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**БД.03 «Иностранный язык»  
(английский)**

Методические материалы  
к практическим занятиям и самостоятельным работам  
для студентов всех специальностей СПО

Рекомендовано цикловой методической комиссией  
гуманитарных и социально-экономических дисциплин  
в качестве электронного издания  
для использования в образовательном процессе

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**Лебединцев, С.В., Перловская, М.А. БД.03 Иностранный язык:** методические указания к практическим занятиям и самостоятельной работе [Электронный ресурс] для студентов всех специальностей СПО очной формы обучения/ сост. С. В. Лебединцев, М. А. Перловская; Кузбасский государственный технический университет имени Т. Ф. Горбачева. – Кемерово, 2024. – Текст: электронный.

В Методических указаниях приведены темы, цель и содержание практических занятий, контрольные вопросы по каждой теме, литература по курсу и критерии оценивания.

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## **Пояснительная записка**

Методические указания содержат задания для практических и самостоятельных работ.

Методические рекомендации к самостоятельной работе освещают виды и формы по всем аспектам языка и систематизируют формы контроля самостоятельной работы. Все задания к самостоятельным работам рассчитаны на 2 часа.

Выполняя задания, студенты должны овладеть навыками продуктивного освоения лексики и грамматики, а так же навыками письменной речи на английском языке.

Методические указания содержат темы практических занятий, тематические текстовые материалы, подборки упражнений на расширение словарного запаса, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

При выполнении практических работ студенты должны прочитать общие сведения грамматики для того, чтобы вспомнить необходимые правила, прежде чем выполнять упражнения. Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

Практические работы проводятся согласно календарно-тематическому планированию, в соответствии с требованиями учебной программы по дисциплине.

Оформление практических работ является важнейшим этапом выполнения. Каждую работу обучающиеся выполняют руководствуясь следующими положениями:

1. Студент должен придти на практическую работу подготовленным по данной теме.
2. На новой странице тетради указать название и порядковый номер практической работы.
3. После проведения практических занятий обучающиеся должны составить отчет о проделанной работе. Практическая работа должна быть написана разборчивым подчерком и выполнена в тетради с полями для проверки работы преподавателем. Итогом

выполнения является устная защита работы, по вопросам, которые прописаны в конце каждой работы.

Оценка за практическую работу выставляется каждому студенту, присутствовавшему на занятии, когда проводилась данная работа.

## **Практическое занятие 1. Приветствие, прощание. Представление себя и других людей**

**Цель:** Активизировать употребление в речи лексических единиц по теме. Сформировать навыки диалогической речи.

**Продолжительность работы:** 180 минут.

**Литература:** [1, раздел I с.12; 3, раздел I с. 9, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: a) Match the following words and word combinations with their meaning.**

- |                           |  |
|---------------------------|--|
| 1. Fullname               | a. being a citizen of a particular nation / country.                   |
| 2. Age                    | b. qualities in a person which are interesting and unusual.            |
| 3. Place of birth         | c. an activity that someone does for pleasure.                         |
| 4. Nationality            | d. somebody's whole name, including their first name and surname.      |
| 5. Permanent address      | e. the way someone looks   |
| 6. Character              | f. something you have decided to do in the future.                     |
| 7. Appearance             | g. the period of time someone has been alive or something has existed. |
| 8. Family                 | h. someone's job, regular activity or hobby.                           |
| --9. Occupation           | i. a group of people who are related to each other.                    |
| 10. Hobbies               | j. the details of the place where someone lives or work.               |
| 11. Plans and ambitions-- | k. a place where a person was born.                                    |

**b) Learn the following speech patterns which will help you to introduce yourself.**

- a) Hello! / Hi!
- b) Let me introduce myself. My name is ....My surname is... I am ... .
- c) I am ....years old.

- d) I was born in ... . I live in ... . I am from ... (the name of the country/city)
- e) I am (nationality).
- f) My family consists of ... .
- g) I like ... . My hobby is ... . When I have free time ...
- h) I am a (occupation).
- i) As for my future ... .I am going to be ... .

**Ex. 2: Fill in the blanks in the following conversation.**

A. Hello!

B. ...

A. I'm Dan Brown from England. Where do you come from?

B. ...

A. What nationality are you?

B. ...

A. What's your job?

B. ...

A. What is your favorite subject at college?

B. ...

**Ex. 3: Complete the dialogues. Read with your partner.**

a) *Pleased to meet you, Mrs. Green.* d) *Great. How are you?*

b) *Have a nice day!* e) *Nice to meet you, Alex!*

c) *Hello, Jane Newman .*

1) A: ...

B: Nice to meet you, Bat.

2) A: Hi, Richard. How are things?

B: ...

3) A: Hi! My name's Alexander, but please call me Alex.

B: ...

4) A: Mum, this is Mary. She's from Mexico. Mary, this is my mum.

B: ...

5) A: Bye, Daddy. See you later!

B: Bye-bye, Peter ...

**Ex. 4: Read the conversation in which the questions are missing. Complete the conversation using the questions from the box.**

*How far is it from the centre of Moscow? b) Who are you by profession? c) Where exactly do you live? d) What is your permanent address? e) What's your name? f) Have you got a family?*



A: Welcome to our company. First we want to ask you a few questions to fill in the employment card.

B: Of course.

A: (1) ...

B: I'm Boris Nevzorov from Moscow region

A: (2) ... (3) ...

B: My address is 22, Institutskaya Street, Stroitel, Moscow region.

A: (4) ...

B: It isn't very far. Just a 40-minute drive in a rush hour.

A: I see. (5) ...

B: Yes, I have. We are 4: my parents, my wife and I.

A: So, you have a wife but no children.

B: That's right.

A: (6) ...

B: I'm an accountant.

### **Ex. 5: Read the text.**

Notes on the text:

deep – глубокий

e. g. (*for example*) – например

especially – особенно

finally – в конце концов

grammar – грамматика

knowledge – знание

plant – завод

pronounce – произносить

quite – довольно, достаточно

senior – старший

About myself

Hello! Let me introduce myself. My name is Dima Yaroslavtsev. I live in Vladimir. Last year, I finished school, and now I'm a student of a radio-technical college. I have made many friends here, and we have already known each other quite well. We like our studies, and we spend our free time together. Many of us want to become engineers.

My family is neither large nor small. There are four of us: my father, my mother, my sister and me. My father is a specialist at a plant. His work is very serious, and I think he does his best. My mother is a teacher of geography at school. When she comes home, she is usually very tired, so my sister and I help her around the house.

My sister is two years my senior. She is a student at the Pedagogical Academy. She wants to be a teacher of mathematics. She sometimes helps me with my studies.

During the weekends, we try to spend a lot of time together. We go to the river in summer or go skiing in winter.

I like my studies, but I'm fond of other things too, e. g. I make computer programs, play the guitar, listen to music, chat with my friends on the Internet. I also like to travel. I have been studying English since 2004. We know how to pronounce better in English. This term we are learning grammar. Later we'll learn how to read technical texts in English. My knowledge becomes deeper. Our teacher is Anna Pavlovna. I think she is the most competent English teacher.

My parents often say that this time of my life is the happiest. As for me, I don't think so. There are so many difficulties, especially in my studies. But I hold on and say to myself: 'Don't give up!' And finally everything is OK!

**Ex. 6: Discuss these questions with your partner.**

- 1) What is the boy's name?
- 2) Where does he live?
- 3) When did he finish his school?
- 4) Where does he study?
- 5) Does he have friends?
- 6) How many people are there in his family?
- 7) What do his parents do?
- 8) Is Dima's elder sister a student?
- 9) What do they usually do during the weekends?
- 10) Does he like his studies?
- 11) How long has he been studying English?

**Ex. 7: Look through the text and answer the following questions as true or false.**

- 1) Dima and his friends have no ideas about their future profession.
- 2) Dima and his sister help their mum around the house.
- 3) Dima and his family don't spend their free time together during the weekends.
- 4) Dima likes studying and he isn't interested in other things.
- 5) Dima and his mates work hard in English, they expand their knowledge.
- 6) Dima doesn't have any difficulties in his studies.

**Ex. 8: Give English equivalents.**

- 1) Здравствуйте! Позвольте представиться.

- 2) У меня появилось много друзей здесь.
- 3) Мы хотим стать инженерами.
- 4) Моя семья состоит из 4 человек.
- 6) Моя сестра на два года старше меня.
- 7) Мы стараемся проводить много времени вместе.
- 8) Она очень квалифицированный учитель.

**Ex. 9: Use phrases from ex.1 (b) and make a story about yourself at home. Use the plan.**

1. Name, age.
2. Place of birth, nationality.
3. Family.
4. Occupation.
5. Interests/hobbies.
6. Plans for the future.

## **Практическое занятие 2. Описание человека. Межличностное общение**

**Цель:** Активизировать в речи применение лексики по теме. Составить рассказ на тему «Внешность человека. Семья».

**Продолжительность работы:** 180 минут

**Литература:** [3, раздел I с. 6-9, раздел II с. 12, конспект занятия]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задание к самостоятельной работе:**

Выполните упр. 1-4 с.158 [1].

**Задания к практической работе:**

**Ex.1: Match the words with their definitions.**

Father	the mother of your father / mother
Mother	the male child of your brother / sister
sister	the sister of your mother / father
Brother	a female parent
grandmother	the man to whom a woman is married
grandfather	a male who has the same parents as you
Uncle	the woman to whom a man is married
Aunt	the female child of your brother / sister
Cousin	a male parent

nephew	a mother or a father of a person
niece	the father of your father / mother
parents	the child of your aunt / uncle
Wife	the brother of your mother / father
Husband	a female who has the same parents as you

**Ex. 2: Read the sentences and find words describing family relations. Tell the group which relatives you have.**

1) I live in Wolverhampton, near Birmingham, in England. I live with my parents, my brother and my sister. My grandmother lives next door. 2) My dad has got two sisters — Auntie Sunita and Auntie Rani. 3) I've got two cousins who live near London, because that's where Dad's sister and her husband live. 4) We live with my mom, Julie, and my grandmother, Bob. 5) «Family» includes your siblings and parents, as well as relatives who you may not interact with every day, such as your cousins, aunts, uncles, grandparents. 6) Childless families consist of a husband and wife who live and work together. 7) If he's my uncle, then I'm his niece.

**Ex. 3: Put the verb to be in the correct form.**

1) He... born in 1985. 2) We... students now. 3) We ... good friends at the college. 4) It ... an interesting book. 5) Who... absent today? 6) He ... a student. 7) What ... he? 8) ... he a doctor? 9) These... my pencils. 10) Where ... this book? It ... on the table. 11) What... their names? 12) Mary... a girl. 13) Who... he? 14) What... you? 15) This man... in the room. 16) How... she? 17) How ... you? I... fine. 18) How... your friend? 19) Where ... you from? 20) How old ... you? How old ... your brother? 21) What... your name? 22) I... glad to see you. How ... you? 23) The dog ... in the garden. 24) My parents ... workers. 25) ... your father a teacher? – No, he ... a doctor. 26) He ... (not) a student, he ... a doctor. 27) The book ... on the table. 28) Moscow ... the capital of Russia. 29) What... the weather like today?

**Ex. 4: Put the words into the right box.**

Short, wavy, pretty, fair, blue, tall, handsome, straight, brown, curly, good-looking, overweight, slim, green.

height	eyes	hair	appearance

**Ex. 5: a) Look at the list of adjectives and divide them into two categories.**

1) Adjectives describing a person's character

2) Adjectives describing a person's appearance

Kind, overweight, short, dark, pretty, clever, long, curly, tall, handsome, wavy, serious, funny, friendly, slim, funny, blue, fair, short.

**b) Describe three members of your family, as in the example.**

My mother's name is Kate.

She's quite tall and pretty.

She's got dark, curly hair and big, blue eyes.

She's very kind friendly.

**Ex.6: Read the text about family relations and make a list of key words. Think about the title.**

Notes on the text:

surround – окружать

mutual – взаимный, общий

tension – напряжение

mistrust – недоверие

offspring – отпрыск

to be ashamed – стыдиться

hang around – проводить  
время

generation gap – проблема от-  
цов и детей

We all need a family. Mother, father, sisters, brothers, grandmothers, grandfathers, aunts, uncles, cousins, nephews, nieces surround us when we are happy and when we are in trouble. They come to our rescue when we need help.

A friendly family lives in an atmosphere of love, mutual respect and understanding. In a problem family there is tension and mistrust.

Tension and mistrust are often the result of a generation gap when parents and children have different views, values, and interests. Children think that their parents are old-fashioned, that they are afraid of new things and can't understand their offspring's needs and ambitions. Some teenage children are even ashamed of their parents.

On the other hand, parents are not quite satisfied with their children. They don't like the language their children use, the kind of clothes they wear. Parents hate children's addiction to gadgets such as mobile telephone, television, video games, or chat rooms in the Internet. They can't stand their children's hanging around with their friends for hours instead of doing homework.

**Ex. 7: Read the text again and complete the following sentences.**

1. Family is a place where children ...
  - a) find comfort and peace
  - b) try to understand their old-fashioned parents
  - c) can find protection
2. In a happy family children are always ...
  - a) satisfied with their parents
  - b) ashamed of their parents
  - c) tired of their parents
3. Parents often ...
  - a) criticize the clothes their children wear
  - b) like the language the children use
  - c) buy children new mobile telephones
4. Children like ...
  - a) doing homework
  - b) hanging around
  - c) living in the atmosphere of tension and mistrust
5. Tension and mistrust are the result of ...
  - a) understanding between generations
  - b) misunderstanding between parents and children
  - c) parent's love of their children

**Ex. 8: Read the questions and write a short story about your family. Use the words from Exercise 1 and Exercise 3.**

1) What is your name? 2) How old are you? 3) Where are you from? 4) Have you got a family? 5) How many people are there in your family? 6) What is your mother's / father's name? 7) What is she / he? 8) Where does she/he work? 9) Have you got a sister or a brother? 10) What is her (his) name? 11) How old is she (he)? 12) How can you describe members of your family? 13) Do you love your family? 14). Do you have family traditions?

### **Практическое занятие 3. Образование множественного числа существительных. Имя существительное**

**Цель:** Активизировать применение множественного числа существительных. Активизировать лексику по теме: «My friend».

**Продолжительность работы:** 90 минут

**Литература:** [3, раздел IV с. 47, конспект занятия]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: Speak about your best friend. Answer the questions.**

- 1) Who is your best friend? 2) How does your friend look like?
- 3) What about his/her character? 4) What do you have in common?
- 5) Do you spend your free time with your friends?

**Ex. 2: a) Read the text and answer the questions. Use the dictionary.**

Notes on the text:

former – бывший	the same – тот же
study hard – усердно	well-read – начитанный
учиться	fully – полностью
grateful – благодарный	rely – полагаться
diligent – прилежный	trust – доверять
especially – особенно	sense – чувство
in common – общего	complexion – цвет лица

My friend

I have many friends. Most of them are my former classmates but my best friend is Peter. He is fifteen. Now he is a student of a college. He is a good student because he studies hard and is very diligent. He wants to become a good specialist and he is especially interested in computers. He often helps me with my English lessons and I'm grateful to him for that.

Now I want to tell you about his appearance. He is rather tall and strong. He has an oval face, straight nose, dark-brown hair, blue eyes and a nice smile. People find him good-looking.

Peter goes in for sports. He plays football and basketball well. His basketball team is very popular at the college.

We made friends with Peter when he and his family moved to our house. We have very much in common: we like the same music, we both like reading. In general my friend is a very interesting person: he is intelligent and well-read.

But the most important thing is that Peter is honest and kind. I can fully rely on him and trust everything to him. Peter has a great sense of humour and I like to spend my free time with him.

I have another friend. Her name is Natasha. She is a schoolgirl and she lives next door. I like her very much. She is a blonde with

blue eyes, she is slim and pretty. Her hair is long and she has a nice complexion. I like all my friends very much. I think they are all my faithful friends.

**Ex. 3: Answer the questions.**

1) How many friends does the author have? 2) Is Peter his best friend? 3) How does he look like? 4) What is his hobby? 5) How did they make friends? 6) Who is Natasha? 7) How does she look like? 8) Does the author like his friends?

**Ex. 4: Give English equivalents.**

Бывшие одноклассники, школьница, чувство юмора, умный и начитанный, иметь много общего, подружиться, прямой нос, темный волосы, голубые глаза, красивый цвет лица, милая улыбка, интересоваться футболом, овальное лицо, одинаковые интересы, красивая и стройная девушка.

**Ex. 5: Look through the text and underline nouns in plural. Write them down and translate into Russian.**

**Ex. 6: Divide these nouns into two groups: countable and uncountable. Translate them into Russian.**

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

**Ex. 7: Put the following nouns in plural form. Translate them into Russian.**

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

**Ex. 8: Write it correctly.**

much / many, little / few, a little / a few

1) Have you got ... time before the lesson? 2) She gave him ... water to wash his hands and face. 3) He had ... English books at home, so he went to the library. 4) After the lesson everybody felt ... tired. 5) I like it here. Let's stay here ... longer. 6) There were ... new words in the text and Peter spent ... time learning them. 7) There was ... sugar in the bowl, and we put ... sugar there. 8) I know French ... and I can help you with the translation of this text. 10) When we walked ... farther



down the road we met another group of pupils. 11) I want to say... words about my traveling.

**Ex. 9: Write a short story about your friends at home. Answer these questions.**

1) Who is your best friend? 2) Where does your friend study? 3) How does your friend look like? 4) What kind of sport does your friend like? 5) How did you make friends? 6) What do you have much in common? 7) Do you like to spend your free time with your friends? 8). Can you call all your friends faithful? 9) Is the sense of humor important in friendship? 10) What are the hobbies of your friends?

#### **Практическое занятие 4. Распорядок дня студента колледжа.** **Артикль**

**Цель:** Совершенствовать навыки просмотрового чтения. Активизировать применение артиклей в предложениях. Активизировать оборот there + to be в предложениях.

**Продолжительность работы:** 180 минут.

**Литература:** [1 раздел V с. 86; 3, раздел II с. 26, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, словари, компьютер, доска.

**Задание к самостоятельной работе:**

Выполните упр. 8, с. 175; упр. 1, с. 87 [1].

**Задания к практической работе:**

**Ex. 1: In pairs discuss the following questions.**

1) What time do you get up? 2) What time do you go to bed? 3) When do your classes start and finish? 4) What do you usually do after your classes?

**Ex. 2: Read the text to answer the statements. Are these statements true or false?**

1) Alexander's working day starts at 6:30. 2) He is in the habit of having a big breakfast. 3) Alexander's favourite subject is Maths. 4) In the middle of the day the students go to the canteen. 5) Alexander likes to play football. 6) In the evenings he goes for a walk with his friends.

Notes on the text:

achieve – достигать

lazybones – лентяй

grab – схватить

wealth – богатство

rush – торопиться  
drag – тянуться

flash – быстро промелькнуть,  
пронестись

### Alexander's Working Day

My usual working days look practically the same. But I do my best to make them more interesting and useful. Life is impossible without work. Teachers and parents always say that hard work is the only way to achieve our goals.

My working day usually starts like this. At exactly 6:00 my radio alarm buzzes. Though I am not a lazybones, in winter it is always difficult for me to wake up early. I do my morning exercises every morning. I know that good health is better than wealth. After having a shower I get dressed and brush my hair. It takes me about 40 minutes. I am in the habit of having only a light breakfast. After breakfast I grab my school bag and rush for college. Unfortunately I live far from the college. It takes me about one hour to get there.

Sometimes my mood depends on what classes I have. On some days lessons flash by very quickly, especially if they are on the humanities or Maths, which I like most, but they drag more slowly if they are on Chemistry or Biology and especially when we have to write tests on them. Our classes start at 8:20. Usually we have seven lessons a day. Each lesson lasts 45 minutes, but the breaks are too short: only 5 or 10 minutes. Fortunately we have a large break in the middle of the day which lasts 45 minutes. During this break we go to the canteen.

At 3 o'clock, when the classes are over, I sometimes stay at college to play football with my group-mates. In the evenings I am busy doing my homework. If I have some free time left, I go for a walk with my friends, read or watch TV. At about 8 o'clock all our family have supper. At 11:30 I take a shower and go to bed.

#### **Ex. 3: Put the articles *a / the*.**

... only way, have ... shower, seven lessons ... day, practically ... same, go for ... walk, have ...supper, take ... shower, go to ... bed, do ... homework . in ... middle of ... day, in ... habit of, in... winter.

#### **Ex. 4: Give English equivalents.**

1) Когда уроки закончатся, я иду играть в баскетбол с друзьями. 2) Часто мое настроение зависит от уроков. 3) Уроки в колледже длятся 40 минут. 4) Здоровье важнее богатств. 5) Я делаю

все, чтобы мой день проходил интереснее. 6) Некоторые уроки пролетают быстро, некоторые тянутся. 7) На перемене мы ходим в столовую. 8) Мне требуется 20 минут, чтобы добраться до колледжа.

**Ex.5: Write the articles a/an/the where it's necessary:**

1) Yesterday I saw ... new film, but... film wasn't very interesting. 2) Moscow is situated on ... Moskva river and London is situated on ... Thames. 3) Yuri Gagarin was ... first man to fly over ... Earth in spaceship. 4) My sister will go to school ... next year. 5) In ... summer we went to ... Black Sea. 6) ... New York is one of the biggest business centers in the world. 7) ... Lomonosov was ... great Russian scientist. He was born in ... small village on ... shore of ... White Sea. 8) ... Peter's brother is... worker and we are ... students. 9) What ... strange man he is! 10) In ... summer we live in ... country. 11) ... Russia is one of ... largest countries of the world. 12) Is your dress made of ... wool or ... cotton? – It's made of silk.

**Ex. 6: Which of the geographical names are used with the article?**

- |                 |                                |
|-----------------|--------------------------------|
| 1) Yenisei      | 8) USSR                        |
| 2) Laptev Sea   | 9) Netherlands                 |
| 3) Indian Ocean | 10) Ukraine                    |
| 4) Suez Canal   | 11) Philippines                |
| 5) Kara-Kum     | 12) People's Republic of China |
| 6) Kilimanjaro  | 13) British Isles              |
| 7) Tokyo        | 14) Hudson Bay                 |

**Ex.7: Write the articles a/the where it's necessary.**

1) There is ... new pupils in our group. 2) There is no book on ... table. 3) There were many ... houses in our street. 4) There are 4 seasons in ... year. 5) There will be ... conference next week. 6) There are many large ... cities in our country. 7) There was ... girl in the room. 8) There are 7 ... days in ... week. 9) There is something on ... shelf. 10) There are many ... places of interest in London. 11) ... Volga is ... longest river in ... Europe. 12) What is... nearest way to ... Drama Theatre? 13) ... butter and ... cheese are made of ... milk. 14) Usually I get up at ... 7 o'clock in ... morning. 15) ... Rostov is situated on ... Don. 16) Will you have ... cup of ... tea?

**Ex. 8: What do you usually do during your day? Write 10-15 sentences at home.**

## Практическое занятие 5. Описание жилища и учебного заведения

**Цель:** Активизировать и закрепить лексику по теме. Распознавать сложносочиненные предложения в тексте.

**Продолжительность работы:** 180 минут.

**Литература:** [3, раздел IV с. 50-55, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задание к самостоятельной работе:**

Выполните упр. 6, с. 47; упр. 2а, 3 с. 58 [1].

**Задания к практической работе:**

**Ex. 1: Match the following words and word combinations with their meaning. Use them to complete the sentences.**

- |                         |  |
|-------------------------|--|
| 1) Sports ground        | a. a room where things are repaired/made                         |
| 2) Swimming pool        | b. a place where food are sold                                   |
| 3) First – year student | c. a room in a library where you can read                        |
| 4) Canteen              | d. a freshman / someone who is in the first year of a university |
| 5) Workshop             | e. a building or room containing books                           |
| 6) Reading room         | f. a piece of land used for sport                                |
| 7) Library              | g. a room or building designed for sports                        |
| 8) Gymnasium            | h. a pool of water used for swimming                             |

1) There is a new sports ... on the ground floor. 2) There are different kinds of machines in the ... . 3) ... is the best place for keeping fit. 4) Our ... contains a great number of books. 5) If you are hungry, go to the university ... . 6) In the ... you can use books and prepare for exams. 7) Groups of ... students get together a couple times a week. 8) Enjoy our new sports ground with a large ... pool.

**Ex. 2: Read the text about Alexander's college.**

Notes on the text:

three-storey – трехэтажный  
ground floor – цокольный этаж  
tool – оборудование  
chart – схема

well-equipped – хорошо-  
оборудованный  
attach - прикреплять

Beyond Our Dreams

From my point of view our college is modern and well-designed. It is a three-storey building with a sports ground behind it. I really think it is the best educational institution in Moscow. We even have an inside swimming pool!

On the ground floor there are classrooms for the first-year students, workshops and a library. There are all kinds of tools and machines in the workshops. In the library two librarians help students to find the books they need. In the reading room there are laptops which we can use during the breaks and after classes.

Our canteen is spacious, light and clean. We have our meals there.

The physical training lessons take place in the gymnasium and the swimming pool. We like to go there even after the lessons. To the left of the gym there is a hall and a staircase. The staircase leads to the first floor.

The classrooms are well-equipped. Each room has a teacher's table, students' desks, a board, a computer and a multimedia projection unit. There are special classrooms for Chemistry, Physics, Biology, History, Geography, English and Russian. My English classroom is on the second floor. It has three big windows. There are lots of potted plants on the window sills, and we take good care of them. The board in our classroom is magnetic. We write with markers on it and attach our projects to it with magnets. Next to the board there are maps of Russia and Great Britain, various grammar tables and charts. There is a computer in the right-hand corner. We often listen to original English texts, songs and watch films on a big screen which make our lessons interesting.

I like my college. It provides us with everything to help us become good specialists.

**Ex. 3: Look through the text and answer the following questions as true or false.**

1. Alexander studies in Moscow.
2. There is an indoor swimming pool in his college.
3. The library is equipped with laptops.
4. All the classrooms are on the first floor.
5. The classrooms are the same.
6. After classes the students rush home.
7. The students like their English classes.

8. At the English lessons they watch films, listen to texts and present their projects.

9. They don't use chalk in their English classroom.

10. Alexander is proud of his college.

**Ex. 4: Give English equivalents.**

Физкультура, первокурсник, читальный зал, библиотекари, различные таблицы, образовательный институт, кабинет, комнатные растения, большой экран, просторная столовая, портативный компьютер, подоконник.

**Ex. 5: Complete the following text with the words and phrases from the box.**

DVD player, swimming pool, to take care, gymnasium, library, book, laptop, DVD discs, books, potted plants, window sills

1) Our technical school is very modern. 2) There is a ... on the second floor and a ... on the ground floor where we swim a lot. 3) We have a large ... with a lot of ... in it. 4) We can take any ... we need. 5) At the Maths or Physics lessons the teacher uses a ... to explain a new theme to us. 6) In our English classroom we have a ... and we use ... with films, texts and exercises. 7) Our classroom is full of ... which stand on the ... 8) My group-mates like ... of them.

**Ex. 6: Use the verb *to be* in the right form.**

1. There... a telegram on the table. 2. ... there any telegrams from Moscow? Yes, there... some. 3. ... there ... a flight for Moscow tomorrow? Yes, there ... 4. There... much snow last winter. 5. There... a lot of stars and planets in space. 6. ... there... a lift in your future house? Yes, there 7. Some years ago there ... many old houses in our street. 8. ... there any Yes, there... 10. ... there any interesting stories in this book? 11. ... there a test last lesson? No, there.... 12. Soon there a new film on the shelf. 10. There are many places of interest in London.

**Ex. 7: Combine the following simple sentences to create a compound. Use the conjunctions *but* / *and* / *so*.**

1) The library is equipped with computers. Students can use them. 2) There are many nice houses in our street. They are expensive. 3) I've got a test next week. I can't go to the cinema with you.

4) After classes the students rush home. They have a rest there. 5) There will be a conference next week. I have to prepare for it. 6) I was always interested in swimming. I decided to join the university team. 7) I like French culture. I don't like French food. 8) Alexander is nice. His best friend is kind. 9) There are many sports sections in our university. I would like to join them.

**Ex. 8: Complete 10-15 sentences about your college at home. Use the following phrases.**

1) My university is a (modern, old) ...-storied building. 2) In front of the university building we can see ... . 3) There is/are ... behind it. 4) The university is equipped with ... . 5) The teachers use ... at the lessons. 6) There are ... on the ground floor; ... on the first floor. 7) When we enter the ... classroom, we can see ... . 8) Our students try to take good care of ... . 9) I think our university ... .

### **Практическое занятие 6. Описание местоположения объекта**

**Цель:** Составить описание местоположения объекта в городе. Активизировать грамматические навыки.

**Продолжительность работы:** 180 минут.

**Литература:** [3 раздел I с. 16, раздел X с. 154, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: Work in pairs and make a dialogue using the questions.**

- 1) What is your address?
- 2) Do you live far from the centre?
- 3) How long does it take you to get to ... ?
- 4) What transport do you take to get from ... to ... ?

**Ex. 2: Read the text and put the paragraphs in the correct order. Use the dictionary.**

Notes on the text:

to get off – выходить

up the stairs – вверх (по лестнице)

square – площадь

exit – выход

straight – прямо

side street – переулок

down the stairs – вниз

crowded – переполненный

towards – по направлению к

crossroads – перекресток

**a.** Alexander goes to the local metro station. He leaves the entrance to his block of flats, walks along the side street, turns left and then right. It takes him only a ten-minute walk to get to the metro station. Alex goes down the stairs and takes a train. In forty minutes he is at the Lubyanka station. He turns left to the escalator. Today the station is not so crowded. He goes up. He sees the old building of the Polytechnic Museum across the square and walks straight towards it.

**b.** «Sure. It's situated in the very centre of Moscow. Take the metro and get off at the Lubyanka station. Then go up the stairs to the street. There is a square opposite the exit, called Novaya Ploshchad. The Polytechnic Museum is a big long building just in front of you. Go straight across the Square. It is behind the bus stop».

«Thanks Dad».

**c.** At the crossroads next to the Museum he meets with his friends - Peter, Jane and Nora. They are glad to see Alex. They come into the Museum hall. The concert starts in a quarter of an hour.

**d.** Today Alexander and his foreign friends are going to the rock concert «Music, help!» in the Polytechnic Museum. Alex lives on the outskirts of Moscow. He does not know how to get to this place, so he asks his father: «Dad, can you tell me the way to the Polytechnic Museum? How can I get there quickly?»

**Ex. 3: Are these statements true or false? Correct the false ones.**

1) Alexander goes to the Polytechnic Museum for the first time.  
2) He knows a quick way to get there. 3) He lives on the outskirts of Moscow and far from the metro station. 4) There are a lot of people at the Lubyanka station. 5) The Polytechnic Museum is in Lubyanskaya Ploshchad. 6) It's a modern tall building. 7) There is a bus stop just in front of it. 8) His group-mates are at the entrance waiting for him. 9) The concert starts in fifteen minutes.

**Ex. 4: Give English equivalents.**

1) Ей потребуется 10 минут чтобы добраться метро. 2) Площадь напротив выхода. 3) Мы встретимся на пешеходе. 4) Музей позади автобусной остановки. 5) Идите прямо. 6) Метро переполнено сегодня. 7) Поверните направо у музея. 8) Алекс живет на окраине Москвы.

**Ex. 5: Choose the right preposition or adverb of place and direction from the box.**



along, right, in (2), across, on your left, into, straight, from left to right, through, around

1) I keep my car ... the garage, not ...the street. 2) ... you can see the Houses of Parliament. 3) Turn ... just after the school. 4) The photo shows, ..., his sons Alex, Andrew, Nick and Gregory. 5) Go ..., don't make any turns! 6) They remove trees ... highways that are dead or diseased. 7) Is it legal to ride your bike ... the tunnel? 8) «The Shop ... the Comer» is an American romantic comedy. 9) The administration plans to open a water park just ... the street. 10) Am I allowed to drive ... Canada with my US car?

**Ex. 6: Match the answers with the questions.**

1. Excuse me. Where is the nearest post office here?
2. Excuse me, sir. Can you show me
3. Is the bank around the comer?
4. How long does it take you to get to the station?
5. Where is the cafe here?
  - a. You turn left, and it is right there. By the way, they have a special menu this week.
  - b. Only ten minutes.
  - c. No. It is at the right-hand comer of Darwin Street. Can you see that bank machine?
  - d. Yes, sure. It is over there. This way.
  - e. It is on the left to the crossroads.

**Ex. 7: Put the verbs in the correct form. Use the Present Simple and Present Continuous tenses.**

1) Alexander (go) to the local metro station now. 2) Alexander and his friends (go) to the rock concerts every weekend. 3) Alex and his family (live) on the outskirts of Moscow. 4) Alexander's friends (not want) to attend rock. 5) It usually (take) him 10 minutes to get to the Polytechnic Museum. 6) Who (he talk) to? – Alex (talk) to his father. 7) Alex's father (explain) the way to the museum. 8) They (not meet) every day, they normally (spend) their free time on Sundays.

**Ex. 8: Put the verbs in the Present Continuous or Present Simple. For each case explain why this tense is used.**

1) She usually (to sing) only for her friends. 2) Kate always (to help) her parents. She (to wash) the dishes after meals, (to vacuum

clean), (to dust) the furniture. 3) Steve (to go) shopping very seldom but today he (to buy) a new jacket. 4) Where are the students? – They (to have) dinner at the canteen. 5) My mother (to plant) flowers every summer. This summer she (to plant) asters. 6) This food (to taste) good. 7) I (to look) at this man but (not to recognize) him. 8) My aunt is a famous writer. She (to write) historical books. She (to write) a book about life in 16<sup>th</sup>-century Scotland.

**Ex. 9: Say how you get to the most popular place in your area from your home using the following prompts.**

I live in ... (city), in ... street. ... is ... my home. To get to the metro / bus station ... (name) I ... (walk, take a bus No. 246 etc). It takes me ... minutes. I have to change the line at the ... station and go to the ... station. It takes me ... minutes / ... stops. The ... metro line/bus is usually ... (crowded, empty). Then I go up the stairs to the street and turn ... is ... (on the left etc).

## **Практическое занятие 7. Хобби, досуг.**

### **Употребление like + V-ing.**

**Цель:** Составить сообщение по теме: «Мои увлечения». Закрепить употребление конструкции like + V-ing. Активизировать использование лексики по теме: «Мои увлечения».

**Продолжительность работы:** 180 минут

**Литература:** [3 раздел V с. 59-61; конспект занятия]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

### **Задания к практической работе:**

**Ex. 1: Match the following words and word combinations with their meaning. Make up sentences with four of these words.**

- |                       |   |
|-----------------------|---|
| 1. outdoor activities | a. spend time enjoying or relaxing                                  |
| 2. creative           | b. a website that help people to communicate and share information  |
| 3. opportunity        | c. to receive money for work that you do                            |
| 4. networking site    | d. to take part   |
| 5. to hang out        | e. producing or using unusual ideas                                 |
| 6. earn money         | f. activity done in nature  |
| 7. participate        | g. a situation that makes it possible to do something that you want |

**Ex. 2: In pairs discuss the following questions.**

- 1) Do you have much free time?
- 2) What is your favorite hobby?
- 3) Why do you like your hobby?

**Ex. 3: Read and translate the text using a dictionary.**

Notes on the text:

engage – заниматься

similar – похожий

pursue – заниматься

flair – склонность, талант

provide – предоставлять

instill – прививать

solid ethic – серьезное отношение

### Hobbies

No wonder, hobbies are good for self-improvement and self-expression. Hobbies keep teens socially engaged with people who have similar interests. Hobbies help them build confidence, stay busy or keep out of trouble.

What do teens like doing in their leisure time? Firstly, teens can pursue music as a hobby. Secondly, teens enjoy outdoor activities that range from skiing and snowboarding in winter to sailing and skateboarding in summer. Teens can also choose to participate in team sports such as soccer, baseball, basketball and hockey.

Some teens express themselves through creative art. They spend time drawing, painting or sculpting. Other examples of teens' creative pastimes are jewelry-making, car modeling, scrapbooking, cooking and baking. For those teens with a dramatic flair, there are often opportunities to act, sing or dance in theater productions.

Nowadays, the Internet provides a world of opportunities for teens. Teens can create and maintain a blog on a topic that interests them. They can play video games, use social networking sites, and even build robots and write programs to make them run. They are busy with texting and watching TV. Social teens prefer to spend time with their friends at social events, to hang out, or to talk on the phone. Some teens love to work, to earn, to spend, to save money, and to learn how to manage it while instilling a solid work ethic for future jobs.

**Ex. 4: Find the answers to the following questions.**

- 1) What role do hobbies play in teens' lives?

- 2) What activities are teens interested in?
- 3) How do hobbies divide teens into groups?
- 4) What groups do teens form?
- 5) What are girls' hobbies?
- 6) What are boys' hobbies?
- 7) Hobbies play a great part in teen's life.

**Ex. 5: Find in the text the words that match these descriptions.**

- 1) the system of sharing information via the Internet, sometimes an addiction (n \_ \_ \_ \_ \_ \_ \_ \_).
- 2) the hobby of creating compilations in scrapbook albums, pictures, periodical articles, etc. (s \_ \_ \_ \_ \_ \_ \_ \_).
- 3) making bracelets, rings, necklaces as a hobby (j \_ \_ \_ \_ \_ \_ \_ \_ \_ \_).
- 4) carving, modeling, shaping something (s \_ \_ \_ \_ \_ \_ \_).
- 5) any sport which involves two or more players working together (t \_ \_ \_ \_ \_ \_ \_).
- 6) cooking food in an oven (b \_ \_ \_ \_).

**Ex. 6: Match the beginning of each sentence with its ending.**

- 1) Teens' leisure habits differ: ...
  - 2.) Creative arts involve ...
  - 3) He plays cards – ...
  - 4) She has a natural ability to act in theatrical performances – ...
  - 5) The Company arranges different social events; ...
  - 6) Self-expression is the expression of thoughts or feelings especially through ...
- A. artistic activities (such as painting, writing, dancing).
  - B. some teens like outdoor activities, others enjoy networking.
  - C. it means she has a dramatic flair.
  - D. they include parties, lunches, performances.
  - E. drama or theater, music, film, creative writing, graphic design, photography and visual arts.
  - F. it is his favorite pastime.

**Ex. 7: Rewrite the sentences using *love / like / enjoy* + Ving.**

- 1) I (to love, to read) and (to listen to) the music.
- 2) He (not to like, to play) chess.
- 3) We (to like, to correspond) with each other very much.
- 4) Bob (to hate, to wash) the dishes.
- 5) We (to enjoy, to travel) round our country.
- 6) They (to like, to chat) with each other in the

evenings. 7) Mary and her mum (to love, to do shopping). 8. My parents (not to like, to go) to the theatre. 8) I (to hate, to stay) at home at the weekends! 9) What do you really (to enjoy, to do)? 10) What do you (to like, to make)? 11) She (to continue, to work) in the school library. 12) Finally it (to stop, to rain). 13) After you (to finish, to study) take some time to relax.

**Ex. 8: Make sentences.**

1) he / /not / jazz / enjoy. 2) we / like / not / shopping. 3) interests / have / I / many. 4) Hate / e-books/ she/ reading. 5) time / spend /much / they /don't / at / home. 6) good / a / of / educational / collection / CDs /has / Lucy. 7) David / fond / is / of / coins / collecting. 9) makes / happy / reading / me / and / to / music / listening.

**Ex. 9: Talk about your favorite hobby using the following prompts.**

I have ... (many, several, a few, only one) hobbies/hobby.

My favorite hobby is ...

I enjoy ...

It is ... (expensive, cheap, free).

I do it... (in a company, alone).

This hobby is done ... (inside, outside).

I love it because it is ... (funny, relaxing, intellectual etc).

The best thing about my hobby is that ...

But I don't like ...

**Практическое занятие 8. Магазины, товары, совершение покупок**

**Цель:** Обучить навыкам диалогической речи. Активизировать употребление лексики в речи по теме. Совершенствовать грамматические навыки.

**Продолжительность работы:** 180 минут.

**Литература:** [3 раздел VIII с. 94-95, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: Look through the questions. Speak about shopping.**

1) Who does shopping in your family? 2) Do you often go shopping? 3) Do you like it?

**Ex. 2: a) Read the text with a dictionary.**

Notes on the text:

ready-made – готовый  
fabric – ткань  
china – фарфор  
electrical appliances – электро-  
приборы  
linen – постельное белье  
customer – покупатель  
counter – прилавок

underwear – нижнее белье  
knitwear – трикотаж  
pasta – макаронные изделия  
flour – мука  
poultry – мясо птицы  
beetroot – свекла  
ready-weighed and packed –  
расфасованный

What do shops offer?

When we want to buy something, we go to a shop. Although every town or city has many kinds of shops, many of these are typical: a supermarket, a department store, men's and women's clothing stores, a grocer's, a baker's, a greengrocer's, a dairy and a butcher's.

Alexander's family like to do their shopping at big department stores and supermarkets. These sell various goods under one roof and this is very convenient.

A department store, for example, true to its name, consists of many departments: ready-made clothes, fabrics, shoes, sports goods, toys, china and glass, electrical appliances and electronics, cosmetics, linen, curtains, books, gifts, jewelers etc. You can buy anything you like there. There are also escalators in big stores which take customers to different floors. The goods for sale are on the counters so that they can be easily seen.

In the women's clothing department you can find dresses, suits, blouses, skirts, coats, beautiful underwear and many other things.

In the men's clothing department you can choose suits, trousers, overcoats, ties etc.

In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woolen jackets. In the cosmetic department they sell perfume, face creams and powders, lipsticks, lotions, shower gels, soap, shampoos.

In the supermarket we can also buy many different things in the same location: meat and sausages, fish, sugar, pasta, flour, cereals, tea, coffee, bread and whatnot.

At the butcher's there is a wide choice of meat and poultry. At the baker's you can buy white or brown bread, rolls and biscuits.

Another shop we frequently go to is the greengrocer's, which is stocked with cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and various fruits. Everything is sold here ready-weighed and packed. If you call round at a dairy, you can buy milk, cream, cheese, butter and many other milk products.

**b) Match the words and words combinations from the columns.**

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1. a supermarket                     | a. булочная                         |
| 2. a department store                | b. магазин «Фрукты / овощи»         |
| 3. a grocer's                        | c. отдел косметики                  |
| 4. men's and women's clothing stores | d. бакалея                          |
| 5. a greengrocer's                   | e. мясной отдел                     |
| 6. a dairy                           | f. отдел молочной продукции         |
| 7. a baker's                         | g. супермаркет                      |
| 8. a butcher's.                      | h. магазин мужской и женской одежды |
| 9. a cosmetic department             | i. универмаг                        |

**c) Skim the text and say what you can buy in these stores / departments. Write down your sentences.**

**Ex. 3: Are these statements true or false? Correct the false ones.**

1. You can buy vegetables in the greengrocer's.
2. To buy various goods under one roof is very convenient.
3. To buy meat and poultry you have to go to the butcher's.
4. The dairy sells milk, cheese and sausages.
5. Cereals are sold in the baker's.
6. Everything in the greengrocer's is ready-made.
7. You can find various fruits in the Frut & Veg shop.
8. The department store is a store with escalators.
9. The knitwear department offers everything for knitting.
10. To buy china one needs to go to China.

**Ex. 4: Fill in the gaps with the words in the box.**

- |                    |               |                |
|--------------------|---------------|----------------|
| 1) shopping        | 5) in fashion | 9) comfortable |
| 2) cosmetic        | 6) select     | 10) quality    |
| 3) things for sale | 7) cashier    |                |
| 4) clothes         | 8) food       |                |

1. There is a ... department in this shop where you can buy perfume.
2. You can come to the ...and choose your purchase.
3. In our greengrocer's you can buy ... vegetables .
4. You pay money to the ... .
5. You can food and put it into the ... .
6. She does the ... in their family.
7. I enjoy going shopping for new ... .
8. They spend quite a lot of money on ... .
9. I don't feel ... in these shoes.
10. I always try to be ... .

**Ex. 5: Fill in the gaps with *some / any / one / somebody / someone / anybody / anyone / something / anything* where necessary.**

1) There are ... cakes on the plate. 2) There aren't ... children in the schoolyard. 3) Does ... know how to solve this task? 4) Are there ... shopping centres here? – Yes, there are... . 5) I'm in a hurry. Give me ... shirt. 6) Is there... in the fitting room? – Yes, there is ... . 7) Do you like soft cheeses? – No, I prefer hard... . 8) I can't see ... on the shelf. 9) Where can I buy ... needles and thread? 10) Take my pen. – Thank you, I have ... .

**Ex. 6: Match the phrases in the replies. Read in pairs.**

- |  |  |
|--|--|
| a. No, I haven't.                                | 1. I'd like a kilo of tomatoes, please.      |
| b. I'd love to, but I don't need anything.       | 2. I'd like my money back, please.           |
| c. I'm afraid, that's just not possible.         | 3. How can I help you?                       |
| d. Here you are. That's £6.50.                   | 4. Why don't you come to the mall with me?   |
| e. Here is some aspirin for you.                 | 5. How much is this scarf?                   |
| f. Yes, we do.                                   | 6. Have you got the receipt, sir?            |
| g. Let me check for you. Yes, I've got one here. | 7. Can you give me something for a headache? |
| h. Yes, here they are, on this upper shelf,      | 8. Have you got it in a smaller size?        |
| i. It's £19.99. It's a little expensive.         | 9. Do you accept credit cards?               |
| j. Do you have batteries for this camera?        | 10. Do you sell dictionaries?                |



**Ex. 7: Make up a dialogue asking your group-mates these questions.**

- 1) Do you like doing shopping?
- 2) Do you shop (exclusively) online / offline? Why?
- 3) How often do you do your shopping?
- 4) What are your favorite stores?
- 5) Where do you do buy food?
- 6) What food do you usually buy there?
- 7) Do you like buying clothes? How often?
- 8) How much money do you spend?
- 9) Do you go shopping alone?

### **Практическое занятие 9. Спорт в нашей жизни. Специальные вопросы**

**Цель:** Составить сообщение по теме: «Спорт в нашей жизни». Активизировать употребление лексики в речи по теме: «Спорт в нашей жизни». Обучить правильному составлению и применению в речи специальных вопросов.

**Продолжительность работы:** 90 минут.

**Литература:** [3 раздел 5 с.60, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: a) Match the following words with their meaning.**

- |             |  |
|-------------|--|
| 1. team     | a. a leader of a team                                  |
| 2. match    | b. someone who competes with opposes another in a game |
| 3. coach    | c. a competition in which people or teams compete      |
| 4. score    | d. to win or get a point, score                        |
| 5. loser    | e. someone whose job is to train sports team           |
| 6. goal     | f. a group of players forming one side in a game       |
| 7. captain  | g. a point scored in sports                            |
| 8. opponent | h. a person that wins                                  |
| 9. winner   | i. a person that has lost a game or a contest          |

**Ex. 2: Fill in the blanks in the following sentences. Use the words from the table of Exercise 2.**

- 1) Each team tries to ... a goal.
- 2) If a team wins, they are called ... .
- 3) The players of the other team are called ... .
- 4) We call the instructor of a team ... .
- 5) If a team loses the match, they are ... .
- 6) There's usually a leader of a team or ... .
- 7) Our football team scored a first ... .
- 8) I will try to play the next ... better.
- 9) Which ... do you support?

**Ex. 3. Which of these sports are *indoor, outdoor, winter, summer, water sports*?**

Figure skating, draughts, windsurfing, table tennis, skiing, yachting, cycling, rugby, boxing, rock climbing, cricket, water polo, hockey, synchronous swimming, basketball, chess, water skiing, curling, roller skating, rowing, gymnastics, motor races, volleyball, diving, baseball, karate, skydiving, billiards, field hockey, rafting, judo, wrestling.

**Ex. 4: Make questions to the underlined words. Start with the words in brackets.**

- 1) Keeping fit will keep you in good shape (what).
- 2) Children of the future are going to be taller, more intelligent (who).
- 3) Thirty years ago, Finland was one of the world's (unhealthy) nations (when). Now it's one of the fittest countries on Earth.
- 4) Maintaining a proper diet is the most important thing a teenager can do in order to stay fit (what).
- 5) Take family walks and engage in more outdoor activities during the weekend (when). It makes for stronger families and fitter teenagers.
- 6). Kids who take part in organized activities at school tend to be healthier than their classmates (which).

**Ex. 5: Before reading the text study the following vocabulary.**

Notes on the text	
all over the world – во всем мире	to be fit – быть в форме
to be fond of – любить	personal initiative – личная инициатива
healthy – здоровый	

facilities – помещения, оборудование

skating-rink – каток

attention – внимание

compulsory – обязательный

sailing – парусный спорт

rowing – гребля

Sports

wrestling – борьба

fencing – фехтование

weightlifting – штанга

out-of-doors – на воздухе

indoors – в помещении

sport societies – спортивные общества

Sport is very popular among people in all the countries of the world. Sport makes people healthy, keeps them fit, more organized and better disciplined. It unites people of different classes and nationalities.

Many people do sports on their personal initiative. They go in for skiing, skating, table tennis, swimming, volleyball, football, basketball, body-building etc.

All necessary facilities are provided for them: stadiums, sport swimming-pools, skating-rinks, football fields. But, of course, one has to pay for these services.

Sport is paid much attention to in our schools and colleges. Physical training is a compulsory subject. Different sports and games are popular with my classmates.

All my friends go in for different kinds of sport, such as water sports (that is swimming, sailing, rowing), gymnastics, horse-racing, wrestling, fencing, weightlifting, boxing, football, basketball, volleyball etc.

Physical training lessons at our college are held out - of- doors in summer. When it is cold outside the lessons are held indoors in our college gymnasium.

Professional sport is also paid much attention to in our country. In the city where I live, there are different sport societies, clubs and sport schools. Practically all kinds of sports are popular in our country, but gymnastics and tennis enjoy the greatest popularity.

Baseball, basketball and American football. In England popular kinds of sports are golf and rugby. Englishmen like football too. It is their national kind of sports.

**Ex. 6: Answer the following questions to the text.**

1. Why do people all over the world are fond of sports and games?

2. What are summer sports and what are winter sports?
3. What kind of sports are popular with your friends?
4. Do you have to pay for sports facilities, such as stadiums, swimming pools and tennis courts?
5. What can you say about physical training lessons at your college?
6. What kinds of sport are most popular in our country?
7. What are the sports organizations in our country?
8. What are the most popular kinds of sport in America and England?
9. What other American or English kinds sports do you know?
10. Are American football and baseball popular in Russia? Why and why not?

**Ex. 7: Give English equivalents.**

1) Спорт делает людей более организованными и дисциплинированными. 2) В наших школах и колледжах большое внимание уделяется спорту. 3) Занятия по физической культуре проводятся на улице и в помещении. 4) Футбол – национальный вид спорта в Англии. 5) Спорт очень популярен разных странах мира. 6) Стадионы и спортивные площадки оснащены всем необходимым оборудованием. 7) Физическая культура – обязательный предмет.

**Ex. 8. Here are the answers. Write the special questions to them.**

1) Hockey is a very attractive game. (Why?) 2) A football team consists of 11 players. (How many?) 3) Men are more interested in sport than women. (Who?) 4) Cricket is the fairest game in the world. (Which?) 5) Climbing is one of the most dangerous sports. (What kind?). 6) Field hockey is played during summer. (When?) 7) Football is popular in schools, colleges and universities. (Where?) 8) Horseball is a game played on horseback where a ball is handled and points scored by shooting it through a high net. (How?) 9) Samba is a Russian martial art and combat sport. (Whose?) 10) The marathon is a long-distance running event with an official distance of 42.195 kilometers. (How long?).

**Ex. 9: Enumerate all the kinds of sports which are mentioned in the text in the Ex. 4. Which of them are fond of? Why?**

**Ex. 10: What can you say about the importance of sport? Write 10-15 sentences.**

### **Практическое занятие 10. Спорт. Степени сравнения прилагательных**

**Цель:** Составить сообщение по теме: «Спорт». Активизировать применение лексики в речи по теме: «Спорт в Великобритании». Обучить правильному применению в речи степеней сравнения прилагательных.

**Продолжительность работы:** 180 минут.

**Литература:** [3 раздел IX с.104, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер

**Задание к самостоятельной работе:**

Выполните упр. 6, 7 с. 171 [1].

**Задания к практической работе:**

**Ex. 1 Read the questions and answer them.**

1) Do you like to exercise? 2) Do you like to watch sports on TV? What are they? 3) What is your favorite summer sport? 4) What is your favorite winter sport? 5) What new sports would you like to try?

**Ex. 2: Fill in the gaps using the appropriate forms of adjectives given in brackets.**

1) When we win a game, we are (happy) people in the world. 2) Yesterday it was (difficult) match of all. 3) My friend is (tall) than me, so he plays basketball (good) than me. 4) John is (good) player in our team. 5) For me it's (interesting) to play football myself than to watch it on TV. 6) This season our team is playing (bad) than last year. 6. Windsurfing is one of (dynamic) sports. 7) Karate is (popular) of the Japanese martial arts. 8) It is much (difficult) to get up after falling down in ice skating than it is with roller blading. Also ice skating is (slippery) than roller blading. 9) Who are (famous) female tennis players ever?

**Ex. 3: Read the text and answer the questions.**

1) Are the British fond of watching sport games? 2) What kind of sport is especially associated with Britain? 3) What is cricket for an Englishman? 4) What is the most popular game in the world?

5) Where do the Cup finals take place? 6) Is rugby played by professionals? 7) What kinds of racing are popular in Britain?

Notes on the text:

Wembley – стадион Уэмбли в Лондоне

the Derby – Дерби

Wimbledon – Уимблдон

cricket – крикет

unfair – нечестный, несправедливый

to attract – привлекать

crowd – толпа

support – поддерживать, болеть

amateur – любительский

spectator sport – зрелищный вид спорта

racing – бега (конские, собачьи и пр.)

boat-race – гребные гонки

tournament – турнир

innumerable – бесчисленный

degree – степень, уровень

skill – умение

able – умелый

toboggan – кататься на санях, санках

### Sports in Great Britain

The British are known to be great sports-lovers, so when they are neither playing, nor watching games, they like to talk about them. Many of the games we play now have come from Britain.

One of the most British games is cricket. It is often played in schools, colleges, universities and by club teams all over the country. Summer isn't summer without cricket. To many Englishmen cricket is both a game and a standard of behavior. When they consider anything unfair, they sometimes say «That isn't crickets».

But as almost everywhere else in the world; the game which attracts the greatest attention is football, or soccer. Every Saturday from late August till the beginning of May, large crowds of people support their favorite teams in football grounds. True fans will travel from one end of the country to the other to see their team play. International football matches take place at Wembley.

Rugby is also very popular, but it is played mainly by amateurs. Next to football, the chief spectator sport in British life is horse-racing. A lot of people are interested in the races and risk money on the horse which they think will win. The Derby is perhaps the most famous single sporting event in the whole world.

Britain is also famous for motor-car racing, dog-racing, boat-racing, and even races for donkeys. The famous boat-race between the teams of Oxford and Cambridge attracts large crowds of people.

A great number of people play and watch tennis. Tennis tournaments at Wimbledon are known all over the world. The innumerable tennis courts of Britain are occupied by people between the ages of 16 and 60 who show every degree of skill – from practically helpless to the extremely able.

The British also like to play golf, baseball, hockey, grass-hockey. Various forms of athletics, such as running, swimming, boxing are also popular. You can sometimes hear that there are no winter sports in England. Of course the English weather is not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing.

**Ex. 4: Give the equivalents.**

1) Британцы известные любители спорта. 2) Множество игр пришли к нам из Британии. 3) Крикет это и игра, и черта характера. 4) Футбол это игра, которая привлекает наибольшее внимание. 5) Дерби самое известное мероприятие в мире. 6) Гонки на лошадях еще один зрелищный вид спорта.

**Ex. 5: Use the verbs *go / do / play* in the correct form.**

**Play** is used with ball sports or competitive games.

**Do** is used with activities that can be done alone.

**Go** is used with activities that end *-ing*.

1) She ... gymnastics. 2) This summer we ... windsurfing every day on our holiday. 3) He is quite the athlete. He ... basketball, baseball and hockey. 4) My wife ... horse riding twice a week. 5) Why don't we ... a set of tennis? 6) Some people think that aerobics ... four times a week is the best possible way of keeping fit. 7) His idea of the perfect summer holiday is to rent a sailboat and ... sailing between the islands of the Tuscan archipelago. 8) They wear backpacks when they ... hiking. 9) He ... jogging every morning. 10) I love ... a good game of chess from time to time.

**Ex. 6: Give simple reasons for *liking / disliking* different sports, using the following prompts.**

1) I'm good / not very good at ...

2) Truly speaking, I don't like ... (*running, team games etc*) because ...

- 3) But I'm fond of ... because ... (*it helps me feel healthy*).  
4) To my mind the most exiting kind of sports is ...  
5) Personally I would never go playing ... because it's very ...  
(*dangerous, expensive etc*)

## **Практическое занятие 11. Путешествия. Виды и способы**

**Цель:** Составить сообщение по теме: «Путешествия. Виды и способы». Активизировать в речи лексику по теме: «Путешествия. Виды и способы».

**Продолжительность работы:** 90 минут.

**Литература:** [3 раздел XII с. 144, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex.1: a) Mind the difference between the words.**

*Trip:* A journey that you make to a place and back again.

*Travel:* Going from one place to another often to a place far away.

*Journey:* Travel from one place to another (formal use).

*Tour:* Organized trip, e.g. spirituality tour (churches, temples)

**b) Fill in the appropriate words. Translate the sentences.**

1) John went on a day ... to Ireland last Friday. He left at 5 a.m. and got back the same day. 2) The ... to Spain will not take more than three weeks. 3) A ... to the country will take no more than an hour and a half. 4) We made a ... of Italy last summer. We visited a number of wonderful towns and then returned to Rome. 5) I have to ... I a lot for work. 6) World ... gives you new emotions.

**Ex. 2: Make up a dialogue asking your partner the questions.**

1) Do you like travelling? 2) What is your favorite means of travelling? Why? 3) Have you ever been abroad? 4) Describe the most interesting person/thing you met on one of your travels. 5) What season do you prefer for travelling? 6) Why do people travel?

**Ex. 3: Put the verbs in the Future Simple.**

1) When we (to go) to the picture gallery. 2) I'm sure you (to have) a nice time there. 3) The seller (to send) the goods to the customer in a day. 4) We (to visit) the farm in July. 5) I (to be) careful with money. 6) They (to arrange) a visit to some places of interest. 7) Our country (to have) professional armed forces. 8) Their guests (to



have) lunch after the walk. 9) We (to watch) this documentary with great interest. 10) A lady always (to be) mysterious for a gentleman.

**Ex. 4: Read the text and answer the questions given after the text.**

Notes on the text:

to be fond of – любить

means – способы

dust – пыль

dirt – грязь

trouble – беда, неприятность

combined – соединенный с

чем-либо

splendid – великолепный

countryside – сельская мест-  
ность

sleeper – спальный вагон

afford – позволять себе

deck – палуба

### Travelling

Almost all people are fond of travelling. It is very interesting to see new places, another towns and countries. People may travel either for pleasure or on business.

There are various means of travelling. As for me there is nothing like travelling by air; it is more comfortable, more convenient and, of course, far quicker than any other means of travelling. There is no dust and dirt of a railway or car journey or troubles with changing from one train to another train.

With a train you have speed, comfort and pleasure combined. From the comfortable seat of a railway carriage you have a splendid view of the whole countryside. If you are hungry, you can have a meal in the dining-car; and if a journey is a long one you can have a comfortable bed in a sleeper.

Travelling by ship is not very popular now. That is because it has become very expensive and not many people can afford it. But it is very pleasant to feel the deck of the ship under your feet, to see the rise and fall of the waves, to feel the fresh sea wind blowing in the face.

Many people like to travel by car. It is interesting too, because you can see many places in a short time, you can stop when and where you like, you do not have to buy tickets or carry your heavy suitcases.

1) Why do you think almost all people are fond of travelling?

2) What are the methods of travelling?

3) Why is travelling by ship not so popular?

4) Why do many people prefer to travel by car?

**Ex. 5: Give the equivalents for the following word combinations and make sentences of your own.**

Любить путешествовать, различные способы путешествий, сочетает удобство и скорость, путешествовать ради удовольствия, перекусить в вагоне-ресторане, палуба корабля, место в спальном вагоне, покупать билеты, носить чемоданы, чувствовать свежий воздух, рост и падение волн, увидеть много мест за короткий срок.

**Ex. 6: Working in pairs speak about advantages and disadvantages of:**

- 1) travelling by air
- 2) travelling by train
- 3) travelling by ship
- 4) travelling by car

**Ex. 7: Put the verbs in the correct form. Use the Present Simple, the Present Continuous and the Future simple.**

1) (you / do) anything interesting this evening? – I (stay) in. (you / go) out? 2) Hurry up! The film (start) at 6 o'clock. 3) He (to go) to the Public Library very often when he (to be) a student. 4) As soon as I (to return) from school, I (to ring) you up. 5) I (to stay) at home till she (to come). 6) He (to play) chess tomorrow. 7) The train (arrive) at 2 o'clock. 8) What present your mother (to receive) for her next birthday? 9) I (go) shopping with my sister this Monday.

**Ex. 8: Write an essay about your travel to any place, by what means of transport you travelled, what interesting things you saw.**

## **Практическое занятие 12. «Государственное и политическое устройство России»**

**Цель:** Составить сообщение по теме: «Государственное и политическое устройство России». Активизировать в речи лексику по теме: «Государственное и политическое устройство России». Активизировать грамматические навыки.

**Продолжительность работы:** 90 минут.

**Литература:** [1 раздел GR I, V (справочник), конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: Match the words and words combinations with their explanations. Make up sentences with four of these words.**

- |                           |  |
|---------------------------|--|
| 1. the State Duma         | a. lower house   |
| 2. United Russia          | b. the head of state   |
| 3. a bill                 | c. the Parliament of the Russian Federation  |
| 4. the President          | d. a written proposal for a new law, which is brought before parliament            |
| 5. the Federal Assembly   | e. the standard unit of money in Russia  |
| 6. the rouble             | f. a set of pictures painted on a shield and used as the special sign of the state |
| 7. the Federation Council | g. the chairman of the Government  |
| 8. the Prime Minister     | h. the main political party  |
| 9. coat of arms           | i. the official song of a nation that is sung or played on public occasions        |
| 10. the national anthem   | j. The Upper House   |

**Ex. 2: In pairs perform a dialogue using the following questions.**

- 1) Are you interested in politics? Why? / Why not?
- 2) How do you stay informed on current events in Russia?
- 3) Do you discuss politics with your friends / relatives?
- 4) Do you have the right to vote? Do you vote? Why? / Why not?

**Ex. 3: Read the abbreviations and match them.**

UN, G8, CIS, EEC, IMF, APEC, NATO, WTO, EU, UNESCO

1. the Commonwealth of Independent States
2. the International Monetary Fund
3. the European Economic Community
4. the United Nations
5. the North Atlantic Treaty Organization
6. the Asia-Pacific Economic Cooperation
7. the Group of Eight
8. the World Trade Organization
9. the European Union
10. the United Nations Educational, Scientific and Cultural Organization

**Ex. 4: Remember the following words and word combinations.**

1. to be set up	создаваться
2. nation	государство
3. to elect	избирать
4. commander-in-chief	главнокомандующий
5. treaty	договор
6. to enforce	проводить в жизнь
7. judges	главные / верховные судьи
8. to override	отвергать, отклонять
9. to dissolve	распускать
10. bicameral	двухпалатный
11. the Federal Assembly	Федеральное Собрание
12. to be involved	участвовать
13. legislative	законодательный
14. executive	исполнительный
15. judicial	юридический
16. to check and balance	сдерживать и уравнивать
17. to vest	наделять, провозглашать
18. the Federation Council	Совет Федерации
19. house	палата
20. vote	голосование
21. chamber	палата
22. chairman	председатель
23. legislature	законодательство, закон
24. to initiate	брать начало, появляться
25. bill	законопроект
26. to approve	одобрять
27. the Supreme Court	Верховный Суд

**Ex. 5: Read the text using a dictionary.**

**The Political System of Russia**

The Russian Federation was set up by the Constitution of 1993. After its destruction in 1991, the Soviet Union was broken up into an independent Russia and 14 other new, sovereign nations. The Russian Federation is a presidential (or a constitutional) republic. The President is the head of state and is elected directly by the people. He controls all the three branches of power. The President is commander-in-

chief of the armed forces, he makes treaties and enforces laws, appoints the prime minister, cabinet members and key judges.

The President can override and in some cases even dissolve the national parliament, the bicameral Federal Assembly. The President has his administration, but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The government consists of three branches: legislative, executive and judicial. Each of them is checked and balanced by the President. The legislative power is vested in the Federal Assembly. It consists of the Federation Council (upper house) and the State Duma (lower house). The members of the State Duma are elected by popular vote for a four-year period. The Federation Council is not elected. It is formed of the heads of the regions.

Each Chamber is headed by the Chairman. Legislature is initiated in the State Duma, but to become a law a bill must be approved by the lower and upper houses and signed by the President. The executive power belongs to the Government. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts.

**Ex. 6: Are these statements true or false? Correct the false ones.**

1) The Russian Federation is a parliamentary monarchy. 2) The President is the head of state and is elected by the State Duma. 3) The President is involved in the work of the legislative and judicial branches of power. 4) The government consists of the Federal Assembly and the Federation Council. 5) The executive power is vested in the Federal Assembly. 6) The Federation Council is elected by popular vote. 7) The Federation Council is formed of the heads of the regions. 8) Each Chamber of the Federation Council is checked and balanced by the President. 9) The legislative power is represented by the Constitutional Court, the Supreme Court and regional courts. 10) The Russian Federation was set up by the Constitution of 1991.

**Ex. 7: Give the equivalents.**

Конституция, развал Советского Союза, правительство, глава государства, администрация, избирать, представлять, областные суды, три ветви власти, закон, законопроект, власть принадлежит, конституционная республика, политическая система.

**Ex. 8: Put the verbs in the correct form.**

1) Russia soon (to become) a key player on the world stage? 2) Russia (to have) political weight in the past. 3) Russia's economy (to depend) on oil prices. 4) Russia (to take) steps to protect itself against terrorist action. 5) Election of the President (to take) place every four years.

6) The political system of Russia (to be) established by the Constitution in 1993. 7) The Russian economy permanently (to grow) due to recent reforms in banking, labour and private property. 8) Russia year by year (to improve) its international relationships and cooperation in areas of mutual interest.

**Ex. 9: Surf the Internet at home and write 10-15 sentences about the President's duties.**

### **Практическое занятие 13. Экскурсия по Москве**

**Цель:** Составить сообщение по теме: «Экскурсия по Москве». Активизировать в речи лексику по теме: «Экскурсия по Москве». Совершенствовать грамматические навыки.

**Продолжительность работы:** 90 минут.

**Литература:** [3 раздел XI с. 130, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер.

**Задания к практической работе:**

**Ex. 1: Match the words in the left and right columns. Think what you know about these places of interests.**

Moscow State University	department store
the Arbat	theatre
Petrovsky Passage	stadium
the Tretyakov Gallery	cinema
the Tomb of the Unknown Soldier	educational institution
the Bolshoi	restaurant
Luzhniki	hotel
Metropol	museum
Praga	monument
Pushkinsky	street

**Ex. 2: Match the words and word combinations from the columns.**

- |                       |                               |
|-----------------------|-------------------------------|
| 1. reserve            | a. подход, метод              |
| 2. partners           | b. турист                     |
| 3. online reservation | c. бизнес                     |
| 4. accommodation      | d. бронирование онлайн        |
| 5. wishes and means   | e. роскошный, дорогой         |
| 6. approach           | f. пожелания и средства       |
| 7. tourist            | g. сниженные цены             |
| 8. business           | h. партнеры                   |
| 9. luxurious          | i. бронировать, резервировать |
| 10. discounted rates  | j. жилье, размещение          |

**Ex. 3: Complete the following sentences with the words from the box of Exercise 2.**

If you are to visit Moscow as a ... or ... on, or you are planning to meet your ... in Moscow and need ..., we are glad to offer you a Moscow hotel reservation at ... . You can ... a hotel of any level – from tourist class to 5-star ... hotels. It is an easy ... with individual ... to every client. If you are undecided about which hotel to stay in, we will recommend you something according to your ..., trying to make the best possible choice for you.

**Ex. 4: Read the questions and discuss them with your group-mates.**

1) What is the capital of our country? 2) What places of interest do you know in Moscow? 3) What do you know about ... (Red Square, the Kremlin, the Pushkin Museum of Fine Arts etc)? 4) What would you do for entertainment in Moscow?

**Ex.5: Before reading the text study the vocabulary.**

- |                     |                   |
|---------------------|-------------------|
| 1. Muscovite        | москвич           |
| 2. spot             | место             |
| 3. to be governed   | управляться       |
| 4. popular assembly | народное собрание |
| 5. city council     | городской совет   |
| 6. cathedral        | собор             |
| 7. mayor            | мэр               |
| 8. liberator        | освободитель      |
| 9. borough          | округ             |
| 10. Grand Duke      | великий князь     |
| 11. hub             | средоточие        |

12. to occur	случаться
13. network	сеть
14. offensive	наступление
15. civilian	гражданский
16. virtually	практически
17. to adjoin	примыкать, граничить
18. to host	принимать
19. marketplace	рыночная площадь
20. to launch	запускать, начинать

Moscow: forever young and beautiful

Alexander is a Muscovite and he knows a lot about the history of Moscow. Moscow is the capital of Russia and of the Moscow region. It is the administrative centre of the Central district. It is situated on the Moscow River. Moscow is Russia's largest city and the leading economic and cultural centre. Moscow is governed by a city council and a mayor and is divided into boroughs. The heart of Moscow is the Kremlin, a walled city in itself. Its walls represent the city limits as of the late 15<sup>th</sup> century. The hub of the Russian railway network, Moscow is also a port and has several civilian and military airports.

Adjoining the Kremlin in the East there is Red Square. It originally was a marketplace and a meeting spot for popular assemblies.

Red Square is still used as a parade ground and for demonstrations. One of the most wonderful examples of Russian architecture is St Basil's Cathedral. In front of the cathedral there stands a monument to the liberators Minin and Pozharskiy.

The village of Moscow was first mentioned in the Russian Chronides in 1147. And this year it was founded by Yuri Dolgorukiy. In the 15th century Moscow became the capital of the Russian national state, and in 1547 Grand Duke Ivan IV became the first Tsar. Built largely of wood until the 19th century, Moscow suffered from numerous fires.

The most well-known of them occurred during Napoleon's occupation in 1812. Rebuilt, Moscow developed as a major textile and metallurgical centre. During the 19<sup>th</sup> and early 20<sup>th</sup> centuries it was the principal centre of the labour movement and social democracy.



During World War II, Moscow was the goal of the German offensive. Although the German columns were stopped only about 40 km from the city's centre, Moscow suffered virtually no war damage.

The city hosted the Olympic Games in 1980.

In the 1990s the city began to attract foreign investment and became increasingly westernized. Many reconstruction projects were launched. Nowadays Moscow is even more beautiful with its modern cafes, shops and offices of European standard.

**Ex. 6: Are these statements true or false? Correct the false ones.**

- 1) Moscow is governed by a mayor.
- 2) Moscow has several ports.
- 3) Minin and Pozharskiy founded Moscow in 1147.
- 4) The monument to Yuri Dolgorukiy stands in Red Square.
- 5) St Basil's Cathedral is located within the territory of the Kremlin.
- 6) The first Russian Tsar was Ivan the Terrible.
- 7) In the 15<sup>th</sup> century Moscow became the capital of the Russian Federation.
- 8) During World War II Moscow was occupied by the German troops.
- 9) Moscow suffered from numerous fires. The most known of them occurred during World War II.
- 10) In the 1980s many reconstruction projects were launched.

**Ex. 7: Give English equivalents.**

Столица, крупнейший город, захват, иностранные инвестиции, центральный округ, европейские стандарты, место встречи, многочисленные пожары, была основана, перестройка, рабочее движение, страдать, развиваться, военный урон, социальная демократия, памятник либералам, современные кафе магазины, железнодорожная сеть, сердце Москвы, в течение второй мировой войны, немецкое наступление.

**Ex. 8: Put the verbs in the Past Simple.**

1) Prince Yuri Dolgorukiy (to want) to celebrate some successful negotiations and was looking for a place to celebrate a feast. The place (to happen) to be Moscow.

2) In 1237 the Mongols (to bum) the city to ashes.

3) In 1328 Moscow (to earn) the status of capital of the Russian region.

4) In 1571 the Mongols (to attack) the city again and (to bum) it completely.

5) A severe plague (to ruin) the city in 1654. It (to kill) a lot of inhabitants.

6) In 1712 Moscow (to lose) its capital status to St Petersburg.

7) In 1812 the war with Napoleon (to lead) to big fires in Moscow destroying almost everything.

8) On 12th March, 1918 the City of Moscow (to become) the capital of Soviet Russia.

9) When the USSR (to divide) in the year 1991, the city (to continue) to be the capital of Russia.

10) Moscow (to celebrate) its 850 Anniversary in 1997 and to-day (to be) one of the more respected cities in the world.

**Ex. 9: Surf the Internet and write about one of the Moscow attractions.**

1) The ... is located ... (in ... street, near the ... metro station, on the outskirts of Moscow etc).

2) It was built in ... (year, century) by ...

3) It is ... (beautiful, gigantic, monumental etc).

4) I know / don't know much about its history.

5) Last time I visited it in ... / I've never visited it... (but I'd like to etc).

### **Практическое занятие 14. Экскурсия по Великобритании**

**Цель:** Составить устное сообщение по теме. Активизировать лексику по теме. Совершенствовать грамматические навыки.

**Продолжительность работы:** 90 минут

**Литература:** [3 раздел XII с. 152, конспект занятия]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер

**Задания к практической работе:**

**Ex. 1: Which things belong to the United Kingdom?**

Oxford University, Metropolitan Museum of Art, Big Ben, Eiffel Tower, five-o'clock tea, Brooklyn Bridge, Beefeater, Mickey Mouse, double-decker, coca-cola, cricket, Versailles, pudding, Stars and Stripes, Win-

nie-the-Pooh, Yale University, kilt, Disneyland, hamburger, Yellow Submarine, spaghetti.

**Ex. 2: Match the left and right columns.**

- |                  |             |
|------------------|-------------|
| 1. Buckingham    | a. Park     |
| 2. Trafalgar     | b. Gallery  |
| 3. Hyde          | c. Burns    |
| 4. Royal Botanic | d. Airways  |
| 5. Rolling       | e. Palace   |
| 6. Doctor        | f. Victoria |
| 7. British       | g. Garden   |
| 8. National      | h. Watson   |
| 9. Queen         | i. Stones   |
| 10. Robert       | j. Square   |

**Ex. 3: Read the joke and find the verbs in the Passive Voice.**

*Teacher.* Which is located farther away from our town, London or the Moon?

*Johnny:* London.

*Teacher:* London? What makes you think that?

*Johnny:* Because the Moon can be seen and London cannot.

**Ex. 4: Put the verbs in the correct form using active and passive voice.**

1. The UK (to be) constitutional monarchy. This (to mean) that the official head of state (to be) the monarch, but his or her powers (to limit) by the constitution. The British constitution (not to write) in any single document. Only some of the rules (to write) down in the form of ordinary laws (to pass) by Parliament at various times.

2. The British national flag (to call) «Union Jack». It (to symbolize) the Union of England, Scotland and Ireland and (to date) back from 1801. The flag (to make) up of the crosses of the patron saints of England, Ireland and Scotland. Wales (not to represent) because when the flag first (to appear), it already (to unite) with England.

**Ex. 5: Read the text using a dictionary.**

Notes on the text:

to be situated – быть расположенным  
British Isles – Британские острова  
surface – поверхность  
to vary – меняться  
plain – равнина  
vast – огромный

mild – мягкий  
chemicals – продукты химической промышленности  
textile – текстиль  
to rule – править

## Great Britain

The United Kingdom of Great Britain and Northern Ireland is situated on the British Isles. It consists of four parts: England, Wales, Scotland and Northern Ireland.

England, Wales and Scotland occupy the territory of Great Britain and Northern Ireland is situated in the northern part of Ireland. The territory of the United Kingdom is about 244 000 square kilometers. The population is over 56 million people. The capital of the United Kingdom is London.

The surface of the United Kingdom varies greatly. The northern and the western parts of the country are mountainous and are called the Highlands. All the rest is a vast plain which is called the Lowlands. The mountains are not very high. The rivers are not very long. The most important of them are the Severn and the Thames. There are many beautiful lakes in the mountainous part of the country. The mountains, the Atlantic Ocean and the warm waters of the Gulf Stream influence the climate of Great Britain. It is mild the whole year round. Winters are not cold and summers are not hot.

Great Britain is a highly developed industrial country. It is known as one of the world's largest producers and exporters of iron and steel products, machinery and electronics, chemicals and textile. One of the industries is shipbuilding.

Great Britain is a country with old cultural traditions and customs. The most famous educational centers are Oxford and Cambridge universities. They are considered to be the intellectual centers of Europe. The education is not free, it is very expensive.

The United Kingdom is a monarchy and the Queen is the head of the state. But in practice it is ruled by the government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons. There are three main political parties in Great Britain: the Labor party, the Conservative party and the Liberal party.

### **Ex. 6: Answer the questions.**

1) What is the official name of Great Britain? 2) Where is it situated? 3) What parts does it consist of? 4) What is the territory and the population of Great Britain? 4) What city is the capital of Great Britain? 5) Are there any big rivers and lakes in Great Britain? 6) What is the climate on the British Isles? 7) Is Great Britain a highly developed

industrial country? 8) What goods does the British industry produce? 9) Are there any big educational establishments in Great Britain? 10) What is the name of the Queen of Great Britain? 11) How many chambers does the British Parliament consist of? What are they?

**Ex. 7: Look through the text and find sentences with the passive voice. Write them down and translate into Russian.**

**Ex. 8: Fill in the gaps with the following words and word combinations.**

customs and traditions, from a cultural aspect, sheep-breeding, Oxford University, the House of Lords, ships, the Straits of Dover, computing and electronics, varied, the House of commons, shipyards, textiles

1) The British Parliament consists of ... and ... . 2) Englishmen always respect their ... . 3) The United Kingdom is separated from the continent by ... . 4) Many young people from all over the world would like to enter ... . 5) Agriculture is developed in Scotland, especially ... . 6) The climate of the UK is ... . 7) Liverpool is famous as the Beatles were organized there. 8) Among British industries the most developed are ... . 9) Two thirds of the world's used to come from UK ... . 10) In the early 18<sup>th</sup> century British ... manufacture was based on wool which was processed by individual artisans.

**Ex. 9: Give general information about the United Kingdom using the following prompts.**

1) Britain which is formally known as the United Kingdom of ... is the political unity of... . 2) It is located ... . 3) Its total area is about... . 4) The population is ... . 5) The surface is... . 6) The capital of the UK is ... . 7) The official language is... . 8) Its form of government is a ... . 9) Officially the supreme legislative authority is the ... and the two Houses of Parliament: ... But the Queen ... . 10) There are three major political parties: ... .

**Ex. 10: Control question. Choose one of the British cities and write about it using the following plan:**

- |                        |                       |
|------------------------|-----------------------|
| 1) geographic location | 5) population         |
| 2) scenery             | 6) main industries    |
| 3) climate             | 7) places of interest |
| 4) flora and fauna     |                       |

## **Практическое занятие 15. Защита окружающей среды**

**Цель:** Составить сообщение по теме: «Защита окружающей среды» и активизировать лексику в речи по данной теме.

**Продолжительность работы:** 90 минут.

**Литература:** [3 раздел XVIII с. 210, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задание к самостоятельной работе:**

Выполните упр. 1, с. 166; упр. 4, с. 170; упр. 4 с. 174 [1].

**Задания к практической работе:**

**Ex. 1: Match the following words with their meaning.**

- |                  |   |
|------------------|---|
| 1. nature        | a. the damage caused to water, air by harmful substance                               |
| 2. pollution     | b. the natural world  |
| 3. protection    | c. relationships between the air, land, animals, plants                               |
| 4. environment   | d. all the animals, plants, etc. in the world<br>all the features, forces that happen |
| 5. harmful       | e. a state in which a person, a plant or an animal cannot be seen                     |
| 6. species       | f. the state of being kept safe   |
| 7. ecology       | g. having a bad effect in something   |
| 8. disappearance | h. a set of animals or plants in which members have similar characteristics           |

**Ex. 2: Fill in the missing words from the table of Exercise 2.**

1) ... the branch of biology connected with the relation between organisms and their environment. 2) The ... of the dinosaurs has puzzled scientists for many years. 3) He lived in close communion with ... . 4) The ... of the environment must be our first priority today. 5) It would be better for the ... if more people used bikes rather than cars. 6) Over a hundred ... of insect are found in this area. 7) It's important to protect your skin from the ... effects of the sun. 8) New research found that industrial ... goes high in the atmosphere and travels far.

**Ex. 3: Speak about:** 1) What natural wonders do you know?  
2) What can we do to save the Earth?

**Ex. 4: Read the text answering the question after it. Use the dictionary.** Notes on the text:

source – источник  
natural riches – природные богатства  
harmful interference – вредное воздействие  
industrial enterprises – промышленные предприятия  
substances – вещества

suffer – страдать  
to upset – зд. нарушать  
ozone layer – озоновый слой  
universal concern – всеобщая забота

### The protection of nature

Since ancient times Nature was the source of people's life. For thousands of years people lived in harmony with environment and they thought that natural riches were unlimited.

The development of civilization increased man's harmful interference in nature. Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink.

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

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature. The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

1) What is the main reason of ecological problems? 2) What are the main ecological problems? 3) Why should the ecological problems should be universal concern? 4) What steps are taken to fight ecological problems?

### **Ex. 5: Give the equivalents.**

Загрязнение воздуха, с древних времен, развитие цивилизации, жить в гармонии, разрушение озонового слоя, дымящие промышленные предприятия, загрязнять атмосферу, воздействие человека, вредные вещества, защита окружающей среды, человеческое отношение, система экологической безопасности.

**Ex. 6: Put the verbs in brackets in the correct form.**

1. If you (read) these magazines, you (know) more interesting facts about this environmental problem.
2. If we (protect) the nature seriously, the Earth (be) out of danger.
3. If we (take) glass, paper and cans to special bins, they (can / recycle).
4. If I (be) you, I (join) our university ecological society.
5. If we (not pollute) our rivers, they (be) full of fish.
6. If I (be) you, I (continue) the exploration.
7. If people (avoid) damaging nature, many species of animals and insects (not disappear).

**Ex. 7: Read the headings and put the words in the box. Use the dictionary.**

- |                                 |                   |
|---------------------------------|-------------------|
| «Natural Disasters»             | 1. _____<br>_____ |
| «Man-made Disasters»            | 2. _____<br>_____ |
| «Harmful Products & Pollutants» | 3. _____<br>_____ |

Flood, aerosol, hurricane, greenhouse gases, inorganic (synthetic) fertilizer, earthquake, noise pollution, tornado, global warming, volcanic eruption, oil spill, pesticide, tsunami, nuclear radiation contamination.

**Ex. 8: Match the words and word combinations from the columns.**

- |                           |                          |
|---------------------------|--------------------------|
| 1. energy-saving          | a. загрязнение воздуха   |
| 2. a part (of it)         | b. вырубка леса          |
| 3. air pollution          | c. энергосберегающий     |
| 4. oxygen                 | d. заботиться            |
| 5. breathe                | e. движение, динамика    |
| 6. countryside            | f. вымершие и вымирающие |
| 7. movements              | g. дышать                |
| 8. take care              | h. кислород              |
| 9. extinct and endangered | i. часть (чего-то)       |
| 10. deforestation         | j. загородная жизнь      |



**Ex. 9: Fill in the gaps with the words and word combinations from the table of Exercise 8.**

- 1) People should live closer to nature because we are ... .
- 2) Many people prefer to live in the ... .
- 3) The big city is always synonymous with high ... from vehicles or industry.
- 4) People can't live without ... .
- 5) I would never cut down trees, they let us ... .
- 6) Seventy per cent of land animals and plants live in forests, and many cannot survive the ... that destroys their homes.
- 7) Land degradation leads to an increasing number of ... animals.
- 8) To save our planet we must ... of it.
- 9) The least we can do is try and adopt some ... methods.
- 10) Our company supports ecological organizations and ...

**Ex. 10: Describe your personal ways of saving natural resources. Think of the following at home:**

- 1) reusable shopping bags
- 2) reusable tableware
- 3) rechargeable batteries
- 4) walking and biking whenever possible

## **Практическое занятие 16. Достижения и инновации в области науки и техники**

**Цель:** Активизировать использование лексики в письменной и устной речи по теме: «Достижения и инновации в области науки и техники». Составить сообщение по теме: «Технический прогресс в нашей жизни».

**Продолжительность работы:** 180 минут.

**Литература:** [9 раздел III с. 179, конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари.

**Задания к практической работе:**

**Ex. 1: Match the words and words combinations from the columns. Fill in the sentences below.**

- |                           |                    |
|---------------------------|--------------------|
| 1. virtual reality        | a. общение в живую |
| 2. science and technology | b. атомный век     |

cal revolution

- |                             |                                 |
|-----------------------------|---------------------------------|
| 3. electronic devices       | c. пользоваться интернетом      |
| 4. atomic age               | d. виртуальная реальность       |
| 5. information technologies | e. электронные устройства       |
| 6. real communication       | f. информационные технологии    |
| 7. surf the internet        | g. научно-техническая революция |

1) Nowadays you can ... the net wherever you are. 2) Teenagers are attracted by computer greatly, but only real ... with real people gives us the fullness of life. 3) We live in the ... age. 4) One of the most widespread technologies is ... technology. 5) ... revolution has changed our lives very much. 6) The number of ... devices increased greatly now. 7) ... reality games are very popular among the teenagers.

**Ex. 2: Discuss the following.**

1) Why is the 21<sup>st</sup> century called the age of information technologies?

2) What are the advantages and the disadvantages of new ITs?

**Ex. 3: Read the text using a dictionary. Answer the questions after reading it.**

Notes on the text:

available – доступный

consequence – следствие

crime – преступление

decade – десятилетие

enemy – враг

lord – господин

occur – возникать

simplify – облегчать

slave – раб

tear away – отрывать(ся)

typewriter – печатная машинка

virtual – виртуальный

**The role of technical progress**

The scientific and technical revolution has changed our lives very much. Computers, mobile phones and other digital devices have entered our everyday life.

The atomic, space and energy age was followed by the age of computers. The tasks which had seemed eternal before have been solved one by one by computers. During the last decade, many fundamental changes occurred because of electronic devices. It is even

difficult to imagine social and economic consequences of the microelectronic revolution.

The large use of computers has influenced our lives in such a way that it was difficult to imagine 15 or 20 years ago. On the one hand, computers have simplified our life greatly. If you typed a text on the typewriter and made a mistake, you had to type the whole page again. Making several copies of the same document used to be a difficult job too. But now it's quite different. Correcting mistakes is easy. Computer also helps us to buy goods, find information, book tickets, make presentations and annual reports, and make difficult calculations. Time is saved for leisure.

Leisure time is also influenced by computer and other periphery devices. You no longer go to music shops – many things are available on the Internet. You needn't write letters to your relatives or friends – you can send an e-mail. And your photo albums are on the computer too.

Computer games are probably also a part of your free time. They became more and more realistic and complicated, and for many people it becomes impossible to tear themselves away. This means that electronic devices such as a computer and TV set are used mostly for entertainment and consume most of the time that could be spent on work, going for a walk and sleeping. Man becomes a slave of the devices which were designed to make him stronger.

Is there a way out? In fact, there is, but many people don't know it and are still slaves. The best decision is not to give these devices a place in your heart. They should do their work. And when you have a rest, prefer real communication to virtual one and living an active life to watching films about crime. Then electronics will be not our lord or enemy but our friend.

1) The technical revolution has changed our life very much, hasn't it? 2) What were the predecessors of the computer age? 3) Do computers make our lives easier and simpler? In what way? 4) Computers influence our free time too, don't they? 5) Can you get music and video on the Internet? 6) What other information can you get there? 7) What devices became compatible with the computer during the last years? 8) Can you communicate with your friends on the Internet? 9) Do you like such communication or do you prefer real one? 10) In what way do computer games influence people? 11) Do elec-

tronic devices take all our free time? 12) Is man a slave of the devices which were designed to make him stronger? 13) Does the author suggest a way out? 14) What is the way out in your opinion?

**Ex. 4: Give the equivalents.**

Цифровые устройства, научно-техническая революция, основательные изменения, заказывать билеты, упрощать, покупать товары, сложные вычисления, вошли в нашу жизнь, век космоса и энергии, вести активный образ жизни, досуг, доступный, часть свободного времени, быть под влиянием, виртуальное общение, сохранять, вечный, социальное и экономическое значение.

**Ex. 5: Make up a plan of the text and retell it.**

**Ex. 6: Fill in the missing words.**

- |                            |               |
|----------------------------|---------------|
| 1. relatives               | 5. e-mail     |
| 2. photo albums            | 6. tear away  |
| 3. periphery               | 7. decades    |
| 4. atomic space and energy | 8. typewriter |

1) ... helps you to send letters quickly. 2) If there is an interesting program on TV, it's difficult for a person to ... . 3) During the last two ... , scientific progress and digitization took place. 4) For some people, the computer is an equivalent of the ... : a device for printing and editing documents. 5) Do you have many ... ? – Yes, I have parents, grandparents, two sisters and three brothers. 6) I don't buy ... any more, all my photos are on my computer. 7) The computer is a multifunctional device. So the ... is that it can be used both for work and for leisure. 8) The ... age was followed by the microelectronic one.

**Ex. 7: Continue the following statements.**

1) The atomic, space and energy age was followed by ... 2) It's difficult to imagine social and economic consequences ... 3) Computers have simplified ... 4) The computer helps us to buy goods, find information ... 5) Leisure time is also influenced ... 6) You no longer go to music shops ... 7) You needn't write letters to your relatives ... 8) The computer and TV set are used mostly for entertainment ... 9) The best decision is not to give these devices ...

**Ex. 8: Discuss with your partner the following topics.**

1) The fundamental changes caused by technical revolution. 2) The use of computer for work. 3) Electronic devices which are used mostly for entertainment.

**Ex. 9: Control questions. Write an essay on one of the following topics.**

1) Computer and leisure time. 2) Man: a slave or a master of electronic devices? 3) Electronic slavery: is there a way out?

### **Практическое занятие 17. Современные технические устройства**

**Цель:** Составить сообщение по теме: «Современные технические устройства». Активизировать использование лексики в речи по теме: «Современные технические устройства».

**Продолжительность работы:** 90 минут.

**Литература:** [1 раздел GR VII (справочник), конспект занятия].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер

**Задания к самостоятельной работе:**

Выполните упр. 1-4 с.172 [1]

**Задания к практической работе:**

**Ex. 1: Match the words.**

- |               |                 |
|---------------|-----------------|
| 1. Important  | a. Technologies |
| 2. Great      | b. Experiments  |
| 3. Human      | c. World        |
| 4. Computer   | d. Engineer     |
| 5. Personal   | e. Civilization |
| 6. Mechanical | f. Discovery    |
| 7. Computer   | g. Inventors    |
| 8. New        | h. Work         |

**Ex. 2: Discuss the following with your partner using the word combinations from Exercise 1.**

1) What is the role of the humanities in the age of new technologies?

2) What important inventions of the past do you know?

3) What new inventions in your view are awaiting us in the future?

**Ex. 3: Look at the photo and answer the questions.**

1) Do you know the man? What is his name?

2) Where was he born, lived, got education and died?

3) What is he famous for?

4) Can you give any facts about his career?

5) What well-known inventions connected with his name have become famous?



**Ex. 4: Read the following bits of information about Steve Jobs, put them in a logical order and speak about this legendary person of the computer world.**

a) In 1976 Steve Jobs, Steve Wozniak and Ronald Wayne established Apple. Some years later Steve Wozniak created a new personal computer which carried Apple forward. Its name was Apple II. Steve Jobs worked on the design and sales of the new device.

b) At the end of his life Steve was taken ill. His illness was diagnosed as a rare form of cancer. He died on October 5, 2011, but remained Chairman of the Board of the company till his dying day.

c) Steve was adopted by Paul and Clara Jobs who became his parents and taught him to read at an early age.

d) Steve Jobs was born on 24 February 1955 in San Francisco. His full name was Steven Paul Jobs.

e) Later Next was included in Apple and Steve returned to work for it. He supervised creation of the iMac, iPod, iPhones and other company's products.

f) Paul was a mechanical engineer and worked for a corporation which produced lasers. He taught Steve elementary electronics.

g) Soon there began a race for power in Apple. Steve Jobs lost it and left the company. He decided to found a new corporation which was called *Next* and produced computer technologies.

**Ex. 5: Answer the questions.**

1) When was Steve Jobs born? Where? 2) Who taught Steve elementary electronics? 3) When did Steve Jobs, Steve Wozniak and

Ronald Wayne establish Apple? 4) What is the name of the company? 5) What are the most popular company's products? 6) What has happened at the end of Steve's life? 7) When did he die?

**Ex. 6: Give the equivalents.**

1) Он решить основать новую корпорацию. 2) Он контролировал создание продуктов компании. 3) Стив работал над дизайном новых устройств. 4) Этот человек работает на компанию по производству лазеров. 5) Он воспитывался своими родителями. 6) Им был создан персональный компьютер. 7) Эта компания производила компьютерные технологии. 8) Вскоре началась борьба за власть в компании.

**Ex. 7: Remember the usage of the modal verbs. Translate the sentences into Russian.**

1) He must work hard to prove his theory. 2) She can study information technologies in the college. 3) You may repeat this experiment. 4) He must tell us about his new experiments. 5) I can devote myself to scientific work. 6) They must solve great number of ecological problems.

**Ex. 8: Fill in the sentences with: *must / should / would / ought to / needn't / can / could / may / might*.**

- 1) They ... not do this work themselves.
- 2) You ... take my dictionary.
- 3) You don't look well, you... consult the doctor.
- 4) Why ... I give you my money?
- 5) She ... not speak any foreign language.
- 6) He ... to help them, they need his help.
- 7) ... you tell me the time?
- 8) ... I go with you? No, you ... .
- 9) Your daughter... have told about it.
- 10) In winter we ... often skate.
- 11) You ... not miss your classes.
- 12) ... you play the piano before?

**Ex. 9: Control questions.**

1) Say what you think about the following. Try to support what you say with your experience.

- ✓ Great work can be done if you love what you do.
- ✓ One should follow one's heart in choosing a career.

## **Практическое занятие 18. Истории великих открытий**

**Цель:** Составить письменное и устное сообщение по теме: «Истории великих открытий». Активизировать использование в речи лексики по теме: «Истории великих открытий». Совершенствовать грамматические навыки.

**Продолжительность работы:** 90 минут

**Литература:** [3 раздел III с. 35, конспект занятия]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, компьютер

**Задания к практической работе:**

**Ex. 1: Read the text using a dictionary. Complete the text with the phrases (a-h) that follow it. There is one phrase you don't have to use.**

Notes on the text:

Titanic [tai'tænik] – Титаник

luxurious – роскошный

sink – тонуть

unsinkable – непотопляемый

vessel – судно, зод. аппарат

exhibition - выставка

### **Great Rediscovery**

The Titanic was the greatest ship ever built: it was luxurious and unbelievably big. It was also supposed to be unsinkable. The ship was completed in 1912 in Ireland and sailed across the Atlantic, (1)... , with more than two thousand passengers on board. In the north Atlantic the ship hit an iceberg and sank. Of the 2,206 passengers only 705 people survived.

In the years after the *Titanic* sank, many people wanted to find her. But the ship's exact location was a mystery and the technology to reach her did not exist as (2)... .

More than 70 years passed. Then in 1985 a team led by Dr Robert Ballard used an unmanned diving vessel called *Argo*, (3)... that sent pictures back to the research ship. The explorers sent *Argo* down to the bottom of the ocean. Day after day (4)... and finally found the *Titanic*.



Two years later another vessel, the *Nautilé* visited the *Titanic*. It was equipped with the latest technology, including a movable video camera suitable for filming inside the rooms of the *Titanic*.

The *Nautilé* also had two robotic arms, which were operated by a pilot inside the vessel. (5)... the pilot was able to pick up various types of objects. The *Nautilé* brought back thousands of ordinary objects that were lying on the seabed: toys, eyeglasses, money and jewelers. They were sad reminders (6)...

Once on dry land, the objects were carefully cleaned and re-stored so that they could be displayed in exhibitions. These objects helped to tell the story of the *Titanic* and her passengers. The *Nautilé*'s technology also enabled scientists to answer the question (7) ...: what really happened to the *Titanic*? The new evidence showed that the iceberg had made six small cuts below the waterline, which had allowed the water to get into the ship.

- a) by examining the *Titanic* scientists were able to explain
- b) of the many lost lives
- c) the ship lies at the depth of 3,798 metres
- d) from England to New York in the USA
- e) that had remained a mystery since the sinking
- f) with their help
- g) which had a video camera
- h) they searched the seabed

**Ex. 2: Read the text «Great Rediscovery» again and find in it English equivalents for the following. Write them down.**

БЫТЬ НЕПОТОПЛЯЕМЫМ, ТОЧНОЕ МЕСТОПОЛОЖЕНИЕ, КОМАНДА ПОД РУКОВОДСТВОМ, АВТОМАТИЧЕСКИ УПРАВЛЯЕМЫЙ ГЛУБОКОВОДНЫЙ АППАРАТ, ИССЛЕДОВАТЕЛЬСКОЕ СУДНО, БЫЛ ОСНАЩЁН, ПОДВИЖНАЯ ВИДЕОКАМЕРА, «РУКИ-РОБОТЫ», АВТОМАТИЧЕСКОЕ УСТРОЙСТВО ДЛЯ ЗАХВАТА И ПЕРЕНОСА ПРЕДМЕТОВ, ОЧКИ, НОВОЕ ДОКАЗАТЕЛЬСТВО, СВИДЕТЕЛЬСТВО.

**Ex. 3: Restore the events of April 1912. The words and word combinations below will help you.**

- 1. The greatest ship
- ✓ supership
- ✓ after three days at sea
- ✓ received iceberg warnings
- ✓ a floating palace
- ✓ set sail on 10 April

2. Danger ahead
  - ✓ an iceberg straight ahead
  - ✓ too late
  - ✓ water began to gush in
  - ✓ flooded one compartment after another
  - ✓ three were not enough boats for all passengers
  - ✓ radio operators kept calling for help
  - ✓ other ships either didn't hear the signal or were too far away
3. Rescue
  - ✓ the *Carpathia* came to rescue
  - ✓ the survivors were taken aboard
  - ✓ the ship headed for New York
  - ✓ found themselves in the cold water of the north Atlantic Ocean
  - ✓ the *Titanic* sank
  - ✓ froze to death

**Ex. 4: American and French crews worked together to rediscover the *Titanic* in 1985. Work in pairs and decide what kind of science, technology and innovation cooperation between countries can be more effective. Be ready to prove your choice. Below there are some ideas.**

- ST1 Cooperation
- ✓ exchange of information on ST1 policies and programmes
  - ✓ food security
  - ✓ food shortage in some countries
  - ✓ reducing the negative effects of climate change and nature disasters
  - ✓ new and renewable energy
  - ✓ energy conservation
  - ✓ nanotechnology
  - ✓ space and earth observation
  - ✓ medicine
  - ✓ biotechnology
  - ✓ fighting pollution
  - ✓ saving water resources
  - ✓ development of high-tech zones and innovation centres (like Skolkovo)

**Ex. 5: Look through the text and find the numbers. Write them down read.**

**Ex. 6: Read these numbers.**

1. a) 1437  
b) 1249548  
c) 6075  
d) 8135  
e) 199  
f) 5 876 278
2. a) 1708 (the year)  
b) (495) 3919487 (a telephone number)  
c) 0.25  
d) 0.75  
e) SU203 (the number of a flight)  
f)  $\frac{1}{2}$   
g)  $\frac{3}{4}$   
h)  $7\frac{1}{2}$

**Ex. 7: Find information about an inventor from your country. Write a short text at home (50-60 words). Use this plan:**

- |                      |  |
|----------------------|--|
| 1) Name of person    | 3) What he / she invented and when       |
| 2) What he / she was | 4) The importance of his / her invention |

### **Практическое занятие 19. Обучение составлению конспекта сообщения**

**Цель:** Обучить навыкам письменной речи на основе составления конспекта прочитанного иноязычного текста.

**Продолжительность работы:** 90 минут.

**Литература:** [3; 6, с. 220-222; 16, с. 6-10].

**Материально-техническое обеспечение:** компьютер, учебное пособие, раздаточный материал, словари.

**Задания к практической работе:**

**Ex. 1: Familiarize yourself with the following information.**

**Algorithm 1: Алгоритм учебных действий над текстом**

Конспект сообщения (abstract) – это краткое изложение всей прочитанной информации. Конспект сообщения подразумевает следующий алгоритм учебных действий над текстом:

1. Прочитайте текст целиком, чтобы составить представление об основном его содержании.

2. Разбейте его на смысловые отрезки (по абзацам).
3. Найдите в каждом абзаце ключевые слова и предложения, раскрывающие смысл текста.
4. Выделите основную мысль текста.
5. Дайте заголовок абзацу.
6. Трансформируйте сложные предложения, отражающие основные мысли автора, в простые.
7. Кратко напишите содержание каждого абзаца.
8. Напишите план текста.
9. Напишите готовый конспект сообщения и прочитайте его вслух.
10. Расскажите о вашем сообщении.

**Ex. 2: Before reading text about the outstanding scientist, Isaac Newton, memorize some words and words combinations:**

1. calculus (n)	исчисление
2. reflect (v)	отражать
3. put (v) smth	подвергнуть что-либо испытанию
4. test (v)	проверить
5. in accordance with	в соответствии с
6. the law of gravitation	закон тяготения
7. universe square law	закон равенства действия и противодействия
8. the differential and integral calculus	дифференциальное и интегральное исчисление
9. Elements of Natural Philosophy	Математические начала натуральной философии
10. Binomial Theorem	бином Ньютона

#### ISAAC NEWTON

The great English scientist Isaac Newton was born in the village of Woolthorpe, not far from the university town Cambridge on December 25, 1642. Little Isaac was left to the care of his mother, grandmother and uncle who sent him to school.

In his early years young Isaac made various things. He made a clock that worked by water. He also made a sun-dial. When Isaac grew older, he took a considerable interest in mathematics. His ability as mathematician and physicist was very important. His first physical experiment was carried out when he was sixteen years old.

On June 5, 1661 Newton entered the University of Cambridge where he studied mathematics. Soon he became famous for his contribution to mathematics by the time he was twenty-one. When Newton was twenty-two years old he began studying the theory of gravitation. In 1665, while he was on a visit in his native village, he saw an apple fall from a tree and began wondering what force made the apple fall.

At Cambridge Newton read with great interest the writings of Galileo, he knew the geometry of Descartes, he worked out the methods of calculus, so when he began to think of gravity extending to the orbit of the moon he immediately put this idea to the test of calculation.

Newton performed many experiments with light and found that white light was made up of rays of different colours. He invented a reflecting telescope, that was very small in diameter but magnified objects to forty diameters. Newton developed a mathematical method which is known as the Binomial Theorem and also differential and integral calculus.

In 1669 Newton was appointed professor and began lectures on mathematics and optics at Cambridge and continued his work on the problem of gravitation. In 1673 Newton gathered together all his earlier calculations and succeeded in completing his whole theory. He examined the attraction of one mass by another. He showed that a massive sphere here attracts another as if the whole mass were in the centre. This was of great importance it enabled Newton to treat the problems of the sun, the moon and earth like problems of geometry. He at last justified the method of treatment which he had first adopted for the problem of the Earth and Moon. The proof of his universe square law was not complete. He had demonstrated that the gravitation of the earth extends as far as the moon and keeps it in its orbit. He demonstrated that this pull is in accordance with the same law as that by which a stone falls to the ground, namely gravity. Newton's great work *Elements of Natural Philosophy* was published only in the middle of 1687.

Newton's law of universe squares joined in one simple mathematical statement the behaviour of the planets as well as 42 of bodies on this earth. It was the first synthesis of physical knowledge. As such his contribution to science is unique.

Isaac Newton died in 1727 at the age of 85. He was buried with honours as a national hero. It was the first time that national honours of this kind had been accorded in England to a man of science.

**Ex. 3: Answer the following questions.**

1. Was Isaac Newton a bright child?
2. When did Newton begin to study theory of gravitation?
3. What did Newton find about white light?
4. How did Newton demonstrate his discovery?
5. What did Newton's law of universe square join?

**Ex. 4: Make your own abstract to the Text "Isaac Newton". While making it follow instructions of Algorithm 1 from Exercise 1.**

**Ex. 5: Read the following text at home and then make your own abstract to it. While making your abstract follow instructions of Algorithm 1 from Exercise 1.**

Outstanding Russian Scientists

Outstanding personalities in RussiaThe names of many Russian scientists and inventors are known in all parts of the world. The contribution of many Russian biologists, physicists, chemists, physiologists etc. to the development of international science is really great.

The names of Lomonosov, Mendeleyev, Sechenov, Popov, Tsiolkovski, Korolev, Pavlov, Sakharov are internationally acclaimed. There are very many branches of science where the Russian inventors and scientist have made great discoveries bringing the mankind to the whole new level of its development.

The first university in Russia was found by the first Russian philosopher of nature (natural scientist), historian, painter and literary figure at once. His name was Lomonosov. He has written many scientific works on different topics: on history, physics, astronomy, biology, geology, philology, chemistry, mineralogy. He also was a very important statesman.

The Russian scientist Mendeleyev discovered the Periodic Table of the Elements. It became the basic law for future discoveries in chemistry.

In 1895 the Russian scientist Popov invented the radio.

The names of such great Russian physiologists as Sechenov and Pavlov are known worldwide.

The scientific theory of space flights was worked out by the Russian scientist Tsiolkovski. He also called into being a new research field – astronautic science (star navigation).

The Russian scientist, designer and manager of space system production Korolev constructed the first artificial satellite. Through his ideas and scientific inventions the first manned space flight became possible. The Russian spaceman Gagarin was the first human who orbited our Earth in 1961.

## **Практическое занятие 20. Обучение составлению аннотации на основе прочитанного текста**

**Цель:** Обучить навыкам письменной речи на основе составления аннотации прочитанного иноязычного текста.

**Продолжительность работы:** 90 минут.

**Литература:** [16, с. 6-10].

**Материально-техническое обеспечение:** компьютер, пособие.

**Задания к самостоятельной работе:**

Выполните упр. 1-5 с.165 [1]

**Задания к практической работе:**

**Ex. 1: Familiarize yourself with the following information.**

**Algorithm 2: Алгоритм составления аннотации**

Аннотация статьи или текста – это краткая характеристика оригинала, излагающая его содержание в виде перечня основных вопросов и иногда дающая критическую оценку. Объём аннотации обычно составляет 500-600 печатных знаков. При составлении аннотации следует проделать следующие операции:

1. Запишите заголовок аннотируемой работы с указанием фамилии её автора, названия издательства, места и года издания.
2. Пронумеруйте абзацы текста.
3. Просмотрите текст и определите его ведущую тему.
4. Определите тему и подтемы каждого абзаца и выпишите их вместе с номером каждого абзаца. Составьте логический план текста.
5. Дайте описание выделенных пунктов плана, используя ключевые фрагменты и языковые клише.
6. Прочтите составленный текст аннотации и отредактируйте его.

**Ex. 2: Study the linguistic cliches which will help you to make up a brief summary.**

Языковые клише для составления аннотации

а) для представления данных «шапки»:

The title (the headline, the heading) of the article (text) is...

It is published in the methodical book (in the text-book, in the journal / magazine, in the newspaper) «.....» of 2018.

The author(s) of the article (text) is (are) ...

б) для информационной части аннотации:

The article (text) deals with (touches upon, is devoted to, describes)...

The main idea of the article (text) is to show ...

It consists of (contains) ... parts (chapters) dealing with the information on ...

A brief description of ... is given.

It is spoken in short (in detail) about ...

Special (much) attention is given (is paid) to ...

в) для заключительной части аннотации:

The author comes to the conclusion that ...

In conclusion the author says that ...

The article (text) embodies good drawings, photographic illustrations, diagrams, schemes.

The article (text) is (well, poorly, not profusely) illustrated with ...

The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...

The article (text) may be recommended to ...

The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).

**Ex. 3: Read the Text “New Energy From Old Sources” and then follow instructions of Algorithm 2 from Exercise 1 to work on this text.**

NEW ENERGY FROM OLD SOURCES

*Automobile Engineer, vol. 82, No.5, 2015, New York*

1. The resources of fossil (ископаемое) fuel which made the industrial revolution possible and have added to the comfort and convenience of modern life were formed over a period of 600-million



years. We will consume them in a few hundred years at current rates. Certain steps should be taken to find solutions of energy problems.

2. The current energy problem is the result of many complex and interrelated factors, including a world-wide demand for energy; inadequate, efforts during the recent past to develop new energy resources; delays in the construction of nuclear power plants (ядерные электростанции), automobile changes that increase gasoline consumption. Demand must, of necessity, be moderated, and intensive efforts must be made to expand the overall energy supply.

3. But energy is available to use in practically unlimited quantities from other sources. Large amounts of energy can be received from ocean tides (приливы) and currents, from huge underground steam deposits, from the power of wind and from the heat of the Sun.

The idea of heating houses with the warmth of the Sun has become popular in the last few years. Since the *U.S. News and World Report* first told about solar heated homes near Washington some years ago, many similar projects have appeared around the country. In many places schools are using solar units to provide classroom heat.

4. Most solar-heating systems coming on the market use a black surface to absorb the Sun's heat. Engineers cover the surface with glass which lets in the rays, but holds heat. The heat is transferred to water that runs through small pipes. The hot water is then circulated through the house.

It is estimated that 40 million new buildings will be heated by solar energy by the year 2020.

The solar cell (батарея) is another way to produce power from the Sun. It converts sunlight directly into electricity. These cells are used with great success in the space program, but remain far too expensive for widespread application.

In the meantime, solar homes are being built and lived in from California to Connecticut. The next step is mass production of homes, office buildings and schools - all heated by the Sun.

5. Putting the wind to work researchers are showing great interest in the age-old windmill (мельница). Several big companies are now studying windmills. These companies are to analyse windmills ranging from 100 to 2,000 kilowatts. The smallest would provide sufficient electricity to power several homes, the largest could provide electricity to a small village.

*By J. Staff*

**Ex. 4: Answer the following questions to the Text “New Energy From Old Sources” to make a brief summary.**

1. What is the title of the article?
2. Where and when was it published?
3. Who is the author of this article?
4. What is this article devoted to?
5. What is the main idea of the article?
6. How many parts does this article consist of?
7. What is spoken in the first / second / third / last part about?
8. What attention is given to new energy resources?
9. What conclusions does the author come to?
10. Is the article illustrated with drawings and schemes?
11. Whom is this article addressed to?
12. Who may this article be recommended to?
13. How would you characterize this article in your opinion?

**Ex. 5: Make your own brief summary to Text “New Energy From Old Sources”. While working on the text follow instructions of Algorithm 2 from Exercise 1 and use some linguistic clichés from Exercise 2 in your summary.**

**Ex. 6: Read the text “Mark Twain” and then make a brief summary of it at home. While working on the text follow instructions of Algorithm 2 from Exercise 1 and use some linguistic clichés from Exercise 2 in your summary.**

Mark Twain

I like to read very much. Best of all I like to read detective stories, historical novels and books about adventures. That's why I prefer books by Fenimore Cooper, Jack London, Agatha Christie and others. My favourite writer is Mark Twain. He was the founder of the realistic American novel of the present day. Mark Twain wrote such famous novels as *The Adventures of Tom Sawyer*, *The Adventures of Huckleberry Finn*, *The Prince and the Pauper* and many others. He was also a great short story writer.

Mark Twain's real name was Samuel Clemens. He was born in 1835 in a small village on the Mississippi River. His father died when Sam was twelve years old, and the boy had to work to support the family. All his life Twain liked to read. He spent all his free time in libraries and read the works of such famous authors as Shakespeare,

Dickens, Servantes, Voltaire and others. Later he became a pilot of a steamship on the Mississippi. There he learned much about men. His pen-name – Mark Twain – comes from that period of his life. It means «mark two». Much later he became a journalist, and then a famous writer known all over the world. There is much humour in most of Mark Twain’s works. But there is also social criticism and satire.

## **Практическое занятие 21. Выставки и выставочная деятельность**

**Цель:** Обучить навыкам письменной и устной речи на основе составления сообщения по теме: «Выставки и выставочная деятельность». Активизировать использование в речи лексики по теме: «Выставки и выставочная деятельность».

**Продолжительность работы:** 180 минут.

**Литература:** [16, с. 6-10; 20].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства, доска.

**Задания к практической работе:**

**Ex. 1: Memorize the following words and word combinations:**

1. audience	аудитория
2. brand-new	новинка
3. competitor	конкурент
4. customer	покупатель
5. exhibit	экспонат
6. exhibition	выставка
7. exhibitor	экспонент
8. fair	ярмарка
9. market	рынок сбыта
10. participation	участие
11. party	сторона участников выставки
12. predictive	прогнозирующий
13. PR-technology [pi:a <sup>f</sup> ]	пиар-технологии
14. raffle	участвовать в лотерее (розыгрыше)
15. sales	объем продаж (сбыта)

16. season	время проведения
17. search of	поиск
18. stand	стенд, киоск
19. display area	выставочная площадь
20. fade into the background	отходить на второй план
21. main provision	основное положение
22. wholesale and market	оптово-рыночный
23. apply to	касаться, распространяться (на кого-л. / что-л.)
24 display	выставлять на показ

**Ex. 2: Translate into Russian.**

1) Exhibition activity; 2) fairs and exhibitions; 3) the most common type of exhibition events; 4) to present the achievements of production; 5) to find new customers and markets; 6) It should be taken into account that; 7) to perform a predictive function; 8) to form the main provisions of the industry development; 9) is already fading into the background; 10) conducting of raffles, discounts, gifts; 11) a wholesale and market event; 12) to display services or goods of various industries; 13) season of expositions; 14) simply speaking; 15) the party that displays its goods is called the *exhibitor*; 16) the display area; 17) advertising of brand-news and promotion of services and goods; 18) to track the work of competitors; 19) attraction of investors and search of partners.

**Ex. 3: Read the text to answer the following questions.**

1) What position do fairs or exhibitions occupy today? 2) What do they form? 3) What does general characteristics of exhibition activities include? 4) What is exhibition? 5) What do exhibitions allow you? 6) What is the party that displays its goods called?

**Fairs and Exhibition Activity**

Exhibition activity is a kind of social and cultural service. Fairs and exhibitions are the most common type of exhibition events in our time. In today's world, they occupy a dominant position.

Fairs or exhibitions are held to present the achievements of production, presentation of unique products, attract investors, partners and, of course, to find new customers and markets. It should be taken into account that exhibitions attract a large audience of people and perform a predictive function. This means that they form the main

provisions of the industry development, that is, they show the direction of the industry development, what is important for buyers, investors, and what is already fading into the background. Participation in exhibitions is necessary for all enterprises from large industrial to tourism and food ones. General characteristics of exhibition activities include: advertising (print media, online advertising); PR-technology (press work, meetings, conferences); personal participation at exhibition stands; the increase in sales (conducting of raffles, discounts, gifts).

The exhibition is a wholesale and market event that serves to display services or goods of various industries. Season of expositions is often limited. But this does not apply to Expo projects that last up to 6 months. Simply speaking, an exhibition is a public display of exhibits in the form of goods, works and everything that can be represented.

The party that displays its goods is called the *exhibitor*, and the location of the exhibition is called the display area. The main purpose of any exhibition is advertising of brand-news and promotion of services and goods, their sale, conclusion of contracts, attraction of investors and search of partners.

Participation in exhibitions carries a huge potential impact on the market. In addition, exhibitions allow you to track the work of competitors, to explore the market. Expositions are an excellent tool for the exchange of information, experience, they make it possible to compare the same products in quality, price.

**Ex. 4: Match the verbs and word combinations according to the text.**

- |               |                                   |
|---------------|-----------------------------------|
| 1. to find    | 1. into the background            |
| 2. to present | 2. the work of competitors        |
| 3. to fade    | 3. new customers and markets      |
| 4. to track   | 4. the market                     |
| 5. to explore | 5. the achievements of production |

**Ex. 5: Translate into English the following words and word combinations.**

- 1) Основной целью любой выставки является; 2) к тому же; 3) рекламная деятельность; 4) работа с прессой, переговоры, конференции; 5) личное участие на выставочных стендах; 6) проще говоря; 7) время проведения экспозиций; 8) сторона, ко-

торая выставляет свой товар на показ; 9) отличный инструмент по обмену информацией, опытом; 10) заключение контрактов.

**Ex. 6: Situation:** Your friend who has some problems with his English is to give a report on fairs and exhibitions in English tomorrow. Help him to translate some fragments of his report from Russian into English. Your task is to replace the Russian words and word combinations in italics by their English ones.

*Выставки и ярмарки* play an important role in our life. *Выставочная деятельность* is a kind of *социально-культурного сервиса*. *Участие в выставках* is necessary for all *предприятиям*. Fairs or exhibitions *проводятся для презентации* the achievements of *производства и* of unique *товаров*.

**Ex. 7: Let's discuss.**

- 1) What for are fairs or exhibitions held?
- 2) Why is participation in exhibitions is necessary?

**Ex. 8. Write a report on fairs and exhibition activity.**

## **Практическое занятие 22. Национальные и международные выставки**

**Цель:** Обучить навыкам письменной и устной речи на основе составления сообщения по теме: «Национальные и международные выставки». Активизировать употребление в речи лексики по теме: «Национальные и международные выставки».

**Продолжительность работы:** 90 минут.

**Литература:** [16, с. 6-10; 20; 22].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex. 1: Memorize the following words:**

- |                 |                    |
|-----------------|--------------------|
| 1. to advertise | рекламировать      |
| 2. agriculture  | сельское хозяйство |
| 3. to conduct   | проводить          |
| 4. cooperation  | сотрудничество     |
| 5. customer     | покупатель, клиент |
| 6. demand       | потребность        |
| 7. employee     | сотрудник          |
| 8. motto        | девиз              |

9. environment	окружающая среда
10. officials	официальные лица
11. scope	сфера, объем, диапазон
12. showpiece	экспонат
13. visitor	посетитель
14. to fasten	укреплять
15. to negotiate with	вести переговоры
16. to participate	участвовать, принимать участие
17. to purchase	покупать, покупка
18. to require	требовать
19. to sale	продавать
20. to be crowded	быть переполненным
21. basically	в основном

**Ex. 2: Translate into Russian.**

1) The number of companies and countries participating in such exhibitions; 2) the scope of exhibitions; 3) a wide range of showpieces; 4) the important achievements in different fields of science, industry and agriculture; 5) visitors of the exhibitions; 6) to require an individual approach to the demonstration of stands; 7) employees of different companies; 8) to fasten the friendship among different nations and countries; 9) national and international exhibitions; 10) to be usually crowded with different visitors.

**Ex. 3: Read the text to answer the following questions.**

1) When are many national and international specialized exhibitions held? 2) What do the present exhibitions include? 3) Whom can the participants of these exhibitions negotiate with? 4) What kind of mottoes do exhibitions have? 5) Why is the first day of the exhibition closed to ordinary visitors?

Text

National and international exhibitions

Very many national and international specialized exhibitions are held every year in different countries of our world. From year to year the number of companies and countries participating in such exhibitions is growing. The scope of exhibitions is also getting larger.

The present exhibitions include a wide range of showpieces showing the important achievements in different fields of science, industry and agriculture of different countries.

These exhibitions are usually crowded with different visitors with their different interests and demands. The participants of these exhibitions can negotiate with their customers, sale their goods and purchase the goods they need.

A national or an international exhibition is a way to advertise the products of a company. Such exhibitions usually have their mottoes, for example: *people and environment, economical cooperation, technical progress* and so on. The international exhibitions fasten the friendship among different nations and countries.

Visitors of the exhibitions are mainly officials, professionals, specialists and interested visitors. Each type of guest requires an individual approach to the demonstration of stands. For example, specialists are employees of different companies; they are interested in contracts, conduct market research, so basically the first day of the exhibition is closed to ordinary visitors.

**Ex. 4: Match the verbs and word combinations according to the text.**

- |                        |                              |
|------------------------|------------------------------|
| 1. to advertise        | 1. market research           |
| 2. to conduct          | 2. with their customers      |
| 3. to be interested in | 3. the friendship            |
| 4. to fasten           | 4. contracts                 |
| 5. to negotiate        | 5. the products of a company |

**Ex. 5: Complete the sentences according to the text.**

1) Year by year the number of companies and countries participating in such exhibitions is \_\_\_\_.

2) Visitor requires an individual approach to the demonstration of \_\_\_\_.

3) The scope of exhibitions is also getting \_\_\_\_.

4) Such exhibitions usually have their \_\_\_\_.

5) Specialists are employees of different \_\_\_\_.

**Ex. 6: Familiarize yourself with the following information.**

**What person can meet at the exhibition?**

1) **a visitor** – посетитель (лицо, которое посещает выставочное мероприятие с целью ознакомления с выставленной продукцией без профессиональных и коммерческих интересов);

2) **an exhibitor** – экспонент (лицо, которое представляет на выставке свою продукцию с целью поиска ее покупателей или



партнеров для совместной деятельности);

3) **an expert** – специалист (лицо, которое посещает выставочное мероприятие с целью ознакомления с выставленной продукцией, преследуя свои профессиональные или коммерческие интересы);

4) **an exhibition contractor** – организатор выставки (физическое или юридическое лицо, которое арендует на краткосрочной или долгосрочной основе выставочные площади у их собственника и передает их в субаренду другим лицам, включая выставочные предприятия).

### **What can see at the exhibition?**

1) **an exposition** – экспозиция, выставка (демонстрация товаров и услуг с использованием специального выставочного оборудования одним или несколькими экспонентами одновременно);

2) **a stand** – стенд (специальное помещение из легко разбираемых конструкций, построенное на выставочной площади по заказу экспонента на время проведения выставочного мероприятия).

**Ex. 7: Guess right! Read some definitions and then find a contradiction in them. Match the terms and their definitions.**

1) **A visitor** is a person who attends an exhibition event in order to get acquainted with the exhibited products pursuing their professional or commercial interests.

2) **An expert** is a person who attends an exhibition event in order to get acquainted with the exhibited products without professional and commercial interests.

3) **A stand** is a demonstration of goods and services with the use of special exhibition equipment by one or several exhibitors at the same time.

4) **An exhibitor** is a natural or legal person who rents exhibition space on a short-term or long-term basis from their owner and subleases it to other persons including exhibition companies.

5) **An exposition** is a special room of easily disassembled structures built on the exhibition area at the request of the exhibitor at the time of the exhibition.

6) **An exhibition contractor** is a person who presents his products at the exhibition in order to find its customers or partners for joint activities.

### **Ex. 8 : Translate the text into English.**

Национальные и международные выставки с каждым годом становятся популярными. Они проводятся в разных странах. Количество фирм, принимающих в них участие, растёт с каждым годом. Также увеличиваются объёмы выставляемых экспонатов. Экспозиция выставок включают в себя большое разнообразие экспонатов и стендов, которые показывают достижения разных государств и компаний в различных сферах деятельности, таких как, в науке, промышленности или в сельском хозяйстве. Как правило, эти выставки посещают лица со всевозможными интересами и потребностями, преследующие свои профессиональные или коммерческие цели. Так, например (thus) на выставках можно встретить специалистов, которые посещают их с целью ознакомления выставленной продукции. Или экспонентов, лиц, которые представляют свою продукцию, для того чтобы найти покупателей или партнёров для создания совместной деятельности.

### **Ex. 9: Make a short report about national and international exhibitions and their growing role in the world. Follow the plan.**

- 1) Growing demand on national and international exhibitions
- 2) The participants and visitors of these exhibitions
- 3) Advertising of the company products at the exhibitions

### **Практическое занятие 23. Согласование времён**

**Цель:** Обучить правильному использованию согласования времён в предложениях.

**Продолжительность работы:** 180 минут.

**Литература:** [8, с. 257-262; 9, с. 107-109].

**Материально-техническое обеспечение:** компьютер, доска.

#### **Задания к самостоятельной работе:**

Выполните упр. 1,2, с.174 [2]

#### **Задания к практической работе:**

### **Ex. 1: Familiarize yourself with the following information.**

#### **Согласование времен (Sequence of tenses)**

Если сказуемое главного предложения стоит в настоящем (*Present*) или будущем (*Future*) времени, то сказуемое придаточного предложения может быть в любом времени, которое требуется по смыслу. Если сказуемое главного предложения выражено

какой-либо формой прошедшего времени (*Past*), то сказуемое придаточного предложения тоже должно быть выражено одной из форм прошедшего времени. Сравните:

Sequence of Tenses	
Главное предложение	Придаточное дополнительное предложение (формальное согласование)
Present Simple	Любая видовременная форма английского глагола по смыслу
They say Они говорят,	(that) he studies well. что он хорошо учится.
	(that) he is studying now. что он учится сейчас.
<u>He</u> says Он говорит,	(that) <u>he</u> has studied today. что (он) отучился сегодня.
	(that) <u>he</u> will study English tomorrow. что завтра будет заниматься английским.
Sequence of Tenses	
Главное предложение	Придаточное дополнительное предложение (прямое согласование)
Past Simple	видовременная форма английского глагола по правилам согласования
He said knew thought hoped believed reported told us Он сказал, знал, думал, надеялся, считал, сообщил, сказал нам,	(that) he studied well. (Past Simple) что учится хорошо. (наст. время)
	he was studying. (Past Cont.) что (он) учится. (наст. время)
	he had studied that day. (Past Perfect) что отучился сегодня. (прош. время)
	(that) he would study English the next day. (Future-in-the-Past)  что завтра будет заниматься английским. (будущее время)

Итак, если сказуемое в главном предложении выражено глаголом в прошедшем времени, то в придаточном предложении используется:

- для выражения одновременности *Past (Simple* или *Continuous* – в зависимости от вида действия);
- для выражения предшествования – *Past Perfect* (или *Past Perfect-Continuous* – в зависимости от вида действия);
- для выражения будущего действия – т. н. *Future-in-the-Past* (будущее в прошедшем). Оно образуется по тому же принципу, что и обычное *Future* для всех групп, с той лишь разницей, что вспомогательный глагол *will* меняется соответственно на *would*.

Примечание: Форма *Past Perfect* не употребляется, если указано время совершения действия. Указание времени дает понять, что действие произошло раньше, поэтому в *Past Perfect*, означаящем, что действие произошло до какого-то момента в прошлом, нет необходимости.

Сравните:

He *says* he went there in 1999. – He *said* he went there in 1999.

Согласование времен не применяется:

- если придаточное предложение выражает какую-либо универсальную истину или закон:

Scientists realized that the Earth is round. – Учёные обнаружили, что Земля круглая.

**Ex. 2: Choose the correct form.**

1) Джон сказал мне, что живёт в Лондоне.

A) lived

B) lives

C) has been living

2) Брат написал мне, что он окончил школу.

A) has left

B) had left

C) left

3) Она написала, что скоро приедет в Кемерово.

A) will come

B) would come

C) comes

4) Она сказала, что скоро вернётся в Кемерово.

A) will be back

B) would be back

C) comes

5) Они говорят, что пойдут в театр завтра.

A) would go

B) go

C) will go

6) Саша сказал, что читал эту книгу.

A) had read

B) has read

C) read

7) Она сказала, что будет занята сегодня.

A) is busy

B) will be busy

C) would be busy

8) Преподаватель спросил нас, сколько времени у нас обычно уходит на то, чтобы добраться до дома.

A) takes

B) took

C) will take

9) Она сказала, что будет занята сегодня.

A) is busy

B) will be busy

C) would be busy

10) Преподаватель спросил нас, сколько времени у нас обычно уходит на то, чтобы добраться до дома.

A) takes

B) took

C) will take

**Ex. 3: Choose the correct form.**

1) He said he (will, would) be there. 2) He thinks he (can, could) do it.

3) He asked me where I (live, lived). 4) The newspaper says it (will, would) rain the next day. 5) I told her that I (can't, couldn't) go. 6) He said he (may, might) be late. 7) She said she (did not, does not) feel well. 8) I told her that I (could not, cannot) walk so fast. 9) She said he (will, would) be there at noon. 10) I don't know what her name (is, was).

**Ex. 4: Translate the sentences paying attention to Sequence of Tenses.**

1) I knew they (to wait) for me at the metro station and I decided to hurry. 2) I didn't know that you already (to wind) up the clock. 3) I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her. 4) He says that he (to know) the laws of the country. 5) Sarie understood why Lanny (not to come) the previous evening. 6) She asked me whether I (to remember) the legend about a faithful lion. 7) He understood that the soldiers (to arrest) him. 8) He could not understand why people (not to want) to take water from that well. 9) I suppose they (to send) a dog after the burglar (взломщик) immediately. 10) He said he (to leave) tomorrow morning. 11) She says she already (to find) the book. 12) He stopped and listened: the clock (to strike) five.

**Ex. 5: Translate the sentences paying attention to Sequence of Tenses.**

1) I did not know that you already (to read) this book 2) He did it better than we (to expect). 3) He said that the bus (to be) here soon. 4) He told us that he (to do) this work himself 5) They decided that they (to bring) us all the books we need. 6) He said that he (can) not do it without my help. 7) I decided that next year I (to go) to the Black Sea coast. 8) It was decided that we (to begin) our work at eight o'clock. 9) I told them that I (to leave) for Minsk next day. 10) The boy did not know that he already (to receive) a good mark. 11) The students wanted to know when they (to pass) their examinations. 12) We saw that our teacher just (to go out) and he (to come back) soon. 13) He said we (may) keep the books as long as we (to like). 14) We knew that he not (to be able) to make his work in time and (to decide) to help him. 15) We understood at once that this control work (to be) a difficult one.

**Ex. 6: Translate the sentences into Russian paying attention to Sequence of Tenses.**

1) My friend asked me who (is playing, was playing) the piano in the sitting room. 2) He said he (will come, would come) to the station to see me off. 3) I was sure he (posted, had posted) the letter. 4) I think the weather (will be, would be) fine next week. I hope it (will not change, would not change) for the worse. 5) I knew that he (is, was) a very clever man. 6) I want to know what he (has bought, had

bought) for her birthday. 7) I asked my sister to tell me what she (has seen, had seen) at the museum. 8) He said he (is staying, was staying) at the Ritz Hotel. 9) They realized that they (lost, had lost) their way in the dark. 10) He asked me where I (study, studied). 11) I thought that I (shall finish, should finish) my work at that time. 12) He says he (works, worked) at school two years ago. 13) Victor said he (is, was) very busy.

**Ex. 7: Translate into English paying attention to Sequence of Tenses.**

1) Я знала, что она работает на заводе, что у нее есть муж и двое детей, что семья у нее очень дружная и она счастлива. 2) Он сказал мне вчера, что раньше он учился в университете. 3) Мы решили на прошлой неделе, что будущим летом мы все поедem в Крым. 4) Сестра сказала, что хочет приехать к нам сама. 5) Я знала, что она очень занята. 6) Никто не знал, что вы ждете здесь. Пойдемте в дом. 7) Гид предупредил нас, что в этой части города движение довольно сильное. 8) Секретарь не заметил, что директор с кем-то разговаривает. 9) Все мы знали, что ее семья опять в Санкт-Петербурге. 10) Лена сказала, что она дарит нам эту картину. 11) Она сказала, что ее коллеги всегда дают ей прекрасные советы. 12) Он сказал, что любит эту пьесу. 13) В прошлом году они думали, что никогда не будут хорошо читать по-английски, но вчера они увидели, что читают тексты довольно хорошо. 14) Он сказал мне вчера, что его отец – профессор и живет в Москве. 15) Все были уверены, что Борис хорошо сдаст экзамены. 16) Он говорил, что Лев Толстой его любимый писатель. 17) Он спросил меня, что я буду делать вечером. Я ответил, что не знаю, буду ли я свободен вечером, но сказал, что если буду свободен, то позволю ему часов в восемь. 18) Учёный был уверен, что найдет решение проблемы. 19) Я знал, что моя сестра изучает французский язык, и думал, что она поедет в Париж. 20) Мне сказали, что ты мне звонил.

**Ex. 8: Control questions.**

- 1) В чем заключается правило согласования времен?
- 2) Какие временные формы употребляются при согласовании времен для выражения одновременного, предшествующего и будущего действия?
- 3) В каких случаях не применяется форма *Past Perfect*?

## Практическое занятие 24. Согласование времён. Правила перевода прямой речи в косвенную речь

**Цель:** Обучить правильному использованию согласования времён в предложениях. Перевод прямой речи в косвенную речь общих вопросов, специальных вопросов, модальных глаголов, повелительного наклонения и просьб.

**Продолжительность работы:** 90 минут.

**Литература:** [8, с 263-285; 10, с. 107-109].

**Материально-техническое обеспечение:** компьютер, пособие.

**Задание к самостоятельной работе:**

Выполните упр. 4,5 с.174 [2]

**Задания к практической работе:**

**Ex. 1: Familiarize yourself with the following information.**

**Согласование времен (Sequence of tenses)**

Примечание 1: Когда глагол-сказуемое главного предложения стоит в прошедшем времени, то соблюдается правило согласования времён не только у глаголов, но и у наречий времени и места в придаточном предложении, их следует заменить на наречия времени или места:

Косвенная речь (Reported speech)	
При переводе предложений в косвенную речь не забывайте заменять обстоятельства времени и места.	
Direct speech	Indirect speech
today	that day
yesterday	the day before
tomorrow	the next day
... ago	... before
this ...	that ...
these ...	those ...
here	there
last year	the year before
last month	the month before
last ...	the ... before
next...	the following ...



Direct speech

He said «I will meet her at the station tomorrow». – Он сказал: «Я встречу её на вокзале завтра».

Reported speech

He said that he would meet her at the station the next day. – Он сказал, что встретит её на вокзале на следующий день (завтра).

Direct speech

She said: «I saw him here yesterday». – Она сказала: «Я видела его здесь вчера».

Reported speech

She said she had seen him there the day before. Она сказала, что видела его там накануне (вчера).

Примечание 2: Перевод в косвенную речь общих вопросов.

1) Does she study well?

2) Will you study English next year?

3) Was he in London last year?

Главное предложение	Придаточное дополнительное предложение с союзами if (ли) или whether (ли)
He asked Он спросил,  He asked us Он спросил нас,	1) if she studied well. учится ли она хорошо.
	2) if we would study English next year. будем ли мы изучать английский в следующем году.
I wanted to know Я хотел узнать,	3) whether he had been to London the year before. был ли он в Лондоне в прошлом году.

Примечание 3: Перевод в косвенную речь специальных вопросов.

1) Where does she study?

2) What language will you study next year?

### 3) What have you visited in London?

Главное предложение	Придаточное дополнительное предложение со специальными союзами
He asked Он спросил,	1) where she studied. где она учится.
He asked us Он спросил нас,	2) what language we would study next year. какой язык мы будем изучать в следующем году.
I wanted to know Я хотел узнать,	3) what you had visited in London. что вы посетили в Лондоне.

Примечание 4: Перевод в косвенную речь модальных глаголов

Direct speech		Reported speech
can	could	could
will	would	would
shall	should	should
may	might	might

Примечание 5: Перевод в косвенную речь приказаний, просьб.

Indirect commands: **Keep quiet! Don't make** noise!

He told me **to keep** quiet and **not to make** noise.

He asked me

**Ex. 2: Fill in the blanks with the appropriate form of the verb.**

1) «We are hungry». They said they \_\_\_ hungry. 2) «He wants to see you». She told me he \_\_\_ to see me. 3) «I don't like ice-cream». He said that he \_\_\_ like ice-cream. 4) «She is reading a book». They said she \_\_\_ reading a book. 5) «The film has started». He said that the film \_\_\_\_\_. 6) «I'm here with my sister». Ann said she \_\_\_\_\_ with her sis-

ter. 7) «I phoned her». He said he \_\_\_\_ her. 8) «I had met her before». He said he \_\_\_\_ her before.

**Ex. 3: Translate into English.**

Анна сказала, что - живёт в Кемерово.  
- учится сейчас в Англии.  
- была в Музее науки.  
- скоро поедет в Шотландию.

**Ex. 4: Fill in the blanks with the appropriate form of the word.**

1) He said that he would bring me my book \_\_\_\_ (tomorrow). 2) They reported that \_\_\_\_ (this) mine had been constructed \_\_\_\_ (last month). 3) He told me that they would be \_\_\_\_ (here) \_\_\_\_ (next week). 4) She knows he is studying \_\_\_\_ (now). 5) The student answered he didn't present at \_\_\_\_ (this) lecture \_\_\_\_ (yesterday). 6) I knew she was at the seminar \_\_\_\_ (now). 7) I told her I had been late \_\_\_\_ (today).

**Ex. 5: Translate into English.**

1) Она сказала, что её родители живут в городе. 2) Она сказала, что учится в университете. 3) Она сказала, что встаёт в 7 часов утра. 4) Она сказала, что идёт дождь. 5) Она сказала, что придёт завтра. 6) Она сказала, что никогда там не была. 7) Она сказала, что он ей уже позвонил. 8) Она спросила, пойдёт ли он на концерт. 9) Она спросила, когда он закончит занятия. 10) Она спросила, куда они поедут в воскресенье. 11) Она спросила, почему вы не поедете с ними на выставку. 12) Она спросила, будем ли мы изучать немецкий язык.

**Ex. 6: Fill in the blanks with the appropriate form of the verb.**

Example: *Direct speech*

*Reported speech*

0. «Is it raining?».

He asked if it was raining.

1) «Are you tired?»

He asked me if I \_\_\_\_ tired.

2) «Are you busy?»

He asked whether I \_\_\_\_ busy.

3) «Do you like music?»

He asked if I \_\_\_\_ music.

4) «Will you be lucky in your life?»  
lucky in my life.

He wanted to know if I \_\_\_\_

**Ex. 7: Translate special questions into reported speech.**

*Interview with a pop star*

*Report of the interview*

1) Where do you live?

I asked her where she \_\_\_\_ .

2) What is your hobby?

and what her hobby \_\_\_\_

3) How many sisters have you got? I wanted to know how many sisters she \_\_\_\_ got.

4) When will you make a new record? I asked her when she \_\_\_\_ make a new record.

**Ex. 8: Use the form of the modal verb correctly.**

- |                             |                              |
|-----------------------------|------------------------------|
| 1) «I can swim».            | He said he ____ swim.        |
| 2) «I will be there».       | He said he ____ be there.    |
| 3) «She may be late».       | He said she ____ be late.    |
| 4) «You should be careful». | He said you ____ be careful. |
| 5) «I could be wrong».      | He said he ____ be wrong.    |
| 6) «You must go there».     | He said you ____ go there.   |

**Ex. 9: Transform the direct speech into the reported one.**

1) «Explain to me how to solve this problem,» said my friend to me. 2) The doctor said to Nick, «Open your mouth and show me your tongue.» 3) «Don't be afraid of my dog,» said the man to Kate. 4) «Take this book and read it,» said the librarian to the boy. 5) The doctor said to Pete, «Don't go for a walk today.»

**Ex. 10: Translate into English. Compare construction of the imperative sentences with declarative ones in direct and reported speech.**

- |   |   |
|---|---|
| 1) Мой друг сказал: «Все ученики нашего класса любят уроки истории».                                | 1) Мой друг сказал, что все ученики их класса любят уроки истории.                                  |
| 2) Я сказал ему: «Мы любим уроки английского языка».  | 2) Я сказал ему, что мы любим уроки английского языка.  |
| 3) Учительница сказала: «Скоро вы будете хорошо говорить по-английски, так как вы много работаете». | 3) Учительница сказала, что скоро мы будем хорошо говорить по-английски, так как мы много работаем. |

**Ex. 11: Translate into English. Compare construction of the interrogative sentences in direct and reported speech.**

- |   |   |
|---|---|
| 1) Вчера наш учитель спросил нас: «Много ли вы читаете?»                    | 1) Вчера наш учитель спросил нас, много ли мы читаем.                                     |
| 2) Когда он увидел у меня в руках «Дэвида Коперфильда», он спросил: «Где вы | 2) Когда он увидел у меня в руках «Дэвида Коперфильда», он спросил, где я взял эту книгу. |

взяли эту книгу»?

3) Потом он спросил: «Знаете ли вы что-нибудь об авторе этой книги?» 3) Потом он спросил, знаю ли я что-нибудь об авторе этой книги.

### **Ex. 12: Control questions.**

4. Как строится косвенная речь при передаче сообщения, вопроса, просьбы или приказа?

5. Как косвенная речь влияет на порядок слов в предложении?

6. Как изменяются в косвенной речи наречия места и времени, а также указательные местоимения?

7. В каких случаях не происходит их замены?

## **Практическое занятие 25. Отраслевые выставки**

**Цель:** Обучить навыкам письменной и устной речи на основе составления сообщения и диалогов по теме: «Отраслевые выставки». Активизировать использование в речи лексики по теме: «Отраслевые выставки».

**Продолжительность работы:** 180 минут.

**Литература:** [9; 10; 16, с. 6-10].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

### **Задания к практической работе:**

#### **Ex. 1: Memorize the following words:**

- |                           |               |                                   |
|---------------------------|---------------|-----------------------------------|
| 1. advanced               | manufacturing | передовая технология производства |
| 2. branch of industry     |               | отрасль промышленности            |
| 3. convey a messages      |               | передовать идею                   |
| 4. dates                  |               | финики                            |
| 5. idea                   |               | общее представление               |
| 6. (industrial) tradeshow |               | отраслевая выставка               |
| 7. keynote                |               | лейтмотив                         |
| 8. level of technology    |               | уровень развития техники          |
| 9. market trends          |               | тенденции рынка                   |
| 10. market trends         |               | тенденции рынка                   |
| 11. participant           |               | участник                          |

12. range	диапазон
13. sales promotion	продвижение товара
14. sophisticated machinery	сложное оборудование
15. stall	ларёк, киоск, палатка
16. to gain recognition	получить признание
17. to hold under a motto	проводить под девизом
18. to promote	способствовать
19. to showcase	возможность показать что-л. в выгодном свете, с наилучшей стороны
20. particular	специфический
21. sectoral	отраслевой
22. alike	точно так же
23. indeed	несомненно
24. up to date	новейший, современный

**Ex. 2: Translate into Russian.**

1) Industrial tradeshow; 2) companies in a specific industry can showcase and demonstrate their latest products and services; 3) to examine recent market trends; 4) an ideal way of advertising and sales promotion; 5) from highly specialized sophisticated machinery to ripe olives and dates; 6) products of a particular industry or group of industries; 7) range of the sectoral exhibitions; 8) the Frankfurt Book Fair; 9) indeed all participants along with; 10) a good idea of level of technology and advanced manufacturing technologies of the enterprises and firms; 11) stands and stalls; 12) up to date equipment and exhibits; 13) the messages to be conveyed by the exhibitions and the mottos under which they are held vary, but the keynote remains.

**Ex. 3: Read the text to answer the following questions.**

1) What role do international industrial trade shows and exhibitions play today? 2) Why do fairs and exhibitions attract both businessmen and the general public? 3) How many groups do the international industrial tradeshow fall into? 4) For what is each of them intended?

5) Why are industrial trade shows and exhibitions classified as either «public» or «trade only». Can you give any example? 6) What are the most popular messages and mottos under which trade fairs and

exhibitions are held? 7) Why do people try to visit pavilions, stands and stalls at the trade fairs and exhibitions?

### Industrial Tradeshows

In the commercial world today *industrial tradeshows* (*trade fair*, *trade exhibition*, or *expo*) play an important role. Tradeshows are exhibitions organized so that companies in a specific industry can showcase and demonstrate their latest products and services, meet with industry partners and customers, study activities of competitors, and examine recent market trends and opportunities. They offer exporters an excellent opportunity to show what they have for sale, to make contacts and to learn about a market quickly and easily. They are also an ideal way of advertising and sales promotion.

International industrial tradeshows today fall mainly into two groups: specialized ones concentrating on products of a particular industry or group of industries, and sectoral ones, mainly represented by enterprises of only one branch of industry. Range of the sectoral exhibitions cover many different fields from highly specialized sophisticated machinery to ripe olives and dates.

In contrast to consumer fairs, only some trade fairs are open to the public, while others can only be attended by company representatives (members of the trade, e.g. professionals) and members of the press, therefore tradeshows are classified as either «public» or «trade only». A few fairs are hybrids of the two; one example is the Frankfurt Book Fair, which is trade only for its first three days and open to the general public on its final two days.

Lately business information exhibitions have gained recognition too. An industrial tradeshow is always an event which attracts serious businessmen, and the general public alike. Indeed all participants along with showing the best they can offer try to give visitors a good idea of level of technology and advanced manufacturing technologies of the enterprises and firms taking part in the trade exhibitions.

At many industrial tradeshows there are stands and stalls selling all kinds of specialized goods and up to date equipment and exhibits to numerous visitors. The messages to be conveyed by the exhibitions and the mottos under which they are held vary, but the keynote remains: it is progress through trade and economic cooperation.

**Ex. 4: Make a brief summary of the text «Industrial Tradeshows». While making of it use questions from Exercise 2 of Workshop 20 as a model.**

**Ex. 5: Situation! Emagine yourself you have just read a newspaper article devoted to the industrial tradeshows which are annually held in Russia. Your task is: to read it and to reproduce its content using each phrase in the box given below the text.**

#### Trade Fairs in Russia

In the Russian Impare trade fairs were arranged according to the regulations of Manufactory council established in October, 1828. Factory-made goods and manufactured articles were permitted for sale with required marks (с обязательными клеймами) which were certified the Russian products. 1829 the first Russian trade fair was opened in St. Petersburg.

The Russian Federation is a regular participant of almost all international industrial tradeshows. At the same time the Russian Federation promotes and organizes its international industrial tradeshows.

Among the most famous Russian exhibition companies, which hold trade shows, one can note *the Expocentre, the all-Russian exhibition centre, Crocus Expo, Yekaterinburg Expo, Novosibirsk Expocentre, Kazan Expo*, etc. Also two international trade exhibitions – *Kuzbass Expo-Siberia* and *Coal Mining* – are held in the Kemerovo region annually. They are situated in Kemerovo and Novokuznetsk.

It is known (that) ... – известно, что ...

It is said (that) ... – говорят, что ...

It is reported (that) ... – сообщается, что ... / как сообщают ...

It is pointed out (that) ... – (как) отмечают ...

They say (that) – говорят, что ...

It is believed that ... – считается, что ... / как считают ...

It is stressed that ... – подчёркивается, что ...

It should be noted that ... – следует отметить, что ...

**Ex. 6: Answer the questions to text «Trade Fairs in Russia».**

1) When was Manufactory council established in the Russian Impare?

2) When and where was the first Russian trade fair opened?

3) What kind of goods and articles were allowed to sell at the Russian trade fair?



- 4) What Russian exhibition companies are the most famous?  
5) What international trade exhibitions are held in the Kemerovo region annually?

**Ex. 7: Read these flashes of conversation and act them out using substitutions.**

1. *Foreign visitor*: What does your company exhibit here?

*Russian Exhibitor*: We display lots of goods. At this particular stand you can see our *chemical equipment* (1).

*F. V.*: Can we see it in operation?

*R. E.*: Certainly, I suggest you see our *booklets* (2) first, to get a better idea of the equipment.

*F. V.*: Thank you, you've been very helpful.

Substitutions: 1) electrical machinery (электрооборудование); equipment for laying pipelines; metallurgic equipment; machine-tools (станки); mining equipment; spare parts for cars (автозапчасти); electronic installation; computer accessories

2) catalogues; advertising literature; advertising film; slides; graphic display; audio-visuals; leaflets (брошюры, проспекты)

2. *F. V.*: We're glad we've seen your display. You really offer modern technology and reliable equipment.

*R. E.*: That's nice to hear. Would you be interested in cooperation with us?

*F. V.*: Yes, and we want to know on what terms you do business.

*R. E.*: Well, we cooperate *on different terms*.

Substitutions: on terms of technical assistance (на условиях технического содействия); on turn-key terms (на условиях «под ключ»), on a compensatory basis

3. *Attendant*: We've been advertising your equipment widely.

*R. E.*: While we are on it, have you *bought TV and radio time*?

*A.*: We have. We're doing our best and have been successful in promoting your exports.

*R. E.*: You sound very optimistic. Let's hope for the best.

Substitutions: to distribute our advertising literature; to place advertisements in your business publications; to arrange for showing films; to place hoardings (рекламный щит)

4. *F. V.*: Your exhibition has attracted lots of businessmen and the general public.

*R. E.:* I presume (предполагать) that's because we show *modern equipment*.

*F. V.:* And your stands are perfectly decorated.

*R. E.:* Nice of you to say that.

Substitutions: progress in science; engineering and culture; social progress of our society; improvement in the Russian people's well-being

**Ex. 8: Read the conversation and act it out.**

*Foreign Representative:* Thank you, Mr. Ivanov, for showing us round your pavilion. Your display has attracted a lot of businessmen. I hope the exhibition will promote our cooperation too.

*Russian Exhibitor:* That's nice to hear. As I've told you, Mr. ..., we are showing here our most up-to-date equipment. It incorporates (включать) the latest scientific and technological achievements.

*F. R.:* It was a good idea to show a film about the power plants which Russia has constructed abroad. It's really very impressive.

*R. E.:* Well, our power plants are popular throughout the world.

*F. R.:* We may also be interested in constructing a power station in this country, Mr. Ivanov.

*R. E.:* Glad to hear that. May I suggest that we meet at the commercial office for a tentative talk (предварительная беседа) on future cooperation?

*F. R.:* All right.

**Ex. 9: Read the conversation again to transform it into indirect speech. Pay special attention to some rules of sequence of tenses. If you have any difficulties consult the theoretical material of Workshops 23, 24.**

**Ex. 10: Chose one of theses given below to write an essay.**

- 1) The role of industrial tradeshowes in the modern society
- 2) The past and the present of the Russian trade shows

**Практическое занятие 26.** Презентация товара компании на выставке

**Цель:** Обучить навыкам устной диалогической и монологической речи на основе составления диалогов и их трансформации в косвенную речь по теме: «Презентация товара компании на выставке». Активизировать лексику в речи по теме: «Презентация товара компании на выставке».

**Продолжительность работы:** 90 минут.

**Литература:** [3 раздел XIX с. 222].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к самостоятельной работе:**

Выполните упр. 1-4, с. 151 [1]

**Задания к практической работе:**

**Ex. 1: Memorize the following words:**

- |                           |                                   |
|---------------------------|-----------------------------------|
| 1. leaflet                | брошюра; рекламный проспект       |
| 2. maintenance            | техническое обслуживание          |
| 3. payment                | оплата                            |
| 4. performance            | технические характеристики        |
| 5. processing equipment   | технологическое оборудование      |
| 6. stand attendant        | лицо, обслуживающий стенд         |
| 7. start-up               | пуск (оборудования)               |
| 8. to correspond to       | соответствовать                   |
| 9. to impress             | производить впечатление, поражать |
| 10. to interest           | заинтересовать                    |
| 11. to outperform         | превосходить (по эффективности)   |
| 12. to put into operation | вводить в эксплуатацию            |
| 13. You sound optimistic. | Звучит обнадеживающе.             |

**Ex. 2: Read the conversation «At the exhibition stand».**

**At the exhibition stand**

Boris Ivanov is at the exhibition which is being held in Shanghai. The stand of one of many English companies has attracted his attention. At the moment he is talking to Mr Johnson, the sales manager for the company producing electrical equipment.

B.I.: Good afternoon, Mr Johnson. I'm the Commercial director of a Russian company. Here is my card.

Mr J.: Good afternoon, Mr Ivanov. Have you seen our advertising material?

B.I.: Yes. Your stand attendant gave me it.

Mr J.: Does our new processing equipment interest you?

B.I.: Yes. We are looking for new machinery for our plant in Kemerovo. We need to decide what equipment to buy.

Mr J.: Our new equipment is not a bad choice. It corresponds to the highest technical level and the highest standards existing in the world today.

B.I.: I was impressed by the performance of your equipment. I've seen a lot of similar systems at the exhibition ... but yours outperforms them.

Mr J.: You sound optimistic. We've worked hard and we've achieved some success, Mr Ivanov.

B.I.: How long is the guarantee for your equipment, Mr Johnson?

Mr J.: One year and a half from the start-up of the equipment.

B.I.: How long will it take you to deliver 4 sets of this equipment in Kemerovo?

Mr J.: One month from the date of payment.

B.I.: And to put into operation?

Mr J.: From 2 till 5 days. It depends on the model.

B.I.: Fine. We are also very interested in maintenance.

Mr J.: We provide technical support for all our equipment.

B.I.: Thank you, Mr Johnson.

Mr J.: You are welcome!

**Ex. 3: Answer the following questions to the conversation «At the exhibition stand».**

1) What is this dialog about? 2) Who are these persons? 3) Where are they from? 4) What do they do for living? 5) What does Mr Ivanov seek at the exhibition? 6) Where is this exhibition held? 7) What kind of articles did Johnson's company displayed for sale? 8) What kind of way did Boris Ivanov react to new equipment? 9) What did they discuss at the stand?

**Ex. 4: Act out the conversation «At the exhibition stand».**

**Ex. 5: Read the conversation again to transform it into reported speech. Pay special attention to some rules of sequence of tenses.**

**Ex. 6: Read these flashes of conversation and act them out.**

1. F. V.: Can we see your equipment in operation?

R. E.: Yes. Come this way, please. (The stand-attendant goes to the model and pushes the button).

F. V.: Oh, isn't it wonderful!

R. E.: What we show here is our up-to-date equipment.

F. V.: May we have your leaflets and catalogues?

R. E.: Here you are. They might be very helpful.

2. F. V.: I've seen your leaflets and catalogues. Incidentally, do you show films on your equipment?

R. E.: We do, we have regular showings over there.

F. V.: May I suggest that we go and see a film?

R. E.: That would be a good idea.

3. F. V.: Is all the equipment you show here for sale?

R. E.: Yes, you may have our advertising literature with full technical specifications.

F. Y.: Thank you. And where can I talk about the commercial terms?

R. E.: At our commercial office. Shall I take you there?

F. V.: Oh, don't bother, I know where it is.

**Ex. 7: Give a short summary of the dialogs transforming them into reported speech.**

**Ex. 8: Let's play an interpreter. Imagine yourself you are at the exhibition working as an interpreter. Your task is to interpret conversation between two participants of the exhibition. You should interpret Russian speech into English one and English speech into Russian one.**

1. Foreign Visitor: Thank you for showing us round your pavilion, Mr. Petrov. Your display has greatly impressed us.

*(You interpret the Foreign Visitor's speech into Russian)*

2. Russian Exhibitor: Приятно слышать это. Я действительно надеюсь, что выставка будет способствовать нашему сотрудничеству.

*(You interpret the Russian Exhibitor's speech into English)*

1: So do I. We are interested in the latest model of your pumps.

*(You interpret the Foreign Visitor's speech into Russian)*

2: О, она пользуется большим спросом, так как она очень надежна, и ее производительность высока.

*(You interpret the Russian Exhibitor's speech into English)*

1: I see. May we have your advertising literature with technical specifications?

*(You interpret the Foreign Visitor's speech into Russian)*

2: Пожалуйста. Кстати, многие фирмы уже закупили эту модель и удовлетворены ею. Оборудование полностью отвечает их требованиям.

*(You interpret the Russian Exhibitor's speech into English)*

1: By the way, Mr. Petrov, have you received our enquiry?

*(You interpret the Foreign Visitor's speech into Russian)*

2: Да. Мы получили его два дня тому назад.

*(You interpret the Russian Exhibitor's speech into English)*

1: When will you be ready to discuss it with us?

*(You interpret the Foreign Visitor's speech into Russian)*

2: В пятницу, если вы не возражаете.

*(You interpret the Russian Exhibitor's speech into English)*

1. Agreed! Till Friday.

*(You interpret the Foreign Visitor's speech into Russian)*

2. До свидания. До пятницы.

*(You interpret the Russian Exhibitor's speech into English)*

**Ex. 9: Make up your conversation on the topic «Presenting company's product at the exhibition». Follow the plan:**

1) Greeting

2) Main subject of conversation about good

3) Leave-taking

**Практическое занятие 27. Метрическая система мер**

**Цель:** Обучить навыкам устной речи на основе темы: «Метрическая система мер». Активизировать лексику в речи по теме: «Метрическая система мер».

**Продолжительность работы:** 180 минут.

**Литература:** [9, с. 159-162].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex. 1: Memorize the following words:**

- |              |   |
|--------------|---|
| 1. advantage | преимущества                                  |
| 2. area      | площадь                                       |
| 3. candle    | 1. свеча 2. кандела (единица измерения света) |
| 4. cause     | служить причиной                              |

5. arithmetic	арифметика
6. charge	поручать
7. complicated	сложный
8. conversion	пересчет, перевод
9. convert	переводить (единицы)
10. decimal	десятичный
11. define	определять
12. density	плотность
13. derive	выводить; происходить
14. distance	расстояние
15. equal	равный
16. exception	исключение
17. inch	дюйм
18. interrelated	взаимосвязанный
19. length	длина
20. line	линия
21. measure	мера
22. measurement	измерение
23. mole	моль (единица измерения)
24. multiply	умножать
25. nearly	почти
26. pound	фунт
27. prefix	(лингв.) приставка, префикс
28. quantity	количество

**Ex. 2: Read the text to answer the following questions.**

1) What quantities does physics measure? Are most of them interrelated? 2) How many systems of measurement are widely used nowadays? 3) All the nations of the world use the metric system, don't they? 4) What was used before the metric system? Did the earlier system have any drawbacks? 5) When was the idea of decimal system realised? 6) What is the main unit of the metric system? How was it measured? 7) Were the units of area and volume defined as well? 8). Do shorter units have Greek or Latin prefixes? 9) What is a unit of mass? 10) Is there a difference between the metric system and the SI system? 11) What synonyms to the phrase *metric system* can you find in the text?

The metric system

Physics measures such physical quantities as time, length, mass, density, velocity, area, volume, temperature and energy.

Different units of length and mass exist. Nearly all of them are interrelated. Nowadays, three main systems of measurement are widely used: the British system of unity, the metric system of units and the International system of units (SI).

With a few exceptions, all the nations of the world use the metric system. It is so easy that anyone who knows arithmetic can learn it quickly. Before the introduction of the metric system (metre-kilogram-second), the British foot – pound – second system was widely used. But the latter system (which is still in use in Great Britain and the USA) was very complicated and caused serious difficulties in the international trade. For example, in the British system 1 mile is equal to 1760 yards, 1 yard – to feet and 1 foot- to 12 inches. This means that it's very difficult to convert units. But in the metric system each unit is a multiple of the following lower unit by ten. Therefore, the conversion to a higher quantity is done by moving the decimal point to the right to the required number of places, and vice versa.

The idea of decimal system was realised only at the end of the 18<sup>th</sup> century. In 1791, the French Academy of Science decided that the standard of length should be one ten-millionth part of the distance from the Equator to the North Pole. The two French scientists charged with the task took this distance on a line running through Paris and divided it into 10 000 000 equal parts. They called one of the parts a metre (*measure*), which became the main unit. Metre was also used to measure area and volume. Thus a square metre and a cubic metre appeared.

The main advantage of the system is that for shorter measurements the metre is divided by ten, so a decimal system was used. Shorter units had Latin prefixes and longer ones – Greek prefixes. So, *millimetre* is Latin for *a thousandth part of a metre* and *kilometre* is Greek for *a thousand metres*.

As for the unit of mass, it was defined as the mass of a cubic centimeter of water at the temperature of 4 °C (the temperature of its maximum density). As we know, the name of this unit is gramme.

The SI units is derived from the metric system and was internationally accepted in 1960. Besides metre (m), kilogram (kg) and second (s), its basic units are Kelvin (K), ampere (A), mole (mol), and



candle (cd). This system was introduced in our country in the 1960s and every day we measure things by the units from this system.

**Ex. 3: Study the Vocabulary. Insert the missing words.**

- 1) Can you \_\_\_ cubic metre into cubic centimetres?
- 2) The \_\_\_ between Moscow and Kemerovo is 5049 \_\_\_.
- 3) *Biology* is a \_\_\_ word, and *science* is a \_\_\_ one.
- 4) The teacher \_\_\_ one of his pupils with a difficult task.
- 5) Newton was a great \_\_\_ who formulated laws of gravitation.
- 6) What is the \_\_\_ of this swimming pool? – The swimming pool is twenty-five \_\_\_ long and two \_\_\_ deep, and ten \_\_\_ wide. So, I \_\_\_ twenty-five by two and by ten and I get five hundred \_\_\_.
- 7) The \_\_\_ of ice is more than the \_\_\_ of water as a liquid.

**Ex. 4: Continue the following statements.**

- 1) The British system of units, the metric system of units and the International system of units (SI) are ...
- 2) Everyone who knows arithmetic can ...
- 3) Before the introduction of the metric system ...
- 4) The conversion to a higher quantity in a metric system is done ...
- 5) In 1791 the French Academy of Science decided ...
- 6) The two French scientists took this distance ...
- 7) Metre was also used to measure ...
- 8) The main advantage of the metric system is ...
- 9) The unit of mass was defined ...
- 10) The SI system is derived ...

**Ex. 5: Make a plan of the text and retell the text looking in your plan.**

**Ex. 6: Discuss the following topics.**

1. The disadvantages of the British system of units.
2. The introduction of the metric system.
3. Prefixes in the metric system.

**Ex. 7: Find a short article in English on the topic of the lesson in one of the scientific magazines or on the Internet. Study and discuss the article in class.**

**Ex. 8: Write an essay on one of the following topics. While making an essay follow instructions of Algorithm 1 from Exercise 1 of Workshop 19.**

1. The difference between the metric system of units and the international system of units (SI).
2. The origin of the British system of units.
3. The introduction of the SI units.
4. Conversion in the British system of units.

### **Практическое занятие 28. Компьютер**

**Цель:** Обучить навыкам устной и письменной речи по теме: «Компьютер». Активизировать в речи конструкции типа «it would (not) be + adjective + to V». Активизировать в речи лексику по теме: «Компьютер».

**Продолжительность работы:** 90 минут.

**Литература:** [6, с. 161-162].

**Материально-техническое обеспечение:** учебное пособие, словари, раздаточный материал.

**Задания к практической работе:**

**Ex. 1. Memorize the following words:**

- |                 |                     |
|-----------------|---------------------|
| 1. device       | устройство          |
| 2. processing   | обработка           |
| 3. intelligence | разум               |
| 4. hardware     | оборудование        |
| 5. software     | программы           |
| 6. procedures   | процедуры, операции |
| 7. data         | данные              |
| 8. to perform   | выполнять           |
| 9. manner       | манера, способ      |
| 10. task        | задача              |
| 11. various     | различные           |
| 12. to convert  | превращать          |

**Ex. 2: Read the text to answer the following questions.**

- 1) What does the term *computer* describe?
- 2) When was the first computer introduced?
- 3) When was personal computers appeared?
- 4) What are the four components of a computer system?
- 5) What is software?
- 6) What's the difference between the hardware and software?
- 7) In what way terms *data* and *information* differ?

8) How does computer convert data into information?

What is a computer?

Computers appeared in people's life not long ago. In the middle of the 20th century common people had no idea about them. In 1951 the first commercially available computer was introduced. In 1975 personal computers appeared.

Computer is a device for processing information. Computer has no intelligence by itself and is called hardware. A computer system is a combination of four elements: 1) Hardware; 2) Software; 3) Procedures; 4) Data / Information.

Software is the programmes that tell the hardware how to perform a task. Without software instructions, the hardware doesn't know what to do. The basic job of the computer is the processing of information.

Computers take information in the form of instructions called programs and symbols called data. After that they perform various mathematical and logical operations, and then give the results (information). Computer is used to convert data into information. Computer is also used to store information in the digital form.

**Ex. 3: Which of the terms have similarities in Russian?**

Computer, diskette, metal, processor, scanner, information, data, microphone, printer, modem, Internet.

**Ex. 4: Which of the given below statements are wrong / right according to the text? Argue your answers.**

1. Computer is made of electronic components so it is deferred to as electronic device.

2. Computer has no intelligence until software is loaded.

3. There are four elements of computer system: hardware, software, diskettes and data.

4. Without software instructions hardware doesn't know what to do.

5. The software is the most important component because it is made by people.

6. The user inputs data into computer to get necessary information as an output.

**Ex. 5: Fill in the gaps.**

1) Information in the form of instruction is called a ... .

2) The basic job of the computer is the ... .

- a) program
- b) processing of information

**Ex. 6: Read the text and then answer the question. Use the constructions: «It would (not) be + adjective + to V»**

**«S + would (not) + V»**

**«S + could (not) + V»**

1) What would be impossible to do without computers today?

The role of the computer today

The role of the computer in our lives is currently growing from day to day. It can be explained by the fact that computers help people to do their work much more easily and quickly. They give people very quick and quality information, so in such a way people don't have to spend their time, turning leaves of dozens of books.

In today's world, computers are used nearly in all branches of industry. Even in that one that are dangerous and harmful to human health. Scientists can't imagine space research without using computers. Today computers can diagnose very severe illnesses and help to carry out operations.

Using a computer you can search something on the internet. It has many advantages. You can exchange information electronically. The Internet users can enjoy online media and they can help other people to solve their problems. It expands our knowledge and stimulates our curiosity. Using the internet, you can meet different and interesting people. The internet also informs us about new trends. It provides us the possibility to talk with our friends online. The Internet helps us to use less television and watch only those films, which we want.

**Ex. 7: Write an essay on the theme «Computers in our life».**

## **Практическое занятие 29. Сослагательное наклонение**

**Цель:** Обучить правильному использованию сослагательного наклонения в предложениях. Активизировать употребление сослагательного наклонения в тренировочных упражнениях.

**Продолжительность работы:** 180 минут.

**Литература:** [9, с. 138-140]

**Материально-техническое обеспечение:** учебное пособие

**Задания к самостоятельной работе:**

Выполните упр. 1-4, стр. 176 [2]

### Задания к практической работе:

#### Ex. 1: Familiarize yourself with the following information.

#### Сослагательное наклонение

Наклонение – это форма глагола, при помощи которой говорящий показывает отношение действия к реальности. Это отношение может быть представлено как реальное, проблематичное, нереальное, а также в виде просьбы или приказа. Действия, представленные как реальные, выражаются в форме изъявительного наклонения.

Нереальные или проблематичные действия выражаются формами сослагательного наклонения (the Subjunctive Mood). На русский язык сослагательное наклонение переводится всегда прошедшим временем глагола с частицей «бы», которая может присоединяться к любому слову в предложении. В русском языке нет специальных форм сослагательного наклонения для выражения действий, относящихся к разным периодам времени. В английском языке существуют две такие формы. Первая – когда действие относится к *настоящему и будущему времени*, вторая – когда действие относится к *прошедшему времени*.

Например:

1. When I get my dog I will name it as «Sharik». 1. Если у меня будет собака, то я назову её Шариком.	<u>Реальное желание</u>
<b>If + S + V<sub>2</sub> ...S. + would + V should</b> 2. <b>If I got</b> my dog I <b>would name</b> it as «Sharik». 2. Если бы у меня была собака, то я назвал бы её Шариком.	Нереальное условие, мечта или желание для <i>настоящего или будущего, которое может сбыться</i>
<b>If + S + had V<sub>3</sub> ... S. + would + had V<sub>3</sub> should</b> 3. <b>If I had got</b> my dog I <b>would have named</b> it as «Sharik». 3. Если бы у меня была собака, то я назвал бы её Шариком.	Нереальное условие, мечта или желание для <i>прошлого, которое уже не сбылось</i>

(2) I <b>should write</b> a letter to him if I <b>knew</b> his address.	2. Я бы написал ему письмо, если бы знал его адрес. (нереальное условие, мечта, желание в настоящем или будущем)
(3) I <b>should write</b> a letter to him if I <b>knew</b> his address.	3. Я бы написал ему письмо, если бы знал его адрес. (нереальное условие, мечта, желание в прошлом)

В первом случае глагол в главном предложении, выражающем нереальное действие, совпадает по форме с the Future in the Past, а глагол в придаточном, выражающем нереальное условие, совпадает с the Past Indefinite. Во втором случае и в главном предложении, и в придаточном употребляются перфектные формы глаголов the Future Perfect in the Past в главном предложении и the Past Perfect в придаточном.

Отрицательная форма образуется характерным для этих времен способом:

(2) I **shouldn't write** a letter to him if I **didn't know** his address.

(3) I **shouldn't have written** a letter to him if I **hadn't known** his address.

Если сказуемое главного или придаточного предложения содержит модальный глагол can или may, то в сослагательном наклонении употребляются формы: could или might.

1) I **could write** a letter to him if I **knew** his address. – Я мог бы: написать ему письмо, если бы знал его адрес.

2) I **should write** a letter to him if I **could find** his address. – Я написал бы ему письмо, если бы мог найти его адрес.

Глагол to be в сослагательном наклонении принимает форму were независимо от лица и числа:

If I **were** you I **should know** what to do. На твоём месте я бы знал, что делать.

И главное, и придаточное предложение могут в случае необходимости употребляться самостоятельно, сохраняя соответствующие формы:

If I (only) knew his address!      Если бы: я (только) знал его адрес.

I could have written a letter to him.      Я мог бы написать ему письмо.

Сослагательное наклонение может также употребляться в некоторых других типах придаточных предложений:

1) It is (was) necessary; It is (was) important; It is (was) desirable; It is (was) recommended, etc. (с глаголом should для всех лиц): It is necessary that he should come. Необходимо, чтобы он пришел.

2) дополнительных,

а) если сказуемое главного предложения выражено глаголами suggest, propose, demand, order, request, insist, etc. (с глаголом should для всех лиц):

He suggests (suggested) that I should take a leave.

Он предлагает (предложил), чтобы я взял отпуск.

б) после глагола wish в главном предложении:

I wish I knew his address. Жаль, что я не знаю его адрес.

**Ex. 2: Translate the sentences paying attention to the Subjunctive Mood.**

1) We should play football if it were not raining. We should have played football if it hadn't been raining. 2) Carrie would play her part better if she were a true actress. Carrie would have played her part better if she had been a true actress. 3) It is necessary that he should buy winter shoes. 4) It is important that you should do this work yourself. 5) It is desirable that they should take part in the work of the conference. 6) The teacher suggests that we should stay after classes. 7) The teacher demands that the pupils shouldn't be late for classes. 8) I wish you didn't lose so much time. 9) I wish I were you.

**Ex. 3: Answer the following questions.**

1) Would you go to the department store if you wanted to buy a new coat? 2) Would you buy the suit if it were your size? 3) What would you do if you had any free time? 4) What motor car would you buy if you needed it? 5) Where would you spend your holiday if it were in February? 6) How much time would it take you if you went to

Moscow by train? 7) What is required of shoes? 8) What is required of a shop assistant? 9) What is demanded of a customer?

**Ex. 4: Put the verb in round brackets correctly.**

1) If you (bring) me the book, I should have read it. 2) If he didn't ring me up, I (not, come). 3) If he (not write) to me, I shouldn't have answered him. 4) I wish I (have) a tie to match my suit. 5) The doctor suggested that she (have) a long rest in the Crimea. 6) If I (be) you, I should have apologised to her. 7) You wouldn't have so many accidents if you (drive) slowly. 8) If he were in, he (answer) the phone. 9) If you (pass) your examination, we should have a celebration. 10) What might happen if I (press) the button?

**Ex. 5: Complete the sentences using Subjunctive Mood.**

- 1) If he had eaten less ...
- 2) If he had taken my advice ...
- 3) If she practised more ...
- 4) If we had left before breakfast ...
- 5) If he were not so lazy ...
- 6) If he saw my father ...

**Ex. 6: Answer the following questions.**

1) What would you do if you saw a Brontosaurus walking down the street?

2) What would you do if you knew that atomic war would break out tomorrow?

3) What three wishes would you choose for yourself if you knew that they would come true?

**Ex. 7: Transform sentences into Subjunctive Mood.**

Model: If I have time I shall help you.

a) If I had time I should help you.

b) If I had had time I should have helped you.

1) If he works hard he will pass the exams well. 2) If they finish their work quickly they will go home early. 3) If you don't listen to the teacher you will learn nothing. 4) If he lives in England he will go to Oxford University.

**Ex. 8: Read some statements about computers and then answer one question with some sentences using Subjunctive Mood:**

What would we do if we did not have any computers in our life?

1. The Importance of Computers



It is hard to imagine modern life without computers. The sphere of their application is very wide. Most offices are equipped with computers to make calculations and work with documentation. Technologies are also used in modern education both by students and teachers.

## 2. The Role of Computers in Teens' Lives

Teenagers use computers for many purposes. Firstly, they play computer games, watch cartoons and films. Secondly, they do school tasks, read books and find various information on the Internet. A comparatively new trend is communicating online. Such applications as Skype give an opportunity to talk to people who may be very far away in real time.

## 3. The modern world of high technology

The modern world of high technology could not be possible without computers. They are used for storage and handling data, secret governmental files, information about banking transactions and so on. They are essential tools in almost every field of research, from constructing models of the universe to producing tomorrow's weather reports.

## 4. Computers in our lives

Some scientists say that without computers it would be difficult to live in the 21st century. Today they are running our factories, planning our cities, teaching our children and forecasting our future. The computer solves in seconds the problems that a generation of mathematicians would need months or years to solve without its help. If we are to believe some forecasts, computers, like the telephone or electricity, may become a common everyday thing used by almost everybody. Computers help to make a person's shopping list, remind someone of important appointments and anniversaries and answer the telephone. It's often heard that the increasing flood of information will be one of the problems of the 21st century but a computer may help solve it too. In a computerized library of the future request for information will be answered instantly and as fully as the user wants.

### **Ex. 9: Control questions.**

- 1) Что означает сослагательное наклонение?
- 2) Как образуются основные формы сослагательного наклонения?
- 3) В каких типах придаточных предложений употребляется сослагательное наклонение?

4) В каких случаях употребляется форма прошедшего времени сослагательного наклонения от глагола to be? Какую форму принимают в этих случаях другие глаголы?

### **Практическое занятие 30. Аппаратное обеспечение**

**Цель:** Обучить навыкам понимания общего содержания текста по теме: «Аппаратное обеспечение». Активизировать лексику в речи по теме: «Аппаратное обеспечение».

**Продолжительность работы:** 90 минут.

**Литература:** [6, с. 162-169].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex. 1: Memorize the following words:**

1. input hardware	устройства ввода данных
2. to convert	преобразовывать
3. suitable	подходящий, пригодный
4. keyboard	клавиатура
5. mouse	«мышь»
6. to roll	катать, перекатывать
7. cursor	курсор
8. to reach	достигать
9 processing hardware	устройства обработки данных
10. to direct	управлять
11. execution	выполнение
12. central processing unit (CPU), microprocessor	микропроцессор
13. brain	мозг
14. to interpret	переводить, интерпретировать
15. RAM	ОЗУ (оперативное запоминающее устройство)
16. ROM	ПЗУ (постоянное запоминающее устройство)
17. storage hardware	устройства хранения данных
18. to retrieve	извлекать
19. hard disk	жесткий диск, «винчестер»
20. CD-ROM	накопитель на компакт-дисках

	(CD)
21. digitized	в цифровом виде
22. CD-ROM drives	дисководы CD-ROM
23. to provide	обеспечивать
24. graphics	графика
25. temporary	временный
26. output hardware	устройства отображения информации
27. printer	печатающее устройство, принтер

**Ex. 2: Read and translate the text to answer the following questions.**

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 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?

Hardware

Webster's dictionary gives us the following definition of the hardware – the devices composing a computer system.

Computer hardware can be divided into four categories:

- 1) input hardware
- 2) processing hardware
- 3) storage hardware
- 4) output hardware.

*Input hardware* collects data and converts them into a form suitable for computer processing. The most common input device is a keyboard. It looks very much like a typewriter. The mouse is a hand-held device connected to the computer by a small cable. As the mouse is rolled across the desktop, the cursor moves across the screen. When the cursor reaches the desired location, the user usually pushes a button on the mouse once or twice to give a command to the computer.

Another type of input hardware is optic-electronic scanner. Microphone and video camera can be also used to input data into the computer.

*Processing hardware* directs the execution of software instructions in the computer. The most common components of processing hardware are the central processing unit and main memory.

The central processing unit (CPU) is the brain of the computer. It reads and interprets software instructions and coordinates the processing.

Memory is the component of the computer in which information is stored. There are two types of computer memory: RAM and ROM.

RAM (random access memory) is the memory, used for creating, loading and running programs.

ROM (read only memory) is computer memory used to hold programmed instructions to the system.

The more memory you have in your computer, the more operations you can perform.

*The purpose of storage hardware* is to store computer instructions and data and retrieve when needed for processing. Storage hardware stores data as electromagnetic signals. The most common ways of storing data are hard disk, floppy disk and CD-ROM.

Hard disk is a rigid disk coated with magnetic material, for storing programs and relatively large amounts of data.

Floppy disk (diskette) — a thin, usually flexible plastic disk coated with magnetic material, for storing temporary computer data and programs. There are two formats for floppy disks: 5.25' and 3.5'. 3.5' disks are formatted 1.4 megabytes and are widely used.

CD-ROM (compact disc read only memory) is a compact disc on which a large amount of digitized data can be stored. CD-ROMs are very popular now because of the growing speed which CD-ROM drives can provide nowadays.

*The purpose of output hardware* is to provide the user with, the means to view information produced by the computer system. Information is in either hardcopy or softcopy form. Hardcopy output can be held in your hand, such as paper with text (word or numbers) or graphics printed on it. Softcopy output is displayed on a monitor.

Monitor is a display screen for viewing computer data, television programs, etc.

Printer is a computer output device that produces a paper copy of data or graphics.

Modem, is an example of communication hardware – an electronic device that makes possible the transmission of data to or from computer via telephone or other communication lines.

Hardware comes in many configurations, depending on what you are going to do on your computer.

**Ex. 3: Which of the statements given below are true / false according to the text? Argue your answers.**

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.

**Ex. 4: Give the definitions to the terms using the studied text.**

- |        |                |            |              |
|--------|----------------|------------|--------------|
| 1) CPU | 3) floppy-disk | 5) printer | 7) hard disk |
| 2) ROM | 4) CD-ROM      | 6) modem   | 8) keyboard  |

**Ex. 5: What is hardware?**

- |            |                          |
|------------|--------------------------|
| 1) program | 6) instruction           |
| 2) mouse   | 7) cursor or the pointer |
| 3) CPU     | 8) keyboard              |
| 4) printer | 9) symbol                |
| 5) modem   |                          |

**Ex. 6: Make a summary of text «Hardware».**

### **Практическое занятие 31. Составление реферата по тексту «Компьютерные операции. Типы данных»**

**Цель:** Обучить алгоритму составления реферата на основе текста: «Компьютерные операции. Типы данных». Активизация использования лексики по данной теме.

**Продолжительность работы:** 90 минут.

**Литература:** [6, с. 170-174].

**Материально-техническое обеспечение:** раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

### **Ex. 1: Memorize the following information.**

Алгоритм составления реферата

Реферат (a review) – это конспективное изложение содержания статьи или книги, передающее её основной смысл. Объём реферата составляет 120-150 слов. Реферат составляется по определённому алгоритму:

1. Прежде чем начать реферировать материал, внимательно прочитайте его, досконально поймите все нюансы его содержания, разберитесь в научной стороне освещаемого вопроса.

2. Составьте подробный план всего первоисточника. Разбейте его на разделы, подразделы и пункты. Часто уже сам источник имеет такую разбивку. Сформулируйте все пункты такого плана назывными предложениями. Преобразуйте назывные предложения плана в предложения, формулирующие главную мысль каждого раздела.

3. Выделите главную мысль каждого раздела и важнейшие доказательства, подкрепляющие эту мысль.

4. Завершите обработку всех пунктов плана, сформулируйте главную мысль всего первоисточника, если это не сделано самим автором. Обычно автор формулирует главную мысль и все выводы в конце источника.

5. Составьте текст реферата, начав его с предметной рубрики, темы и выходных данных, после чего запишите формулировку главной мысли и последовательно все полученные формулировки по каждому из пунктов плана, а также вывод автора по материалу в целом.

6. Завершите реферат кратким комментарием по такой схеме: а) актуальность всего материала; б) на кого материал рассчитан; в) степень прогрессивности материала; г) какой круг читателей он может заинтересовать.

7. Составив полный текст реферата, прочитайте его снова и, если необходимо, отредактируйте его, стремясь увязать отдельные пункты реферата в единый связный текст. Добивайтесь плавного и логического развития единой для всего материала мысли.

8. Снова прочитайте весь источник и немедленно вслед за этим весь составленный реферат. Затем реферат перепишите набело.

**Ex. 2: Study the cliches which will help you to make a review.**

Языковые клише для составления реферата

а) для представления данных “шапки”:

The title (the headline, the heading) of the article (text) is...

It is published in the methodical book (in the text-book, in the journal / magazine, in the newspaper) “.....” of 2018.

The author(s) of the article (text) is (are) ...

б) для информационной части аннотации:

The article (text) deals with (touches upon, is devoted to, describes)...

The main idea of the article (text) is to show ...

It consists of (contains) ... parts (chapters) dealing with the information on ...

A brief description of ... is given.

It is spoken in short (in detail) about ...

Special (much) attention is given (is paid) to ...

в) для заключительной части аннотации:

The author comes to the conclusion that ...

In conclusion the author says that ...

The article (text) embodies good drawings, photographic illustrations, diagrams, schemes.

The article (text) is (well, poorly, not profusely) illustrated with ...

The information of the article (the text) is addressed to students (engineers, specialists, all those who are interested in) ...

The article (text) may be recommended to ...

The information of the article (text) is interesting (important, useful, hard to understand, rich in contents).

**Ex. 3. Memorize the following words:**

- |                      |                     |
|----------------------|---------------------|
| 1. value             | величина            |
| 2. logical operation | логическая операция |
| 3. comparison        | сравнение           |
| 4. addition          | сложение            |
| 5. subtraction       | вычитание           |
| 6. false             | ложный              |
| 7. to benefit        | получать пользу     |

8. equal	равный
9. to determine	определять
10. to compare	сравнивать
11. tool	инструмент
12. microwave oven	микроволновая печь
13. embedded	встроенный
14. to accept	принимать
15. flexible	гибкий, изменчивый
16. advent	приход
17. to expand	расширять
18. sequence	последовательность
19. to increase	увеличивать
20. decimal point	десятичная точка
21. to save	спасать, зд. экономить

**Ex. 3: Read the Text «Computer operations. Types of data» and then follow instructions of Algorithm from Exercise 1 and Exercise 2 to write a review.**

Computer operations. Types of data

Much of the processing computers can be divided into two general types of operation. Arithmetic operations are computations with numbers such as addition, subtraction, and other mathematical procedures. Early computers performed mostly arithmetic operations, which gave the false impression that only engineers and scientists could benefit from computers. Of equal importance is the computers ability to compare two values to determine if one is larger than, smaller than, or equal to the other. This is called a logical operation. The comparison may take place between numbers, letters, sounds, or even drawings. The processing of the computer is based on the computer's ability to perform logical and arithmetic operations.

Instructions must be given to the computer to tell it how to process the data it receives and the format needed for output and storage. The ability to follow the program sets computers apart from most tools. However, new tools ranging from typewriters to microwave ovens have embedded computers, or built-in computers. An embedded computer can accept data to use several options in it's



program, but the program itself cannot be changed. This makes these devices flexible and convenient but not the embedded computers itself.

**Types of data:** With the advent of new computer applications and hardware, the definition of data has expanded to include many types.

Numeric data consists of numbers and decimal points, as well as the plus (+) and minus (–) signs. Both arithmetic operations and logical operations are performed on numeric data. This means that numbers can be used for calculations as well as sorted and compared to each other.

Text, or textual data, can contain any combination of letters, numbers and special characters. Sometimes textual data is known as alphanumeric data. Various forms of data that we can hear and see make up audio-visual data. The computer can produce sounds, music and even human voice. It can also accept audioinformation as an input. Data can also take form of drawings and video sequences.

Physical data is captured from the environment. For example, light, temperature and pressure are all types of physical data. In many large «buildings», computer systems process several kinds of physical data to regulate operations. Computers can set off security alarms, control temperature and humidity, or turn lights on and off, all in response to physical data. These applications increase people's safety and save the time and money.

**Ex. 4: Answer the following questions.**

1) In what two major parts could be computer operations divided? 2) What are arithmetic operations? 3) What are logical operations? 4) Can computer compare two graphical objects? 5) What makes computer so different from other tools? 6) What is an embedded computer? 7) What modern devices have embedded computers? 7) How many are types of data? 8) What is physical data?

**Ex. 5: Which of the given below statements are true / false according to the text? Argue your answers.**

1) Arithmetic operations are operations with numbers – subtraction and division.

2) Early computers gave false impression about their capabilities.

3) Logical operations are computer's ability to compare two values.

4) The major difference between the computer and tools lies in the flexibility of the program.

5) Embedded computers are found only in typewriters and ovens.

6) Microwave oven's program is flexible and could be changed because of the embedded computer.

7) Numeric data consist of numbers, decimal points and the (+) and (−) signs.

8) Computer can accept human speech as an audiovisual input data.

**Ex. 6: Give definitions using a dictionary.**

1) software

5) textual data

2) arithmetic operation

6) physical data

3) logical operation

7) audio-visual data

4) numeric data

**Ex. 7: Fill in the gaps.**

1) ... are computations with numbers such as addition, subtraction, and other mathematical procedures.

2) The computers ability to compare two values to determine if one is larger than, smaller than, or equal to the other is called a ...

1) New tools ranging from typewriters to microwave ovens have embedded computers, or ... computers.

2) An ... can accept data to use several options in its program, but the program itself cannot be changed.

3) ... can be used for calculations as well as sorted and compared to each other.

4) ... can contain any combination of letters, numbers and special characters.

5) Various forms of data that we can hear and see make up... which is captured from the environment.

**Ex. 8: Write an essay on the theme «What operations can computer perform? »**

## **Практическое занятие 32. Виды программного обеспечения**

**Цель:** Составить реферат по теме: «Виды программного обеспечения». Активизировать использование в речи лексики по теме: «Виды программного обеспечения».

**Продолжительность работы:** 90 минут.

**Литература:** [6, с. 170-174].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex. 1: Memorize the following words:**

1. to complete	завершать
2. to require	требовать
3. equipment	оборудование
4. to direct	управлять
5. to conduct	проводить
6. internal	внутренний
7. control	управление
8. specific	конкретный, определенный
9. general-purpose	многоцелевой
10. aid	помощь
11. regard	отношение
12. regardless	безотносительно, несмотря на
13. memory capacity	вместимость памяти
14. to install	устанавливать, встраивать
15. to transfer	переводить, переносить
16. to provide with	обеспечивать чем-либо
17. to secure	обеспечивать безопасность
18. security	безопасность
19. to develop	развивать, проявлять
20. developer	разработчик
21. to check	проверять
22. to attach	присоединять
23. Web-browser	браузер (программа, позволяющая пользователю искать и считывать информацию с глобальной электронной сети Internet)
24. peripheral	периферийный

25. to boot	запускать
26. to handle	управлять
27. gimmick	зд. приманка

## **Ex. 2: Read the text «Types of Software».**

### **Types of Software**

A computer to complete a job requires more than just the actual equipment or hardware we see and touch. It requires Software – programs for directing the operation of a computer or electronic data.

Software is the final computer system component. These computer programs instruct the hardware how to conduct processing. The computer is merely a generalpurpose machine which requires specific software to perform a given task. Computers can input, calculate, compare, and output data, as information. Software determines the order in which these operations are performed.

Programs usually fall in one of two categories: system software and applications software. System software controls standard internal computer activities. An operating system, for example, is a collection of system programs that aid in the operation of a computer regardless of the application software being used. When a computer is first turned on, one of the systems programs is booted or loaded into the computers memory. This software contains information about memory capacity, the model of the processor, the disk drives to be used, and more. Once the system software is loaded, the applications software can start to work.

System programs are designed for the specific pieces of hardware. These programs are called drivers and coordinate peripheral hardware and computer activities. User needs to install a specific driver in order to activate his or her peripheral device. For example, if you intend to buy a printer or a scanner you need to worry in advance about the driver program which, though, commonly goes along with your device. By installing the driver you teach your mainboard to understand the newly attached part.

Applications software satisfies your specific need. The developers of application software rely mostly on marketing research strategies trying to do their best to attract more users (buyers) to their software.

As the productivity of the hardware has increased greatly in recent years, the programmers nowadays tend to include all kinds of gimmicks in one program to make software interface look more attractive to the user. These class of programs is the most numerous and perspective from the marketing point of view.

Data communication within and between computers systems is handled by system software. Communications software transfers data from one computer system to another.

These programs usually provide users with data security and error checking along with physically transferring data between the two computer's memories. During the past five years the developing electronic network communication has stimulated more and more companies to produce various communication software, such as Web-Browsers for Internet.

**Ex. 3: Answer the following questions.**

1) What is software? 2) In what two basic groups software (programs) could be divided? 3) What is system software for? 4) What is an operating system – system or application software? 5) What is a driver? 6) What is application software? 7) What are application software for? 8) What is the tendency in application software market in recent years? 9) What is the application of the communication software?

**Ex. 4: What is Software?**

- |            |                     |
|------------|---------------------|
| 1) Program | 6) Developer        |
| 2) Mouse   | 7) Operating system |
| 3) CPU     | 8) Word processor   |
| 4) Scanner | 9) Web-browser      |
| 5) Modem   | 10) Equipment       |

**Ex. 5: Which of the given below statements are true / false according to the text? Argue your answers.**

1) Computer programs only instruct the hardware how to handle data storage.

2) System software controls internal computer activities.

3) System software is very dependable on the type of application software being used.

4) The information about memory capacity, the model of the processor and disk drives is unavailable for system software.

5) The driver is a special device usually used by car drivers for floppy-disk driving.

6) It is very reasonable to ask for a driver when you buy a new piece of hardware.

7) Software developers tend to make their products very small and with poor interface to save computer resources.

8) Communication software is of great need now because of the new advances in communication technologies.

9) Application software is merely a general-purpose instrument.

10) Web-browsers are the class of software for electronic communication through the network.

**Ex. 6: Find equivalents in the text.**

1) Программное обеспечение определяет порядок выполнения операций.

2) Прикладные программы выполняют поставленную вами конкретную задачу (удовлетворяют вашу потребность).

3) Этот класс программ самый многочисленный и перспективный с точки зрения маркетинга.

4) Системные программы предназначены для конкретных устройств компьютерной системы.

5) Устанавливая драйвер, вы учите систему понимать вновь присоединенное устройство.

6) Когда компьютер впервые включается, одна из системных программ должна быть загружена в его память.

7) Развитие систем электронной коммуникации за последние пять лет стимулировало много к производству соответствующих программных продуктов возрастающим числом компаний-разработчиков.

**Ex. 7: Give definitions to some words given below. Consult your dictionary.**

1) Software

2) Driver

3) Application software

4) Operating system

5) Communication software

6) Computer

7) Peripheral device

8) Operating system

**Ex.8: Read the Text «Types of Software» and then write a review.**

### **Практическое занятие 33. Оперативные системы**

**Цель:** Составить реферат по теме: «Оперативные системы». Активизировать употребление лексики в речи по теме: «Оперативные системы».

**Продолжительность работы:** 90 минут.

**Литература:** [6, с. 182-185]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к самостоятельной работе:**

Выполните упр. 3, 4, 6, стр. 140 [1]

**Задания к практической работе:**

**Ex. 1. Memorize the following words and words combinations:**

1. complex	сложный
2. to consume	потреблять
3. consumer	потребитель
4. to realize	осознать
5. smart	умный, умно
6. version	версия
7. decade	декада, десять
8. to enhance	расширять, увеличивать
9. top	верх, вершина
10. on top of DOS	сверху, на основе ДОС
11. compatible	совместимый
12. with a click of a mouse	одним нажатием кнопки мыши
13. access	доступ
14. to allow	позволять
15. simultaneously	одновременно
16. to desire	желать

**Ex. 2: Read the text «Operating systems» to answer the following questions.**

- 1) What problems faced programmers in the 1940's and 1950's?
- 2) Why first programs were complex and time-consuming?
- 3) What are the basic functions of operating system?

- 4) What does DOS abbreviation means?
- 5) What company developed the first version of DOS operating system? For what purpose? Was the new operational system successful?
- 6) What is the difference between the PC-DOS and MS-DOS?
- 7) What does the abbreviation NT stand for? Is it DOS-compatible? What are the basic requirements for NT?
- 8) Who is the developer of OS / 2?
- 9) What makes UNIX so different from the other operational systems?
- 10) What are the remarkable features of Windows 95?

#### Operating systems

When computers were first introduced in the 1940's and 50's, every program written had to provide instructions that told the computer how to use devices such as the printer, how to store information on a disk, as well as how to perform several other tasks not necessarily related to the program. The additional program instructions for working with hardware devices were very complex, and time-consuming. Programmers soon realized it would be smarter to develop one program that could control the computer's hardware, which others programs could have used when they needed it. With that, the first operating system was born.

Today, operating systems control and manage the use of hardware devices such as the printer or mouse. They also provide disk management by letting you store information in files. The operating system also lets you run programs such as the basic word processor. Lastly, the operating system provides several of its own commands that help you to use the computer.

DOS is the most commonly used PC operating system. DOS is an abbreviation for disk operating system. DOS was developed by, a company named Microsoft. MS-DOS is an abbreviation for Microsoft DOS. When IBM first released the IBM PC in 1981, IBM licensed DOS from Microsoft for use on the PC and called it PC-DOS. From the users perspective, PC-DOS and MS-DOS are the same, each providing the same capabilities and commands.

The version of DOS release in 1981 was 1.0. Over the past decade, DOS has undergone several changes. Each time the DOS developers release a new version, they increase the version number.



Windows NT (new technology) is an operating system developed by Microsoft. NT is an enhanced version of the popular Microsoft Windows 3.0, 3.1 programs. NT requires a 386 or greater and 8 Mb of RAM. For the best NT performance, you have to use a 486 with about 16 Mb or higher. Unlike the Windows, which runs on top of DOS, Windows NT is an operating system itself. However, NT is DOS compatible. The advantage of using NT over Windows is that NT makes better use of the PC's memory management capabilities.

OS / 2 is a PC operating system created by IBM. Like NT, OS / 2 is DOS compatible and provides a graphical user interface that lets you run programs with a click of a mouse. Also like NT, OS/2 performs best when you are using a powerful system. Many IBM-based PCs are shipped with OS / 2 preinstalled.

UNIX is a multi-user operating system that allows multiple users to access the system. Traditionally, UNIX was run on a larger mini computers to which users accessed the systems using terminals and not PC's. UNIX allowed each user to simultaneously run the programs they desired. Unlike NT and OS / 2, UNIX is not DOS compatible. Most users would not purchase UNIX for their own use.

Windows 95 & 98 are the most popular user-oriented operating systems with a friendly interface and multitasking capabilities. The usage of Windows 95 and its enhanced version Windows 98 is so simple that even little kids learn how to use it very quickly. Windows 95 and 98 are DOS compatible, so all programs written for DOS may work under the new operating system. Windows 95 requires 486 with 16 megabytes of RAM or Pentium 75-90 with 40 megabytes of free hard disk space.

**Ex. 3: Fill in the gaps.**

1) Like NT, ... is DOS compatible and provides a graphical user interface that lets you run programs with a click of a mouse.

2) ... is the most commonly used PC operating system.

3) ... is a multi-user operating system that allows multiple users to access the system.

4) ... is an operating system developed by Microsoft, an enhanced version of the popular Microsoft Windows programs.

5) The usage of... is so simple that even little kids learn how to use it very quickly.

a) UNIX   b) DOS   c) NT   d) OS / 2   e) Windows 95

**Ex. 4: Which of the given below statements are true / false according to the text? Argue your answers.**

1) When computers were first introduced in 40's and 50's programmers had to write programs to instruct CD-ROMs, laser printers and scanners.

2) The operational system controls and manages the use of the hardware and the memory usage.

3) There are no commands available in operating systems, only word processors.

4) Microsoft developed MS-DOS to compete with IBM's PC-DOS.

5) NT requires computers with 486 CPU and 16 M random access memory.

6) OS / 2 is DOS compatible because it was developed by Microsoft.

7) Traditionally, UNIX was run by many users simultaneously.

8) Windows 95 and Windows 98 are DOS compatible and have very friendly and convenient interface.

**Ex. 5: Find equivalents in the text.**

1) Современные операционные системы контролируют использование системного оборудования, например, принтера и мыши. 2) С точки зрения пользователя, операционные системы PC-DOS и MS-DOS идентичны, с равными возможностями и набором системных команд. 3) OS / 2 — DOS совместимая операционная система, позволяющая запускать программы при помощи графического интерфейса пользователя. 4) Операционная система также позволяет запускать программы, такие как простейший текстовый редактор.

**Ex. 6: Read the Text «Operating systems» and then write a review.**

### **Практическое занятие 34. Всемирная паутина и Интернет**

**Цель:** Составить реферат по теме: «Всемирная паутина и Интернет». Активизировать употребление в речи лексики по теме: «Всемирная паутина и Интернет».

**Продолжительность работы:** 90 минут.

**Литература:** [6, с. 186-190]

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex. 1: Memorize the following words and words combinations:**

1. retrieve	извлекать
2. variety	спектр
3. humanities	гуманитарные науки
4. recreation	развлечение
5. share	делить
6. network	сеть
7. business transaction	коммерческие операции
8. web	паутина
9. browser	браузер (программа поиска информации)
10. access	доступ
11. to provide	обеспечивать чем-либо
12. provider	провайдер (компания, предоставляющая доступ к WWW через местные телефонные сети)
13. broadcast live	передавать в прямом эфире
14. to link	соединять
15. hyperlink	гиперссылка
16. to compete	соревноваться

**Ex. 2: Read the text «WWW and the Internet» to answer the following questions.**

1) What is Internet used for? 2) Why so many activities such as e-mail and business transactions are possible through the Internet? 3) What is World Wide Web? 4) What is a Web browser? 5) What does user need to have an access to the WWW? 6) What are hyperlinks? 7) What resources are available on the WWW? 8) What are the basic recreational applications of WWW?

**WWW and the Internet**

Millions of people around the world use the Internet to search for and retrieve information on all sorts of topics in a wide variety of areas including the arts, business, government, humanities, news, politics and recreation. People communicate through electronic mail (e-

mail), discussion groups, chat channels and other means of informational exchange. They share information and make commercial and business transactions. All this activity is possible because tens of thousands of networks are connected to the Internet and exchange information in the same basic ways.

The World Wide Web (WWW) is a part of the Internet. But it's not a collection of networks. Rather, it is information that is connected or linked together like a web. You access this information through one interface or tool called a Web browser. The number of resources and services that are part of the World Wide Web is growing extremely fast. In 2000 there were more than 40 million users of the WWW, and more than half the information that is transferred across the Internet is accessed through the WWW. By using a computer terminal (hardware) connected to a network that is a part of the Internet, and by using a program (software) to browse or retrieve information that is a part of the World Wide Web, the people connected to the Internet and World Wide Web through the local providers have access to a variety of information. Each browser provides a graphical interface. You move from place to place, from site to site on the Web by using a mouse to click on a portion of text, icon or region of a map. These items are called hyperlinks or links. Each link you select represents a document, an image, a video clip or an audio file somewhere on the Internet. The user doesn't need to know where it is, the browser follows the link.

All sorts of things are available on the WWW. One can use Internet for recreational purposes. Many TV and radio stations broadcast live on the WWW. Essentially, if something can be put into digital format and stored in a computer, then it's available on the WWW. You can even visit museums, gardens, cities throughout the world, learn foreign languages and meet new friends. And of course you can play computer games through WWW, competing with partners from other countries and continents.

**Ex. 3: Which of the given below statements are true / false according to the text? Argue your answers.**

- 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 tens of thousands 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 (hardware) and a special program (software) to be a WWW user.

7) You move from site to site by clicking on a portion of text only.

8) Every time the user wants to move somewhere on the web he/she needs to step by step enter links and addresses.

9) Films and pictures are not available on the Internet.

10) Radio and TV-broadcasting is a future of Internet. It's not available yet.

**Ex. 4: Give definitions to some words given below. Consult your dictionary.**

1) Internet

2) World Wide Web

3) Web browser

4) Internet provider

5) Hyperlinks

**Ex. 5: Find equivalents in the text.**

1) Объем ресурсов и услуг, которые являются частью WWW, растет чрезвычайно быстро. 2) Каждая ссылка, выбранная вами, представляет документ, графическое изображение, видеоклип или аудио-файл где-то в Интернет. 3) Интернет может быть также использован для целей развлечения. 4) 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 обменивающимся информацией в одном режиме.

6). Пользователи общаются через электронную почту, дискуссионные группы, чат-каналы (многоканальный разговор в реальном времени) и другие средства информационного обмена.

**Ex. 6: Read the Text «WWW and the Internet» and then write a review.**

### **Практическое занятие 35. Промышленная электроника**

**Цель:** Составить сообщение по теме: «Промышленная электроника». Активизировать использование в речи лексики по теме: «Промышленная электроника».

**Продолжительность работы:** 180 минут.

**Литература:** [9, с. 169-172].

**Материально-техническое обеспечение:** учебное пособие, раздаточный материал, словари, аудио-визуальные средства.

**Задания к практической работе:**

**Ex. 1: Memorize the following words:**

1. application	применение, приложение
2. calculator	калькулятор
3. computing	вычислительный
4. current	ток
5. digitization	переход на цифровой формат
6. electricity	электричество
7. film	1. пленка 2. фильм
8. imagine	представить
9. increase	увеличиваться
10. lightning	молния
11. otherwise	иначе
12. pass	проходить
13. predecessor	предшественник
14. previously	прежде
15. purpose	цель
16. semiconductor	полупроводник
17. space	пространство
18. tape	лента

19. tape recorder	магнитофон
20. transistor	транзистор
21. tube	трубка
22. undoubtedly	несомненно
23. video-cassette recorder	видеомагнитофон

**Ex. 2: Read the text «Industrial electronics» to answer the following questions.**

- 1) For what purposes are electronic equipments used now? What do they help us to do?
- 2) Industrial electronics plays an important role today, doesn't it?
- 3) What electronic equipments are usually found at home? What can you find at home?
- 4) What is the difference between electric and electronic devices?
- 5) Where do you actually see how electricity jumps through space?
- 6) What were the first electronic equipments based on?
- 7) Did the first computers look like modem ones?
- 8) Did the next stage come when transistors or cassettes were invented?
- 9) Why did computers become smaller when microchips were introduced?
- 10) How is the latest period of industrial electronics development called?
- 11) What devices became compatible with computer?
- 12) What does electronics mean in our life?
- 13) Do you think that electronics does only good to people?
- 14) What will be the next period of industrial electronics development, in your opinion?

Industrial electronics

Hundreds of electronic equipments are now used for scientific industrial and everyday purposes. They help to do jobs better or more

rationally than before and take over jobs that couldn't be done otherwise. So, industrial electronics undoubtedly plays a very important role today. You can easily find many electronic types of equipment at home: a tape recorder, a TV set, a MP3 player, a computer and many others.

The application and use of electronic equipments demands a good knowledge of their fundamentals.

In meters and lamps electricity flows in the wire. But inside any transistor or microchip (and previously, in radio tubes) electric current passes through the space (or semiconductor) separating certain parts in this detail. Such action is called electronic. It's not difficult to imagine it because the same happens in lightning. There you actually see how electricity jumps through space.

The first electronic equipments used radio lamps. They were: a radio set, a TV set, computing machines (predecessors of modem calculators), computers (which occupied big rooms), tape recorders.

The next stage came when transistors were invented. The devices became more powerful and much smaller. The number of devices increased greatly, some multifunctional devices appeared (radio + tape recorder).

Computers and calculators became smaller: cassette recorders and videocassette recorders appeared.

The next period was the period of microchips. They helped to reduce big parts of devices, computers and other devices.

The latest period of industrial electronics development is the period of total digitization of all electronic devices, making them compatible with the computer. Photos are no longer made on film but on memory cards, cassettes and video cassettes are out of use. Television is also becoming digital.

**Ex. 3: Insert the missing words.**

1) In lighting electricity \_\_\_\_ through \_\_\_\_\_. 2) What do you like more: watching \_\_\_\_ or listening to the \_\_\_\_? 3) I can't \_\_\_\_ how people lived without \_\_\_\_ devices. 4) Do you have any \_\_\_\_ at home? No, I have only disks. I'm for \_\_\_\_\_. 5) Does this camera have much \_\_\_\_? No, this camera is not digital. It has a 5-millimetre \_\_\_\_\_. 6) Devices which have \_\_\_\_, and not tubes are much smaller and much more powerful. 7) The number of digital devices \_\_\_\_ every year. We depend on \_\_\_\_ more and more. 8) Many electronic devices are used for \_\_\_\_, not for



work. 9) Computers and digital cameras are \_\_\_\_ devices. It means that they can exchange information.

**Ex. 4: Complete the following statements.**

1) Electronic equipments are used for ... 2) You can find many electronic equipments at home: a TV set ... 3) Inside any transistor electric current passes ... 4) In lightning you actually see ... 5) The devices with transistors become ... 6) Microchips helped to reduce ...

7) Industrial electronics makes people's life ...

**Ex. 5: Make a plan of the text and retell it.**

**Ex. 6: Discuss the following topics.**

1) The fundamentals of electronics.  
2) The first electronic equipments.  
3) Transistors and microchips and their influence on the size and productivity of the electronic equipments.

**Ex. 7: Find a short article in English on the topic of the lesson in one of the scientific magazines or on the Internet. Study and discuss the article in class.**

**Ex. 8: Write an essay on one of the following topics.**

1) The role of industrial electronics in modern society.  
2) Digitization and its influence on people's leisure time.

### **Практическое занятие 36. Моя будущая профессия – технолог**

**Цель:** Составить сообщение по теме: «Моя будущая профессия – технолог». Составить письменное сообщение по тексту. Активизировать использование в речи лексики по теме: «Моя будущая профессия – технолог».

**Продолжительность работы:** 180 минут.

**Литература:** [3, с. 240-245; 6, с. 141].

**Материально-техническое обеспечение:** компьютер, доска.

**Задания к самостоятельной работе:**

Выполните упр. 8 а, b , с. 56 [1]

**Задания к практической работе:**

**Ex. 1: Memorize the following words and words combinations:**

1. achieve success (in)	достигать успеха (в)
2. backend of the process	конечная стадия процесса

3. discretion	проницательность
4. effort	усилие
5. eventually	постепенно
6. front-end of the process	начальная стадия процесса
7. function	должностные обязанности
8. highly qualified	высококвалифицированный
9. industrial safety	техника безопасности на производстве
10. lifetime	жизнь, время жизни
11. mind	ум
12. miserable	убогий, жалкий, плохой
13. organizational abilities	организаторские способности
14. plat	вести расчёты
15. to possess	обладать способностями
16. production process	производственный процесс
17. safe handling	соблюдение правил техники безопасности
18. salary	зарплата
19. spoilage in production	производственный брак
20. step-by-step	поэтапный
21. technologist	технолог
22. I think I will succeed.	Я думаю, у меня все получится.

**Ex. 2. Read the text:**

My future profession is a technologist

I am a first-year college student of the Kuzbass State Technical University named after T. F. Gorbachev and study at the Institute of Professional Education. My speciality is ... and I am specializing in ... . My study will last for 3 years and 10 months.

I am going to be a technologist. I know there are many interesting professions in the world, including banker, teacher, architect but I want to be a technologist.

I think to be a technologist is a very interesting job. Technologist is a profession needed in all production processes. Wherever there is any equipment, good technologists who are able to maintain it at a high level are needed.

This specialist deals with a step-by-step technology of manufacturing. His function is to monitor and to control the quality of raw ma-

materials and manufactured products from the front-end of the production process to its backend, to plan and to prepare the necessary documentation. If there is spoilage in production, he should find its causes. Also he should monitor safe handling and safety engineering.

In order to achieve that I should do well at my study. The subjects studied at school and ones being studied at the university that I'm good at are algebra, geometry, physics, English, chemistry. My parents say that technologist needs excellent technical knowledge, so they help me with that. Moreover, strong computer skills are required, as most of the equipment is computerized today. If I become a highly qualified specialist in the field of ..., I will definitely have to deal with machinery and software programs for problem solving.

Besides this specialist must possess organizational abilities, discretion, mathematical mind and be able to analyze. He talks with new people every day. A skilled technologist should be accurate, careful, concentrated and serious. He should work with computers, have creative idea. A technologist should speak one of the foreign languages I think.

A qualified specialist must constantly improve his skills not only through education but also by attending various events, foreign exhibitions, which improve the quality of knowledge.

Our country has huge potential; we can become first in all production sectors, so that in the future I want to work as a technologist to maintain manufacturing equipment and to invent new machines and devices, thereby contributing to the development of our state.

I don't worry about finding a job. The most important thing for me now is to study well and to graduate from the Institute.

I think this future profession is for me and I will succeed.

**Ex. 3: Answer the following questions to the text «My future profession is a technologist».**

1) Where do you study? 2) What are you specializing in? 3) What kind of skills should a technologist possess in his field? 4) What does this specialist deal with? 5) Where are technologists needed? 6) What should you do to be a good specialist?

**Ex. 4: Read the following text to title it.**

When a person finishes school or university, they start their career. It's not easy to choose the right profession. It might also be hard to find a good job with a high salary. I always believed that you

should choose the profession which is interesting to you. It is impossible to achieve success in something that you don't like. If you have to do something that is boring or makes you unhappy day after day, your life becomes miserable. I think that one of the reasons why a lot of people are poor and depressed is because they work only for money. Even if it is good money, but the job is very hard, eventually you would start to hate your job. It's not important what you do, but it's a lot more important if you get joy and energy from what you do. You might be a businessman, a builder, a carpenter, an artist, a sales person. If you like it, then you have a chance to be successful. So ask yourself some questions: *What do I like to do? What can I do day after day? Will my skills be useful to others? What profession can give me money with minimum efforts?* Be honest with yourself. Don't do something because it's prestigious or popular. Remember, that it's your lifetime that you're going to spend.

**Ex. 5: Answer some questions to the text.**

- 1) What is this text about?
- 2) What is the main idea of this text?
- 3) What has the author succeeded in showing?
- 4) Do you agree with the point of this author?
- 5) What don't you agree with the author?
- 6) How would you characterized this information?

**Ex. 6: Answer some questions printed in italics in the text in written form.**

**Ex. 7: How do you see your future profession? Please answer the following questions.**

- 1) What kind of work are you interested in?
  - a) well paid
  - b) interesting
  - c) in a large and famous company
  - d) quiet
  - e) in an industry which has a future
  - f) prestigious
  - g) not to sit the whole day in the office
  - h) to travel a lot
- 2) What position would you like to have?
  - a) to manage people – manager
  - b) to work for someone else – employee

- c) to be your own boss – self-employed, businessman
- d) be responsible for everything – top manager, director
- e) to work for the state – state employee

**Ex. 8: Please discuss with your group advantages and disadvantages of your future profession. Do you think that technician's profession is prestigious? Is it well paid? How difficult is it to find a good work in this field?**

**Ex. 9: Make a presentation on your future profession.**

### **Практическое занятие 37. Выполнение лексико-грамматического теста. Беседа по пройденным темам курса**

**Цель:** Выполнить лексико-грамматический тест. Составить устное сообщение по одной из пройденных тем курса.

**Продолжительность работы:** 90 минут.

**Литература:** Учебный материал всех пройденных источников литературы во время курса обучения по дисциплине «Иностранный язык».

**Материально-техническое обеспечение:** компьютер, доска, тестовый раздаточный материал.

**Задания к практической работе:**

**1. Инструкция по выполнению тестовых заданий лексико-грамматического теста:**

1) Оценивание тестовых заданий (ТЗ) осуществляется в баллах: всего 60 ТЗ = 100 баллов.

30 ТЗ закрытой формы	1 ТЗ закрытой формы – 1 балл = 30 баллов
10 ТЗ открытой формы	1 ТЗ открытой формы – 2 балла = 20 баллов
10 ТЗ на соответствие	1 ТЗ на соответствие – 2 балла = 20 баллов
10 ТЗ на упорядочение	1 ТЗ на упорядочение – 3 балла = 30 баллов

Тест выдается студентам или в печатном варианте или в системе электронного обучения и тестирования Moodle.

2) Время выполнения теста = 1 час 30 минут.

3) Результат оценивания общего количества баллов правильных ответов за ТЗ:

Оценка «отлично» (5): за 100-85 баллов правильных ответов

Оценка «хорошо» (4): за 84-75 баллов правильных ответов

Оценка «удовлетворительно» (3): за 74-60 баллов правильных ответов

Оценка «неудовлетворительно» (2): за 59-0 баллов правильных ответов

## **2. Примеры выполнения тестовых заданий**

Пример 1: Отметить правильный ответ:

1: He ... his work now.

A. does

**B. is doing**

C. has done

D. will do

Пример 2: Упорядочить слова в предложении:

31: Порядок слов в предложении: 4 2 5 3 5

1. library

2. go

3. the

4. I

5. to

Пример 3: Найти соответствие в левой и правой колонках:

43: 1-E / 2-D / 3-A / 4-B

1. high

A. late

2. big

B. difficult

3. early

C. dark

4. easy

D. little

E. low

Пример 4: Дополнить предложение:

55: We .... reading book now.

We **are** reading book now.

## **3. Лексико-грамматический тест**

**I. Отметить правильный ответ**

1: I \_\_\_\_ the report tomorrow.

A. write

B. am writing

C. will write

D. have written

**2:** Водить машину на высокой скорости опасно.

A. To drive a car you should know how to do it.

B. I need a car to drive on.

C. To drive a car at a high speed is dangerous.

D. It is dangerous to drive a car at a high speed.

**3:** You \_\_\_\_ work hard if you want to be a good specialist.

A. must

B. can

C. are able to

D. may

**4:** \_\_\_\_ the text, please!

A. Reading

B. Will read

C. Are reading

D. Read

**5:** I promised I \_\_\_\_ do the work myself.

A. have

B. will

C. shall

D. would

**6:** My brother is fixing \_\_\_\_ car.

A. hers

B. his

C. its

D. ours

**7:** The problem \_\_\_\_ now is very important.

A. being discussed

B. discussing

C. having discussed

D. having been discussed

**8:** I \_\_\_\_ a very interesting story yesterday.

A. am told

B. is told

C. will be telling

D. was told

**9:** He is thinking of leaving his job and going to Moscow.

A. Он думает о том, чтобы уйти с работы и уехать в Москву.

- B. Он думал бросить работу и уехать в Москву.  
C. Он думает о том, чтобы жить и работать в Москве.  
D. Он думает получить работу и жить в Москве.

**10:** There \_\_\_\_ fifteen flats in the building.

- A. is  
B. are  
C. was  
D. be

**11:** She must make this decision \_\_\_\_ .

- A. yourselves  
B. herself  
C. itself  
D. himself

**12:** \_\_\_\_ can answer this question?

- A. Whom  
B. Who  
C. Whose  
D. What

**13:** There is \_\_\_\_ in the room.

- A. somebody  
B. some  
C. any  
D. no

**14:** It is believed that this story is true.

- A. Мы полагаем, что эта история правдива.  
B. Он полагает, что эта история правдива.  
C. Полагают, что эта история правдива.  
D. Она полагает, что эта история правдива.

**15:** Эти упражнения труднее, чем те.

- A. Those exercises are more difficult than that one.  
B. These exercises are more difficult than those ones.  
C. This exercise is more difficult than those ones.  
D. That exercise is more difficult than those ones.

**16:** Он говорит по-немецки лучше, чем ты.

- A. He speaks German well.  
B. He speaks German worse than you.  
C. He speaks German better than you.  
D. He speaks German best of all.



**17:** I have \_\_\_\_ been to London.

- A. now
- B. soon
- C. yet
- D. never

**18:** We have classes \_\_\_\_ the schedule.

- A. in order to
- B. according to
- C. instead of
- D. in front of

**19:** I have a friend \_\_\_\_ is very good at Maths.

- A. which
- B. whom
- C. who
- D. when

**20:** If I \_\_\_\_ free, I would come to see you.

- A. am
- B. will be
- C. have been
- D. were

**21:** The train is \_\_\_\_ than the bus.

- A. comfortable
- B. much comfortable
- C. the more comfortable
- D. more comfortable

**22:** \_\_\_\_ they graduate from the Institute next year?

- A. Is
- B. Will
- C. Have
- D. Had

**23:** Студенты сдают экзамены 2 раза в год, не правда ли?

- A. Students are taking exams now, aren't they?
- B. A student takes exams 2 times a year, doesn't he?
- C. Students take exams 2 times a year, don't they?
- D. Students passed exams 2 years ago, didn't they?

**24:** \_\_\_\_ invented a radio?

- A. When
- B. Where

C. Who

D. Why

**25:** Our region is rich \_\_\_\_ coal.

A. in

B. with

C. at

D. of

**26:** We organize \_\_\_\_ activities for students after lessons.

A. additional

B. supplementary

C. super

D. extra

**27:** I will stay here \_\_\_\_ I finish my work.

A. as

B. until

C. than

D. which

**28:** It was English scientist D. Maxwell who \_\_\_\_-covered that light is a form of energy.

A. dis-

B. re-

C. in-

D. de-

**29:** Aluminum is wide-\_\_\_\_ used in aircraft construction because it is light.

A. -wise

B. -ward

C. -wards

D. -ly

**30:** John studies at our university.

A. Who studies at our university?

B. Who will study at our university?

C. Who studied at our university?

D. Who is studying at our university?

## **II. Упорядочить слова в предложении**

**31:** Порядок слов в предложении: \_\_\_\_\_

1: engineer

2: see

3: had

4: she

5: to

6: a

7: chief

**32:** Порядок слов в предложении: \_\_\_\_\_

1: just

2: passed

3: exams

4: have

5: I

**33:** Порядок слов в предложении: \_\_\_\_\_

1: a teacher

2: explained

3: the rule

4: been

5: just

6: by

7: has

**34:** Порядок слов в предложении: \_\_\_\_\_

1: of

2: difficulties

3: spite

4: succeeded

5: in

6: they

**35:** Порядок слов в предложении (альтернативный вопрос): \_\_\_\_\_

1: do

2: like

3: or tea

4: you

5: coffee

**36:** Порядок слов в предложении (вопрос-подлежащее): \_\_\_\_\_

1: day

2: homework

3: who

4: his

5: does

6: every

**37:** Порядок слов в предложении (специальный вопрос): \_\_\_\_\_

1: foreign

2: many

3: learn

- 4 students
- 5 languages
- 6 how
- 7 do

**38:** Порядок слов в предложении: \_\_\_\_\_

- 1: his
- 2: told
- 3: to
- 4: me
- 5: he
- 6: about
- 7: trip
- 8: Moscow

**39:** Порядок слов в предложении: \_\_\_\_\_

- 1 we
- 2 it
- 3 home
- 4 stayed
- 5 raining
- 6 so
- 7 was

**40:** Порядок фраз в диалоге: \_\_\_\_\_

- 1 Very well, thank you.
- 2 How are you, Bill?
- 3 Thank you.
- 4 And how is Ann?
- 5 Is she fine too?
- 6 Yes, she is.
- 7 Best regards to her.

**III. Найти соответствие между правой и левой колонками**

**41:** \_\_\_\_\_

- |                           |                              |
|---------------------------|------------------------------|
| 1. I study every day.     | А. Я только что отзанимался. |
| 2. I am studying now.     | В. Я буду заниматься завтра. |
| 3. I studied yesterday.   | С. Я занимаюсь сейчас.       |
| 4. I have just studied.   | Д. Я занимаюсь каждый день.  |
| 5. I will study tomorrow. | Е. Я занимался вчера.        |

6. I will be studying at 5 o'clock tomorrow. F. Я буду заниматься завтра в 5 часов.

G. Я отзанимаюсь завтра к 5 часам.

**42:** \_\_\_\_\_

1. There are children and women in the room. A. В комнате женщина и ребенок.

2. There are three children and a woman in the room. B. В комнате один ребенок и три женщины.

3. There is a woman and a child in the room. C. В комнате мужчины и женщины.

4. There is a child and three women in the room. D. В комнате трое детей и одна женщина.

E. В комнате дети и женщины.

**43:** \_\_\_\_\_

1. We know him to study this problem. A. Мы знаем, что эту проблему изучат.

2. We know him to have studied this problem. B. Мы знаем, что эту проблему изучают.

3. We know the problem to be studied. C. Мы знаем, что эту проблему изучили.

4. We know the problem to have been studied. D. Мы знаем, что он изучает эту проблему.

E. Мы знаем, что он изучил эту проблему.

**44:** \_\_\_\_\_

1. Where were you yesterday afternoon? A. Igor Ivanov.

2. Who are you? B. I was at the Institute.

3. What is your occupation? C. His name is Oleg Rogov.

4. Where were they two hours ago? D. I'm an economist.

E. They were at the theatre.

**45:** \_\_\_\_\_

1. I had to do this work. A. Мне следует сделать эту работу.

2. I should do this work. B. Я мог сделать эту работу.

3. I may do this work. C. Я смогу сделать эту работу.

4. I might do this work.

D. Я должен был сделать эту работу.

Е. Я могу сделать эту работу.

**46:** \_\_\_\_\_

1. This problem ... usually ... by the students. A. was discussed

2. This problem ... by the students now. B. is being discussed

3. This problem ... just ... by the students. C. is discussed

4. This problem ... by the students yesterday. D. has been discussed

E. was being discussed

**47:** \_\_\_\_\_

1. He was not a programmer. A. Он не был программистом.

2. He will not be a programmer. B. Он не стал программистом.

3. He is not going to be a programmer. C. Он не является программистом.

4. He is not a programmer. D. Он не собирается быть программистом.

Е. Он не будет программистом.

**48:** \_\_\_\_\_

1. We are studying now. A. Мы иногда учимся.

2. We studied yesterday. B. Мы учимся сейчас.

3. We will study tomorrow. C. Мы учились вчера.

4. We always study. D. Мы всегда учимся.

Е. Мы будем учиться завтра.

**49:** \_\_\_\_\_

1. They live ... the North of our country. A. to

2. Take the newspaper ... the table. B. after

3. Come ... the blackboard and write the unknown word. C. in

4. Thousands students study ... our University. D. from

E. at

**50:** \_\_\_\_\_

1. She is a good student and A. the dean insists on your attending

2. They graduated from the Technical University

3. He doesn't feel well and

4. The problem must be discussed but

B. we are sure of her passing the examination well.

C. I don't like the idea of discussing it now.

D. the doctor insists on his taking medicine.

E. and I am proud of their being good specialists.

- 51:** At \_\_\_\_ end of each term students pass examinations.
- 52:** I \_\_\_\_ interested in geology now.
- 53:** Doctors say that little children \_\_\_\_ go to bed early.
- 54:** He came yesterday, \_\_\_\_ he?
- 55:** She \_\_\_\_ got a good map of London.
- 56:** She \_\_\_\_ the examination yesterday.
- 57:** A conference \_\_\_\_ now.
- 58:** \_\_\_\_ the rain they went to the country.
- 59:** \_\_\_\_ was the first cosmonaut?
- 60:** I study \_\_\_\_ the University.

### Критерии оценки практической работы

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
5 (отлично)	- коммуникативная задача решена полностью; задания выполнены в полном объеме, без орфографических и лексико-грамматических ошибок	100 баллов
	- коммуникативная задача решена полностью; работа выполнена в полном объеме; понято основное содержание оригинального текста, даны полные аргументированные ответы на вопросы; решена коммуникативная задача при высказывании; соблюдены основные правила оформления текста в письменной речи; имеется незначительное количество орфографических и лексико-грамматических ошибок	90-100 баллов
4 (хорошо)	- коммуникативная задача решена полностью; задания выполнены в полном объеме; при работе с текстом содержание понято, но недостаточно развита языковая догадка, найдена основная информация при ответах на вопросы; в целом решена коммуникативная задача в устной речи; допустимы отдельные недостатки в оформлении письменных заданий; имеются незначительные лексико-грамматические и орфографические ошибки	85 баллов
	- коммуникативная задача решена полностью, выполнено менее 80 % от объема работы; затруднения при работе с текстом, недостаточность развития языковой догадки, затруднение в понимании слов, найдено примерно 2 / 3 заданной информации при ответах на вопросы; высказывание - связное, но допущены ошибки, нарушающие коммуникацию; неточности в употреблении слов, ошибки не препят-	80-85 баллов



Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
	ствуют пониманию текста; имеются незначительные лексико-грамматические и орфографические ошибки	
3 (удовлетворительно)	коммуникативная задача решена; выполнено 75 % от объема работы; не совсем точное понимание текста, нарушена языковая догадка, найдено примерно 1 / 2 информации при ответах на вопросы; коммуникативная задача выполнена в основном, но диапазон языковых средств ограничен; в письменной речи имеются языковые погрешности, применение языковых средств препятствуют пониманию текста; допущены элементарные лексико-грамматические, орфографические и пунктуационные ошибки	75 баллов
	коммуникативная задача решена; выполнено не менее 60 % от объема работы; неточное понимание текста, языковая догадка совсем не развита, найдено 1 / 3 информации при ответах на вопросы; допущены языковые ошибки в устной речи, ограниченный диапазон языковых средств, минимальный объем высказывания; языковые погрешности в письме, мысли не логично изложены, ошибки в формате письменной работы; допущены элементарные лексико-грамматические, орфографические и пунктуационные ошибки	60-70 баллов
2 (неудовлетворительно)	коммуникативная задача не решена; выполнено менее 50 % от объема работы; неправильное понимание содержания текста, неумение систематизировать незнакомую лексику, практически отсутствует информация к заданиям по тексту; частичное выполнение речевой задачи, небольшой объем высказывания, узо-сть во-	15-55 баллов

Отметка	Критерии оценки	Показатели по шкале от 0 до 100 баллов
	кабуляра; отсутствует логика в построении высказывания в письменной речи, формат письма не соблюдается; не соблюдаются грамматические, орфографические и пунктуационные правила	
	коммуникативная задача не решена; полное непонимание текста, отсутствие информации к заданиям после текста; частичное выполнение речевой задачи, большое количество лексических и фонетических ошибок, затрудняющих понимание устной речи; полное отсутствие логики в построении письменного высказывания; не соблюдаются грамматические, орфо-графические и пунктуационные правила	10 баллов

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