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УЧЕБНО- МЕТОДИЧЕСКОЕ ПОСОБИЕ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ ПО
ДИСЦИПЛИНЕ БД. 03 «ИНОСТРАННЫЙ ЯЗЫК(АНГЛИЙСКИЙ)»

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Учебно-методическое пособие к практическим занятиям по дисциплине БД. 03 «Иностранный язык(английский)» разработаны на основе Федерального государственного образовательного стандарта (далее – ФГОС) среднего профессионального образования по программам подготовки специалистов среднего звена

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Пояснительная записка

Согласно требованиям федерального государственного образовательного стандарта среднего профессионального образования по программам подготовки специалистов среднего звена в результате освоения дисциплины БД.03 «Иностранный язык» к обучающимся предъявляются требования к предметным результатам освоения базового курса иностранного языка.

Данные требования должны отражать:

Умения:

У1 общаться (устно и письменно) на английском языке на профессиональные и повседневные темы; переводить (со словарем) тексты профессиональной направленности; самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас, использовать информационно-коммуникативные технологии в профессиональной деятельности;

У2 заполнить анкету/заявление (например, о приеме на курсы, в отряд волонтеров, в летний/зимний молодежный лагерь) с указанием своих фамилии, имени, отчества, даты рождения, почтового и электронного адреса, телефона, места учебы, данных о родителях, своих умениях, навыках, увлечениях и т.п.;

У3 заполнить анкету/заявление о выдаче документа (например, туристической визы);

У4 написать энциклопедическую или справочную статью о родном городе по предложенному шаблону;

У5 составить резюме.

Знания:

З1 владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить своё речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка;

З2 достижение порогового уровня владения иностранным языком, позволяющего выпускникам общаться в устной и письменной формах как с носителями изучаемого иностранного языка, так и с представителями других стран, использующими данный язык как средство общения;

Методические рекомендации к практическим занятиям по дисциплине БД.03 «Иностранный язык(английский)» составлены в соответствии с рабочей программой.

Курс практических занятий содержит: лекционный материал по грамматике, упражнения, тексты.

Цель учебно- методического пособия – развитие и совершенствование практических навыков иноязычной коммуникативной компетенции в совокупности ее составляющих, а именно:

речевая компетенция - развитие коммуникативных умений в четырех видах речевой деятельности (чтение, аудирование, говорение и письмо);

языковая компетенция - овладение языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с темами и ситуациями общения; освоение знаний о языковых явлениях изучаемого языка, разных способах выражения в родном и иностранном языках;

социокультурная, межкультурная компетенция - приобщение к культуре, традициям, реалиям стран изучаемого языка в рамках тем, сфер и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся на разных этапах обучения; формирование умения представлять свою страну, ее культуру в условиях межкультурного общения;

компенсаторная компетенция - развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче информации;

учебно-познавательная компетенция - развитие общих и специальных учебных умений, универсальных способов деятельности; ознакомление с доступными способами приемами самостоятельного изучения языков культур, в том числе с использованием новых информационных технологий.

Изучение предметной области «Иностранные языки» должно обеспечить:

сформированность представлений о роли языка в жизни человека, общества, государства; приобщение через изучение иностранного языка к ценностям национальной и мировой культуры; способность свободно общаться в различных формах и на разные темы; свободное использование словарного запаса; сформированность умений написания текстов по различным темам по изученной проблематике на иностранном языке, в том числе демонстрирующих творческие способности обучающихся; сформированность устойчивого интереса к чтению как средству познания других культур, уважительного отношения к ним.

Практическое занятие №1

English language

The problem of learning foreign languages is very important today. Students should learn foreign languages. They became important especially at the present time. Foreign languages are needed as the main and most efficient means of information exchange between the people of our planet.

Today English is the language of the world. Over 350 (three hundred and fifty) million people speak it as another tongue. The native speakers of English live in Great Britain, in the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada and South African Republic. As a second language it is used in the former British and US colonies. It is the major international language for communication in such areas as science, technology, business and mass media. English ought to be used as one of the official languages of the United Nations Organization and other political organizations. It is the language of computer software, literature, education, modern music, international tourism. Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But every educated person, every good specialist has to know English, because it is absolutely necessary nowadays. It is well known that reading books in the original, talking with the English speaking people will help a lot. When learning a foreign language you are to learn the culture and history of the native speakers. You may learn any foreign language. They are all important.

Words

a especially — особенно, efficient — эффективный, major — главный, means — средство, exchange — обмен, area — область, native speakers — носители языка (те, для кого язык родной), software — компьютерные программы, patience — терпение, necessary — необходимый

Questions

1. Why do we need to learn foreign languages now? 2. How many people in the world speak English? 3. What are English-speaking countries? 4. In what areas is English mostly used? 5. What are the difficulties in learning foreign languages? 6. Is the knowledge of English necessary nowadays and why?

Практическое занятие №2

Фразы приветствия, прощания, представление себя и других

Формы приветствий (Greetings)	
How do you do?	Здравствуйте. Ответ тот же самый – How d’you do?
How d’you do, Mister Brown?	Здравствуйте, господин Браун!
Hallo! Hello! Hullo!	Привет! Здравствуй! (менее официально). Ответ тот же самый – Hallo!
Hallo, old chap! Glad to meet you.	Привет, старина! Рад тебя видеть.
Good morning! Morning!	Доброе утро!
Morning, sir!	Доброе утро, сэр!
Good morning, my young friends!	Доброе утро, мои юные друзья!
Good afternoon!	Добрый день! Примечание: «Good day!» как правило, не употребляется, так как звучит грубовато.
Good afternoon, Madame!	Добрый день, мадам!
Good evening! Evening!	Добрый вечер!
Good evening, ladies and gentlemen!	Добрый вечер, дамы и господа!
Продолжение приветствий	
You are welcome! Welcome!	Добро пожаловать!
Welcome, dear guests!	Добро пожаловать, дорогие гости!
We are pleased to welcome you in our ...	Мы рады приветствовать вас в нашем ...
I am pleased to meet you. Pleased to meet you. I am glad to meet you. Glad to meet you.	Рад встретиться (познакомиться) с вами!
We are happy to receive you.	Мы счастливы принять вас.

Glad to see you!	Рад вас видеть!
Happy to see you!	Счастлив вас видеть!
I'm also very glad to see you.	Я тоже очень рад вас видеть.
So am I. So I'm.	Я тоже (рад).

Знакомство (Meeting)	
Let me introduce myself. Allow me to introduce myself. May I introduce myself?	Позвольте представиться.
I'd like to introduce you to... I'd like you to meet... I want you to meet...	Я хотел бы представить вас ... (кому-то)
Meet my friend, Mr. Smith!	Познакомьтесь с моим другом, мистером Смитом.
Allow me to introduce Mr/Mrs/Miss... May I introduce Mr/Mrs/Miss...? I'd like to introduce Mr/Mrs/Miss... I'd like you to meet Mr/Mrs/Miss...	Позвольте представить вам мистера/миссис/мисс ...
Ответ на представление	
This is a pleasure, Mr/Mrs ...	Очень приятно, мистер/миссис ...
Pleased to meet you.	Очень приятно с вами познакомиться.
Glad to meet you. Nice to meet you.	Рад (рада) с вами познакомиться.
We've met before.	Мы уже знакомы. Мы уже встречались.
We've already been introduced.	Мы уже познакомились.
Could I have seen you somewhere?	Мог ли я вас где-то видеть? (Где-то я вас видел).
I have a feeling we've met before.	По-моему, мы уже встречались.

Your face seems familiar to me.	Ваше лицо кажется мне знакомым.
Примеры знакомств	
Allow me to introduce myself. My name is Victor Pirogov. I'm a reader at Moscow University. I understand we're working in the same field and I was hoping we could discuss certain problems.	Позвольте представиться. Меня зовут Виктор Пирогов. Я читаю лекции (преподаватель) в Московском университете. По-моему, мы работаем в одной области, и я надеялся, что мы смогли бы обсудить некоторые проблемы.
— Mister Morton, this is Miss Evans, our new secretary. — How d'you do, Miss Evans? — How d'you do, Mister Morton?	— Мистер Мортон, это мисс Эванс, наш новый секретарь. — Здравствуйте, мисс Эванс. — Здравствуйте, мистер Мортон.
— Mistress Jones, I'd like you to meet Mister Oleg Sokoloff. — How do you do, Mister Oleg Sokoloff? Glad to meet you. — How do you do, Mistress Jones?	— Миссис Джонс, я хотел бы представить вам господина Олега Соколова. — Здравствуйте, господин Олег Соколов. Рада познакомиться. — Здравствуйте, миссис Джонс.
Перед прощанием (before Saying Good-Bye)	
It's late.	Уже поздно.
Time to go home.	Пора уходить.
Must be going, I'm afraid.	Мне пора идти, к сожалению.
It's time for us to leave.	Нам пора расходиться.
I must be off, I'm afraid.	Мне нужно уйти, к сожалению.
I'm afraid I can't stay any longer.	К сожалению, я больше не могу оставаться.
It was nice to seeing you.	Я доволен нашей встречей.
I'm glad we're settled our business. I'm glad we're come to an agreeing. I'm glad we're come to an understanding.	Я рад, что мы договорились.
Thank you for hearing me out.	Спасибо за то, что выслушали меня.
Thank you for seeing me.	Спасибо за то, что встретились со мной.
Sorry to have keep you so long.	Извините за то, что задержал вас.
I'm afraid I've taken up too much of your	К сожалению, я отнял у вас слишком много

time.	времени.
I mustn't keep you any longer.	Не могу вас больше задерживать.
Прощание (Saying Good-Bye)	
При расставании англичане в зависимости от времени суток часто употребляют те же сочетания слов:	
Morning! Good afternoon! Evening!	До свидания! (довольно официально)
Good-bye!	До свидания! (менее официально)
Bye-bye!	До свидания! (среди друзей)
So long!	Пока!
Cheerio!	Пока! Всего хорошего! Счастливо!
Farewell!	Прощай! Прощайте!
See you soon.	До скорой встречи.
See you tomorrow.	До завтра!
See you on Sunday.	До воскресенья!
See you tonight.	До вечера!
See you in summer.	До встречи летом!
See you at the office.	До встречи в офисе!
I am not saying good-bye.	Я не прощаюсь (при уходе не надолго).
See you later.	Мы еще увидимся.
I hope to meet you again.	Я надеюсь с вами встретиться опять.
Hope to meet you again.	Надеюсь с вами встретиться опять.
Good luck to you!	Желаю вам удачи.
Same to you!	И вам также.
Drop in any time you like.	Заходите, когда угодно.
Remember to telephone us.	Звоните нам.
When can we expect you?	Когда вас можно ждать?

Bring your friend along with you.	Приводите с собой вашего друга.
My love to your friend. Best regards to your friend.	Передавайте привет вашему другу.
Have a nice trip!	Удачной поездки!
Happy journey!	Счастливого пути!

Диалог "Встреча с другом (Meeting a friend)"

По-английски

Перевод на русский

Peter: Hi, Jean! I haven't seen you for ages! How have you been?

Питэр: Привет, Джин! Не видел тебя сто лет! Как ты поживаешь?

Jean: Hi, Peter! I'm glad to see you! I've been to Chicago for the last two weeks.

Джин: Привет, Питэр! Рада тебя видеть! Последние две недели я была в Чикаго.

Peter: Ah, I see. So that's the reason we haven't met for a long time.

Питэр: А, понятно. Так вот почему мы давно не виделись.

Jean: Yes, it is so. And everything is fine with me. I've been just looking for a proper job. Anyway that wasn't a good idea. And how are things with you? Has anything new happened while I was away?

Джин: Да, поэтому. И со мной все в порядке. Я просто искала нормальную работу. В любом случае, это была неудачная затея. А как у тебя дела? Случилось ли что-нибудь новенькое в мое отсутствие?

Peter: I see. It's always worth trying, Jean. I'm sure you'll find a suitable occupation for yourself very soon. In fact, one of my old friends is running a clothing company in Chicago and they often need good managers there. I can give you his phone number if you want.

Питэр: Ясно. Все равно хорошо, что ты попыталась, Джин. Я уверен, что ты очень скоро найдешь подходящее для себя занятие. Кстати, один из моих старых приятелей руководит компанией одежды в Чикаго, и им там часто требуются хорошие менеджеры. Могу дать тебе номер его телефона, если хочешь.

Jean: Yes, sure. That would be great!

Джин: Да, конечно. Это будет здорово!

Peter: As for me, I'm doing well. Nothing new really happened here. Except, Marta and Richard decided to get married next month.

Питэр: А у меня все в порядке. Ничего особо нового не произошло. Разве что, Марта с Ричардом решили пожениться в следующем месяце.

Jean: Oh, wow! That's something! I'm

Джин: О, надо же! Это уже кое-что! Я так рада за

really happy for them.

них.

Peter: Yes, that was unexpected. We all thought that this couple won't last. And now, just imagine they are getting married.

Питэр: Да, это было неожиданно. Мы все думали, что эта парочка долго не протянет. А теперь, представь себе, они собрались пожениться.

Jean: Any other news that I've missed?

Джин: Есть какие-нибудь ещё новости, которые я пропустила?

Peter: Not that important but Leslie has refused to be Hugo's girlfriend. We were all greatly surprised, as we thought that she actually liked him.

Питэр: Ничего особо важного, но Лэсли не захотела быть девушкой Хьюго. Мы все были очень удивлены, потому что думали, что он ей в принципе нравится.

Jean: Oh, dear! That's weird. She was so happy to see him, always accepted his presents, wanted his attention, and now she doesn't want to be his girlfriend. I wonder why is that?

Джин: О, Боже! Это так странно. Она была так рада видеть его, всегда принимала его подарки, хотела его внимания, а теперь сама же не хочет быть его девушкой. Интересно, с чего бы это?

Peter: I think, something is rotten in the state of Denmark. Leslie is not that type of a girl. She is usually quite frank. I think he somehow hurt her.

Питэр: Думаю, что-то тут нечисто. Лэсли не из так девушек. Она обычно довольно откровенна. Я думаю, он её чем-то обидел.

Jean: I agree. I don't think that's only her fault. We should find out what happened when we meet her.

Джин: Согласна. Я не думаю, что это только её вина. Надо обязательно разузнать, что произошло, когда увидимся с ней.

Peter: Yeah, we should. In fact, there is something else that you have missed while you were in Chicago.

Питэр: Да, надо. Кстати, есть ещё кое-что, что ты упустила, пока была в Чикаго.

Jean: What's that?

Джин: И что же это?

Peter: We found who stole Caroline's camera.

Питэр: Мы нашли того, кто украл камеру Каролины.

Jean: Really? And who was it?

Джин: Правда? И кто же это был?

- Peter: It was her new flatmate, the young fellow who has just moved in. Питэр: Это был её новый сосед, молодой парень, который только что подселился.
- Jean: No way! He looks so innocent. I thought he can't say a boo to a goose. Джин: Не может быть! Он выглядит таким невинным. Я думала, он и мухи не обидит.
- Peter: You see, appearance is deceptive. Питэр: Видишь ли, внешность бывает обманчива.
- Jean: So, how it all happened? Джин: Так, как это все произошло?
- Peter: At first, he saw us taking pictures and making a film outside. And I guess he already knew that it's quite an expensive camera. Then, he turned the emergency alarm on to scare us. When we panicked and ran, he stole it. Питэр: Сначала, он увидел, как мы на улице фотографируем и записываем видео. Я думаю, он уже знал, что это довольно дорогая камера. Затем, он включил аварийную сигнализацию, чтобы напугать нас. Когда мы запаниковали и разбежались, он украл её.
- Jean: He seems to be very smart. We should be careful with him. So did he give the camera back to the owner? Джин: Оказывается он очень умен. Нам следует быть осторожнее с ним. Так он вернул камеру владельце?
- Peter: No, he continues pretending but Caroline knows that it was him. She saw him taking pictures with it in the central park a few days ago. When she came closer, he hid it and quickly went away. Питэр: Нет, он продолжает притворяться, но Каролина знает, что это был он. Она видела, как несколько дней тому назад он фотографировал её в центральном парке. И когда она подошла поближе, он её быстренько спрятал и удалился.
- Jean: So, what is she going to do then? I know it cost her a fortune to buy this new technology. Джин: И что же тогда она будет делать? Я знаю, что ей эта новая техника обошлась в кругленькую сумму.
- Peter: Don't worry, we've invented an effective plan to make him confess and give back the camera. Питэр: Не беспокойся, мы придумали действенный план, чтобы заставить его признаться и вернуть камеру.
- Jean: Oh, that's a relief! I'm with you if you need me. Just tell me what to do. Джин: О, это утешает! Я с вами если понадобится. Просто скажите, что делать.
- Peter: Ok, we will. We should be going Питэр: Да, так и сделаем. А сейчас нам нужно

now. Caroline is waiting for us.

идти. Каролина ждет нас.

Практическое занятие №3

Описание внешности человека.

Прочитайте и переведите текст по теме «Моя внешность»

My Appearance

My name is Lana. I'm 16 years old I am an ordinary girl who tries to look up-to-date. I'd like to tell you a few words about my appearance. I'm quite tall for my age. I'm the second tallest girl in the group. People say I'm slim and good-looking. To look good I wear a uniform to school and a T-shirt with jeans when I go for a walk with friends. I try not to wear short skirts or dresses because they don't fit me. In terms of appearance, I take after my mother. I'm quite happy about that, because she is a beautiful woman and she looks rather young in her mid-thirties. I've got long dark hair and big brown eyes. As for my hair, I like wearing it in ponytails or pigtails. I like wearing jewelry or bijouterie but my teacher gets angry, so I simply wear small earrings. My features are ordinary too. I have a round face, straight nose, red lips and thick eyebrows. I don't use any make-up because I think I'm too young for it. However, when we have parties or balls my mum lets me use some of her cosmetics and perfumes. Also, I like changing my hair-do for parties. When I spend too much time in front of the mirror my younger brother starts making fun of me. He says all girls are the same. My brother and I are rather different both by appearance and character. He takes after my father, who is of medium height and stoutish. He's got short light hair and small blue eyes. He doesn't like parties and he doesn't care about his appearance much.

1 Изучите лекционный материал по теме «Множественное число имен существительных(Plural of Nouns)»

В общем случае, **множественное число имен существительных в английском языке** образуется путем прибавления окончания **-(e)s**:

dog – dogs (собака – собаки)

book – books (книга – книги)

tree – trees (дерево – деревья)

box – boxes (ящик – ящики)

boy – boys (мальчик – мальчики)

Однако есть несколько десятков существительных, форма множественного числа которых образуется несколько иначе.

Некоторые существительные в английском языке могут иметь только форму единственного числа, либо только форму множественного числа. Также у некоторых английских существительных формы множественного и единственного числа идентичны.

Правила образования множественного числа таких существительных будут рассмотрены ниже.

Образование множественного числа существительных в английском языке.

Большинство английских существительных могут принимать форму единственного числа и множественного числа. Далее рассмотрены основные правила образования формы множественного числа английских существительных.

Способы образования формы множественного числа существительных:

1. Прибавлением окончания **-s** к существительному в единственном числе:

boy – boys (мальчик – мальчики)
girl – girls (девочка – девочки)
computer – computers (компьютер – компьютеры)

2. Прибавлением окончания **-es**, если существительное в единственном числе оканчивается на **-s, -ss, -sh, -ch, -o**, или **-x**:

class – classes (класс – классы)
wish – wishes (желание – желания)
inch – inches (дюйм – дюймы)
box – boxes (ящик – ящики)

3. Если существительное в единственном числе оканчивается на согласную, после которой следует **y**, то **y** заменяется на **i**, и добавляется окончание **-es**:

city – cities (город – города)
lady – ladies (дама – дамы)

4. Если существительное в единственном числе оканчивается на гласную, после которой следует **y**, то добавляется окончание **-s** (однако данное правило не относится к словам, оканчивающимся на **-quy**):

essay – essays (сочинение – сочинения)
monkey – monkeys (обезьяна – обезьяны)

Однако:

soliloquy – soliloquies (монолог – монологи)

5. Прибавлением окончания **-s** к большинству существительных в единственном числе, оканчивающихся на **-f**:

brief – briefs (сводка – сводки)
chief – chiefs (руководитель – руководители)
proof – proofs (испытание – испытания)

Однако в следующих существительных, оканчивающихся на **-f** или **-fe**, множественное число образуется путем замены **f** на **v**, и прибавлением окончания **-es**:

wife – wives (жена – жены)
leaf – leaves (лист – листья)
half – halves (половина – половины)
self – selves (сам – сами)
calf – calves (тенок – телята)
loaf – loaves (булка – булки)
knife – knives (нож – ножи)
elf – elves (эльф – эльфы)
wolf – wolves (волк – волки)
shelf – shelves (полка – полки)

Множественное число составных существительных

В составных существительных множественную форму принимает главное слово:

commander-in-chief – commanders-in-chief (главнокомандующий – главнокомандующие)
father-in-law – fathers-in-law (тесть – тесты)
mother-in-law – mothers-in-law (теща – тещи)
brother-in-law – brothers-in-law (шурин – шурины)
sister-in-law – sisters-in-law (золовка – золовки)
passer-by – passers-by (прохожий – прохожие)
looker-on – lookers-on (зритель – зрители)

Если же в составном существительном ни одно из слов, входящих в его состав, не является существительным, окончание множественного числа прибавляется к последнему слову:

merry-go-round – merry-go-rounds (карусель – карусели)
forget-me-not – forget-me-nots (незабудка – незабудки)
grown-up – grown-ups (взрослый – взрослые)

Множественное число существительных латинского и греческого происхождения

Существительные латинского и греческого происхождения сохранили свою форму множественного числа:

alumnus – alumni (бывший ученик – бывшие ученики)
analysis – analyses (анализ – анализы)
agendum – agenda (повестка дня – повестки дня)
appendix – appendices, appendixes (приложение – приложения)
focus – foci, focuses (фокус – фокусы)
formula – formulae, formulas (формула – формулы)
index – indices, indexes (указатель – указатели)
axis – axes (ось – оси)
basis – bases (основа – основы)
bacterium – bacteria (бактерия – бактерии)
crisis – crises (кризис – кризисы)
criterion – criteria (критерий – критерии)
curriculum – curricula (учебный план – учебные планы)
datum – data (факт – факты)
ellipse – ellipses (эллипс – эллипсы)
gymnasium – gymnasia (гимнастический зал – гимнастические залы)
terminus – termini, terminuses (конечная станция – конечные станции)
locus – loci (траектория – траектории)
memorandum – memoranda (заметка – заметки)
nucleus – nuclei (ядро – ядра)
parenthesis – parentheses (скобка – скобки)
phenomenon – phenomena (явление – явления)
radius – radii, radiuses (радиус – радиусы)
syllabus – syllabi, syllabuses (программа – программы)
thesis – theses (тезис – тезисы)

Особые формы множественного числа существительных

Некоторые существительные сохранили старые формы образования множественного числа:

child – children (ребенок – дети)
foot – feet (нога – ноги)
goose – geese (гусь – гуси)
louse – lice (вошь – вши)
man – men (мужчина – мужчины)
mouse – mice (мышь – мыши)
ox – oxen (бык – быки)
tooth – teeth (зуб – зубы)
woman – women (женщина – женщины)

Некоторые существительные имеют форму множественного числа, идентичную форме единственного числа:

aircraft – aircraft (самолет – самолеты)
cod – cod (треска)
deer – deer (олень – олени)
moose – moose (лось – лоси)
salmon – salmon (лосось)
series – series (серия – серии)
sheep – sheep (овца – овцы)
spacescraft – spacescraft (космический корабль – космические корабли)

species – species (вид – виды)
swine – swine (свинья – свиньи)

Некоторые существительные в английском языке имеют только форму множественного числа:

scissors (ножницы)

tongs (щипцы)

spectacles (очки)

trousers (брюки)

drawers (кальсоны)

jeans (джинсы)

breeches (бриджи)

tights (трико)

shorts (шорты)

Некоторые существительные в английском языке хоть и оканчиваются на –s, но, тем не менее, имеют форму единственного числа:

mathematics (математика)

physics (физика)

electronics (электроника)

news (новости)

measles (корь)

mumps (свинка)

rickets (рахит)

billiards (бильярд)

Например:

Mathematics is his favorite subject.

Математика – его любимый предмет.

No news is good news.

Отсутствие новостей – хорошая новость.

Некоторые существительные в английском языке имеют форму единственного числа, но на самом деле всегда используются в форме множественного числа:

cattle (скот)

poultry (домашняя птица)

people (люди)

gentry (джентри)

Например:

These poultry are mine.

Эти куры – мои.

Who are these people?

Кто эти люди?

Некоторые существительные в английском языке используются только в форме единственного числа:

luggage (багаж)

news (новости)

advice (совет)

information (сведения)

furniture (мебель)

scenery (пейзаж)

Например:

We have received no **information**. (A HE ...no infomations.)

Мы не получили никаких сведений.

We need to buy some **furniture**. (A HE ...some furnitures.)

Нам нужно купить мебели.

II. Выполните упражнения по теме «Множественное число имен существительных»

1. Write in plurals (поставьте следующие существительные во множественное число)

- | | |
|-------------|------------|
| a. diary – | f. baby – |
| b. sheep – | g. key |
| c. book – | h. match – |
| d. cherry – | i. bus – |
| e. fish – | j. watch – |

2. What are these irregular plurals (напишите во множественном числе существительные исключения)

- | | |
|------------|------------|
| a. woman – | e. man – |
| b. mouse – | f. child – |
| c. tooth – | g. goose – |
| d. foot – | h. ox – |

3. Write in singular (поставьте следующие существительные в единственное число)

- a. glasses –
- b. potatoes –
- c. forget-me-nots –
- d. crises –
- e. stimuli –
- f. foxes –
- g. brushes –
- h. brothers-in-law –
- i. phenomena –
- j. formulae –
- k. data-

4. Find ten plural words (найдите 10 слов во множественном числе)

J	O	P	F	T	U	Y	K	L	Q
R	G	E	G	O	I	P	F	E	D
E	F	N	F	G	H	J	I	P	W
F	A	C	E	S	M	N	S	O	O
A	Y	I	A	D	C	V	H	F	M
M	T	L	F	E	E	T	Q	L	E
I	P	S	T	I	M	U	L	I	N
L	O	B	O	O	E	I	A	E	I
I	M	N	Y	L	N	L	S	S	U
E	B	L	M	P	K	R	D	Z	P
S	G	I	R	L	S	W	X	B	M

5. Find five plural words in the text (найдите 5 существительных во множественном числе в тексте)



Hi! My name's Bob. I'm 16 years old and I live in London. I'm tall and slim. I've got blond hair and blue eyes. These are my best friends, Tony and Simon.



Tony is 17 years old and he is a football player. He always watches football matches on TV.



Simon is 16 years old. He's short and plump, but very funny. He likes listening to music and play computer games.

Практическое занятие №4

All about me.

1.1 My family, my friends and I.

1 Learn new words.

to take offence - обижаться

to let down – подводить

to cope - справляться

2 Read the text and translate it. Be ready to work with the text.

There is a good saying that if you want something to be done well, do it yourself. So, I am following this wise saying and would like to introduce myself. My first name is Sergey, my family name is Petrov and my second name is Ivanovich. But in the beginning I would like to represent my family and my parents. Actually my family is not large. It consists of my father, my mother, sister and cat Boris. My father's name is Ivan. He is 41 years old, but he looks much younger. He is an engineer at the plant. My dad is a well-educated man and well-read person; he has experiences in many fields. That is why it is always interesting to communicate with him. My mother is 40; her name is Natalia. She is a good-looking woman. She has large green eyes. I admire her character. She is an optimist; she is full of energy and enthusiasm. I really adore her sense of humor. She is a housewife. It takes much time and power to take care of our home. But I can assure she copes with her job very well. Besides, both my father and I help her with the housework. For example, I wash dishes, clean the rooms, sometimes go shopping and so on. I have got grandparents too. They are pensioners. My mother's father and mother live in Vladivostok. Every summer my family tries to visit them. They are very remarkable people. My father's parents live in our town, so we have an opportunity to communicate more often. They are not old yet. My grandmother and grandfather like gardening. I enjoy spending time with my family very much. We often go for walks. I am fond of travelling with my parents. My father likes football and we do sports together. I am very lucky that I have got such wonderful parents and, of course, I love them very much. Now, I think, it is time to speak about myself. My name is Sergey. I am 15 I study at the college. I am tall and not bad built. I have an oval face and large green eyes. Speaking about my character, I can say that I'm friendly, kind, generous and honest. I do not like falsehood. I have my own likes and dislikes. I am modest and sometimes shy, but do not advise someone tricking or kidding me. I can keep secrets. I never let my friends down. I usually say what I think, that is why people around me often take offence. For me it is very difficult to cope with people who have such features of character as egoism and dishonesty. My hobby is computer and sport. I play football and tennis. I take part in many sport competitions. I have left school this year. I want to work at the railway, so I study at the college of railway transport. To my mind it is a very hard but useful profession.

3 Answer the following questions:

- a) Who is the text about?
- b) Is his family big?
- c) What does his mother look like?
- d) What is his father like?
- e) What is the Sergey's character?
- f) What does he like doing in his free time?

4 Tell about Sergey's family using the chart above.

-He/she has got.....

-He/she is

-His/her hobby is.....

5 Answer the following questions:

- a) What is your first name and family name?
- b) Is your family large or small?
- c) What are your parents?
- d) What does your mother look like?
- e) What is your hobby?
- f) Describe your appearance and your character.
- g) What are your plans for the future?

Практическое занятие №5

Семья и семейные отношения, домашние обязанности.

Relationships

1 Answer the following questions:

- a) Do you get on well with your parents?
- b) With whom are you close in your family?

2 Match two columns.

- | | |
|-----------------------|-----------------------------|
| 1 to quarrel with | a. заводить друзей |
| 2 to get on well with | b. гордиться кем-либо |
| 3 to complain about | c. бунтовать против |
| 4 to be proud of | d. жаловаться на |
| 5 to rebel against | e. хорошо ладить с кем либо |
| 6 to make friends | f. ссориться с кем-либо |

3 Read and translate the text.

Jack is popular with his fellow-students and most of his teachers. He works hard in his classroom, but sometimes he can be noisy. He finds it difficult to sit at one place for a long time. He is full of energy. He is late for his classes more often than most students but he is always willing to help teachers and students. Jack is generally good-tempered. He is quite happy at school and doesn't seem to have any strong opinions about how this could be changed. He gets on well with his parents although he frequently quarrels with his younger sisters. Jane plays netball for the school team for her year; she is very popular with her fellow students. She takes the lead in arranging extra netball practices and group parties. So she has a lively personality and a sense of humor. Her teachers like her but they complain about her unpunctuality and sometimes lateness of her homework. There is one particular teacher she does not like, she has been accused of being insolent to this teacher, but Jane denied it strongly. She has strong opinions about how the university should be run. Out of school she is dressed in very up-to-date clothes and collects all latest records. She is a keen sportsman. Len is a very intelligent boy. He is not very good at games; in fact he shows little interest: in sport in general. He is no weakling however. He reads book after book, plays chess well and is very good at Physics. He is a friendly person but perhaps does not make friends as easily as some of the other students. Whatever he gives his mind on, he does with great determination. His parents are very proud of him. He lives in a flat in a housing estate near the University. He is not very talkative, but when he speaks, the other students tend to listen to him. Maggie thinks there are many things wrong with the University. She has ideas about changing the rules, for instance, she rebels against doing homework and believes that being punished by detention is wrong. Some of her teachers think she is a troublemaker. Some of her group mates think she is loud and bossy, others think she is a very lively person. Maggie's mother is a councilor so she is accustomed to hearing her parents talk about important matters. She is intelligent, full of energy and seems to have opinions about everything.

4 Discuss the questions:

- a) What traits of character do you have?
- b) Different families have different problems. What is special about your family?
- c) Create your idea of what people have to do to overcome problems in families.
- d) What relations do you have with your group mates?

Практическое занятие №6

Sibling Rivalry

Have you got a brother or a sister? I have a younger brother and I think it's wonderful! I have a person who is very close to me and who will always help and support me in difficult situations.

However, when children are young, there may occur jealousy, competition and fighting between brothers and sisters. It is a concern of almost all parents having two or more kids. The problem usually starts when the second child is born.

Conflicts between brothers and sisters may be caused by the following reasons:

Children want to show that they are separate from their siblings. Fearing that a brother or a sister is better at anything, they try to find out their own talents, activities and interests.

Sometimes children think that mum or dad loves their sibling more, they feel that another child gets more attention.

Children can't share a room, their parents, toys, etc.

There are three main skills that parents should teach their children in order they could get along well together. They are communication, respect and negotiation.

Communication. It means that children should learn to listen attentively to each other. Use family meetings to talk about things that concern everyone. At such meetings nobody should shout and everyone should have a chance to express his or her opinion.

Respect. Try to explain to your children that if they want people to treat them nicely, they have to treat them nicely, too. People who treat each other with respect, get along together much better than those who are rude, loud and selfish. Parents can also give examples of their own life so that children could understand better the necessity of being respectful.

Negotiation. Your child should keep in mind that whether he is younger or older, taller or shorter than other children, it does not give him any more rights than the others in the family have. It demands a lot of time and effort to teach the child the skill of negotiating, but it's a must for every parent. You should be fair with your children and try to find a solution which will satisfy each of them.

Parents should have a certain power in the family. However, this power can be reached only through trusting. If your children don't trust you, it's impossible to achieve anything but fear and contempt.

Finally, it's necessary to say that children shouldn't be compared to one another at all. They are individuals and are waiting for the appropriate attitude. Bringing up children is a huge responsibility, but don't be afraid of it. Your heart will prompt you what to do.

To have a brother or a sister means to be never alone. From time to time children get sick of one another, but it is quite natural. The main thing is they'll have a close person throughout their life.

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.

Words

Words former — бывший, classmates — одноклассники, strong — сильный, to study hard — усердно учиться, grateful — благодарный, dark-brown — темно-коричневый, diligent — прилежный, especially — особенно, appearance — внешний вид, tall — высокий, straight — прямой, to move — зд. переехать, in common — общего, same — тот же, both — оба, intelligent — умный, well-read — начитанный, honest — честный, kind — добрый, fully — полностью, to rely — полагаться, to trust — доверять, sense — чувство, blonde — блондин(ка) slim — стройный, pretty — красивая, hair — волосы, complexion — цветлица faithful — верный

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 humour important in friendship? 10. What are the hobbies of your friends?

Практическое занятие №7

Неопределенный и определенный артикли

Неопределенный артикль a (an) происходит от числительного one (один), определенный — от указательного местоимения that (тот). Артикль употребляется: • перед каждым нарицательным существительным. Артикль не употребляется, если перед существительным стоит: «указательное или притяжательное местоимение — This is *my* book. • другое существительное в притяжательном падеже — It's *teacher's* book. • количественное числительное — She has *one* pen. • отрицание no — He has *no* book. Упомянув предмет впервые, мы употребляем перед ним неопределенный артикль a(an). Упомянув этот же предмет вторично, мы ставим перед ним определенный артикль the. Например: This is a book. The book is interesting.

Неопределенный артикль a (an) употребляется перед единичным, отдельным предметом, который мы не выделяем из класса ему подобных. Неопределенный артикль an обычно стоит перед существительным, которое начинается с гласного звука: an apple, an egg. Например: I bought a book yesterday. Я купил вчера книгу (одну из многих ей подобных). I have an apple, У меня есть яблоко (одно, какое-то).

US' Неопределенный артикль a (an) может употребляться только с исчисляемыми существительными, стоящими в единственном числе. Перед неисчисляемыми существительными или существительными во множественном числе неопределенный артикль опускается.

Неопределенный артикль не употребляется: а) с неисчисляемыми и абстрактными существительными: I like coffee and tea. Friendship is very important in our life. б) с существительными во множественном числе: The books are on the table. в) с именами собственными: I told Jane about that. г) с существительными, перед которыми стоят притяжательные или указательные местоимения: This car is better than that. That bike is old. д) с существительными, за которыми следует количественное числительное, обозначающее номер: Read the text on page eight. В5g» Неопределенный артикль a необходим в конструкциях: I have a... This is a... I am a... What a fine day! I see a... There is a... He is a... What a good boy! Определенный артикль the

Определенный артикль the выделяет предмет или предметы из класса им подобных: The book I bought yesterday was interesting. — Книга, которую я купил вчера, была интересной (это — конкретная книга, которую говорящий выделяет из класса ей подобных). Определенный артикль the употребляется как с исчисляемыми, так и с неисчисляемыми существительными, как с единственным, так и с множественным числом. Например: This is a book. The book is interesting (исчисляемое в единственном числе). This is meat. The meat is fresh, (неисчисляемое) These are books. The books are good, (множественное число)

Определенный артикль употребляется: а) когда известно (из контекста, из окружающей обстановки), о каком предмете (предметах, явлениях) идет речь: Open the door, please. I am going to the college. б) когда речь идет о единственном в своем роде предмете или явлении: The moon is bright this night. в) когда существительное имеет ограничивающее определение, чаще всего с предлогом of. I don't know the name of this pupil. г) в словосочетаниях типа in the north, to the west, at the cinema, the same, in the country, the rest of the... д) если перед существительным стоит прилагательное в превосходной степени This is the most interesting book. Географические названия и артикль С географическими названиями и с именами собственными артикль, как правило, не употребляется, за исключением следующих случаев: а) с названиями морей, рек, океанов, горных хребтов, групп островов используется определенный артикль: the Pacific Ocean, the Black Sea, the Thames, the British Isles. б) определенный артикль используется с некоторыми названиями стран, областей и городов (хотя обычно с этими типами названий артикль не используется): the Ukraine, the Crimea, the Caucasus, the Netherlands, the Hague, the Riviera, the Congo, the West Indies в) определенный артикль используется с названиями стран типа: the Russian Federation, the United States of America, the United Kingdom. г) перед собирательным именем семьи: The Petrovs — Петровы Запомните, артикль, как правило, не нужен в сочетаниях со словами next и last типа: next week, next year, last month, last Tuesday

Задание 1. Объясните наличие или отсутствие артикля перед существительными.

1. Last week I met my friend. He was with a young girl. The girl was a student of our Academy. 2. This is a Pencil. The pencil is red. 3. She is a teacher. She is our teacher of English. 4. It is a lake. The lake is deep. It's one of the deepest lakes in the world. 5. There are many flowers in your garden. The flowers are beautiful. 6. Did you write a plan? Give me your plan, please. 7. The Black Sea is in the South of Russia. 8. This is Nick. He works as an engineer. He is a good engineer. 9. There are some schools in our street. The schools are new. 10. Yuri Gagarin was the first cosmonaut of the world. 11. In summer the sky is blue and the sun shines brightly. 12. The Petrovs are very friendly. 13. This is Ann's book. I don't like such books. 14. Winter begins in December.

Задание 2. Вставьте артикли a, an, the, где необходимо:

1. What... fine day it is today! 2. ... History and ... Computer Science were ... my favourite subjects at... school. 3. I don't know ... way to... station. 4. He is..., engineer by... profession. 5. Usually I get up at ... 7 o'clock in... morning. 6. ... Rostov is on ... right bank of... Don. 7. Will you have... cup of... tea? 8. ... Warsaw is ... capital of Poland. 9. We shall go to... cinema together with... our friends. 10. This is... book,... book is very interesting. 11. Do you see... sun in... sky today? 12. He is... engineer by... profession. 13. I went to... Smirnovs, but they were not at... home.

Задание 3. Употребите, где требуется, артикли a, an, the:

1. ... Volga is... longest river in... Europe. 2. What is... nearest way to... Drama Theatre? 3. ... butter and... cheese are made of... milk. 4. Usually I get up at... 7 o'clock in... morning. 5. ... Rostov is situated on... Don. 6. Will you have... cup of... tea?

Практическое занятие №8

1 Изучите лекционный материал по теме «Типы вопросов»

Итак, выделяют следующие виды вопросов в английском языке:

-Общий (General question/ Yes/No questions)

-Специальный (Special question)

-Вопрос подлежащему (Who-question)

-Альтернативный (Alternative question)

-Разделительный (Disjunctive/ Tagquestion)

1. Общий вопрос задается с целью получить ответ: да или нет. Конечно, после краткого ответа можно дать и дополнительную, развернутую информацию, но суть *general question* в утверждении или отрицании всего предположения. Именно поэтому данные вопросы в английском часто называют *Yes/No questions*. В этом случае вам никак не обойтись без *вспомогательных глаголов*. Какой из них вам понадобится? Зависит от времени: do/does, did, have или will. questiontothesubject)

Если мы хотим построить предложения данного типа с *модальным глаголом*, то его ставим перед подлежащим. Один единственный нюанс, который стоит помнить, это особый глагол *to be*. Его «самостоятельность» иногда только провоцирует на ошибки. Поэтому запомните: он не требует вспомогательных глаголов, принимает форму, которая соответствует подлежащему, является в предложении смысловым действием. Давайте посмотрим общую схему:

Вспом. гл (модальный) + подлежащее + смысловый глагол + все остальное?

Does he swim well? — Он хорошо плавает?

Did they visit their relatives in Russia? — Они навестили своих родственников в России?

Has he found a new job yet? — Он уже нашел новую работу?

2. Специальный вопрос получил свое название от слов, с которых он начинается. Если первый запрашивает общую информацию, то этот «фрукт» желает знать детали: что, где, когда и почему. Special question использует для этого следующие слова: what, where, why, when, which, how и другие. Если вы усвоили, как строиться общий вопрос, то и с этим проблем не возникнет. Посмотрите на схему, она нам все расскажет:

Специальное вопросительное слово + общий вопрос?

What did the director of the firm show to the foreign guests on Monday? — Что директор фирмы показал зарубежным гостям в понедельник?

Where did the foreign guests stay overnight? — Где ночевали зарубежные гости?

When did the foreign guests come? — Когда приехали зарубежные гости?

3. Вопрос к подлежащему (question to the subject или who-question) совмещает черты предыдущего, но проявляет и свой характер. Он начинается с вопросительного слова «who» (кто?) или «what» (что?), затем следует прямой порядок слов. Чтобы вам было легче спросить, посмотрите на предложение, затем замените подлежащее who или what.

Если мы используем настоящее время, то глагол ставим в ед. числе (добавляем окончание s/ es), если прошедшее или любое другое, то порядок слов, как и в утвердительном, только вместо подлежащего (subject) — who, what (подробнее об употреблении в различных временах в статье «Таблица вопросительных предложений в английском языке»). Вот и готово.

Who (What) + V (Vs) + остальные члены предложения?

What breaks the silence? — Что нарушает тишину?

Who looks after the dinner? — Кто присматривает за обедом?

4. Альтернативный вопрос Если в высказывании говорящий предлагает выбор, который должен сделать «ответчик», чтобы прояснить ситуацию, то выделяют отдельный тип вопросов в английском языке и он называется **Альтернативный вопрос (Alternative question)**. Принцип построения тот же, что и в общем, все специфические особенности сохраняются. Но выбор между двумя предметами, свойствами или действиями разделяется союзом «or», который переводится «или». Все зависит от того, что вы хотите уточнить (один из выборов). При ответе простыми Да/ Нет не отделаешься, необходимо полное предложение.

Вспом. гл (модальный) + подлежащее + смысловый глагол (or + выбор) + дополнение (or + выбор) + обстоятельство (or + выбор)?

Do you prefer blue or white skirt? — Ты предпочитаешь синюю или белую юбку?

Did he go by bus or on foot? - Он приехал на автобусе или пришел пешком?

Is he in Germany or in England? — Он в Германии или в Англии?

5. Разделительный вопрос или, как часто его называют, вопрос с хвостиком. Используется он в тех случаях, когда говорящий сомневается и желает получить подтверждение, а порой и удивляется: не так ли? не правда ли? Disjunctive question (Tag question) берет за основу предложение (т. е. прямой порядок слов), в конце ставится запятая и добавляется вспомогательный глагол (в соответствии со временем) с *not* или без, затем подлежащее, выраженное местоимением.

Предложение, вспом. глагол + not (может не быть) + местоимение?

Your brother speaks 4 languages, **doesn't he?** — Твой брат говорит на 4 языках, не правда ли?

We wrote 4 compositions yesterday, **didn't we?** — Мы вчера написали 4 сочинения, не так ли?

His friends have just returned from Paris, **haven't they?** — Его друзья только что вернулись из Парижа, не так ли?

Как задавать вопросы с хвостиком? Легко — важно усвоить некоторые секреты.

- Если в основной части предложения есть *not*, наречия с отрицательным значением (*seldom*, *never*, *rarely*, *hardly*, *scarcely*), отрицательные местоимения (*nobody*, *nothing*), - хвостик положительный.
- Если в основной части нет вышеперечисленных «отрицаний», хвостик утвердительный.
- Если главная часть - это просьба в повелительном наклонении, то в хвостике: *can you/could you; will you/ won't you*.
- Если повелительное предложение начинается с *Don't*, то заканчивается - *will you*.
- Вопросительные предложения в английском с *Let's* дают хвостик «*shall we*».
- Подлежащее *that/ this* в окончании заменяется на *it*.
- А вот *I am* меняется на *aren't I*, как бы вас не смущала структура.

He never panics, does he? — Он никогда не паникует, не так ли?

He works hard every day, doesn't he? — Он каждый день работает усердно, не так ли?

Wait a minute, can you? — Подожди минуту, можешь (подождешь? хорошо?)?

Don't forget to give him a call, will you? — Не забудь ему позвонить! Позвонишь (Хорошо?)?

Let's dance, shall we? — Давай потанцуем, хорошо?

That is your wife over there, isn't it? - Это там твоя жена, не так ли?

I am late, aren't I? — Я опоздал, не так ли (да?)?

Нюансы, которые будут полезны

- Так называемые *косвенные вопросы*, которые отличаются от предыдущих видов не только структурой, но и смыслом. Здесь могут встречаться как общие, так и альтернативные, и специальные типы (Подробнее в статье «Косвенные вопросы в английском языке»).

I wonder what he was doing. — Я поинтересовался, что он делал.

She asked if I had drawn the picture. — Она спросила, нарисовал ли рисунок.

- *Переспрос или echo-questions* часто используют в разговорной речи.

She is a famous writer. — Is she? — Она известный писатель. Да?

She isn't a doctor. — Isn't she? — Она не врач. Нет?

- Многих смущает русская фраза, начинающаяся с «**Разве**». Переводить ее довольно легко: *вспом. глагол + not + подлежащ. + сказуемое* и так далее (суть общего вопроса).

Aren't you going to the cinema tonight? — Разве ты не пойдешь сегодня вечером в кино?

II. Выполните упражнения по теме «Типы вопросов»

1. Выберите правильный порядок слов в вопросительных предложениях.

1. brother computer games? play your Does
2. you morning? do get What up the in time
3. to the cinema? go you usually do When
4. Are brothers university? at your
5. Ammy for I English late class?
6. spell do name? you your How
7. live? boyfriend your Where does
8. that car? ising girl your Who

C When did they get married?

English House

1. Learn the words:

suburbs – пригород

close – близко

detached house – отдельный дом (особняк)

semidetached house – двухквартирный дом

roof – крыша

terraced houses – террасный дом

entry – вход

upstairs – верхний этаж

downstairs – нижний этаж

lawn – газон, лужайка

2. Read and translate the text:

Many families in London live in flats, but most people live in their own houses in the suburbs. Most people living in the suburbs work in London. They catch the morning train to town and come back in the evening.

The houses are not always very big, and they are often built very close together. The ceiling is only about ten feet high as usual in England. In England they have to keep their houses warm the most of the year, so almost all ceilings are built low.

The Englishmen may live in a detached house (the house of their own) or in a semidetached house (two houses under one roof). Many people live in "terraced houses", usually two storied houses that are connected to each other. Each entry belongs to one owner and is considered to be a house.

Most English houses are two storeyed but the Englishmen do not talk about the ground floor and the first floor. They say upstairs and downstairs.

Downstairs there is a living room, a dining room, a sitting room and a kitchen. Upstairs there are bedrooms, bathrooms and children's rooms.

The front garden consists mostly of a grass lawn. The Englishmen are proud of their houses. They say that "There is no place like home" and "My home is my castle".

3. Say whether the following sentences are true or false:

1. Many families in England live in their own houses.
2. Most people living in the suburbs work there.
3. Most of the houses have a terrace.
4. The ground floor is upstairs.
5. There is a living room, a dining room, a kitchen on the ground floor.
6. . The ceiling in an English house is high.
7. There are gardens in front of the houses.
8. The Englishmen are proud of their houses.

4. Fill in the gaps :

1. Most Englishmen live in ...
2. The houses are not very ...
3. There is a living room, a dining room, ...
4. Upstairs are ..., and bathrooms.
5. In England they have to keep their houses ...
6. Garden consists mostly of ...

5. Answer the questions about the text:

1. Where do many families in London live?
2. What houses are called "terraced houses"?
3. What rooms are there downstairs in an English house?
4. What rooms are there upstairs in an English house?
5. Are Englishmen proud of their houses?

5. Translate the following sentences from Russian into English:

1. Большинство англичан живут в собственных домах.
2. Многие семьи живут в пригороде и ездят на работу в Лондон.
3. Английские дома небольшие и строятся рядом друг с другом.
4. Террасные дома соединены друг с другом.
5. Первый этаж – это нижний этаж.
6. В верхнем этаже расположены спальни и ванные комнаты.
7. В английских домах обычно низкие потолки.
8. Перед домом располагается лужайка.

Практическое занятие №9

Read and translate the text.

Smart House

Computers and sensors linked by miles of wire and electronic adapters, enable the smart house to control security systems, entertainment centers, appliances, lights, blinds, heating and cooling systems, swimming pool systems, and other systems that can be activated by electrical apparatus. The goal of a smart house is to coordinate all domestic systems to minimize the expenditure of energy and maximize the comfort of its occupants. The central computer, called a controller, ties everything together. We interact with the home automation system via telephone, hand-held remotes, keypads, touch screen televisions, and voice commands.

Do you want your home warm and cozy when you return from a trip? Just head for the nearest phone booth, call your smart house's controller, and tell it to turn up the heat. Do you want your washing machine to turn itself on at a time when electricity costs less? Just tell the controller when you want it to start.

In Japan, an experimental smart house has been built that seems warm and inviting — anything but technological. It, in fact, is filled with dozens of hidden sensors monitoring temperature, humidity, airflow, carbon dioxide, and even human presence in the house. Its sensors are part of a network linking three PCs with appliances, motor-driven windows and blinds, humidifiers, and so on.

There are lots of possibilities with a smart house. If the homeowner selects the "going out" mode on the master panel, the computer can arm the security system and adjust the lighting and ventilation systems. If it's time to celebrate at home instead of going out, the "party" setting might close the drapes, adjust the lighting, and tune in background music — all from one switch in the living room. The controller can be programmed to create whatever mood you want.

Research in Holland reflects environmental concerns. On the roof of a smart house, a tunnel-like structure collects rainwater, which is sent to a holding tank. The water collected is used to flush the toilets and water the garden. It reduces the need to use costly drinking-quality water when rainwater is more appropriate.

A solar boiler heats washing and bath water in the smart house, and a row of photo-voltaic panels collects solar energy to charge batteries for emergency power. Gas, electricity, and water meters are integrated with the controller so that utilities and homeowners can monitor consumption.

Smart house technology isn't just a luxury for the wealthy. Those who are energy savers and environmentally minded will probably end up using at least some smart house features in their own homes.

Find in the text English equivalents for these words and word combinations.

Умный дом, затрата энергии, центральный компьютер, телевизоров с сенсорным экраном и голосовых команд, настроить освещение и вентиляцию, запрограммирован на создание любого настроения, солнечный котел.

Практическое занятие №10

My college

1. Read and translate the text.

1. Choosing a career isn't easy for everyone. As for me I made my final choice three years ago when I was invited to the Festival of hair-dressers. I was impressed by the unforgettable show. I understood that I would like to be in this profession. That's why I entered to the Technological College. For me an interesting and creative job is the most important thing. I want to enjoy my work and get satisfaction from it. My dream has come true. And now I'm studying here.

2. I would like to tell you about the professions that students can get here. It is one of the best colleges in the city. It was founded in 1954. It has trained more than 12,000 highly qualified specialists. Students of our college successfully carry out their professional activities. College trains qualified specialists of hairdressers, make-up artists, masters of manicure and pedicure, as well as photographers and seamstresses. It's a wonderful college for creative people! Today stylists-hairdressers are as popular, as show business stars .

3. There are many salons and workshops in our college. We can practice there. There's a lot of new professional equipment on which we will practice our skills. Classrooms in our college are bright and comfortable. There are computer rooms where students learn to use the Internet, create their first computer programs and projects in different subjects in our college. There is also an excellent library, which contains a variety of dictionaries, professional literature and books of classical and modern writers.

4. Our college has its own traditions. Students take part in concerts and art festivals, which take place there. Our students are hardworking. They always take part in different educational programs, quizzes and competitions. They achieve good results. Studying in our college is both hard work and real pleasure. I'm very proud to be a student of this college. I really like to study here. In future I want to become a good hairdresser.

5. I think that nowadays this profession is of great need and importance. It is my aim to be a qualified specialist and to serve the interests of my client. To be a well prepared hairdresser I should have some important qualities: great capability persistence, knowledge of art and, of course, professionalism. In spite of

these arguments we mustn't forget about creativeness . I think that my facilities combined with the knowledge would be quiet enough to succeed in my work.

II. Match the titles of the passages according to the text.

(Соотнести предложенные заголовки с частями текста 1,2,3,4,5)

a. Conditions for training	
в. Extracurricular activities	
c. Requirements for the profession	
д. The reason of choosing a Technological college	
e. College specialization	

III. Find the equivalents to the following sentences in the text

(Найти в тексте эквиваленты к следующим предложениям)

1. Я хочу наслаждаться своей работой и получать от нее удовлетворение.
2. Моя мечта сбылась.
3. Что касается меня, то я сделала свой выбор три года назад, когда меня пригласили на фестиваль парикмахеров.
4. Я осознала, что хочу быть в этой профессии.
5. Я думаю, что в настоящее время моя профессия очень важна и необходима
6. Я думаю, что мои возможности в сочетании со знаниями будут достаточны, чтобы преуспеть в моей работе.
7. Чтобы быть хорошо подготовленным парикмахером, я должна обладать такими важными качествами как целеустремленность и настойчивость, знание искусства и, конечно же, профессионализм.
8. Это замечательный колледж для творческих людей!
9. Они всегда принимают участие в различных образовательных программах, викторинах и конкурсах.
10. Для меня важнее всего интересная и творческая работа.
11. В нашем колледже есть компьютерные кабинеты, в которых студенты обучаются пользоваться интернетом, создают компьютерные программы и проекты по различным предметам.
12. В кабинетах много нового профессионального оборудования, на котором мы будем практиковать наши умения и навыки.
13. Я была впечатлена незабываемым шоу.
14. Моя цель - быть квалифицированным специалистом и осуществлять желания своего клиента.
15. Студенты нашего колледжа успешно выполняют свою профессиональную деятельность.
16. Сегодня парикмахеры так же популярны, как звезды шоу-бизнеса.

IV. Read the text again and decide which sentences are true or false? (T/F) (Сказать какое из предложений верно/неверно)

1. I think that nowadays this profession is of great need.
2. It is my aim to be a qualified driver.
3. Students take part in concerts and competitions.
4. Our college has its own traditions.
5. I made my final choice two years ago.
6. I want to enjoy my work and get satisfaction from it.
7. My dream hasn't come true.
8. It trains qualified specialists
9. There is also an excellent literature in the library.
10. They achieve good results.
11. Today hairdressers are as popular, as show business stars.

V. Answer the questions about the text. (Ответить на вопросы)

1. **What is the text about?** _____
2. **Do they have a library?**

1. **Are hairdressers as popular, as show business stars today?**

1. **When was a college founded ?**

1. **Is creative thinking and good taste need for a hairdresser?**

1. **Where do the students practice ?**

1. **What do they do in the computer rooms?**

1. **What kind of specialist does the College train?**

1. **Where was she invited to?**

1. **Where do the students take part?**

1. Is nowadays this profession is of great need?

1. What traditions does our college have?

1. What kind of hairdresser does she want to become?

VI. Match English words with transcription and translate them in to Russian)

(Соотнести английские слова с транскрипцией, перевести на русский язык)

Transcription <i>(транскрипция)</i>			Translation <i>(перевод)</i>
	dream	['speʃəlist]	
	specialist	['prɒdʒekt]	
	professional	[rɪ'zʌlt]	
	unforgettable	[ɪ'kwɪpmənt]	
	equipment	[skɪl]	
	choice	['stʌdi]	
	Job	[sək'ses]	
	creative	[tʃɔɪs]	
	important	[prə'feʃənl]	
	modern	[ʌn fə'get ə bl]	
	achieve	['nɒlɪdʒ]	
	study	[kri'eɪtɪv]	
	result	['mɒdn]	
	practice	[dʒɒb]	
	skill	[dri:m]	
	project	['præktɪs]	
	knowledge	[ɪm'pɔ:tnt]	
	success	[ə'tʃɪ:v]	

VII. Scrambled words. Put the letters in correct order.

(Составить английские слова из букв)

	English words <i>(английские слова)</i>	Translation <i>(перевод)</i>
--	--	-------------------------------------

1. scsceus		
2. lparnofosesi		
3. deuqifila		
4. mrdae		
5. ydtus		
6. obj		
7. ecrivitae		
8. ehccoï		
9. tpceorj		
10. lskli		

VIII. Put the words in correct order. (Построить предложения из предложенных слов)

- creative, many, are, in, college . the, students ,There
- colleges , many, are, in, There, Omsk.
- a, tradition, in, good ,our There, is, group.
- There, create, computer rooms, where , are , students , programs.
- the, college , in, There, many, are, salons.
- Equipment,There, new, big , is, a, in, workshops, the
- second, on, the, floor. library , There, is, a

IX. Insert the missing words into sentences.

(Вставить в предложения пропущенные слова по смыслу)

Salons; own; great; successfully; unforgettable

- I was impressed by the _____ show.
- Students of our college _____ carry out their professional activities.
- There are many _____ and workshops in our college.
- Our college has its _____ traditions.
- I think that nowadays this profession is of great need

Практическое занятие №11

Глагол to be в настоящем времени: спряжение, употребление.

Структура построения предложений с глагол to be: утвердительных, отрицательных, вопросительных, ответы на общие вопросы.

Глагол to be: три формы в разных типах предложений.

Утверждение (положительное предложение)	Отрицание (отрицательное предложение)	Общие, альтернативные вопросы	Специальные вопросы
I am	I am not	Am I ?	Where/Who/What/... am I ?
We You are They	We You are not They (aren't)	we Are you ? they	we Where/Who/What/... are you ? they
He She is It	He She is not It (isn't)	he Is <u>she</u> ? it	Where/Who/What/... is he she ? it

Примеры to be:

my mother (заменяема she) — значит is,

his father (he) — is,

her sisters (их много, поэтому заменяема they) — are,

our toys (they) — are,

Tom (he) — is,

Alice (she) — is,

Tom and Alice (их двое, поэтому they) — are,

the book (it) — is,

books (их много, поэтому they) — are,

I and Alice (we) — are.

Ответы на общие вопросы	
Утверждение	Отрицание
<p>I am.</p> <p>we you are. they</p> <p>Yes,</p> <p>he she is. it</p>	<p>I am not.</p> <p>we you are not (aren't). they</p> <p>No,</p> <p>he she is not (isn't). it</p>

1. Say what is it:

1. A place where people live is _____;
2. A furniture you can sit on is _____;
3. A large comfortable chair is _____;
4. A furniture you can sleep on is _____;
5. A table at which we can read and write _____;
6. A furniture which we use to keep books is _____;
7. A thing we watch every day is _____;
8. A place where we store our food is _____.

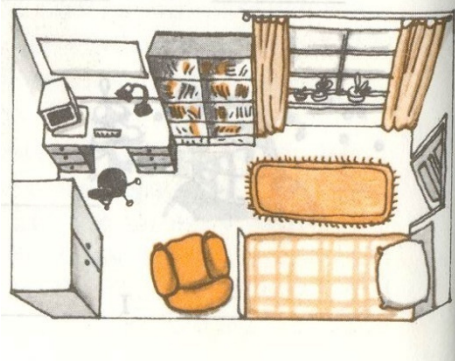
2. Form sentences from the table:

A living-room
 A dining-room
 A bedroom
 A bath-room
 A kitchen
 A study
 A flat

is

a room for bathing.
 a room for sleeping.
 a room for cooking.
 a room for studying.
 a room for eating.
 rooms on one floor of the house.
 a room for receiving guests.

3. Look at the picture of the room, put the missing words in the description:



This is a bedroom. There is a big white _____ opposite the door and there is a _____ near the _____ with my computer on it. There is a _____ by the wall between the _____ and the _____. The _____ is in the corner of the room. There is an _____ by the bed. The _____ is on the floor in the middle of the room.

4. Say which of these things are in your bedroom, your living room, your kitchen. Use the is/are: bed, microwave oven, kitchen table, cupboard, mirror, wardrobe, arm chair, carpet, sofa, fridge, chair, book car, tape recorder, telephone, TV set, cups, picture.

5. Chose "is" or "are":

1. How many rooms ...there in your flat?
2. There ... three rooms in our flat.
3. How many bedrooms ... there in the house?
4. ... there a bathroom?
5. There ... a small table and a tape recorder in my room.
6. ... there any books on your desk?
7. How many programmes ... there on your TV?
8. There ... two beds and a table in my bedroom.
9. There ... a sofa and three armchairs in the sitting -room.
10. ... there any carpets on the floor?

My Flat

I live in a sixteen-**storied** building in the centre of our city. I live with my parents in a **cosy** three-room flat on the tenth floor.

My **flat** has three rooms, a kitchen, a bathroom, and a **hall**. The **living-room** is large and light, its large **window** faces the main street. In this room there is a sofa and two **armchairs**. By the wall opposite the armchairs there is a **TV set**, and a tape recorder. On the wall **above** the sofa there is a large picture. A **carpet** is on the floor in the middle of the room.

Our **bedroom** is small. There are two **beds**, a dressing table with a mirror and a **wardrobe** there.

My room is **big**. There is a **sofa** by the wall. To the left of the sofa there is a desk with a computer. To the right there is a **wardrobe**. I have a lot of books and there are book **shelves** in my room. There is also an armchair in the **corner** of the room.

Our **kitchen** has all modern conveniences. There is a, a microwave oven, a **fridge**, and many other things. The furniture in the kitchen is **light**. There is a large table with four chairs in the middle of the kitchen. Our kitchen is very cosy.

We like our flat very much. We often invite friends and relatives to our place.

Практическоезанятие №12

My Daily Programme

- 1). My every day activities are quite routine.
- 2). On weekdays the alarm clock wakes me up and my working day begins.
- 3). I usually get up at 7 o'clock.
- 4). If it is spring or summer I jump out of bed, run to the window and open it wide to let the fresh morning air in.
- 5). I do my physical jerks, wash, clean my teeth and

comb my hair. 6). Then I have breakfast. 7). For breakfast I usually have toasted bread, bacon and eggs, tea or coffee and some jam. 8). While I am having breakfast, I switch on the radio and listen to the news.

9). It takes me 10 minutes to get to school. 10). School starts at 8 sharp and I have lessons till half past 12. 11). I usually have six or seven lessons a day. 12). I return home at 2 o'clock and take a short rest and I have lunch at 3.

13). After doing my homework I go for a walk with my friends. 14). I often play chess with them. 15). I am a member of a chess club. 16). Sometimes we go to the pictures or the theatre but not very often. 17). In summer I like to get out more, so in the evenings I go to the tennis court for a few sets of tennis, or take out my bike for a run in the country.

18). My parents usually return home at 19 o'clock. 19). We have dinner at 19.30. 20). As usual dinner consists of soup, fish or roast chicken, potatoes, vegetables and dessert. 21). After dinner we go to the sitting room. 22). There we read books, newspapers and magazines, watch TV, chat with the friends on the phone.

23). On Monday, Wednesday and Friday I attend preparatory courses at the University. 24). I leave home at 4.30 afternoon and come back at 8.30.

25). At 10 o'clock I take a shower, brush my teeth and go to bed. 26). I fall asleep fast and have no dreams.

Questions:

1. Is it difficult for you to get up early?
2. Does your mother get up earlier than you? Why?
3. What do you do when you get up?
4. How much time does it take you to get to school?
5. When does your school begin?
6. How long does it last?
7. What do you usually do in the evenings?

Практическое занятие №13

I. Изучите лекционный материал по теме «Степени сравнения прилагательных» Степени сравнения прилагательных

В английском языке, как и в русском, прилагательные (качественные) образуют две степени сравнения: СРАВНИТЕЛЬНУЮ и ПРЕВОСХОДНУЮ. Положительной степенью прилагательных называется их основная форма, не выражающая степени сравнения.

Также, как и в русском языке прилагательные образуют степени сравнения либо АНАЛИТИЧЕСКИ – с помощью дополнительных слов **more** – *более* и **most** – *наиболее, самый* (сложные формы); либо СИНТЕТИЧЕСКИ – посредством изменения самого прилагательного с помощью суффиксов **-er** и **-est** (простые формы). И также, как и в русском языке аналитическая форма сравнительной степени может быть образована от любого прилагательного, а синтетическая – от одних прилагательных может быть образована, а от других – нет.

Односложные прилагательные

подавляющее большинство односложных прилагательных образуют степени сравнения с помощью простых (синтетических) форм:

Сравнительная степень образуется при помощи суффикса **-er**

Превосходная степень образуется при помощи суффикса **-est**.

При этом соблюдаются следующие правила:

1 В односложных прилагательных, оканчивающихся на одну согласную с предшествующим кратким гласным звуком, конечная согласная буква удваивается (чтобы сохранить закрытость слога):

big *большой*- **bigger** - **biggest**

thin *тонкий* - **thinner** - **thinnest**

2 Если прилагательное оканчивается на у с предшествующей согласной, то уменьшается на i :

busy *занятый* - **busier** - **busiest**

happy *счастливый* – **happier** - **happiest**

Примечание: Но если перед у стоит гласная, то у остается без изменения:

grey *серый* - **greyer** - **greyest**

3 Конечная гласная e перед суффиксами **-er**, **-est** опускается:

white *белый* - **whiter** - **whitest**

Положительная
степень

Сравнительная
степень

Превосходная
степень

(артикль the везде)

dark *темный*

dark**er** *темнее*

(the) dark**est** *самый темный*

nice *милый*

nice**r** *милее*

(the) nice**st** *самый милый*

large *большой*

large**r** *больше*

(the) large**st** *наибольший*

Однако даже здесь не все так однозначно. У некоторых прилагательных одинаково употребительны как синтетические, так и аналитические формы, например:

true *правдивый, верный*

truer; **more true**

true**st**; **most true**

hot *горячий*

hot**ter**; **more hot**

hot**test**; **most hot** – реже

А некоторые в подавляющем большинстве случаев встречаются в аналитических формах:

right *правильный*

right**er** (*редко*); **more right**

most right

wrong неправильный	more wrong	most wrong
real настоящий	more real	realest (реже); most real

Перед прилагательными в превосходной степени ставится определенный артикль **the**, так как оно обычно является определением к стоящему за ним существительному (придает ему качества исключительности). Артикль сохраняется и в тех случаях, когда существительное не упомянуто, а лишь подразумевается:

This is **the shortest** way to the *Это самая короткая* дорога к вокзалу.
station.

There are 20 boys in our class. *В нашем классе 20 мальчиков. Виктор самый*
Victor is **the tallest**. *высокий.*

Двусложные и многосложные прилагательные

Многосложные и большинство двусложных прилагательных образуют сравнительную степень с помощью слова **more** - *более*, а превосходную степень - **most** - *самый (наиболее)*. А меньшая и самая низкая степень качества выражаются словами **less** - *менее* и **least** - *наименее*. Эти слова ставятся перед прилагательным в форме положительной степени (основная форма).

Положительная степень

Сравнительная степень

Превосходная степень

(артикль the везде)

difficult-трудный	more difficult-труднее	most difficult самый трудный
beautiful-красивый	more -beautiful красивее	most beautiful самый красивый

Выражение меньшей и наименьшей степени:

expensive-дорогой(по цене)	less expensive	менее (the)	least	expensive
	дорогой	наименее	дорогой	

Например:

We are glad that this work is **less difficult**. Мы рады, что эта работа **менее трудная**.

Примечание 1: **Most** употребляется перед прилагательными не только для образования превосходной степени, но и со значением **very** - очень, а также крайне, весьма, обозначая просто высокую степень качества безотносительно к другим предметам. В этом случае существительное в единственном числе употребляется с неопределенным артиклем, а во множественном числе - без артикля:

This is a **most** interesting book.

Это **крайне** интересная книга.

They are **most** interesting people.

Они **крайне** интересные люди.

Примечание 2: **Most** употребляется также с предлогом **of** перед существительным, обозначающим определенную группу предметов, лиц или количество чего-либо. Сочетание **most of** употребляется без артикля и означает "большинство (из), большая часть (из)". В этом случае существительное, к которому оно относится, имеет при себе определенный артикль, указательное или притяжательное местоимение.

Most of these books have been published **Большая часть** этих книг издана in Moscow.

в Москве.

Most of the students go in for sports.

Большинство студентов занимается спортом.

Некоторые двусложные прилагательные и отдельные односложные употребляются как в синтетических, так и в аналитических формах для передачи различных стилистических нюансов и оттенков. Вообще, простые формы более характерны для разговорной речи, а сложные для письменной.

Нужно отметить, что за последние несколько десятилетий в английском языке произошли некоторые изменения и там, где раньше рассматривались лишь синтетические формы, появились аналитические, которые используются параллельно со старыми, простыми формами.

В отечественных грамматиках традиционно пишется что двусложные прилагательные оканчивающиеся на -у, -er, -ow, -le, а также некоторые, имеющие ударение на втором слоге, образуют простые формы сравнения. Однако даже здесь все не так однозначно, язык то живой и постепенно изменяется. В тех случаях, когда вы не знаете какую форму употребить – выбирайте аналитическую, ошибка может быть стилистическая, а не грамматическая.

К прилагательным, значительно чаще образующим простые формы сравнения относятся:

simple - простой	simpler	simplest
busy - занятой	busier	busiest
quiet - спокойный	quieter	quietest
happy - счастливый	happier	happiest; most happy (реже)
narrow - узкий	narrower;	narrowest more narrow (реже)

Некоторые прилагательные с одинаковой частотностью встречаются как в простых, так и в сложных формах сравнения, например:

clever- умный, способный	cleverer; more clever	cleverest; most clever
stupid- глупый, тупой	stupider; more stupid	stupidest; most stupid
sincere- искренний	sincerer (реже); more sincere;	sincerest; most sincere

Чаще встречаются в сложных формах сравнения:

polite - вежливый	politer (редко); more polite	politest (реже); most polite
remote- удаленный	remoter(редко); more remote	remotest(реже); most remote

Исключения из общих правил образования степеней сравнения:

1 Образуют степени сравнения от другого корня:

<u>Положительная степень</u>	<u>Сравнительная степень</u>	<u>Превосходная степень</u>
		(артикль the везде)
good -хороший	better - лучше	(the) best - самыйлучший
little - маленький	less -меньше	least - наименьший
bad -плохой	worse - хуже	worst-самый плохой
much-много (с неисчисл.)		
many-многие (с исчисл.)	more - больше	most- больше всего

Примечание 1: Слову **меньше** соответствует в английском языке: а) **less** - в том случае, когда меньше является сравнительной степенью от мало:

I have **less** time than he. У меня **меньше** времени, чем у него.

б) **smaller** - в том случае, когда меньше является сравнительной степенью от маленький. То есть, когда нам нужно образовать сравнительную степень от **little** – в значении маленький, мы заменяем его на **small** – маленький, от которого образуем **smaller** и **smallest**. Например:

Jack is **little**, but Alice is even **smaller**. She is **the smallest** in their family.
 Джек **маленький**, но Алиса еще **меньше**. Она **самая маленькая** в их семье.

Примечание 2: Слово **больше** соответствует в английском языке: а) **more** - в том случае, когда больше является сравнительной степенью от многого:

I have **more** time than he. У меня **больше** времени, чем у него.

б) **bigger** или **larger**- в том случае, когда больше является сравнительной степенью от большой:

My room is **larger** than yours. Моя комната **больше** вашей.

2 Имеют по две формы степеней сравнения, различающихся по значению:

<u>Положительная степень</u>	<u>Сравнительная степень</u>	<u>Превосходная степень</u> (артикл the везде)
1) old-старый	older-старше (о возрасте) elder-старше в семье (о старшинстве)	oldest старейший eldest самый старший в семье
2) near-близкий	nearer- более близкий	nearest-ближайший (по расстоянию) next-следующий (по порядку)
3) late-поздний	later-более поздний (о времени) latter-последний из двух (по порядку) упомянутых	latest- самый поздний last-самый последний (по порядку)
4) far-далекий, дальний	farther-более дальний (о расстоянии) further-более дальний, дальнейший (по порядку)	farthest- самый дальний furthest-самый дальний, далекий

II. Выполните упражнения по теме «Степени сравнения прилагательных»

1. Choose an adjective or an adverb to make sentences grammatically correct.

Examples: It is clear. I see it clearly.

1. It is (correct, correctly).

2. Spell the word (correct, correctly).
3. You know it (good, well).
4. Of course it is (good, well).
5. It is (cold, coldly) in the room.
6. Don't look so (cold, coldly) at me.
7. It is (easy, easily).
8. I can do it (easy, easily).
9. It is (warm, warmly) today.
10. He always greets us (warm, warmly).

2. Give the comparative and superlative degrees of adjectives.

Sad, grey, bad, old, happy, free, far, dry, big, near, shy, unusual, able, mountainous, little, polite, famous, well-known, heavy.

Практическое занятие №14

MyWorkingDay.

On week days I usually get up nearly six o'clock. I do not like to get up early, but I have to, because I have a lot of work to do during the day.

I make my bed, wash my face, put my clothes on and go to the kitchen to have breakfast. My mother usually prepares, breakfast for me, but sometimes I do it myself. If I prepare my breakfast for my own, I should have to get up earlier. I do not like big breakfasts; I prefer a cup of coffee and a sandwich.

Then I go to school. It is rather far from my house and I go there by bus. I have classes till two or three o'clock, it depends on a week day. Then I come home and have dinner. I like a big dinner, because when I come home from school I am hungry.

After my dinner, I have a rest for a couple of hours and then I do my homework. If I have some spare time I do some work about the house. I sweep the floor, dust the furniture and clean the carpets with the vacuum-cleaner. Sometimes my mother asks me to go shopping.

Then I have free time. I go for a walk with my friends or watch TV, or read books or play my favourite computer games. Then I have supper with my family. I like evenings very much, all members of our family get together after work and study and have the opportunity to talk and to discuss our family affairs.

I usually go to bed at about ten o'clock, sometimes at eleven o'clock.

Questions:

1. When do I usually get up on week days?
2. What do I do when I have got up?
3. Do I like big breakfasts?
4. Is my school close to my home?
5. What do I do when I have some spare time?
6. When do I usually go to bed?

Vocabulary:

to get up — вставать, подниматься
 to have to + inf. — вынужденчто-либосделать
 to make bed — застилатьпостель
 to put smth on — надеватьчто-либо
 to have breakfast — завтракать
 to have a lot of work to do — иметьмногодел
 to prefer — предпочитать
 to sweep — подметать
 to dust — вытиратьпыль

furniture — мебель
carpet — ковер
vacuum-cleaner — пылесос
to go shopping — ходить по магазинам
to have opportunity — иметь возможность
family affairs — семейные дела

Практическое занятие №15

Read and translate the text.

Subcultures

Culture is complex. We do not just belong to a single cultural group. Most of us belong to many. Each of these has its own values, beliefs, and behaviours. Sometimes the values, beliefs, and behaviours of one group conflict with those of another. A subculture is the culture of one group within a society. Subcultures are part of a larger culture but they differ from that larger culture in certain ways. For instance, they might differ in behaviours, language, religion, values, or norms.

Subcultures include various racial, religious, age, and economic groups. Belonging to more than one subculture can create some of the personal conflicts we face daily. A common example for young people is when the values of the youth subculture conflict with the values of another (for example, racial, religious, or economic) subculture.

The youth subculture is one of the largest subcultures in the United States today, and while it is recognizable subculture, it also represents many different influences. Within it we find distinct groups that are sometimes referred to as 'tribes.' Sociologists suggest that teenagers have always been attracted to tribes as a way of expressing identity. What is interesting about the current youth subculture and its tribes, is that it is the first generation of youth to belong to global tribes; that is, the common features between members of these tribes have crossed national boundaries and have become global. A report based on interviews with 10,000 teenagers around the world found that teenagers from countries as different as China, India, Canada, and Costa Rica share common subcultures, based on globally broadcast television shows, movies, international pop music stars, video games, and international sporting heroes. This generation of youth is the first to really experience the global village. They are growing up with technology that keeps them in touch with global influences, in terms of clothing, music, attitudes, and activities.

Exercise 1. Find in the text the English for:

Принадлежать, единственный, ценность, убеждение, определенный способ, включать, создавать, сталкиваться, общий, распознаваемый, представлять, влияние, определенный (отличный), считать (относить к), племя, привлекать, выразить себя, текущий (настоящий, современный), поколение, общая черта, пересекать границы, доклад, делить, общий, вещание, опыт, поддерживать связь.

Exercise 2. Fill in the blanks with words and combinations from exercise 1.

1. We do not just to a single cultural group.
2. They might differ in, language, religion,, or norms.
3. Most of us have our own values,, and behaviours.
4. We find groups that are sometimes to as 'tribes'.
5. Sociologists suggest that teenagers were always ... to tribes as a way of expressing

6. Subcultures various racial, religious, age, and economic groups.

Exercise 3. Correct false statements.

1. All people belong to a single cultural group.
2. A subculture is the culture of many groups within a society.
3. Subcultures include various professional, cultural, age, and economic groups.
4. The youth subculture is one of the smallest subcultures in the world today.
5. Sociologists suggest that teenagers were always attracted to tribes as a way of getting some knowledge.
6. The common features between members of these tribes have become national.

Exercise 4. Answer the questions.

1. What is a subculture?
2. Can subcultures be different? How?
3. What groups do subcultures include?
4. What are 'tribes'?
5. Why are teenagers attracted to tribes?
6. How different are subcultures in various countries?

Практическое занятие №16

Read the text and do the following tasks.

types of activity-виды деятельности

leisure time-свободное время

to choose-выбирать

relaxation-удовольствие

development-развитие

to divide into-подразделяться

handicraft-рукоделие

possibilities-возможности

to include-включать себя

skillfully-мастерски, ловко

engaged-заинтересованный

needlework-шитье, вышивание

crocheting-вязание крючком

competition-соревнование

Hobby can be any types of activity, which people do during their leisure time. Many people choose a hobby for relaxation, pleasure, or for development of new interest. Most hobbies are divided into 4 general categories. They are the arts, collecting, handicrafts, games, and sports. There are such art forms as dancing, painting, theatre, graphic arts, and music. Each art form has many possibilities for a hobby. For example music can include singing, playing an instrument, collecting CD's. Painting offers the people a wide choice of materials, such as oil paints or watercolors. Collecting is probably the most widespread kind of hobby, because almost anything can be collected. Stamps and coins were very popular 90's. People also collect rich things as autographs, books, dolls, tickets. Handicrafts attract people who can work skillfully with their hands. Many of them are engaged in needlework activities, crocheting, knitting and sewing. Some use kits to make model airplanes, boats and cars. Games and sports are popular with many people, who enjoy

competition, physical activity and exercise. Thousands of people take part in sport, such as bowling, fishing, mountain climbing, skiing, and tennis. Popular indoor games include card games, chess. Nowadays, electronic related hobbies become popular. Many people especially children play computer games.

Answer the questions.

1. What hobby categories do you know?
2. What does music may include?
3. What do people collect?
4. Are games and sport popular with many people?
5. What do indoor games include?

Практическое занятие №17

ОБОРОТ thereis / thereare

Оборот thereis / thereare служит для выражения наличия (отсутствия) какого-либо предмета в определенном месте или в определенное время. Present Indefinite There is a picture on the wall. На стене картина. Is there a picture on the wall? На стене есть картина? There are pictures on the wall. На стене картины. Are there pictures on the wall? На стене есть картины? Past Indefinite There was a picture on the wall. На стене была картина. Was there a picture on the wall? На стене была картина? There were pictures on the wall. На стене были картины. Were there pictures on the wall? На стене были картины? Future Indefinite There will be pictures on the wall. На стене будут картины. Will there be pictures on the wall! На стене будут картины? Выбор формы глагола to be зависит от числа существительного, следующего сразу за ним: There is a chair and two armchairs in the room. There are two armchairs and a chair in the room. Вопросительные предложения с оборотом thereis / thereare строятся следующим образом „ Общий вопрос: Is there anything in the bag? Will there be lessons tomorrow? Специальный вопрос: What is there in the bag? Разделительный вопрос. There are some pupils in the classroom, aren't there?

Задание 1. Вставьте to be в нужной форме: 1. There... a telegram on the table. 2. ... there any telegrams from Moscow? Yes, there... some. 3. ... there ... a flight for Moscow tomorrow? Yes, there ... 4. There... much snow last winter. 5. There... a lot of stars and planets in space. 6. ... there... a lift in your future house? Yes, there 7. Some years ago there ... many old houses in our street. 8. ... there any lectures yesterday! No, there... 9. ... there a lamp over the table? Yes, there... 10. ... there any interesting stories in this book? 11. ... there a test last lesson? No, there.... 12. Soon there a new film on.

Задание 2. Поставьте вопросы к следующим предложениям: 1. There are some new pupils in our group. 2. There is no book on the table. 3. There were many old houses in our street. 4. There are 4 seasons in a year. 5. There will be a conference next week. 6. There are many large cities in our country. 7. There was nobody in the room. 8. There are 7 days in a week. 9. There is something on the shelf. 10. There are many places of interest in London. 11. There are many beautiful flowers in our garden. 12. There was much work last week.

Задание 3. Напишите следующие предложения в прошедшем и будущем временах: 1. There is much snow in winter. 2. There are 5 theatres in our city. 3. There is no lift in our house. 4. There are many new books in our library. 5. There is little milk in the bottle. 6. There are 3 rooms in our flat. 7. There is a map on the wall.

Read and translate the text.

The daily routine

I will try to describe my daily actions. I will tell you about the things that I do, more or less, every day. I mean the things I regularly did when I was at school. There was little variation in my life then; all days except weekends looked very much the same. I generally got up at about 7 o'clock when my alarm clock buzzes. I hate getting up early, but I got used to it. In half an hour I was ready for breakfast. I usually had a quick light breakfast, i.e. tea and a cheese sandwich, sometimes fried eggs. Then I quickly put on my coat and left the house. The school began at 8 o'clock. As a rule I was always in a hurry because I didn't want to

be late for the lessons. Six lessons a day was the ordinary timetable. I seldom had lunch in the school canteen. I usually had an apple and a sandwich in my bag. I usually enjoy school if I'm up-to-date with my school work. I hate the feeling of being left behind with anything. My lessons finished at a quarter to three. Twice a week I either stayed at school later to have volleyball practice for the school team and once a week I was busy with the English language club. So I came home either at three or at five. I never took a bus on the way from school, I always walked home with my friends, and it was the best time to have a chat about school and other things. When I came home my Granny always had dinner ready just in time. After dinner I changed my school uniform and read something or listened to the music, but not longer than an hour. The final year at school was a pretty hard one. A lot of homework in every subject on the one hand and additional practice in languages on the other. Homework took me about four or five hours a day. I normally finished doing my homework at 11 with hardly any breaks since 6 o'clock. There was practically no time for television or friends. It was like this with my other schoolmates, I mean those who thought of going into higher education. Mathematics and physics were most difficult for me. I was not as good at them as my teacher wanted me to be. My favourite subjects were History, English and Biology. I did well in those subjects without very much effort. Hard as it was school was a very good time in my life. I had good friends at school and some lessons were interesting. So as a rule I went to bed about midnight. When I go to bed I often think about possible careers and dream of becoming famous due to an outstanding talent that no one has discovered yet. Then I allow myself to worry about anything and everything. I worry about school, my future, and the next day. That was my usual working day. Weekends were more attractive.

Answer the following questions:

- 1 What books did you read when you had the time?
- 2 Did your mother ask you to go shopping from time to time?
- 3 What homework did you do for your English lessons?
- 4 Who was your favorite teacher?
- 5 How much time did you spend out-of-doors?
- 6 How old were you when you went to school?

Практическое занятие №18

Прочитайте и переведите текст, ответьте на вопросы по тексту.

Day off.

Most people in our country work five days a week but students and pupils work six days. They have only one day off. It is Sunday.

I like this day very much. You needn't hurry anywhere and you may go wherever you like after your week's work. On this day I wake up later than usual. But sometimes I don't get up till nine or ten o'clock. I read morning newspapers or listen to music.

As soon as I get up I the air room, make my bed and do morning exercises. Then I have breakfast, clear away the dishes and wash up. Two more hours for getting ready with my homework, and I am free.

I meet my friends and we discuss our plans together. We may go to the cinema or theatre, to museums and parks. Last Sunday we went to the Botanical Garden. There were many beds of spring flowers there: red, yellow and blue. People in light clothes were walking along the paths. The air was fresh and clean. It was very pleasant to spend time there.

In fine weather we also like to be out of town. We find a nice place somewhere in the forest or on the bank of the river and have a rest. We lie in the sun, play different games and swim. In winter my friends and I often go to the skating-rink. Skating is my favourite kind of sport, but I like to ski too.

When the weather is bad my friends come to my place. We listen to music or go to the cinema. We like films about the life of the youth abroad. On the way home we usually discuss the films we've seen.

In the evening all the members of our family get together. We have our supper, make plans for tomorrow, watch TV or read books. Reading is my hobby. Sometimes we receive guests at our place or go for a walk. I enjoy my days off very much.

Vocabulary

day off — выходной день, to listen [lɪsn] to music — слушать музыку, to discuss [dɪs'kʌs] — обсуждать, to spend time — проводить время, to be out of town/to go to the country ['kʌntri] — быть за городом/ехать за город, place [pleɪs] — место, to have a rest — отдыхать, to lie [laɪ] in the sun — загорать, to play games [pleɪ geɪmz] — играть в игры, to come to smb's place — приходить к кому-то, to make plans — планировать, hobby [hɒbi] — хобби, to receive guests [gests] — принимать гостей, to go for a walk — идти на прогулку, to enjoy [ɪn'dʒɔɪ] — наслаждаться

Questions

1. Which day of the week do you like best and why? 2. What time do you get up on Sunday? 3. How do you usually spend your days off? 4. How did you spend your last Sunday? 5. Do you often go to the country on your days off? 6. What are the best places around your city? 7. Do you go in for sports on Sunday? 8. Do you often go to see your friends? 9. With whom do you like to spend your days off? 10. Do you sometimes go to the theatre on Sundays? 11. How do you usually spend the evenings on your days off? 12. Do you sometimes receive guests on Sundays? 13. How do you plan to spend your next Sunday?

Практическое занятие №19

I. Изучите лекционный материал по теме «Предлоги места и времени»

Предлог — это служебное слово, которое показывает отношения существительного или местоимения с другими словами в предложении.

Предлоги по форме делятся на:

1. простые (in, to, on etc.);
2. составные (upon, into etc.);
3. групповые (ac cording to согласно, in front of перед etc.).

	Между английскими и русскими предлогами нет постоянного соответствия. Один и тот же английский предлог может переводиться различными русскими предлогами, и наоборот:	
N. B.	I am standing at the window.	Я стою у окна.
	I get up at seven o'clock.	Я встаю в семь часов.

Книга на столе.	The book is on the table.
Он посмотрел на меня.	He looked at me.

Некоторые глаголы в английском языке требуют после себя предлога: **to wait for**ждать, **to listen to**слушать, **to depend on**зависеть от, **to rely on**полагаться на и т. д.

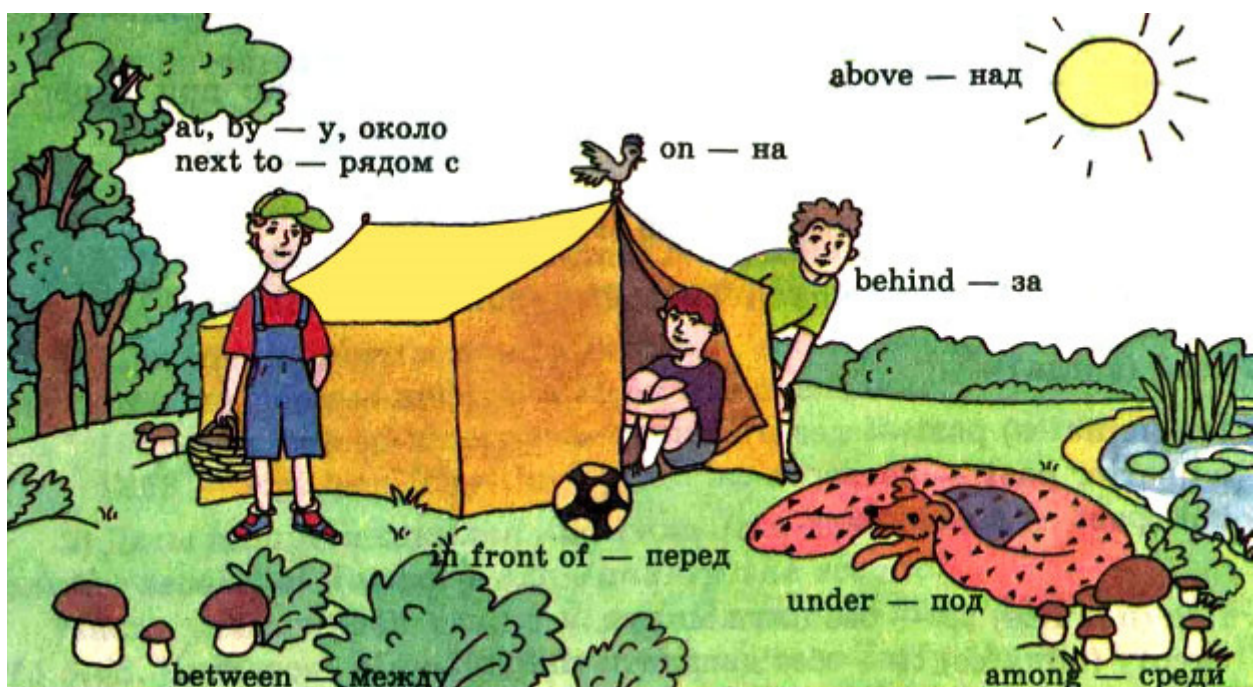
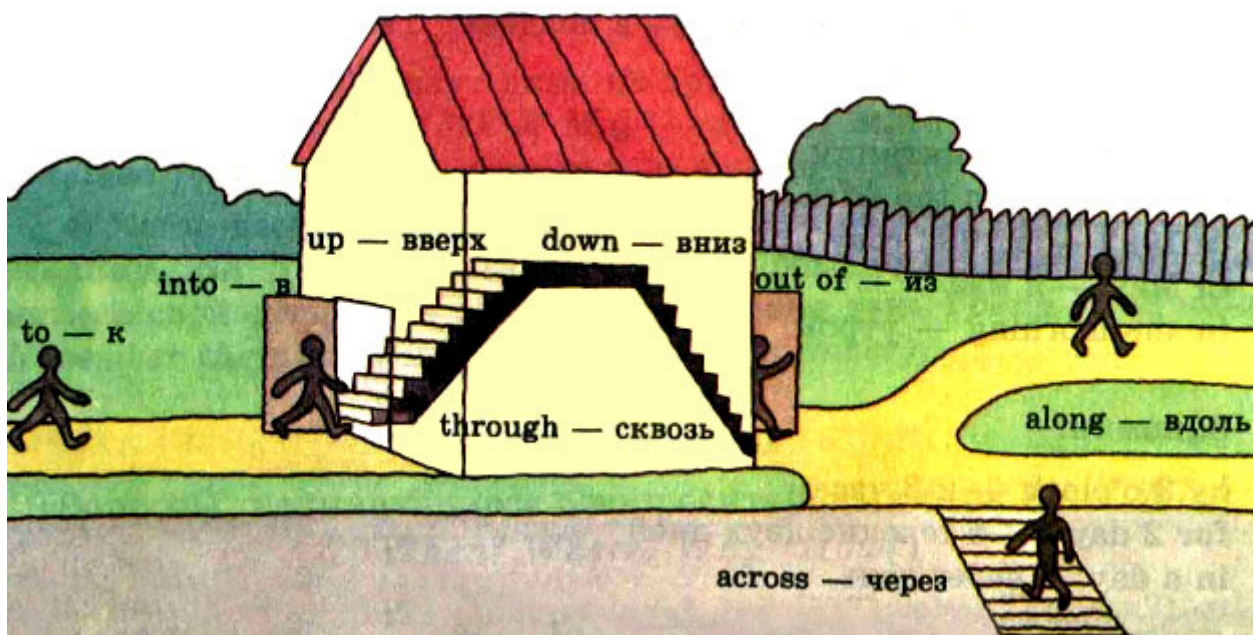
№. В.	Некоторые предлоги совпадают по форме с <u>наречиями</u> , различить их можно по роли в предложении: предлоги в отличие от наречий не несут на себе смыслового ударения.
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ОСНОВНЫЕ АНГЛИЙСКИЕ ПРЕДЛОГИ И ИХ ЗНАЧЕНИЯ				
№ п/п	ПРЕДЛОГ	ОСНОВНЫЕ ЗНАЧЕНИЯ		
		ВРЕМЯ	МЕСТО НАПРАВЛЕНИЕ	И ДРУГОЕ
1	ABOUT	около	около, вокруг, кругом	о, об, около
2	ABOVE		над, выше	
3	ACROSS		поперек, через, на ту сторону	
4	AFTER	после	за, вслед за	
5	AGAINST			против
6	ALONG		вдоль, по	
7	AMONG (AMONGST)		между, среди	
8	AT	в	у, возле, около	
9	BEFORE	до, перед	перед	
10	BEHIND		позади, за	
11	BELOW		под, ниже	

12	<u>BESIDE</u>		рядом с, около	
13	<u>BESIDES</u>			кроме (сверх)
14	BETWEEN		между	
15	BEYOND		по ту сторону, за	
16	<u>BY</u>	к	у, возле, около, мимо	1) обозначает действующее лицо; 2) средство или способ совершения действия
17	DOWN		вниз по, с	
18	DURING	в течение, во время		
19	EXCEPT			кроме (за исключением)
20	FOR	в течение, на		для, за
21	FROM	от, с	от, с	
22	IN	в, через, за, в течение	в	
23	INSIDE		внутри, внутрь	
24	INTO		в	
25	OF			1) употребляется в выражениях, отвечающих на вопросы кого? чего? 2) из; 3) в
26	OFF		с, со	
27	ON (UPON)	в	на	по, об, о

28	OUT OF		из (изнутри)	
29	OUTSIDE		вне, за пределами, за пределы	
30	OVER	более, свыше	над, через	свыше, сверх
31	PAST	после	мимо	
32	ROUND, AROUND		вокруг, кругом	
33	SINCE	с, с тех пор как		
34	THROUGH		через, сквозь	из-за, вследствие
35	TILL, UNTIL	до, вплоть до		
36	TO		в, на, к	употребляется в выражениях, отвечающих на вопросы кому? чему?
37	TOWARDS	к	к, по направлению к	
38	UNDER		под	меньше
39	UP		вверх по, по	
40	WITH			с
41	WITHIN	в течение, не позднее чем через		
42	WITHOUT			без

1. Предлоги пространственные (места и направления).



2. Предлогивременные

Рассмотримсамыеосновные: about, after, at, during, for, in, on, till, within.

about	около (примерно, приблизительно)	It's about 6 p.m. (Сейчас около 6 вечера)
after	после	Summer comes after spring. (Лето приходит после весны)
at	в	Let's meet at 10 a.m. (Встретимся в 10 утра)
during	в течение	She was sleeping during the whole lesson. (Она спала в

		течение всего урока)
for	в течение	He laughed for 5 minutes. (Он смеялся 5 минут)
in	через	I'll be home in 10 minutes. (Буду дома через 10 минут)
on	по	I usually go shopping on Fridays. (Я обычно хожу за покупками по пятницам)
till	до	I won't go shopping till Sunday. (Я не пойду за покупками до воскресенья)
within	в течение, за	You must do it within a month. (Ты должен сделать это за месяц)

3. Предлоги причинные

because of – потому что;

on account of – вследствие, из-за;

thanks to – благодаря;

in accordance with – согласно, в соответствии с.

II. Выполните упражнения по теме «Предлоги места и времени»

1. Заполните пропуски, где это необходимо, подходящими предлогами at, on, in.

Пример: He works out ... the morning every day. - He works out **in** the morning every day.

1. We had holidays ... July.

2. ... the 25th of March I met my future wife.

3. ... last year they had a baby.

4. I should be there ... 6 p.m.

5. Mike had a great party ... his birthday.

2. Выберите правильный вариант ответа.

1. She has taught English ... five years.

a) by

b) at

c) for

2. We have been living here ... March.

a) for

b) since

c) about

3. I'll become a senior lieutenant ... next month.

a) in

b) -

c) for

4. I won't be out very long. I'll be back ... ten minutes.

a) since

b) at

c) in

5. They returned to the refuge ... six o'clock.

- a) about
- b) in
- c) for

Практическое занятие №20

Read and translate.

Описание местонахождения улицы.

I live in Vishnyovaya street. It is called so because there are many cherry trees there and they are especially beautiful in spring when they are in blossom.

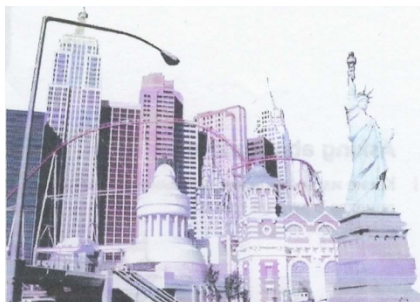
My street is very nice and modern. It is not in the city center, it is in the suburbs. There are many houses in my street and the number of them is increasing every year. Also you can see some supermarkets, a filling station, a hotel, several office centers, cafés and bars.

My school is also located in this street. It is a new modern four-storeyed building that looks very nice. It is not far from my house so it does not take me long to get there.

There is a small park not far from my house. On warm sunny days you can see mothers with children walking there. Also there are some attractions and my friends and I like to go there very much.

My parents started living in this street when I was 5 years old. I want to say that I like my street very much and I am lucky to live in such a beautiful place.

Task 1.



Do you know?

В городе вы **go sightseeing**.

В какое-то определенное место вы **go on an excursion**.

Вы **take a tour of**, осматривая город или здание.

Прочитайте рекламу автобусной экскурсии.

Guided Bus Tour

See the splendour of our city from an open-top bus.

Departs from the Embankment on the hour from 10 a.m. to 5 p.m. seven days a week.

Our expert guides give the history of this famous city in five languages.

The tour lasts one hour and takes you past some of the finest old buildings in the city.

Adults **£10** Children (under 14) **£5**

Найдите правильные ответы (a—f) на вопросы (1-6).

1. How long does the tour last? a) It goes past some fine old buildings.
2. Where does the tour start? b) The Embankment.
3. What time does the first tour start? c) £10.00 for adults and £5.00 for children
4. When is the last tour? d) One hour.
5. Where does the tour go? e) 10 a.m.
6. How much does it cost? f) 5 p.m.

Task 2.

Заполните пропуски соответствующими словами из рамки.

Buildings tour excursion sightseeing tourist

When I visit a new country I like to go ____1____ I like to see all the old ____2____. Usually I go on a ____3____ of the city with a guide. Sometimes I go on an ____4____ outside the city to visit a castle or a garden. I enjoy being a ____5____ in a foreign country!

Практическое занятие №21

Moscow

Moscow is the capital of Russia. It is the biggest city in Europe and one of the largest cities in the world.

Moscow is the modern city. The population is about 12 million people. Moscow is a political centre, where the government of our country works.

Moscow was founded in 1147 by Yuri Dolgoruky. The total area is about 900 square kilometres.

Moscow is the port of five seas – the Baltic Sea, the White Sea, the Black Sea, the Caspian Sea and the Sea of Azov.

Moscow is an industrial centre. There are many factories and plants in it. Moscow is a cultural centre, too. There are a lot of theatres, museums, libraries, and cinemas in Moscow.

The Bolshoy Theatre is one of the famous theatres all over the world. If you are fond of painting, you can go to Tretyakov Art Gallery or the Pushkin Fine Arts Museum and see a lot of interesting portraits and landscapes there.

Young people like to visit the Central Military Museum. There are many tanks, guns and war documents there.

The heart of Moscow is Red Square. The Kremlin and St Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient Russian architecture.

The main Kremlin tower, the Spasskaya Tower, has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell Tower of Ivan the Great, the Tzar-Cannon and the Tzar-Bell, the biggest cannon and bell in the world.

Moscow is a city of students. There are over 100 higher educational institutions in it. The main is the Moscow State University. It was founded in 1755 by the great scientist Mikhail Lomonosov. There are nine railway stations in Moscow and some airports around the city. There are many stadiums in Moscow. The capital stadium is Luzhniki. I live in Moscow and I am proud of this city.

Questions

1. What is the capital of our country?
2. Is Moscow a modern city?
3. What is the population of Moscow?
4. When was Moscow founded?
5. Who founded Moscow?
6. Moscow is the port of five seas, what are they?
7. What theatres of Moscow do you know?
8. What is the heart of Moscow?
9. What is the main tower of the Kremlin?
10. What is the main university in Moscow?
11. When was the Moscow State University founded?
12. What is the main stadium of the city?
13. How many railway stations are there in Moscow?
14. What sights of Moscow do you know? Name five of them.

Практическое занятие №22

Transportation In London

First of all you have to remember that they drive on the left side of the road in England. It may take some time to get used to it.

You can take one of London's tourist Double-Deckers and start getting acquainted with London that way. The owner of those buses is Big Bus Company, and the cost is 12 pounds (6 — for a child). You pay once, and you can ride any of their buses all day long.

You could also take a tourist boat catamaran (Catamaran Cruises) down the Thames, e.g. a 4-hour tour is 6.5 pounds (4.5 — for a child), and you can admire the beautiful sights of London from a boat.

You can also buy a travel card to go on excursions in London for a day or a week. There are weekend travel cards and Family travel cards.

Words: to get used (to smth.) — привыкнуть к чему-л. to get acquainted (with smth.) — познакомиться, ознакомиться с чем-л. all day long — целый день boat [bout] — лодка, корабль cruise [krtrz] — круиз

Задание 4.2. Прочитайте и переведите диалог.

Reserving a Room at the Hotel

Hotel Clerk: Hello. Sunrise Inn. May I help you?

Mr. Jones: Yes, I'd like to reserve a room for two on the 3rd of May.

Hotel Clerk: Oh, yes. We have one suite available.

Mr. Jones: How much is that?

Hotel Clerk: It's \$200.

Mr. Jones: That's a little too expensive for me. Do you have a cheaper room available either on the 2nd or 3rd?

Hotel Clerk: I'm afraid we're full on the 2nd but we do have a few rooms on the 3rd. All rooms are with air-conditioning, a colour TV and telephone.

Mr. Jones: Well, how much is that?

Hotel Clerk: \$ 80.

Mr. Jones: O.K. That'll be fine.

Hotel Clerk: How long are you going to stay?

Mr. Jones: Ten days.

Hotel Clerk: So you're leaving on the 13th of May? I hope you'll enjoy the place. Could you tell me your name, please?

Mr. Jones: Yes, Mike Jones.

Hotel Clerk: Excuse me, how do you spell your last name,

Mr. Jones? **Mr. Jones:** J-O-N-E-S.

Hotel Clerk: O.K., Mr. Jones, we look forward to seeing you on May the 3rd and thank you. **Mr. Jones:** O.K. and good-bye.

Практическое занятие №23

I. Изучите лекционный материал по теме Past Simple - простое прошедшее время

Время **Past Simple** используется для обозначения действия, которое произошло в определенное время в прошлом и время совершения которого уже истекло. Для уточнения момента совершения действия в прошлом при использовании времени **Past Simple** обычно используются такие слова, как five days ago(пять дней назад), last year(в прошлом году), yesterday(вчера), in 1980(в 1980 году) и т.п.

Образование Past Simple

Утвердительные предложения:

I played We played

You played You played

He / she / it played They played

Вопросительные предложения:

Did I play? Did we play?

Did you play? Did you play?

Did he / she / it play? Did they play?

Отрицательные предложения:

I did not play We did not play

You did not play You did not play

He / she / it did not play They did not play

Для того, чтобы поставить английский глагол во время **Past Simple**, нужно использовать его «вторую форму». Для большинства глаголов она образуется прибавлением окончания **-ed**:

examine – examined, enjoy – enjoyed, close – closed

Однако есть также достаточно большая группа неправильных английских глаголов, которые образуют форму прошедшего времени не по общим правилам, для них форму прошедшего времени нужно просто запомнить.

We **saw** your dog two blocks from here.

Мы видели вашу собаку в двух кварталах отсюда.

В **вопросительном предложении** перед подлежащим нужно использовать вспомогательный глагол **do** в прошедшем времени – **did**, а после подлежащего поставить основной, значимый глагол в начальной форме:

Did you wash your hands?

Ты помыл руки?

Did they sign the contract?

Они подписали контракт?

В **отрицательных предложениях** перед глаголом нужно поставить вспомогательный глагол **did** и отрицательную частицу **not**:

We **did not find** our car.

Мы не нашли свою машину.

I **did not understand** this question.

Я не понял этот вопрос.

Случаи употребления Past Simple:

- Указание на простое действие в прошлом:

I **saw** Jeremy in the bank.

Я видел Джереми в банке.

- Регулярные, повторяющиеся действия в прошлом:

The old man often **visited** me.

Старик часто меня навещал.

I **noticed** this charming shop girl each time I went to buy something.

Я замечал эту очаровательную продавщицу каждый раз, когда шел за покупками.

- Перечисление последовательности действий в прошлом:

I **heard** a strange sound, **looked back**, and **saw** a huge cat sitting on the table.

Я слышал странный звук, обернулся и увидел здорового кота, сидящего на столе.

II. Выполните упражнения по теме Past Simple

1. Поставьте глаголы в следующих предложениях в утвердительную, вопросительную и отрицательную формы Past Simple.

1. I (to do) morning exercises.

2. He (to work) at a factory.

3. She (to sleep) after dinner.

4. We (to work) part-time.

5. They (to drink) tea every day.

6. Mike (to be) a student.

7. Helen (to have) a car.

8. You (to be) a good friend.

9. You (to be) good friends.

10. It (to be) difficult to remember everything.

2. Раскройте скобки, употребляя глаголы в Past Simple.

1. Alice (to have) a sister.

2. Her sister's name (to be) Ann.

3. Ann (to be) a student.

4. She (to get) up at seven o'clock.

5. She (to go) to the institute in the morning.

6. Jane (to be) fond of sports.

7. She (to do) her morning exercises every day.
8. For breakfast she (to have) two eggs, a sandwich and a cup of tea.
9. After breakfast she (to go) to the institute.
10. Sometimes she (to take) a bus.
11. It (to take) her an hour and a half to do her homework.
12. She (to speak) English well.
13. Her friends usually (to call) her at about 8 o'clock.
14. Ann (to take) a shower before going to bed.
15. She (to go) to bed at 11 p. m.

Практическое занятие №24

1. Read and translate the text.

Shops and Shopping

Shops are very important in our life: it is there that we buy our food, clothes and other things.

There are different kinds of shops. Some of them sell bread. Others have tea, sugar, coffee, butter, cheese, sausages, meat and fruit.

When we want to buy something we take our shopping-bag and go to a shop. There we can see shop-girls and shop-men who sell things.

We buy bread at **the baker's shop**. We see loaves of white and brown bread on the shelves behind the counter. We pay for our loaf at the cash-desk and then receive it from the shop-assistant who stands behind the counter. We put it in our shopping-bag.

When we want to buy tea, sugar, coffee and also butter, cheese, sausages, tinned fruit, tinned meat, tinned fish or jam we go to **the grocer's shop**.

The shop where we buy meat is called **butcher's shop**. The shop-assistant weighs the meat, wraps it in paper and tells us the price. We pay for it at the cash-desk.

When we want to buy fruit or vegetables we go to **the greengrocer's**.

Many people do their shopping at **the market**. There the farmers sell the vegetables and fruit which they grow in their fields, gardens and orchards. They also sell meat, eggs, milk and other products.

Large shops with many departments are called **department stores**. In these stores we can buy almost all we want. In the windows we see all the things which they sell there – food, suits, dresses, lady's coats, men's overcoats, boots, shoes, radio and TV sets.

2. Learn the words and word combinations.

Shop – магазин, important – важный, to buy – покупать, to pay – платить, to sell – продавать, to do shopping – делать покупки, to go shopping – ходить за покупками, food – еда, clothes – одежда, things – вещи, kinds of shops – виды магазинов, bread – хлеб, sugar – сахар, coffee – кофе, butter – масло, cheese – сыр, sausage – колбаса, сосиска, meat – мясо, fruit – фрукты, shopping-bag – сумка для покупок, shop-girl – продавщица, shop-man – продавец, baker's shop – булочная, loaf – буханка, counter – прилавок, behind the counter – за прилавком, cash-desk – касса, to receive – получать, shop-assistant – продавец, to put –

класть, tinned fruit – консервированные фрукты, tinned meat – мясные консервы, tinned fish – рыбные консервы, grocer's shop – бакалейный магазин, to be called – называться, butcher's shop – мясной магазин, to weigh – взвешивать, to wrap – заворачивать, price – цена, green grocer's shop – овощной магазин, market – рынок, farmer – фермер, to grow – выращивать, field – поле, garden – сад, orchard – сад, department – отдел, store – склад, магазин, window – витрина, suit – костюм, dress – платье, coat – пальто, плащ, overcoat – плащ, boots – ботинки, shoes – обувь, supermarket – супермаркет, paper products – бумажные изделия, soap – мыло, soaps and cleaners of all kinds – чистящие и моющие средства, medicines – медикаменты, customer – покупатель, to serve – обслуживать, cashier – кассир, on leaving the store – при выходе из магазина, department store – универсам, to carry – продавать, clothing – одежда, pot – кастрюля, pan – сковорода, china – фарфор, ware – товар, изделие, glassware – изделия из стекла, silverware – изделия из серебра, furniture – мебель, to be owned – принадлежать, to be operated – управляться, local – местный, jewelry – ювелирные изделия, drugs – таблетки, grocery – бакалея, drug stores – аптека, pharmacy – аптека, besides – кроме, camera equipment – фотооборудование, cosmetics – косметика, candies – сладости, greeting cards – поздравительные открытки

3. Find in the text English equivalents for these word combinations and sentences.

1. Если мы хотим купить фрукты или овощи, то мы идем в овощной магазин. 2. Там мы можем видеть продавщиц и продавцов, которые продают товары. 3. на рынке. 4. Они также продают мясо, яйца, молоко и другие продукты. 5. различные виды магазинов. 6. Мы покупаем хлеб в булочной. 7. в кассе. 8. Мы платим за нашу буханку в кассе. 9. Продавец взвешивает мясо, заворачивает его и говорит цену. 10. мясной магазин. 11. Большие магазины с множеством отделов называются универсамгами. 12. в витрине. 13. Если мы хотим купить чай, сахар, кофе, масло и сыр, мы идем в бакалейный магазин. 14. Мы видим буханки белого и черного хлеба на полках за прилавком. 15. Магазин, в котором мы покупаем мясо, называется мясной магазин.

4. Answer the questions to the text.

1. Are shops important in our life?
2. Why are they important?
3. What kinds of shops do you know?
4. What do we buy at the baker's shop?
5. Where do we pay for what we have bought?
6. Where can we buy tea, sugar, coffee, cheese and sausages?
7. Where do we go if we want to buy fruit or vegetables?
8. Do you do shopping at the market?
9. What do farmers sell at the market?
10. Who sells things in the shops?
11. What is a department store?
12. Where is the department store in our town?

5. Fill in the blanks with words from the text.

1. There are different ... of shops. 2. We buy ... at the ... shop. 3. When we want to buy tea, ..., ..., and also butter, cheese, ..., tinned fruit,, or jam we go to the ... shop. 4. The shop-assistant ... the meat, ... it in paper and tells us the.... 5. When we want to buy ... or ... we go to the 6. Many people ... their ... at the 7. Large shops with many ... are called department 8. Shops are very ... in our life.

9. When we want to ... something we take our ... and go to a 10. We ... for our loaf at the 11. The shop where we buy ... is called the ... shop.

Практическое занятие №25

I. Изучите лекционный материал по теме «Модальные глаголы»

Модальные глаголы в английском языке

В своей речи мы не только отражаем, что происходит вокруг, передаем действие, но и высказываем свое мнение, строим предположения, прогнозируем вероятные или маловероятные поступки. Чтобы каждый из нас мог самовыразиться, как-то повлиять на события разговаривая на английском, обязательно стоит усвоить особенности Modal Verbs.

Отличие этих частей речи в том, что они не описывают действие и не отвечают на вопрос «что делать?». Их назначение — показать отношение к глаголу-сказуемому.

Отличительные черты модальных глаголов в английском языке

Данных представителей грамматики можно назвать неполноценными, даже немного дефектными. Несмотря на то, что они и называются глаголами, modal verbs все же не обладают теми характеристиками, которые мы привыкли отмечать у обычных представителей этой группы. Например:

- **неизменяются по лицам:** I can, she may, you must. Сравним: I take, she takes, you take (исключения to be, to have).
- известно, что почти все глаголы могут образовывать формы причастия, инфинитива или герундия. Эти же, **не имеют неличных форм**, то есть окончания ing.
- два глагола в английском предложении очень редко могут стоять рядом, в большинстве случаев они требуют после себя инфинитив с частичкой to. А вот после модальных всегда употребляется **bare infinitive (без to)**. Хотя здесь есть три исключения: have to, be to, ought to.
- при образовании отрицаний и вопросов Modal Verbs **не требуют вспомогательных глаголов**. А некоторые из них совпадают по форме с Auxiliary Verbs.
- не используются самостоятельно, служат дополнением сказуемому

К модальным глаголам относят:

1. **can**
2. **may/might**
3. **must**
4. **need**
5. **to be to**
6. **have to**
7. **ought to**
8. **shall**
9. **will**
10. **should**
11. **would.**

Таблица модальных глаголов

Некоторые «участники» этой группы имеют формы прошедшего и будущего, а некоторые нет. Но для выражения отношения в других временах используются, так называемые, эквиваленты, которые заменяют их в определенных случаях.

Как известно, память быстрее запоминает схематически представленный материал. Именно поэтому, постараемся все Modal Verbs отобразить таким образом, чтобы вам было понятно, доступно и легко запоминалось.

Модальный

<i>глагол и его эквивалент</i>	<i>Выражает</i>	<i>Перевод</i>	<i>Present</i>	<i>Past</i>	<i>Future</i>
can to be able to	физическую или умственную способность	могу, умею, способен	can am/ is/ are able to	could was/were able to	shall/ will be able to
may to be allowed (to)	разрешение, просьба	разрешите, можно	may is/ am/ allowed to	might was/ were allowed to	shall/ will be allowed to
must	должен, необходимость выполнить что-либо	должен, обязан	must	-	-
have to	необходимость выполнения действия обстоятельств	вынужден, из-за приходится	has/ have to	had to	shall/ will have to
to be to	необходимость выполнения заранее запланированного, по договоренности	из-за должен, обязан	am/ is/ are to	was/ were to	-
shall	желание получить распоряжение, угрозы, а, предостережение	должен	-	-	shall (Shall he wait? — Емуподождать?)
should	рекомендации совершению действия, совет	должен, по следует, рекомендуется	should	-	-
will	оттенок желания, намерения, согласия, настойчивости	охотно, пожалуйста, будьте добры	-	-	will
would	оттенок намерения, просьбы,	охотно,			

	повторности действия в прошлом	пожалуйста, будьте добры, бывало		
ought	моральный совет (+ not + perfect inf. порицание)	долг, следует, следовало бы, упрек, должно быть по-видимому	ought to	- -
need	необходимость совершения действия	нужно, надо	need	
dare	возмущение	осмелюсь, смечь что-либо делать	dare	dared

Построение различных типов предложений

1. Почти все модальные глаголы в английском **не требуют вспомогательных глаголов** ни при построении отрицаний, ни вопросов. Это и упрощает язык. При образовании вопросов modal verb ставится перед подлежащим, а при отрицании к нему добавляется not. В разговорной речи частенько используют сокращенные формы:

cannot (пишется слитно)=can't, must not=mustn't, have not=haven't, is not=isn't, shall not=shan't, should not=shouldn't, will not=won't, need not=needn't, ought not=oughtn't, daren't

She cannot stay at home. — Она не может оставаться дома.

You needn't go to school. — Тебе не надо идти в школу.

Could you show me the way to the station? — Вы не могли бы мне показать дорогу к вокзалу?

You must not smoke here. — Вы не должны здесь курить.

May I sit down? — Можно сюда?

Why should I go there? — Почему я должен идти туда? (С какой стати мне туда идти?)

2. А вот формы **have to/ has to** требуют вспомогательных глаголов.

I will not have to go there. — Я не должен туда идти (мне не придется).

Did you have to meet with his parents? — Тебе пришлось встретиться с его родителями?

He is lucky! He doesn't have to get up at 6 o'clock. — Ему везет! Ему не приходится вставать в 6 часов.

Когда и что употреблять?

Многие модальные глаголы очень близки по значению, а в русском варианте имеют абсолютно одинаковый перевод. Несмотря на это, для каждого из них в английской грамматике есть свое место. Выбирая подходящий вариант, необходимо проанализировать предложение, а вернее его смысловую сторону, оттенок.

1. Возможность совершения какого-либо действия можно передать несколькими глаголами.

Can, could выражает объективную существующую возможность, как факт. **May, might** в утвердительных предложениях переводится «возможно, можешь, могли».

It can be quite cold there. — Там может быть холодно (иногда или часто там холодно).

She may visit her mother. — Она, возможно, навещает маму (а может и нет).

2. Просьба на английском может звучать разными способами. Так, **must** используется для передачи настойчивой просьбы (должен). **Can, could** (в вопросительных предложениях) передают вежливый оттенок: не могли бы вы. С таким же оттенком используется и **will, would** только в вопросительных фразах. **May и might** используется в обычных вопросах и передает какую-либо просьбу.

May I buy these trousers? — Можно я куплю эти брюки?

Could you give me your dictionary? — Не могли бы вы мне дать свой словарь?

Would you open the window? — Вы бы не могли открыть окно?

You must come and see us. — Ты должен прийти и повидаться с нами.

3. Если вы в чем-то **неуверенны, сомневаетесь**, то лучше всего использовать **can, could** (неужели, не может быть, чтобы). В данном оттенке этот модальный глагол употребляется в общих вопросах. А вот ваше **скептическое отношение к ситуации, недоверие** можно выразить с помощью **can't, couldn't** в отрицательных предложениях : не может быть, чтобы; невероятно, чтобы; вряд ли.

Could the rubber have been one of them? — Неужели вор был один из них?

She looks so young. She can't be 30. — Она так молодо выглядит. Не может быть, что ей 30.

4. Высказывая **неодобрение или упрек**, не забудьте использовать конструкцию **might+ Perfect Infinitive** в утвердительных предложениях (мог бы и, могли бы и). Или же, упрекая за не сделанную работу, которую кто-либо был обязан сделать по моральному долгу, можно выразить с помощью **should (shouldn't), ought to (oughtn't to)**: следует, следовало бы, нужно, нужно бы.

You ought to have washed the car yesterday. — Ты должен был помыть машину вчера.

He should have bought milk. — Тебе следовало бы купить молока.

We might have visited him today. — Мы могли бы навестить его сегодня.

5. **Обязательство**: необходимость, неизбежность — **must**, из-за обстоятельств - **have to**, исходя из плана — **to be to**, с оттенком совета или пожелания — **should**, моральный долг - **ought to**.

You ought to help your parents. - Ты должен помогать родителям (моральный долг).

You should help your parents. - Тебе следует помогать родителям (совет).

You have to work more because your parents can't. — Ты должен работать больше, потому что твои родители не могут.

You must help your parents. They did it when you was a child. — Ты должен помогать родителям. Они работали, когда ты был ребенком.

6. **Приказать, дать инструкции** можно с помощью **to be to** (запланированная деятельность, договоренность) — должен, должны; **should** (совет) — нужно, следует; запрос инструкции или предложение своей помощи **shall** (только в вопросах); принуждение или строгий приказ — **shall** (+, — предложения)

When he comes nobody shall say a word. — Когда он придет, никто с ним не должен разговаривать. (Строгий приказ, принуждение)

Shall we leave the room? — Нам выйти из комнаты? (Запрос инструкции)

You should be more polite with your sister. — Тебе нужно быть более вежливым с сестрой. (совет)

I am to call him in the morning. — Я должен позвонить ему утром (Запланировано).

II. Выполните упражнения по теме «Модальные глаголы»

1. Complete the following sentences using the most appropriate forms of the verbs.

1. Jack has got a headache. He ... sleep well recently.

a) can't

b) couldn't have

c) hasn't been able to

2. I ... sleep for hours when I was a little girl.

a) could

b) am able to

c) can

3. Tom ... play tennis well but he ... play a game yesterday because he was ill.

a) couldn't, could

b) can, was able

c) can, couldn't

4. I didn't want to be late for the meeting. We ... meet at 5 sharp.

- a) were to
- b) had to
- c) could

5. Where are my gloves? — I ... put them on because it's cold today.

- a) can't
- b) have to
- c) needn't

6. You ... take an umbrella today. The Sun is shining.

- a) needn't
- b) mustn't
- c) can't

7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.

- a) must
- b) should
- c) need to

8. Well, it's 10 o'clock. I ... go now.

- a) can
- b) has to
- c) must

9. You ... smoke so much.

- a) would
- b) can't
- c) shouldn't

10. We have got plenty of time. We ... hurry.

- a) must
- b) needn't
- c) should

2. Translate the sentences into English.

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

Практическое занятие №26

1. Read and translate the text.

Shops

Shops are very important in our life because people cannot live without clothes and food. There are different kinds of shops.

In **supermarkets** people can buy all kinds of food, clothes, paper products, soaps and cleaners of all kinds, simple medicines. In supermarkets customer serves himself and pays the cashier on leaving the store.

Department stores carry clothing for men, women and children, pots and pans, china and glassware, silverware, some furniture. Department stores do not sell fresh food.

Small independent stores are owned and operated by local businessmen. You can buy dress, shoe, jewelry, drugs, books, grocery there.

Drug stores or **pharmacies** sell many things besides medical drugs. You can buy camera equipment, cosmetics, magazines, candies and greeting cards there.

2. Answer the questions to the text.

1. Are shops important in our life?
2. What can people buy in supermarkets?
3. Is there self-service in supermarkets?
4. Where does the customer pay?
5. What do department stores carry?
6. Who are small independent stores owned and operated by?
7. What can we buy in such shops?
8. What do pharmacies sell?

3. Translate the sentences into English.

1. В нашем городе много различных магазинов: супермаркеты, один универмаг, аптеки, овощные магазины.
2. В супермаркете мы можем купить еду, чистящие и моющие средства, игрушки, книги.
3. В универмаге продают мебель, одежду, посуду.
4. В супермаркете покупатель обслуживает себя сам и платит при выходе из магазина.
5. В нашем городе есть два рынка.
6. Каждую субботу люди ходят на рынок, чтобы купить одежду, еду, обувь, мебель.
7. Я очень люблю делать покупки.
8. В булочной мы всегда можем купить свежий хлеб.
9. Я покупаю мясо в мясном магазине.
10. Я хожу за покупками в супермаркет.
11. В витрине универмага мы можем увидеть товары, которые там продают.

4. Learn the words and word combinations.

Milk – молоко

Butter – масло

Cream – сливки

Sour cream – сметана

Egg – яйцо

Cheese – сыр

Curds – творог

Mayonnaise – майонез

Yoghurt – кефир, йогурт

Ice-cream – мороженое

Can I help you? – Вампомочь?

What is the price of ...? – Сколькостоит ...?

How much is...? How much does it cost? – Сколькостоит ...?

Weigh out..., please. – Взвесьте..., пожалуйста.

A kilo – за килограмм

Give me ..., please. – Дайте мне ..., пожалуйста.

Here you are. – Пожалуйста (когда подают).

Практическоезанятие №27

Read and translate the text.

In the Supermarket.

There are many kinds of shops catering for needs of the population. You can go shopping to small food stores: the grocery store, liquor store, store of dairy products, butcher's, bakery, greengrocer's, fishmonger's, confectionery, candy store.

But I prefer' to shop in large stores — supermarkets. It is a wonderful trip. Supermarkets sell more than just food. Many sell items for the car, household goods, cosmetics and cigarettes. Some even sell books, medicines and flowers.

A large modern supermarket has been opened recently not far from my block of flats and most often I go shopping there. I am its regular customer now.

When you come into the supermarket, you have to take a food basket or a shopping cart to put all the products you buy.

All the necessary foodstuffs can be bought here: meat, fish, milk, grocery, baked items, sweets, cooked sausages, smoked foods, vegetables and fruit. In the meat aisle the customers can buy beef, pork, mutton, veal, poultry and game. There is always a rich choice of fish there.

In the grocery aisle you can see all kinds of cereals: oatmeal, semolina, rice, buckwheat. You can buy cooking soda, spices, flour, salt, oil, macaroni, vermicelli and some other products. Everything is sold in ready packets.

You go to the dairy counter to buy milk products. There is always a wide choice of them: milk in bottles and packets, cream, kefir, sour cream, cheese, curds, cottage cheese, cream cheese, many kinds of yogurt, mayonnaise, margarine and butter. Most often eggs are sold in the dairy department too.

At the bread counter you take loaves of brown (rye) or white (wheat) bread, rusks, rolls and buns.

There is a big choice of items in the confectionery: sugar, granulated sugar, caramel, sweets, chocolates, bars of chocolate, biscuits, fruit cakes, marmalade and also tea, coffee, cocoa.

Next to it is the delicatessen counter (deli) which offers you all kinds of sausages: boiled, half-smoked and smoked, liver paste, ham, lean boiled pork with spices (buzhenina), tinned beef and pork.

The green grocery and fruit aisles look very attracting. Here you can buy fresh, tinned and dried vegetables, fruit and greens. Juicy pears, apples, plums, grapes, oranges, tangerines, bananas, lemons and pineapples are sold in every season. In spring and summer the shop has a great variety of berries: strawberries, cherries, raspberries, black and red currants, gooseberries.

After buying all the necessary products, you come up to the cashier's desk to pay the money. Sometimes there are a lot of customers in the shop and you have to get in line, but most often it doesn't take much time.

If you are a smart shopper, you compare prices, pick out foodstuffs, always look at the date on the labels of perishable foods, check the change and look for bargains. As the English say, "A penny saved is a penny earned."

Buying clothes.

Study the vocabulary and learn the words. Read and translate the dialogue.

Vocabulary:

fit – быть впору, быть в самый раз, подходить

velour – велюр

felt – фетр

of superior quality – высшего качества

to try smth on – примерить что-либо

this will do – это подойдет

brim – поля (шляпы)

to be to one's taste – быть в чьем-либо вкусе

crown – тулья (шляпы)

fashionable – модный

unfashionable – немодный

band – тесьма

narrow – узкий

to charge – назначать, запрашивать цену

alteration – изменение, переделка

improvement – улучшение

all in all – вобщем; всё

Dialogue 1

Customer: Have you a hat that will fit me, sir?

Salesman: Velour or felt, black or grey?

Customer: A grey felt, if not too expensive. What is the price of a good felt hat?

Salesman: Here is one of superior quality for one hundred euro.

Customer: Let me try it on. It is too small.

Salesman: Let's try another. This will do very well, I am sure.

Customer: I do not like the shape. Hats with so wide a brim are not to my taste; besides the crown is too high.

Salesman: Excuse me, sir. Hats with narrow brims and low crowns are quite unfashionable now.

Customer: Well, then I must take it, but the band is too narrow; can't you change it?

Salesman: Yes, we can, but you will be charged five euro extra for this kind of alteration, sir.

Customer: Never mind. How long do I have to wait?

Salesman: Oh, it'll be done in 10-15 minutes.

Customer: Very good. I'll go over to the shoe department in the meantime. Which way am I to go?

Salesman: It's on the second floor to your right, sir.

(After some time the customer comes back).

Salesman: Here is your hat, sir. Would you like to see how it looks now?

Customer: Yes, please. Ah! That's a great improvement. What is the price all in all?

Salesman: One hundred and five euro, sir.

Практическое занятие №28

The Olympic Games

The Olympic Games were held on Greek land in the ancient times. The first Olympic Games took place in 776 B.C. The Olympic Games took place every four years at Olympia and were a part of a religious festival. The four-year interval was called an Olympiad. The games were so important that even wars were stopped during Olympic Games.

At first, the athletes took part only in race (the sprint). Later, they threw the discus and javelin, then broad jumping and wrestling were added. The Olympic Games were held for more than 1,000 years. The Byzantine Emperor Theodosius abolished them in 394 AD.

The Games were revived in 1896 to support understanding and friendship among nations. The first modern games were held in Athens, Greece. Young men and women come from all over the world to compete in various sports and represent their country. They live in an Olympic Village at the site of the games. The Olympic Games are organized and governed by the International Olympic Committee (IOC). It sets the program of the games, chooses the city where the games are to be held, and determines the standards of games. Each country has a National Olympic Committee.

The opening ceremony of each Olympic Games is held in a major stadium. The president of the host country usually opens the games. Athletes from Greece march the first and athletes from other countries march after them around the stadium in the parade of Nations. Then, looking at the Olympic Flag, the athletes take the Olympic Oath; We swear that we will take part in these Olympic Games in the true spirit of sportsmanship, and that we will respect the rules that govern them, for the glory of sport and the honor of our country.

The Olympic Flame is lit with a torch that is brought by a relay of athletes from the ruins of ancient Olympia in Greece. When the Games are finished, the flag is lowered and the flame extinguished.

Words;

Olympic Games — Олимпийские игры, were held (took place) — проводились, ancient — древний, античный, religious festival — религиозный праздник, to abolish — отменять, B.C. (before Christ) —

до нашей эры, A.D. (anno Domini) — нашей эры, athlete — спортсмен; легкоатлет, race — состязание в беге, to throw (threw, thrown) — бросать, кидать, метать, to throw the discus — метать диск, javelin — метательное копьё, broad jump — прыжок в длину, wrestling — борьба, to revive — возрождать, to compete — состязаться, соперничать, to represent — представлять, to set the program — устанавливать программу, opening ceremony — церемония открытия, host country — страна — хозяйственная страна, oath — клятва, to swear — клясться; присягать, sportsmanship — спортивное мастерство, честность, to respect the rules — уважать правила, to govern — править, управлять, glory — слава, honor — слава, Olympic Flame — олимпийский огонь, relay of athletes — эстафета легкоатлетов, torch — факел, to extinguish — тушить

Questions:

1. When did the first Olympic Games take place? 2. How often did the Olympic Games take place in the ancient times? 3. What were the first competitions? 4. Who abolished the Olympic Games? 5. Where and when were the first modern Olympic Games held? 6. Who organises the Olympic Games now? 7. Who usually opens the games? 8. Athletes of which country march the first around the stadium in the parade of Nations? 9. Who lights the Olympic Flame?

Практическое занятие №29

Health

Many philosophers said wise things about health - how important it is for each person, and that once lost, it can't be restored. If a person is eating bad food, smoking or taking alcohol - this ruins his health, and it's very good if he has time to stop and think.

In fact, health is something that is given to many of us since birth. But only active life and good nutrition can help us stay healthy as long as possible.

The first aspect of good health is a healthy diet. Food that you eat gives you energy, vitamins and fibre. And if it is junk food - it gives you extra weight and problems with your health.

The second aspect of good health is sport and exercises. Doctors recommend to use the stairs instead of taking a lift, and to walk during the break at school and college but not to sit at the same place. There are workers who have to sit at the working table for hours, but then they have problems with their kidneys, which is very serious.

What are other contributions to good health? Of course, it's the absence of bad habits. But it's also your attitude to life. If you are full of energy, optimism and kind-heartedness, your life will be good. But if you are always angry, if it's difficult for you to keep your temper - then the problems are on the threshold.

Finally, everything depends on us. Lifestyle is a way that leads to a happy and healthy life or to medical problems. The most important thing is to have a map that shows us the right way.

Active Vocabulary

absence - отсутствие, active - активный, angry - сердитый, aspect - аспект, attitude - отношение, bad - плохой, birth - рождение, contribution - вклад, depend - зависеть, diet - питание, диета, eat - есть, кушать, energy - энергия, extra - дополнительный, fiber - волокно, habit - привычка, instead - вместо, junk food - неполноценная еда, kidney - почка (орган), kind-heartedness - доброта, lifestyle - стиль жизни, lift - лифт, поднимать, nutrition - питание, optimism - оптимизм, philosopher - философ, possible - возможный, recommend - рекомендовать, restore - восстанавливать, ruin - разрушать, show - показывать, smoke - дым, курить, stairs - лестница, temper - нрав, настроение, threshold - порог, vitamin - витамин, weight - вес.

Vocabulary exercises

1. Study the active vocabulary. Translate the following words and phrases from English into Russian.

Bad, aspect, energy, philosopher, restore, smoking, ruin, birth, active, nutrition, possible, diet, eat, vitamin, fibre, junk, extra, weight, recommend, stairs, instead, lift, kidneys, contribution, absence, habit, attitude, optimism, kind-heartedness, angry, temper, threshold, depend, lifestyle, medical, map, show.

2. Guess the word by the explanation of its meaning.

- 1) the ability to do things
- 2) each of several substances which are present in some products and which you need to stay healthy
- 3) several steps that take you from one floor to another in a building
- 4) expecting things to turn out well
- 5) a board or stone under the doorway of a building
- 6) two organs in our body that remove waste products from the blood
- 7) the measure of how heavy you are
- 8) something that you do without thinking, because you have done it so often
- 9) something you give 10) to say that something is good or suitable.

3. Give English equivalents for the following words.

Плохой, восстановить, философ, курение, возможный, дополнительный, лифт, отношение, нрав, карта, разрушать, диета, вместе, отсутствие, доброта, зависеть, показывать, рождение, активный, питание, есть, волокно, неполноценный (о пище), злой, стиль жизни, медицинский.

4. Insert the vocabulary of the text into the following sentences.

1. Our health often _on ecology. 2. In spring our body lacks _and minerals necessary for our living. 3. Change your 1_, or you'll ruin your _in several years! 4. He is very active: he goes to work bybicycle and always uses _ instead of the stairs. 5. Ifyou eat much, you'll gain _.

5. Paraphrase the words in italic using active vocabulary. Make other changes in the sentence if necessary.

1. He eats balanced *food*, that's why he is so slim. 2. Jane is very optimistic and kind, that's why she still looks so young. 3. He advised *me* to watch this film. 4. A child must have good nutrition from the first days of his life.

6. Insert prepositions or post-verbal adverbs.

1. Doctors recommend to use the stairs instead *of* taking a lift, and to walk *during* the break *at* school and college. 2. There are workers who have to sit *at* the table for hours, but then they have serious problems *with* their health. 3. Your attitude *towards* life is also a contribution *to* good health. 4. Our health depends *on* our eating habits to a great level.

Практическое занятие №30

Sport

The healthiest way of life for a person is constant movement and exercise.

When exercise stops, illnesses quickly appear. But those who don't forget about sport have a happy and healthy life.

It is necessary to distinguish amateur sport and professional sport. The most important difference is that professional sportsmen, on the one hand, try to win, to break records and to achieve great results because it brings them glory, fame and commercial success. Amateur sportsmen, on the other hand, go in for sport to be healthy and feel well - and not to have a sport career.

One of the simplest and most ancient sports is running. It is an exercise which doesn't make you stronger (so your muscles don't become thicker), but it makes you more resistant to stress. This sport, like many others, improves your health and even cures some illnesses.

If you are an amateur, you probably prefer jogging to running. Jogging is just like running, but here speed is not so important. Jogging is popular in Western countries. People jog several kilometers a day and found it very healthy. Doctors warn however, that jogging for more than twenty kilometers a week may be harmful for the joints.

In this case the best solution is skiing. Skiing is a very good winter sport. Two main types can be divided in this kind of sport: mountain skiing and cross-country skiing. When Russian people say skiing, they mean cross-country skiing. But Englishmen mean mountain skiing. Both kinds of sport are popular, but in order to go down the ski slopes you need more professionalism. Besides these kinds of sports, there are games. Everyone knows such games as football, volleyball, basketball, hockey, tennis and others. Everyone knows them and played at least one of these games. In some of them only two players take part (tennis), in others- a team of several players. These games improve velocity of reaction, ability to take quick decisions, and coordination. They are popular with children, who follow the older sportsmen and want to be like them. Sport is so important for us, that lessons of physical training are included into school, college and university curriculums. Besides there are special schools, which prepare future sportsmen, trainers and Olympic champions.

Active Vocabulary

ability -возможность, achieve -достигать, amateur-любитель, basketball-баскетбол, both-оба, break-побить рекорд, career-карьера, case-случай, champion-чемпион, commercial-коммерческий, constant-постоянный, coordination-координация, cross-country-попересеченной местности, cross-country skiing-равнинные лыжи, decision-решение, difference-отличие, distinguish-различать, divide-разделять, everyone-каждый, exercise-упражнение, fame-слава, follow-следовать, football-футбол, game-игра, glory-слава, harmful-вредный, illness-болезнь, important-важный, improve-улучшать, include-включать, jog-бегать, joint-сустав, kilometer-километр, movement-движение, muscle-мышца, necessary-необходимый, Olympic-олимпийский, physical-физический, player-игрок, prefer-предпочитать, prepare-готовить, professional-профессиональный, quickly-быстро, reaction-реакция, resistant-сопротивляющийся, ski-лыжи, slope-спуск, solution-решение, speed-скорость, sport-спорт

Vocabulary exercises

1. Study the active vocabulary. Translate the following words and phrases from English into Russian.

Sport, sportsman, jogging, game, exercise, amateur, important, illness, professional, kilometer, mountain, cross-country skiing, player, constant, movement, quickly, necessary, distinguish, difference, win, to break a record, achieve, glory, fame, commercial success, career, muscle, resistant, stress, improve, prefer, speed, western, to jog, harmful, joint, solution, ski slope, football, volleyball, basketball, hockey, team, velocity, reaction, ability, decision, coordination, physical training, Olympic champion.

2. Guess the word by the explanation of its meaning

1) something that you can play, usually with rules

- 2) from or concerning the west
- 3) an action or feeling caused by another person or thing
- 4) the best person in a sport or competition
- 5) to do better than your opponents in a game
- 6) an outdoor game played by two teams with curved sticks and a small hard cylinder
- 7) a team game in which players try to throw a ball through a hoop fixed three meters above the ground
- 8) a game played by two teams which try to kick an inflated ball into their opponent's goal
- 9) a very high hill
- 10) someone who does something because he likes it without being paid for it

3. Give English equivalents for the following words.

Бег трусцой, игра, любитель, важный, успех, побить рекорд, решение, хоккей, возможность, различать.

4. Give antonyms from active vocabulary to the following words.

Amateur, slowly, to lose, useful, inability, unimportant.

5. Insert the vocabulary of the text into the following sentences.

1. The sportsman wanted to __, so he ran very quickly. He won and became an __. But he was very tired because he had run two __. 2. It is very difficult to __ a record. Only the best __ can do it. 3. Every football player must be __ to stress. 4. The __ Zenit won the __ match yesterday. 5. The 9th of May is an __ date in our history. 6. If you go weightlifting (тяжелая атлетика) your __ become bigger and so you become stronger. 7. Do you often have __ lessons?

6. Paraphrase the words in italic using active vocabulary. Make other changes in the sentence if necessary. Try to use one word.

1. At this competition *athlete* Petrov was the best. 2. Smoking *is far from good* for your health. 3. The sportsman trained very well and his result became better. 4. Do you like to run in the morning? 5. We don't have P. E. lessons on Mondays.

7. Insert prepositions or post-verbal adverbs.

1. the one hand, professional sportsmen try to win and break records. Amateur sportsmen, the other hand, go sports to be healthy and to feel well. 2. Football and tennis are very popular children. 3. Games improve velocity reaction and ability to take quick decisions. 4. Why is sport so important as? 5. In such games football, basketball and hockey more than two players take part.

Практическое занятие №31

Travelling

People travel a lot nowadays. The means of transport are numerous and we often have much choice.

Many thousands of years ago it was not so. First, people travelled on foot. It is the oldest and the most natural way of travelling! Man also feels well in water. But of course, swimming is not used as a means of travelling. Still, waterways were probably the first "roads" for which the means of transport were invented: rafts, boats and ships. The ships then came into the seas, but they were sailing a long way along the coastline until the man learnt to navigate looking at the stars. One of the greatest inventions of mankind was a wheel. With the help of it appeared carts, vans, carriages, cars, and buses. This invention was a breakthrough in the transport history. Another invention was a steam engine. It was the main reason of industrial revolution in the 19th century. It also helped to create trains. By the end of the 19th century a great network of railways covered our planet. Then came the era of planes. Man at last conquered the air - the dream which was expressed as far as in the myths of Ancient Greece came true! When gyroscope was invented flying became much safer and quicker. What are the main features of different means of travelling?

Travelling by air is, of course, the quickest and the most comfortable, but sometimes it's not the cheapest, and safety control is very tiresome. Travelling by train is good because you can see the countryside and travel very comfortably. Unlike airports, railway stations are often in the centre of the city. But a journey by train often takes a lot of time, especially in Russia, and you are very close to your fellow-travellers.

Travelling by bus has more disadvantages: buses are not as quick as planes and are not as comfortable as many trains. But if you travel to the country, this is the best choice! Travelling by car is also a good choice, as you may start at any time you like and go to any place. You are limited only by the quality of the road. So, many ways of travelling exist. Probably some more will appear in the next decades. Good luck in your choice!

Active Vocabulary

ago - томуназад, airport- аэропорт, Ancient Greece - Древняя Греция, appear - появиться, boat - лодка, breakthrough - прорыв, bus - автобус, carriage - экипаж, карета, cart - тележка, century - век, choice - выбор, coastline- береговая линия, conquer - завоевывать, countryside- пейзаж, decade- десятилетие, disadvantage- недостаток, dream- мечта, мечтать, end - конец, natural - естественный, navigate - управлять кораблем, самолетом, network - сеть, nowadays - в настоящее время, safety- безопасность, ship - корабль, star- звезда, station- станция, steam engine - паровой двигатель, of course - конечно, plane - самолет, tiresome- утомительный, train- поезд, planet - планета, probably - вероятно, quality - качество, quick - быстрый, transport- транспорт, travelling- путешествие, unlike - в отличие от, raft- плот, railway - железная дорога, reason - причина, road-дорога, waterway - существовать, express - выражать, экспресс, feature - черта, feel - чувствовать, fellow traveller - попутчик, fly - летать, foot - нога, on foot - пешком, gyroscope - гироскоп, history-история, industrial revolution - промышленная революция, limit - ограничение, luck - удача, main - главный, myth-миф

Vocabulary exercises

1. Study the active vocabulary. Translate the following words and phrases from English into Russian.

Travelling, transport, choice, probably, main, century, end, ago, on foot, natural, feel, waterway, until, navigate, star, invention, mankind, wheel, history, steam engine, reason, industrial revolution, network, planet, era, conquer, dream, express, gyroscope, quick, feature, safety, tiresome, countryside, comfortable, passenger, disadvantage, quick, limit, quality, exist, decade.

2. Write down all means of transport from the text and word list. Connect them.

- A. With the surfaces they move on: sea - river - road - railway - sky
- B. With the places they stop: railway station - bus station - airport - port
- C. With the process of moving: flying - sailing - driving (going)
- D. With the time when they appeared.

3. Guess the word by the explanation of its meaning.

1) a device used in navigation that keeps steady because of a heavy wheel spinning inside it 2) a period of hundred years 3) someone who travels by public transport 4) done in a short time 5) a large vehicle for carrying passengers, powered by petrol 6) the parallel metal lines that trains travel on 7) a place where planes land and take off 8) the last part of something 9) a period of ten years 10) something invented

4. Give English equivalents for the following words.

Паровой двигатель, промышленная революция, пешком, водный путь, тому назад, существовать, появляться, десятилетие, век, экспресс, изобретение, пассажир, железнодорожный вокзал, планета, звезда, человечество, аэропорт, чувствовать, главный, сеть, транспорт, быстрый, качество.

5. Insert the vocabulary of the text into the following sentences.

1) The healthiest way of travelling is on __. 2) Modern trains are very __, but the first ones were very slow. 3) This car is 40 years old, but it still works well. It is of good __. 4) If you want to __ by train, you must go to the __. 5) In what century was the telephone __?

6. a) Make up your own sentences using the active vocabulary.

b) Translate your sentences into Russian. Read them aloud and let your group mates translate them back into English.

7. Write down all means of transport from the text and from the word list all words which denote means of transport. Divide them into two groups.

1. Means of transport by which you travelled at least once.

2. Means of transport which you never travelled by.

8. Group work. Each student names the place where he was born. Other students suggest different means of transport to go there. He chooses the best answer.

Model:

A. I was born in Tver. B. To my mind, the best way to go to Tver is by train. C. And in my opinion, the best way to go to Tver is by bus. A. In fact, the best way to go there is by train.

9. Insert prepositions or post-verbal adverbs.

1. One of the greatest inventions _mankind was a wheel. 2. Man conquered the air _last. 3. I don't like to travel car. 4. Buses are not _quick _planes. 5. Good luck _ your choice!

10. Translate the following text into English.

Что касается меня, то я люблю путешествовать на поезде. В нем не так жарко, как в автобусе, и на железных дорогах почти никогда не бывает пробок (traffic jams). Можно любоваться природой, и прибыть в самый центр города, а не в пригород, как если вы летите самолетом.

Speaking exercises

1. Answer the following questions to the text.

1. The means of transport nowadays a numerous, aren't they? 2. What is the most natural way of travelling? 3. Were waterways the first roads for which means of transport were invented, according to the author? 4. The wheel was one of the greatest inventions of mankind, wasn't it? What is based on this invention? 5. What was the main reason of industrial revolution in the 19th century? 6. Why weren't the first planes quite safe? 7. What is the quickest way of travelling? 8. What does the author say about travelling by train? 9. Is travelling by bus more or less comfortable than travelling by train? 10. If you travel by car, you are not limited by the time, are you?

2. Use the questions to retell the text.

3. What is your favorite way of travelling? Use arguments from the text to prove your point of view. Add your own arguments.

4. Discuss the following problems.

1. Difficulties of travelling (customs, for language, prices, etc.) 2. The best type of city transport. 3. Interesting places in the world to see and to explore. 5. Make up a dialogue on the following subjects. 1.

Two students plan a trip abroad and choose what transport to take. 2. A tourist agent speaks to a client and suggests different tours. The client doesn't like to travel by plane. 3. Husband and wife arrive at the railway station of their home town.

Практическое занятие №32

A business trip abroad.

A Dutchman who had arrived at a small Italian town and was staying with his wife at the best hotel there, went out sightseeing alone in the evening. It was late and the small street into which he had turned after crossing a well-lighted square seemed dark and lonely. Suddenly he heard footsteps approaching him from behind. He turned his head and saw a man who quickly passed by pushing him slightly with his shoulder. The man was really out of sight, when the Dutchman, putting his head into his pocket, found that his watch was gone. He decided to follow the man and force him to return the watch.

The Italian, however, didn't understand Dutch and the Dutchman could not say a word of Italian as this was his first visit to Italy. But the Dutchman, showing his fist and pointing to the watch-pocket of the Italian, made himself so well understood that the man gave up his watch.

On his return to the hotel the Dutchman told his wife what had happened to him in the street. He was, however, struck with astonishment when his wife, with a laugh, pointed to his own watch which he had left on the dressing-table. He took the other watch from his pocket and at once realized that by mistake he had robbed the Italian who was very probably only enjoying an evening walk.

The next morning the Dutchman went to the police to explain the business. He found that the man had already been there and told the police that while having his usual walk in the evening he had been attacked by a foreigner and he had been forced to give up his watch.

- 1) Where had a Dutchman arrived?
- 2) Did the Dutchman come alone?
- 3) Whom did the Dutchman meet in the street?
- 4) Did the Dutchman find his watch in his pocket?
- 5) How did the Dutchman make the Italian understand him?
- 6) Why didn't the Dutchman and the Italian understand each other?
- 7) What happened to the watch?
- 8) Where did the Dutchman explain the business?
- 9) What did the Dutchman find out at the police-office?
- 10) What happened after that?

Application for a visa.

*When you are going abroad
you have to apply for a visa.*

I. READ AND FIND OUT

- a) what visa is;
- b) the types of it.

Visa is an official mark (stamp or signature) put on a passport to show that it has been examined or approved by the officials of a foreign country which the owner intends to visit ("entrance" or "entry" - "reentry"), leave ("exit" or "permit") or pass through ("transit").

Notes:

approve v.	утверждать; санкционировать
official n.	должностное лицо; (крупный) чиновник; служащий
intend v.	намереваться
pass through v.	зд. проезжать через
entry a.	въездная
exit a.	выездная
transit a.	транзитная

II. READ AND FIND OUT

Main points of "Application for a visa" to fill in:

The types and numbers of points may vary. It depends on the country you are going to visit.

The following Information has to be written down when intending to the Schengen States:

- Name
- Other names (*name given at birth, assumed name, previous name*)
- First names
- Date and place of birth
- Country
- a) Present nationality
- b) Original nationality
- Personal status: Single / Married / Separated / Divorced / Widowed and some personal particulars of another members of the family / wife, husband and children\ if they are accompanying you and have been entered in your travel document.
- Name and first names of parents
- Type of passport or travel document
Ordinary passport / Other documents (exact designation)
- Address
 - a) Permanent address
 - b) Current (in case of transit or short stay)
- If you have permission to return to your country of domicile
- Trade or profession
- Employer
- Office Employer's address
- Main destination.

Border of first entry into the territory of the Schengen States.

- Purpose of stay.
- Names of persons in the Schengen States who can provide information.
- Address(es) during your stay.
- Visa requested for: short stay // transit // airport // single entry // two entries // several entries

VISA
for

short stay
transit
airport transit
single entry

two entries
several entries
multiple

You also have to write:

- Country of destination after your stay in Schengen States (a): in the case of transit, do you have an entry visa for the final country of destination (b)? If yes:(c)).
- Means of support during your stay (cash, travellers' cheques, credit cards, insurance especially health, insurance accommodation, ticket, etc.)
- Besides, you have to write down your previous stays in the country you intend to visit, previous application for a visa, intended means of transport (in the case of transit) and other information.



Notes:

совершенно правильный; верный
designation n.
название (предназначение), цель
permanent a.
постоянный
current a.
текущий, теперешний; современный
present a.
теперешний, настоящий, современный
permission n.
разрешение; позволение
return v.
возвращение
domicile n.
книжн. постоянное место жительства

means'of support n.
средства к существованию
employer n.
наниматель; работодатель; предприниматель
trade n.
занятие, ремесло
final a.
конечный, заключительный
destination n.
место назначения
border n.
v.
граница
граничить
purpose n.
цель
provide v.
снабжать, обеспечивать
request n.
v.
просьба; требование
просить разрешения, позволения
insurance n.
страхование
accommodation n.
жилье
ticket n.
удостоверение; карточка; квитанция
write down v.
записывать
stay n.
пребывание
several a.
несколько
in the case of
в случае чего-либо

III. READ AND FIND OUT

the main words and expressions concerning a visa:

APPLY (for)

GRANT / ISSUE

GET / OBTAIN

PUT A VISA ON A PASSPORT

EXPIRE

VALID (until)

EXTEND

1. Before going abroad get your passport vised.

send your passport to be vised,

vise your passport,

endorse your passport,

have your passport endorsed

put a visa on your passport

obtain your visa

2. I need a visa.

Who can grant me it?

3. Where should I apply for a visa?

4. Have you applied for a visa?

5. - Your passport, please.

- Here it is. The children (my child) are (is) on my (wife's) passport.

- Fill in this form (blank), in (two) copy, please.

- When will the visa be ready?

- Come for it in (two) days (weeks).

6. - Have you got your visa in time?

- No, I haven't got it. My visa was delayed. The point is in its issue.

Виза в Великобританию в Петербурге и Москве



✓ Категория не
любых типов виз.

✓ Срок действия
на территории
адреса.

✓ Срок действия
на территории
адреса.

✓ Срок действия
на территории
адреса.

✓ Срок действия
на территории
адреса.

✓ Срок действия
на территории
адреса.

- But the officials have to ensure the issue (the receipt) of a visa.

7. When is the expiration of your visa?

8. When is your visa expired?

9. Your visa is expired until tomorrow.

10. I was told that my visa could be extended.

11. - I want to extend my visa?

- For what period?

- For ... days (weeks, a month).

12. - When and where your visa was issued?

- On the 1st of September in 1997.

13. Do you know your visa is valid until the 7th of May?

14. - When do you intend to leave?

- In ... days.

15. - I would like to get in touch with the Russian Embassy \Consulate \Mission

16. — I want to see the Russian Ambassador \ Consul \ Representative

Notes:

issue n.

v.

выпуск; издание

издавать; выпускать; выдавать

receipt n.

получение

in / on time

вовремя

expire v.

заканчиваться, истекать (о сроке)

ensure v.

обеспечивать

extend v.

продлевать

valid a.

действительный

get in touch with ...

связаться...

Embassy — Ambassador n.

ПОСОЛЬСТВО — ПОСОЛ
Consulate - Consul n.
КОНСУЛЬСТВО — КОНСУЛ
Mission — Representative n.
представительство — представитель

Практическое занятие №33

Hotelandmotelchains

The boom in the airline industry that began about twenty years ago resulted in a corresponding boom in hotel construction. A future of this rapid construction of new hotels was the emergence of hotel chains as a dominant force in the accommodations industry. Indeed, some of the chains are owned by airlines; an outstanding example is the Inter-Continental chain, a subsidiary of Pan American Airways.

The hotel chains have several competitive advantages over individually owned and operated establishments. One of the most important of these is having the resources to spend more money on advertising. Television advertising, for example, is too expensive for most individual hotel operators. The chains, on the other hand, can spread the cost among all of their member units. The hotel chains also have advertising and public relations personnel on their corporate headquarters staffs, who give valuable advice and support to their fellow workers in the individual hotels.

Another advantage comes from the standardization of equipment and operating procedures. The chains publish detailed manuals that specify procedures to be followed even in such tasks as making beds and setting tables. While uniformity may not always be a desirable quality, the travelling public has an excellent idea of what kind of accommodations to expect. Even when the different hotels in the chain are not tightly controlled by a central office, it is customary to have an inspection system in order to guarantee that the overall standards are being met.

The most important and most obvious advantage is the increased efficiency in making and controlling reservations. A guest at one hotel, for instance, can receive confirmation of a room at another in a matter of minutes. When a chain is owned by an airline the traveller can make his reservations for flights and hotel rooms at the same time and place. The chains also make it easy to reserve a room by telephone, either through one nationwide telephone number or by local telephone service in key market cities. The telephones are tied in to computer or telephone systems, which make it possible to confirm space while the caller is still on the phone.

Many of the chains are, in fact, referral systems. In a referral system, the operators of individual hotels or motels pay a fee to a group that has joined together in a reservations system. In most cases, the establishment is inspected by the headquarters staff of the chain to insure that it meets the chain's standards. If it does meet those standards, it can then use the name and advertising symbol, the logo, as it is called, for the group. In effect, the individual operation has become a chain member.

Another way to expand is by establishing management contracts with the actual owners of the hotel. The chain in effect takes over an empty building and operates it according to its own operating procedures for a fee or for a percentage of the profits. A somewhat similar method is the joint venture, a partnership in which both the chain and local investors put up part of the capital that is necessary for new construction or the purchase of an existing building.

Yet another way to expand, widely used by some of the motel chains, is franchising, which is a leasing arrangement that requires the hotel operator to pay a fee for the use of plans, manuals of procedure, and

advertising material. In return, he is granted a license to operate a business under the name of a parent corporation. The franchise operator puts up the capital, but he gets a standardized product with a known sales potential.

The expansion of the chains has resulted in a growth of hotel and hotel-related jobs, particularly at the management levels and in such fields as hotel design and interior decoration. The top staff people are usually experienced hotelmen who can effectively control the operations of the individual units.

One of the strengths of the chain system is the large advertising and public relations staff located at the chain's headquarters. This staff prepares publicity campaigns for the chain as a whole; it also helps and advises the individual hotels on these matters. The headquarters staff usually has more overall influence with the information media — newspapers, magazines, radio and television — than is possible for staffs in the individual hotels.

Another advantage for the chains is in increased sales potential for conventions. Some convention salesmen work in the corporate headquarters and promote the whole chain rather than one hotel. In this way the sponsoring group can hold its meetings in one location one year and another the next, while at the same time receiving the assurance of very similar service and costs. With the now commonly accepted idea that conventions should combine business and pleasure, the practice of changing locations every year is very attractive to many sponsoring groups.

Another of the strengths of the chain system is derived from the superior planning and design of hotels. The benefits begin here even before the location is selected, for the chains have access to expensive market research data on site selection and size of the hotel. The large chains employ architects and interior decorators who specialize in hotel work. Many chains often hire consultants to advise them.

Chain management also increases the efficiency of the total organization in other ways. For example, it permits very large bulk purchases for some kinds of equipment and supplies. The accounting and auditing systems of the chains can be centralized. A centralized personnel office for managerial and technical positions throughout the chain also provides an advantage in securing competent people.

Comprehension questions:

1. How is the growth of chain-operated hotels related to the growth of the airline industry?
2. In what ways do hotel chains have an advantage in promotional efforts over individually owned and operated establishments?
3. How can the chains offer greater efficiency in making and controlling reservations?
4. How does a chain expand by means of a referral system?
5. How do the chains grow through joint ventures?
6. How do the chains expand by means of franchising?
7. In what areas has the expansion of the chains resulted in an increase in hotel and hotel-related jobs?
8. What advantage do the chains have in increased sales potential for conventions?
9. What advantage do the chains have in the planning and design of hotel structures?
10. How is the design of the hotel related to its profitability?

1. Phonetic Drill. Translate, transcribe and pronounce correctly:

Boom, emergence, subsidiary, competitive, headquarters, specify, referral, joint venture, franchising.

2. Find English equivalents in the text and use them in the sentences of your own:

(1) резкий подъем (2) быстрое строительство (3) появление сетей отелей (4) дочерняя компания (5) конкурентноспособные преимущества (6) распределять стоимость между членами объединения (7) персонал по развитию связей с общественностью (8) центральный орган по управлению персоналом (9) стандартизация оборудования и процессов управления (10) подробное руководство-справочник (11) общие стандарты (12) товарный знак (13) процент с дохода (14) совместное предприятие (15) выдача компанией лицензии на производство или продажу товара под ее маркой (16) расширение сети отелей (17) внутренняя отделка (18) руководящий персонал (19) рекламная кампания (20) иметь доступ к информации по исследованию рынка (21) массовая, оптовая закупка (22) централизованная система бухучета и аудита

3. Fill in the blanks with preposition and adverbs:

(1) A future ... this rapid construction ... new hotels was the emergence ... hotel chains as a dominant force ... the accommodations industry. (2) The chains, ... the other hand, can spread the cost among all... their member units. (3)... a referral system, the operators ... individual hotels or motels pay a fee ... a group that has joined together ... a reservations system.

4. The expansion ... the chains has resulted ... a growth ... hotel and hotel-related jobs, particularly ... the management levels and ... such fields as hotel design and interior decoration.
5. The benefits begin here even before the location is selected, ... the chains have access ... expensive market research data ... site selection and size ... the hotel.

Практическое занятие №34

Предложения бывают простые и сложные. *Сложные* – это те, которые состоят из нескольких простых. В составе сложного предложения могут быть как равнозначные простые, так и не равнозначные: одно главное, а остальные — придаточные, которые отдельно от главного не имеют смысла. Таким образом, *придаточные предложения* – это те предложения, которые поясняют или дополняют главное предложение в составе сложного предложения.

Придаточные предложения выполняют в предложении разные функции, в зависимости от которых они подразделяются на различные виды. Да, бывает так, что целое придаточное предложение выполняет функцию сказуемого или подлежащего, дополнения или определения. Наибольший интерес вызывают обстоятельственные придаточные, на них мы остановимся подробнее. Соединяются придаточные предложения с главным с помощью союзов или союзных слов. Это был небольшой экскурс в грамматику, теперь поговорим о том, какие бывают придаточные предложения и какие союзы нам нужно знать, чтобы легко изъясняться сложными предложениями.

Виды придаточных предложений в английском языке

- **Придаточные подлежащие**, отвечают на вопрос: *кто, что?*

What she said was pure conjecture. — То, что она сказала, было лишь догадкой.

- **Придаточные сказуемые**, отвечают на вопрос: *что делает?*

The problem is that she expects to be successful all the time. — Проблема в том, что она все время рассчитывает на успех.

- **Придаточные дополнения**, отвечают на вопросы: *кого, что, за что?*

They're discussing what to do next.— Они обсуждают, что делать дальше.

- **Придаточные определения**, отвечают на вопросы: *какой, который?*

I discussed it with my brother, who is a lawyer. — Я обсудил это со своим братом, который является юристом.

Как уже было сказано, придаточное и главное предложение соединяются при помощи союзов. Все вышеописанные придаточные предложения водятся в сложное предложение следующими союзами и местоимениями:

- **that** — что
- **if / whether** — ли
- **what** — что
- **who** — кто
- **whose** — чей
- **which** — который
- **whom** — которого
- **when** — когда
- **where** — где
- **how** — как
- **why** — почему

- **Придаточные обстоятельства**, так же как и обычные обстоятельства, бывают нескольких видов, в зависимости от вопросов, на которые они отвечают: *когда? где? почему? каким образом?* и т.д. Поэтому они имеют свою собственную классификацию и свои определенные союзы, которыми они вводятся. Эту группу придаточных мы рассмотрим отдельно.

Придаточные обстоятельственные в английском языке

- **Придаточные предложения места**

Отвечают на вопросы: *где? куда? откуда?* Они соединяются с главным предложением союзными словами:

- **where** – где, куда
- **wherever** – где бы ни, куда бы ни

He doesn't know where he is going. — Он не знает, куда идёт.

Children will play wherever they happen to be. — Дети будут играть, где бы они ни находились.

- **Придаточные предложения времени**

Отвечают на вопросы: *когда? как долго? с какого времени? до какого времени?* Вводятся союзами и союзными словами:

- **when** – когда
- **whenever** – всякий раз когда
- **while** – в то время как
- **as** – когда, в то время как
- **after** – после того как
- **before** – до того как
- **till, untill** – пока, до тех пор пока
- **as soon as** – как только
- **as long as** – пока
- **since** – с тех пор как
- **by the time (that)** – к тому времени как

As soon as you're ready to play, we'll start. — Как только вы будете готовы к игре, мы начнём.

Обратите внимание на время, в котором употреблено данное придаточное предложение. Дело в том, что в придаточном предложении времени глагол не может стоять в будущем времени, даже если на русский мы переводим будущим временем. Вместо будущего используется настоящее время. Future simple меняется на present simple, future perfect меняется на present perfect и так далее:

Call me after you arrive. — Позвоните мне после того, как приедете.

He will buy a new car as soon as he is able. - Он купит новый автомобиль, как только появится возможность.

В прошедшем времени никаких изменений не происходит: *I unpacked my suitcase as soon as I arrived home. - Я распаковал свой чемодан, как только приехал домой.*

- **Придаточные предложения образа действия**

Отвечают на вопросы: *как? каким образом?* Соединяются с главной частью предложения союзами:

- **as** – как
- **as if / as though** – как если бы, как будто
- **that** – что
- **like** – как

He looked as if he was going to cry. — Он выглядел так, будто он собирался заплакать.

She carried on as if nothing had happened. — Она продолжила вести себя так, как будто ничего не случилось.

- **Придаточные предложения причины**

Объясняют причину сказанного в главном предложении и отвечают на вопрос: *почему?* Вводятся следующими союзами с союзными словами:

- **because** – потому что
- **because of** – из-за
- **as** – так как
- **since** – так как, поскольку, потому что
- **that** – потому что
- **due to / on account of the fact (that)** — ввиду
- **now (that)** – при том, что, теперь
- **for** — вследствие

Мы должны остановиться здесь, так как дальше идти невозможно. — We must stop here since it is impossible to go on.

As I am very busy I can't help you right now – Так как я очень занят, я не могу помочь тебе прямо сейчас.

После союзов **because of** и **due to** обычно идет существительное: *The flight was delayed due to the storm.* – Рейс был отложен из-за грозы.

Часто бывает и так, что после союзов **because of** и **due to** идет выражение **the fact that** за которым уже следует само придаточное предложение: *Tom spent a month at home due to the fact that he had broken his leg.* — Том провел месяц дома, потому что он сломал ногу.

Кроме выше названных союзов выразить причину нам помогут следующие два выражения, которые оба переводятся как «причина, по которой..»:

the reason why – ставится перед придаточным причины: *The reason why she did it is a mystery.* - По какой причине она это сделала, остаётся загадкой.

the reason for – ставится перед существительным или герундием: *He wanted to know the reason for their decision.* — Он хотел знать, в чём причина их решения.

• Придаточные предложения следствия (результата)

Выражают следствие, вытекающее из содержания главного предложения, то есть, свидетельствуют о результате какого-то действия. Вводятся они следующими союзами:

- **so** — так что, поэтому
- **so that** — так, что
- **such that** — такой, что
- **that** — что
- **as a result** – в результате
- **therefore /consequently / as a consequence** – как следствие

It was late, so I went home. — Было поздно, поэтому я пошёл домой.

The team lost so many games that the season was a total washout. - Команда проиграла так много матчей, что весь сезон был полностью провален.

Bob is such a nice guy that everybody respects him. — Боб такой хороший парень, что все его уважают.

• Придаточные предложения цели

Придаточные предложения цели уточняют с какой целью совершается действие, которое указано в главном предложении. Отвечают на вопросы: *зачем? для чего? с какой целью?* Вводятся следующими союзами:

- **to** — чтобы
- **in order to** — для того, чтобы
- **so as to** — с тем чтобы; для того чтобы; чтобы
- **so that** – для того, чтобы
- **in order that** — с тем, чтобы
- **in case** — в случае если; в том случае, если; если
- **for** — для того, чтобы; чтобы
- **lest** – чтобы не

На придаточных цели стоит остановиться подробнее, они выражаются следующими способами:

1. to + инфинитив – чтобы сделать что-то:

Kate went out to buy apples. – Кейт вышла закупить яблоки.

2. in order to /so as to + инфинитив– для того чтобы сделать что-то:

We we asked to continue working on the project in order to finish it in time. – Мы попросили продолжить работу над проектом, чтобы завершить его вовремя.

Эта конструкция используется также для отрицательных предложений. Тогда инфинитив, выражающий цель, стоит в отрицательной форме: *He left the room quietly so as (in order) not to wake his wife. — Он ушёл из комнаты тихо, чтобы не разбудить жену.*

А вот форма **not to + infinitive** не используется: ~~*He left the room quietly not to wake his wife.*~~

Данные три союза с to: **in order to, so as to и to + infinitive** используются, только если в главном и придаточном предложениях одно и то же подлежащее, т.е. одно и то же действующее лицо.

3. so that + can/will – используется для выражения цели в настоящем или будущем (чтобы ты смог сделать что-то/сделал что-то):

Help me to dress the horses down so that they will look nice for the show. — Помогим мне почистить лошадей, чтобы они хорошевыглядели на выставке.

I don't tell our mother the bad news so that she won't worry. – Я не рассказываю нашей маме плохие новости, чтобы она не переживала.

so that + could/would – используется для выражения цели в прошлом (чтобы ты мог что-то сделать/сделал что-то):

I moved over so that she could sit next to me. — Я подвинулся, чтобы она могла сесть рядом со мной.

She plaited her hair so it wouldn't tangle. – Она заплела себе волосы, чтобы они не запутались.

4. in case + глагол – на случай, если. После in case не может стоять will или would. Если главное предложение стоит в настоящем или будущем времени, то после союза in case глагол всегда будет в настоящем времени:

In case I'm late, start without me. — В случае, если я опоздаю, начинайте без меня.

5. for + существительное/ герундий – за чем-то, для выражения цели:

They went out for a pizza. – Они пошли за пиццей.

The boss left behind a list of commandments for running the office while he was away. — На время своего отсутствия начальник составил список распоряжений по управлению конторой.

6. Если придаточное предложение цели вводится союзом **lest** — **чтобы не**, то глагол-сказуемое этого придаточного предложения стоит в утвердительной форме и выражается сочетанием **should + инфинитив без to**:

She never went to the river in autumn lest she should catch a cold. — Онаникогда неходила к реке осенью, чтобы не простудиться.

7. Последний способ, которым можно выразить цель, это использовать придаточное предложение с отрицательным значением, используя **to** и глаголы **prevent** (**предотвращать**) и **avoid** (**избегать**). После глагола **avoid** используется только герундий:

He switched off the TV to avoid waking up his wife. — Он выключил телевизор, чтобы не разбудить жену.

She wanted to prevent other children from meeting the same fate. — Она хотела, чтобы другие дети избежали той же участи.

- **Уступительные придаточные предложения**

Уступительные придаточные указывают на обстоятельство, вопреки которому совершается действие главного предложения. Они соединяются с главной частью с помощью союзов:

- **though** – хотя
- **although** – хотя
- **even though** – хотя, несмотря на то что
- **even if** – даже если
- **in spite of the fact that** – не смотря на тот факт, что
- **no matter how** — как бы ни было
- **no matter what** — чтобы то ни было, в любом случае

Though it was raining, we went hiking. — Несмотря на дождь, мы отправились в поход.

Even if you complete your training, you aren't guaranteed a job. — Даже если вы закончите обучение, работа вам не гарантирована.

- **Придаточные условия**

Данные придаточные содержат какие-либо признаки, причины, условия, осуществления того, о чём говорится в главном предложении. Они присоединяются с помощью следующих союзов и союзных слов:

- **if** — если
- **unless** — пока не
- **when** – когда
- **so long as** – в значении при условии, что
- **provided/providing that**– при условии, что
- **on condition that** – при условии, что
- **suppose, supposing** – предположим, допустим

1. Выберите в скобках верный вариант союза времени. Переведите предложения.

1. Please, call me ... (while/as soon as/till) you arrive at the station.
2. ... (Until/After/Before) going to sleep, she likes reading a book for an hour or so.
3. Don't sit down ... (until/after/while) we ask you.
4. The house became empty ... (after/before/until) they left.
5. I won't start my journey ... (when/while/until) he pays all my expenses.
6. ... (As soon as/While/Before) he was making a fire, it started raining.
7. ... (While/Till/As soon as) we get married, we'll move to another place.
8. Turn off the light ... (before/when/while) the lesson is over.
9. You should read this paper ... (before/until/while) you express your opinion.
10. We won't start our dinner ... (after/until/as soon as) Richard arrives.

2. Соедините два простых предложения в одно сложное, используя предложенный союз в скобках.

Например: Don't call your uncle. First I'll tell you. (till) – Don't call your uncle **till** I tell you. (Не звони своему дяде, пока я не скажу тебе.)

1. Tom will come in a minute. Then I will go to the chemist's. (as soon as)
2. I will come home soon. I want to have a foam bath. (when)
3. We are moving to Miami. Then we'll invite you to our house. (after)
4. You will need my car. But first let me know. (before)
5. Alice will be picking up the berries. Sam will be cutting the grass. (while)
6. She will have finished her homework in half an hour. Then she will go for a walk. (after)
7. Dad will have repaired the van by Saturday. Then we'll travel to the lakes. (as soon as)
8. You must clean your teeth. Then you may go to bed. (until)
9. I will get my salary next week. Then I will buy a new smart phone. (when)
10. First wait for the green light on. Then you can cross the street. (before)

3. Поставьте глаголы из скобок в необходимой видо-временной форме.

Например: He ... (help) us with the housework before the party ... (start). – He **will help** us with the housework before the party **starts**. (Он поможет нам с уборкой по дому до того, как начнется вечеринка.)

1. You need to buy a present before your wife ... (come).
2. I ... (drop) my keys as I was leaving the apartment.
3. As soon as you sign the contract we ... (send) the payment.
4. After the princess fell asleep, she ... (have) a scary dream.
5. Robert woke up while the sun ... (rise).
6. After he ... (break) his arm he never ... (play) volleyball again.

7. She was doing shopping while her sister ... (wash) the windows.
8. We'll go to the beach as soon as the film ... (be over).
9. Don't eat chocolate until your allergy ... (disappear).
10. Can you feed my cats when I ... (go) on holiday?

Практическое занятие №35

The russian federation

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The population of the country is about 143.3 mln. people. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belarus, Ukraine. It also has a seaborder with the USA.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east. There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland.

There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia. There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers — the Ob, the Yenisei and the Lena — flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean. Russia is rich in beautiful lakes. The world's deepest lake (1,600 metres) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom. Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East. On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental. Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial centre. It is one of the oldest Russian cities. The national symbols of the Russian Federation are a white-blue-red banner and a double-headed eagle. The Russian Federation is a presidential republic headed by the President. The country government consists of three branches: legislative, executive and judicial. The President controls only the executive branch — the government, but not the Supreme Court and Federal Assembly. The legislative power belongs to the Federal Assembly comprising two chambers: the Council of Federation (upper Chamber) and the State Duma (lower Chamber). Each chamber is headed by the Speaker. The executive power belongs to the government (the Cabinet of Ministers) headed by the Prime Minister. The judicial power belongs to the system of Courts comprising the Constitutional Court, the Supreme Court and federal courts. Our country has a multiparty system. The largest and most influential political parties are the «United Russia», the Communist party, «The Patriots of Russia», «The Justice Russia», «The Apple», Liberal-Democratic and some others. The foreign policy of the Russian Federation is that of international cooperation, peace and friendship with all nations irrespective of their political and social systems.

Vocabulary

to occupy - занимать

surface - поверхность

Eastern - восточный

Northern - северный

total area - общая площадь

square - квадратный

to wash - омывать

to border on - граничитъс

sea-border - морская граница

There is hardly a country in the world... - Едваинайдетсястрана...

variety - разнообразие, множество

scenery - пейзаж, ландшафт

vegetation - растительность

steppe - степь

plain - равнина

midland - средняя полоса

tundra - тундра

taiga - тайга

highland - нагорье, высокогорная местность

desert - пустыня

chain - цепь

to separate - разделять

to flow - впадать

Siberian - сибирский

to count - считать

bottom - дно

to concentrate - сосредотачиваться, концентрироваться

vast - обширный

various - различный

arctic - арктический

subtropical - субтропический

temperate - умеренный

continental - континентальный

oil - нефть

coal - уголь

iron ore - железная руда

copper - медь

mineral resources - полезные ископаемые

parliamentary - парламентский

head of state - глава государства

legislative - законодательный

powers - полномочия

to exercise - осуществлять, выполнять

scientific - научный

Ex.1. Ответьте на вопросы:

1. Where is the Russian Federation situated?
2. What is the total area of the country?
3. What countries does Russia border on?
4. What mountain chain separates Europe from Asia?
5. How many rivers are there in Russia?
6. Which is the longest river in Europe?
7. What do you know about Lake Baikal?
8. Do you know what strait separates Russia from America?
9. What mineral resources is the Russian Federation rich in?

10. What is the climate like in Russia?

1. What can you say about the Russian economy?
2. What great Russians do you know?

Ex.2. Переведите на русский язык слова и словосочетания:

Occupy; earth's surface; cover; border on; a variety of scenery; mountain chains; flow into; various types of climate; subtropical; in the middle; temperate; iron ore; natural gas; parliamentary republic; legislative powers; exercise; complicated; decrease; rise; the rate of inflation; lose jobs; in spite of; opportunities.

Ex.3. Найдите в тексте английские эквиваленты следующих слов и выражений:

Самая большая горная цепь; отделять; сосредотачиваться; занимать поверхность; несколько горных цепей; минеральные ресурсы; законодательная власть; промышленный центр; промышленное производство снижается; возможности.

Ex.4. Закончите предложения:

1. The country is washed by ...
2. Its total area is about ...
3. The largest mountain chain, the Urals, separates
4. Russia is very rich in ...
5. Russia is a
6. The industrial production is ...

Ex.5. Поставьте следующие предложения в вопросительную и отрицательную форму:

1. The Russian Federation is the largest country in the world.
2. The country is washed by 12 seas of 3 oceans.
3. It has a sea-border with the USA.
4. There are two Great Plains in Russia.
5. Russia is a parliamentary republic.
6. The legislative powers are exercised by the Duma.

Ex.6. Составьте предложения, используя данные слова и словосочетания:

1. Surface; occupies; one-seventh; about; it; of the; earth's.
2. Covers; the eastern part; Europe; of; it; and; of Asia; the northern; part.
3. The USA; it; has; with; also; a sea-border.
4. Of the country; there are; chains; several; mountain; on the territory.
5. The Duma; by; the legislative; are; powers; exercised.

Ex.7. Соответствуют ли данные предложения содержанию текста:

1. The Russian Federation is situated in the western part of Europe and the southern part of Asia.
2. Its total area is about 20 million square kilometers.
3. There are two Great Plains in Russia.
4. There are over five million rivers in Russia.
5. Europe's biggest river, the Lena, flows into the Caspian Sea.
6. Russia is a constitution monarchy.
7. The head of State is the king.

Ex.8. Переведите слова в скобках:

1. The Russian Federation (занимает) about one-seventh of the earth's surface.
2. The country (омывается) by 12 seas of 3 oceans.
3. There are (две великие равнины) in Russia.
4. The largest mountain chain, the Urals, (отделяет) Europe from Asia.
5. Europe's biggest river, the Volga, (впадает) into the Caspian Sea.
6. Russia is a (президентская) republic.

Практическое занятие №36

1. Read and translate the text (Прочитать и перевести текст).

What Political System Does Russia Belong To?

The Russian Federation (Russia) is a presidential republic. The President is the head of state and is elected directly by the people. In fact he has much power. The President can even dissolve the Duma if it doesn't agree with his suggestions three times running. The President has his Administration but it is not part of the Federal Government. The President is involved in the work of the legislative and executive branches. The Federal Assembly represents the legislative branch of power. It is made up of two houses: the Federation Council and the Duma which make laws. The President can veto laws passed by the Federal Assembly but the Federal Assembly can pass over the President's veto by a two-thirds majority.

The Federal Government represents the executive branch of power. The President appoints its head, the Chairman of the Government, but the Duma must approve his appointment.

The Supreme Court represents the judicial branch of power.

The Constitutional Court has the right to declare action of the President, the Federal Assembly and the Federal Government unconstitutional.

2. Answer the following questions (Ответьте на следующие вопросы) :

- 1) What branches does the country government consist of?
- 2) What does the judicial branch of power consist of?
- 3) Whom does legislative branch belong to?
- 4) Whom does executive branch belong to?
- 5) By whom the President is elected by?
- 6) Is Russia presidential republic or federal republic?
- 7) What branch of power does the Federal assembly represent?
- 8) Which branch of power does the Federation Council belong to?
- 9) What does the Federal Government consist of?
- 10) Who approves ministers?
- 11) What is the role of the Supreme Court?
- 12) What is the role of the Constitutional Court?
- 13) The people. What is the people's role in the political system?

3. Complete the sentences from the text (Завершите предложения из текста) .

Russia is a _____ headed by the _____. The country government consists of three _____: _____, _____ and _____. Presidents in Russia are _____ by popular vote every _____ years.

4. What Political System Does Russia Belong

To? (Какая политическая система принадлежит России?) Choose the correct answer

(Выбери правильный ответ)

1. Who guarantees the basic rights of the people?

A. the President

B. the Chairman of the Government

2. Who elects the members of the Federal Assembly?

A. the Federal Government

B. the people

3. Who appoints the Chairman of the Government?

A. the President

B. the Federal Assembly

4. Who approves the Chairman of the Government?

A. the Duma

B. the Constitutional Court

5. Who elects the President?

A. the Federal Assembly

B. the people

6. Who can dissolve the Duma?

A. the President

B. the Chairman of the Government

7. Who can declare laws unconstitutional?

A. the Supreme Court

B. the Constitutional Court

8. Who can veto laws passed by the Federal Assembly?

A. the President

B. the Chairman of the Government

4. Просмотреть видео

<https://www.youtube.com/watch?v=NWVigNrPVpw>

<https://www.youtube.com/watch?v=i3s22yGkdPo>

Практическое занятие №37

Moscow

Moscow is the capital of Russia. It is the biggest city in Europe and one of the largest cities in the world. Moscow is the modern city. The population is about 12 million people. Moscow is a political centre, where the government of our country works.

Moscow was founded in 1147 by Yuri Dolgoruky. The total area is about 900 square kilometres.

Moscow is the port of five seas – the Baltic Sea, the White Sea, the Black Sea, the Caspian Sea and the Sea of Azov.

Moscow is an industrial centre. There are many factories and plants in it.

Moscow is a cultural centre, too. There are a lot of theatres, museums, libraries, and cinemas in Moscow. The Bolshoy Theatre is one of the famous theatres all over the world. If you are fond of painting, you can go to Tretyakov Art Gallery or the Pushkin Fine Arts Museum and see a lot of interesting portraits and landscapes there.

Young people like to visit the Central Military Museum. There are many tanks, guns and war documents there.

The heart of Moscow is Red Square. The Kremlin and St Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient Russian architecture.

The main Kremlin tower, the Spasskaya Tower, has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell Tower of Ivan the Great, the Tzar-Cannon and the Tzar-Bell, the biggest cannon and bell in the world.

Moscow is a city of students. There are over 100 higher educational institutions in it. The main is the Moscow State University. It was founded in 1755 by the great scientist Mikhail Lomonosov.

There are nine railway stations in Moscow and some airports around the city.

There are many stadiums in Moscow. The capital stadium is Luzhniki.

I live in Moscow and I am proud of this city.

– And now answer my questions. (А теперь ответьте на мои вопросы):

1. What is the capital of our country?
2. Is Moscow a modern city?
3. What is the population of Moscow?
4. When was Moscow founded?
5. Who founded Moscow?
6. Moscow is the port of five seas, what are they?
7. What theatres of Moscow do you know?
8. What is the heart of Moscow?
9. What is the main tower of the Kremlin?
10. What is the main university in Moscow?
11. When was the Moscow State University founded?
12. What is the main stadium of the city?
13. How many railway stations are there in Moscow?
14. What sights of Moscow do you know? Name five of them.

Текст для аудирования.

On Saturday Robert had a free afternoon. His Russian friend wanted to show him the sights of St Petersburg. They started their tour from his hotel. First they went to St Isaac's Cathedral. Then they walked to Decembrists' Square. Then they turned right and went along the Neva to the Winter Palace. They saw a long line of tourists in front of the Hermitage Museum. Across the river they saw the Peter and Paul Fortress. After that they went back to the hotel.

A few days later Robert visited Moscow. In his free time he saw some of the sights of the capital. First of all he took a guided tour. They started with Red Square. Robert looked at St Basil' Cathedral. He saw the monument to Minin and Pozharsky. Then the guide took the group inside the Kremlin. Robert liked the old part of the city very much. He enjoyed his stay in Russia.

Карточка для проверки понимания содержания текста для аудирования.

Robert in St Petersburg	Robert in Moscow
1. The Peter and Paul Fortress	1. The Kremlin
2. The Summer Gardens	2. Red Square
3. The Russian Museum	3. The Uspensky Cathedral
4. St Isaac's Cathedral	4. The Tretyakov Gallery

5. The Winter Palace	5. The Pushkin Museum
6. The Kazan Cathedral	6. St Basil's Cathedral
7. The Monument to Peter the Great	7. The Monument to Minin and Pozharsky
8. The Hermitage Museum	8. The Tsar Bell

Russian Holidays and Traditions .



Like the whole world, Russian people love celebrating their holidays. Celebrations in Russia reflect many aspects of its history, culture and traditions. Some Russian festivities are official public holidays and government offices, schools and banks have their days off. These are New Year (January, 1st – 5th), Orthodox Christmas (January, 7th), Defender of the Motherland Day (February, 23rd), International Women's Day (March, 8th), Spring and Labour Day (May, 1st), Victory Day (May, 9th), Russia Day (June, 12th), National Unity Day (November, 4th) and Constitution Day (December, 12th).

The Russians usually celebrate holidays with plenty of food and presents. The most popular holiday is New Year's Day. Russian people decorate fir-trees, cook delicious meals, make fireworks. All children wait for Father Frost and his granddaughter Snegurochka to get presents from them. On Christmas people visit their relatives and friends and tell fortunes.

Defender of the Motherland Day is also known as Men's Day because all Russian men and boys, active servicemen and war veterans get warm greetings and special presents from their families, friends and colleagues. International Women's Day has been celebrated in Russia since 1913 and it is the day for all

mothers, sisters, wives, daughters and girlfriends. Spring and Labour Day appeared in Russia on the 1st of May in 1890 after the strike of Chicago workers who demanded an 8-hour working day.

Victory Day is a sacred holiday for Russia. The whole country commemorates millions of victims of the Great Patriotic war. Russia Day became a national holiday after the Declaration of Sovereignty was adopted in 1991. And National Unity Day commemorates the liberation of Moscow from Polish occupation in 1612 and it is celebrated with parades. Constitution Day is a celebration of the adoption of the Russian Federation Constitution in 1993.

Unofficial Russian holidays are also observed. There are religious and foreign celebrations among them: Old New Year (January, 14th), St. Valentine's Day (February, 14th), Orthodox Easter Sunday, Maslenitsa, Cosmonaut's Day (April, 12th) and Mothering Sunday (in November).

Some Russians celebrate the New Year according to the Julian calendar that was used in Russia before 1918 and they call this holiday Old New Year. Easter is always celebrated with painted eggs and church services. Maslenitsa is a holiday of meeting the Russian spring with such rituals as eating pancakes and burning a dummy of winter.

Vocabulary:

unique- уникальная

wide- широкая

delicious- вкусная

gift- подарок, дар

mate - товарищ (друг)

to include- включать (себя), содержать (себе)

anniversary- юбилей

to congratulate- поздравлять

to arrange - устраивать, организовывать

to consist - состоять (из)

downtown- центр города (деловой)

either- также

foundational - фундаментальный, основательный

rainbow- радужный

fir-tree- елка

to put up -устанавливать, выставлять

to allow- позволять, разрешать

roof -крыша

altogether- все вместе

in front- of впереди

conventional -традиционная (обычная)

as soon as- как только

hand -стрелка часов

to show- показывать

beverage- напиток

sunrise- восход

significant- значительный, важный

to defend- защищать

occupier -оккупант

numerous- многочисленный

pagam- языческий

Shrovetide- Масленица

ought to -следует, должен

scarecrow- чучело
to symbolize- символизировать
evil -злой
force -сила
nowadays- в наши дни, в настоящее время, теперь
familiar- знакомый, привычный, близкий
to prepare- подготавливать
bar- плитка, кусок
postcard -открытка

1. Answer the questions.

1. What kinds of state holidays do you know?
2. How do Russian people celebrate New Year?
3. What kinds of holidays are not official?

2. Find in the text English equivalents for these words and word combinations.

Как и весь мир, отражают многие аспекты, устраивают фейерверки, получить от них подарки, навещают своих родственников и друзей, вся страна чтит память, неофициальные русские праздники, праздник встречи русской весны, угощение блинами.

Практическое занятие №38

Упр. 1. Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present, Past, Future Simple; Present, Past Continuous.*

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) now? — I (to wash) the dishes. 5. What you (to do) at three o'clock yesterday? — I (to have) dinner. 6. You (to have) dinner now? 7. Where your brother (to work)? — He (to work) at an institute. 8. Your grandmother (to sleep) when you (to come) home yesterday? 9. What your brother (to do) tomorrow? 10. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 11. Where Kate (to go) when you (to meet) her yesterday? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the secretary (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture.

Упр. 2 Раскройте скобки, употребляя глаголы в одном из следующих времен: *Present Simple, Past Simple, Present Continuous, Past Continuous.*

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? - - I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? — I (to be) at home the whole day. — How strange. I (to ring) you up at two o'clock, but nobody (to answer). — Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone. 8. What you (to do) at five o'clock yesterday? — I (to work) in the library. — I (to be) there, too, but I (not to see) you. 9. Yesterday I (to work) at my English

from five till seven. 10. It (to rain) the whole day yesterday. 11. Where your sister (to be) now?
— She (to be) in her room. She (to do) her homework.

Упр. 3 Open the brackets in **Present Simple, Past Simple, Future Simple, Present Continuous, Past Continuous, Future Continuous.**

1. I (to go) to the cinema when you met me.
2. I (to do) my homework when mother came home.
3. I (to do) my homework yesterday.
4. They (to read) many books every week.
5. I (to do) my homework the whole evening yesterday.
6. They (to read) many books tomorrow?
7. They (not to read) many books this time yesterday.
8. The children (to eat) a cake tomorrow?
9. The children (not to eat) soup now.
10. When you (to play) volley-ball yesterday?
11. We (not to dance) every day.
12. Look! Kate (to dance).
13. Kate (to sing) well?
14. Where John (to live)? - - He (to live) in England.
15. I (to go) to the cinema yesterday.
16. I (to go) to the cinema at four o'clock yesterday.
17. I (to do) my homework from five till eight tomorrow.
18. The children (to eat) carrots now?
19. I (to do) my homework at six o'clock yesterday.
20. They (to go) to the cinema tomorrow?
21. Mary(not to do) her homework tomorrow.

Практическое занятие №39

Customs and traditions of Great Britain

The British created a powerful Empire with a successful economy, culture, the preservation of

their traditions. Traditions of Great Britain is the basis of their culture. Great Britain is considered to be one of the most democratic countries, but the British life continues to be determined by the old traditions. That's why even the most strange and old English traditions affect modern daily life. There is the long menu of traditional British food. There are many royal occasions. There are songs, saying and superstitions. English traditions can be classified into several groups: national holidays, religious holidays, Royal traditions and public festivals.

What about royal occasions? There are numerous of them in Britain. One of the most interesting royal traditions is, for example, the changing of the guard. This happens every day at Buckingham Palace, the Queen's home in London. Soldiers stand in front of the palace. Each morning these soldiers (the "guard") change. One group leaves and another arrives. In summer and winter tourists stand outside the palace at 11.30 every morning and watch the Changing of the Guard.

Traditionally the Queen opens Parliament every autumn. The Queen travels from Buckingham Palace to the Houses of Parliament in a gold carriage the Irish State Coach. At the Houses of Parliament the Queen sits on a "throne" in the House of Lords. Then she reads the "Queen's Speech". At the State Opening of Parliament the Queen wears a crown.

The Queen is the only person in Britain with two birthdays. Her real birthday is on April 21st, but she has an "official" birthday, too. That's on the second Saturday in June. And on the Queen's official birthday, there is a traditional ceremony called the Trooping of the Colour. It's a big parade with brass bands and hundreds of soldiers at Horse Guards' Parade in London. A "regiment" of the Queen's soldiers, the Guards, march in front of her. At the front of the parade is the regiment's flag or "colour". The Guards are trooping the colour. Thousands of Londoners and visitors watch in Horse Guards' Parade. And millions of people at home watch it on television.

Another interesting tradition is The Queen's telegram. This custom is not very old, but it's for very old people. On his or her one hundredth birthday, a British person gets a telegram from the Queen.

The registration for young Royal swans appeared in the 12th century. There is a very special royal tradition. Nine centuries, every year in July on the Thames there are special boats with the Royal emblem. The purpose of the expedition to count – how many new swans appeared in the property of Her Majesty. The name of this strange but interesting custom is Swan Upping.

There are also many different festivals in Britain. The Edinburgh international arts festival takes place in the Scottish capital every August and lasts almost a month. It also presents theatre, Opera, dance and music, concerts of classical, orchestral, vocal music, dance shows, ballets. This festival is listed in the Guinness book of records as the largest in the world. Another great festival, a truly Welsh event is the Eisteddfod, a national festival of traditional poetry and music, with a competition for the best new poem in Welsh.

Traditions of everyday life of English people are also worth our attention. For example, talking about the weather. The British talk about the weather a lot because it changes so often. The British are also considered to be great tea lovers. Traditional tea time in England is late afternoon, when world-famous 5 o'clock tea is served. Five o'clock tea is a ceremony, a work of art. But tea is also drunk in the morning and during the day because the English believe it to be healthy and refreshing.

English people also have traditions in social life. They like to spend their free time in numerous pubs where they can have a glass of beer and talk about different things with their friends.

Thus Britain is full of traditions and customs. Some are funny and some are strange. But they are all interesting. They are all part of the British way of life.



Vocabulary:

custom – обычай

preservation – сохранение

to determine – определять, обуславливать

to affect – влиять, оказывать влияние

superstition – суеверие, примета

festival – празднование, фестиваль

occasion – событие, мероприятие

carriage – карета, экипаж

the Irish State Coach – Ирландский парадный экипаж

throne – трон

to wear - (wore, worn) — одевать, носить

the Trooping of the Colour – вынос (пронос) знамени

horse Guards' Parade - парадной гвардии

regiment ['redʒɪmənt] - полк

«colour» - здесь: знамя, флаг

swans - лебеди

to count – считать, подсчитывать

property - собственность

Her Majesty – Её Величество

Swan Upping – учет (маркировка) лебедей

Edinburgh ['edɪnbərə] - Эдинбург

Eisteddfod - [aɪs 'tedvɒd] - ежегодный фестиваль бардов (в Уэльсе)

ballet - ['bæleɪ] - балет

to list – вносить (в список)

the Guinness book of records – Книга рекордов Гиннеса

truly – действительно, по-настоящему

event - событие

Welsh – валлийский язык

a work of art – произведение искусства

refreshing – освежающий

1. Match the parts of the sentences:

1.	The British created	1.	she reads the “Queen’s Speech”.
2.	That's why even	2.	on his or her one hundredth birthday.
3.	The changing of the guard happens	3.	and hundreds of soldiers at Horse Guards' Parade in London.
4.	At the State Opening of Parliament the Queen sits on a “ <i>throne</i> ”, then	4.	is listed in the Guinness book of records as the largest in the world.
5.	Queen’s real birthday is on April 21st,	5.	swans appeared 9 centuries ago.
6.	the Trooping of the Colour is a big parade with brass bands	6.	and during the day because they believe it to be healthy and refreshing.
7.	A British person gets a telegram from the Queen	7.	a powerful Empire with a successful economy, culture, the preservation of their traditions.
8.	The registration for young Royal	8.	but she also has an "official" birthday on the second Saturday in June.
9.	The Edinburgh international arts festival	9.	at Buckingham Palace, the Queen's home in London at 11.30 every morning.
10.	The British also drink tea in the morning	10.	have traditions in social life.
11.	English people also	11.	the most strange and old English traditions affect modern daily life.

2. Find in the text the English equivalents for:

- могущественная империя,
- сохранение традиций,
- основа их культуры,
- быть обусловленным традициями,
- оказывать влияние на повседневную жизнь,
- традиционная британская кухня,
- королевские мероприятия,

- проезжать от Букингемского дворца к зданию Парламента,
- официальный день рождения королевы,
- вынос знамени,
- духовой оркестр,
- парад конногвардейцев,
- проходить маршем,
- знамя полка,
- получить телеграмму от королевы,
- в собственности Её Величества,
- учет (маркировка) королевских лебедей,
- Эдинбургский международный фестиваль искусств,
- быть внесенным в Книгу рекордов Гиннеса,
- лучшее новое стихотворение на валлийском языке,
- заслуживать чего-либо внимания,
- любители чая,
- быть полезным и освежающим,
- быть полным традиций и обычаев,
- британский образ жизни.

3. Answer the questions:

1. Why do old English traditions influence the modern life of the English?
2. What groups can English traditions be classified?
3. What time does the Changing of the Guard take place in London every day? Where does it happen?
4. Who traditionally opens Parliament every autumn?
5. Where does Queen usually sit during her Speech in the House of Lords?
6. How many birthday does the British Queen have? When is her real birthday?
7. What is called the Trooping of the Colour? When does it take place?
8. Who in Britain receives the Queen's telegram? What traditions is it?
9. How old is the tradition of registration for Royal Swans?
10. What British festival is listed in the Guinness Book of records?
11. When does it take place and how long does it last?
12. What is the Eisteddfod?
13. What are the most popular Royal traditions?
14. What is one the favorite topics of conversation among the British? Why?
15. Where do the British like to spend their free time?

Практическое занятие №40

The political system of the United Kingdom of Great Britain and Northern Ireland

The United Kingdom of Great Britain and Northern Ireland is a parliamentary monarchy. The Queen, Elizabeth II, is the head of the State. But, in practice, the UK is ruled by the elected government with Prime-Minister at the head. The power of the Queen is limited by the parliament. The official residence of the Queen in London is the Buckingham Palace.

The main political parties are: the Conservative Party and the Labor Party. The Liberal Party is on the third place. The party that has won the majority during the elections to the House of Commons is the leading Party. It forms the Government and the other party forms the official Opposition.

The legislative branch of power is realized by the British Parliament. The British Parliament has existed since 1256 and is the eldest parliament in the world. It consists of two Houses: the House of Lords and the House of Commons. The House of Lords has no fixed number of members (over 1000 members). It consists of Lords Spiritual and Lords Temporal. Lords Spiritual are Archbishops, most senior bishops of the Church. They serve as long as they occupy their positions in the Church. Lords Temporal are Life Peers, Hereditary Peers, Law Peers. They serve for life. The House of Lords is not elected by the people. The House of Commons consists of 659 members. It is a nation-wide representative body which is elected by the people at a general election not less frequently than once in 5 years.

The executive branch of power is realized by the Government: the Prime-Minister, the Cabinet and the Government Departments. After the general election the Queen appoints the head of the government – the Prime Minister. As a rule, the Prime Minister is a leader of the political party that has won the election and has a majority in the House of Commons. The Prime Minister appoints the ministers to compose the Government. Government is responsible to the Parliament. The Cabinet consists of 20 Secretaries of State. They are heads of the Government Departments. These Secretaries are appointed by the Prime-Minister. There are 20 Government Departments in the UK: Foreign and Commonwealth Office, Education Department, Department for Health, etc.

At present the Prime-Minister of the UK is David Cameron. He is the leader of the Conservative Party. The official residence of the Prime-Minister is Downing Street, 10 in London.

The Supreme Court, the Court of Appeal, the High Court of Justice, the Crown Court, the Subordinate Courts compose the judicial branch of power. Subordinate Courts (Magistrate's Courts and County Courts) are local Courts of Justice. There are the High Court of Justice and the Crown Court. The High Court of Justice deals with civil cases. The Crown Court deals with criminal cases. The Court of Appeal deals with appeals from the High Court of Justice and the Crown Court. The House of Lords is presented in the Supreme Court by 3 Lords. They are operating as a committee of the House of Lords.

A constitution is the basic law of any state. The main elements of the constitution are definitions of the legislature, the executive and the judiciary. The state government comprises all three in general. The constitution of the UK is the sum of laws and principles that concerns both the relationship between the individual and the state, and the functioning of the legislature, the executive and the judiciary. Great Britain has an unusual constitution. It is partly unwritten and consists of:

1. The laws passed in Parliament (acts of Parliament). The first document was Magna Carta;
2. Common Law – decision made by judges in the past;
3. Various unwritten conventions

All these things can be changed at any time by new acts of Parliaments. The bills are among the most important sources of the constitution. Many British constitutional conventions are ancient in origin. One of the most well-known and important constitutional documents is “Bill of Rights”. It was adopted in 1689 and it was an act declaring the Right and Liberties of the Subject and setting the Succession of the Crown. It is affective nowadays

- Key words of the topic:

A constitutional monarchy – Конституционная монархия

A parliamentary monarchy – Парламентская монархия

A government – Правительство, управление

Parliament – Парламент

Legislative – Законодательный

To exist – Существовать

Executive – Исполнительный

Judicial – Закон, билль (закон в Великобритании)

A body – орган

A branch of power – Ветвь власти
 A state – Государство
 A head of state – Глава государства
 A law – Закон, право
 A court – Суд
 A political party – Политическая партия
 Supreme – Верховный, высший
 Leading – Ведущий, лидирующий
 To elect – Избирать
 To win – Выигрывать
 Majority – Большинство
 To form – Формировать, образовывать
 To comprise – Включать в себя
 Relationship – Взаимоотношение, связь
 To consist of – Состоять из
 To appoint – Назначать
 To change – Изменять-(ся), менять-(ся)
 A source – Источник
 To adopt – Принимать
 To declare – Объявлять

Задание № 2

Необходимо заполнить таблицу и ответить на следующие вопросы.

1. What is the difference in the political system of the Russian Federation and the United Kingdom?
2. What are special features in the political system of these countries?

The table:

The parts of the political system	The Russian Federation	The United Kingdom, of Great Britain and North Ireland
Head of the state		
Head of the executive branch of power		
Parts of the executive power		
The legislative branch of power		
Houses of the Parliament		
Constitution		

Задание № 3

1. What type of the state is in the Russian Federation?
2. What are the leading parties in the UK?
3. Who is the Head of the state in the Russian Federation?

4. What Houses of the British Parliament do you know?
5. How do we call the branch of power, where there are the Supreme Court, the Crown Court, the Court of justice, etc. in the UK?
6. What House of the British Parliament is elected?
7. Who is the Supreme Commander-in-Chief of the Russian Federation?
8. What type of the state is in the UK?
9. What term is the Russian President elected for?
10. How do we call the Russian Parliament?
11. Who is the Prime-Minister of the UK at present?
12. What is the official residence of the Queen, Elizabeth the II in London?
13. What 3 main branches of state power do you know?
14. Who is the head of Federal Government in Russia?
15. What document is the basic law of any state?

Задание № 3
Тесты

1) The UK is _____.

1. An absolute monarchy
2. A Federative republic
3. A parliamentary monarchy

2) _____ is the head of the State in the UK.

- a) The President
- b) The Queen
- c) The Prime-minister

3) There are 2 main political parties in the UK? They are:

1. The Conservative and the Democratic parties
2. The Democratic and the Labor parties
3. The Conservative and the Labor parties

4) _____ power is realized by the parliament.

1. Executive
2. Legislative
3. Judicial

1) The House of Commons is elected _____.

1. Every 4 years
2. Every 6 years
3. Every 5 years

2) The Supreme court, the court of Appeal and local courts compose _____.

1. Judicial branch
2. Executive branch
3. Legislative branch

3) _____ can pass or regret a bill.

1. The House of Lords
2. The House of Representatives
3. The House of Commons

4) The British monarchy must act on the advice of _____.

1. The Parliament
2. The Prime Minister and his cabinet
3. British judges

1) The Executive branch is realized by _____.

1. The British Parliament
2. The Prime Minister and the British Government
3. The British judicial system

2) Prime Minister is the Leader of the Political party that has won a majority in _____.

1. The House of Lords
2. The House of Representatives
3. The House of Commons

3) The official residence of the British Prime Minister is _____.

1. The white hall
2. Buckingham Palace
3. Downing Street, 10

4) _____ is the British Queen nowadays.

1. Elizabeth I
2. Elizabeth II
1. Elizabeth III

Практическое занятие №41

The USA

The United States of America is one of the greatest countries in the world.

It is situated on the North American continent and is washed by three oceans: the Pacific, the Atlantic and the Arctic.

The USA borders only on two countries — Canada and Mexico.

This great country has a lot of mountains, rivers, lakes. The main mountains are the Appalachians and the Cordilleras. The longest rivers are the Mississippi and the Missouri.

The climate of the country is varied. In the southern part it is subtropical while the northern part has very cold weather in winter.

America has fifty states and one federal District of Columbia where the capital of the country is situated.

The capital of the USA is Washington, D.C.. It stands on the Potomac river in the eastern part of the country.

The main cities are located on the Pacific and Atlantic coasts. New-York is the largest city of the country. Other large cities are San-Francisco, Los-Angeles, Detroit, Chicago, Phoenix and Dallas.

The USA is a country of highly developed industry and agriculture. The main industrial centres are Chicago and Detroit, with their greatest automobile company “General Motors”. There are many farms with various agricultural products. Grain, fruit and vegetables are grown on numerous fields especially in the South.

The USA is a country with great holidays, customs and traditions. It is one of the most beautiful and interesting countries in the world.



1) Read the words.

[I] greatest longest

[ɔ] continent automobile

[ʌ] countries subtropical company products customs agricultural

[ei] main great greatest

[ð] other the with their

[ou] oceans only Mexico cold located coasts Chicago grown

2) Read these geographical names.

The United States of America

the North American continent

Canada

Mexico

the Pacific – Тихий (океан)

the Atlantic – Атлантический (океан)

the Arctic – Северный Ледовитый (океан)

the Appalachians – Аппалачи [,æpə'leitʃiənz]

the Cordilleras – Кордильеры [kɔːdi'ljɛ:rəz]

the Mississippi - [mɪsɪ'sɪpi]

the Missouri - [mɪ'zʊəri]

District of Columbia [kə'lʌmbiə] Washington, D.C..

the Potomac river

Chicago – Чикаго [ʃi'kɑ:gəʊ]

San-Francisco,

Los-Angeles

Detroit

Phoenix - Финикс - столица штата Аризона ['fi:.niks]

Dallas - Даллас ['daləs]

3) Remember the words.

is situated – располагается

north – север

is washed – омывается

ocean – океан

borders – граничит

varied – разнообразный ['veəriəd]

southern – южный ['sʌðən]

subtropical – субтропический [slʌb'trɒpɪkəl]

while – в то время как, пока

northern – северный

federal District of Columbia [kə'lʌmbiə] – федеральный округ Колумбия

eastern – восточный

coast – побережье

agriculture – сельское хозяйство

grain – зерно

vegetables – овощи

are grown – выращивают

numerous – многочисленный ['nju:m(ə)rəs]

south – юг

customs – обычаи

4) Answer the questions.

1. Where is the USA situated?
2. What oceans is the country washed by?
3. What countries does the USA border on?
4. What are the longest rivers?
5. What can you say about the climate?
6. What is the capital of the USA?
7. How many states are there in the USA?
8. Where is the Potomac river?
9. What is the largest city ?
10. What are the main industrial centres?
11. Where are grain, vegetables and fruit grown?
12. Is the USA a country with great holidays, customs and traditions?

5) Complete these sentences.

- 1) The is one of the in the world.
- 2) It is situated on ...
- 3) It is washed by.....

- 4) The USA borders on....
- 5) The main mountains are ...
- 6) The longest rivers are ...
- 7) The climate of the country ...
- 8) America has states .
- 9) The capital of the USA is ...
- 10)is the largest city of the country.
- 11) The USA is a country of highly developed
- 12) ... , ... , are grown on fields especially in the... .
- 13) The USA is a country with great ..., ... and

6) Translate:

- | | |
|---------------|-----------------|
| 1) ocean – | 7) north – |
| 2) varied – | 8) is washed – |
| 3) southern – | 9) grain – |
| 4) while – | 10) are grown – |
| 5) eastern – | 11) numerous – |
| 6) coast – | 12) customs - |

7) Fill in the words:

Rivers / grain / New York / fifty / countries / customs / main / varied / continent / Washington, D.C /

- 1) The United States of America is one of the greatest ... in the world.
- 2) It is situated on the North American
- 3) The ... mountains are the Appalachians and the Cordilleras.
- 4) The longest ... are the Mississippi and the Missouri.
- 5) The climate of the country is

- 6) America has ... states.
- 7) The capital of the USA is
- 8) ... is the largest city of the country.
- 9) ... , fruit and vegetables are grown on numerous fields especially in the South.
- 10) The USA is a country with great holidays, ... and traditions

Практическое занятие №42

Political System of the USA.

The United States of America is a federal republic consisting of 50 states. Each state has its own government («state government»). In some ways the United States is like 50 small countries.

The government of the USA act according to the Constitution which was signed by the first thirteen representatives of thirteen original American states in 1787. The document was written in 1787 and since that time twenty six Amendments have been added. The first ten Amendments were simply rights or the Bill of rights. According to the Constitution the USA is a republic. So, the officials of any rank are elected by US citizens. Every citizen has rights which can not be violated.

The Constitution proclaims a federal system of government which keeps both the states and the federal power from getting too much power. It means that the federal government is given certain powers, for example, to make peace or war, to issue money and to regulate the trade and so on.

The federal power is located in Washington, D.C. It is based on legislative, executive and juridical branches of power.

The legislative power is vested in Congress, which consists of two houses: the Senate and the House of Representatives, There are 435 members in the House of Representatives and 100 senators in Congress. Each state elects two members for the Senate.

The executive branch is headed by the President who is assisted by the Vice President. The President enforces federal laws, serves as commander-in-chief of the Armed Forces. The President can veto a bill unless Congress by a two-thirds vote shall overrule him. The Vice President, elected from the same political party as the President, acts as chairman of the Senate, and in the event of the death of the President, assumes the Presidency. The President of the USA is chosen in nationwide elections every 4 years together with the Vice.-President. The President can not be elected for more than two terms. The Cabinet is made up of Department Secretaries. The most important of them is the Secretary of State, who deals with foreign affairs.

The judicial branch is made up of Federal District Courts, 11 Federal Courts and the Supreme Court. Federal judges are appointed by the President for life.

Federal courts decide cases involving federal law, conflicts between citizens of different states.

Constitution has been amended twenty six times. The Bill of Rights guarantees individual liberties: freedom of word,» religion and so on. Later amendments abolished slavery, granted the vote to women and colour people and allowed citizens to vote at the age of 18.

Questions:

1. What is the main document of the USA?
2. When was the Constitution of the USA signed?
3. How many Amendments have been added to the Constitution since 1787?
4. What does the Constitution proclaim?
5. What powers is the federal government given?
6. Where is the federal government located? .
7. Where is the legislative power vested?
8. How many members are there in the House of Representatives?
9. Who is the head of the executive power in the USA?
10. How often do the President's elections take place?
11. Who deals with foreign affairs in the USA?
12. What does the Bill of Rights guarantee?

Vocabulary:

to consist of — состоять из

own — свой, собственный

to sign — подписать, подписывать

original — зд. первый

amendment — поправка (резолуции, законопроекту)

according to — соответственно, согласно

officials — должностные лица, чиновники

citizen — гражданин

to violate — нарушать, попира́ть, преступать

to proclaim — провозглашать; объявлять

certain — точный, определенный

to issue money — выпускать деньги

to regulate the trade — регулировать торговлю

federal power — федеральная власть

to locate — находиться, размещаться

to vest — наделять (правом), давать права, облекать правом

branch — подразделение; ветвь (власти)

legislative — законодательный

executive — исполнительный

judiciary — судебный

Congress — Конгресс

house — зд. палата

Senate — Сенат

House of Representatives — Палата представителей

to assist — помогать, содействовать

Vice President — вице-президент

elections — выборы

to enforce — принуждать, вынуждать (к чему-л.)» заставлять; навязывать (кому-л. — on)
commander-in-chief — главнокомандующий
armed forces — вооруженные силы
to veto — налагать вето (на что-л.), запрещать
bill — законопроект
overrule — отклонять, отказывать; отменять (чье-л. решение); отвергать
chairman — председатель
to assume — принимать, брать на себя (ответственность, управление ит. п.); получать (должность)
Cabinet — Кабинет (министров)
Department Secretaries — министры
Secretary of State — государственный секретарь, глава внешнеполитического ведомства США
Federal District Court — Федеральный окружной суд
Supreme Court — Верховный суд
federal judges — федеральные судьи
to appoint — назначить
to amend — вносить изменения, вносить поправки (в законопроект ит. п.)
to abolish — аннулировать, отменять, упразднить, объявлять недействительным
slavery — рабство
to allow — позволять, разрешать

Практическое занятие №43

Science and technologies

In recent years, **scientific and technological developments have drastically changed life** on our planet as well as our **views** both of ourselves as individuals in society and of **the Universe** as a whole.

Today, science and technology **are closely related**. Many modern technologies such as **nuclear power** and **space flights** depend on science and the **application of scientific knowledge and principles**. Each **advance in pure science creates new opportunities** for the development of new ways of making things to be used in daily life. In turn, technology provides science with new and more accurate **instruments for its investigation and research**.

Technology refers to the ways in which people use discoveries to **satisfy needs and desires**, to **alter the environment**, to **improve their lives**. **Throughout human history**, men and women **have invented tools, machines, materials and techniques**, to **make their lives easier**.

Of course, when we speak of technology today, we **are looking at it in a much narrower sense**. Generally, we mean **industrial technology**, or the technology that began about 200 years ago with the **development of power-driven machines, growth of the factory system**, and **mass production of goods** that **has created the basis for** our modern society. Today we often say that we live in **an age of science and technology**. **According to one estimate**, 90% of all the scientists who ever lived, were alive and active in the 1970-s. This **increased scientific activity** has brought new ideas, processes, and **inventions** in ever-growing amount.

The scientific revolution that began in the 16th century was the first time that science and technology began to work together. Thus, Galileo, who **made revolutionary discoveries in astronomy and physics**, also built an improved telescope and **patented** a system of lifting water. However, it was not until the 19th century that technology truly **was based on science** and **inventors began to build on the work of scientists**. For example, Thomas Edison built on the **early experiments** of Faraday and Henry in his invention of the first practical system of **electrical lighting**. So too, Edison **carried on his investigations** until he found the carbon filament for the **electric bulb** in a **research laboratory**. This was the first true **modern technological research**.

In a sense, the history of science and technology is the history of all humankind.

Vocabulary

science and technology - наука и техника

technology - техника, технология

scientific and technological developments - достижения науки и техники

to drastically change life - резко изменить жизнь

a view of smb., smth. - взгляд на кого-либо, что-либо

the Universe - Вселенная

to be closely related - быть тесно связанным

nuclear power - атомная энергия

a space flight - космический полет

application of scientific knowledge and principles - применение научных знаний и принципов

an advance in pure science - прогресс в чистой науке

to create new opportunities for smth. - создать новые возможности для чего-либо

an instrument for investigation and research - инструмент исследований

to satisfy needs and desires - для удовлетворения нужд и потребностей

to alter the environment - изменить окружающую среду

to improve one's life - улучшить чью-либо жизнь

throughout human history - на всем протяжении истории человечества

to invent tools, machines, materials and techniques - изобретать инструменты, машины, материалы, технологии

to make one's life easier - облегчить чью-либо жизнь

to look at smth. in a much narrower sense - посмотреть на что-либо в значительно более узком смысле

industrial technology - промышленная технология

development of power-driven machines - развитие паровых машин

growth of the factory system - рост фабричной системы

mass production of goods - массовое производство товаров

to create the basis for smth. - создать основу для чего-либо

an age of science and technology - век науки и техники

according to one estimate - по одной оценке

increased scientific activity - возросшая научная активность, деятельность

an invention - изобретение

the scientific revolution - научная революция

to make a revolutionary discovery in smth. - сделать революционное открытие в какой-либо области

astronomy - астрономия

physics - физика

to patent smth. - запатентовать изобретение

to be based on science - основываться на науке

an inventor - изобретатель

to build on the work of scientists - основываться на научных работах

early experiments - зд.: более ранние эксперименты

electrical lighting - электрическое освещение

to carry on an investigation - проводить исследование

an electric bulb - электрическая лампочка

a research laboratory - исследовательская лаборатория

modern technological research - современное научно-техническое исследование

Ex. № 1 Answer the questions:

1. What a role has scientific and technological development played in man's life?
2. What proves that science and technology are closely related today?
3. What does the term «technology» refer to?

4. What does the term «industrial technology» mean?
5. How is scientific activity in the 1970-ies estimated?
6. What facts prove that the scientific revolution of the 16th century was the first time that science and technology began to work together?
7. What was the first true modern technological research?
8. How can the history of humankind be described?

Ex. №2 Translate into English:

1. За последние годы наши взгляды на жизнь на Земле, на человека как личность, на Вселенную резко изменились.
2. Современная техника зависит от достижений в области чистой науки.
3. Техника дает науке более точные инструменты исследования.
4. Только в XIX веке техника стала действительно основываться на работах ученых.
5. История человеческого общества - это, в некотором смысле, история развития науки и техники.

Практическое занятие №44

Science and technology

We are living in a world of technologies now and can't remember our life being different. The humanity has made many discoveries and invented lots of mechanisms and devices which have simplified our life significantly.

We got acquainted with light and sound and explored their characteristics which helped us to use them effectively. The radio, the TV, the telephone was invented and enabled us to get in touch with each other, learn about what is happening in our native city and all over the world.

The humanity never stopped on the way to unexplored places and even planets! We devised a satellite and made a rocket to travel to the moon and round the Earth. Special equipment lets us make photos of the faraway planets and study their environment.

The most recent breakthrough in technology is supposed to be the internet. It has broadened our abilities and opened new horizons. We connect with people from other countries without any problems, search for any information and get it in one click, and have many other opportunities accessing the net from our smartphones, tablets, and computers.

However, other realms of science have also been developing. Medicine, biology, archeology and many other sciences have achieved great results. We do have everything to maintain a high quality of life now. Many processes have been automated and people have got rid of many unpleasant things and difficulties they used to face in the past.

Vocabulary

To get acquainted with – познакомиться

To make a discovery – сделать открытие

To invent – изобрести

Satellite – спутник

Equipment – снаряжение, техническое оснащение, оборудование

Breakthrough — прорыв

Realm of science – сферанауки

To get rid of – избавиться

Практическое занятие №45

Charles Darwin

Charles Darwin was a British naturalist and scientist who is best known for his theory of evolution by natural selection. Born in 1809, Darwin was fascinated by the natural world from a young age, and his curiosity and passion for science eventually led him to enroll in medical school at the University of Edinburgh.

However, Darwin soon realized that he was more interested in studying the natural world than practicing medicine, and he eventually dropped out of school to pursue his true passion.

In 1831, Darwin was given the opportunity to join an expedition on the HMS Beagle, a journey that would change the course of his life and the way we think about the world. During the voyage, Darwin collected specimens and observations from various locations around the world, including the Galapagos Islands, where he observed the diverse species of finches that would later become a key part of his theory of evolution.

Upon his return to England, Darwin spent many years studying and analyzing the data he had collected, and in 1859 he published a book called «On the Origin of Species» that outlined his theory of evolution by natural selection. The book, which was revolutionary at the time, argued that species evolve and adapt over time through the process of natural selection, in which those individuals with beneficial traits are more likely to survive and reproduce.

Charles Darwin's work has had a lasting impact on the scientific community and the way we think about the natural world. His theory of evolution by natural selection has become a cornerstone of modern biology, and his contributions to the field of science continue to be studied and celebrated today.

Vocabulary

- **naturalist** – натуралист.
- **natural selection** – естественный отбор.
- **to be fascinated by smt** – быть очарованным чем-то, влюбленным во что-то, в восторге от чего-то.

- **curiosity** – любопытство.
- **to enroll** – поступить.
- **to drop out of smt** – бросить что-то (об учебном заведении)
- **the course of one's life** – ходжизни.
- **specimen** – образец, особь.
- **around the world** – вокругсвета.
- **finch** – зяблик.
- **to outline smt** – обрисовать что-то.
- **beneficial** – полезный.
- **lasting impact** – длительное воздействие.
- **cornerstone** – краеугольный камень.

Практическое занятие №46

Прямая речь – это слова какого-либо человека, передаваемые буквально так, как они и были произнесены. На письме прямая речь выделяется кавычками, а после слов, вводящих прямую речь, ставится запятая.

The postman said, "I will deliver this letter tomorrow" – Почтальон сказал: "Я доставлю это письмо завтра".

Косвенная речь – это речь, передаваемая не слово в слово, а только по содержанию, в виде дополнительных придаточных предложений.

The postman said he would deliver that letter the next day – Почтальон сказал, что он доставит это письмо на следующий день.

Таблица прямой и косвенной речи (по временам)

При обращении прямой речи в косвенную в английском языке действует правило согласования времен. Если главное предложение стоит в форме настоящего (Present Simple или Present Perfect) или будущего времени (Future Simple), то глагол в косвенной речи (в придаточном предложении) остается в том же времени, в каком он был в прямой речи.

Если глагол в главном предложении стоит в Past Simple, Past Continuous или Past Perfect, то глагол в придаточном предложении заменяется на другое время, в соответствии с правилом согласования времен.

Direct speech (Прямая речь)	Indirect speech (косвенная речь)
Present Simple -> Past Simple	
He said, "I am hungry!" – Он сказал: "Я голоден!"	He said that he was hungry – Он сказал, что он голоден.
Present Continuous -> Past Continuous	

Mother said, "I am cooking the dinner now" – Мамасказала: "Ясейчасготовлюобед".	Mother said that she was cooking the dinner then – Мамасказала, чтоонаготовилаобед.
Present Perfect -> Past Perfect	
She said, "I have worked hard today" – Она сказала: "Я много работала сегодня".	She said that she had worked hard that day – Она сказала, что она много работала в тот день.
Present Perfect Continuous -> Past Perfect Continuous	
I said, "My colleague has only been working here for 3 months" – Ясказал: "Мояколлегароботаетздесъвсево 3 месяца".	I said that my colleague had only been working there for 3 months – Ясказал, чтооколлегароботалатамвсево 3 месяца.
Past Simple -> Past Simple or Past Perfect	
Обратите внимание, что Past Simple может оставаться в косвенной речи без изменений (что характерно для разговорной речи, а также ситуаций, где указано время свершения действия). При употреблении таких временных обозначений, как the day before (за день до), two years before (за два года до) и т.д. предпочтительнее использовать Past Perfect.	
They said, "We went to the cinema and watched a film" – Они сказали: "Мы ходили в кино и посмотрели фильм".	They said that they went to the cinema and watched a film – Они сказали, что они ходили в кино и посмотрели фильм.
She said, "I had a cold a week ago" – Она сказала: "Неделю назад у меня была простуда".	She said that she had had a cold a week before – Она сказала, что неделю до этого у нее была простуда.
Past Continuous -> Past Continuous or Past Perfect Continuous	
Обратите внимание, что Past Continuous также может оставаться без изменений в косвенной речи.	
He said, "I was playing tennis when she called me" – Он сказал: "Я играл в теннис, когда она мне позвонила".	He said that he was playing tennis when she called him – Он сказал, что он играл в теннис, когда она ему позвонила.
Tom said, "I was watching the football match" – Томсказал: "Ясмотрелфутбольныйматч".	Tom said that he had been watching the football match – Томсказал, чтооносмотрелфутбольныйматч.
Past Perfect -> Past Perfect	
Обратите внимание, что Past Perfect в косвенной речи остается без изменений.	
My friend said to me, "I had known you before we were introduced to each other" – Мойдругсказалмне: "Язналтебядотого,	My friend told me that he had known me before we were introduced to each other – Мойдругсказалмне, чтоонзналменядотого,

какнапредставилидругдругу".	какнапредставилидругдругу.
Past Perfect Continuous -> Past Perfect Continuous	
Обратите внимание, что Past Perfect Continuous в косвенной речи остается без изменений.	
My wife said, "We had been dating for 3 years before we got married" – Мояженасказала: "Мывстречались 3 года, преждечемпоженились".	My wife said that we had been dating for 3 years before we got married – Мояженасказала, чтомывстречались 3 года, преждечемпоженились.

Разница между say и tell.

Если в предложении, вводящем прямую речь, употреблен глагол to say без дополнения (указывающего лицо, к которому обращаются с речью), то глагол to say сохраняется. Если же такое дополнение есть, то глагол to say меняется на глагол to tell.

Примеры:

- He said, "Our team lost the game" – Он сказал: "Наша команда проиграла".
He said that their team lost the game – Он сказал, что их команда проиграла.
- She said to me, "I will wait for you outside" – Она сказала мне: "Я подожду тебя на улице".
She told me that she would wait for me outside – Она сказала, что подождет меня на улице.

Особенности употребления некоторых глаголов в прямой и косвенной речи

Direct speech (Прямая речь)	Indirect speech (Косвенная речь)
Will -> Would	
The doctor said, "You will get the result of your blood test tomorrow" – Доктор сказал: "Выполучите результат своего анализа крови завтра".	The doctor said that I would get the result of my blood test the next day – Доктор сказал, что я получу результат своего анализа крови на следующий день.
Can -> Could	
The assistant said, "I can check it for you" – Сотрудник сказал: "Я могу проверить это".	The assistant said that he could check it for me – Сотрудник сказал, что мог проверить это.
May -> Might	
She said to me, "I may come, too" – Она сказала мне: "Я тоже, может быть, приду".	She told me that she might come too – Она сказала мне, что тоже, может быть, придет.
Shall -> Should (предложения, просьба дать совет и т.д.) Shall -> Would (когда речь идет о будущем времени)	

Somebody said, "I shall be there at this time" – Кто-то сказал: "Я буду там в это время".	Somebody said that he would be there at that time – Кто-то сказал, что он будет там в это время.
She asked, "Shall I open the window?" – Она спросила: "Может, я открою окно?"	She asked if she should open the window – Она спросила, не открыть ли окно.

Обратите внимание, что следующие глаголы в косвенной речи остаются без изменений:

• Модальные глаголы в прошедшем времени (would, could, had to, might)

They said, "There was nothing we could do about that" – Они сказали: "Мы ничего не могли поделать с этим".

They said that there was nothing they could do about that – Они сказали, что они ничего не могли поделать с этим.

• Модальные глаголы ought to, needn't и must

He said, "They must be late" – Он сказал: "Они, должно быть, опаздывают".

He said that they must be late – Он сказал, что они, должно быть, опаздывают.

Изменение указателей времени и места

Direct speech (Прямая речь)	Indirect speech (Косвенная речь)
this (этот)	that (тот, этот)
these (эти)	those (те, эти)
now (сейчас)	then (тогда)
today (сегодня)	that day (в тот день)
tomorrow (завтра)	the next day (на следующий день)
the day after tomorrow (послезавтра)	two days later (через два дня, два дня спустя)
yesterday (вчера)	the day before (накануне)
the day before yesterday (позавчера)	two days before (за два дня до этого, двумя днями раньше)
ago (тому назад)	before (раньше)
next year (в следующем году)	the next year, the following year (в следующем году)
here (здесь)	there (там)

Случаи, когда времена остаются без изменений

Direct speech (Прямая речь)	Indirect speech (Косвенная речь)
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1. Слова, вводящие прямую речь, стоят во временах группы Present или Future.	
She says, "I want to go for a walk" – Она говорит: "Я хочу пойти на прогулку".	She says that she wants to go for a walk – Она говорит, что хочет пойти на прогулку.
2. Если на момент передачи чьих-то слов, ситуация не поменялась и относится либо к настоящему, либо к будущему (в данной ситуации также можно применить согласование времен, это ошибкой не будет).	
He said, "It will rain" – Он сказал: "Будет дождь".	He said that it will rain – Он сказал, что будет дождь. He said that it would rain – Он сказал, что будет дождь.
She said to me, "The sun is a star" – Она сказала мне: "Солнце – это звезда".	She told me that the sun was a star – Она сказала мне, что солнце – это звезда. She told me that the sun is a star – Она сказала мне, что солнце – это звезда.

Вопросительные предложения

Общие вопросы

Общие вопросы в косвенной речи присоединяются к главному предложению при помощи союзов **if** или **whether**. Порядок слов вопросительного предложения меняется на порядок слов повествовательного предложения.

She asked, "Do you have any plans for the weekend?" – Она спросила: "У тебя есть планы на выходные?"

She asked **if** I had any plans for the weekend – Она спросила, были ли у меня планы на выходные.

They asked, "Will you visit us tomorrow?" – Они спросили: "Вы придёте к нам завтра?"

They asked **whether** we would visit them the next day – Они спросили, не придем ли мы к ним на следующий день.

She asked, "Can you give them a call?" – Она спросила: "Ты можешь им позвонить?"

She asked **if** I could give them a call – Она спросила, не мог ли я им позвонить.

При обращении в косвенную речь ответов на общие вопросы, слова **yes** и **no** опускаются.

She asked, "Do you want another cup of tea?" – Она спросила: "Ты хочешь еще чашку чая?"

I said, "No, I don't" – Я ответила: "Нет, не хочу".

She asked **if** I wanted another cup of tea – Она спросила, не хочу ли я еще чашку чая.

I answered that I didn't – Я ответила, что не хочу.

Специальные вопросы

При обращении специальных вопросов в косвенную речь необходимо поставить слова в том же порядке, что и в **повествовательном** предложении, а вопросительное слово служит для присоединения придаточного предложения к главному.

She asked, "What time does the train arrive?" – Она спросила: "Во сколько прибывает поезд?"

She asked what time the train arrived – Она спросила, во сколько прибывает поезд.

He asked, "When did you come?" – Он спросил: "Когда ты пришел?"

He asked when I came – Он спросил, когда я пришел.

I asked him, "How old are you?" – Я спросил его: "Сколько тебе лет?"

I asked him how old he was – Я спросил, сколько ему лет.

Повелительное наклонение в косвенной речи

Повелительное наклонение в косвенной речи заменяется инфинитивом (в отрицательных предложениях – инфинитивом с частицей not).

Если прямая речь выражает приказ, то глагол to say заменяется на глаголы to tell, to order. Если же прямая речь выражает просьбу, то глагол to say заменяется глаголом to ask.

Mother said, "Be careful!" – Мама сказала: "Будьте осторожны!"

Mother asked to be careful – Мама попросила быть осторожными.

He said, "Listen to what I am saying!" – Он сказал: "Слушай, что я говорю!"

He told to listen to what he was saying – Он велел слушать, что он говорит.

She said, "Please, don't laugh at him!" – Она сказала: "Пожалуйста, не смейтесь над ним!"

She asked not to laugh at him – Она попросила не смеяться над ним.

Замена местоимений и наречий

Личные, притяжательные и указательные местоимения, а также наречия места и времени, при переходе из прямой речи в косвенную изменяются по смыслу, так же как и в русском языке.

He said, "You have been listening to this music for a long time already" – Он сказал:

"Вы уже достаточно долго слушаете эту музыку".

He said that they had been listening to that music for a long time already – Он сказал,

что они слушали эту музыку уже достаточно долго.

Задание 1. Переведите предложения из прямой речи в косвенную.

Пример: She said to me, "Open the window!" – She told me to open the window.

1. My mother said to me, "Put on your coat!"
2. My friend said to us, "Don't come today."
3. He said to Mary, "Don't forget to send me an e-mail."
4. Karrie said to me, "Call me tomorrow."
5. She said to me, "Don't shout at me!"

Задание 2. Заполните пропуски словами say и tell в нужной форме.

1. I.....her that she was my only friend.
2. Did he.....he would stay in New York?
3. She.....that she was going to invite me.
4. They didn't.....us they were ill.
5. She.....she didn't play the piano.

Ecological Problems

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

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

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

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

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

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

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

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

Questions:

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

Vocabulary:

ancient — древний
harmony — гармония
environment — окружающая среда
riches — богатства
unlimited — неограниченный
to interfere — вмешиваться
to increase — увеличиваться, возрасть
smoky — дымный
enterprises — предприятия
by-product — побочный продукт
activity — деятельность
to pollute — загрязнять
substances — вещества
oxygen — кислород

rare — редкий
destruction — разрушение
ozone — озон
layer — слой
interaction — взаимодействие
horrible — ужасный
disaster — катастрофа
to befall — пасть (начто-то)

Практическое занятие №48

Climate In Russia

There is a global belief in the world that Russian climate is frosty and cold. However, not everyone is aware that due to its vast area Russia has versatile and changeable weather.

Much of the European plain is exposed to mild weather. In northern regions the weather is rather cold. People living there suffer from severe winters and lack of summers. There are places where temperature in January falls far below 50 degrees. On such days people try to stay home all day long. Nearly everyone in the country spends holidays in the southern part. It includes the area of Black Sea coastline. It is always warm and sunny there, except winters which are rainy, humid and snowy at times. Only mountainous areas in that region are exposed to heavy snowfalls. It is worth mentioning that southern region is rich in any type of harvest. Even unusual citrus plants grow there.

Last year we had a group of British students visiting our school. To show the warmest and nicest parts of the country we took them to Sochi. In fact, it's a versatile city. It is equally possible to swim and sunbathe there and to go skiing in the nearby resort.

There is an established stereotype about Russia that it's the country of extreme climates and I fully agree with it. Nowhere else you can find semi-tropics and polar deserts within the borderlines of one state.

Climatic conditions have always played a significant role in the history of the country. It is known that several wars were lost to Russia thanks to its cold and bitter winters.

Вставьте следующие слова в предложения:

waste, pollution, protect, factory, recycled, emissions, damage, environmentalists

1. During the last hundred years we have done great.....to the environment.
2. There's a large chemical.....in our town which has polluted the river twice in the last year.
3. The Government is very worried about theof our rivers and beaches.
4. A lot of household.....like bottles and newspapers can be.....and used again.
- 5.....are furious with the American Government for delaying measures which will reduce greenhouse gas.....
6. There are lots of things we can all do tothe environment.

Практическое занятие № 49

Environmental Pollution.

People have always polluted their surroundings. But until now pollution was not such a serious problem. People lived in uncrowded rural areas and did not have pollution — causing machines. With the development of crowded industrial cities which put huge amounts of pollutants into small areas, the problem has become more important.

Automobiles and other new inventions make pollution steadily worse. Since the late 1960's people have become alarmed with the danger of pollution.

Air, water, and soil are necessary for existence of all living things. But polluted air can cause illness, and even death. Polluted water kills fish and other marine life. On polluted soil, food can not be grown. In addition environmental pollution spoils the natural beauty of our planet.

Pollution is as complicated as serious problem. Automobiles are polluting the air but they provide transportation for the people. Factories pollute the air and the water but they provide jobs for people and produce necessary goods. Fertilizers and pesticides are important for growing crops but they can ruin soil.

Thus, people would have to stop using many useful things if they wanted to end pollution immediately. Most people do not want that of course. But pollution can be reduced gradually.

Scientists and engineers can find the ways to reduce pollution from automobiles and factories. Government can pass the laws that would make enterprises take measures for reducing of pollution. Individuals and groups of people can work together to persuade enterprises to stop polluting activities.

Questions:

1. Why wasn't pollution such as a serious problem earlier?
2. When have people become alarmed with the danger of pollution?
3. What can environmental pollution cause?
4. Why is pollution a complicated problem?
5. Can pollution be stopped immediately?
6. What can government and individuals do to reduce pollution?

Vocabulary:

environment pollution - загрязнение окружающей среды

uncrowded — слабонаселенный

rural — сельскохозяйственный

pollution-causing — вызывающий загрязнение

crowded — густонаселенный

pollutants — отходы

invention — изображение
soil — грунт, земля
existence — существование
goods — товары
fertilizer — удобрение
pesticide — пестицид
to grow — выращивать
crops — сельскохозяйственные культуры
to ruin — портить
immediately — сразу, немедленно
to reduce — уменьшить
gradually — постепенно
to pass a law — принять закон
enterprise — предприятие
to take measures — принять меры
to persuade — убедить
activity — деятельность

Read and translate the text.

Environmental protection

Environmental protection is one of the most important problems for everyone because we all live in this world. The problems of the environment are much spoken about on TV, radio, in the newspapers. Not only ecologists but also common people become aware of ecological problems. So, what is ecology?

Ecology is a science that studies the relationship between all forms of life on our planet with its environment. Environment is everything that surrounds a person: air, flora, fauna, water, soil. A man is a part of environment. So he depends on it.

Pollution is any detrimental change in an ecosystem. Most kinds of pollution are the results of human activities. When human populations are large, and affluence demands more and more goods and services, pollution problems are compounded. Pollution was not a serious problem as long as there was enough space available for each individual. With the establishment of permanent human settlements pollution became a problem. Six million people living in our planet need more food, land, goods. The production of these in large amounts includes cutting down forests, draining wetlands, ploughing up grasslands. There are many forms of pollution in our world today, for example, the pollution of air and the world ocean, nuclear waste, chemical waste. Air pollution is one of the most important examples and a result of many factors. Every year world industry pollutes the atmosphere with dust and other harmful substances. The discharge of dust and gases into the atmosphere returns to the Earth in the form of “acid rains” and affects crops, the quality of forests, and the amount of fish. As the result of the environmental pollution some rare species of animals, birds, and fish disappear forever, a number of rivers and lakes dry up. Forests clearance causes long-term problems such as soil erosion, floods, and droughts.

Water pollution is becoming an international problem nowadays. If measures are not taken, the oceans will soon become biological deserts. Pollution of water by both industrial and domestic users creates the problem of water deficit.

Litter is another issue that people face in big cities. As a result of it bioindustrial centres today look more like garbage dumps.

Of all the environmental problems facing our planet today the most pressing is global warming, better known as the “greenhouse effect”. The “greenhouse effect” is caused by carbon dioxide which prevents heat from escaping. Global warming can cause melting of the polar ice caps, rising of the sea level, and flooding

of the coastal areas. Vast territories will become too hot for farming. It won't be possible to grow the same amount of food.

Beginning with the 1960-s the pollution problems have received great publicity. Green Peace organization was created in 1987. The international organization Green Peace is doing much to preserve the environment. This organization carries out numerous campaigns against the global environmental pollution, draws the people's attention to the destruction of wildlife (whales, seals, tigers) by hunters and the pollution of oceans by nuclear waste turning them into nuclear dustbins. Green Peace believes that actions speak louder than words.

It is important that everyone should be aware of the problem that we should continue to find alternatives to the products that harm the environment and that every individual should do what he can to protect nature not only for the sake of the present but also for the future generations.

Essential vocabulary

environment [in'vaiərənmənt] n – окружающая среда

diversity [dai'və:siti] n - разнообразие

become aware v – осознавать

relationship [ri'lei[n]ʃɪp] n – взаимоотношения, связь

surround v – окружать

depend on (upon) v – зависеть от

pollution n – загрязнение

detrimental [dɪtri'mentl] a – вредный

affluence ['æfluəns] n – изобилие, богатство

available [ə'veiləbl] a – имеющийся в распоряжении

amount [ə'maʊnt] n – количество

include v – включать

cut down v – рубить

drain v – осушать

harmful a – вредный

substance ['sʌ bstəns] n – вещество

discharge [dis'tʃɑ:dʒ] n – сток, слив, выброс acid rain – кислотный дождь

rare a – редкий

disappear v – исчезать

clearance n – очистка леса под пашню

cause v – вызывать, служить причиной

flood [flʌd] n – наводнение

drought [draʊt] n – засуха

issue n – проблема

garbage ['gɑ:bidʒ] n – мусор, отбросы

dump, landfill n – свалка

carbon dioxide [dai'oksaɪd] – углекислый газ (двуокись углерода)

prevent v – препятствовать

escape v – улетучиваться

melt v – таять

preserve v – охранять

dust-bin, garbage-can n – мусорный ящик

1. Give English equivalents:

простые люди; осознавать экологическую опасность; пагубные (вредные) изменения; пока было достаточно места; нуждаются во все большем количестве пищи; вырубка лесов; отходы атомной промышленности; вредные вещества; кислотные дожди; загрязнение окружающей среды; редкий вид; очистка леса под пашню; эрозия почвы; наводнения; засуха; пустыня; проблема дефицита воды; мусор; свалка; глобальное потепление; парниковый эффект; вызван углекислым газом; препятствовать; таяние льда; подъем уровня моря; дикая природа; привлекать внимание людей; защищать окружающую среду.

2. Give Russian equivalents:

the problems of the environment; a part of environment; enough space; available for each individual; in large amounts; cutting down forests; to plough up grasslands; nuclear waste; the discharge of dust and gases; to affect crops; to cause long-term problems; soil erosion; to take measures; problems facing our planet; the most pressing problem; flooding of the coastal areas; to carry out campaigns; global environmental pollution; destruction of wildlife; nuclear dustbins; to harm the environment; to protect nature; for the sake of the present

3. Answer the questions on the text.

What does ecology study?

What is environment?

Why do we call a man a part of environment?

When did the pollution of the Earth become a problem?

Does forest clearance cause any problems?

What forms of environmental pollution do you know?

What is the most important problem? What do you think about it?

What is acid rain?

How does acid rain influence wildlife?

What are the main reasons and results of air pollution?

Why is the warming of the climate called "green house" effect?

When was Green Peace created and what are the aims of this organization?

What should we do to protect nature?

Практическое занятие №50

Britain's Ecological Activity

Mankind long believed that, whatever we did, the Earth would remain much the same. We know now that is untrue. Nature is under threat. One country's pollution can be every country's problem. So we all need to work together to safeguard our environment.

We have a moral duty to look after our planet and hand it on in good order to future generation. That does not mean trying to halt economic growth. We need growth to give us the means to live better and healthier lives. We must not sacrifice our future well-being for short-term gains, nor pile up environmental debts which will burden our children. Where there are real threats to our planet we have to take great care. Prevention can often be better and cheaper than cure. But action in Britain is not enough. The Government will play a full part in working out international solutions through bodies like the United Nations, the World Bank, the Organisation for Economic Cooperation and Development, and the European Community.

The British Government will aim:

- ◆ to preserve and enhance Britain's natural and cultural inheritance;
- ◆ to encourage the more prudent and efficient use of energy and other resources;
- ◆ to make sure that Britain's air and water are clean and safe, and that controls over wastes and pollution are maintained and strengthened where necessary.

The world's population doubled between 1950 and 1987. More people means more mouths to feed, and that demands more agricultural land. That in turn can lead to deforestation and soil erosion.

By burning forests, draining wet lands, polluting water courses and overfishing mankind is rapidly driving many species to extinction.

The Government is supporting international efforts for a global agreement to protect species of plant and animal life. The Government is also supporting projects to conserve endangered species of wild life such as the black rhino and the African elephants.

Action Taken

Britain attaches particular importance to the environmental policy of the European Community.

Much has already been achieved: since Britain joined, the Community has adopted some 280 environmental measures, including far-reaching-legislation to combat acid rain, curb pollution from cars and industry, conserve wildlife and ensure public access to information about the environment.

Questions:

1. What do we know now?
2. What do we all need to do?
3. What moral duty do we have?
4. Why do we need economic growth?
5. What will the Britain's Government aim do?
6. What demands more agricultural land?
7. What does Britain attach particular importance to?
8. What has already been achieved?

Vocabulary:

to enhance — увеличивать

prudent use of energy — экономное использование энергии

deforestation — уничтожение лесонасаждений

soil erosion — эрозия почвы

species — виды

extinction — исчезновение

rhino — носорог

wildlife — природа

to avert — избегать

to combat — бороться против

to curb — сдерживать

access — доступ

Практическое занятие №51

The role of technical progress

The scientific and technical revolution has changed our life very much. The computers, the 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 the social and economic consequences of the microelectronic revolution.

The large use of computers has influenced our life 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 the 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 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 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 equipments 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!

Active Vocabulary

age - век, annual - ежегодный, atomic - атомный, available - доступный, consequence-следствие, copy-копия, correct -исправлять, crime-преступление, decade-десятилетие, document-документ, e-mail (=electronic mail)-электронная почта, enemy -враг, enter -вводить, входить, good -добро, impossible - невозможный, influence-влияние и влиять, lord -господин, occur -возникать, periphery -периферия, photo album -фотоальбом, progress -прогресс, realistic-реалистичный. relative -родственник, report - отчет, simplify-облегчать, slave -раб, social -социальный, tear (oneself) away-оторвать(ся), ticket-билет, type -печатать, typewriter -печатная машинка, virtual -виртуальный

EXERCISES

1. Answer the following questions to the text.

1. The technical revolution has changed our life very much, hasn't it? 2. What were the predecessors of computer age? 3. Do computers make our life 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? What other information can you get there? 6. What devices became compatible with computer during the last years? 7. Can you communicate with your friends on the Internet? Do you like such communication or you prefer real one? 8. In what way do computer games influence the people? 9. Do electronic devices take all our free time? 10. Is man a slave of the devices which were designed to make him stronger? 11. Does the author suggest a way out? 12. What is the way out in your opinion?

2. Study the Active vocabulary. Insert the missing words.

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 a computer is an equivalent of a _ : 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. Computer is a multifunctional device. So the _ is that it can be used both for work and for leisure. 8. _ age was followed by a microelectronic one.

3. Continue the following statements.

1. The atomic, space and energy age was followed by ... 2. It's difficult to imagine the social and economic consequences ... 3. Computers have simplified ... 4. Computer helps us to buy goods, find information ... 5. Leisure time is also influenced ... 6. You no longer go to the music shops ... 7. You needn't write letters to your relatives ... 8. Computer and TV set are used mostly for entertainment ... 9. The best decision is not to give these equipments ... 10. When you have a rest, prefer real communication .. .

4. Make a plan of the text and retell the text looking in your plan.

5. Discuss 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.

6. 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.

7. 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 №52

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 equipments at home: a tape recorder, a TV set, an 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 modern 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 video-cassette 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.

Industrial electronics is a great part of our leisure time, it makes people's lives easier, and reduces their working time.

Active Vocabulary

application-применение,приложение, calculator-калькулятор,cassette-кассета, certain-определенный, compatible-совместимый, computing-вычислительный, current -ток, demand -требовать, detail -деталь, digitization -переходнацифровойформат, electric-электрический, electricity-электричество, electronics-электроника, everyday -каждодневный, film [film] 1. пленка 2. фильм, flow -течь ,поток, fundamental -основа,основополагающий,imagine -представить, increase-увеличиваться, inside-внутри, jump-прыгать, lamp -лампа, leisure-отдых, развлечение, lightning -молния,occupy-занимать, otherwise-иначе, pass -проходить, powerful -мощный, predecessor-предшественник, previously -прежде, purpose-цель, radio -радио, rational-рациональный, reduce -уменьшать, scientific -научный, semiconductor-полупроводник, space -пространство, tape-лента, tape recorder -магнитофон, television -телевидение, total-полный, transistor -транзистор, tube-трубка, undoubtedly-несомненно, video-cassette recorder -видеомагнитофон

EXERCISES

1. Answer the following questions to the text.

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?

2. Study the Active vocabulary. 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.

3. Continue 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 first electronic equipments used ... 6. The devices with transistors become ... 7. Microchips helped to reduce ... 8. The latest period of industrial electronics development is ... 9. Photos are no longer made on 5-millimetre film, but ... 10. Industrial electronics makes people's life ...

4. Make a plan of the text and retell the text looking in your plan.

5. 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.

6. 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.

7. 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 №53

Functions of computers

Computer is one of the inventions of the 20th century that changed the world greatly. The first computers of the 1940s were enormous. But now they are almost in every family and in every office building.

Most machines do only one job, some are multifunctional (e.g. a TV set + + DVD player). But no device is as multifunctional as computer. The parts of the machine (or its hardware) remain the same, you change only the program (software) and your computer immediately learns to do various things. A browser program is designed to look at pages on the Internet (you can also say to browse, this accounts for the word browser). A word processor program lets you to print text and then change styles of fonts and sizes of

pages. A database program is used for searching and sorting records. Such program is used in shops, libraries, hospitals, accountant offices, and so on. They make work with great amounts of data much quicker.

Computers are found everywhere and used in every sphere of life. In a plant one can make a computer model of a car or plane and check its resistance to stress. Such calculations without a computer could have taken several months. Computer is used at school: children watch films, presentations and web pages. This helps them to study effectively.

Computers also have some disadvantages. There is a famous joke that computers are designed to solve problems but half of the time they are the problem. As computer is a complicated device, one small breakage may stop its work. Moreover, the equipment is soon out of date.

Besides, there is a problem of compatibility. First of all, there are hardware devices which can't work with the old operating systems, such as a processor, a hard disk drive, a video card, etc. Then, there are programs which need more resources than computer actually has.

Thirdly, computers become more and more complicated, and much effort is required to learn how to work with them. Fourthly, computer viruses cause a lot of trouble — they can spoil, remove or steal computer data, and every user knows it well from his experience.

And on top of all, computer is a multifunctional device, as we already know, so it can be used both to do work and to entertain oneself. Children often fall prey to computer and Internet: they play computer games,

spend their free time chatting with friends on the Internet and doing practically nothing. This aspect can't be denied.

To crown it all, computer is a good device like many others, designed to help people. But it's our own free will that lets us use it in order not to waste time but to get best results.

Active Vocabulary

accountant - бухгалтер, account - зд. объяснять, actually - всущности, almost - почти, amount - количество, breakage - поломка, browse - бродить (поИнтернету), browser - обозреватель (компьютерная программа), calculation - вычисление, check - проверять, compatibility - совместимость, crown, to crown it all - вдовержение всего, data - данные, database - база данных, deny - отрицать, design - проектировать, disk - диск, disk drive - дисковод DVD (Digital Video Disk) видеодиск, enormous - огромный, page - страница, entertain - развлекать, practically - практически, equipment - оборудование, everywhere - везде, experience - 1. опыт 2. впечатление, famous - известный, font - шрифт, function - функция, greatly - adv. очень, hardware - аппаратное обеспечение, hospital - больница, immediately - немедленно, job - работа, joke - шутка, let - позволять, library - библиотека, machine - машина, model - модель, moreover - более того, multifunctional - многофункциональный, office - офис, oneself - себя, operating system - операционная система, fall prey (to) - пасть жертвой, print - печатать, problem - проблема, processor - процессор, remain - оставаться, оставлять, resistance - сопротивление, resource - ресурс, search - искать, software - Программное обеспечение, solve - решать, soon - вскоре, sphere - сфера, style - стиль, top - верх, TV set - телевизор, user - пользователь, video - видео, virus - вирус, waste - тратить, web - сеть

Exercises

1. Answer the following questions to the text.

1. When was computer invented? 2. Were there many computers in the middle of the 20th century? Why do you think so? Find the possible explanation in the text. 3. Is computer a multifunctional device? 4. What types of programs for computer can you name? 5. In what spheres of life can computers be used? 6. Computers have many disadvantages, don't they? 7. What are the main disadvantages? Are there any that happened with your computer? 8. What are the relations between children and computer? Is there any danger? 9. Can you name any other functions of computer? 10. Can you add anything to the list of the drawbacks of computer? 11. Computer can be used both for good and bad purposes, can't it? 12. Name other things that can be misused, like computer. (For example: an atomic energy, a gun, television ...)

2. Study the Active Vocabulary. Insert the missing words.

1. The _ of one computer stopped the whole work of a company. 2. Yesterday my brother bought a ~~~ device: it's a printer, a scanner and a fax. 3. If you want to look at the library collection, open this _ program. 4. To install the driver, insert the CD into the _ and follow the instructions of the computer. 5. If you have problems with your hardware or ___, ask my friend Igor. He is a famous specialist, he has great __, he can ___ any problem. 6. The hottest place in your computer is a __. 7. Check your computer for __. They can spoil your __. 8. What __ do you have? - Are there many? - Yes, there are. But there is only a problem of _ of software. 9. He uses the Internet only to _ himself: he listens to the music, watches films and installs programs. 10. Computer can make _ quicker than any calculator.

3. Continue the following statements.

1. The first computers of the 1940s were ... 2. A browser program is designed to ... 3. A word processor lets you ... 4. A database program is used in shops ... 5. Computers are used everywhere: in a plant one can make

... 6. Computer is also used at school: children watch ... 7. There is a joke that computers are designed to solve problems but ... 8. There is a problem of compatibility ... 9. Computers become more and more complicated, and much effort ... 10. Computer viruses cause a lot of ... 11. Children often fall prey to computer ... 12. It's our own free will that lets us use the computer in order ...

4. Make a plan of the text and retell the text looking in your plan.

5. Discuss the following topics.

1. Multifunctional devices around us. 2. Different types of computer programs. 3. Spheres of life where computers are indispensable nowadays. 4. The problem of compatibility. 5. Computer viruses and their influence on our lives.

6. 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.

7. Write an essay on one of the following topics.

1. Advantages and disadvantages of the computer. 2. Computer as a multifunctional device. 3. Newer and newer hardware and software: modernization of computer which has no end. 4. Children and computer: any problems?

Практическое занятие №54

Прошедшее время глагола, вводящего косвенную речь

Если глагол (в главном предложении), вводящий косвенную речь, употреблен **в одном из прошедших времен**, то время глагола прямой речи меняется в косвенной речи (в придаточном предложении) на другое соответствующее время согласно правилу согласования времен в английском языке:

Прямая речь

Present Simple

He said, "I **work** every day."

Он сказал: «Я работаю каждый день».

Present Continuous

He said, "I **am working**."

Он сказал: «Я работаю».

Present Perfect

He said, "I **have finished**."

Он сказал: «Я закончил».

Present Perfect Continuous

He said, "It **has been raining** since morning."

Он сказал: «Дождь идет с утра».

Past Simple

He said, "I **bought** a car."

Косвенная речь

Past Simple

He said that he **worked** every day.

Он сказал, что работает каждый день.

Past Continuous

He said that he **was working**.

Он сказал, что он работает.

Past Perfect

He said that he **had finished**.

Он сказал, что он закончил.

Past Perfect Continuous

He said that it **had been raining** since morning.

Он сказал, что дождь идет с утра.

Past Perfect

He said that he **had bought** a car.

Он сказал: «Я купил машину».

Past Continuous

He said, "I **was working**."

Он сказал: «Я работал».

Past Perfect*

He said, "I **had finished** my work by 7 o'clock."

Он сказал: «Я закончил свою работу к 7 часам».

Past Perfect Continuous*

He said, "I **had been working**."

Он сказал: «Я работал».

Future Simple*

He said, "I **will come** later."

Он сказал: «Я приду позже».

can

He said, "I **can** speak Spanish."

Он сказал: «Я могу говорить на испанском».

may = «возможность»

He said, "I **may** come later."

Он сказал: «Я, возможно, приду позже».

may = «разрешение»

He said, "You **may** wait in the hall."

Он сказал: «Вы можете подождать в холле».

have to

He said, "I **have to** go."

Он сказал: «Мне нужно идти».

must = «необходимость»

He said, "I **must** study."

Он сказал: «Я должен заниматься».

must = «приказание / совет, предположение»

He said, "It **must** be nice to live in London."

Он сказал: «Должно быть, здорово жить в Лондоне».

should

He said, "I **should** call my mum."

Он сказал: «Мне следует позвонить моей (своей) маме».

ought to

Он сказал, что он купил машину.

Past Perfect Continuous

He said that he **had been working**.

Он сказал, что он работал.

Past Perfect

He said that he **had finished** his work by 7 o'clock.

Он сказал, что закончил свою работу к 7 часам.

Past Perfect Continuous

He said that he **had been working**.

Он сказал, что он работал.

Future-in-the-Past

He said that he **would come** later.

Он сказал, что он придет позже.

could

He said that he **could** speak Spanish.

Он сказал, что он может говорить на испанском.

might

He said that he **might** come later.

Он сказал, что он, возможно, придет позже.

could

He said that we **could** wait in the hall.

Он сказал, что мы можем подождать в холле.

had to

He said that he **had to** go.

Он сказал, что ему нужно идти.

had to

He said that he **had to** study.

Он сказал, что он должен заниматься.

must

He said that it **must** be nice to live in London.

Он сказал, что жить в Лондоне должно быть здорово.

should

He said that he **should** call his mum.

Он сказал, что ему следует позвонить его (своей) маме.

ought to

He said, "You **ought to** help her."

Он сказал: «Тебе *следует* помочь ей».

He said that I **ought to** help her.

Он *сказал*, что мне *следует* помочь ей.

*Если в прямой речи употребляется Past Perfect (или Past Perfect Continuous), то в косвенной речи это время сохраняется.

*Если в прямой речи было употреблено одно из будущих времен, то в косвенной речи оно меняется на соответствующее ему будущее в прошедшем. Проще говоря, will меняется на would.

Указательные местоимения и наречия времени / места

Указательные местоимения, некоторые наречия времени и места в косвенной речи заменяются по смыслу другими словами:

Прямая речь

Косвенная речь

He said, "I'll meet you **heretomorrow**."

He said that he would meet me **therethe next day**.

Он сказал: «Я встречу тебя **здесьзавтра**». Он сказал, что встретит меня **тамна следующий день**.

Замена указательных местоимений и наречий времени / места

Прямая речь Косвенная речь

this (этот, эта, это) **that** (тот, та, то)

these (эти) **those** (те)

now (сейчас, теперь) **then** (тогда)

yesterday (вчера) **the day before** (накануне)

tomorrow (завтра) **the next day / the following day** (на следующий день)

here (здесь) **there** (там)

today (сегодня) **that day** (в тот день)

the day after tomorrow (послезавтра) **two days later** (через два дня)

the day before yesterday (позавчера) **two days before** (двумя днями раньше)

ago (тому назад) **before** (раньше)

last week (на прошлой неделе) **the week before / the previous week** (неделей раньше)

Обратите внимание, что такая замена указательных местоимений и наречий должна выполняться по смыслу, а не автоматически. Всё зависит от того, когда мы услышали прямую речь и когда мы передаем ее в косвенной.

Например:

Ann says, "I am leaving today." — Энн говорит: «Я уезжаю сегодня».

Передадим, что сказала Энн в косвенной речи:

Ann said that she was leaving today. — Энн сказала, что она уезжает сегодня (сегодня еще не закончилось, поэтому мы и говорим, что «она уезжает сегодня»; в данном случае заменить today на that day было бы не логично).

Ann said that she was leaving that day. — Энн сказала, что в тот день она уезжает (с тех пор прошла неделя, и вот только спустя неделю мы передаем эту информацию, поэтому в данном случае логично заменить today на that day).

Практическое занятие №55

1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

- | | |
|---|--|
| 1. mechanical engineer | a. долгий срок службы |
| 2. to deal (with) | b. запустить в массовое производство |
| 3. designing cars | c. подвергать испытаниям |
| 4. to put into mass production | d. плавное сцепление |
| 5. long service life | e. отвечать современным требованиям |
| 6. driving safety | f. иметь дело (с кем-л., чем-л.) |
| 7. to meet up-to-date demands | g. надежные тормоза и рулевое управление - |
| 8. smooth-acting clutch | h. безопасность езды (вождения) |
| 9. silent gearbox | i. бесшумная коробка передач |
| 10. dependable brakes and steering system | j. инженер-механик |
| 11. to subject to tests | k. конструирование автомобилей |

2. Переведите на русский язык встречающиеся в тексте интернациональные слова:

mechanical, mechanism, specialist, industry, phase, technology, process, laboratory, test, fact, automobile, engineer, method, principle, corrosion, type, material, comfortable.

3. Прочтите текст и выполните следующие за ним упражнения:

Automobile production

1. Specialists in automobile industry deal with designing and manufacturing cars, so they should know that the production of the automobile comprises the following phases:

- 1) Designing,
- 2) Working out the technology of manufacturing processes,
- 3) Laboratory tests,
- 4) Road tests.
- 5) Mass production (manufacturing).

2. Why is it necessary to know all these facts?

It is important to know them as before the automobile (car or truck) is put into mass production, it should be properly designed and the automobile must meet up-to-date requirements.

3. What are these requirements?

The automobile must have high efficiency, long service life, driving safety, ease of maintenance and pleasant appearance.

In order to obtain all these qualities engineers should develop up-to-date methods of designing cars, using new types of resistant to corrosion light materials. Also it is important to know computer science because it

is intended to shorten the time between designing and manufacturing. Computers offer quick and optimal solutions of problems.

4. But before the car is put into mass production all its units and mechanisms are subjected to tests, first in the plant's laboratory, then the car undergoes a rigid quality control in road tests. Only then the car is put into mass production. Why are these tests required? What qualities are required of the automobile? The modern automobile must be rapid in acceleration, must have smooth acting clutch, silent gearbox, dependable brakes and steering system, as well as pleasant appearance. Also it must be comfortable and have all conveniences.

5. Переведите на русский язык в письменной форме абзацы 3 и 4.

6. Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:

Вопросы

1. What phases does the production of the automobile comprise?
2. What requirements must the automobile meet?
3. Why are cars subjected to road tests?
4. What qualities are required of the automobile?
5. Why is it important for the specialists in automobile industry to know computing methods?

Ответы

- a. It must have high efficiency, long service life, driving safety, ease of maintenance and pleasant appearance.
- b. They should be able to develop up-to-date methods of designing cars and shorten the time between designing and manufacturing.
- c. Because they must meet up-to-date requirements.
- d. Designing, working out technological processes, laboratory and road tests, mass production.
- e. It must be rapid in acceleration, must have smooth acting clutch, silent gearbox, dependable brakes and steering system.

6. Закончите предложения, выбрав соответствующий вариант окончания:

1. *The cars are subjected to road tests in order....*

- a) to shorten the time between designing and manufacturing
- b) to meet up-to-date requirements
- c) to work out new technological processes

2. *The car must have the following units....*

3. *The car must have the following qualities....*

- a) high efficiency, long service life, driving safety and pleasant appearance;
- b) smooth acting clutch, silent gearbox dependable brakes and steering system.

Практическое занятие №56

Train station activity

1. **Technical structure** A train station, railway station, railroad station, or station yard is a facility at which passengers may board and alight from trains and / or rail-transported freight may be loaded or unloaded. A station usually consists of at least one building for passengers (and possibly freight) plus other installations associated with the functioning of the railway or railroad. A small station with few facilities and / or limited use may be known as a 'halt' in UK usage, or in US usage a 'stop'. Early stations were sometimes built with both passenger and cargo facilities; though a number of railway tracks were cargo only or passenger only, and if a track was dual purpose, there would often be a cargo depot apart from the passenger station. Dual purpose stations can sometimes still be found today, though in many cases cargo facilities are restricted to major stations. Stations are sited either adjacent to a railway track, or at the end of one. Usually raised platforms are present to allow passengers to access trains easily and safely. Platforms may be connected by subways, footbridges, or level crossings; passenger facilities such as shelter, ticket sales and benches can be found on the platforms or (at larger stations, where buildings exist) in the station's public buildings.

2. Providing services

As well as providing services for passengers and loading facilities for cargo, stations often have locomotive and rolling stock depots (which usually have facilities for storing and refueling locomotives and rolling stock and carrying out minor repair jobs). Stations co-located with other transport systems such as trams and buses may also be referred to as interchange stations, as may offer both metro / subway and heavy-rail services. Cargo production unit is intended for producing cargo operations and comprises loading / unloading tracks, terminals, warehouses, spotting stations, etc. Spotting station is a separate production station destined for working over wagons and trains formation. Section station is a separate production station also. It implements handling transit cargo and passenger trains, maneuverable operations with formation / reformation of trains and servicing spur tracks. To improve and facilitate charging / discharging operations in sea ports a great deal of train tracks are built and utilized. Modern merchant sea ports are fully equipped with railway depots and stations, and they may also be called interchange stations where facilities for handling and storing cargoes are installed.

Match the two parts of the sentences.

1. A train station is a facility ...
2. A station consists of a building for passengers ...
3. Early stations were built ...
4. Stations are sited either adjacent to a railway track ...
5. Platforms may be connected by ...
6. Stations often have ...
7. Stations co-located with other transport systems and ...
8. Cargo production unit is intended for ...
9. Spotting and section stations are ...
10. Modern merchant sea ports equipped with railway depots ...
 - a) ... or at the end of it.
 - b) ... locomotive and rolling stock depots.
 - c) ... performing cargo operations.
 - d) ... and installations associated with the functioning of the railway.
 - e) ... are called interchange stations too.
 - f) ... subways, footbridges and level crossings.
 - g) ... at which passengers may board and alight from trains and freight may be loaded or unloaded.
 - h) ... separate production stations.
 - i) ... are referred to as interchange stations.
 - j) ... for dual purpose: both passenger and cargo facilities.

Say what the following production units are intended for:

1. A train station in common.

2. Early stations.
3. Platforms.
4. Station's public building.
5. Locomotive depots.
6. Rolling stock depots.
7. Stations co-located with other transport systems.

Практическое занятие №57

Public Transport

To my mind the best way to travel along the city is to walk. When you go on foot, you do not depend on any kind of transport. You can observe the beauty of the buildings and landscapes wandering along the streets, you can go anywhere you like. These are the advantages. But, of course, the disadvantages of foot walks are the time you spent while walking.

If you are short of time and you are in a hurry, it is better to take advantage of any means of public transport. If you live not far from the underground, I advise you to use this mean of transport. First of all it's the fastest. Underground trains run every 3 to 5 minutes. It is also the most reliable type of transport.

With trams, trolley-buses and buses, there are lots of things that may interfere with their normal operations. But all years I have been travelling by underground it has never let me down.

As for the fare, its a little more expensive than trams and trolley-buses but cheaper than most buses and shuttle minibuses (route taxis). The only problem with the underground that it does not cover the whole city. But every metro station has good trolley-bus, bus and shuttle minibus connections.

You can also travel along the city by car if you have one. But the traffic in the city is very heavy, especially during the day time. There are a lot of traffic jams on the roads, so maybe it is more convenient to go by underground.

If you want to reach the place of destination without any problems and in a short period of time you can order a taxi by telephone. But bear in mind that it can be rather expensive. I wish you to have a good time and nice impressions of the city.

Vocabulary

the best way to travel -лучший способ путешествовать

you do not depend -вы не зависите

You can observe - вы можете любоваться

landscapes -пейзажи

advantages -преимущества

disadvantages -неудобства

to be short of time -иметь мало времени

the most reliable type of transport. -самый надежный вид транспорта

may interfere -могут помешать

never let me down. -никогда не подводил

the fare, -плата за проезд

shuttle minibuses (route taxis) -микроавтобусы(маршрутки)

traffic jams -пробки

the place of destination -местоназначения

bear in mind -примите во внимание

Answer the questions

1. What are advantages of travelling by car?
2. What are disadvantages of driving a car?
3. Why are the impressions of a spin in a car unforgettable?

Практическое занятие №58

Automated assembly

Assembly operations have traditionally been performed manually, either at single assembly workstations or on assembly lines with multiple stations. Owing to the high labour content and high cost of manual labour, greater attention has been given in recent years to the use of automation for assembly work. Assembly operations can be automated using production line principles if

the quantities are large, the product is small, and the design is simple (e.g., mechanical pencils, pens, and cigarette lighters). For products that do not satisfy these conditions, manual assembly is generally required. Automated assembly machines have been developed that operate in a manner similar to machining transfer lines, with the difference being that assembly operations, instead of machining, are performed at the workstations. A typical assembly machine consists of several stations, each equipped with a supply of components and a mechanism for delivering the components into position for assembly. A workhead at each station performs the actual attachment of the component. Typical workheads include automatic screwdrivers, welding heads and other joining devices. A new component is added to the partially completed product at each workstation, thus building up the product gradually as it proceeds through the line. Assembly machines of this type are considered to be examples of fixed automation, because they are generally configured for a particular product made in high volume. Programmable assembly machines are represented by the component-insertion machines employed in the electronics industry.

Vocabulary:

supply of components - поставка компонентов;

automatic screwdrivers - автоматические отвертки;

joining devices - устройства соединения;

machining transfer lines - линия передачи механической обработки.

1. Give the English equivalents:

Действия по сборке, принципы поточной линии, отвечать условиям, доставить компонент в позицию для сборки, новый компонент добавляется к частично законченному изделию, постепенно создавая изделие.

2. Match the phrases and translate them into Russian:

Assembly manual transfer fixed programmable electronic;

Operation labour line automation machine industry.

3. Find the sentences with the Participle I and translate into Russian.

Answer the questions:

a) What are the reasons of the appearing of the automated assembly?

b) What conditions should product satisfy for the automated assembly?

c) What is the unit of the automated assembly?

d) What does a typical assembly machine consist of?

4. Give the explanations of the following definitions:

automated assembly;

manual assembly;

workstation;

fixed automation.

Практическое занятие №59

Trends In The Modern Machine-Building Industry.

The scientific and technological progress will continue in engineering along two main headlines. Firstly, it is automation, including the creation of “unmanned” industries. Secondly, raising the reliability and extending the service life of machines.

This certainly requires new technology. The machine modules on a large scale are well suited for “unmanned” industries.

Intense work is being carried out on new robots. What we need is not merely manipulators which can take up a workpiece and pass it on, but robots which can identify objects, their position in space, etc.

We also need machines that would trace the entire process of machining. Some have been designed and are manufactured. Modern engineering thinking has created new automated coal-digging complexes and machine systems, installations for the continuous casting of steel, machine-tools for electrophysical and electrochemical treatment of metals, unique welding equipment, automatic rotor transfer lines and machine-tool modules for flexible industries.

New technologies and equipment have been designed for most branches of engineering.

In the shortest time possible the engineers are to start producing new generations of machines and equipment which would allow manufacturers to increase productivity several times and to find a way for the application of advanced technologies.

Large reserves in extending service life for machines can be found in the process of designing. At present, advanced methods have been evolved for designing machines proceeding from a number of criteria. Automatic design systems allow for an optimizing of the solutions in design and technology when new machines are still in the blueprint stage.

A promising reserve in increasing the life of parts is strengthening treatment. In recent years new highly efficient methods have been found.

First and foremost of them is the vacuum plasma methods for coating components with hard alloy compounds, such as nitrides and carbides of titanium, tungsten and boron. Methods have been designed for reinforcing machine parts most vulnerable to wear and tear, such as in grain harvesters, to make them last several times longer.

Thus, it is not merely quantity engineers and scientists are after, rather it is a matter of major characteristics. In other words, this is a matter of quality, and not of the mere number of new machines, apparatuses and materials

1. Найдите данные слова в тексте и уточните их значения по контексту:
module, robot, to identify, manipulator, electro physical, electrochemical, unique, rotor, line, productivity, to reserve, criteria, to optimize, vacuum, plasma, component, nitride, carbide, titanium, apparatus.

2. Найдите в тексте эквиваленты для следующих русских словосочетаний:

срок службы, передовые методы, электрофизическая обработка, модуль станка, система проектирования, составы из твердых сплавов, методы вакуумной плазмы, упрочнение деталей машин, гибкое производство, полностью автоматизированное производство

3. Определите какие выражения правдивы, а какие нет:

1. There are two main trends in modern machine-building: automation and raising of the reliability of machines.
2. The creation of «unmanned» industries is included into automation.
3. Machine modules and robots are not suited for «unmanned industries».
4. Automation and raising of the reliability of machines require new technologies.
5. Advanced technologies are applied in most branches of engineering.
6. The service life of machine parts can't be increased by strengthening treatment.
7. Hard alloy compounds are employed for coating components.
8. The process of designing can also be automated. This gives the advantage of optimizing solutions in design and technology.

Практическое занятие №60

Прочтите и переведите текст на русский язык.

Using Computer

Ever since the car was first invented, a breaker point ignition has been used to transform battery voltage into 20,000 volts to fire the spark plugs. With government intervention and regulation, more advanced system was needed. This system had to meet emission control levels, gas mileage, and provide a smooth and continuous operation. The answer was found in an on-board computer system. The computer mounted on modern cars has two components. One is the hardware and the other is the software.

The computer hardware on an automobile uses a Central Processing Unit (CPU), which, when made in an integrated circuit, is referred to as a microprocessor. The integrated circuit (IC) combines transistors, diodes, and capacitors, which are placed on a tiny chip of semiconductor material that is smaller and thinner than an eraser on a pencil. The material used most of the time is silicon. Silicon, like any semiconductor, does not conduct electricity until either voltage, a magnetic field, heat, or light is directed to the semiconductor. A program instructs the microprocessor what to do.

The computer software on a car carries a program. The program tells the computer what to do, and when to do it in a specific sequence. The program is stored in a permanent memory, which is referred to as Read Only Memory (ROM). The computer knows only what is placed in its memory.

There is another variation, which is called the Programmable Read Only Memory (PROM), which can be readily removed and replaced, while the ROM cannot. This makes it less expensive if the memory becomes defective. Only the PROM has to be replaced, not the entire microprocessor. The microprocessor contains a ROM (or PROM) and a RAM. RAM stands for Random Access Memory, which can be accessed without going through a specific sequence. The technician interfaces with the RAM whenever trouble codes are accessed. Not all computerized ignition systems have trouble codes, however. Some computers have the ability to learn. This is referred to as an adaptive memory. When a value falls outside of a specified limit,

due to engine wear, the adaptive memory makes a slight adjustment in the program to compensate. The car must be driven from 20 to 30 miles, as it takes the computer this long to learn. Any time that power is disconnected from the computer, it will have to relearn everything.

invent — изобретать

a breaker point ignition — прерывистоезажигание

advanced — усовершенствованный

fire the spark plug – воспламенять свечой зажигания

meet emission control levels — отвечать требованиям по ограничению уровня вредных компонентов в выхлопных газах

gas mileage - пробег в милях на галлон топлива

smooth operation — плавная работа

onboard computer system – бортовой компьютер

hardware - аппаратная часть компьютера

software - программное обеспечение

CPU — Central Processing Unit - центральный процессор

integrated circuit — интегральная схема

semiconductor — полупроводник

silicon — кремний

until - пока не

specific sequence — специальная последовательность

permanent memory — постоянная память

ROM — read only memory — постоянная память, постоянное запоминающее устройство, ПЗУ

RAM - random access memory - оперативная память, оперативное запоминающее устройство, ОЗУ

PROM — programmable read only memory - программируемое постоянное запоминающее устройство, ППЗУ

trouble code — неисправный код

adaptive memory— адаптивная память

Упр.№1 Найдите в тексте ответы на вопросы.

- 1.How many components has the computer on modern cars? What are they?
- 2.How do we call the computer hardware on the automobile?
- 3.What does an integrated circuit combine?
- 4.What material is used in the integrated circuit? Why?
- 5.What does the computer software do?
- 6.Why is the computer used on board the car?
- 7.What does the program tell to the computer?
- 8.Where is the program stored?
- 9.What is ROM?
- 10.What is PROM?
- 11.What is RAM?

Упр.№2 Переведите на английский язык.

- 1.Многие современные автомобили оборудованы бортовыми компьютерными системами для лучшей работы автомобиля.
- 2.Программа такого компьютера имеет только два запоминающих устройства: постоянную память (ПЗУ) и оперативную память (ОЗУ).
- 3.Компьютерная программа сообщает компьютеру, что надо делать и когда необходимо выполнить данное действие в соответствующей последовательности.
- 4.Программа хранится в постоянной памяти компьютера.
- 5.Микропроцессор содержит в себе постоянную и оперативную память.

6. Некоторые компьютеры обладают способностью запоминать (заучивать). Это относится к адаптивной памяти.

Практическое занятие №61

Read and translate the text.

Innovations and advances in science and technology

The future of many businesses depends upon their ability to innovate. Competition is fierce. Knowledge spreads quickly. The ability of a company to not only keep up with its current business practices, but to exceed its own – and its competition's – expectations are critical to survival.



As the years go forward our life becomes faster, a lot of new things appear, our mind develops and it cannot stop. It's like a strong river which never ends to run and it is rapidly spreading all over the earth. Many centuries ago people even couldn't imagine that we will be able to exchange information using telephone, fax, Internet as long as they couldn't think that there are a lot of planets except our earth and that people can fly their. If we think how had everything developed, how many new things had appeared and how had the minds of people become so wide we even won't be able to understand it because nowadays we cannot imagine our life without such inventions like lamps, ovens, central heating and others.

During the centuries people have been invented the things to make our life easier. A great invention such as transport plays one of the most important roles in our life. We live in flats, can appear in different point of earth within a day, can say hello to people who live in another point of the world. All those things are a product of technical progress and it doesn't stop to grow and develop. Nowadays we live surrounded by machines and other inventions. And with new inventions we become happier because nearly everything is making by machine not by ourselves. And from day to day appear more and more new things. And we don't think about how the first inventions were created.

The only thing we know that we never will return to the life which people lived a lot of centuries ago because there is no way back. Everything is handy. We use at home vacuum cleaners to clean the flat, ovens to cook, lifts to walk down in our houses, lamps to make our flats light.... There are a lot of such things like this, and we even don't think about when and where and who invented it. And it's so simple to us. And it's so dear to us that we cannot even live without it.

Our century is a century of developing informational connection. Faxes, TV, Internet, and Telephone became the most popular way of getting and sending information. One of the greatest inventions of the century, in my opinion is computer. It's the coup in the technology. When Charles Babbage (1792-1871), a professor of mathematics at Cambridge University invented the first calculating machine in 1812 he could hardly have imagined the situation we find ourselves today. Computer becomes like a brain of human but the only thing it cannot do is to feel. The other things are easy to it. As everything computers also develop. The possibilities of it are so wide. It can do more than 500000 sums in a fraction of a second. Programming became one of the most useful and popular profession.

Nowadays computers can pay wages, reserve seats on planes, control sputniks, compose music. Also everybody knows the words Cd Rom, a means of storing information on a disk to be read by a computer, e-mail, which becomes one of the ways to exchange information, the Internet - a network that is a way to get information, to communicate with people, to find everything you need. More and more people become Internet users because we can do so many things their and also cannot say all of them. You can chat there, find job, pay bills, get music, buy something, find referats, and know the latest news exchange information with other people in each point of earth by e-mail and a lot of other functions. As for me it became a usual thing to be connected to Internet. It attracts me by a wide variety of different kinds of information which is necessary to people. Of coarse I use a lot of other things of technology at home.

And I think that the main point of such inventions as vacuum cleaners, which we use at home, radio, TV set, mixers, refrigerators, one of the most important thing in every flat all these were invented only after the invention of electricity. So I find the question about technical progress very wide and it's impossible to say about all inventions. And in conclusion I want to say that the technical progress won't stop and the machines will substitute everything except one the human.

Robotics

Robots are mechanical helpers of humans, that are capable to perform operations, according to the program installed in them. Nowadays, due to the scientific-technical progress, the elaboration of robots can significantly change human's way of life.

I think that no one could describe the future without robots (and particularly - androids), if they were asked to. And this is clear, cause even now we can see production prototypes, that demonstrate the achievements of scientists and engineers in this field.

And although, there are still a lot of problems to be resolved, I think we can already say with confidence that in the next 20 years better and cheaper technologies will appear in this field, that will lead to the creation of a market of robots of different functional purpose and difficulty level. This means that the androids (and other robots) will live and work among us, entertaining us and helping us in our everyday physical and intellectual labor.

Like in the American cartoon "Futurama" that shows the Earth in 3000 year. People and robots live there jointly. Of course, it's just a fable, and robots there are kind of animated (they really have soul or mind, like people), but it's really interesting point, cause sometimes, in the cartoon, they sort of overact and put themselves on the same level with people or even higher. It can really lead to thinking that robots will rule the world!

Sooner or later, robots will become an integral part of our everyday life, like computers or mobile phones. On the other hand, the level of development of robots depends on perfection in areas such as, for example, human speech recognition or artificial intelligence, and they have not had significant progress for several years. Until the experts of this field will not find a new paradigm, robots won't learn to perform complex integrated actions. But to bring slippers or to vacuum the room – they can do entirely. Actually robot cleaners are very popular right now. So, the future is for robotics, but it will take a few decades.

Вставьте пропущенные слова в предложения.

- a) monotonous
- b) carry out
- c) civilisation
- d) achievements
- e) portable
- f) easier

1. We are a technological ... and culture.
2. Robots can make our life ... and more comfortable.
3. Scientific ... and technological progress make it obvious that robots will play an important role in our future.
4. Some of them will help people to do routine and ... jobs.
5. Some robots will ... dangerous space or ocean missions, some will work wonders in medicine.
6. We believe that in a few years' time a robot will become a very usual thing like a coffee machine or a ... computer.

Практическое занятие №62

Read and translate the text.

Smart House

Computers and sensors linked by miles of wire and electronic adapters, enable the smart house to control security systems, entertainment centers, appliances, lights, blinds, heating and cooling systems, swimming pool systems, and other systems that can be activated by electrical apparatus. The goal of a smart house is to coordinate all domestic systems to minimize the expenditure of energy and maximize the comfort of its occupants. The central computer, called a controller, ties everything together. We

interact with the home automation system via telephone, hand-held remotes, keypads, touch screen televisions, and voice commands.

Do you want your home warm and cozy when you return from a trip? Just head for the nearest phone booth, call your smart house's controller, and tell it to turn up the heat. Do you want your washing machine to turn itself on at a time when electricity costs less? Just tell the controller when you want it to start.

In Japan, an experimental smart house has been built that seems warm and inviting — anything but technological. It, in fact, is filled with dozens of hidden sensors monitoring temperature, humidity, airflow, carbon dioxide, and even human presence in the house. Its sensors are part of a network linking three PCs with appliances, motor-driven windows and blinds, humidifiers, and so on.

There are lots of possibilities with a smart house. If the homeowner selects the “going out” mode on the master panel, the computer can arm the security system and adjust the lighting and ventilation systems. If it's time to celebrate at home instead of going out, the “party” setting might close the drapes, adjust the lighting, and tune in background music — all from one switch in the living room. The controller can be programmed to create whatever mood you want.

Research in Holland reflects environmental concerns. On the roof of a smart house, a tunnel-like structure collects rainwater, which is sent to a holding tank. The water collected is used to flush the toilets and water the garden. It reduces the need to use costly drinking-quality water when rainwater is more appropriate.

A solar boiler heats washing and bath water in the smart house, and a row of photo-voltaic panels collects solar energy to charge batteries for emergency power. Gas, electricity, and water meters are integrated with the controller so that utilities and homeowners can monitor consumption.

Smart house technology isn't just a luxury for the wealthy. Those who are energy savers and environmentally minded will probably end up using at least some smart house features in their own homes.

Find in the text English equivalents for these words and word combinations.

Умный дом, затрата энергии, центральный компьютер, телевизоров с сенсорным экраном и голосовых команд, настроить освещение и вентиляцию, запрограммирован на создание любого настроения, солнечный котел.

Практическое занятие №63

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 units, 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 realized only at the end of the 18th 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 centimetre of water at the temperature of 4 degrees (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.

1. Answer the following questions to the text.

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 realized? 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. When was the SI system introduced in the USSR? 12. What synonyms to the phrase 'metric system' can you find in the text?

2. 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. Meter 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 ...

3. Make a plan of the text and retell the text looking in your plan.

4. 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.

5. 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.

6. Write an essay on one of the following topics.

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 №64

Exhibition activity of tourist enterprise in the context of information society.

One of the most effective means of presenting and promoting the results of social, economic, scientific and managerial activities is exhibition activity. Exhibition events perform an important function in the development of the modern information society and are of regional, national and international significance. The ongoing global changes in the world economy cause the process of increasing internationalization of the market, increasing of international division of labor and the volume of global sales and direct investment. Achievements of countries should be presented at international exhibitions and though exhibitions become the center of information concentration about scientific, technical and socio-economic achievements of mankind. The purpose of this study is to analyze the exhibition activities on the example of the travel agency “Majestic-Tour” and to develop recommendations for its participation in the exhibition “Leisure-2021”. To conduct the study, we used sources of scientific and informational nature, as well as reporting documentation on the exhibition activities of the travel agency. The authors analyze the concept of an exhibition and identify the main features of its organization for a tourist enterprise, analyze the exhibition activities of the travel agency “Majestic-Tour” for the period 2019-2020, identify the main problematic aspects of the organization of this type of activity and offer recommendations for its improvement as a factor in the formation of modern information society.

Упражнение 1. Сформируйте общий вопрос. Пример: —Jane doesn't like lemon. (apples) —Does Jane like apples? John was busy yesterday evening. (today) I prefer reading a book before going to bed. (watch TV) I can play football very well. (volley-ball) Spanish is spoken in Spain. (Latin America) Сформируйте общий вопрос к предложению: She is a very good teacher. Her parents are both doctors. Lane visited many countries. He couldn't drive last summer.

Упражнение 2. Сформируйте специальный вопрос ко всему предложению: I am keen on visiting new countries. (What) She works from 6 a.m. till 4 p.m. (How many hours) She will meet me at the platform. (What time) I was not ready to go through the test. (Why) Jack is a member of a school football team. (Who) My sister likes travelling by car. (How) You can look for information on a timetable on the ground floor. (Where) They visited all Europe countries last year. (When)

Упражнение 3. Сформируйте специальный вопрос к подлежащему: She was drinking cold water. (Who) Our neighbor's children broke the window. (Who) Lily hasn't answered the questions yet. (Who) Sting is my favorite singer. (Who) Jake is going to Turkey next Saturday. (Who) My whole class visited the National Art Museum. (Who) Molly takes dance classes. (Who) Good results gave him hope for the future. (What)

Упражнение 4. Поставьте правильный «хвостик» в разделительном вопросе: She doesn't like watching TV, _? Her brother is older than she, _? He doesn't go to extra classes, _? You should tell your husband the truth, _? I was a good student, _? Dolphins are very kind animals, _? His performance was boring, _? She has read a very interesting book, _?

Практическое занятие №65

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, sell 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.

1. Раскройте скобки, употребив глагол в форме Present Perfect, Past Perfect или Future Perfect.

1. Sam ... (lose) his keys. So he can't open the door.
2. When I woke up in the morning, the rain already ... (stop).
3. I hope I ... (finish) my test by midnight.
4. The film turned out to be much longer than we ... (expect).
5. My sister just ... (leave) for the bank.
6. The girls were good friends. They ... (know) each other for 5 years.
7. Mother ... (lay) the table before we come.
8. I never ... (try) Japanese food.
9. Ted was so happy because his dream ... (come) true.
10. We ... (be) to Paris many times.

2. Выберите в скобках подходящее слово или словосочетание. Переведите предложения.

1. She will have finished her resume ... (on Monday/by Monday/last Monday).
2. The aircraft hasn't landed ... (yet/just/already).
3. We have lived in New York ... (since/from/for) three years.

4. ... (After/Already/Ago) they had eaten the cake, they cleared the table.
5. They will have decorated the Christmas tree ... (by the time/before/by then).
6. My uncle has ... (already/yet/ago) repaired his car.
7. I haven't met them ... (from/since/for) their wedding.
8. ... (By the time/Already/Just) the sun set, the farmers had already stopped working.
9. Have you ... (just/ever/yet) been married, Kelly?
10. ... (When/How much/How long) has he known her?

Перечень используемых материалов и информационных источников:

Основные источники:

1. Голубев, А. П. Английский язык для технических специальностей [Электронный ресурс]: учеб. для спец. СПО / А.П. Голубев, А. П. Коржавый, И. Б. Смирнова. – 8 -е изд., стер. – Москва : Академия, 2017. – 208 с. - URL: <http://www.academia-moscow.ru>
2. Безкоровайная, Г. Т. PlanetofEnglish [Электронный ресурс]: учеб. англ. яз. для СПО / Г. Т. Безкоровайная. – 4 -е изд. – Москва : Академия, 2017. – 256 с. – URL: www.academia-moscow.ru
3. Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС [Электронный ресурс]: учеб. и практикум для СПО / Ю. Б. Кузьменкова. – Москва : Юрайт, 2019. - 441 с. - URL: <https://biblio-online.ru>
4. Английский язык для автотранспортных специальностей : учебное пособие / В. А. Шляхова. — 9-е изд., стер. — Санкт-Петербург : Лань, 2021. — 120 с.
5. Грамматика английского языка: Теория. Практика. Учеб. пособие, 2-е изд., испр. — СПб.: БХВ-Петербург, 2016. — 304 с.

Дополнительные источники:

1. Speakout [Текст]: журнал для изучающих английский язык. – 6 номеров в год. – 2018 – №1 - 6
2. Speakout [Текст]: журнал для изучающих английский язык. – 6 номеров в год. – 2019 – №1 - 3,6
3. Speakout [Текст]: журнал для изучающих английский язык. – 6 номеров в год. – 2020 – №1 - 3
4. English grammar in use, fifth edition 2019, Raymond Murphy

Интернет ресурсы:

1. http://www.mirrabort.com/work/work_50498.html
2. <http://www.emba-uams.ru/programs/forms/mod/>
3. <http://www.arcsakhalin.ru/files/modprogobuch%20.doc>