Министерство общего и профессионального образования
Свердловской области
ГАПОУ СО «КИК»

КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

ОГСЭ 03. ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

специальность

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Форма обучения очная
Срок освоения ОПОП нормативный

ДОКУМЕНТ ПОДПИСАН
ЭЛЕКТРОННОЙ ПОДПИСЬЮ

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I. Паспорт комплекта контрольно-оценочных средств

Результаты освоения программы профессионального модуля, подлежащие проверке

Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса.

В результате освоения программы профессионального модуля у обучающихся должны быть сформированы следующие компетенции.

Коды	Наименование
иметь практический опыт	
ПО1	работы с интернет-ресурсами, электронными источниками, аудио и видео аппаратурой на английском языке
ПО2	самостоятельной работы с иноязычной специальной литературой для поиска необходимой информации на иностранном языке
ПО3	выполнять перевод с английского на русский язык текстов разных стилей
уметь	
У1	вести диалог (диалог–расспрос, диалог–обмен мнениями/суждениями, диалог–побуждение к действию, этикетный диалог и их комбинации) в ситуациях официального и неофициального общения в бытовой, социокультурной и учебно-трудовой сферах, используя аргументацию, эмоционально-оценочные средства;
У2	рассказывать, рассуждать в связи с изученной тематикой, проблематикой прочитанных/прослушанных текстов; описывать события, излагать факты, делать сообщения;
У3	создавать словесный социокультурный портрет своей страны и страны/стран изучаемого языка на основе разнообразной страноведческой и культуроведческой информации;
У4	понимать относительно полно (общий смысл) высказывания на изучаемом иностранном языке в различных ситуациях общения;
У5	оценивать важность/новизну информации, определять свое отношение к ней;
У6	читать аутентичные тексты разных стилей (публицистические, художественные, научно-популярные и технические), используя основные виды чтения (ознакомительное, изучающее, просмотровое/поисковое) в зависимости от коммуникативной задачи;
У7	описывать явления, события, излагать факты в письме личного и делового характера;
У8	заполнять различные виды анкет, сообщать сведения о себе в форме, принятой в стране/странах изучаемого языка;

знать	
З1	значения новых лексических единиц, связанных с тематикой данного этапа и с соответствующими ситуациями общения;
З2	языковой материал: идиоматические выражения, оценочную лексику, единицы речевого этикета и обслуживающие ситуации общения в рамках изучаемых тем;
З3	новые значения изученных глагольных форм (видо-временные, неличных), средства и способы выражения модальности; условия, предположения, причины, следствия, побуждения к действию;
З4	лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;
З5	тексты, построенные на языковом материале повседневного и профессионального общения, в том числе инструкции и нормативные документы по профессиям и специальностям СПО

В результате освоения программы профессионального модуля обучающийся должен освоить следующие дидактические единицы.

Промежуточная завершающая аттестация по дисциплине « Английский язык в профессиональной деятельности» проводится в виде дифференцированного зачета за весь курс обучения иностранному языку. Объектом контроля является достижение заданного Программой уровня владения иноязычной коммуникативной компетенцией.

Промежуточный контроль проводится в виде зачета за семестр. На контроль выносятся все текущие, то есть пройденные в семестре материалы соответствующих модулей.

Тематика для устного общения:

Грамматический материал

1. Модальные глаголы (can, may, must) и их эквиваленты.
2. Времена группы Indefinite (Active Voice, Passive Voice)
3. Времена группы Continuous (Active Voice, Passive Voice)
4. Времена группы Perfect (Active Voice, Passive Voice)
5. Времена группы Perfect Continuous (Active Voice, Passive Voice)
6. The Infinitive
7. The Gerund
8. The Participle

9. The Sequence of Tenses

10. The Direct Speech

11. The Indirect Speech

12. Вопросительная и отрицательная форма глагола

Перечень тем и форм контрольных работ

Темы	Проверяемые компетенции	Контрольные работы
Раздел 1. Страноведение. Мой мир		
Тема 1.1. О себе	ОК2-ОК6	Применение лексических единиц в предложениях
Тема 1.2. Мой день	ОК2-ОК6	Степени сравнения прилагательных
Тема 1.3. Гаджеты	ОК2-ОК6	Тест на соответствие
Тема 1.4. Россия. Урал Тема 1.5. Великобритания Тема 1.6. США	ОК2-ОК6	Составить вопросы по теме «Россия»
Раздел 2. Введение в специальность.		
Тема 2.1 Техника безопасности	ОК2-ОК6	Словарный диктант по теме «Электродвигатель»
Раздел 3. Профессиональная сфера общения.		
Тема 3.1. Поиск работы	ОК2-ОК6	Составление вопросов по теме «Моя будущая профессия»
Тема 3.2 Обработка металлов	ОК2-ОК6	Составить перечень профессиональных терминов
Тема 3.3. Северский трубный завод	ОК2-ОК6	Перевод содержания фильма о СТЗ на английский язык
Тема 3.4. Экология. Экологическая безопасность	ОК2-ОК6	Составить рассказ из нескольких предложений на экологическую тему
Тема 3.5. Выдающиеся люди	ОК2-ОК6	Подготовить вопросы к диалогу с известными людьми производства
Тема 4.1. Автоматизированные системы управления		
Тема 4.1. Автоматизированные системы управления	ОК2-ОК6	Расшифровка сокращений технических терминов
Тема 4.2. Информационные технологии, Интернет, компьютерное	ОК2-ОК6	Составить рассказ о работе в Интернете

обеспечение.		

Критерии оценивания тестового контроля знаний студентов

Оценка «отлично»	91-100% правильных ответов	17-19 баллов
Оценка «хорошо»	71-90% правильных ответов	14-17 баллов
Оценка «удовлетворительно»	51-70% правильных ответов	10-14 баллов
Оценка «неудовлетворительно»	50% и менее правильных ответов	10 баллов и менее

Тестовые задания

Инструкция для студентов: из предложенных вариантов ответа выбрать один правильный.

Задание 1. Обозначают ли наречия: **here, there, inside, outside, back, away, upward**– место и направление.

1. да 2. нет

Инструкция для студентов: из предложенных вариантов ответа выбрать несколько правильных.

Задание 2. Определите, в каких из предложенных примеров есть притяжательные местоимения.

1. Most of these holidays are of religious origin.
2. It is not a secret that every nation and every country has its own customs and traditions.
3. They thought that they could do all kinds of damage to property.
4. Englishmen are proud of their traditions and carefully keep them up.
   Many parts of England still recognize this date as Mischief Night- when children would knock on doors demanding a treat and people would disguise themselves as witches or ghosts.
5. People adore to get acquainted with our customs and traditions.

Задание 3. Установите соответствие между данными фразами.

1. I have a frequent headache and fever. 1. У меня сильно болит ухо.
2. I'll have to look at your throat and listen to your lungs. 2. Уменя болит спина.
3. You have got a bad cold. 3. У меня сильно болит зуб
4. I often sneeze and cough. 4. Мне нужно посмотреть Ваше горло и послушать легкие.
5. I have a pain in the back. 5.У вас сильная простуда.
6. I have a bad headache. 6. У меня частые головные боли и болит спина.
7. Я часто чихаю и кашляю.

Задание 4. Выберите вариант ответа наиболее подходящий переводу русского предложения.

Бесчисленные теннисные корты Британии переполнены людьми в возрасте от 16до 60 лет.

Варианты ответов.
1. The innumerable tennis courts of Britain are occupied by people between the ages of 16 and 60.
2. People between the ages of 16 and 60occupy the innumerable tennis courts of Britain.
3. The innumerable tennis courts of Britain were occupied by people between the ages of 16 and 60.

Задание 5. Вы хотите посмотреть достопримечательности Лондона, спросите, какие предлагаются экскурсии, сколько стоит экскурсия, во сколько начало.

Задание 6. Установите последовательность предложений

1. The travelers got off the plane and their passports and visas were checked.
2. They took a taxi and went to the hotel.
3. Several hours later they reached their destination.
4. The arrival of a plane from New York was being announced.
5. Then they got on a bus and went to the Airport.
6. The hostess announced the name of the pilot and gave the passengers all the information about the speed and the altitude at which they would be flying.
7. At the Terminal they had their luggage registered.
8. They got on the plane and took their seats.
9. The plane landed but before getting off the plane they filled in a declaration form.
10. When their luggage had been delivered they went to the customs area.
11. Then she asked the passengers to fasten their seat belts and the plane took of.

Ответы

Задание 1. 1
Задание 2. 2,4,6
Задание 3. 1-6, 2-4, 3-5, 4-7, 5-2, 6-1.
Задание 4. 1.
Задание 5. What sightseeing tours are available? How much is this tour? What time does it start?
Задание 6. 7, 5, 4, 8, 6, 11, 3, 9, 1, 10, 2.

Требования к дифференцированному зачету по дисциплине “Английский язык”

К зачету допускаются обучающиеся, активно работавшие на практических занятиях, изучившие и законспектировавшие грамматический материал, выполнившие все упражнения, умеющие читать и переводить тексты семестра, предъявившие выполненную письменно контрольную работу. Для получения зачета необходимо: уметь прочитать, перевести любой раздел контрольной работы и объяснить грамматический материал, прочитать и перевести письменно со словарем предложенный незнакомый текст, подготовить и рассказать устное сообщение.

Примечание: наличие англо - русского словаря (на бумажном носителе или электронном) на практических занятиях, зачетах и экзамене обязательно!

Прочитайте и переведите устно тексты 1, 2, 3, 4.

5. Выучите лексический минимум наизусть .

6. Используя материал текстов на с. 15 - 16, подготовьте устные сообщения «Я студент Многопрофильного техникума имени В. И. Назарова», «Великобритания».

7. В отдельной тонкой тетради выполните письменно свой вариант контрольной работы.

Вопросы к зачётам и экзаменам очной формы обучения по дисциплине «Английский язык»

1. Я и моя семья, моя визитная карточка
2. Мой распорядок дня
3. Наш техникум
4. Мой родной город
5. Выдающиеся люди труда
6. Моя профессия
7. Технические термины

На основе следующих текстов составьте сообщение:

I am a student of technical secondary school named after V.I. Nasarov

About Myself

My name is_____. I was born in _____. Now I am ____ (years old). I come from the family of a _____ (lawyer, accountant) and a _____(doctor). My father is a graduate of the _____ . My mother graduated from the _____ . They work at _____ . I have a _____ (sister, brother). He/she is _____ years old.

I finished school No_____. I studied well. My favourite subjects were _____ , _____ and _____ . I got only good and excellent marks in these subjects. I also took part in _____ (concerts, sport competitions).

My hobby is _____(cooking, travelling). I am also good at sports. I play_____ (football), go_____ (swimming, skiing).

After leaving school to follow the family tradition I decided to enter the technical secondary school. Now I am a first-year student of the correspondence department of the technical secondary school. My desire is to become a technologist. is great and I'll do my best to study well.

Questions on the topics:

I. **About Myself:**

1. What's your name? 2. How old are you? 3. When and where were you born? 4. What family were you born in? 5. What are (were) your parents by profession? 6. What school did you attend? 7. What were your favourite subjects at school? 8. When did you leave school? 9. What did you do after leaving school? 10. Why did you decide to enter the technical secondary school? 11. Were you happy to become a first-year student of the correspondence department of the technical school? 12. What are your plans for the future?

II. **My (Our) Family:**

1. Is your family large or small? 2. How many are you in the family? 3. What relatives do you have in the family? 4. What's your father's (mother's) name? 5. Where do your parents work? 6. Have you any aunts and uncles? 7. Where do they live and work? 8. Have you got any cousins? 9. How old are they? 10. What do they do? 11. Have you a sister or a brother? 12. How old is she (he)? 13 Does she (he) study or work? 14. Have you grandparents? 15. Where do they live and what do they do?

III. **The Technical Secondary School named after Nazarov:**

1. What do you know about the foundation of the Technical School? 2. How many and what departments does the School offer? 3. How many and what the classrooms does the School have? 4. How many people does the teaching staff number? 5. What is the number of students? 6. What specialists does the Academy train? 7. Where can they work after graduating from the Technical School? 8. What kinds of subjects do the students of the School learn? 9. What special subject do they study? 10. Why do they study theoretical and humane subjects? 11. What exams do the students take and when do they take them? 12. What are the students' duties?

На основе следующего текста составьте сообщение “Great Britain”

Great Britain

The official name for the country whose language we study is the United Kingdom of Great Britain and Northern Ireland.

The country populated by 57 million people comprises England, Scotland, Wales and Northern Ireland, and is situated on the British Isles. The British Isles consist of two large islands (Great Britain and Ireland) and a great number of small ones. Their total area is over 244,000 square kilometres. The British Isles are separated from the European continent by the North Sea and the English Channel. The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea. Northern Ireland occupies one third of the island of Ireland. It borders the Irish Republic in the south.

The surface of England and Ireland is flat, but the surface of Scotland and Wales is mountainous. But the mountains are not very high. There are many rivers in the country but they are not very long. The Thames, the Severn and the Clyde are the most important rivers. There are many beautiful lakes in Great Britain; the largest part of them is in the Lake District in northwestern England.

The climate of Great Britain is typically maritime with rains and winds. The Gulf Stream makes the climate mild and damp.

The most important natural resources are coal, oil, gas, iron ore.

Britain is a highly developed industrial country. Its main industries are coal-mining, energy production, mechanical engineering, ferrous and non-ferrous metallurgy, electronics, chemical engineering, textile industry, etc.

The largest cities of the UK are: London, Birmingham, Manchester, Leeds, Glasgow, Liverpool, Edinburgh, Cardiff, Bristol.

The UK is a parliamentary monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The UK is a monarchy in form and a parliamentary democracy in substance. The powers of the monarch are limited by Parliament. Parliament is the supreme legislative body. The British Parliament is one of the oldest parliaments in the world. It was founded in 1265. It consists of two chambers known as the House of Commons and the House of Lords. The main function of Parliament is to make laws regulating the life of the community and relating to any aspect of the political, economic, legal, social, and cultural life of the United Kingdom as a whole, or to any of its constituent parts.

The House of Lords now consists of about 500 members.

The elective House of Commons consists of 650 Members of Parliament (MPs). Parliamentary elections are held every five years on the basis of universal suffrage and secret ballot. All citizens of the UK over the age of 18 have the right to vote.

The British parliamentary system depends on political parties. It is the political parties that choose candidates in elections. There are, currently, two main parties - the Labour Party and the Conservative Party. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about twenty MPs from his/her party to become the Cabinet. The second largest party becomes the official Opposition with its own leader and Shadow cabinet.

So, executive power in the UK belongs to the Government which consists of the Cabinet and other ministers. The Government includes about a hundred politicians under the Prime Minister, appointed to their offices, as ministers, by the Queen (King) on her/his advice. The Cabinet consists of about twenty senior ministers and deals with the main lines of policy, exercises control of the executive and coordinates the work and policies of various ministers. The meetings of the Cabinet are usually held at No.10 Downing Street, the residence of the Prime Minister.

The UK heads what is called the Commonwealth (the "British Commonwealth of Nations" till 1953) comprising about 50 independent states which were formerly parts of the British Empire. The Commonwealth was established to encourage trade and friendly relations among its members, such as Canada, Australia, and New Zealand, Kenya, Jamaica and other countries.

The capital of the United Kingdom is London.

Questions on the Topic "Great Britain":

1.What is the official name of the country?

2. What parts does the country consist of?

3. Where is it situated?
4. What is the territory of the country?
5. What seas and oceans wash Britain?
6. What can you say about the surface of the country?
7. What do you know about its rivers?
8. What natural resources is the country rich in?
9. What branches of industry are developed in the UK?
10. What are the largest cities?
11. What can you say about the state system of the country?
12. What is its highest legislative body?
13. When was it founded?
14. What do you know about the Houses of Parliament?
15. What is its function?
16. How are Parliamentary elections held?
17. What political parties do you know in Britain?
18. What is the highest executive body of the country?
19. Who heads the Government of the UK?
20. What do you know about the Commonwealth?

Additional texts

Text 1

My Biography

Let me introduce myself. My name is Vladimir Pavlov. I was born in a small settlement situated not far from Yekaterinburg. I am the only child in the family. My parents are doctors. They studied at the Sverdlovsk Medical Institute. They got married when they were fifth-year students. After graduation from the Institute they were sent to work at a rural hospital. They have been working there for more than twenty years since.

At the age of seven I entered secondary school. I liked to go to school and studied very well. I liked all subjects taught at school. But I was especially good at history, Russian, literature and English. Besides, I went in for different kinds of sports: running, jumping, playing football, skating, and skiing, playing hockey. I participated in many competitions held in our settlement.

After leaving school on my parents' advice to follow the family tradition I tried to enter the Medical Academy. I passed all entrance exams, but I was not enrolled as I had one satisfactory mark. First I became greatly upset but then I calmed down as I knew that medicine was not my calling.

The same year I was called up for military service. I served in the Russian Army for two years. Almost all the time I served in the north of the country. By the time I was demobbed I had decided to become a lawyer. After demobilization I began to work as a driver at one of motor transport enterprises in Yekaterinburg, and in the evenings three times a week I attended preparatory courses to the Urals State Law Academy. I thought it would help me to revise all the materials and get ready for the entrance exams much better. And the courses really helped me very much. I passed all entrance exams successfully and became a first-year student of the correspondence department.

Text 2
The Population of the UK

The population of the UK is about 60 million people (estimate 2001). The country is more thickly populated than most countries. About nine-tenths of the people live in cities and towns. About 35 percent of the urban residents live in England's seven metropolitan areas. Greater London, the largest metropolitan area, has about 6,5 million people, which is over 10 per cent of the UK's total population.
Most of the British are descendants of many early peoples who invaded Britain: the Celts, Romans, Angles, Saxons, Scandinavians, and Normans.
Since the late 1940's, many immigrants from Commonwealth countries have settled in the United Kingdom. Most of them came from the West Indies, Asia, and Africa.

Text 3
Economy of the UK

The UK is one of the world's great manufacturing and trading nations. British factories have long been known for cars, ships, steel, textiles and clothing. The UK also produces heavy machinery for industry, farming and mining, railway equipment, household appliances, machine tools and electronic equipment. The country is also famous for its chemical industry and pharmaceuticals.
Finance, insurance and property is the most important service industry in the UK. Most of the country's financial companies operate in London, one of the world's leading financial centres.
Tourism is another of the UK's important industries. It is a growing source of income and employment along with transportation and communication.
Most of the UK's trade is with other developed countries, such as the USA, Germany, Belgium, Canada, Denmark, France and others.

Text 4
The Role of the Monarchy

Monarchy is the oldest form of government in the United Kingdom. In a monarchy, a king or queen is Head of State. The British monarchy is known as a constitutional monarchy. This means that, while The Sovereign is Head of State, the ability to make and pass legislation resides with an elected Parliament. Although the British Sovereign no longer has a political or executive role, he or she continues to play an important part in the life of the nation. As Head of State, The Monarch undertakes constitutional and representational duties which have developed over one thousand years of history. In addition to these State duties, The Monarch has a less formal role as 'Head of Nation'. The Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity. In all these roles The Sovereign is supported by members of their immediate family. The Queen is Head of State of the UK and 15 other Commonwealth realms. The elder daughter of King George VI and Queen Elizabeth, she was born in 1926 and became Queen at the age of 25, and has reigned through more than five decades of enormous social change and development. The Queen is

married to Prince Philip, Duke of Edinburgh and has four children and eight grandchildren.

Приложение №1

Практические занятия по ликвидации пробелов в знаниях

Уроки коррекции

В программе коррективно-адаптивного курса отрабатываются трудные фонетические знаки, лексические структуры и грамматические формы.

Программа практических занятий максимально включает необходимые фонетические, лексические, грамматические упражнения, а также упражнения необходимые для осуществления коммуникации. Упражнения в чтении текстов представлены с учетом отобранной тематики, а также представлены темы страноведческого характера, отражающие жизнь и традиции носителей языка.

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития, способность логически верно, аргументировано и ясно строить устную и письменную речь;

ОК5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.

ОК13. Овладение необходимыми навыками профессионального общения на иностранном языке ;

ПК16. Способность давать квалифицированные заключения и консультации в конкретных видах профессиональной деятельности.

Практическое занятие №1

Тема: «Моя визитная карточка», «Резюме», «Жизнеописание»

Задачи занятия по теме: определение уровня языковой подготовки учащихся, формирование УУД и навыков учащихся в употреблении глаголов “to be” и “to have”.

Материал по теме занятия:

лексический – лексика по теме «Моя визитная карточка»;

грамматический – структура с глаголами “to be” и “to have”.

Оснащение занятия: блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Круглова Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.5-35**

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития, способность логически верно, аргументировано и ясно строить устную и письменную речь;
ОК5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.
ОК 6. Работать в коллективе и команде, эффективно общаться с коллегами, руководством, потребителями.
ОК13. Овладение необходимыми навыками профессионального общения на иностранном языке ;
ПК16. Способность давать квалифицированные заключения и консультации в конкретных видах профессиональной деятельности.

Ход занятия:

1. Аудирование учащимися звуков, таких, как: [a], [ŋ], [o:]. Car, star, dark, spark, morning, thing, nothing, young, born, nor, door.
2. Ознакомление с новой лексикой по теме: Family, Large, Parents, Pension, Student, Vocational school.
3. Постановка общих и специальных вопросов по теме в речи учащихся.
4. Повторение глаголов “to be” и “to have” по теме “Я и моя семья”.
5. Комментирование учащимися своих действий при повторении глаголов “to be” и “to have” в предложениях.
6. Составление схемы высказывание по теме “Моя визитная карточка”.
7. Чтение и перевод отрывка текста “Моя визитная карточка”.
8. Объяснение домашнего задания.
9. Подведение итогов урока.

Домашнее задание: Представить свою визитную карточку, параграф №1, стр .21-35, тексты №1,2,3,4,5

Практическое занятие №2

Тема: Мой друг

Задачи занятия по теме: совершенствование УУД обучаемых задавать альтернативные вопросы; развитие умений и навыков учащихся в употреблении в речи глаголов “to be” и “to have” в Present Indefinite.

Материал занятия:

фонетический – звуки [θ], [ð].

грамматический – альтернативные и специальные вопросы, множественное число существительных, порядковые и количественные числительные;

лексический – лексика по теме «Мой друг».

Оснащение занятия: лексические таблицы, учебник, блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.33-35**

Ход занятия:

1. Организационная беседа

2. аудирование наиболее трудных в произнесении звуков: [θ], [ð]: thin, think, thing; this, that, these; the third, the forth, the fifth, the eleventh.
3. Пословица: Wealth is nothing without health.
4. Ознакомление с лексикой: a friend, to make friends, a university, a student, a fellow, good-looking, tall, handsome, hair, fair, eyes, well-dressed, popular.
5. Комментирование по данной теме.
6. Повторение правила образования множественного числа существительных.
7. Повторение количественных и порядковых числительных.
8. Обсуждение текста “Nick’s family”
9. Контроль в понимании чтения текста в форме вопросов и ответов.
10. Построение схемы рассказа по данной теме.
11. Осуществление переноса. Актуализация полученных знаний на практике.

Домашнее задание: Составить представление о своем друге в форме монолога, параграф №1, стр .34-35, тексты №3,4,5

Практическое занятие №3
Тема: «Распорядок дня»

Задачи занятия: Формирование УУД и навыков обучаемых в употреблении глаголов в Present Indefinite в монологическом высказывании по теме «Распорядок дня»; повторение предлогов времени.

Материал урока:

грамматический – глаголы в настоящем времени, предлоги “in” , “at”, “on”.

лексический – working day, factory, plant, practice, file, hammer, hack-saw, hours, return.

Оснащение занятия: грамматические таблицы, подстановочные таблицы и текст: «Рабочий день Николая».

лексические таблицы, учебник, блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.36-43.**

Ход занятия:

1. Организационная беседа.
2. Проверка домашнего задания.
3. Высказывания учащихся по теме: «Мой друг».
4. Повторение временной формы настоящего неопределенного времени.
5. Комментирование учащимися с места своих действий в настоящем времени.
6. Составление учащимися таблиц для речевого высказывания в настоящем времени.
7. Составление предложений на основе таблиц, схем, чертежей.
8. Обобщение и применение таблиц в речи учащихся.
9. Чтение текста «Рабочий день Николая».

Домашнее задание: рассказать о своем распорядке дне в формате монологического высказывания, параграф №2, стр .36,37, тексты №1,2,3

Практическое занятие №4

Тема: «Мой выходной день»

Задачи занятия: закрепление умений и навыков учащихся в употреблении глаголов в настоящем времени в устных высказываниях по теме «Мой выходной день», формирование навыков учащихся в использовании модальных глаголов в устной речи.

Материалы занятия:

грамматический – глаголы в настоящем времени, модальные глаголы: can, may, must.

лексический: лексика по теме: day off, wonderful, outside, go for a walk, often, enjoy, decide, be going to, to play tennis.

Оснащение урока: грамматические и подстановочные таблицы, магнитная доска, текст “My day off”.

лексические таблицы, учебник, блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.45-46.**

Ход занятия:

1. Организационная беседа.
2. Речевая зарядка.
3. Аудирование учащимися структуры: “be going to”.
4. Воспроизведение структуры , “be going to” в речи учащихся с помощью подстановочной таблицы.
5. Комментирование учащимися своих действий при использовании данной таблицы.
6. Составление схемы высказывания по теме «Мой выходной день».
7. Повторение модальных глаголов, таких, как: can, may, must с помощью подстановочной таблицы, комментирование своих действий.
8. Ответы на вопросы по теме «Мой выходной день».
9. Чтение и перевод отрывка текста о рабочем дне.

Домашнее задание: составить монологическое высказывание о своем выходном дне, параграф №2, стр 45-52, тексты №1,2,3

Практическое занятие №5

Тема: «Рабочий день моего друга».

Задачи заятия: формирование УУД и навыков обучаемых в употреблении в речи глаголов в настоящем продолженном времени, развитие умений учащихся в чтении на материале текста «Рабочий день моего друга », повторение предлогов места, времени, направления: in, on, at, near,under, into, in front of, behind.

Материал заняия:

фонетический – звук [ŋ];

структура с глаголами в настоящем продолженном времени;

лексический – лексика по теме “Рабочий день моего друга”: lesson, period, student, be present, be away, teacher, blackboard.

Оснащение: грамматическая таблица, лексическая таблица, подстановочная таблица, учебник, блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Круглова Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.56-57.**

Ход занятия:

1. Организационный момент.
2. Фонетическая работа со звуком [ŋ] для подготовки учащихся к работе с настоящим продолженным временем: win – wing, ban – bang, sin – sing, kin - king, tan – tang, think – thing, bank – bang, sink – sing, kink – king, tank – tang.
3. Аудирование учащимися фраз в настоящем продолженном времени.
4. Исполнение учащимися команд учителя и их комментирование.
5. Составление структур с лексикой, включенной в речь учащихся при комментировании.
6. Составление таблиц и схем в настоящем продолженном времени при комментировании.
7. Составление диалогов по теме; парная и групповая работа.
8. Формирование лесико-грамматических навыков с использованием лексических таблиц.
9. Повторение предлогов.

Домашнее задание: подготовить монологическое высказывание о распорядке дня друга по схеме, параграф №3, стр 56-57, тексты № 2,3; блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.56-57.**

Практическое занятие № 6

Тема: «Профессия – основа моей жизни»

Задачи занятия: формирование УУД и навыков обучаемых в употреблении глаголов в будущем времени (Future Indefinite) в монологическом и диалогическом высказывании, развитие умений обучаемых в чтении на материале текста «Моя будущая профессия».

Материал занятия:

грамматический – структуры с глаголами в будущем времени;

лексический – лексика по теме “My future profession”: profession, specialist, electricity, important, national, necessary, vocational school, loosen and tighten nuts and bolts, cut steel, grip pipes, twist wires, tighten and loosen spark plugs, chisel plaster, grip things, cut metal pipes, tighten and loosen nuts, cut wooden planks, tighten and loosen screws, drive in nails, drill holes, pull out nails, cut holes in wood.

Оснащение: грамматическая таблица, лексическая таблица, подстановочная таблица, учебник, блиц-пособие, грамматические и лексические таблицы, под

редакцией Дерун Л.Д., Круглова Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.125-129.**

Ход занятия:

1. Организационная беседа.
2. Аудирование звуков: [θ], [ð]: thin, think, thing; this, that, these; the third, the forth, the fifth, the eleventh.
1. Повторение образования и употребления глагольной формы будущего времени.
2. Выполнение упражнений на подстановку и трансформацию.
3. Комментирование учащимися своих действий и составление схемы высказывания с данными грамматическими явлениями.
4. Оформление таблиц, чертежей для свободных речевых высказываний.
5. Самостоятельная работа. Осуществление само и взаимоконтроля.
6. Работа с текстом и осуществление контроля в понимании и чтении текста.
7. Парная и групповая формы работы по теме.

Домашнее задание: составление диалога по теме “Профессия - основа моей жизни”, подготовить монологическое высказывание о будущей профессии по схеме, параграф №4, стр 125-129, тексты №1, 2,3: «Будущая профессия»; блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.125-129, Read and translate the texts about your practice, about instruments. Make up a plan of your monolog.**

Text: № 1 « Our practice at the plant»

As for me I learn the trade of a rolling mill operator. I go to my practice two times a week. I work six hours a day. Automation is introduced at our workshop. Sometimes I go to local hardware store. They usually sell screws, bolts, washers, nuts, hammers, knives and what not. Some tool kits also have round-nose pliers, flat-nose pliers, cutters, chisels, blades, nails. These instruments can be bought for several roubles. There are electric power drilling machines and sharpen machines at our workshop. We use various tools in our work: spanners, pliers, round-pliers, hammers, screws, bolts, hack-saws, pincers, wires, wrenches, shears. We can also use measuring instruments, such as: angles, protractors, compasses, calipers, rules and others Every learner has got a working place and a set of tools. We can grind, file, twist, drive in, remove, hammer in, pull out, tight and loose, cut, break, grip and what not. Our foreman teaches us to repair machines. He also gives us special instructions. Our work is important and not at all easy. I like my profession and I want to be a skilled worker.

Text: №2 «I want to be an operator»

I want to become an operator. I am interested in operating equipment. It is a whole new world. Many people continue careers of their parents or grandparents, but it is not the case with me. My father is a mechanic. But it is not the case with me. I don`t want to become a mechanic but I want to become a rolling mill operator. My favourite subjects at technical school are mathematics, physics and of

course computer science or information technology. But I am also interested in Biology, Geography, Chemistry, Manual Work. My hobby is computer games and computer programming. I have a computer at home. I can spend hours working at it. It is much easier to do things on computer. You can change the text as many times as you want using a computer. Today in England or in the USA people can work, go shopping using a computer. And I also use a computer in my profession of an operator. It is a useful thing at a workshop. I like my future profession.

Text: № 3 «About my practice at the plant»

Let me introduce myself. My name is …. I`m seventeen (sixteen) years old. I study at technical secondary school named after V.I.Nasarov. I study in my first year. I learn the profession of an operator of tube production. This profession attracts me very much. I go to my practice twice a week. I have my practice at the plant. Our workshop is equipped with modern technique. There are grinding machines, sharpening tools, work benches, measuring instruments, universal lathes, reversible starters at our workshop. We can grind, file, sharpen and bring to perfection various things. I like to read technical literature about my profession.

Text: №4 «A control-measuring instrument»

All measuring instruments are divided into three groups: measures, measuring apparatus, instruments and calibers. Measures are means of measuring having its physical size. One can refer here spiral rules, angles, protractors, compasses and so on. I work with them at my workshop.

Text: №5 «How to drill a hole in a steel plate»

Mark the hole on the plate. Put the plate into a vice on the table. Move the table and the vice until the bit is over the mark. Tighten the table and the vice. Switch on the power. Lower the bit and drill the hole carefully.

Text: № 6 «A hammer»

A hammer is the main instrument for a fitter. With the help of a hammer one can unroll a piece of metal. There is a great number of hammers with round surfaces. The round hammer weighs from 200 up to 1000 gram, the quadrangular hammer from 500 up to 800 grammes.

Text: №7 «How to put up a shelf

Draw a horizontal straight line on the wall. Place the shelf on the line. Place the brackets under the shelf. Mark holes on the wall and on the shelf. Use a drill. Insert plugs in the holes in the wall.

Text: № 8 «Center Punch»

What for do we use a center punch? We want to drill (bore) a hole. We mark with the help of a center Punch a marking point. The center punch consists of hard steel. Its length is from 90 up to 150 mm. Its end is sharp. The word «кернер» in the Russian language originates from The German one «Korner».

Text: № 9 «A file»

The most important instrument for processing, connected with metal is a file. A file consists of hard steel. The smallest teeth of this instrument are worn out. So

the main principle of this instrument consists of processing of a piece of metal. There exists a flat file, a round file, a quadrangular file, a trihedral one.

Text: № 10: «U**niversal Angles»**

Universal angles are used for installment of various details under different angles. Both shelves of a universal angle are connected between each other with the help of an axle and can be placed by different angles.

Практическое занятие №7

Тема: "Моя практика в учебной мастерской"

Задачи занятия: формирование умений и навыков учащихся в употреблении глаголов в форме герундия; развитие умений учащихся в чтении на материале текста "My practice".

Материал урока:

Грамматический – структуры в форме герундия;

Лексический – a file, mains, switch, electricity, screwdriver, switch on (off).

Оснащение: грамматическая таблица, текст «Моя практика в учебной мастерской», учебник, блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Круглова Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.129-136.**

Ход занятия:

1. Организационная беседа. Тренировка звуков в речи.
2. Тренировка в устной речи герундиальных конструкций..
3. Аудирование учащимися структур в речи учителя.
4. Выполнение упражнений на подстановку.
5. Комментирование учащимися своих действий и оформление таблиц, схем, чертежей.
6. Осуществление переноса языковых действий в речь учащихся, составление монологов и диалогов.

Домашнее задание: составить рассказ по теме «Моя практика в учебной мастерской», блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.129-136; Read and translate the texts about your practice.**

Практическое занятие №8

Тема: «Выдающийся ученый – Томас Алва Эдисон»

Задачи занятия: формирование УУД и навыков обучаемых в употреблении глаголов в прошедшем времени; совершенствование умений и навыков, формирование УУД в чтении на материале текста «Томас Алва Эдисон».

Материал темы:

Грамматический – структуры с глаголами в Past Indefinite, три формы глагола;

Лексический – inventor, learn, things, education, public school, start work, to improve.

Оснащение занятия:

Грамматическая таблица, подстановочная таблица, ноут-бук + запись; грамматическая таблица, текст «Выдающийся учёный-Томас Алва Эдисон», учебник, блиц-пособие (раздел №6), грамматические и лексические таблицы, под редакцией Дерун Л.Д., Круглова Л.И..

Ход занятия:

1. Организационная беседа. Тренировка звуков в речи
2. Аудирование учащимися форм прошедшего времени.
3. Ответы на вопросы в прошедшем времени.
4. Комментирование учащимися своих действий в прошедшем времени.
5. Оформление правил употребления форм прошедшего времени в речи учащихся.
6. Составление схем и таблиц высказывания.
7. Чтение и пересказ текста «Томас Алва Эдисон».
8. Монологическое высказывание по теме.

Text №1: About Edison`s inventions. Translate in writing

When Edison was a boy of 15 he worked at a telegraph as an operator. He was on duty from 7 p.m. till 7 a.m. and he had to give a signal every hour to prove that he was not sleeping. The signals were made like clockwork. Once an inspector arrived and saw Edison sleeping in an armchair. The inspector was about to wake him when he saw an unusual mechanism on the table near the telegraph apparatus. He decided to wait to see what would happen. When the hand of the clock pointed to the hour, the apparatus began working: one lever opened the key while the other sent the signal over the wire. So the signals were sent not by the operator but by the apparatus. The inspector got angry, woke up the boy and fired him. That is why the first of Edison`s numerous inventions was not patened.

Домашнее задание: Составить монологическое высказывание (10-15 фраз) о Томасе Алва Эдисоне. блиц-пособие(раздел №6), грамматические и лексические таблицы, под редакцией Дерун Л.Д., Круглова Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов.

Text №2: Thomas Alva Edison
(1847 -1931)

Thomas Alva Edison was born on February 11, 1847 in Milan, Ohio. Tom's mother was his first teacher. She gave him some books on science. The boy studied them and became interested in all kinds of experiments. Edison began to work at 12 as a newspaper boy on a train. Once he saved the life of a little boy on the railway and the boy's father, telegraphist, gave Edison lessons in telegraphy. Edison spent almost all his free time in experimenting. He made many important inventions at his laboratory which was full of batteries, chemicals and a great number of instruments. Edison continued to work all through his long life. He used to say: "Ninety-eight per cent perspiration and two per cent inspiration. Edison's inventions include the phonograph, gramophone, the dictaphone, the incandescent lamp and some other inventions.

Notes:

battery - батарея; гальванический элемент

chemicals - химические препараты, химикаты
to enter - входить; поступать в учебное заведение
improve - улучшать, усовершенствовать
include - включать
inspiration - вдохновение
incandescent lamp - лампа накаливания
perspiration - пот, испарина
science - наука
transmission - передача, трансмиссия

Упражнения

I. Прочтите слова:

telegraph, phonograph, megaphone, cinematograph.

II. Найдите в тексте ответы на вопросы:

1. When was Edison born? 2. What was he interested in? 3. When did Edison begin to work? 4. What did he use to say? 5, What do Edison's inventions include?

III. Переведите предложения из прямой речи в косвенную:

1. Edison said: "Ninety-eight per cent perspiration and two per cent inspiration". 2. I read in the newspaper: "Edison made invention as a result of a lot of experiments". 3. Our teacher told us: "One of the greatest inventions in the history of science is the invention of the incandescent lamp".

Практическое занятие №9

Темы: «Урал», «Наш город», «Столица Урала»

Задачи темы: развитие УУД и навыков обучаемых в чтении, повторение страдательного залога времени Present Indefinite, развитие умений учащихся в говорении и понимании.

Материал занятия:

Грамматический – глагол в Present Indefinite в страдательном залоге;

Лексика – по теме»Урал», “Мой город”: town, city, bus, car, taxi, tube, transfer.

Оснащение: грамматическая таблица, карточки, текст, учебник, блиц-пособие (раздел №7, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.,под редакцией Британской фирмы Macmillan: Мария Вербицкая, Малколм Манн, Стив Тейлор – Ноулз:// 2015,2016

Ход занятия:

1.Организационная беседа. Тренировка звуков в речи

1. Аудирование учащимися структур в пассивном залоге в речи учащихся.
2. Перевод в слух предложений с английского на русский.
3. Комментрование учащимися употребления в речи форм пассивного залога в настоящем времени.
4. Составление схем, таблиц, обобщений.
5. Чтение текста «Мой родной город»
6. Ответы на вопросы по теме.
7. Составление схемы монологического высказывания.

Домашнее задание: составить монологическое высказывание о своем родном городе, блиц-пособие(раздел №7), грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов.

Практическое занятие №10

Тема: «Наша страна - Россия»

Задачи занятия: развитие УУД и навыков обучаемых в устной речи, аудирование по теме «Наша страна – Россия», повторение страдательного залога в прошедшем времени, развитие умений учащихся в чтении по теме: **«Наша страна - Россия»**

Материал занятия:

Грамматический – глагол в страдательном залоге в прошедшем времени;

Лексический: country, Russian, highly, develop, industrial, state, steel, iron, fuel, cement, tractors, electronic, electric, equipment, plant.

Оснащение: грамматическая таблица, карточки, текст, грамматическая таблица, карточки, текст, учебник, блиц-пособие (раздел №7), грамматические и лексические таблицы, под редакцией Дерун Л.Д., Круглова Л.И.,под редакцией Британской фирмы Macmillan: Мария Вербицкая, Малколм Манн, Стив Тейлор – Ноулз:// 2015,2016

Ход занятия:

1. Организационная беседа.
2. Повторение в речевом клише страдательного залога настоящего времени по грамматической таблице.
3. Аудирование форм страдательного залога прошедшего времени в речи учащихся.
4. Комментирование обучаемыми действий при составлении предложений в страдательном залоге в прошедшем времени.
5. Работа с лексикой по теме. Составление схем и подстановочных таблиц.
6. Чтение и перевод текста, составление схем рассказа.

Домашнее задание: составить монологическое высказывание о нашей стране. составить монологическое высказывание о нашей стране, блиц-пособие (раздел №8), грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов.

Учебный материал в данной программе расположен так, что сначала отрабатываются фонетические, лексические и грамматические структуры. Такая организация учебного материала позволяет ученику и преподавателю совершенно свободно ощущать себя в пространстве времени. Каждый ученик работает успешно на уровне максимальных возможностей, и все продвигаются вперед в своих знаниях и умениях. Развиваются взаимопомощь и внимание друг к другу, мышление, речь самоконтроль, самооценка. УУД – хорошие и отличные. Создаются условия для бесконфликтного обучения, реального сотрудничества с

родителями ребят в их воспитании и развитии. Вырабатывается практический опыт (ОП).

Практическое занятие № 11 – 20

Тема: «Моя профессия», «Управление оборудованием», «Работа с инструментами», «Основная схема соедини нения электрических проводов», «Маркировка цепей». Тексты: «Thinking Machine», «Dubna Atomic Centre», «The Earth's Closest Planet», «The Electric Cell (Luigi Galvani)», «Finding a fault in a car», «A FEW WORDS ON THE HISTORY OF ELECTRICITY», «WHY IS WATER SO IMPORTANT?», «EMISSIONS».

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по теме «Моя профессия» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы времен, начиная от группы Simple и заканчивая временами группы Perfect Continuous. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: Управление оборудованием: equipment, electricity, mains switch, hi-fi system, turn on (off), operate. Работа с инструментами: a file, a hammer, a reamer, a screw, a micrometer. Моя профессия «Электрик». Лексика: a bulb, a cable, electricity, knife-switch, a drill, connect. Основная схема соединения электрических проводов. Маркировка цепей. Лексика: electrical plant, chain, source, receiver, relay, apparatus.

Грамматика: упражнения на знание форм группы Simple, Perfect, Continuous, Perfect- Continuous, суффиксы ism, ist, ic, словообразование.

Упражнения:

№1. Ответьте на вопросы о вашей будущей профессии на заводе.

№2. Образуйте существительное при помощи суффиксов и префиксов и переведите их на русский язык.

№3. Прочтите следующие слова, обращая внимание на чтение выделенных букв.

№4. Переведите на английский язык предложения: Мы учимся в техникуме. Я изучаю профессию слесаря, электрика, оператора, токаря. После окончания училища я буду работать на заводе. Мы проходим практику в цехах завода. Наш мастер квалифицированный специалист.

Диалог о будущей профессии. Посещение завода.

Текст из истории техникума. Мое посещение завода. Моя практика в учебной мастерской. Оборудование рабочего места инструментами. Работа с инструментами.

Итоговый контроль: самостоятельная работа внеаудиторная работа времён группы Simple и заканчивая временами группы Perfect Continuous.

1. Переведите на английский язык предложения.

2. Ответьте на вопросы.
3. Расставьте грамматические формы из выбранных трех вариантов ответов, начиная от времен группы Present Simple и заканчивая Present Perfect Continuous.
4. Составьте диалоги, используя слова по теме «Профессия».

Самостоятельная внеаудиторная работа по теме «Профессия». Внеаудиторное чтение текста о профессиях.

Упражнение №1. Переведите на английский язык следующие предложения: мы учимся в техникуме; я изучаю профессию слесаря (электрика, оператора, монтажника, токаря); после окончания техникума я буду работать на заводе и учиться в институте; мы проходим практику в цехах техникума и завода; наш мастер – квалифицированный специалист.

Упражнение №2. Драматизация диалога о будущей профессии.

Домашнее задание: составить монологическое высказывание о работе в мастерской; блиц-пособие **(раздел №8),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов.

Практическое занятие № 12

Тема занятия: «Иностранные профессии», «Экономические взаимоотношения России»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Иностранные профессии», «Экономические взаимоотношения России» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы времен в пассивном залоге. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: Экономическая терминология. Названия инструментов: carson shop works, sanders, bench grinder, grinding machine, a lathe, a table saw. Лексика: marketing, tools, segmentation, a consumer, educational background, occupation.

Грамматика: упражнения на знание форм пассивного залога в настоящем и прошедшем времени.

Итоговый контроль: самостоятельная внеаудиторная работа на знание грамматических форм в пассивном залоге и на знание лексической терминологии по темам.

Упражнение №1. Read and translate in writing the text « Economy of Russia»

Text №1 Russia undertakes the transition to fully-developed market economy with challenges and obstacles. However, Russian economy has great potential for growth. Russia possesses huge supplies of many of the world's most valued natural resources, especially those required to support a modern

industrialized economy. It also has a well-educated labour force with substantial technical expertise. At the same time, Soviet-era management practices, old infrastructure, and inefficient supply systems hinder efficient utilization of those resources. Strong oil export earnings have allowed Russia to increase its currency reserve. These achievements, along with a renewed government effort to advance structural reforms, have raised business and investor confidence in Russia's economic prospects. Nevertheless, serious problems exist. Oil, natural gas, metals, and timber account for more than 80% of exports, leaving the country vulnerable to swings in world prices. Russia's manufacturing base is dilapidated and must be replaced or modernized if the country is to achieve considerable economic growth. Other problems include a weak banking system, a poor business climate that discourages domestic and foreign investors, corruption,-local and regional government intervention in the courts, and widespread lack of trust in institutions. An economic system of Russia can be described as the collection of institutions, laws, incentives, activities that govern economic relationships among people in a society and provide a framework for answering the basic economic questions.

Text №2: « International Business»

The international corporation or global company has its origin. Usually it is the outgrowth of the great trading companies of the 17-th and 18- th centuries. In 1811 a New York statute said corporations could be created by the filing of documents. After that it became a matter of bureaucratic operations to become a corporation. By 1850 it was a very common thing in the United States and was under general statute in European countries as well. Since that time the corporate movement began. As the jet plane, satellite communications and computers began; it became possible for a company to control business in the entire world. The growth of international corporate operations is faster than the economic growth of the industrialized nations. There are some projects which predict that within a generation almost half of the free words production will be nationalized. This trend for internationalism presupposes some benefits such as new jobs, higher living standards and technological. At the same time serious questions can be asked. It is the most efficient way to use world researches. The international corporation is the best force for a better world.

Упражнение №2. Give answers: Does Russia have economic relations with many countries of the world? What Asian and European countries does Russia have trade economic relations with? What equipment does Russia deliver to these countries? Has Russia concluded any agreements recently?

Домашнее задание: составить монологическое высказывание о профессиях за рубежом и об экономике России; блиц-пособие **(раздел №9),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 80-89.

Практическое занятие № 13

Тема занятия: «Бизнес», «Традиции и обычаи англичан»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Бизнес», «Традиции и обычаи англичан» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы прошедшего перфектного времени. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: individual business, general partnership, limited partnership, corporation, alien corporation, owner, stockholders, taxation, operate, liberal, require, a certificate, prefer, to establish, operation.

Грамматика: упражнения на знание форм прошедшего перфектного времени.

Итоговый контроль: самостоятельная внеаудиторная работа на знание грамматических форм прошедшего перфектного времени и на знание лексической терминологии по темам.

Упражнение №1. Read and translate in writing the text « What is business? »

Text № 1 Business is part of everyone`s life. It includes all kinds of businesses – from small stores to huge corporations. It includes all the companies and people that make all the products that people buy plus all the services that people use. There are many products and services that people need and want every day. First, people buy necessities, such as food, clothing, and gasoline. Second, people buy luxuries or things that they want, such as radios, televisions and magazines. People use all kinds of services from medical care to haircuts and shoe repair. Everyone is a consumer. Business is part of the economy of every country. Free enterprise is the basis of business and the economy of many countries where everyone has the opportunity to start a business. The government may own some of the industries, such as the post – office or steel industry. Yet, in a free enterprise economy, most of the businesses and industries belong to private citizens or private organizations.The purpose of all business in a free enterprise system is to make money. In fact, the objective is to earn as much profit as possible. Profit is the income for the owner of the business. After the owner pays the expenses and costs, he or she keeps the rest of the money, the profit. Some of the profit is usually used to improve the business. Therefore, the goal of business management is to be efficient. Managers try to keep the costs of production down. They try to spend less money, time and energy. Efficiency reduces costs and, therefore, prices. It also increases profits.

Text № 2: «Hobbies and traditions in the UK and the USA»

Hobbies are great British and American tradition. A hobby is a special interest or activity that you do in your time off. A "hobby" is usually something that a person does alone. But American (and British) families sometimes like to do things together, too. Some American families have quite a lot of money to spend

on their recreation. They can all enjoy their holiday home somewhere in the country away from it. Americans love to get out of town into the wild and many go for holidays or long weekends into the thirty five fabulous national parks. Some people have animals as hobbies. They keep rabbits or go fishing. They train dogs to do tricks or keep pigeons to race and carry messages. Some are crazy about plants. Others are mad about their car or their motorbike. They spend their Saturdays and Sundays washing them and painting them. But Americans do not only spend their free time having fun. Children and teenagers are great collectors. Millions take part-time courses in writing, painting and music and at the weekends the museums, art galleries and concert halls are full. Everyone in these countries is very interested in culture. Teenagers in England do much the same as kids in America or other European countries do. They enjoy chatting to and texting friends on their mobiles, listening to the latest music on their MP3 players, shopping or just watching movies on the television or at the cinema.

Упражнение №2. Give answers: Hobbies are great British and American tradition, aren`t they? Is hobby a special interest or activity? American (and British) families sometimes like to do things together, don`t they? Do they train dogs to do tricks? Millions take part-time courses in writing, painting and music, don`t they?

Итоговый контроль: самостоятельная внеаудиторная работа на знание грамматических форм прошедшего перфектного времени и на знание лексической терминологии по темам.

Домашнее задание: составить монологическое высказывание о традициях англичан и американцев за рубежом; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 103-105.

Практическое занятие № 14

Тема занятия: «Бизнес и профессионалы»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Бизнес и профессионалы» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы настоящего перфектного времени. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Грамматика: упражнения на знание форм настоящего перфектного времени.

Лексика: important, technologies, potential, growth, financial, fundamental, domain, automation, gear

Итоговый контроль: самостоятельная внеаудиторная работа на знание грамматических форм настоящего перфектного времени и на знание лексической терминологии по темам.

Text: «Business for It professionals»

In modern times, banks play an important role in the global economies. During the recent times, increases in telecommunications and other financial technologies, have allowed banks to extend their reach all over the world, and there is no longer a need for customers to visit bank's branches for every transaction, as most of the transactions can happen online. The growth in cross-border activities has also increased the demand for banks that can provide various services across borders to different nationalities. Despite these advances in cross-border activities, the banking industry is nowhere near as globalized as some other industries. There exists huge growth potential for IT professionals to work on banking domain as it will gear itself for more and more growth and automation in the coming years. There is no doubt that "Technology" is going to be catalyst in that growth, creating huge opportunities for professionals with good understanding of banking domain. A bank is a financial institution that provides banking and other financial services to their customers. A bank is generally understood as an institution which provides fundamental banking services such as accepting deposits and providing loans. There are also non- banking institutions that provide certain banking services without meeting the legal definition of a bank. Banks are a subset of the financial services industry. Banks may be categorized on the basis of their ownership. They might either be privately held or publicly owned banks. **Итоговый контроль**: самостоятельная внеаудиторная работа на знание грамматических форм настоящего перфектного времени и на знание лексической терминологии по темам. **Домашнее задание:** составить монологическое высказывание о бизнесе и профессионалах за рубежом; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 103-105.

Практическое занятие № 15

Тема занятия: «Проблемы телевещания»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Телевещание», «Проблемы телевещания» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы будущего перфектного времени. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: teleworking, environment, service organizations, an employer, reconcile, to benefit, agreement, balance, to consider, agreement, issues, guidance, specific, implement , policy.

Грамматика: упражнения на знание форм будущего перфектного времени.

Text: The Problems of Teleworking

Over 2 million people in the UK now use Information, Communication and Technology (ICT) to help them work away from the traditional office environment. There are many benefits to television working for both employers and employees. It can enable companies and public service organizations to modernize the way work is organized. It can also help employees better reconcile work and home life. However, there are a range of issues to be considered when moving to telework and it is important that telework is introduced in such a way as to benefit both employers and employees. To help balance these interests a non-binding agreement, between employer and employee organizations throughout Europe, has been developed. This guidance, based on that agreement, is intended to provide a useful checklist of issues to consider when implementing teleworking. Management and employee representatives can use this guide to draw up company specific policies on teleworking. Telework is a form of organizing and/or performing work, using information technology, in the context of an employment contract/ relationship and relationship. **Итоговый контроль**: самостоятельная внеаудиторная работа на знание грамматических форм настоящего перфектного времени и на знание лексической терминологии по темам. **Домашнее задание:** составить монологическое высказывание о проблемах телевещания; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 103-105.,Бонк Н.А. , стр.61-67; «Operating a piece of equipment»

Практическое занятие № 16

Тема занятия: «Структура правительства Великобритании»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Структура правительства Великобритании» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы настоящего завершено-длительного перфектного времени. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: structure, branch, Parliament, court, laws, the House of Lords, agreement, the House of Commons, The Cabinet, agreement, a political party, a department, the Queen, a minister.

Грамматика: упражнения на знание форм прошедшего завершено-длительного перфектного времени.

Text №1: The Structure of Government in Great Britain

The Queen is officially head of all the branches of government, but she has little direct power in the country. The constitution has three branches: Parliament, which makes laws, the government, which "executes" laws (puts them into effect) and the courts, which interpret laws. Parliament has two parts: the House of Commons and the House of Lords. Members of the House of Commons are elected

by the voters of 650 constituencies. They are known as Members of Parliament. The Prime Minister is advised by a Cabinet of about twenty other ministers. The Prime Minister, or leader of the Government, is usually the leader of the political party. The Cabinet includes the ministers in charge of major government departments or ministries. Departments and ministries are run by civil servants, who are permanent officials. Even if the Government changes after an election, the same civil servants are employed. Members of the House of Lords are not elected. About 70 per cent of them are "hereditary peers" because their fathers were peers before them. The 30 per cent are officially appointed by Departments, on the advice of the Government, for various services for people.

Итоговый контроль: самостоятельная внеаудиторная работа на знание грамматических форм настоящего завершено-длительного перфектного времени и на знание лексической терминологии по темам. Questions: The Queen is officially head of all the branches of government, isn`t she? Are they known as Members of Parliament? Does the Cabinet include the ministers in charge of major government departments? The Prime Minister is advised by a Cabinet, isn`t he?

Домашнее задание: составить монологическое высказывание о структуре правительства Великобритании; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 103-105.,Любимцева С.Н., стр 244, Тарковская Б.М.

Практическое занятие № 17

Тема: «Структура государственной системы Российской Федерации»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Структура государственной системы Российской Федерации» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы прошедшего завершено-длительного перфектного времени. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: the State Power System, a new constitution, to establish, a rule of law, laws, basic principles, division, principle, the Federal Assembly, the President, legislative, a department, executive, the Council of Ministers.

Грамматика: упражнения на знание форм прошедшего завершено-длительного перфектного времени.

The State Power System in the Russian Federation

In December 1993, Russia adopted a new constitution that established a permanent government. Russia is a democratic federative state based on rule of law and a republican form of government. State power in Russia is exercised by the President, the Federal Assembly, the Government and the courts. One of the basic

principles of constitutional government is the division of powers. In accordance with this principle, power must not be concentrated in the hands of one person or one institution, but must be divided among the legislative, executive and judicial branches of power. The President is at the summit of the system of state power. He ensures that all the state institutions are able to carry out their responsibilities. The president of Russia is the head of state, and most powerful official. The president is elected by the people to serve a six-year term. The president, with the approval of the lower house of parliament, appoints a prime minister to serve as head of government. The prime minister is the top-ranking official of the Council of Ministers (cabinet). The council carries out the operations of the government. Each institution of state power is only partially responsible for enforcing the Constitution. Only the President has the responsibility of safeguarding the state system and the state's sovereignty. Legally, the President is distanced from all the branches of power, but he remains closer to the executive branch.

Итоговый контроль: самостоятельная внеаудиторная работа на знание грамматических форм прошедшего завершено-длительного перфектного времени и на знание лексической терминологии по темам. Questions: In December 1993, Russia adopted a new constitution, didn`t it? Is the state power in Russia is exercised by the President? What is one of the basic principles of constitutional government? The president of Russia is the head of state, isn`t he? The president is elected by the people to serve a six-year term, isn`t he?

Домашнее задание: составить монологическое высказывание о структуре правительства Российской Федерации; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 102-103.,Любимцева С.Н., стр 244, Тарковская Б.М. «Read and speak», стр 244, 245.

Практическое занятие № 18

Тема: «Семейная жизнь в Великобритании»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Семейная жизнь в Великобритании» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы будущего завершено-длительного перфектного времени. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: a “typical” British family, the contemporary British child, companionship, a divorce , the average family, enjoy one`s freedom, keep smth in close contact, independence, the traditional season, a reunion, the family group , relatives , executive, family parties .

Грамматика: согласование времён, прямая и косвенная речь, перевод прямой речи в косвенную.

Тема: «Семейная жизнь в Великобритании»
Text: Family Life in Britain

A “typical” British family used to consist of mother, father and two children. But in recent years there have been many changes in family life. For example, since the law made it easier to get a divorce, the number of divorces has increased. That’s why 24% of British children live with only one parent, usually their mother. The contemporary British child doesn’t have a lot of companionship from brothers and sisters, because the average family has only one or two children. Most British children live with their parents at least until they finish school at the age of 17 or 18. Then many go away to college. But many adults stay with their parents during their college years or return home after graduation. Older people take pride in their independence, enjoy their freedom and don’t want to be a burden to their children. The telephone, the car and the airplane keep them in close contact even when they live in different parts of the country. Members of family — grandparents, aunts, uncles, cousins — keep in touch, but they see less of each other than they used to. This is because people often move away from home town to work. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to be, relatives often travel many miles in order to spend the holiday together. Family parties bring together relatives who haven’t seen each other for a while. **Итоговый контроль**: самостоятельная внеаудиторная работа на знание грамматических форм по всем временам в изъявительном наклонении и на знание лексической терминологии по теме: «Семейная жизнь в Великобритании»

Questions: A “typical” British family used to consist of mother, father and two children, isn`t it? The contemporary British child doesn’t have a lot of companionship, is he? Do most British children live with their parents at least until they finish school at the age of 17 or 18? Members of family — grandparents, aunts, uncles, cousins — keep in touch, but they see less of each other than they used to, don’t` they?

Домашнее задание: составить монологическое высказывание о структуре правительства Российской Федерации; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 68-69.,Любимцева С.Н., стр 32-49, Тарковская Б.М. «Read and speak», стр32, 49.

Практическое занятие № 19

Тема: «Люди, проживающие вокруг нас по всему миру»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Люди, проживающие вокруг нас по всему миру» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать грамматические формы будущего завершено-длительного перфектного времени. Умение вести

диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: people from different countries, black or dark brown wavy hair, black curly hair, a divorce , the average family, enjoy one`s freedom, keep smth in close contact, independence, the traditional season, a reunion, the family group , relatives , executive, family parties, black curly hair, ugly plump person.

Грамматика: согласование времён, прямая и косвенная речь, перевод прямой речи в косвенную.

Text: People around the World

As you know people from different countries don't look the same. For example, people from countries such as Denmark, Norway and Sweden are usually tall. They have fair hair, blue eyes and a pale complexion.

Most people in Mediterranean countries such as Italy, Spain and Greece are rather short. They have usually got black or dark brown wavy hair, brown eyes and light brown skin.

Most people from central and southern parts of Africa have got black curly hair and very dark skin. They have also got dark brown eyes, full lips and a wide, flattish nose.

People from Arab countries such as Saudi Arabia, Iraq and Libya have usually got dark hair and dark brown eyes. They have also got dark skin.

The northern Chinese are quite short, with thick black hair and dark, slanting eyes. They have got a small nose and a yellowish complexion.

Those who live in hot countries wear light clothes like shorts, T-shirts and slippers. People from northern countries such as Canada, Russia and Finland wear too much clothes in winter – coats, hats, scarves, winter boots and other warm things.

In my opinion, character doesn't depend on appearance. So, a very beautiful girl can be an angry, nervous person who hates everybody and everything. But an ugly plump person can be really nice and friendly. He can be a good friend, who can always help you.

I think we should love people for their character and good things, not by their appearance.

Questions: People from different countries don't look the same, do they? They have fair hair, blue eyes and a pale complexion? don`t they? People from Arab countries such as Saudi Arabia, Iraq and Libya have usually got dark hair and dark brown eyes. They have also got dark skin, don`t they? Do people from northern countries such as Canada, Russia and Finland wear too much clothes in winter? The northern Chinese are quite short, aren`t they?

Домашнее задание: составить монологическое высказывание о людях, проживающих вокруг нас; блиц-пособие **(раздел №10),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 68-69.,Любимцева С.Н., стр 229, Тарковская Б.М. «Read and speak», стр229.

Great Inventions

Television (1920s)

The invention that swept the world and changed leisure habits for countless millions was pioneered by Scottish-born electrical engineer John Logie Baird. It had been realised for some time that light could be converted into electrical impulses, making it possible to transmit such impulses over a distance and then reconvert them into light.

Motor Car (late 19th Century)

With television, the car is probably the most widely used and most useful of all leisure-inspired inventions. German engineer Karl Benz produced the first petroldriven car in 1885 and the British motor industry started in 1896. Henry Ford was the first to use assembly line production for his Model T car in 1908. Like them or hate them, cars have given people great freedom of travel.

Electricity

The name came from the Greek word for amber and was coined by Elizabeth I's physician William Gilbert who was among those who noticed that amber had the power to attract light objects after being rubbed. In the 19th century such great names as Michael Faraday, Humphry Davy, Alessandro Volta and Andre Marie Ampere all did vital work on electricity.

Photography (early 19th Century)

Leonardo da Vinci had described the camera obscura photographic principle as early as 1515. But it was not until 1835 that Frenchman Louis Daguerre produced camera photography. The system was gradually refined over the years, to the joy of happy snappers and the despair of those who had to wade through friends' endless holiday pictures.

Telephone (1876)

Edinburgh-born scientist Alexander Graham Bell patented his invention of the telephone in 1876. The following year, the great American inventor Thomas Edison produced the first working telephone. With telephones soon becoming rapidly available, the days of letter-writing became numbered.

Computer (20th Century)

The computer has been another life-transforming invention. British mathematician Charles Babbage designed a form of computer in the mid-1830s, but it was not until more than a century later that theory was put into practice. Now, a whole generation

has grown up with calculators, windows, icons, computer games and word processors, and the Internet and e-mail have transformed communication and information.

Aeroplane

The plane was the invention that helped shrink the world and brought distant lands within easy reach of ordinary people. The invention of the petrol engine made flight feasible and the American Wright brothers made the first flight in 1903.

Практическое занятие № 20

Тема: «Выдающиеся английские писатели»

Задачи занятия: активизировать новый лексико-грамматический материал в речи обучаемых, научить учащихся использовать новые слова и выражения по темам «Выдающиеся английские писатели» на уровне предложения, собственно-высказывания и свободной речи; научить использовать в речи и распознавать степени сравнения прилагательных и наречий. Умение вести диалог–беседу в рамках естественно-речевой ситуации общения, умение строить высказывание согласно схеме или плану.

Лексика: people from different countries, black or dark brown wavy hair, black curly hair, a divorce , the average family, enjoy one`s freedom, keep smth in close contact, independence, the traditional season, a reunion, the family group , relatives , executive, family parties, black curly hair, ugly plump person.

Грамматика: степени сравнения прилагательных и наречий

Текст: Charles Dickens

Charles Dickens, a great English writer, was born in 1812 at Portsmouth. He was the second of eight children. His father was a clerk in a navy office. His mother took care of her children. But Charles didn't live long in Portsmouth. When he was 4 years old, the family moved to Chatham. In this town Charles went to school where he learned to read. The boy liked literature very much.

In 1821 the Dickens family came to London. They had very little money and lived a very poor life. Mr. Dickens was in debt and so he found himself in prison. Charles was the oldest out of eight children and he got a job at a factory. His work was very difficult. After three years he returned to school but did not forget his working experience. But in 1827, at the age of fifteen, he was again forced leave school and work as an office boy. In the following year he became a freelance reporter and stenographer at the law courts of London. At the same time he began to write articles for newspapers.

In 1833 Charles Dickens published his first book "Pickwick Papers". It became very popular and made him famous. Then many other books came.

In 1836 Charles Dickens married Catherine Hogarth. After having ten children together, Charles Dickens and Catherine Hogarth separated in 1858.

Charles Dickens died on 9 June 1870. He was 58 when he died. At the time of his death Dickens was working on a book called “The Mystery of Edwin Drood”. Charles Dickens was buried in Westminster Abbey.

Questions: Charles Dickens, a great English writer, was born in 1812 at Portsmouth, wasn`t he? Charles didn’t live long in Portsmouth, did he? Did he return to school after three years? When did Charles Dickens publish his first book “Pickwick Papers”? In 1836 Charles Dickens married Catherine Hogarth, didn`t he? At what age did he die? When did Charles Dickens die?

Домашнее задание: составить монологическое высказывание о Британском писателе Чарльзе Диккенсе людях,; блиц-пособие **(раздел №7),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 13.,Куценко Л.И., Тимофеева Г.И.»Английский язык для высших учебных заведений»: стр.62, текст» С».

Практические занятия № 21-30

Тема: «Выдающиеся учёные»

Доктор Гилберт, Галилео Галилей, М.В.Ломоносов, Академик Петров, Лодыгин, И. Ньютон, Яблочков, Попов.

Задачи занятия: Научить учащихся употреблять слова и выражения на уровне собственно высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся монологическим высказываниям; научить учащихся извлекать информацию из текста и вести диалог-беседу.

Лексика: physicist, graduate from, scientific, research, dielectric, important, experiment, energy, inventor, learn, telegraph, operator, company, transmitter, important, experiment, gramophone, phonograph, famous, scientist, designer, space-rocket, aircraft, technical engineering.

Материал по теме занятия: лексический, грамматический – пассивный залог.

Оснащение занятия: учебник, карточки, грамматические таблицы, ноут-бук; лексические таблицы, учебник, блиц-пособие, грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, **стр.62,67:** Куценко Л.И., Тимофеева Г.И.»Английский язык для высших учебных заведений»: стр.62, текст» С». **Read and translate in writing the text:**

Text №1: The study of electricity began with Dr. Gilbert who lived at about the same time as Galileo. In 1600 he wrote a book describing experiments on electricity and magnetism. Russia played an important part in the development of electrical science. In spite of difficult conditions under which the scientists and inventors had to work in tsarist Russia they discovered electrical phenomena of great importance. In addition to that Russian scientists and inventors always tried to find practical application for the phenomena discovered. The first work on electricity published in Russia was written by the father of Russian science M.V.

Lomonosov. Lomonosov was the first to find that heat, light and electricity are different forms of movement. He was also the first to find the electrical nature of some atmospheric phenomena. Academician Petrov was the first scientist in the world who discovered the phenomena known later as the electric arc. Another Russian scientist Yablochkov made a great contribution to the development of electrical science. It was Yablochkov who created the principle of a transformer. It is he who found the first practical application of the electric arc. Thanks to Lodygin's great discovery, an electric lamp lights up our rooms. Popov transmitted signals by means of electromagnetic waves and gave the world his great discovery – radio. However, it is impossible even to list here the great inventions and discoveries that our scientists made in various fields of science and engineering.

Домашнее задание: составить монологическое высказывание о Британском писателе Чарльзе Диккенсе, о людях, труда; блиц-пособие **(раздел №7),** грамматические и лексические таблицы, под редакцией Дерун Л.Д., Кругловой Л.И.; Учебный материал и контрольные задания для студентов очного и очно-заочного факультетов, стр 13.,Куценко Л.И., Тимофеева Г.И.»Английский язык для высших учебных заведений»: стр.62, текст» С».

Практические занятия № 31 – 40

Тема: Выдающиеся деятели-учёные в области электричества И.В. Курчатов, Т.А. Эдисон, Л. Гальвани, М. Фарадей, Э. Рузерфорд.

Задачи занятия: Научить учащихся употреблять слова и выражения на уровне собственно высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся монологическим высказываниям; научить учащихся извлекать информацию из текста и вести диалог-беседу.

Лексика занятия: physicist, graduate from, scientific, research, dielectric, important, experiment, energy, inventor, learn, telegraph, operator, company, transmitter, important, experiment, gramophone, phonograph, famous, scientist, designer, space-rocket, aircraft, technical engineering.

Материал по теме занятия: лексический, грамматический – пассивный залог.

Оснащение занятия: учебник, карточки, грамматические таблицы, ноут-бук.

Ход занятия:

1. Аудирование учащимися звуков: [r], [θ], [ŋ], [tʃ], [d_3], [g], [k], [З], [ʃ].
2. Ознакомление с новой лексикой по теме «Выдающиеся деятели-учёные».
3. Актуализация: упражнения на подстановку, на законченность фраз, на трансформацию, на дополнение; репродуктивные упражнения.
4. Формы пассивного залога: упражнения на подстановку, на трансформацию; комментирование учащимися своих действий при употреблении пассивного залога.
5. Чтение и перевод отрывков текста о выдающихся личностях Michael Faraday – English Physicist and Chemist, Ernest Rutherford, Thomas Alva

Edison, Monument to Kurchatov, Sergey Pavlovich Korolyov – a space rocket engineer.

6. Составление плана или схемы высказывания по теме «Выдающиеся деятели-учёные».
7. Объяснение домашнего задания.
8. Подведение итогов занятия.
9. Домашнее задание: монологическое высказывание о выдающихся личностях.

   Самостоятельная работа: расставить правильные формы пассивного залога, дать перевод упражнений с русского на английский:1) Эдисон создал изобретения в результате многих экспериментов.2) Он создал лампу накаливания. 3) Он потратил все свое свободное время, посвятив его экспериментам. 4)Его изобретения включают граммофон, диктофон, лампу накаливания.5) Прочитать и перевести письменно тексты о Михаиле Фарадее, об Эрнесте Рузерфорде, о Луиджи Гальване, о И.В. Курчатове, о С.П. Королеве**. Прочитать и письменно перевести:**

Text №1: Michael Faraday – English Physicist and Chemist (1791 - 1867)

M. Faraday was born on September 22, 1791 in a poor family, in a small village near London. There were ten children: in the family, and the boy had to work to learn a trade. So he became an apprentice in a bookbinder's shop. The books he read arose his interest in science. Once he came across an article on electricity which struck his imagination. Faraday began to attend lectures of Davy in London. He wanted to make experiments and decided to devote his life to science. Davy was impressed by Faraday's abilities. He took Faraday to Europe as a secretary and assistant. These trips were very useful for the young scientist because he met among other scientists Volta and Ampere already famous for their discoveries in electricity. During his lifetime Faraday made two thousand experiments and made very many discoveries. He made a new kind of steel and glass, he was interested in physics and chemistry. At last Faraday made the machine that gave electricity. From that time the new era, the era of electricity began. This great discovery changed the face of the earth.

Questions

1. When was Faraday born?
2. Why had he to work when he was a boy?
3. What lectures did Faraday attend?
4. What was he interested in?
5. What was Faraday's main discovery?

Notes:

abilities - способности
apprentice - ученик, подмастерье
to attend - посещать
bookbinder - переплетчик
to devote - посвящать

discovery - открытие
earth - земля
glass - стекло
had to - должен был
to learn a trade - изучать профессию, специальность
life - жизнь, жизненный путь
steel – сталь
to strike one's imagination - поразить воображение
useful – полезный

Exercises:

I. Переведите на английский язык, используя слова и выражения из текста:

1. Я изучаю профессию токаря в профессиональном техникуме. 2. Мой товарищ стал работать учеником у известного рабочего. 3. Книга о новых методах работы поразила мое воображение. 4. Фарадей известен своими открытиями в области электричества.

II. Назовите фамилии ученых, которые внесли свой вклад в науку об электричестве в нашей стране и за рубежом.

III. Поставьте предложения в вопросительной и отрицательной формах: 1. The book arose his interest in science. 2. He devoted his life to science. 3. Davy was impressed by Faraday's abilities.

Text №2: I. V. Kurchatov

V. Kurchatov, a distinguished Soviet scientist, was born in 1903 the Urals. He studied at the University (in the Crimea) and graduated from it in 1923. Then he worked at the Leningrad Physico -Technical Institute. In the period from 1925 up to 1933 he made a number of experiments in dielectrics. In 1933 he began his work in nuclear physics and in 1938 Kurchatov was appointed the director of the Nuclear Physics Research Institute in Leningrad. V. Kurchatov was a public figure. He took an active part in social life of our country, was a member of the Presidium of the Academy of Sciences, a deputy to the Supreme Soviet of the USSR. He was an enthusiastic fighter for peace and friendship between peoples of the world. The first nuclear reactor was constructed under his guidance. V. Kurchatov died in 1960.

Notes:

to appoint - назначать
fighter - борец
to graduate from - окончить учебное заведение
guidance - руководство
reactor - атомный реактор
public figure - общественный деятель

Questions

1. When and where was Kurchatov born?
2. What did he graduate from?
3. Where did Kurchatov work in the period of 1925 - 1933?

4. Did he take an active part in social life of our country?
5. Where was he elected to?
6. What was constructed under his guidance?

Exercises:

I. Переведите текст без словаря.

II. Определите функции глагола to be в следующих предложениях:

1. Kurchatov was born in 1903. 2. In 1938 Kurchatov was appointed the director of the Nuclear Physics. Research Institute. 3. He was an enthusiastic fighter for peace and friendship between the peoples in the world. 4. The first nuclear reactor was constructed under his guidance.

Text №3: Monument to Kurchatov

A monument to Academician Igor Kurchatov (1903—1960), one of the most outstanding physicists of our times, and a distinguished Soviet scientist, has been unveiled in Moscow. This scientist made a tremendous contribution to the study of the peaceful uses of atomic energy for the benefit of mankind. His name is associated with the birth of atomic technology in our country, and with the exploration of ways of using it in different branches of economy. Academician Kurchatov has three times been awarded the title of Hero of Socialist Labour, and was decorated with many Orders and medals. He was not only an outstanding scientist, but a prominent statesman. The bronze monument has been erected in front of the Institute of Atomic Energy which bears his name, and whose director he was for many years.

Text №4: Ernest Rutherford
(1871 - 1937)

Rutherford was a British physicist, winner of the Nobel Prize in physics for 1908. His researches in radiation and atomic structure were basic to the later 20th-century development in nuclear physics. He was born in New Zealand in 1871 and received his secondary training at a college, then he graduated in 1889 from the University of New Zealand. By 1893 he had taken his M. A. degree with a double-first in mathematics and physics. In 1895 Rutherford won a prize which took him to Cambridge University. At the Cavendish laboratory his ability was recognized at once. His earliest research was a detector for electromagnetic waves, it’s essential feature being a small magnetizing coil containing a tiny bundle of magnetized iron wire. Rutherford's second piece of work dealt with the temporary conduction in gases which results from ionization produced by X-rays. Later Rutherford continued his work at Cambridge on the radiation from radium and reported in 1899 of his work. Rutherford was one of the creators of the modern theory of radio activity. His nuclear theory is the greatest of all his contributions to physics. He died at Cambridge on October 19, 1937.

Notes:

double-first - диплом первой степени по двум специальностям

a piece of work - зд. научная работа

to take a M. A. Degree - защищать кандидатскую диссертацию

winner of the Noble Prize - Лауреат Нобелевской премии.

Text №5: The Electric Cell (Luigi Galvani)

In this article we are going to talk about a striking and notable discovery made by an Italian professor by a lucky accident. But we must not think that scientific development is a matter of chance. Being interested in the action of a static electricity machine on nerves and muscles of frogs and other animals, Luigi Galvani, made many experiments. On touching the nerves of a dead frog with the knife and on taking an electric spark from the machine, he found that the legs of the dead frog moved. Galvani made a great discovery. Yet his explanation of the produced effect was not exact. Yet his explanation of the produced effect came from the of the nerves and muscles of the dead frog. Bat actually it came because the two unlike metals and the fluid in the muscular tissue of the frog's leg were undergoing chemical action. Thus was born the idea that chemical action can produce an electric force. Thus an electric cell began to be used as a device for converting chemical energy into electrical energy.

Answer the questions:

What discovery was made by Luigy Galvani?
Did he find that the legs of the dead frog moved ?
Was the explanation of the produced effect correct?
What did he think about electricity?
Did he think that the electricity came from the nerves and muscles of the dead frog?
What idea was born?

Complete the sentences:

Being interested in the action of a static electricity…
On touching the nerves of a dead frog with the knife…
Yet his explanation of the produced effect…
Bat actually it came because the two unlike metals …
Thus was born the idea that …
Thus an electric cell began to be used as a device for converting chemical energy into …

Notes: electric cell – электронная клетка, ячейка nerves - нервы
scientific – научный device - средство explanation- объяснение
development - развитие muscular tissue – мышечная ткань

Практические занятия № 41 – 50

Тема занятия: «Иностранные языки в жизни людей» «Разговор по телефону» «Языки программирования»

Задачи занятия: Научить учащихся употреблять слова и выражения на уровне собственно высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся монологическим высказываниям; научить учащихся извлекать информацию из текста и вести диалог-беседу по теме «Разговор по телефону».

Лексика занятия: language, learn, nobility, relation, technology, absolutely, necessary, nationality, modern, relations, business, trade, money, agent, auction, bank, balance, office, bureau, means, telephon, handy, honeycomb, number dial, receiver, housing, cable, mouthpiece, earpiece.

Материал по теме занятия: лексический, грамматический – пассивный залог.

Оснащение занятия: учебник, карточки, грамматические таблицы, ноут-бук.

Ход проведения занятия:

1. Аудирование звуков: [ol],[o:lt],[wa],[ʃ],[ŋk],[Λ],[e],[i],[u],[o],[ju:],[o:],[oi],[iэ],[auэ].
2. Ознакомление с новой лексикой по теме «Иностранные языки в жизни людей».
3. Актуализация: упражнения на подстановку, на законченность фраз, на трансформацию, на дополнение; репродуктивные упражнения.
4. Наречия, степени сравнения прилагательных и наречий, расчлененный вопрос: упражнения на подстановку, на трансформацию; комментирование учащимися своих действий при употреблении степеней сравнения прилагательных.
5. Чтение и перевод отрывков текста о роли иностранных языков в жизни людей.
6. Составление плана или схемы высказывания по теме.
7. Объяснение домашнего задания.
8. Подведение итогов занятия.

Самостоятельная внеаудиторная работа: Перевести предложения с русского на английский: 1)Телефон состоит из корпуса и телефонной трубки .2)Сотовый телефон – современное средство связи. 3) С помощью телефона мы можем общаться с людьми, находящимися на далеком расстоянии от нас. 4) Каждый современный человек имеет сотовый телефон. 5)Мой друг имеет сотовый телефон. 6)Расставить формы степеней сравнения прилагательных, образовать степени сравнения наречий: short, nice, big, easy, early, simple, good, old, beautiful, expensive, careful, modern.

9. **Домашнее задание:** монологическое высказывание о роли телефона в жизни людей.

Самостоятельная внеаудиторная работа: расставить правильные формы глаголов, дать перевод предложений с русского на английский:1)Грэем Белл создал телефон .2) Его изобретение популярно и по сей день. 3) Он потратил все свое свободное время, посвятив его экспериментам. 4)Его изобретения включают граммофон, диктофон.5). **Прочитать и письменно перевести:**

Text №1: Making an Appointment

Victor Pavlov is a representative of a Russian company which is interested in buying Japanese equipment. The company has done business with Japanese firms. Victor has just come to Tokio. He wants to make an appointment with his

Japanese counterpart. Victor is learning Japanese, but he is afraid it will be difficult for him to speak Japanese on the phone. He knows that his counterpart`s secretary speaks fluent English, so the whole conversation is in English. Nelly Stepanova, an interpreter with our Embassy in London, has an appointment with the dentist, but she has caught a bad cold, so she won`t be able to go. She has rung up the dentist`s office and is speaking to the nurse.

Exercises: **Найдите английские эквиваленты**:1) Мистер Павловлов-представитель Российской компании. 2) Он интересуется покупкой японского оборудования. 3) Он изучает японский язык сейчас. 4) Он знает, что секретарь его сторонника за рубежом бегло говорит по-английски. 4) Нелли Степанова – переводчица в нашем посольстве в Лондоне.

Практические занятия № 42,43,44,45

Тема занятий: «Билл Гейтс – создатель компании Майкрософт»

«Ада Ловлейс – дочь Байрона, создатель языка программирования»

Задачи занятия: Научить учащихся употреблять слова и выражения на уровне собственно высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся строить монологическое высказывание на уровне свободной речи, максимально приближенной к реальным условиям; научить учащихся извлекать информацию из текста и вести диалог-беседу по теме «Создатели компании майкрософт».

Лексика занятия: Microsoft Corporation, American entrepreneur, highlights, a professor of Mathematics, Mathematics and Logics, national advice, Pacific Northwest Bell, Traf-O-Data company, presentation, licence, knight-commander

Материал по теме занятия: лексический, грамматический – согласование времён.

Оснащение занятия: учебник, карточки, грамматические таблицы, ноут-бук.

Ход проведения занятия:

Аудирование учащимися звуков: [ol],[o:lt],[wa],[ʃ],[ŋk],[Λ],[e],[i],[u],[o],[ju:],[o:],[oi],[iэ],[auэ].

Ознакомление с новой лексикой по теме «**Билл Гейтс – создатель компании Майкрософт**».

Актуализация: упражнения на подстановку, на законченность фраз, на трансформацию, на дополнение; репродуктивные упражнения.

Наречия, степени сравнения прилагательных и наречий, расчлененный вопрос: упражнения на подстановку, на трансформацию; комментирование учащимися своих действий при употреблении степеней сравнения прилагательных.

Чтение и перевод отрывков текста о роли языков программирования в жизни людей.

Составление плана или схемы высказывания по теме.

Объяснение домашнего задания.

Подведение итогов занятия.

Домашнее задание: монологическое высказывание о роли языков программирования в жизни людей; перевести предложения с русского на английский язык. Самостоятельная внеаудиторная работа: расставить правильные формы глаголов, учитывая согласование времён; дать перевод предложений с русского на английский:1)**Билл Гейтс**-создатель компании Майкрософт.2) Его изобретение популярно и по сей день. 3) Он потратил все свое свободное время, посвятив его языкам программирования.4)Его изобретения включают программное обеспечение для корпорации. 5). **Прочитать и письменно перевести отрывок о создателе компании Майкрософт.**

Bill William Gates III

Bill William Gates is the richest man in the world. He was born on the 28-th of October 1955 in the town of Seattle state Washington USA. He is a founder and owner of Microsoft Corporation. He is a king of computer. He created his first computer programme at the age of thirteen. He is a world famous American entrepreneur, an author of a great variety of books, an elaborator of a software and hardware computer programme. For a long period of time he has been the richest man in the world and a leader of Microsoft corporation. His biography is full of highlights.He likes cars, motor boats and poker games; he is a work addict. A passion to competition attracts him much more than money. He never ate at home because he did not want to waste his time for cooking. He dreamt of becoming a professor of Mathematics and had brilliant abilities for it. Despite of his capabilities to Mathematics and Logics, Bill Gates did not display his leader abilities. His parents were rich enough and talented; they also were highly educated persons; they couldn`t suppose their son to become “ a shark” of world business. His father Henry Hates is a lawyer in the sphere of business and corporation law; his mother Mary Gates is one of the members of First Interstate Bank, Pacific Northwest Bell and of a national advice United Way. He was on the way of getting prestigious education. At first it was a most privileged school in Seattle. Later he continued his studies at a private Lakeside School and then at Harvard University. At the age of twelve he created his first computer programme. It was the time when computers resembled giants and occupied the whole rooms and only scientific men in white doctor`s smocks could operate them. Bill didn`t strive for knowledge that`s why he was expelled from the university after the second year of his study. Being in college he organized the Traf-O-Data company. Later on at the age of fifteen he employed the programme for regulating traffic and got the sum of 20000 dollars for it. Bill was mad on computers. He worked for 20 or 30 hours a week. At the age of 15-16 he was a real burglar. In 1974 Bill gates saw the first computer of 397$. But it was without its programme software. Bill Gates and his friend Allen connected with the representatives of the firm M.I.T.S., offering them

the version BASIC for their computer Altair 8000. This variant was adopted by managers and they agreed to employ the language of programming. In 1979 Bill Gates created the first operational system for the first personal computer in the world from IBM. Bill Gates acquired the system QDOS-Quick and Dirty Operating System- for 50.000$ changed the previous name for WS-Dos and sold IBM license. The money he has received for this project allowed him to work for several years. The presentation of a new computer IBM with the programme software created a real sensation at the market. Many companies began to address Microsoft for licence. Microsoft began to capture the world market. In 1986 Microsoft was reorganized into joint-stock society of an opened type. At the age of 31 Bill Gates became a millionaire. In 1995 appeared Windows-95 and seven million copies were sold for two weeks. In 1995 The Microsoft policy was changed and the main step was done towards Internet. Bill Gates fought against poverty in the world and he put one billion dollars into the programme of Global Alliance for Vaccines and Immunization. And on the second of March 2005 Bill Gates Was Awarded the title of knight-commander of the Order of the British Empire for his valuable contribution to the struggle against poverty in the world. Byron`s daughter Ada was the inventor of the language of programming. The language is still popular nowadays and is widely used.

Answer the questions:

When was Bill Gates born? On the 28-th of August
On the 28-th of October

He is a founder and owner of Microsoft Corporation, isn`t he?
Yes, he is a founder of Microsoft corporation
No, he isn`t a founder of Microsoft corporation

Where was Bill Gates born? In Oxford. Great Britain
In Seattle. State Washington

Did he dream of becoming a professor of Mathematics?
No, he didn`t dream of becoming a professor of Maths
Yes, he dreamt of becoming a professor of Maths

Did he study at privileged school in Seattle or Pert?
In Pert
In Seattle

At what age did he create his first computer programme?
At the age of 12
At the age of 13

What sum of money did he get for the programme of regulating traffic?
30 000 dollars
20 000 dollars

In what year did Bill created his first operational system?
In 1979

In 1980

At what age did Bill Become a millionaire?

At the age of 35

At the age of 31

In what programme did he put one billion dollars?

Into the programme of Global Alliance

Into Microsoft programme

What title was he awarded by the British Empire?

The title of a king of Microsoft corporation

The title of a knight commander

Критерий выполнения задания: 33 балла –«5»; 15-30 – «4»;15-20-«3»; 10-15- «2»; 0-10 «1»

Домашнее задание: составить монологическое высказывание о роли языков программирования в жизни людей., **блиц-пособие, стр 64**

Практические занятия № 45 - 50

Тема занятий: «Образование в англо-говорящих странах»

Задачи занятия: Научить учащихся употреблять слова и выражения по теме «Образование в англо-говорящих странах» на уровне собственно-высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся строить монологическое высказывание на уровне свободной речи по данной теме, максимально приближенной к реальным условиям; научить учащихся извлекать информацию из текста и вести диалог-беседу по теме «Образование в англо-говорящих странах».

Лексика занятия: Higher Education, private and state, difference, private colleges, residents, quality of education, Entrance standards, entrance standards and admission, differ considerably, an applicant, high school transcript, satisfactory work, postgraduate research, students' achievements, essays, a seminar, a department, academic year, compulsory, terms, tutorials, students' achievements.

Материал по теме занятия: лексический, грамматический – перевод прямой речи в косвенную.

Оснащение занятия: учебник, карточки, грамматические таблицы, ноут-бук.

Ход проведения занятия: Аудирование учащимися звуков: [ou],[o:k],[wa],[ʃ],[ŋk],[ue],[e],[i],[u],[a:],[ju:],[o:],[oi],[iэ],[aiэ].

Ознакомление с новой лексикой по теме «Образование в англо-говорящих странах».

Актуализация: упражнения на подстановку, на законченность фраз, на трансформацию, на дополнение; репродуктивные упражнения.

Перевод прямой речи в косвенную: упражнения на подстановку, на трансформацию.

Чтение и перевод отрывков текста об образовании в англо-говорящих странах .

Составление плана или схемы высказывания по теме.

Объяснение домашнего задания.

Подведение итогов занятия.

Домашнее задание: составить монологическое высказывание об образовании в англо-говорящих странах.

Самостоятельная внеаудиторная работа: расставить правильные формы глаголов, учитывая правила перевода прямой речи в косвенную; дать перевод предложений с русского на английский:1)Существует два типа университетов и колледжей в США..2) Абитуриент должен иметь положительные оценки в аттестате, полученном в школе. 3) Каждый университет в Соединённом Королевстве имеет свою собственную организацию. 4)Университетские курсы длятся три месяца. 5). Прочитать и письменно перевести отрывок о высшем образовании в Соединённом Королевстве.; стр 113,- под редакцией доцент Л.Д. Дерун; доцент Л.И. Круглова, разделIV.

Text № 1: Higher Education in the USA and Great Britain

There are two types of universities and colleges in the USA: private and state (not federal). The difference between them is the following: private colleges are very expensive, they are generally smaller and the tuition fees are much higher. In the state colleges and universities the fees are lower, especially for state residents. They are subsidized by state governments. The University of California and the State University of New York are two examples of such higher schools. Yet, it is more prestigious to get a degree at a private university where the quality of education is almost always better, and this can make a difference in the job market later on. Entrance standards and admission policies may differ considerably from university to university. First of all, the applicant must have a satisfactory high school transcript (an official document which lists a student's classes and the grades received) which helps university officials determine the applicant's capacity to do satisfactory work at university. An interview is required when one applies to a private university. Each university in the United Kingdom has its own organization, but usually there are about six faculties, each containing a group of departments. Lectures are appointed on the basis on the basis of students' achievements in their first-degree examinations and postgraduate research. Apart from lecture courses the teaching is done mostly in laboratories or in tutorial groups of three or four students, or seminars for about ten. Students are required to write numerous essays or seminar papers, which may be discussed in group meetings. There are usually not more than twelve students for each teacher in a department.

Text № 2: Education in the UK

When children are two or three years old, they sometimes go to nursery school where they learn simple games and songs. Their first real school is called a primary school. In Britain children start this school at the age of five. The **academic year** in Britain begins in September and is divided into three **terms**. Schools have the

summer holiday in July. **Secondary education** begins at the age of about eleven, and most schools at this level are co-educational, which means boys and girls study together in the same classes. In Britain education is **compulsory** from five to 16 years of age, but many children choose to remain at school for another two or three years to take exams. Most children go to state schools, which are maintained by the government or local education authorities, but some children go to private schools. University courses normally last three years and then students receive their **degree.** At the university students are taught by **tutorials**, seminars, lectures and, of course, private study. Most people who receive a university place are given **grant** by the government. It helps pay their **tuition fees** and living expenses.

Text № 3: Education after School in the UK

Most formal education after school is done in various technical and other colleges, of which there is at least one in every town. There are more than 500, big and small, specialized or more general, mostly maintained by their local educational authorities. Some of their students do full-time courses, but many have jobs and attend classes in the evenings, or on one or two days a week, preparing themselves for diplomas. These courses may be suitable for people who have left school at sixteen. The variety of colleges and courses is very great. The students are of all ages, including older people developing new skills. In general, the bigger the college, the greater the range of its courses. In general, people who undertake "further education" beyond the age of eighteen pay fees for their tuition as well as their living costs. However, students living in Britain may receive grants from the local authorities of the countries where they have their homes. For higher-level studies the main qualification is the "first" degree of Bachelor which can be attained by students who pass their university examinations, or in some cases other examinations of equivalent level. Bachelors' degrees are usually awarded on the basis of answers to several three-hour examinations together with practical work or long essays or dissertations. Degrees are classified.

Text № 4: Universities in the UK

England is unusual among European countries because it had only two universities until 1820 – though there were already four in Scotland in the sixteenth century, when Scotland was still a separate kingdom. England's two ancient universities, Oxford and Cambridge, were the only ones in the country for almost 500 years in 1348. They still have many characteristics peculiar to themselves. The beginning of the modern university system came with the grant of a charter to the University of London in 1836. It consisted then of two recently-founded colleges, and others were added ate various later dates. Each university has its own organization, but usually there are about six faculties, each containing a group of departments. Lectures are appointed on the basis on the basis of students' achievements in their first-degree examinations and postgraduate research. Apart from lecture courses the teaching is done mostly in laboratories or in tutorial groups of three or four students, or seminars for about ten. Students are required to write numerous essays or seminar papers, which may be discussed in group

meetings. There are usually not more than twelve students for each teacher in a department. The great majority of students are in universities far from their homes. Each university has halls of residence with enough room for all or almost all of the first-year students, and in most cases for others too.

Text № 5 Higher Education in the USA

Higher education in the USA is not a nation-wide system. It is not tightly organized. Its institutions differ considerably in size and sponsorship. They range from two-year community colleges to major research universities of a hundred thousand students. There are two types of universities and colleges in the USA: private and state (not federal). The difference between them is the following: private colleges are very expensive, they are generally smaller and the tuition fees are much higher. In the state colleges and universities the fees are lower, especially for state residents. They are subsidized by state governments. The University of California and the State University of New York are two examples of such higher schools. Yet, it is more prestigious to get a degree at a private university where the quality of education is almost always better, and this can make a difference in the job market later on. Entrance standards and admission policies may differ considerably from university to university. First of all, the applicant must have a satisfactory high school transcript (an official document which lists a student's classes and the grades received) which helps university officials determine the applicant's capacity to do satisfactory work at university. An interview is required when one applies to a private university.

Практические занятия № 51 – 57
Тема занятий: «Россия и ее экономические взаимосвязи» «Ярмарки и деловые встречи»

Задачи: Научить учащихся употреблять слова и выражения на уровне собственно- высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся монологическим высказываниям; научить учащихся извлекать информацию из текста и вести диалог-беседу по теме «Россия и ее экономические взаимосвязи», «Ярмарки и деловые встречи».

Лексика: Russia, foreign, tendency, direct, raw materials, be exported, equipment, city, sightseeing, pastimes, business, meeting, fairs, exhibition.

Материал по теме урока: лексический, грамматический: местоимения other, another; повторение форм настоящего продленного времени.

Оснащение: учебник, карточки, грамматические таблицы, ноут-бук.

Ход занятия:

1. Аудирование учащимися звуков**:** [i], [e],[o], [Λ], [u],[o:],[Зn],[Зэ],[wΛ],[θΛ],[ðΛ].
2. Ознакомление с новой лексикой по теме «Россия и ее экономические взаимосвязи», «Ярмарки и деловые встречи».

3. Актуализация: упражнения на подстановку, на законченность фраз, на трансформацию, на дополнение; репродуктивные упражнения.
4. Чтение и перевод отрывков текста о роли иностранных языков в жизни людей.
5. Составление плана или схемы высказывания по теме.
6. Объяснение домашнего задания.
7. Подведениеитоговзанятия.

Самостоятельная внеаудиторная работа: расставить местоимения other и another, составить диалоги и воспроизвести их в речи. Перевести на английский язык и воспроизвести диалоги:

- Вы бегло говорите по-английски. Вы были в Англии?
- Вы были во многих других странах, не так ли?
- Да в прошлом году я был во Франции и принимал участие в международной ярмарке. Нам очень понравилось оборудование фирмы Браун и Ко.
- Да, оно пользуется большим спросом во всем мире.

- Вы давно в Москве?
- Мы здесь с понедельника.
- Когда Вы собираетесь подписать контракт?
- Я думаю на следующей неделе. Мы уже обсудили перспективы нашего сотрудничества.

- Вы уже были в нашем павильоне?
- Да. Я видел Ваше оборудование в действии. Оно нам понравилось, и мы собираемся его импортировать.
- А вы хотели бы посетить наш завод?
- Спасибо с удовольствием. Мои коллеги там уже были.

Домашнее задание: составить монологическое высказывание о России и ее экономичес-
ких взаимосвязях, о ярмарках и деловых встречах.; учебник: С.Н.Любимцева,Б.М.Тарковская//раздел 9.

Text №1: Russia and its economic development

Russia undertakes the transition to fully-developed market economy with challenges and obstacles. However, Russian economy has great potential for growth. Russia possesses huge supplies of many of the world's most valued natural resources, especially those required to support a modern industrialized economy. It also has a well-educated labour force with substantial technical expertise. At the same time, Soviet-era management practices, old infrastructure, and inefficient supply systems hinder efficient utilization of those resources. Strong oil export earnings have allowed Russia to increase its currency reserve. These achievements, along with a renewed government effort to advance structural reforms, have raised business and investor confidence in Russia's economic prospects. Nevertheless, serious problems exist. Oil, natural gas, metals, and timber account for more than 80% of exports, leaving the country vulnerable to swings in world prices. Russia's

manufacturing base is dilapidated and must be replaced or modernized if the country is to achieve considerable economic growth. Other problems include a weak banking system, a poor business climate that discourages domestic and foreign investors, corruption,-local and regional government intervention in the courts, and widespread lack of trust in institutions. An economic system of Russia can be described as the collection of institutions, laws, incentives, activities that govern economic relationships among people in a society and provide a framework for answering the basic economic questions.

Text №2 : Russia and its fairs and exhibitions

The vast territory of Russia lies in the Eastern part of Europe and in the northern part of Asia.

Russia is washed by twelve seas and three oceans. The oceans are: the Atlantic, the Arctic, and the Pacific. The northern and eastern coasts of Russia are washed by the White Sea, the Barents Sea and by the Okhotsk Sea. Russia is located on two plains. They are: the Great Russian Plain and the West Siberian Plain. There are three main mountain chains in Russia. The Urals, the longest mountain chain, separates Europe from Asia. There are various types of climate on the territory of Russia. But the temperate zone with four distinct seasons prevails. Russia is a land of long rivers and deep lakes. The broad Volga River system has a great historic, economic and cultural importance to Russia. Numerous canals join all the rivers in the European part of Russia, making it the largest inland water transportation route in Europe. The Volga River runs into the Caspian Sea, which is in reality, the largest lake in the world. The Baikal is the deepest lake in the world. The European part of Russia is densely populated. There are a lot of cities, towns and villages there. Russia is rich in natural resources. It has deposits of coal, oil, natural gas, iron ore, gold, nickel, etc. Russia borders on fourteen countries, including the former Republics of the USSR, which are now independent states. The first stock exchange, the Moscow International stock Exchange, was established in 1990. Among its founders were the Ministry of Finance and a number of banks. Stock exchanges regulate the circulation of shares issued by joint stock companies. All these types of exchanges help Russia improve its financial system during its transition to a market economy.

1) **Fill in the blanks with articles or possessive pronouns where necessary:**

Russia is … industrial and agricultural country. It is … big exporter and importer of different goods. … Russia has trade and economic relations with … different countries of … world. As before, Russian foreign firms do … business with … lot of customers under … contracts. They export and import … raw materials and … consumer goods and give assistance to … customers in … construction of … projects. Recently … country has introduced … new forms of trade and cooperation. … lot of joint ventures and joint-stock companies have put their products on … market. … stock exchange, … first in … Russia, has started operating in … capital. We can see that … things are changing fast in foreign trade and economic cooperation.

Text №3: 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. There is hardly a country in the world where such a variety of scenery 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. There are several mountain chains on the country's territory: 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 south to north. The Amur in the Far East flows into the Pacific Ocean. Russia is rich in beautiful lakes. The world's deepest lake is Russia's 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. 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, iron ore, natural gas, copper, nickel and other mineral resources.

Практические занятия № 57 – 86
Англо-говорящие страны (Англия, США, Канада, Австралия, Новая Зеландия).

Задачи: Научить учащихся употреблять слова и выражения на уровне собственно высказывания и свободной речи в рамках естественной речевой ситуации общения; научить учащихся монологическим высказываниям; научить учащихся извлекать информацию из текста и вести диалог-беседу по теме «Англо-говорящие страны».

Лексика: language, official name, population, nationality, capital, location, territory, official, name, status, area, population, nationality, exclude, system, official, name, status, area, population, nationality, location, across, channel, ocean, continent, Asia, coast line, ocean, region, central plains, temperature, include, plant, strange land.

Материал по теме урока: лексический, грамматический: формы перфектных времен, прямая и косвенная речь

Оснащение: учебник, карточки, грамматические таблицы, кодоскоп.

Ход урока:

1. Аудирование учащимися звуков: [r], [θ], [ŋ], [tʃ], [dʒ], [g], [k], [З], [ʃ],[i], [e],[o], [Λ], [u],[o:],[Зn],[Зэ],[wΛ],[θΛ],[ðΛ].
2. Ознакомление с новой лексикой по теме «Англо-говорящие страны».
3. Актуализация: упражнения на подстановку, на законченность фраз, на трансформацию, на дополнение; репродуктивные упражнения.
4. Чтение и перевод отрывков текста об англо-говорящих странах.

5. Составление плана или схемы высказывания по теме «Англия – объединенное королевство», «США», «Канада», «Австралия», «Новая Зеландия».
6. **Объяснение домашнего задания:** построить монологическое высказывание по теме: **«Англо-говорящие страны»** на уровне свободной речи в рамках естественной речевой ситуации общения**; учебник: С.Н.Любимцева,Б.М.Тарковская//раздел 9; стр.244,245,266,267. Перевести тексты: №1,2,3,4,5,6.**
7. Подведение итогов урока. **Самостоятельная работа**: драматизация диалогов, диалогов – клише. Have you ever been to England? To the USA to Australia to New Zealand**.** I have read the book about the exhibition.

Text № 1: England

There are two large islands and several smaller ones, which lie in the north-west coast of Europe. Collectively they are known as the British Isles. The largest island is called Great Britain. The smaller one is called Ireland. Great Britain is separated from the continent by the English Channel. The country is washed by the waters of the Atlantic Ocean. Great Britain is separated from Belgium and Holland by the North Sea, and from Ireland — by the Irish Sea. In the British Isles there are two states. One of them governs the most of the island of Ireland. This state is usually called the Republic of Ireland. The other state has authority over the rest of the territory. The official name of this country is the United Kingdom of Great Britain and Northern Ireland. But it is usually known by a shorter name — “The United Kingdom”. The total area of Great Britain is 244,000 square km. They say that the British love of compromise is the result of the country’s physical geography. This may or may not be true, but it is certainly true that the land and climate in Great Britain have a notable lack of extremes. The mountains in the country are not very high. It doesn’t usually get very cold in the winter or very not in the summer. It has no active volcanoes. The insular geographical position of Great Britain promoted the development of shipbuilding, different training contacts with other countries.

Text № 2: The United States of America

The USA is situated in the central part of the North American continent. Its western coast is washed by the Pacific Ocean and its eastern coast is washed by the Atlantic Ocean and the Gulf of Mexico. The total area of the USA is over 9 million square kilometers. The continental part of the USA consists of the highland regions and two lowland regions. The principal rivers of the USA are the Mississippi, the longest river in the world, and the Hudson river. The climate of the USA differs greatly from one part of the country to another. The coldest climate is in the northern part, where there is heavy snow in winter and the temperature may go down to 40 degrees below zero. The south has a subtropical climate, with temperature as high as 49 degrees in summer. The population of the United States

of America is about 250 million people, who are called Americans. Most of the people live in towns and the population of the countryside is becoming smaller and smaller. The capital of the USA is Washington. The USA is a highly developed industrial state. Its agriculture is also highly mechanized. There are coal-mines in the Cordillera Mountains, in the Kansas City region. Iron is mined near the Great Lakes. The USA has rich oil-fields in California, Texas and some other regions. It occupies one of the first places among the countries of the world for production of coal, iron and oil. The USA is a federal country.

Text № 3: Canada

Canada consists of almost all of the North American continent north of the US except Alaska. Its total land area of more than 9 mln sq. km makes it the second largest country in the world. Canada`s topography is dominated by the Canadian Shield, an ice-scoured area covering half the country. Most of northern Canada has subarctic or arctic climates, with long cold winters lasting 8 to 11 month, short sunny summers, and little precipitation. In contrast, the populated south has a variety of climatological landscapes. The total population according to the 1981 census was about 24 mln people with an average population density of 2.8 per sq.km. English and French are the official languages of Canada and have equal status, rights and privileges as to their use in all governmental institutions. Canada is a federation of 10 provinces and 2 northern territories. The federal Parliament is made up of the House of Commons and the Senate. The leader of the party that wins the largest number of seats in a newly elected House of Commons is asked to form the government. Canada is a world leader in the production of asbestos, nickel and other elements, forestry products, and ranks first in the world in export of minerals. Although no longer the foremost sector of the economy, agriculture is of major importance to the economy as a whole. Canada is among the world`s leading wheat producers and is second in the export of wheat. Basically, Canada has a free-enterprise economy. A recurrent problem for Canada has been the dominant position of US corporations and investors.

Text № 4: Australia

Australia lies to the south-east of Asia, between the Pacific and Indian oceans. It is the world`s smallest continent which is almost completely surrounded by ocean expanses. Its total area is 7,682, 300 sq.km. The continent is divided into four general topographic regions: a low, sandy eastern coastal plain, the eastern highlands, the central plain, and the western plateau. Although Australia has a wide diversity of climatic conditions, the climate of Australia is generally warm and dry, with no extreme cold and little frost. The total population in 1986 was about 16 mln people with the average population density of about 2 persons per sq. km. Most Australians are of British or Irish ancestry. More than 99 percent of the population speaks English. The capital of Australia is Canberra. Australia has a federal parliamentary government. The Australian federation was formed on January 1, 1901, from six former British colonies, which thereupon became states. The Australian constitution combines the traditions of British parliamentary monarchy with important elements of the US federal system. Powers of the federal

government are enumerated and limited. The government consists of the British sovereign and the Australian Parliament. Australia is the world`s largest wool producer and one of the world`s largest wheat exporters. The main sources of foreign earnings are wool, food and minerals which also provide raw materials for home processing industries.

Text № 5: New Zealand

New Zealand is situated in the southwest Pacific Ocean on two large islands: the North Island and the South Island. Its total area is 268,112 sq.km. New Zealand has a temperate, moist ocean climate without marked seasonal variations in temperature or rainfall. About 85 percent of the population is classified as Europeans. Most of them are of British descend. English is the universal language. The capital of New Zealand is Wellington. New Zealand is a constitutional monarchy. Officially the head of the state is the British Queen (or King) whose representative, the governor-general, is appointed for a five-year term. The government of **New** Zealand is democratic and modeled on that of the United Kingdom. The economy of New Zealand has traditionally been based on pastoral farming. New Zealand draws many thousands of tourists to its shores because of the beauty, diversity, and compactness of its natural attractions.

Task №1: Answer the questions about Canada 1) What can you say about the climate of Canada? 2) What is its political status? 3) Does Canada have one official language? 4)What is the jurisdiction of Canada like? 5) Describe Canada`s economy.

Task №2: Answer the questions about Australia 1) What kind of climate is there in Australia? 2) Into what parts does the continent of Australia is divided? 3) Does Australia have a wide diversity of climatic conditions? 4) Are most of Australians of British ancestry? 5)More than 99% of the population speaks English,- doesn`t they?

Task №2: Answer the questions about New Zealand 1) Where is New Zealand situated? 2) What is its total population? 3) The capital of New Zealand is Wellington,- isn't it? 4)Who is the head of the state in New Zealand? 4) What are the main branches of New Zealand`s economy? 5) What is the capital of New Zealand?

Приложение №2

Тесты и контрольные работы для рубежной, промежуточной, завершающей аттестации

За каждый верный ответ выставляется 1 балл. Максимальное количество баллов этого блока - 1.

Если имеется **2 и более ошибок,** то выставляется **0 баллов**.

Контрольная работа №1 Фонетика

Test №1.

Посмотри на звуки [ð], [θ], [r], [ŋ], [t], [tʃ], [dʒ], [l], [w] и назови их.

Look at the sounds and name them

[θ] in the words: thickness, thin, thing, tenth.

[ð] in the words: together, though, this.

[ŋ] in the words: tightening, loosening, twisting.
[r] in the words: drill, screwdriver, drive, break.
[l] in the words: pliers, chisel, metal, nails.

Test №2

Узнай в фонетических знаках слова

Learn the words in phonetic symbols:
[θiknes], [fɛ:mn s], [breik], [plaiz], [tʃizl], [neilz], [ðou], [θin], [tenθ].
Pupil: I look learn and comment.
[θ] in “thickness”, “thin”, “tenth”
[ɛ:] in “firmness”
[ei] in “break”, “nails”
[ai] in “pliers”
[tʃ] in “chisel”
[ð] in “though”.

Test №3

Слуховая запись

Прослушайте звуки и дайте их фонетическое изображение:
[i:], [i], [e], [æ], [a:], [u], [u:], [Λ]

Test №4

Из прослушанных вами звуков, выберите только те, которые были названы учителем. **Дается серия звуков**: [r], [ŋ], [θ], [h], [j], [l], [m], [n], [au], [b], [g], [k], [w], [ou], [ɛ:]

Key: [r], [ŋ], [θ], [h], [ɛ:].

Test №5

Запиши в транскрипционных знаках слова.
File, Operator, Hammer, Lathe, Tool, Pliers, Nipper and Iron.

Test №6

Узнай в транскрипционных знаках слова.
[fail], [plai∂z], [hæm∂], [ai∂n], [tʃizl], [tu:l], [wɛ:k]
Key: shears, file, pliers, hammer, iron, chisel, tool, work.

Test№7

Запиши слова в транскрипционных знаках.
Tour, say, aim, shock, look, tool, file, iron, hack-saw

Test №8

Расставь в скобках подчеркнутые транскрипционные знаки.
Car [ ], coffee [ ], rock [ ], from [ ], foot [ ], but [ ], some [ ], burn [ ], third [ ], sun [ ], up [ ], more [ ].

Критерии оценивания тестового контроля знаний студентов

Оценка «отлично»	91-100% правильных ответов	17-19 баллов
Оценка «хорошо»	71-90% правильных ответов	14-17 баллов
Оценка «удовлетворительно»	51-70% правильных ответов	10-14 баллов

Оценка «неудовлетворительно»	50% и менее правильных ответов	10 баллов и менее

Контрольная работа №2 Времена

Test №1.

Insert the necessary form of the verb.

Present/past perfect.

I ….. become a qualified specialist this year.

a) has become
b) have become
c) had become

I … passed all the exams this month.

a) have passed
b) has passed
c) had passed

By three o′clock he ….. finished his work.

a) has finished
b) had finished
c) have finished

Test №2

Read and translate the underlined words in the sentences.

1. a) They graduated from the technical secondary school last year . b) He is a graduate of our Academy. 2. a) We always help them with their English. b)I don't need his help. 3. a)They study a number of special subjects. b)Their group numbers thirty students. 4. a)They plan to work tonight. b)I like his plan to enter the college. 5. a)He always answers his teachers' questions very well. b)Their answers in English are usually very good. 6. a)Let's speak about this play. b)They play chess very well. 7. a)They watch all the plays of this team. b)His watch is always slow. c)Nick plays tennis very well. 8. a)I like this writer's works. b)She works at school. 9. a)We don't know her name. b) Name the days of week, please. 10. a) Pavel studies at the Law Academy. b)Judges must know all laws. c)All studies here are very comfortable. d) She gives all the time to studies.

Test № 3

Choose the right form of the verb: to be и to have.

1. Special Technology **are/is** a special subject.
2. At the end of each term students **have/has** various tests.
3. Would-be workers **has/have** practical training at the shop.
4. Students **has/have** vacations in summer.
5. The attendance of seminars **is/are** obligatory.
6. First-year students **has/have** English classes twice a week.
7. Mathematics **are/is** a very interesting subject.

Test № 4

Fulfill the task according to the model:

Model 1: Jim speaks German,… (Polish)
Jim speaks German, but he doesn't speak Polish.
Model 2: They speak English,… (French)
They speak English, but they don't speak French.
1. My brother play football … (hockey). 2. We study Logics… (Maths). 3. Brian drives a motor-cycle … (a car). 4. My sister plays table tennis… (lawn tennis). 5. I like serious music … (pop music). 6. My father works at a hospital … (factory). 7. I like tea … (coffee). 8. They take exams in January, (in December). 9. Her brother studies at school. … (at the University). 10. We live in Russia, (in the USA).

Test№5

Ex. 1 Fulfill the task according to the model:

Model A: He usually leaves home at 8 o' clock. (When…?)
When does he usually leave home?
Mother wakes him up at a quarter to 7 a. m. (At what time…?). 2. They want to buy a new dictionary for their son. (Who…for?). 3. He studies at the Law Academy because of the family tradition. (Why…?). 4. She often uses her father's computer. (Whose…?).5. The academic year in Britain begins at September. (When…?). 6. Boys and girls study together at the same classes. (How…?). 7. Most children go to the state schools. (Where…?). 8. University courses last normally three years. (How long …?).
Ex. 2
Model B: Great Britain produces chemicals and textiles.
Does Great Britain produce chemicals and textiles?
1. The British Isles consist of two large islands. 2. Northern Ireland borders the Irish Republic in the south. 3. The Atlantic Ocean washes the western coast of Great Britain. 4. The Gulf Stream makes the climate mild and damp. 5. Parliament of the UK consists of two chambers. 6. The British parliamentary system depends on political parties.

Test № 6

Ex. 1 Correspond the actions to the Past Indefinite Tense, using the words in brackets**:**
Model: Every day she gets up at 7 p. m. (yesterday)
She got up at 7 a. m. yesterday.
1. We always listen to the latest news. (last night). 2. I often buy new magazines. (yesterday). 3. My friend takes notes during lectures. (last week). 4. She often borrows books from the library (two days ago). 5. He usually goes to the University by bus. (last month). 6. Ann wakes up late on Sunday (last Sunday).

7. Sometimes students skip lectures. (last term). 8. We always use dictionaries when we write a test (last Monday). 9. They always translate such texts in writing (the day before yesterday).

Ex. 2 Correspond the actions to Future Simple Active, using the words in brackets:

Model: We travelled to Scotland last summer. (Ireland next spring)
We will travel to Ireland next spring.

1.She went to New York last year. (London next year). 2. Nick visited Birmingham last month. (Leeds next month). 3. They left for Glasgow two weeks ago. (Cardiff soon). 4. Kate lived in Italy last summer. (Spain next summer). 5. Ann started for France yesterday. (England on Friday). 6. The Petrovs went on a tour of Russia two years ago. (the USA next summer). 7. He left Yekaterinburg the day before yesterday. (Moscow the day after tomorrow). 8. They came from the USA a fortnight ago. (the UK in a day) 9. She was in lraq last year (Cuba soon). 10.Steve studied at school two years ago. (a higher school next year)

Ex. 3 Choose the necessary form of the verb:

There … many higher schools in our city.
a) do ; b) does ; c) is ; d) has; e) are.

1. I … nothing in my hand.
   a) am b) do c) have d) does e) has
2. This girl … to School No. 5
   a) to go b) go c) has d) goes e) is
3. Yekaterinburg … one of the largest cities in Russia.
   a) is b) does c) has d) are e) is not
4. The students of our group … English.
   a) to study b) studies c) study d) doesn't study e) teach
5. My family and I … in the USA.
   a) live b) lives c) don't live d) living e)doesn't live
6. … there any pictures on the walls?
   a) does b) do c) is d) has e) are
7. … you sleep in the daytime?
   a) does b) is c) do d) have e) are
8. Ann … like to read detective stories.
   a) do b) does c) is d) don't e) doesn't

9. I ……always…….. to become a lawyer.
   a) have wanted b) wanted c) want

10. She …..... the University last year.
   a) will enter b) has entered c) entered

Test № 7

Ex. 1

Read and translate the sentences, given below, paying attention to the passive voice.

1. English is a widespread language. It is spoken all over the world.
2. It's a very good dictionary. It was bought last week.
3. He will be sent on business next week.
4. The book is much spoken about.
5. This course is designed to give students the basics of computing.
6. The bill was debated in the House of Commons.
7. He has been selected as a candidate in the next election.
8. Spanish is not taught at our Academy.
9. A new hostel will be built in a year.
10. All the exams were passed successfully in January.

Ex. 2 Choose the right form of the passive voice:

Model: The city government has built a new stadium.
A new stadium has been built by the city government.

1. This country exports gas and oil.
2. They will open a new hospital next year.
3. They don't use this building any more.
4. The government gives grants to bright students.
5. Students have passed all the exams successfully.
6. Parliament passes laws.
7. Post-graduate students do scientific research.
8. Experienced teachers give lectures.
9. The Atlantic Ocean washes the western coast of Great Britain.
10. I've already passed all the exams.

Ex. 3 Open the brackets, choosing the right form of the verb.

1. Laws (make, are made) by the Parliament.
2. The Prime Minister (has formed, has been formed) a new government.
3. Books (are borrowed, borrow) in the library.
4. They (are taken, take) a bus when they go to work.
5. A new bill (introduced, was introduced) in the House of Commons.
6. Tomorrow he will (drive, be driven) them to Cambridge.
7. The manager will (send, be sent) on business next month.
8. The government (controls, is controlled) the work of ministries.
9. His new book will (publish, be published) next month.
10. He will (publish, be published) his book next month.

Test № 8
Ex. 1

Choose the necessary form of the verb from below for the following sentences

1. Я работаю напильником каждый день.
2. Я вчера работал напильником.
3. Я сейчас работаю напильником.
4. Завтра я буду работать напильником.
5. Сегодня, когда ты придёшь, я уже буду работать напильником два часа.
6. Сейчас я перевожу текст.
7. Я перевожу текст уже час.
8. Завтра, когда ты придёшь, я буду переводить текст уже два час
9. Вчера, когда ты пришёл, я уже переводил текст целый час
10. Я только что перевёл текст.
11. Вчера к пяти часам я уже перевёл текст.
12.Он только что выполнил домашнее задание.

a) worked b)work c) will work d) am working e) am translating f) will have been working
g) have been translating h) had been translating I) will have been translating j) had translated k) have translated l) has done

Ex. 2 Choose the necessary form of the verb from below for the following sentences

Сейчас он работает. Вчера он работал в пять часов. Вчера, когда я пришёл, он уже работал целый час. Завтра я закончу свою работу к семи часам вечера. Она уже работает над составлением доклада в течение трёх часов. Мой брат работает на заводе уже три года. Вскоре он поедет в Екатеринбург. Она работает в офисе. Он управляет универсальным станком на производстве. Она знает два иностранных языка. Он изучает профессию оператора. Он использует зубило в работе. Он будет составлять схемы электропроводов.

1)was|were-v-ing 2)am\is\are-v-ing 3)had been-v-ing 4)have been-v-ing 5)will have-v-ed 6)have been-v-ing 7) will v 8)have been-v-ing 9) v-s 10) V-s 11) am\is\are-v-ing 12) v-s will v 13) v-s

Контрольная работа №3 Инфинитив. Причастие. Герундий

The Infinitive

Tenses	Active	Passive
Indefinite	to help	to be helped
Continuous	to be helping	to be being helped
Perfect	to have helped	to have been helped
Perfect continuous	to have been helping	---------

Test №1

Ex. №1 Read and translate the sentences, using the Infinitive.

Example: 1.To help and to be helped is the main task of everyone.

2. The meeting is said to have been finished.
3. He cannot be working at such a late hour.
4. She is known to have been writing the report for many hours.
5. He is glad to have been asked at the lesson.

6. My friend is said to have left London.

The Participle

Tenses	Active	Passive
Present	helping	being helped
Past	----	helped
Perfect	having helped	having been helped

Absolute Participle Construction

Обороты, в которых причастие имеет своё собственное подлежащее, называются самостоятельными или абсолютными причастными конструкциями (Absolute Participle Construction). Они соответствуют в русском языке либо придаточным предложениям, либо самостоятельным предложениям.

Ex. №2 Read and translate the sentences, using the Participle.

E.g. The US Congress consists of two parties, each of them being elected by citizens of all the states.

The exercise being difficult for the students, the teacher explained them how to do it.

The student knowing English well, the examination did not last

Герундий

Tenses	Active	Passive
Indefinite	reading	being read
Perfect	having read	having been read
Заполнить	speaking	being spoken
герундиальные формы	having spoken	having been spoken

Ex. №3 Use the words in brackets in Gerund with the corresponding preposition.

1). I have no intention … (to stay) here any longer. 2). She insisted …(to help) me. 3) Are you fond… (to play) tennis? 4) He has had very much experience … (to teach). 5). There is no possibility … (to find) his address. 6). There is little chance … (to see) her today. 7). We have the pleasure … (to send) you our catalogues. 8). I think … (to go) to the south in summer. 9). He is afraid … (to catch) cold. 10). I am proud… (to have) such a son. 11). The rain prevented me … (to come). 12). He is engaged … (to write) a book. 13). They had very much difficulty … (to find) the house.

Ex. №4 Change the given sentences with the sentences, using Gerund.

1). When received a telegram, I started home at once. 2). You may avoid many mistakes if you observe these rules. 3). When he entered the room, he greeted everybody. 4). After they had sat there a few minutes, they continued their journey. 5). While he was copying the text, he made a few mistakes. 6). I am thankful that I have been stopped in time. 7). I remember that I have read this book. 8). After she had tried all the keys on the ring, she finally found the right one. 9). He is proud that he has never been beaten at chess by his fellow students.. 10). I don`t

remember that I have ever come across his name before. 11). His arm was not in a sling and showed no sign that it had been injured. 12). You can improve your knowledge of English if you read more.

Контрольная работа №4 Согласование времён

Ex. №1 Translate into Russian the sentences, paying attention to the sequences of tenses:

1. My friend said that he had finished his scientific research the day before.
2. The teacher asked us when Byron was born. We said that Byron was born on January 22, 1788.
3. They said that they were going to take their exam in history the next week.
4. I was asked if I knew about our meeting. I answered that I should be there at 5 o'clock.
5. His sister told me that she would study medicine at the Institute.
6. The students said that the story for home reading was very interesting. They also said that they liked detective stories.
7. He said that he had served in the far East two years before.
8. We were told that we could go in for different sports at our school.
9. They asked when the seminar in history would take place.
10. My friend said that he was very busy that week with his report.
11. She said that she would speak to them if she saw them the next day.
12. they asked me when I was leaving for Moscow.
13. They told us to take part in the sport competition on Saturday.
14. we didn`t know if our friend was married.
15. The students said that they would study many new subjects the next year.

Ex. 2. Convert the sentences into indirect speech.

1. He said, "Bernard Shaw was given the Noble Prize for literature in 1925".
2. "When will the music Festival take place in Edinburgh?" she asked.
3. He said, "I shan`t be able to attend the meeting tomorrow".
4. "Are you going to visit your parents on Sunday?" they asked me.
5. My friend said to me, "please wait for me a little".
6. "how long were you doing your homework?" the teacher asked us.
7. My friend said to me, "I know that you are going to take part in our scientific conference".
8. She said, "I have already met this man".
9. "Can you help me to translate this article ?" my brother asked me.
10. The students said, "We have passed our exam in History

Контрольная работа №5 Страноведение

Text 1

<u>Education in the UK . Translate in writing</u>

When children are two or three years old, they sometimes go to nursery school where they learn simple games and songs. Their first real school is called a primary school. In Britain children start this school at the age of five. The

academic year in Britain begins in September and is divided into three **terms**. Schools have the summer holiday in July. **Secondary education** begins at the age of about eleven, and most schools at this level are co-educational, which means boys and girls study together in the same classes.
In Britain education is **compulsory** from five to 16 years of age, but many children choose to remain at school for another two or three years to take exams. Most children go to state schools, which are maintained by the government or local education authorities, but some children go to private schools.

Ex №1 Put the verbs in brackets into corresponding form of the Passive voice.

a) In England, there used to be some felonies and misdemeanours which (to punish) really strictly.
b) The Supreme Court (to divide) into two branches: the High Court and the Court of Appeal.
c) The capital punishment (to abolish) in Britain after World War II.
d) The Common Court of Appeal (to establish) after the Napoleonic Wars.
e) In one of the elements of the British Parliament – the House of Lords – the business (to conduct) by 80 or 100 of the hereditary peers, though there are 850 of them.
f) The members of the House of Commons (to summon) by the Sovereign, but (to elect) by a universal suffrage.
g) The bill (to reject) by Parliament.
h) The group of close advisers to the Sovereign (to call) the Privy Council.
i) If you are **prosecute**d for a **crime** in Britain, you may meet the following people during your process through the courts:

Ex № 2 Translate the definitions of words into Russian

MAGISTRATES Magistrates are unpaid judges, usually chosen from well–respected people in the local community. They are not legally qualified. They are guided on **points of law** by the Clerk.

SOLICITORS. After the suspect was arrested, the first person he/ she needs to see is a solicitor. Solicitors are qualified lawyers who **advise** the person and help prepare the defence case**.**

BARRISTERS. In more serious cases, or where there are special difficulties, it is usual for the solicitor to hire a barrister **to defend the accused**. The barrister is trained in the law and in the skills required **to argue a case** in court.

JURORS. A **jury** consists of twelve men and women from the local community. They sit in the Crown Court, with a judge, and listen to **witnesses** for the **defence** and **prosecution** before deciding whether the **accused** is **guilty** or **innocent**.

JUDGES. Judges are trained lawyers nearly always ex-barristers, who sit in the Crown Court and Appeal Court. The judge rules on points of law, and makes sure that the trial is conducted properly. He/she does not decide on the **guilt** or **innocence** of the accused – that is the jury's job. However, if the jury **find** the accused **guilty**, then the judge will **pass sentence**.

Ex № 3 Упражнение 1. Перепишите следующие упражнения, раскрывая скобки и выбирая правильную форму прилагательного. Переведите предложения.

1.s a rule, magistrates *(may/might)* impose a sentence of less than 12 months imprisonment.

2.A lawyer *(should/has to)* deal with a variety of people and situations.

3.Our graduates *(could/can)* work as advocates, judges, notaries, and other workers of law enforcement agencies.

4.I think you *(must/ should)* study laws if you want to be a lawyer.

5.Is the profession of an investigator *(more/most)* popular than the profession of a judge?

6.e barrister for the defence produced *(the most strong/strongest)* evidence in the trial.

7.This is *(the worst/ baddest)* judge in the town. He is a briber and corrupter.

8.The building of the regional court is *(more modern/moderner)* than the building of our district court

Контрольная работа № 6;7 Профессия. Промышленное оборудование.

Test №1. <u>Read, translate and learn the words about profession</u>

Ex №1 «My future profession»: profession, specialist, electricity, important, national, necessary, vocational school, loosen and tighten nuts and bolts, cut steel, grip pipes, twist wires, tighten and loosen spark plugs, chisel plaster, grip things, cut metal pipes, tighten and loosen nuts, cut wooden planks, tighten and loosen screws, drive in nails, drill holes, pull out nails, cut holes in wood.

Test №2. Ex №2

<u>Insert the missing words: hole, metal, drill, surface, aim, help, center punch.</u>

a) It is important to make a ….. in a piece of metal
b) We may use a …..
c) A drill ….. hard steel and has various …..
d) A drill mustn′t ….. on the ….. of a piece.
e) For this ….. we make a small ….. with the ….. of a center punch.
f) In this hole we put in …. of a drill.

Test № 3 Read and translate the extract about a centre punch and a file.

Test №3. Ex №3 A centre Punch. A File. Universal Angles. Make up a monologue.

What for do we use a center punch? We want to drill (bore) a hole. We mark with the help of a center Punch a marking point. The center punch consists of hard steel. Its length is from 90 up to 150 mm. Its end is sharp. The word «кернер» in the Russian language originates from The German one «Korner».

The most important instrument for processing, connected with metal is a file. A file consists of hard steel. The smallest teeth of this instrument are worn out. So the main principle of this instrument consists of processing of a piece of metal. There exists a flat file, a round file, a quadrangular file, a trihedral one

Universal angles are used for installment of various details under different angles. Both shelves of a universal angle are connected between each other with the help of an axle and can be placed by different angles.

Контрольная работа №9 Окружающая среда

Test №1. <u>Read, translate and learn the words about environmental protection</u>

Ex1. The chemical or physical identity of the pollutants included,
The geographic area covered,
The institutional entities covered,
The time period over which emissions are estimated,
The types of activities that cause emissions.

Emission inventories are developed for a variety of purposes. Inventories of natural and anthropogenic emissions are used by scientists as inputs to air quality models, by policy makers to develop strategies and policies or track progress of standards, and by facilities and regulatory agencies to establish compliance records with allowable emission rates. A well constructed inventory should include enough documentation and other data to allow readers to understand the underlying assumptions and to reconstruct the calculations for each of the estimates included.

Ex2 Give Russian equivalents to the following English words and word combinations:

изменение климата, деятельность человека, рост населения, воздействовать на атмосферу, водяной пар, углекислый газ, домашний скот, окись азота, разрабатывать, разные цели, качество воздуха, допустимый уровень.

Ex3 Read the text attentively and answer the following questions:
What did we begin altering our climate and environment through?
What are greenhouse gases?
When is methane emitted?
How do greenhouse gases differ?
What factors characterize an emission inventory?

Describe the sources of greenhouse gas occurrence in the atmosphere.

Ex4 Are the following statements true or false and why?

Some greenhouse gases occur naturally in the atmosphere.
Nitrous oxide is emitted during volcanic eruption.

Контрольная работа №10 Информационные технологии

Test №1. <u>Read, translate and learn the words and word-combinations. Translate the text into Russian.</u>

About 16.000 viruses have been encountered by various antivirus research labs, and that number is expected to continue growing rapidly. Though it is difficult to predict what the next major class of viruses will be or when it will hit, the place it hits is likely to be the Internet. Viruses are spread due to human contacts, such as exchanging disks or posting an infected file on a server. But they move from system to system also by themselves actively seeking out new computers to infect. IBM researchers have proposed an automated system that can identify new viruses as well as develop and disseminate the antidotes. The software will be able to identify a previously unknown virus by either analyzing changes to

a file or studying the characteristics of a file for code common to viruses. When a potential virus is identified, the infected file will be sent to the virus-lab computer. If the virus is known but not recognized by the user's system because of out-of-date software, updated antivirus data will be sent back to the user. If the virus is truly unknown, the virus-lab computers will let it spread within a secure environment and then study the way the virus behaves, extracting its signature based on the common characteristics of the infected files. The signature will be tested to ensure it didn't misidentify clean files as infected. If the signature passes, it would be sent back to the machine on which the virus was originally identified and the virus will be removed.

Words: **viruses, continue growing rapidly, human contacts, seeking out new computers, software, to identify a previously, unknown virus, virus is truly unknown, the way the virus behaves, the virus-lab computers, a secure environment, signature.**

Test №2. <u>Put the variants into the correct order</u>: A) It financed one of the first digital computers, a clacking electromechanical monster known as Mark I, in 1943.

B) Over the next decade, IBM made heavy investments in research and development under Thomas Watson, Jr., who took over from his father as IBM president in the mid-1950s.

C) IBM started in the late nineteenth century as manufacturer of electromechanical office tabulating equipment: the company took its current name in 1924. D) In 1954 IBM was only the fourth-ranked computer producer, well behind computer industry pioneer - Radio Corporation of America (RCA).

Test №3. <u>Answer the questions</u>:1) How many viruses have been encountered**? 2)** Are viruses spread due to human contacts? **3)** The virus is known but not recognized by the user's system, isn`t it? 4) Viruses are spread due to human contacts, aren`t they?