to choose a profession out of more than two thousand existing in the world. We are well aware of the situation in our society and we realize that the situation around forces us to do well at school. It gives you a goal for working hard.

The role played by school in our life is hard to overestimate. It teaches us many subjects and other important things, helps to discover special talents. I personally believe that a young person can better approach his future if he manages to widen his outlook while at school and the teachers expand to great extent the boundaries of our world. For sure, our minds should be enriched with a decent level of knowledge in the vast branches of science and humanities: maths, physics, foreign languages.

As for me, I like languages, and I consider that the choice of my occupation will be connected with them. I'd like to study languages not only because I found myself extremely keen on foreign places, culture and traditions. It's the language of the United Nations. The latest ideas in medicine and science appear in special international magazines also in English. That's because both of these subjects are now completely international, for doctors and scientists everywhere are trying to answer the same questions.

So, to be honest, I haven't decided whom to become yet, still I know that my profession will be connected with the English language.

**Make five word-combinations using the following words.**

оборудование	equipment
лаборатория	laboratory
завод	factory
ремесло	craft
учреждение	office
профессия	profession
специалист	specialist
должность	post
безработица	unemployment
работодатель	employer
отдел	department
отчет	report
команда	team
зарплата	salary
рабочий	worker
увольнения	discharge
выходное пособие	compensation
доход	income
бизнес	business
собрание	meeting
партнер	partner
страховка	insurance

**Put the expressions in two categories: personal and professional qualities.**

Personal qualities	Professional qualities or knowledge
Imaginative, ...	Well-educated, ....

Well-educated, ability to work to tight deadlines, imaginative, well-organised, teamwork skills, creative, telephone skills, competent, responsible, persistent.



### Практическая работа № 9.

Тема: Внешность, характер, личностные качества.

Цель: употребление новых слов в составлении топики.

Краткие теоретические положения: От англ. topic — «тема», «топик» или «тема» в лингвистике — логический субъект предложения, о котором высказывается его смысл.

Задание: Из данных слов, составить топик.

Height (рост): tall, short, medium height.

Build (телосложение): frail, stocky, slim, thin, plump, fat, skinny.

Age (возраст): young, elderly, middle-aged, teenager.

Hair (волосы): fair, blond, red, grey, sleek (smooth), braids, bald, straight, curly, wavy.

Face (лицо): round, oval, square, wrinkled, freckled, sun-tanned, pale.

Complexion (цветлица): dark, fair.

Skin (кожа): delicate, rough.

Forehead (лоб): broad, doomed, high (tall), large (open), low, narrow.

Nose (нос): aquiline, flat, hooked, snub, fleshy, turned up.

Eyebrows (брови): arched, bushy, penciled, shaggy.

Eyes (глаза): big round blue eyes, hazel, small, kind/warm.

Eyelashes (ресницы): curving, straight, thick.

Cheeks (щеки): chubby, hollow, ruddy, dimples in one's cheeks.

Mouth (рот): large, small, vivid.

Lips (губы): full, thick, rosy, painted.

Teeth (зубы): close-set, even/uneven.

Smile (улыбка): charming, engaging, pleasant, sweet, cunning, sad, enigmatic.

Chin (подбородок): double, pointed, protruding, round, massive.

Hand (рука): puffy, soft.

Legs (ноги): long, short, slender, shapely.

### Практическая работа № 10.

Тема: Имя существительное, множественное число имени существительного.

Цель: Образование множественного числа имени существительного.

Краткие теоретические положения:

Множественное число существительных в английском языке.

Исчисляемые существительные могут иметь форму единственного числа, если речь идёт об одном предмете, и множественного числа, если речь идёт о двух или более предметах.

Форма множественного числа у большинства исчисляемых существительных образуется с помощью суффикса "-s (-es)", например:

a book - books a table - tables

a bridge - bridges a boy - boys

В английском языке есть небольшое количество существительных, которые образуют форму множественного числа не по общему правилу:

Исключения:

Единственное число	Множественное число	Перевод
man	men	мужчины, люди
woman	women	женщины
mouse	mice	мыши
tooth	teeth	зубы
foot	feet	ступни, ноги
child	children	дети
ox	oxen	быки
goose	geese	гуси

sheep deer swine	sheep deer swine	овцы олени свиньи
------------------------	------------------------	-------------------------

Существительные, оканчивающиеся на "-f/-fe", во множественном числе пишутся с "-ves". Если слово в единственном числе оканчивается на "-o", то к нему во множественном числе прибавляется суффикс "-es". Если же слово оканчивается на "-y" с предшествующим согласным, то во множественном числе к нему прибавляется суффикс "-es", а буква "y" переходит в "i", например:

leaf - leaves life - lives tomato - tomatoes

Negro - Negroes army - armies family - families

Неисчисляемые существительные имеют только форму единственного числа и согласуются только с глаголами в единственном числе:

Her hair is blond. Волосы у неё светлые.

The money is on the table. Деньги лежат на столе.

Имеются существительные, которые напротив употребляются только в форме множественного числа. К ним относятся слова, обозначающие предметы, состоящие из двух частей: trousers - брюки, braces - подтяжки, scissors - ножницы, glasses - очки, или собирательные существительные: troops - войска, goods - товары, clothes - одежда, police - полиция, people - люди. Такие существительные согласуются только с глаголом во множественном числе.

Задание: Даны слова в единственном числе, образуйте множественное число существительных.

Упражнение 1. Отметьте правильный вариант образования множественного числа:

1) roof - rooves, 2) dish - dishes, 3) fish - fish, 4) potato - potatos, 5) half - halves, 6) branch - branches, 7) book - books, 8) book - bookes, 9) dress - dreses, 10) wife - wifes. 11) paper - papers, 12) factory - factorys, 13) day - daies, 14) play - plays, 15) list - listes, 16) safe - saves, 17) text - texts, 18) lamp - lamps, 19) bridge - bridges, 20) city - cities.

Упражнение 2. Отметьте неправильный вариант образования множественного числа.

1) woman - women, 2) woman - womans, 3) foot - foots, 4) mouse - mouses, 5) hour - hours, 6) hero - heroes, 7) mouse - mice, 8) tomato - tomatos, 9) tomato - tomatoes, 10) child - childes, 11) child - childs, 12) kid - kids, 13) child - children, 14) tooth - toothes, 15) tooth - teeth, 16) people - peoples, 17) new - news, 18) boy - boys, 19) way - waies, 20) man - men, 21) Englishman - English-mans, 22) Englishman - Englishmen, 23) news - news, 24) sheep - sheep, 25) deer - deeres, 26) deer - deers, 27) deer - deer, 28) leaf - leaves, 29) German - Germen, 30) German - Germans. 31) life - lifes, 32) wife - wives, 33) shelf - shelves, 34) knife - knives, 35) house - housess, 36) pause - pausess, 37) size - sizez, 38) day - days, 39) roof - rooves.

Упражнение 3. Образуйте множественное число следующих существительных.

box, match, brush, page, bus, house., ball, room, table, pencil, play, light, book, cup, flat, hat. knife, wife, shelf, life, leaf, child, man, woman, family, factory, story, faculty, city.

Упражнение 4. Поставьте существительные в скобках во множественное число и перепишите предложения.

1. These (man) are strong. 2. Those (woman) are attractive. 3. These (flat) are comfortable. 4. What (city) have you been to? 5. How many (faculty) are there at the university? 6. How many (match) are there in the box? 7. What is there in these (box)? 8. Whose (child) are those? 9. How many (book) are there on the (shelf)? 10. Where do their (wife) work?

### Практическая работа № 11.

Тема: Местоимения: указательные, личные, притяжательные, вопросительные.

Цель: определение местоимения.

Краткие теоретические положения:

Личные местоимения

I - я you - ты, вы, Вы he - он (о человеке) she - она (о человеке) it - он, она, оно (не о человеке) we - мы they - они	me - мне, меня him - его, ему, им her - её, ей it - его, ему, ей us - нас, нам you - тебе, вам, вас them - их, им
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Притяжательные местоимения

my - мой your - твой, ваш his - его her - её its - его, её our - наш their - их	mine - мой his - его hers - её its - его, её ours - наш yours - твой, ваш theirs - их
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Примечание.

Местоимение **it** обычно заменяет ранее употреблённое существительное в единственном числе, не обозначающее человека:

wind / dog / lake = it (= он / она / оно).

Местоимение **you** требует сказуемого в форме множественного числа, каким бы способом оно ни передавалось на русский язык (ты, вы, Вы).

You are a student. Вы (ты) - студент. You are students. Вы - студенты.

Местоимения **this / these, that / those**: Местоимения **this** (этот) и **that** (тот) имеют формы мн.числа, соответственно: **these** (эти) и **those** (те). Если эти местоимения в предложении выполняют функцию подлежащего, то при грамматическом анализе предложения нужно искать сказуемое в соответствующем числе. В этом случае **these** обычно переводится - они.

These elements are called metals. Эти элементы называются металлы.

These are alike in ... . Они схожи в том, что ... .

Местоимения **that / those** употребляются также как слова-заместители тех существительных, которые были употреблены ранее. Главным признаком такого употребления является наличие предлога (обычно **of**) или причастия после **that / those**.

The climate of Great Britain is much like that of the Baltic republics. Климат Великобритании очень схож с климатом республик Прибалтики.

Слово **that** также может является относительным местоимением или союзом со значением "что / который / то, что", если оно находится перед придаточным предложением.

Copernicus proved that the Earth goes round the Sun. Коперник доказал, что Земля вращается вокруг Солнца.

**Задание:** вместо пропусков вставьте нужное местоимение.

*Choose the correct variant:*

1. What colour is the car? – It is quite far, I can't see \_\_\_\_\_ colour.

It It's Its

2. \_\_\_\_\_ were the last words.

His Him He

3. \_\_\_\_\_ told me a funny story the other day.

A mine friend Of my friend A friend of mine

4. Why are you sitting here? It is not your place, but \_\_\_\_\_ .

Her She Hers

5. These sweets are very tasty. Could you give \_\_\_\_\_ to me, please?

It them they

6. Where is the cooler? – You are standing next to \_\_\_\_\_ .

It Him He

7. You haven't seen \_\_\_\_\_ ! How can you say, that she is a bad painter?

Hers picture her picture picture of hers

8. In what direction do you usually hitch-hike? – Western Europe. Join \_\_\_\_\_ .

Our we us

9. On holiday I'm going to stay in \_\_\_\_\_ house.

They their them

10. I really love \_\_\_\_\_ here in Paris!

His it them

11. It is a very good project, but \_\_\_\_\_ is better.

Ours our us

12. Jack, Are you listening to \_\_\_\_\_ .

I Me My

13. Every cat washes \_\_\_\_\_ face after eating.

His her its

14. Hmmm! Nice photos! – Yeah! It's \_\_\_\_\_ in Hawaii.

Ours we us

15. What are you doing? – It is none \_\_\_\_\_ business!

Your of your of yours

16. Our children will go to the concert. So will \_\_\_\_\_ .

Their they theirs

17. Look at my new watch. Do you like \_\_\_\_\_ ?

It them they

18. This is his "Jaguar", and this "Harley Davidson" is also \_\_\_\_\_ .

He Him His

19. They seem to be good guys. What do you have against \_\_\_\_\_ ?

They Their Them

20. Let's send these flowers to \_\_\_\_\_ . I'm sure, she will be pleased.

She Her He

### Практическая работа № 12.

Тема: Моя семья.

Цель: употребление и понимание новых слов.

Задание: выполните упражнения.

№ 1. Выпишите номера, под которыми даны переводы следующих английских слов.

- а) 1. surname; 2. parents; 3. grandfather; 4. member; 5. turner; 6. experienced; 7. part-time student; 8. full-time student; 9. to want; 10. to tell; 11. tall; 12. to come.  
б) 1. бабушка; 2. студент дневного отделения; 3. рабочий; 4. студент; 5. хотеть; 6. имя; 7. токарь; 8. родители; 9. неопытный; 10. говорить; 11. дедушка; 12. идти; 13. фамилия; 14. студент вечернего отделения; 15. приходить; 16. член; 17. рассказывать; 18. техник; 19. опытный; 20. высокий.

*№ 2. Переведите предложения. Знаком ∩ отмечайте предложения, соответствующие тексту "My Family".*

1. I am Peter Smirnov. 2. Our family is small. 3. My mother is a doctor. 4. She works at a hospital. 5. My father is a worker. 6. He is a turner. 7. His hobby is football. 8. I play the guitar and we sing together. 9. My grandpa is a veteran of the Great Patriotic War. 10. My granny is a pensioner. 11. Ann is a full-time student. 12. My brother Nick is a student. 13. I go to the technical school. 14. I am a part-time student. 15. I want to be a technician.

### **Практическая работа № 13.**

Тема: Спорт в нашей жизни. Виды спорта.

Цель: формирование у обучающихся самостоятельно работать с текстом.

Задание: Перевести и ответить письменно на вопросы после текста.

#### **Summer and Winter Sports**

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united. The most popular outdoor winter sports are shooting/ hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world. The other games that have firmly established themselves in favour in different countries are cricket, volley-ball, basketball, and so on. Badminton is also very popular both with young and old.

All the year round many people indulge in boxing, wrestling, gymnastics and track and field events. Scores of young girls and women go in for callisthenics. Over the last few years aerobics has become popular with young girls and women. Aerobics helps them to be slim, healthy and strong. The interest for it greatly increased thanks to Jane Fonda, a prominent American actress, the founder of this kind of sport. This woman may serve as an impressive example of inexhaustible health, cheerfulness and beauty. Being a great enthusiast of aerobics she has been trying to initiate many women all over the world into this sport.

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries. So we have all grounds to say that sport is one of the things that makes people kin.

#### **Questions:**

1. What are people all over the world fond of?
2. What unites people of every nationality?
3. Why do people prefer to be out of town on a frosty sunny day?
4. What are the most popular outdoor winter sports?
5. What opportunities for sports does summer afford?

6. What game takes the first place in public interest?
7. When do many people indulge in boxing, wrestling, athletics, gymnastics?
8. Who goes in for calisthenics?
9. Why is chess the great international game?

**Vocabulary:**

to be fond of smth. — любить, нравиться to unite — объединять  
 outdoor winter sports — зимние виды спорта на открытом воздухе  
 shooting — стрельба hunting — охота  
 tobogganing — санный спорт  
 to sledge — кататься на санках  
 yachting — парусный спорт gliding — планерный спорт  
 to establish oneself in favour — стать в почете  
 lawn-tennis — теннис  
 track and field events — легкая атлетика  
 scores of young girls and women — множество девушек и женщин  
 calisthenics — ритмическая гимнастика  
 indoor games — игры в закрытом помещении  
 impressive example — замечательный пример  
 inexhaustible — неисчерпаемый cheerfulness — бодрость  
 enthusiast — энтузиаст to initiate — приобщить кого-то к чему-то  
 tournament — турнир, спортивное соревнование

### Практическая работа № 14.

Тема: Порядковые и количественные числительные.

Цель: правильное употребление порядковых и количественных числительных в письменной речи.

Краткие теоретические положения:

**Образование количественных и порядковых числительных.**

В английском языке, так же как и в русском числительные делятся на количественные числительные (Cardinal Numerals) и порядковые числительные (Ordinal Numerals).

	Количественные	Порядковые
1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth

11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	a (one) hundred	a (one) hundredth

### **Образование количественных числительных**

1. Количественные числительные от 13 до 19 включительно образуются прибавлением суффикса -teen к соответствующим названиям единиц первого десятка: four- fourteen, seven-seventeen.
2. Названия количественных числительных, обозначающих десятки, образуются добавлением суффикса -ty к названиям единиц: six-sixty, seven-seventy.
3. Десятки с единицами образуются таким же способом, как и в русском языке: 22 twenty-two; 48 forty-eight.
4. При обозначении количественных числительных разряды многозначных чисел разделяются запятой:  
7,000; 5,550,000.
5. Между сотнями (или тысячами и миллионами) следующими за ними десятками (или единицами, если нет десятков) в любом разряде всегда ставится союз and: 246 twohundredandforty-six; 5,050 fivethousandandfifty ;3,525,250 threemillionfivehundredandtwenty-fivethousandtwohundredandfifty.
6. Числительные 100; 1,000; 1,000,000 употребляют с неопределенным артиклем или с числительным one: 100 a hundred / one hundred; 1,002 a thousand and two / one thousand and two.
7. Числительные hundred, thousand, million не принимают окончания -s во множественном

числе: three hundred; four thousand; five million.

8. Существительное, которое следует за числительным, употребляется без предлога и соответствует в русском языке существительному в родительном падеже: three thousand books три тысячи книг; ten students десять студентов.

### **Образование порядковых числительных**

I. Порядковые числительные образуются прибавлением суффикса -th к количественным числительным:

four -fourth ; thirteen – thirteenth; seven – seventh; fifteen–fifteenth.

Образование трех первых числительных составляет исключение из этого правила: one – first; two –second; three–third.

При образовании порядковых числительных fifth пятый и twelfth двенадцатый буква v в названиях количественных числительных (five, twelve) меняется на f и опускается буква e; в числительном eight выпадает буква t, а в числительном nine опускается буква e: five–fifth; twelve – twelfth; eight – eighth; nine –ninth.

2. При образовании составных порядковых числительных, состоящих из двух или более чисел, только последнее число приобретает форму порядкового числительного, а предшествующие числа выражаются количественными Числительными, так же как и в русском языке: twenty-third - двадцать третий; fivehundred – пятисотый; eighty-seventh - восемьдесят седьмой.

Имена существительные, определяемые порядковым числительным, употребляются с определенным артиклем. Артикль сохраняется перед порядковым числительным, если даже существительное не выражено, а лицо подразумевается.

The first law of motion has the idea of motion and the idea of force. –Первый закон движения содержит понятие движения и понятие силы.

The second basket was the same size as the first. - Вторая корзина была такого же размера, как и первая.

**В английском языке при обозначении номера страниц, глав, частей книг, аудиторий, домов, трамваев и т. д. обычно употребляются количественные числительные.** В этом случае количественное числительное следует за определяемым им существительным, причем существительное употребляется без артикля: chapter one – глава первая, part two – часть вторая, page five – пятая страница. Open your books at page 23. – Откройте книги на 23-й странице (на странице 23).

**Годы обозначаются количественными числительными.** При чтении обозначений года хронологическая дата делится пополам, причем каждая половина читается как отдельное число: 1914: nineteenfourteen (девятнадцать – четырнадцать). A. S. Pushkin was born in 1799 (seventenninety-nine).

Даты обозначаются как правило порядковыми числительными.

Например 4 июля - День Независимости США может быть написан (и произнесен) следующим образом: 4th of July, 1776 = Fourth of July seventeen seventy six. Но существует и упрощенный американский вариант July 4, 1776 = July four, seventeen seventy six.

**При обозначении арифметических действий** (сложения, умножения и т.д.) глагол, выражающий результат действия, может стоять как в единственном, так и во множественном числе:

3+5 = 8 – Three and five is (are) eight.

Логично, что количественные числительные свыше одного употребляются с существительными в форме множественного числа:

Three classes – три класса



Задание: выполните упражнения письменно.

*Упражнение № 1. Переведите на английский язык, употребив нужное числительное:*

1. первый случай
2. 41 день
3. 5-го января 1988 года
4.  $25 + 4 = 29$
5. 346 минут

*Упражнение № 2. Напишите словами следующие цифры: от 1 до 20, 30, 40, 50, 60, 70, 80, 90, 100, 200, 300, 400, 500, 600, 700, 800, 900, 1000.*

*Упражнение № 3. Вставьте порядковое или количественное числительные.*

1. There are \_\_\_\_\_ months in a year.
2. January is \_\_\_\_\_ month of the year.
3. May is \_\_\_\_\_ month of the year.
4. There are \_\_\_\_\_ months in winter.
5. December is \_\_\_\_\_ month of the year and \_\_\_\_\_ month of winter.
6. There are \_\_\_\_\_ days in a week: \_\_\_\_\_ one is Monday, \_\_\_\_\_ one is Tuesday, \_\_\_\_\_ one is Wednesday, \_\_\_\_\_ one is Thursday, \_\_\_\_\_ one is Friday, \_\_\_\_\_ one is Saturday and \_\_\_\_\_ one is Sunday.
7. Sunday is \_\_\_\_\_ day of the week in England and \_\_\_\_\_ one in Russia.
8. Monday is \_\_\_\_\_ day in Russia and \_\_\_\_\_ in Great Britain.
9. There are \_\_\_\_\_ hours in a day, \_\_\_\_\_ minutes in an hour and \_\_\_\_\_ seconds in a minute.
10. September, April, June and November have \_\_\_\_\_ days. All the rest have \_\_\_\_\_ except February.
11. There are \_\_\_\_\_ days in February except the leap year. It's the time when February has \_\_\_\_\_ days.

Контрольные вопросы:

1. Что называется именем числительным?
2. Какие числительные называются количественными, порядковыми?
3. С какой частью речи согласуются числительные?
4. Просклоняйте количественные числительные.
5. Назовите правила правописания количественных числительных.
6. Как образуются порядковые числительные? Их склонение.
7. Назовите правила правописания порядковых числительных.

## Практическая работа № 15.

Тема: Имена прилагательные. Степени сравнения.

Цель: образование сравнительной и превосходной степени имени прилагательного.

Краткие теоретические положения:

Имя прилагательное — часть речи, обозначающая признак предмета.

Fine weather — хорошая погода

По значению прилагательные бывают качественные (large — большой, small — маленький, heavy — тяжёлый, brave — храбрый) и относительные (wooden — деревянный, central — центральный) и т.д.

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

Качественные прилагательные имеют следующие степени сравнения: положительную, сравнительную и превосходную.

Односложные (т.е. состоящие из одного слога) прилагательные образуют сравнительную степень при помощи суффикса -er, превосходную степень — при помощи суффикса -est.

положительная степень	сравнительная степень	превосходная степень
deep — глубокий	deeper — глубже	the deepest — самый глубокий
hard — тяжёлый	harder — тяжелее	the hardest — самый тяжёлый
big — большой	bigger — больше	the biggest — самый большой

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

положительная степень	сравнительная степень	превосходная степень
polite — вежливый	politer — вежливее	(the) politest — самый вежливый
sunny — солнечный	sunnier — более солнечный	(the) sunniest — самый солнечный
shallow — мелкий	shallower — более мелкий	(the) shallowest — самый мелкий

Большинство двусложных и многосложных прилагательных (т.е. состоящие из 3-х слогов и более) образуют сравнительную степень при помощи слов more — более и less — менее, а превосходную степень — при помощи слов most — наиболее, самый и least — наименее. interesting — интересный-more interesting — более интересный-(the) most interesting — самый интересный

Исключения:

положительная степень	сравнительная степень	превосходная степень
good — хороший	better — лучше	better — лучше
much, many — много	more — больше	more — больше
little — маленький, мало	less — меньше	less — меньше
bad — плохой	worse — хуже	worse — хуже
far — далёкий	further — дальше	further — дальше

Контрольные вопросы:

1. Что такое прилагательное?
2. Какие степени прилагательного вам известны?

3.Как образуется сравнительная степень прилагательного?

4.Как образуется превосходная степень прилагательного?

### **Практическая работа № 16.**

Тема: Город Новосибирск. Городские строения и их описания.

Цель: употребление и понимание новых слов, формирование умения у обучающихся самостоятельно работать с текстом.

Задание: перевести текст.

#### **Novosibirsk**

Novosibirsk is situated on the great Siberian river Ob. Its foundation is associated with the name of the well-known Russian writer of the latter half of the 19th century N.Garin-Mikhailovsky. Engineering was his second profession. In 1891—1893 Garin-Mikhailovsky built the left-bank tracks of the Trans-Siberian Railway. That was the beginning of Novosibirsk's history. The residents of Novosibirsk called the railway square of the city by his name. Novosibirsk region is situated in West Siberia's southern part. There are 14 towns in the region. Today Novosibirsk is a big industrial, scientific, cultural and educational centre. The city turns out machines, equipment. Generators produced by the Sibelectrotyazhmash plant are operating in Cuba, Poland, Yugoslavia, Syria. The Sibelectroterm plant produces the most up-to-date electric steelmelting furnaces, never heard of in Europe. They have been exported in all to 20 countries of the world. Novosibirsk is the first populated center east of the Urals to have an underground railway of its own. There are many joint ventures in Novosibirsk. Novosibirsk has trade partners in many countries. Novosibirsk is a scientific and cultural centre.

Akademgorodok, the township of the Siberian branch of the Russian Academy of sciences is famous throughout the world. Novosibirsk is called a city of three Academies: the Siberian branch of the VASKHNIL, the Siberian branch of the Russian Medical Academy of Sciences and the Siberian branch of the Russian Academy of Sciences. Akademgorodok is situated on the coast of the man-made Ob Sea. More than twenty research institutes, the University are situated there. Research work is being done on a very large scale there. Residents of Novosibirsk are proud of its State Academic Opera and Ballet House, one of the worlds's biggest, its Conservatoire of Music, the Operetta House and the Puppet Theater.

The Art Gallery in Novosibirsk is certainly the worth seeing! It contains works of Ivan Shishkin, Vasily Tropinin, Nikolai Rerikh, Arkhip Kuindzhi, Ilya Repin, Vasily Surikov, as well as contemporary artists. On the bank of the river Kamenka stands the tall building of the State Public Scientific and Technical Library. It has more than five million volumes on its shelves. Novosibirsk is an educational centre as well. Every third resident of Novosibirsk is a student who can make his choice of colleges. The city is still growing and becoming more beautiful with every passing day.

### **Практическая работа № 17.**

Тема: Структуры there is/are (Оборот there + be), have/has got.

Цель: употребление структур в предложениях.

Краткие теоретические положения:

#### **Оборот there + be**

Оборот there + be употребляется в тех случаях, когда говорящий хочет подчеркнуть факт наличия (отсутствия) какого-либо предмета или явления, а не место, в котором последний находится. Оборот переводится словами "есть, имеется, существует".

There are several classifications of the phenomena. Существует несколько классификаций этих явлений. Если предложение, содержащее рассматриваемый оборот, заканчивается обстоятельством места или времени, то перевод следует начинать с этих местоимений.

There are many students in room 205. В аудитории 205 много студентов.

Глагол be в этом сочетании может функционировать в различных видовременных формах:

There is / are Simple

There was / were                      Past

There will be                      Future

Число глагола be определяется по числу первого существительного, стоящего после этого оборота.

There is a table and two chairs in the room. В комнате стол и два стула.

В вопросительных предложениях there ставится после соответствующей формы глагола to be.

Are there many students in room 205? How many chairs are there in the room?

Отрицательная форма оборота there + be образуется путём добавления частицы no после соответствующей формы глагола be.

There are no clouds in the sky. На небе нет облаков.

### **Have and have got**

(a) Have и have got

Have got и has got чаще употребляют вместо have и has. Поэтому можно сказать:

- I have got a brother. или: I have a brother.

- Tom has got many books. или: Tom has many books.

Для вопросительных и отрицательных предложений существуют три возможные формы:

Have you got a sister?                      I haven't got a sister.

Have you a sister?                      I haven't a sister.

Do you have a sister?                      I don't have a sister.

Has he got a flat?                      He hasn't got a flat.

Has he a flat?                      He hasn't a flat.

Does he have a flat?                      He doesn't have a flat.

В прошедшем времени (Past) got не используется.

- When I was a student I had a friend.

В отрицательных и вопросительных предложениях прошедшего времени употребляются did и didn't.

- Did you have a friend when you were a student?

- I liked to travel but I didn't have a car then.

(b) Have используется для обозначения ряда действий. Например:

Have breakfast/lunch/dinner/a meal/a drink/

a cup of coffee/a cigarette и т.д.

Have a swim/a walk/a rest/a holiday/ a party/

a good time ит.д.

Have a bath/a shower/a wash

Have a look (at something)

Have a baby (= give birth to a baby)

Have a chat (with someone)

В таких выражениях have не может быть заменена have got:

- I usually have breakfast at 8 o'clock. (а не 'have got')

- Last summer I had a good time.

Сравните:

- I have a bath every morning.(=я принял ванну-действие)

- I've got a bath. (= в моем доме есть ванна)

Вспомогательный глагол to do употребляется для образования вопросительных и отрицательных предложений.

- When do you usually have breakfast?

- I don't have breakfast so early.

- Did you have a good time last summer?

- I didn't have a good time last summer.

Когда have означает действие, можно использовать формы Continuous (is having/ are having/was having ит.д.):

- Where's Mike? He's having dinner.

Задание: выполнить тест.

№ 1. Выбрать правильный вариант ответа. Choose the correct variant:

1. \_\_\_\_ is a nice film on TV this evening. \_\_\_\_ is an American thriller.

there ... it it ... there it ... it

2. \_\_\_\_ is spring. \_\_\_\_ are happy cats everywhere.

There ... it There ... there It ... there

3. \_\_\_\_ are lots of toys in my child`s room. \_\_\_\_ makes him very happy.

There ... there There ... it It ... there

4. \_\_\_\_ is a sunny morning. \_\_\_\_ are no clouds in the sky.

it ... there it ... it there ... is

5. \_\_\_\_ is quite difficult to speak English correctly. \_\_\_\_ are so many rules to remember.

There ... it There ... there It ... there

6. \_\_\_\_ are lots of stray animals in our city, and \_\_\_\_ is nothing that we can do about it.

There ... it It ... there There ... there

7. \_\_\_\_ is only one child in the family. \_\_\_\_ is a boy.

It ... there There ... it It ... it

8. \_\_\_\_\_ is a pity, that \_\_\_\_\_ is no news at the moment.

It ... there There ... there There ... it

9. \_\_\_\_\_ is important never to give up. \_\_\_\_\_ is my motto.

There ... it It ... it It ... there

10. \_\_\_\_\_ is a long break at 2 o'clock. \_\_\_\_\_ is our lunch time.

It ... there There ... there There ... it

11. \_\_\_\_\_ was a reason for his strange behaviour and \_\_\_\_\_ was a serious one.

There ... it It ... there It ... it

12. \_\_\_\_\_ are 2000 recipes in this cookery books, \_\_\_\_\_ is too much.

It ... there There ... there There ... it

13. \_\_\_\_\_ is good information. \_\_\_\_\_ is no doubt about it.

It ... there There ... it There ... there

14. \_\_\_\_\_ is great to know that \_\_\_\_\_ is somebody who loves.

There ... it It ... it It ... there

15. \_\_\_\_\_ is little hope, that \_\_\_\_\_ is not a serious problem.

It ... there There ... it There ... there

16. \_\_\_\_\_ is my fault that \_\_\_\_\_ is no beer left.

It ... there There ... it There ... there

17. \_\_\_\_\_ is something on the road and \_\_\_\_\_ is moving in our direction.

There ... it It ... there It ... it

18. \_\_\_\_\_ is a field ahead of us, and \_\_\_\_\_ is full of wild tulips.

It ... there There ... it There ... there

19. \_\_\_\_\_ is a cinema theatre, where we can watch the film, but \_\_\_\_\_ is pretty far from here.

There ... there It ... there There ... it

20. On Mondays \_\_\_\_\_ is always a crowd on the bus stop. \_\_\_\_\_ is very annoying.

it ... there there ... it it ... it

№ 2. *Выбрать правильный вариант ответа. Choose the correct variant:*

1. He \_\_\_\_ got a bicycle.

Have has

2. They \_\_\_\_ got a new car.

Have has

3. Mike \_\_\_\_ got a black suit.

Have has

4. \_\_\_\_ you got a sister?

Have Has

5. \_\_\_\_ he got a toy car?

Have Has

6. Have you got a doll? Yes, I \_\_\_\_.

Have has

7. Has he got a bird? No, he \_\_\_\_.

haven't hasn't

8. Sasha \_\_\_\_ got a pet.

haven't hasn't

9. We \_\_\_\_ got a cat.

haven't hasn't

10. She \_\_\_\_ got a book.

haven't hasn't

Контрольные вопросы:

1. Как переводится структуры there is/are?

2. Имеет ли временные формы? Какие?

3. Как образуется вопросительная и отрицательная формы?
4. Как переводится have and have got?
5. Как образуется вопросительная и отрицательная формы?

### **Практическая работа № 18.**

Тема: Защита окружающей среды.

Цель: употребление и понимание новых слов, формирование у студентов навыков самостоятельной работы с текстом.

Задание: перевести текст.

#### **The Problem of Environmental Protection**

Environmental protection is the main problem facing humanity nowadays. The image of a sick planet has become firmly established in the public mind lately. Ten years ago the word 'ecology' hardly meant anything for the majority of people, but today we can't help bearing it in our minds. It has happened because of the growing effect of the rapid industrial development of the natural world which has negative features of its own. As a matter of fact the state of environment has greatly worsened of late.

There is no doubt that soil, water and air are contaminated with toxic wastes. Over the past few years we have been constantly speaking about ozone holes, droughts, high level of radiation, about food contaminated with chemicals. Scientists in many countries are very much concerned about drastic changes in weather patterns. The worst drought, the mildest winter and the most devastating hurricanes have become typical in those parts of the world where they used to be a rare occurrence.

Weather patterns have been changing recently due to the global warming-up process and its major reason — the greenhouse effect. The greenhouse effect is created by carbon dioxide emissions, released by industrial facilities and a constantly increasing number of cars. Thus it is of vital importance that the world should start cutting down the release of gases that contribute to the greenhouse effect. What is the reason for people getting so much worried about the state of environment? The answer to this question is fairly simple. The thing is the deterioration of the environment is telling heavily on people. They are paying for this with their health. And it is obvious what all people need is a healthy environment.

To solve this burning problem it is necessary for people to combine efforts, to raise safety standards at all industrial facilities, to adequately process by-products of industry, to set up an international space laboratory to monitor the state of environment and set up an international centre for emergency environmental assistance. All these measures will help us in solving these important problems and prevent us from dangerous illnesses and diseases.

#### **Vocabulary:**

Environmental protection — охрана (защита) окружающей среды

humanity — человечество                      firmly established — укорениться

hardly — вряд ли, едва ли                      majority — большинство

soil — почва                      toxic wastes — токсичные отходы

drought — засуха

to contaminate — заражать, инфицировать (в том числе отравляющими и радиоактивными веществами)

chemicals — химические вещества

to be concerned about — беспокоиться

drastic — радикальный, глубокий; резкий

devastating — опустошительный, разрушительный

to be rare occurrence — происходить редко

the greenhouse effect — парниковый эффект

to create — создавать carbon dioxide — двуокись углерода

industrial facilities — промышленные предприятия

to be of vital importance — быть необычайно важным  
 to cut down — сокращать the release of gases — выброс газов  
 to contribute to — содействовать, способствовать  
 fairly — довольно deterioration — ухудшение  
 to tell on — сказываться на to solve — решать  
 to raise safety standards — поднимать требования к технике безопасности  
 to adequately process by-products of industry — хорошо перерабатывать  
 промышленные отходы  
 to monitor — контролировать to prevent — защищать, предохранять  
 an international centre for emergency environment assistance — международный центр по  
 оказанию срочной экологической помощи

#### Контрольные вопросы:

1. What can cause air pollution?
2. What does acid rain harm?
3. What do you call scientists who study the weather?
4. Is there a lot of trash in your town?
5. What do you think you should do to protect the environment?

### **Практическая работа № 19.**

Тема: Предлоги места и направления.

Цель: определение предлогов.

Краткие теоретические положения:

Предлог. Preposition

Предлог - это служебное слово, выражающее отношение существительного или местоимения к другим словам в предложении. Эти отношения бывают: пространственные, временные, причинные, целевые и др.

Формы предлогов

По своей форме предлоги делятся на следующие группы: 1) Простые предлоги, например: in в, через; to к, в; at за, у, в; by около; with с.

2) Сложные предлоги, образованные путем словосложения, например: into в; inside внутри; before перед; behind за; upon на; throughout через.

3) Составные (или групповые) предлоги, которые представляют собой сочетание существительного, прилагательного, причастия или наречия с простым предлогом или союзом, объединенные единым значением. Например: as far as до; as for что касается; because of из-за; in case of в случае; in front of перед  
 of (кого? чего?) родительный падеж

Предлог of, стоящий между двумя существительными, передает грамматические отношения, выраженные в русском языке родительным падежом (кого? чего?):

He showed us the plan of the port. Он показал нам план (чего?) порта.

The roof of the house is painted green. Крыша (чего?) дома выкрашена в зеленый цвет.

He is a teacher of the English language. Он - учитель (чего?) английского языка.

to (кому? чему?) дательный падеж

Предлог to перед существительным в функции дополнения передает отношения, выражаемые в русском языке дательным падежом (кому? чему?), обозначая лицо, к которому обращено действие:

He showed the plan to the workers. Он показал план (кому?) рабочим.

by (кем? чем?) творительный падеж

Предлог by после глагола в страдательном залоге и перед существительным, обозначающим действующий предмет или действ. лицо, передает отношения, выражаемые в русском языке творительным падежом (кем? чем?):

The letter was signed by the director. Письмо было подписано (кем?) директором.



with (кем? чем?) творительный падеж

Предлог with перед существительным, обозначающим орудие действия или предмет, используемый при совершении действия, передает отношения, выражаемые в русском языке творительным падежом (кем? чем?):

The letter was written with a pencil. Письмо было написано (чем?) карандашом.

Существует и обратное явление: в английском предложении предлог может отсутствовать, а при переводе на русский язык он обязателен, например:

We entered the room. Мы вошли в комнату.

Задание: вставить нужный предлог вместо пропуска.

*№ 1. Вставьте пропущенные предлоги в предложения. (in, on, at, for)*

1. I live ... Washington.
2. His glasses are ... the table.
3. She took an apple ... her child.
4. The meeting begins ... five.
5. Look ... him!
6. ... the contrary he wanted to come.
7. May I come ...?
8. We're going to visit a theatre ... Saturday.
9. Kate was born ... 1986.
10. He lives ... the second floor.
11. We have done our task ... that moment.
12. My birthday is ... July.
13. She returns ... time.
14. He is ... love with her.
15. My children are ... home.
16. John was busy... fact.
17. I shall come ... an hour.
18. They don't like the sour apples and ... example, me.
19. A chair is ... the door.
20. He made a surprise his hands for me.

*№ 2. Вставьте пропущенные предлоги в предложения. ( to, by, over, into)*

1. When we came the game was ...
2. He went ... school.
3. She came ... my room, no resolution.
4. The book was brought ... the girl.
5. The pencil belongs ... me.
6. The document was signed ... the director.
7. The ball fall ... the water.
8. She is going ... the sea.
9. Repeat the texts ... again.
10. He quickly climbed ... the fence.
11. I think ... your propositions.
12. The sunny weather will be all ... the country.
13. She went ... the river.
14. They go ... home.
15. The pupils came ... the classroom.
16. The dog went ... the lake.
17. Put money ... the pocket.
18. He couldn't sleep and turn side ... side.
19. The lamp is... the bookcase.
20. My sister prefers travelling ... car.

Контрольные вопросы:

1. Что такое предлоги?
2. Какие предлоги вы знаете (по группам)?

**Практическая работа № 20.**

Тема: Программное обеспечение.

Цель: употребление и понимание новых слов.

Задание: выполнить упражнения.

*I. Ответьте на вопросы.*

1. What is the Webster's dictionary definition of the hardware?
2. What groups of hardware exist?
3. What is input hardware? What are the examples of input hardware?
4. What is the mouse designed for?
5. What is processing hardware? What are the basic types of memory used in a PC?
6. What is a storage hardware? What is CD – ROM used for? Can a user record his or her data on a CD? What kind of storage hardware can contain more information: CD – ROM, RAM or ROM?
7. What is modem used for? Can a PC user communicate with other people without a modem?

*II. Какие из приведенных ниже утверждений верны/неверны.*

1. The purpose of the input hardware is to collect data and convert them into a form suitable for computer processing?
2. Scanner is used to input graphics only.
3. CPU reads and interprets software and prints the results on paper/
4. User is unable to change the contents of ROM.
5. Printer is a processing hardware because it shows the information.
6. Modem is an electronic device that makes possible the transmission of data from one computer to another via telephone or other communication lines.
7. The purpose of storage hardware is to store computer instructions and data.

*III. Дайте определения, используя текст.*

CPU, ROM, Floppy – disk, CD – ROM, Printer, Modem, Hard disk, Keyboard.

*I. Что из нижеперечисленного является оборудованием?*

Program, mouse, CPU, printer, modem, instruction, cursor or the pointer, keyboard, symbol.

**Практическая работа № 21.**

Тема: Интернет и его возможности. Всемирная глобальная сеть.

Цель: употребление и понимание новых слов.

Задание: выполните упражнения.

*№ 1. Дайте определение, используя словарь:*

- |                |                      |
|----------------|----------------------|
| 1. Internet    | 4. World Wide Web    |
| 2. Web browser | 5. Internet provider |
| 3. Hyperlinks  |                      |

*№ 2. Найдите эквиваленты в тексте:*

1. Объем ресурсов и услуг, которые являются частью WWW растет чрезвычайно быстро.
2. Каждая ссылка, выбранная вами представляет документ, графическое изображение, видео – клип или аудио – файл где – то в Интернете.
3. Интернет также может быть использован для целей развлечения.
4. Вы получаете доступ к ресурсам интернет через интерфейс или инструмент, который называется веб-браузер.
5. Вся эта деятельность возможна благодаря десяткам тысяч компьютерных сетей, подключенных к Интернету и обменивающихся информацией в одном режиме.
6. Пользователи общаются через электронную почту, дискуссионные группы, чат-каналы и другие средства информационного обмена.

№ 3. *Какие из приведенных ниже утверждений верны/неверны.*

1. There are still not so many users of the Internet.
2. There is information on all sorts of topics on the internet, including education and weather – forecast.
3. People can communicate through e- mail and chat programs only.
4. Internet is a tens of thousand of networks which exchange the information in the same basic way.
5. You can access information available on the World Wide Web through the Web browser.
6. You need a computer and special program to be a WWW user.
7. You move from site to site by clicking on a portion of text only.
8. Film and picture are not available on the Internet.

### **Практическая работа № 22.**

Тема: Употребление времен действительного залога. Группа Present.

Цель: определение времен по формулам.

Краткие теоретические положения:

**The Present Simple Tense.** Обозначает постоянное повторяющееся, обычное действие, какой-либо факт или общеизвестную истину.

Present Simple по форме совпадает с инфинитивом глагола (без частицы to) во всех лицах, кроме 3-го лица ед. ч., принимающего окончание -s (-es).

Вопросительная форма образуется при помощи вспомогательных глаголов Do (I, you, we, they) и Does (he, she, it), которые всегда стоят на первом месте.

Отрицательная форма образуется при помощи отрицательной частицы not, которая всегда стоит после вспомогательного глагола.

**The Present Progressive Tense.** Настоящее продолженное время обозначает действие, происходящее в настоящий момент; действие, представляющее собой непрерывный процесс; будущее действие, если оно запланировано.

He is watching TV now. The Earth is moving.

Настоящее продолженное время (Present Progressive) образуется при помощи глагола to be в Present Simple и -ing формы смыслового глагола.

Вопросительная форма образуется при помощи вспомогательных глаголов am (I), are (you, they, we), is (he, she, it), которые всегда стоят на первом месте.

Отрицательная форма образуется при помощи отрицательной частицы not, которая всегда стоит после вспомогательного глагола.

**The Present Perfect Tense.**

Для выражения действия, завершившегося к моменту речи. Время действия не указывается, важен сам факт совершения действия к настоящему моменту или его результат.

She has read this book. Она прочитала эту книгу. (Действие завершено к моменту речи.)

В этом значении Present Perfect часто употребляется с наречиями just - только что, already - уже, yet - ещё, lately - недавно, recently - недавно.

The mail has just come. Почта только что пришла.

He has seen many films lately. В последнее время он посмотрел много фильмов.

Для выражения действия, которое завершилось, но тот период, в котором оно происходило, ещё продолжается и может быть обозначен обстоятельствами времени today - сегодня, this week - на этой неделе, this month - в этом месяце, this century - в нашем веке и др.

Present Perfect может употребляться с наречиями always - всегда, often - часто, seldom - редко, ever - когда-нибудь, never - никогда.

She has never been to London. Она никогда не была в Лондоне.

Have you ever been to Moscow? Вы когда-нибудь были в Москве?

Present Perfect образуется при помощи глагола to have в Present Indefinite и Participle II (Причастия II) смыслового глагола. Вопросительная и отрицательная формы образуются по общему правилу.

Задание: выполните тест.

*Тест №1. Choose the correct variant:*

1. My mother \_\_\_\_ a bad headache.

have got am has got

2. Where \_\_\_\_ the Johnsons (live)?

Do are does

3. Margie and her sister \_\_\_\_ wonderful voices.

Does has got have got

4. I (not/understand) \_\_\_\_ that man because I (not/know) \_\_\_\_ English.

not understand, don't know don't understand, not know don't understand, don't know

5. \_\_\_\_ you \_\_\_\_ any time to help me? – Sorry, I \_\_\_\_

Do you have, don't Have you got, am not Do you have, have got

6. Everybody in our family (help) \_\_\_\_ Mummy about the house. Dad (walk) \_\_\_\_ the dog, I

(water) \_\_\_\_ the flowers, and my brothers (clean) \_\_\_\_ the rooms.

help, walks, water, clean helps, walks, water, clean help, walks, water, cleans

7. \_\_\_\_ Jane Smith (speak) \_\_\_\_ English?

Is ... speak Does ... speak Do ... speak

8. The Browns \_\_\_\_ a nice house in the country.

has got have got

9. \_\_\_\_ you (like) swimming?

Do you like Does you like Are you like

10. \_\_\_\_ Dad \_\_\_\_ any brothers or sisters?

Have Dad got Does Dad have Does Dad has

11. \_\_\_\_ your sister often (go) to the theatre?

Is ... go Does ... go Do ... go

12. We \_\_\_\_ a car, but we are going to buy it.

don't have aren't have hasn't

13. \_\_\_\_ Bob (know) what I want?

Bob knows Do Bob knows Does Bob know

14. They can't go out because they \_\_\_\_ rain – coats and umbrellas.

have got aren't have don't have

15. Jack lives not far from us, but we (not/see) \_\_\_\_ him often.

not see doesn't see don't see

16. Don't give him cigarettes. He (not/smoke) \_\_\_\_\_.  
 isn't smoke doesn't smoke don't smoke
17. Can you help me? I (not/know) \_\_\_\_\_ the way to the market.  
 am not know not know don't know
18. \_\_\_\_\_ Peter \_\_\_\_\_ any beer in the fridge?  
 Does Peter have Do Peter has Have Peter got
19. My daughter Mary (not/like) \_\_\_\_\_ apples, but she likes oranges.  
 Not likes doesn't likes doesn't like
20. What's the matter? You (look) \_\_\_\_\_ very happy.  
 Look looks

*Task №2. Choose the correct variant:*

- 1.- Where are the children? It's quiet at home. - They (lie) on the carpet and (draw).  
 lie, are drawing are lying, drawing are lying, drawing
- 2.- What you (do) now? - I (look for) my key. I can't open the door.  
 What do you do, I look for What are you do, I looking for  
 What are you doing, I'm looking for What you doing, I'm looking for
3. Listen! Somebody (sing) a lovely song.  
 Sings is singing are singing
4. Why you (put on) the coat? It's sunny today.  
 are you putting on do you put on will you put on are you putting on
5. Don't make so much noise. I (try) to work.  
 Tried I'm trying I'm trying
6. Why you (cry)? Is anything wrong?  
 do you cry are you crying have you crying
7. I (listen) to you attentively.  
 am listening listen
8. What time Nick and Rosa (come) for dinner tonight?  
 is Nick and Rosa coming Nick and Rosa are coming  
 do Nick and Rosa come are Nick and Rosa coming
9. I'm sure you (make) the right choice.  
 will be made are making make
10. Take your umbrella. It (rain) cats and dogs.  
 Rained are raining is raining
11. Why you (not/hurry)? I (wait) for you.  
 are you not hurry, am waiting aren't you hurrying, waiting  
 aren't you hurrying, 'm waiting don't you hurry, am waiting
12. I don't speak any foreign languages, but I (learn) English now.  
 am learning learn
13. We (spend) next weekend at home.  
 Spent are spending are spend
14. I (meet) Liz tonight. She (come) from Cork.  
 will meet, comes am meeting, coming am meeting, 's coming
15. He (go) to speak to his parents.  
 Went is going goes
15. At the moment we (fly) over the desert.  
 have flying flied are flying
16. Have some hot tea. It (get) chilly.  
 Getting is getting i's getting
17. I (die) to see him.  
 am dying have died am died am diing
18. My Dad (work) overtime this week.  
 Works are working is working

- 19.They (live) in a rented house these days.  
Were living          are living          live  
*Течм № 3. Choose the correct variant:*
1. Since then I \_\_\_\_\_ my job several time.  
Changed has changed have changed
2. “You \_\_\_\_\_ your hair”, he cried.  
have dyed          dyed
- 3.Jane \_\_\_\_\_ suddenly that there was a letter attached to the painting.  
Found    has found          had found
- 4.I \_\_\_\_\_ that point yet.  
haven’t considered          didn’t consider          not considered
- 5.Mary isn’t at home. She \_\_\_\_\_ to work.  
Went    was          has gone
- 6.They \_\_\_\_\_ in construction business for 5 years.  
Were          have been          are
- 7.\_\_\_\_\_ you ever \_\_\_\_\_ the Queen of Great Britain?  
Have ... seen          Did ... see
- 8.He can’t find a job. He \_\_\_\_\_ unemployed for half a year.  
Was          has been          have been
- 9.\_\_\_\_\_ you ever \_\_\_\_\_ to Africa?  
Have ... travelled          Are ... travelled          Did ... travel
- 10.\_\_\_\_\_ you \_\_\_\_\_ about Miss Carol’ marriage?  
Did ... hear          Have ... heard
- 11.What \_\_\_\_\_ you \_\_\_\_\_ to find the way out?  
did ... do          have ... done          are ... do
- 12.Nick and Sally \_\_\_\_\_ each other since their school years.  
have known          knowed          knew
- 13.His spirits \_\_\_\_\_ a little. He’s all right now.  
Revived          has revived          have revived
- 14.“\_\_\_\_\_ anything \_\_\_\_\_ from the flat,” asked the policeman.  
Is ... disappeared          Did ... disappear
- Has ... disappeared          Have ... disappeared
- 15.“I \_\_\_\_\_ the letter you asked about, sir,” said the butler.  
brought’ve          brought’s brought
- 16.\_\_\_\_\_ you \_\_\_\_\_ dinner already?  
Did ... have          Were ... having
- Have ... had
- 17.He \_\_\_\_\_ his driving test. He is so happy. He hasn’t been able to pass it for three years.  
has just passed          have just passed          just passed
- 18.I \_\_\_\_\_ my keys. I can’t get in.  
Have lost    lost          have losed
- 19.The taxi \_\_\_\_\_. Hurry up!  
Arrives          have arrived          has irrived
- 20.\_\_\_\_\_ you \_\_\_\_\_ writing your book yet?  
Did ... finish          Have ... finished

Контрольные вопросы:

- 1.Что такое Present Simple? Какое действие обозначает? Как образуется?
- 2.Что такое Present Progressive? Какое действие обозначает? Как образуется?
- 3.Что такое Present Perfect? Какое действие обозначает? Как образуется?

### Практическая работа № 23.

Тема: Бытовые аспекты повседневной жизни.

Цель: отработка лексики.

Задание: прочитайте и переведите текст письменно.

#### Workaholism

For many people, fact about workaholism are not clear. What is workaholism, exactly? When should a person seek help about his problem related to his job. Workaholism is the same kind of addiction, like alcoholism. Most often, workaholism in its severe form could be observed. They have always been getters, and for modern workaholics it is a good argument to justify themselves. For smart people it is easier to become a workaholic, because physical labor can not last long. For example, modern workaholics are the majority of computer geeks. These people, suffering from this particular form of addiction, have a special warehouse mentality. According to most physicians, these people are always restless about themselves. The problem of workaholism is that the line between hard work and this disease is difficult to draw. A workaholic usually leaves work later, much later than the other workers. Most likely it seems to us we don't depend on workaholics but if his boss sees his work and thinks that other workers can stay after work too. So he voluntarily or involuntarily pulls the staff in an uncomfortable situation for them. It should be noted that workaholics are divided into several groups. In the first there are workaholics who work because they like it. In the second there are workaholics who work because they have to. There are those who are engaged in useless activities, which nobody is interested in it simulates, filling avoid in his life. I think that workaholism is curable, if a workaholic understands in time that he is a workaholic. That in his life, there are serious problems from which he frees to work, without deciding, but only adding to them. Likely workaholics need to learn to enjoy doing nothing. Spend a delicious lunch twice as longer than usual. Give yourself a break once a week. You can choose a distraction from work but what it could be family, religion, art, sport or embroidering a cross - it's up to you.

### Практическая работа № 24.

Тема: Составление типов вопросов в группе Present.

Цель: определение типов вопросов.

Краткие теоретические положения:

В английском языке существует 4 типа вопросов: Общий, специальный, альтернативный, разделительный.

**Общий вопрос** относится ко всему предложению в целом, и ответом на него будут слова yes или no. Порядок слов в общем вопросе:

1. Вспомогательный (модальный, глагол – связка), глагол.
2. Подлежащее (существительное или местоимение).
3. Смысловой глагол (или дополнение).

**Специальный вопрос** относится к какому-нибудь члену предложения или их группе и требует конкретного ответа. Специальный вопрос начинается со специального вопросительного слова (who, whom, where, why, what и т.д.)

Порядок слов в специальном вопросе:

1. Вопросительное слово.
2. Вспомогательный глагол (модальный, глагол – связка), глагол.
3. Подлежащее.
4. Смысловой глагол.
5. Дополнения.

## 6. Обстоятельства.

**Альтернативный вопрос** предполагает выбор между 2 возможностями. Начинается как общий вопрос, затем следует разделительный союз **or** и вторая часть вопроса.

**Разделительный вопрос** состоит из 2 частей. Первая часть – это повествовательное предложение, вторая, отделенная запятой от первой – краткий вопрос, который на русский переводится не правда ли? Не так ли? В кратком вопросе повторяется вспомогательный, модальный глагол.

Задание: выполните тест.

### Тест №1. Questions.

*Выберите правильный вариант ответа. Choose the correct variant:*

1. \_\_\_\_\_ do his powers come from?  
Where   Who   Why
2. \_\_\_\_\_ one of you is coming to my house later?  
Who   Why   Whose
3. \_\_\_\_\_ set a world record for competition?  
When   Who   Why
4. Let me know ... you hear from your mother.  
Who   Which   What
5. \_\_\_\_\_ do you finish that task so quickly?  
How   Whom   What
6. \_\_\_\_\_ is my briefcase?  
Where   When   How
7. \_\_\_\_\_ dog is that?  
Who   Why   Whose
8. \_\_\_\_\_ team beat Germany to win the Football World leaders?  
Which   Whose   Who
9. \_\_\_\_\_ could you do this to me?  
How   Whose   Who
10. \_\_\_\_\_ are you leaving?  
Who   Why   Where

### Тест №2. Questions.

*Выберите правильный вариант ответа. Choose the correct variant:*



1. \_\_\_\_\_ are you going to get home from work?  
How      Whom      What
2. \_\_\_\_\_ are you leaving?  
Where      When      How
3. \_\_\_\_\_ are you crying?  
Who      Why      Whom
4. \_\_\_\_\_ would you like on your hamburger?  
Who      What      Which
5. \_\_\_\_\_ are you going tomorrow?  
Where      Whom      What
6. \_\_\_\_\_ you got any children?  
Have      When      Do
7. \_\_\_\_\_ does your husband do?  
Which      Who      What
8. \_\_\_\_\_ are you going?  
Where      When      How
9. \_\_\_\_\_ is it? - A book.  
Who      Which      What
10. \_\_\_\_\_ the school a website?  
Have      When      Has

**Контрольные вопросы:**

1. Сколько вопросов существует в английском языке?
2. Как образуется общий вопрос?
3. Как образуется специальный вопрос?
4. Как образуется альтернативный вопрос?
5. Как образуется разделительный вопрос?

**Практическая работа № 25.**

**Тема:** Употребление времен действительного залога. Группа Past. Типы вопросов.

**Цель:** определение времен по формулам.

**Задание:** выполнитетест.

**The Past Simple Tense**

*№ 1. Choose the correct variant:*

1. There isn't a cloud in the sky, but it (be) cloudy in the morning.

Is was were

2.Mrs. Clay usually finishes her work at half past three, but she (finish) it later yesterday afternoon.

Finish finishes finished

3.Every day I help my Mom about the house, but last week I was very busy with my exam. So I (not/help) her much.

not helped didn't helped didn't help

4.Tom isn't playing tennis tomorrow afternoon, he (not/play) tennis yesterday.

doesn't play didn't play didn't played

5.We generally have lunch at 12.30, but yesterday we (have lunch) later.

had lunch have lunched had had lunch

6.Now my brother smokes a lot, but he (not/ smoke) before.

hadn't smoked didn't smoke not smoked

7.The Frasers live in four-room apartment, but last year they (live) in a small house in the country.

were living did live lived

8.I (get) to the market myself last time, but now I don't remember how to get there.

Getted gotted got

9.How you (cut) your finger?

How have you cut How you cutted How did you cut

10.Jack (try) to remember what he had done last April.

was tried tried tried

## **№ 2. Прошедшее продолженное время/ The Past Progressive Tense**

*Choose the correct variant:*

1.The dog \_\_\_\_\_.

was barking bark were barking

2.\_\_\_\_\_his head aching?

Was were

3.You \_\_\_\_\_ down the street.

was rushing rush were rushing

4.Where was Katie \_\_\_\_\_?

Sit sitting site

5.Yesterday he \_\_\_\_\_ very friendly.

is being was being being

6.The teacher \_\_\_\_\_ pointing to the board.

Was has were

7.We \_\_\_\_\_ the birds.

being feed were feeding feeding

8.My parents \_\_\_\_\_ at a restaurant.

not were eating were not eating

9.James and Phil \_\_\_\_\_ a tree house.

was building building were building

10.The birds \_\_\_\_\_ in the tree.

Sat were sitting being sit

## **№ 3. Прошедшее совершенное время/ The Past Perfect Tense**

*Complete the sentences*

1.We could not send you a postcard because we \_\_\_\_\_ our address book.

have forgotten had forgotted had forgotten

2.I \_\_\_\_\_ the key that he had given to me.

Lost losted had lost

3. She put on the red dress, which she \_\_\_\_\_ for ages.

has not worn not had worn had not worn

4. \_\_\_\_\_ your homework before you went to the cinema?  
Had you finished   Did you finished   You had finished
5. I \_\_\_\_\_ downstairs because I had heard a noise  
Go   had gone   went
6. When they came home, Sue \_\_\_\_\_ dinner already.  
has cooked   had cooked   had cooking
7. Why \_\_\_\_\_ the bathroom before you bathed the dog?  
had you cleaned   you had cleaned   had you clean
8. The waiter served something that we \_\_\_\_\_.  
have not ordered   had not ordered   not had ordered
9. Had she found a place to stay when she \_\_\_\_\_ to Boston?  
will go   went   go
10. His mother was angry because he \_\_\_\_\_ her with the shopping.  
have not helped   not had helped   had not helped

Контрольные вопросы:

1. Что такое Past Simple? Какое действие обозначает? Как образуется?
2. Что такое Past Progressive? Какое действие обозначает? Как образуется?
3. Что такое Past Perfect? Какое действие обозначает? Как образуется?

**Практическая работа № 26.**

Тема: СМИ: пресса, телевидение, радио.

Цель: употребление и понимание новых слов.

Задание: переведите текст и задайте к тексту 5-7 вопросов.

**Mass Media**

No doubt, is an important part of our life. People from different walks of life have become nowadays listeners, readers, viewers. Or in other words, reading newspapers and magazines, watching TV, listening to the news on the radio are our main means of getting information in all its variety. Newspapers with their enormous circulation report different kinds of news. They carry articles which cover the latest international and national events. Now people buy newspapers also for the radio and TV programmes which they publish. There are special newspapers which gave a full coverage of commercial, financial and publish affairs. There are newspapers and magazines for young people. They give a wide coverage of news, events and reports on education, sports, cultural life, entertainment, fashion. There are a lot of advertising programmes now, sensation material, too. They represent the views of today's youth. Radio broadcasts are valued mainly for their music programmes (Europa plus). TV, radio, press reflect the present day life. Their information may vary from social and economic crises, conflicts, wars, disasters, earthquakes, to diplomatic visits, negotiations, from terrorism, corruption, to pollution problems, strikes, social movements. Much information is published concerning official governmental decisions. TV is the most popular kind of mass media now. Viewers are fond of watching variety show, films, sports, plays, games, educational and cultural programmes. We have many different channels, including commercial channels. There are many interesting and exciting programmes, but at the same time too often very primitive films are televised. I mean horror films, thrillers, detective films with all their cool-blooded atmosphere of violence and endless crimes and murders. Our family is also a mass media consumer. I have a TV set in my room. The culture programmes like "Kultura" are my mother's favourite, my farther is a

hockey fan, he likes to see sport programmes. I'm not keen on special programmes. I like to see a bit here and a bit there. Also, I can say I like programmes about travelling and traditions of another countries. Those programmes are educating and relaxing at the same time.

### Практическая работа № 27.

Тема: Употребление времени действительного залога. Группа Future. Типы вопросов.

Цель: определение времен по формулам.

Краткие теоретические положения:

*The Future Simple Tense.* Будущее неопределённое время Future Simple употребляется для обозначения: какого-либо факта в будущем, какого-либо решения или намерения в будущем, принятого в момент речи, для выражения предложения о помощи.

I'll do the shopping. Я пойду за покупками.

#### **The Future Progressive Tense.**

Будущее продолженное время Future Progressive обозначает будущее действие в процессе его совершения, т.е. незаконченное длительное действие. Future Progressive употребляется также для выражения намерения совершить действие в будущем или уверенность в его совершении.

He will be writing a letter to his friend ... at 5 o'clock tomorrow.

... from 5 to 6 on Sunday.

... when I come.

Он будет писать письмо другу ... завтра в 5 часов.

... с 5 до 6 в воскресенье.

... когда я приду.

I will (shall) be visiting him tomorrow. Завтра я собираюсь навестить его.

Задание: выполните тест.

#### **Тест №1 Будущее простое время/ The Future Simple Tense**

*Выберите правильный вариант ответа. Choose the correct variant:*

1. I'm tired. I (go) to bed.

I'll go I'd go

2. It's late. I think I (take) a taxi.

will take shall take am take

3. \_\_\_\_ I (answer) the question?

Shall Will Shall not

4. We don't know their address. What (we/do)?

What are we do What will we do What shall we do

5. Our test (not/take) long.

isn't take doesn't take willn't take won't take

6. I'm afraid they (not/wait) for us.

don't wait will not be waited won't wait

7. Diana (come) to the party tomorrow?

Shall Diana come Will Diana come Does Diana come

8. You (arrive) in Paris tomorrow evening.

Arrive will arrive arriving

9. The boy (remember) this day all his life.

will remember should remember remembers

10. Perhaps they (buy) a new house this year.

Bought 'll buy buying

#### **Тест № 2. The Future Progressive / The Future Simple**

*Выберите правильный вариант ответа. Choose the correct variant:*

1. This time tomorrow they (sit) in the train on their way to Chicago.

will sit                      will be sitting                      are sitting

2. Don't phone Jim from 5 to 6 – he (have) English.

Had                      is having                      will be having                      has

3. Why are you in a hurry? If you arrive at 8 o'clock, they (still/cook) the meal.

still are cooking                      are still be cooking                      will be still cooking

4.- I'm not sure I'll recognize Eve. I haven't seen her for ages. - She (wear) a dark blue pullover and jeans.

Wears                      will be wearing                      is wearing

5. He (sleep) when you come back tonight.

will be sleeping                      would be sleeping                      slept

6.- Let's meet at the station at 5 o'clock. - OK. I (wait) for you there.

'll wait                      will be waiting                      wait

7. I (work) for my exam on Philosophy all day tomorrow.

have been working                      works                      am working                      will be working

8. " ... you (see) Alex tomorrow?" – "Of course I will. I (see) him at the Board meeting."

Do you see, see                      Would you see, 'd see                      Will you be seeing, will be seeing

9. Next Friday, the President (celebrate) ten years in power.

Celebrates                      will celebrate                      will be celebrated                      will be celebrating

10. The plane (travel) at twice the speed of sound when it passes overhead.

will be traveling                      travels                      will travel                      is traveling

Контрольные вопросы:

1. Что такое Future Simple? Какое действие обозначает? Как образуется?
2. Что такое Future Progressive? Какое действие обозначает? Как образуется?
3. Что такое Future Perfect? Какое действие обозначает? Как образуется?

**Практическая работа № 28.**

Тема: Пишем эссе.

Цель: научить правильно писать эссе.

Краткие теоретические положения:

**Эссе** - (франц. *essai* - попытка, проба, очерк, от лат. *exagium* - взвешивание), прозаическое сочинение небольшого объема и свободной композиции, выражающее индивидуальные впечатления и соображения по конкретному поводу или вопросу и заведомо не претендующее на определяющую или исчерпывающую трактовку предмета. Не важно, на какую тему Вы пишете эссе, Вы всегда должны задать себе следующие «контрольные» вопросы:

- Ответил ли я на предложенный вопрос?
- Ясно ли я выразил свою точку зрения?
- Было ли все написанное выражено ясным и понятным языком, не было ли ошибок во время написания?

## **Структура**

Все идеи должны быть связаны логически друг с другом, пересекаться с главной мыслью и дополнять ее. По такой структуре можно писать любое эссе, наполняя его нужными фактами: **Введение** важно для того, чтобы читатель определил для себя, стоит ли читать Ваше эссе. **Переход от параграфа к параграфу**. Плавные переходы – это крайне важный элемент удачного эссе, поскольку именно это демонстрирует Ваше умение ясно и интересно излагать свою мысль. Слова-связки, такие как *later*, *furthermore*, *additionally* или *moreover* помогают плавно переходить из одного параграфа к другому. **Заключение**. Последние несколько предложений в Вашем эссе являются крайне значимыми. Во-первых, они должны завершать Вашу мысль. Во-вторых, у читателя они должны оставить в памяти яркий след. Важно, чтобы вывод возвращался к главной идее. Другими словами, он должен содержать то, что было написано во введении.

## **Язык написания**

Правила письменной речи меняются постоянно. Компьютерная обработка речи заставляет их изменяться почти ежедневно. В наши дни можно встретить предложения, которые начинаются с «I» или «But». А не так давно это осуждалось. При написании эссе сокращения (*will not = won't*) как правило, не используются.

Задание: написать эссе по теме «Общественная жизнь».

Образец:

Do you enjoy watching people punch each other or throw one another to the floor? Violent sports, such as wrestling or boxing, are enjoyed by spectators all over the world. **However**, I believe that these sports are extremely harmful to the participants and the spectators and they should be banned.

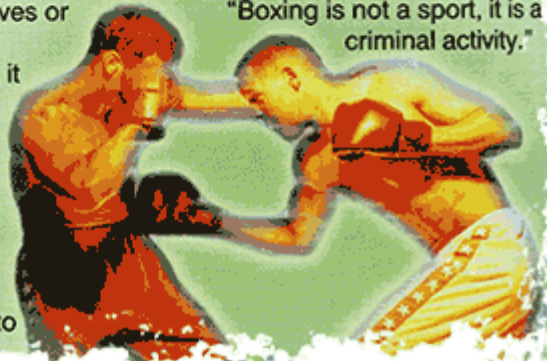
**In the first place**, violent sports encourage people to behave violently. Young people especially are easily influenced by what they see on their TV screens. If they watch a boxing or wrestling match, they may try to imitate the behaviour of the participants, causing pain or injury to themselves or their playmates.

**Furthermore**, it is extremely dangerous to take part in violent sports. **For example**, boxers suffer frequent, repeated blows to

the head and upper body and wrestlers are often thrown to the floor with great force. These actions can result in serious injuries, including brain damage.

**On the other hand**, there are those who would argue that these sports are under control. There are strict rules and regulations which protect the participants.

**All things considered**, though, it seems to me that violent sports do much more harm than good as they promote violence and require participants to put themselves at great risk. I agree with Ernst Jokl, a well-known American academic, who once said, "Boxing is not a sport, it is a criminal activity."



### Практическая работа № 29.

Тема: Употребление модальных глаголов в устной и письменной речи.

Цель: определение модального глагола в письменной речи.

Краткие теоретические положения:

Модальные глаголы - это глаголы, обозначающие не само действие, а отношение к нему говорящего.

Модальные глаголы в английском языке не имеют формы инфинитива, неличных форм на -ed, -ing, не принимают окончание -s, -es в 3-ем лице единственного числа Present Indefinite, т.е. не спрягаются. Они образуют вопросительную и отрицательную формы без вспомогательного глагола. После модальных глаголов инфинитив другого глагола употребляется без частицы to (исключение глагол ought to).

#### **Can / could**

Этот модальный глагол имеет две формы: can - для настоящего времени, could - для прошедшего. Употребляется он:

1. Для выражения возможности или способности совершения действия. В этом значении переводится как "мочь", "уметь".

She can speak English well but she can't write it at all. Она может (умеет) хорошо говорить по-английски, но совсем не умеет писать.

2. Для выражения разрешения совершить действие (в вопросительных и утвердительных предложениях).

Can we go home? Можно нам идти? Yes, you can go. Да, вы можете идти.

3. Для выражения запрета совершить действие, выраженного инфинитивом (только в отрицательных предложениях).

You can't speak at the lessons. На уроке разговаривать нельзя.

Для выражения просьбы (в вопросительных предложениях).

Can (could) you give me your dictionary? Вы не дадите мне свой словарь?

Форма could употребляется для более вежливого обращения.

### **To be able to**

Сочетание to be able + инфинитив с частицей to является синонимом модального глагола can (см. пункт 1) для выражения возможности или способности совершения действия.

He is able to help you. Он может помочь вам.

He was able to help you. Он смог помочь вам.

He will be able to help you. Он сможет помочь вам.

### **May / might**

Этот модальный глагол имеет две формы: may - для настоящего времени, might - для прошедшего. Глагол may употребляется для выражения:

Разрешения в утвердительных и вопросительных предложениях.

You may go. Ты можешь идти.

May I help you? Разрешите вам помочь.

Запрещения в отрицательных предложениях.

You may not come here. Не смей сюда приходить.

Предположения, неуверенности в утвердительных и отрицательных предложениях.

It may rain today. Возможно сегодня будет дождь.

Глагол might употребляется:

1. В придаточных дополнительных предложениях в соответствии с правилом согласования времён.

She said that he might take her book. Она сказала, что он может взять её книгу.

2. Для обозначения вероятности совершения действия.

He might come. Он, может быть, придёт.

to be allowed to

to be permitted to

Словосочетания to be allowed и to be permitted + инфинитив с частицей to являются синонимами модального глагола may (см. пункт 1).

I am allowed to use this device. Мне разрешено (я могу) использовать этот прибор.

He will be allowed to use this device. Ему разрешат.

### **must**

Глагол must употребляется:

1. Для выражения долженствования, необходимости произвести действие в настоящем или будущем.

I must go. Мне надо идти.

2. Для выражения запрещения в отрицательном предложении.

You mustn't do it. Нельзя этого делать.

3. Для выражения вероятности какого-либо действия, предположения.

He must have read this book. Он, вероятно, читал эту книгу.

4. Для обозначения настоятельного совета, рекомендации.

You must come and see my new flat. Ты должен прийти посмотреть нашу новую квартиру.

### **To have (to)**

Глагол to have (to) употребляется в сочетании с инфинитивом с частицей to для выражения необходимости совершить действие в силу определённых обстоятельств. Соответствует русскому "придётся, пришлось".

It was very dark and we had to stay at home. Было очень темно, и нам пришлось остаться дома.



I don't have to stay here. Мне не нужно здесь оставаться.

To be + Infinitive

Сочетание глагола to be с инфинитивом употребляется для выражения необходимости совершения действия в соответствии с предыдущей договорённостью или заранее намеченным планом. Переводится как "должен, должен был" и т.п.

I was to meet her at 3 o'clock. Я должен был встретить её в 3 часа.

They are to begin this work at once. Они должны начать работу немедленно нашу новую квартиру.

To be + Infinitive

Сочетание глагола to be с инфинитивом употребляется для выражения необходимости совершения действия в соответствии с предыдущей договорённостью или заранее намеченным планом. Переводится как "должен, должен был" и т.п.

I was to meet her at 3 o'clock. Я должен был встретить её в 3 часа.

They are to begin this work at once. Они должны начать работу немедленно.

shall, should

Глагол shall выражает обещание, намерение, угрозу, предостережение.

He shall get his money. Он получит свои деньги.

The child shall be punished for it. Ребёнок будет наказан за это.

Глагол shall также выражает запрос относительно дальнейших действий.

Shall we begin? Нам начинать?

Глагол should в основном употребляется для выражения настоятельного совета, рекомендации.

You should see a doctor. Вам следует показаться врачу.

Задание: выполните тест.

### **Тест №1. Can и Could**

*Выберите правильный вариант Choose the correct variant*

1. My wife \_\_\_\_\_ three languages.

cans speak                      can speaks                      can speak                      cans speaks

2. I'm sorry, I \_\_\_\_\_ join you on Wednesday.

can't      can't to                      don't can to                      don't can

3. Can you \_\_\_\_\_ people's thoughts?

Read                      to read

4. Who \_\_\_\_\_ help me with my homework?

Cans      can                      cans      to can to

5. He \_\_\_\_\_ pass the exam.

didn't can                      couldn't                      couldn't to

6. In my youth I \_\_\_\_\_ 5 miles without stopping.

Could run                      could to run                      could ran

7. \_\_\_\_\_ lend me some money?

Do you                      can you                      do you can

8. I \_\_\_\_\_ to go hiking with you.

shall be able                      shall can

9. Wife \_\_\_\_\_ never forgive him.

couldn't                      could

10. Our child \_\_\_\_\_ read for now.

doesn't can                      cannots                      can't

11. Could Maugly \_\_\_\_\_ like people?

Spoke                      speak

12. Can you do this for me? – Yes, I \_\_\_\_\_.

Can      do

13. Could he come in time? – No, he \_\_\_\_\_.

didn't                      couldn't

14. \_\_\_\_\_ cats swim?

Do can can

15. People \_\_\_\_\_ some things.

couldn't forget couldn't forgot couldn't to forget

16. Mary \_\_\_\_\_ English books without a dictionary.

can reads cans read can read

17. Where could I \_\_\_\_\_ my wallet?

Put putted

18. Weather in England \_\_\_\_\_ very quickly.

cans change can to change can changes can change

19. We \_\_\_\_\_ to finish this work next week.

Will can will be able to

20. My parrot \_\_\_\_\_.

can't speak can't to speak can'ts speak

### **Тест №2. Must / Have to / Be to**

*Choose a correct variant:*

1. Listen, you must \_\_\_\_\_ your parents about it immediately.

Tell to tell

2. No, I \_\_\_\_\_ do it tomorrow.

mustn't don't must

3. She must \_\_\_\_\_ it.

Remembers remember to remember

4. \_\_\_\_\_ study English every day?

Do me must Must we

5. I \_\_\_\_\_ get up early every morning.

haven't to don't have to

6. She \_\_\_\_\_ look after her little sister.

Has to have to haves to

7. Who \_\_\_\_\_ there first?

musts go must goes must go must to go

8. \_\_\_\_\_ finish this work today?

Have we to Do we have to

9. They mustn't say such things, \_\_\_\_\_ ?

must they do they

10. People mustn't \_\_\_\_\_ lessons of history.

Forget to forget

11. The children \_\_\_\_\_ go to bed in time.

is to are to

12. Peter and Mike \_\_\_\_\_ work overtime this month.

have to has to

13. She \_\_\_\_\_ never let them hurt her feelings.

mustn't must

13. I \_\_\_\_\_ see my doctor tomorrow.

will must will must to must

14. He said that they \_\_\_\_\_ come at once.

Musted must

15. It \_\_\_\_\_ be late. Let's go home.

have to must is to musts

16. The workers have to stay here all day long, \_\_\_\_\_ ?

haven't they don't they

17. Must I come here on weekends? – Yes, \_\_\_\_\_.

you do you must

18. He \_\_\_\_\_ see me in this situation.

doesn't must                      mustn't

19. You \_\_\_\_\_ me with the task.

must to help                      must help

### **Тест №3. Модальные глаголы May и Might**

*Choose a correct variant:*

1. He \_\_\_\_\_ to see us tomorrow.

mays come    may comes            may to come            may come

2. They \_\_\_\_\_ finish the work by Thursday.

don't may            don't may to            may not            may not to

3. May I speak to you, sir? – Yes, \_\_\_\_\_.

you do            you may

4. Henry said, that he \_\_\_\_\_ be late.

Might    may            would may

5. This \_\_\_\_\_ happen to us anytime.

will may    may

6. I don't think it \_\_\_\_\_ rain tomorrow.

Might    will might

7. My father \_\_\_\_\_ promotion next month.

mights get            might gets            might get

8. "Come what \_\_\_\_\_", he said and slammed the door.

Might            may

9. The poor man \_\_\_\_\_ recover so soon.

doesn't may            mays not            may not

10. Are you going to join us? - \_\_\_\_\_.

May be            may be

11. I think the children \_\_\_\_\_ dine with us.

May    might

12. So, what \_\_\_\_\_ come out of this?

will may may

13. You \_\_\_\_\_ wait here.

May    might

14. The solution to this problem soon \_\_\_\_\_ found.

May be            may be

15. This man \_\_\_\_\_ more than he says.

mays know            may know            may knows

16. \_\_\_\_\_ I say a few words?

May            Might

17. The right time \_\_\_\_\_ never come.

Mights            will might            might

18. The next train \_\_\_\_\_ late.

might be            mights be

19. Pupils \_\_\_\_\_ forget their teachers.

May            might

20. He forgot that the police \_\_\_\_\_ discover the truth.

May            might            would may

### Контрольные вопросы:

1. Что такое модальные глагола?

2. Какие глаголы самые употребляемы

### Практическая работа № 30.

Тема: Мой любимый вид путешествия.

Цель: употребление и понимание новых слов, употребление лексики в диалогах.

Задание: закончить диалог.

Agent: Good morning. Distant Dreams Travel.

Billy: Oh, hello. Do you sell airline tickets for New Zealand?

Agent: Yes.

Billy: Right. I'd like four tickets from London Heathrow to New Zealand.

Agent: What's your exact destination?

Billy: Auckland.

Agent: And when do you want to go?

Billy: I'd like to go on Friday the fifth of next month.

Agent: Return or one-way?

Billy: I'd like return tickets, please. We want to come back one month later.

Agent: OK. I'll just check on the computer. OK, do you want economy or business class?

Billy: Oh, business class is expensive. I prefer economy. How much is that?

Agent:

Billy: The cheaper one. Air New

Zealand, I think. What time does the flight leave London?

Agent:

Billy: Is it a direct flight?

Agent:

Billy: Fine. I'd like four tickets then, please.

**Фразы для восполнения диалога:**

- What flights to Boston have you got?

- There are two flights a week on Tuesday and on Friday.

- What time?

- I want one single tourist class ticket for

Tuesday.

- At 11.30 every Tuesday and at 8.30 every Friday.

- How much is the tourist class ticket to Boston? - A single ticket is 50 dollars and a return ticket is 110.

### Практическая работа № 31.

Тема: Культура стран Великобритании и США.

Цель: закрепление знаний по страноведческому материалу.

Задание: выполните тест.

*Are you an expert on Great Britain?*

1. What is the capital of Great Britain?

a) Edinburgh b) Boston c) London

2. How many parts does Great Britain contain?

a) 4 b) 3 c) 5

3. What is the English flag called?

a) Union Patric b) Union Jack c) Lines and Crosses

4. Who is the symbol of the typical Englishman?

- a) John Bull b) John Bell c) St. Patric
5. What is the London underground called?
- a) the tube b) the metro c) the subway
6. Who is the Head of State in Britain?
- a) the Mayor b) the Queen c) the Prime Minister
7. What is the river in London?
- a) Thames b) London c) Avon
8. What is the most expensive part of London?
- a) West End b) East End c) the City
9. What colour are the taxis in London?
- a) blue b) red c) black
10. If you go to London, you will see .....
- a) the White House b) St.Paul`s Cathedral c) Greenwich
- 11.What is the Home of the Queen?
- a) Buckingham Palace b) the White House c) Westminster Abbey
12. What city did The Beatles from?
- a) London b) Manchester c) Liverpool
13. They say the Loch Ness Monster lives in a lake in .....
- a) Scotland b) Wales c) Ireland

*Are you an expert on the USA?*

1. What is the capital of the USA?
- a) Ottawa b) Washington, D.C. c) New York
2. How many states are there in the USA?
- a) 52 b) 50 c) 49
3. What is the American flag called?
- a) Union John b) Union Jack c) Stars and Stripes
4. The cartoon symbol of the American government is .....
- a) Uncle Ben b) Uncle Mike c) Uncle Sam
5. What is the New York underground called?

- a) the metro b) the tube c) the subway
6. When did Christopher Columbus discover America?
- a) in 1492 b) in 1592 c) in 1392
7. How often do American people choose a new President?
- a) every 5 years b) every 3 years c) every 4 years
8. What is the most expensive part of New York?
- a) Long Island b) Manhattan c) Staten Island
9. What colour are the taxis in New York?
- a) black b) yellow c) green
10. If you go to New York, you will see .....
- a) Big Ben b) The Capitol c) The Empire State Building
12. What is the home of the President?
- a) The Capitol b) The White House c) the House of Representatives
13. What do American people call their police officers?
- a) copper b) cops c) bobbies

### **Практическая работа № 32.**

Тема: Путешествие по странам изучаемого языка.

Цель: определение уровня усвояемости страноведческого материала.

Задание: выполните тест.

*№ 1. Выберите правильный ответ.*

1. What's the name of the most famous clock in Britain?  
a) Big Albert b) Big Stephen c) Big Wren d) Big Ben.
2. What is soccer?  
a) American football b) hockey c) squash d) boat-racing.
3. What was J. Constable?  
a) a musician b) a politician c) a poet d) a painter.
4. What's the name of Sir Churchill?  
a) Winston b) George c) Christopher d) Benjamin.
5. For Christmas dinner the English usually have ...  
a) chicken b) roast beef c) fish d) turkey.
6. Who wrote "Winnie-the-Pooh"?  
a) L. Carroll b) O. Wilde c) J.R. Tolkien d) A. Milne.
7. What is the most ancient monument in Great Britain?  
a) the Lower West Gate b) Stonehenge c) Hadrian's Wall d) the Tower Gate.
8. The telephone was invented by ...  
a) Isaac Newton, b) Alexander Bell, c) Michael Faraday, d) James Watt.
9. Elisabeth II lives in ...  
a) No 10, Downing Street b) the Tower of London c) Buckingham Palace d) Westminster Palace.

10. The traditional English drink is ... .  
a) coffee b) tea c) cocoa d) milk.
11. The capital of Canada is ... .  
a) Ottawa b) Quebec c) Toronto d) Melbourne.
12. The British money is ....  
a) francs b) dollars c) crowns d) pounds.
13. Margaret Thatcher was ... .  
a) Queen of Britain b) British Prime Minister c) leader of the Labour party d) a film star.
14. "Alice in Wonderland" was written by ... .  
a) Jane Austen b) Muriel Spark c) Lewis Carroll d) Iris Murdoch.
15. The Tower of London now is ... .  
a) a prison b) a royal residence c) a museum d) a burial place.
16. A double-decker is ... .  
a) a train b) a small plane c) a hotel room for two people d) a bus
17. St. Valentine's Day is observed in ... .  
a) February b) May c) November d) December.
18. The common name for a toy bear in England is ... .  
a) Michael-bear b) Tom-bear c) Teddy-bear d) Jack-bear.
19. R. Kipling wrote ... .  
a) "Canterbury Tales" b) "Alice in Wonderland" c) "Treasure Island" d) "Maugli"
20. What is Eisteddfod?  
a) a country b) a dish c) a festival d) a dance.

### **Практическая работа № 33.**

Тема: Образование в России.

Цель: отработка лексико-грамматических навыков.

Задание: прочитайте и переведите текст письменно и составьте 10 вопросов к тексту.

#### **Education in Russia**

Citizens of Russia have the right for education which is guaranteed by the Constitution. The public educational system in our country incorporates pre-school, general school, specialized secondary and higher education. Pre-school consists of kindergartens and creches. Children there learn reading, writing and arithmetic. But pre-school education isn't compulsory - children can get it at home. Compulsory education is for children from 6(7) to 17 years of age. The main link in the system of education is the general school which prepares the younger generation for life and work in modern production. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, lyceums and so on. Tuition in most of them is free of charge, but some new types of schools are fee-paying. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school the children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After the 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school and enrolling in a specialized secondary or vocational school. Persons who finish the general secondary school, receive a secondary education certificate, giving them the

right to enter any higher educational establishment. Entrance examinations are held in July and August. Institutions are headed by rectors; the faculties are headed by the deans. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

### Практическая работа № 34.

Тема: Математические действия.

Цель: введение и закрепление новой лексики.

Краткие теоретические положения:

Сегодня ситуация в мире такова, что людям любых специальностей рано или поздно приходится иметь дело с английским языком. Для профессионального общения, для сдачи экзаменов при получении работы и многого другого. В данном разделе рассмотрим общую для многих специальностей науку — математику.

Начнем с самых простых действий, встречающихся в любой формуле:

- прибавить — plus/add
- отнять — minus/subtract
- умножить — multiply (умножить на 2 — multiply by two)
- разделить — divide (делить на 2 — divide by two)
- равно — is equal to
- больше — is greater than
- меньше — is smaller than
- пропорционально — is proportional to

Дробные числа. На письме целая и дробная части разделяются точкой, которая по-английски называется point. Например, 4.62 — four point sixty two. Если же нужно назвать часть целого числа (например,  $2/5$  — две пятых), то в этом случае вспоминаем порядковые числительные и говорим two fifth.

Квадратный корень —  $\sqrt{\quad}$  — на английском называется square root или просто root. Корень из 25 будет звучать как square root of 25.

Степень. Два в квадрате — two squared, два в кубе — two cube. Два в любой другой степени, допустим, в степени  $x$  — two to the power  $x$ . Если же соединить корень и степени в одной формуле и написать, например, корень  $n$ -ой степени из  $x$ , то получим  $N$ -throotof  $x$ .

Логарифм и интеграл звучат как logarithm (log) и integral соответственно. Антилогарифм — antilogarithm или antilog. Функция — function. Сумма —  $\sum$  — sum/sumation. Разность —  $\Delta$  — delta/difference.

Например,

- логарифм от  $b$  —  $\log b$  — logarithm of  $b$ .
- функция от  $x$  —  $f(x)$  — function of  $x$
- интеграл  $f$  от  $x$  по  $dx$  —  $\int f(x)dx$  — integral of the  $f$  of  $x$  over  $dx$

Верхний предел логарифма — upper limit, нижний предел — lower limit.



Тригонометрические функции: синус — sine, косинус — cosine, тангенс — tangent, котангенс — cotangent, арксинус — arc/inverse sine, гиперболический синус — hyperbolic sine.

С этими функциями тоже употребляется предлог of, если после них вы употребляете какое-либо число. Например, косинус  $x$  —  $\cos x$  — cosine of  $x$ , арксинус  $x$  —  $\arcsin x$  — inverse sine of  $x$ .

### Математические действия (Numbers for Maths)

- Сложение (Addition)

$$1 + 2 = 3$$

One and two is seven. One plus two equals eight.

- Вычитание (Subtraction):

$$7 - 6 = 1$$

Seven minus six is one. Seven subtract six equals fourteen.

- Multiplication (Умножение):

$$5 \times 6 = 30$$

Five times six equals twenty-one. Five multiplied by six is twelve.

- Division (Деление):

$$9 \div 3 = 3$$

Nine divided by three equals three. Three goes into nine three times.

- Другие символы и их чтение (Other symbols)

<	less than	меньше	$5 < 6$	Five is less than 6
>	greater than	больше	$7 > 5$	Seven is greater than 5
$\frac{1}{4}$	fractions	дробь	$\frac{1}{4}$	one fourth
			$1\frac{1}{4}$	one and one fourth
%	percent	процент	2%	two per cent
			2.5%	two per cent point five
°	degrees	градусы	90°	Ninety degrees
1.666	decimals	десятичная	1.666	one point six six six
		дробь	0.25	nought point two five

Задание: выполните упражнения.

Упражнение № 1. Запишите примеры по-английски.

$$11 \times 2$$

$$6 \times 8$$

$$7 \times 6$$

$$4 \times 9$$

$$6 \times 4$$

$$7 \times 7$$

$$81 : 9$$

$$12 \times 3$$

Упражнение № 2. Дайте письменный вариант следующих числительных:

a) 30 ; 13 ; 200 ; 21<sup>st</sup> ; 13<sup>th</sup> ; 3.67 ;  $\frac{2}{3}$  ;

b)  $\frac{5}{8}$  ;  $\frac{1}{4}$  ;  $2\frac{3}{7}$  ;  $\frac{1}{3}$  tons ;  $2\frac{1}{2}$  pounds ;  $\frac{1}{2}$  km

Упражнение 3. Запишите даты по образцу :

16.6.99. – June the sixteenth nineteen ninety-nine .

3.5.72. ; 12.7.89. ; 5.4.91. ; 17.11.97. ; 1.2.80. ; 5.12.00. ; 7.4.01. .

### Практическая работа № 35.

Тема: Условные предложения.

Цель: совершенствование и активизация грамматических навыков по теме.

Краткие теоретические положения:

**Conditional sentences.** Условные предложения - сложноподчинённые предложения, где в придаточной части указывается условие, а в главной - следствие.

Условные предложения делятся на три типа в зависимости от вероятности описываемых в них действий.

**Тип 1. Реальные события. If + Present Simple , Future Simple**

**Тип 2. Практически нереальные события. If + Subjunctive I (Past Subjunctive), Subjunctive II (would + I)**

**Тип 3. Нереальные события, If + Subjunctive I (Past Perfect Subjunctive), Subjunctive II (would have + III).**

Задание: выполните упражнения.

*Упражнение № 1. Раскрывая скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.*

E.g. If you (to be) free, I (to come) to see you.

If you are free, I shall come to see you. If you were free, I should come to see you. If you had been free, I should have come , to see you. If I (to see) her, I (to be) glad.

If I see her, I shall be glad.

If I saw her, I should be glad.

If I had seen her, I should have been glad.

1. If you (to be) busy, I (to leave) you alone. 2. If I (to live) in Moscow, I (to visit) the Tretyakov Gallery every year. 3. If I (to get) a ticket, I (to go) to the Philharmonic. 4. If I (to live) near a wood, I (to gather) a lot of mushrooms. 5. If my father (to return) early, we (to watch) TV together. 6. If she (to know) English, she (to try) to enter the university. 7. If my friend (to come) to see me, I (to be) very glad. 8. If mother (to buy) a cake, we (to have) a very nice tea party. 9. If we (to receive) a telegram from him, we (not to worry). 10. If you (not to work) systematically, you (to fail) at the examination.

*Упражнение № 2. Составьте предложения, найдя соответствия между левой и правой колонками.*

1. If I go on a diet	a. we'll make a snowman
2. If it's sunny tomorrow	b. I'll buy you some chocolate
3. If John doesn't hurry	c. she'll have to take a taxi
4. If it snows	d. I'll lose weight

5. If there are no buses	e. he'll be late
6. If you are a good girl	f. we'll go for a picnic

*Упражнение № 3. Поставьте глаголы, данные в скобках, в нужное время.*

John Smith is in prison. How did it happen? If John (not / to oversleep), he (not / to be) late for work. If he (not / to be) late for work, his boss (not / to fire) him. If John (not / to lose) his job, he (not / to need) money and he (not / to rob) the bank. If he (not / to rob) the bank, the police (not / to arrest) him.

### **Практическая работа № 36.**

Тема: Геометрические понятия.

Цель: правильное употребление геометрических понятий в профессиональной деятельности.

Задание: переведите письменно текст и выполните задания к тексту.

### **Geometric Solids**

We have been studying plane figures which have only two dimensions; length and width. Now we will study figures with three dimensions. Figures that have three dimensions are called geometric solids or solid figures. The three dimensions are length, width and thickness or height. **PRISMS.** A prism is a solid, each side of which is a polygon, and the upper base of which is parallel and congruent (exactly the same in size and shape) to the lower base; corresponding vertexes of the top and bottom polygons are joined by parallel edges. In a right prism the lateral faces (sides) are perpendicular to the bases.

Right prisms include; the rectangular prism and the cube. A geometric figure which has six sides, all of which are rectangles, is called a rectangular prism. If the dimensions (length, width and height) of a rectangular solid are equal, the solid is called a cube. The faces of a cube are squares.

**THE RIGHT CIRCULAR CYLINDER.** A cylinder is a circular prism, the bases of which are equal circles that are parallel to each other. If the sides of the cylinder are perpendicular to the bases, the cylinder is called a right cylinder. The axis of a right circular cylinder is the line between the centres of the bases.

**A PYRAMID.** It is a solid figure formed by a polygon called the base and sizes of triangles meeting at a common point called the vertex.

**A CONE** is much like a pyramid but has a circle for a base.

*Answer the following questions:*

1. What geometric figures have three dimensions?
2. What are the dimensions of solid figures?
3. What geometric solids do you know?
4. What cylinder is called a right cylinder?
5. What is a pyramid?

*Найдите соответствующие эквиваленты :*

1. solids	а) пересечение
-----------	----------------

2. length	b) вершина угла
3. cone	c) форма
4. sphere	d) пунктирные линии
5. polygon	e) тела
6. edge	f) длина
7. base	g) шар
8. vertex of an angle	h) основание
9. to be equal to	i) быть равным
10. shape	j) грань
11. dotted lines	k) многоугольник
12. crossing	l) конус

### Практическая работа № 37.

Тема: Физические явления и стихийные бедствия.

Цель: работа с терминами, активизация изученной лексики.

Задание: прочитайте и переведите текст «**Ozone Layer**».

Ozone layer or ozonosphere, region of the stratosphere containing relatively high concentrations of ozone, located at altitudes of 12-30 mi (19-48 km) above the earth's surface. Ozone in the ozone layer is formed by the action of solar ultraviolet light on oxygen. The ozone layer prevents most ultraviolet (UV) and other high-energy radiation from penetrating to the earth's surface but does allow through sufficient ultraviolet rays to support the activation of vitamin D in humans. The full radiation, if unhindered by this filtering effect, would destroy animal tissue. Higher levels of radiation resulting from the depletion of the ozone layer have been linked with increases in skin cancers and cataracts and have been implicated in the decline of certain amphibian species.

In 1974 scientists warned that certain industrial chemicals, e.g., chlorofluorocarbons (CFCs) and to a lesser extent, halons and carbon tetrachloride, could migrate to the stratosphere. There, sunlight could free the chlorine or bromine atoms to form chlorine monoxide or other chemicals, which would deplete upper-atmospheric ozone. A seasonal decrease, or "hole," discovered in 1985 in the ozone layer above Antarctica was the first confirmation of a thinning of the layer. The hole occurs over Antarctica because the extreme cold helps the very high clouds characteristic of that area form tiny ice particles of water and nitric acid, which facilitate the chemical reactions involved. In addition, the polar winds, which follow a swirling pattern, create a confined vortex, trapping the chemicals. When the Antarctic sun rises in August or September and hits the trapped chemicals, a chain reaction begins in which chlorine, bromine (from the halons), and ice crystals react with the ozone and destroy it very quickly. The effect usually lasts through November. There is a corresponding hole over the Arctic that similarly appears in the spring, although in some years warmer winters there do not result in a major depletion of the

ozone layer. A global thinning of the ozone layer results as ozone-rich air from the remaining ozone layer flows into the ozone-poor areas.

Minimum ozone levels in the Antarctic decreased steadily throughout the 1990s, and less dramatic decreases have been found above other areas of the world. In 2000 (and again in 2003) the hole reached a record size, extending over 10.8 million sq mi (28 million sq km), an area greater than that of North America. In 1987 an international agreement, the Montreal Protocol, was reached on reducing the production of ozone-depleting compounds. Revisions in 1992 called for an end to the production of the worst of such compounds by 1996, and CFC emissions dropped dramatically by 1993. Recovery of the ozone layer, however, is expected to take 50 to 100 years. Damage to the ozone layer can also be caused by sulfuric acid droplets produced by volcanic eruptions.

### Практическая работа № 38.

Тема: Определение активного и пассивного залога.

Цель: определение пассивного залога.

Задание: выполните тест.

#### Active/ Passive Voice

*Выберите правильный вариант:*

1. We ... by a loud noise during the night.

woke up      are woken up      were woken up      were waking up

2. A new supermarket is going to ... next year.

Build      be built      be building      building

3. There's somebody walking behind us. I think ...

we are following      we are being following      we are followed

we are being followed

4. 'Where ...?' 'In London'.

were you born      are you born      have you been born      did you born

5. There was a fight at the party, but nobody ...

was hurt      were hurt      hurt

6. Jane ... to phone me last night, but she didn't.

Supposed      is supposed      was supposed

7. Where ...? Which hairdresser did you go to?

did you cut your hair      have you cut your hair

did you have cut your hair      did you have your hair cut

8. ... during the storm.

They were collapsed the fence      The fence was collapsed

They collapsed the fence      The fence collapsed

9. The new computer system ... next month.

is being installed by people      is be installed

is being installed      is been installed

10. The children ... to the zoo.

were enjoyed taken      enjoyed being taken

were enjoyed taking      enjoyed taking

11. ... chair the meeting.

John was decided to      There was decided that John should

It was decided that John should      John had been decided to

12. This car is not going ... in the race.

to drive      to be drive      to driven      to be driven

13. Will these clothes ... by Saturday?

Make      made      be make      be made

14. The mice ... the cheese.  
 have eaten                      have been eaten                      has eaten                      has been eaten
15. When a student I ... to the discos every Friday night.  
 used to go                      are used to go                      use to go                      were used to go
16. Neither Jim nor Jack ... there.  
 was invited    was been invited                      were invited                      were been invited
17. Your food ... .  
 is still being prepared                      has still been prepared  
 is being prepare                      will prepare yet
18. Their engagement ... in the local paper.  
 was announced                      has been announcing  
 is being announced                      had announced
19. When ... ?  
 has the letter posted                      has the letter been posted  
 was the letter posted                      did the letter post
20. After the volcanic eruption of 1957 the railway station ... .  
 destroyed completely                      was completely destroyed  
 has been destroyed                      has destroyed

### Практическая работа № 39.

Тема: Прямая и косвенная речь.

Цель: активизация лексико-грамматических навыков.

Краткие теоретические положения:

#### Переход прямой речи в косвенную речь

this → that these → those now → then today → that day tomorrow → next day	the day after tomorrow → 2 days later yesterday → the day before the day before yesterday → 2 days before ago → before here → there
---	---

#### Согласование времен

Прямая речь	Косвенная речь
<i>Present Indefinite</i>	<i>Past Indefinite</i>
<i>Present Continuous</i>	<i>Past Continuous</i>
<i>Present Perfect</i>	<i>Past Perfect</i>
<i>Past Indefinite</i>	<i>Past Perfect</i>
<i>Future Indefinite</i>	<i>Future Indefinite in the Past</i>

#### Таблица перевода обстоятельств.

Now — then Today — that day Yesterday - the day before The day before yesterday (позавчера) — two	Next Monday — the following Monday Last week (year, month) — the previous week (year, month) A year ago — the year before/the previous year
--	---

days before	This June — the following June
Tomorrow — the next day	Ago — before
The day after tomorrow (послезавтра) — in two day's time	Here — there
Next week (year, month) — the following week (year, month)	This, these — that, those
	Примечание: Will превращается в would, Can — в could.

Задание: выполните упражнения.

*Упражнение № 1. Передайте следующие повелительные предложения в косвенной речи.*

1. "Go home," said the teacher to us. 2. "Buy some meat in the shop," said my mother to me. 3. "Sit down at the table and do your homework," said my mother to me. 4. "Don't forget to clean your teeth," said granny to Helen. 5. "Don't sit up late," said the doctor to Mary. 6. The doctor said to Pete: "Don't go for a walk today." 7. "Don't eat too much ice-cream," said Nick's mother to him. 8. "Explain to me how to solve this problem," said my friend to me. 9. The doctor said to Nick: "Open your mouth and show me your tongue." 10. "Don't be afraid of my dog," said the man to Kate. 11. "Take this book and read it," said the librarian to the boy.

*Упражнение № 2. Передайте следующие повествовательные предложения в косвенной речи.*

1. "My friend lives in Moscow," said Alec. 2. "You have not done your work well," said the teacher to me. 3. The poor man said to the rich man: "My horse is wild. It can kill your horse." 4. The rich man said to the judge: "This man's horse has killed my horse." 5. "This man spoke to me on the road," said the woman. 6. "I can't explain this rule to you," said my classmate to me. 7. The teacher said to the class: "We shall discuss this subject tomorrow." 8. The woman said to her son: "I am glad I am here." 9. Mike said: "We have bought these books today." 10. She said to me: "Now I can read your translation," 11. Our teacher said: "Thackeray's novels are very interesting." 12. She said: "You will read this book in the 9th form." 13. Nellie said: "I read 'Jane Eyre' last year."

*Упражнение № 3. Передайте следующие вопросительные предложения в косвенной речи.*

1. The teacher said to Mike: "Does your father work at a factory?" 2. Mother said to us: "What are you doing here?" 3. Father said to Nick: "Have you done your homework?" 4. Tom said: "Ann, where are your friends?" 5. Kate said: "Mike, do you like my dress?" 6. Grandfather said to Mary: "What mark did you get at school?" 7. My sister said to me: "Will you take me to the theatre with you tomorrow?" 8. Mother asked me: "Did you play with your friends yesterday?" 9. "Why don't you play with your friends, Kate?" said her mother. 10. "Do you like chocolates?" said my little sister to me. 11. "Did you see your granny yesterday, Lena?" asked Mr. Brown. 12. The doctor asked Nick: "Do you wash your face and hands every morning?"

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