

**Государственное бюджетное профессиональное образовательное учреждение  
Иркутской области**

**«Иркутский техникум транспорта и строительства»**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**

**для выполнения практических работ**

**ОУД.03 «Английский язык»**

по специальности среднего профессионального образования

**23.02.01 Организация перевозок и управление на транспорте (автомобильном)**

**Квалификация:** техник

**Форма обучения:** очная

**Нормативный срок обучения:** 3 года 10 месяцев

на базе основного общего образования

Иркутск, 2023

Методические рекомендации по выполнению практических работ предназначены для организации работы на практических занятиях по учебной дисциплине «Английский язык», которая является важной составной частью в системе подготовки специалистов среднего профессионального образования. Методические рекомендации имеют практическую направленность и значимость. Формируемые в процессе практических занятий умения могут быть использованы студентами в будущей профессиональной деятельности. Методические рекомендации предназначены для студентов средних профессиональных учебных заведений, изучающих учебную дисциплину «Английский язык» и могут использоваться на учебных занятиях.

Организация-разработчик: ГБПОУ ИО «Иркутский техникум транспорта и строительства».

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Рассмотрено и одобрено на заседании ДЦК

Протокол № 10 от 1.06. 2023 г

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## **ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Пояснительная записка Методические рекомендации по выполнению практических работ обеспечивают реализацию рабочей программы по учебной дисциплине «Английский язык». Реализация программы обеспечит компетентность будущих специалистов в данной области как неотъемлемой части их профессионализма в период вступления в самостоятельную жизнь.

Целью практических работ является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков и овладение опытом творческой, исследовательской деятельности.

Практические занятия содержат тематические текстовые материалы, упражнения на расширение словарного запаса и образование потенциального профессионального словаря, грамматические таблицы, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

Цели и задачи практических занятий:

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;
- формировать умения применять полученные знания на практике;
- выработать при решении поставленных задач таких профессионально значимых качеств, как самостоятельность, ответственность, точность, творческая инициатива.
- формировать у студентов навыки устной речи по профессиональной тематике;
- развивать потребность и умение пользоваться справочной литературой;
- развивать умение высказываться целостно, как в смысловом, так и в структурном отношении;
- развивать навыки чтения с полным пониманием основного содержания текста;
- активизировать знание грамматических форм и синтаксических оборотов, употребительных в специальной литературе.

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

Преподаватель заранее информирует учащихся о графике выполнения этих работ.

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

Практические работы могут проводиться как индивидуально, так и для пары или группы студентов.

### **Критерии оценивания практической работы.**

Отметка "5" ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующее программным требованиям по определённой теме.

Отметка "4" ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующее программным требованиям по определённой теме за исключением отдельных подробностей, не влияющих на понимание содержания задания в целом.

Отметка "3" ставится в том случае, если поставленная задача решена, студенты

поняли только основной смысл задания, соответствующего программным требованиям.

Отметка "2" ставится в том случае, если студенты проявили полное непонимание содержания задания, соответствующего программным требованиям.

### **Перечень практических работ**

#### **Тема 1.1. Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке.**

*Практическая работа №1.* Работа с лексикой и текстом на тему: «Представление друзей, коллег в официальной и неофициальной обстановке».

*Практическая работа №2.* Работа с лексикой и текстом на тему: «На собеседовании»

*Практическая работа №3.* Работа с лексикой и текстом на тему: «Я и моя семья».

#### **Тема 1.2. Описание человека (внешность, национальность, образование, личные качества, род занятий, должность, место работы и др.)**

*Практическая работа №4.* Работа с лексикой и текстом на тему: «Описание человека (внешность, национальность)».

*Практическая работа №5.* Работа с лексикой и текстом на тему: «Описание человека (образование, место работы)».

*Практическая работа №6.* Работа с лексикой и текстом на тему: «Мое рабочее место».

#### **Тема 1.3. Семья и семейные отношения, домашние обязанности**

*Практическая работа №7.* Работа с лексикой и текстом на тему: «Обязанности, которые я выполняю по дому».

*Практическая работа №8.* Работа с лексикой и текстом на тему: «Мой дом в будущем».

#### **Тема 1.4. Описание жилища и учебного заведения (здание, обстановка, условия жизни, техника, оборудование).**

*Практическая работа №9.* Работа с лексикой и текстом на тему: «Техникум, к котором я учусь».

*Практическая работа №10.* Работа с лексикой и текстом на тему: «Техника нашего дома».

*Практическая работа №11.* Работа с лексикой и текстом на тему: «Архитектура Великобритании».

#### **Тема 1.5. Распорядок дня студента колледжа.**

*Практическая работа №12.* Работа с лексикой и текстом на тему: «Как с пользой провести выходные».

*Практическая работа №13.* Работа с лексикой и текстом на тему: «Планируемый отпуск».

#### **Тема 1.6. Хобби, досуг.**

*Практическая работа №14.* Работа с лексикой и текстом на тему: «Let's go to the theatre».

*Практическая работа №15.* Работа с лексикой и текстом на тему: «Активные виды спорта».

**Тема 1.7. Описание местоположения объекта (адрес, как найти).**

*Практическая работа №16.* Работа с лексикой и текстом на тему: «In Moscow».

*Практическая работа №17.* Работа с лексикой и текстом на тему: «In Irkutsk».

*Практическая работа №18.* Работа с лексикой и текстом на тему: «Где эта улица, где этот дом...» Как найти правильный маршрут».

**Тема 1.8. Магазины, товары, совершение покупок.**

*Практическая работа №19.* Работа с лексикой и текстом на тему: «Правила торговли в европейских странах».

*Практическая работа №20.* Работа с лексикой и текстом на тему: «Виды магазинов европейских стран».

*Практическая работа №21.* Работа с лексикой и текстом на тему: «Промышленные и продовольственные товары».

**Тема 1.9 Физкультура и спорт, здоровый образ жизни.Практическая работа №22.**

Работа с лексикой и текстом на тему: «Вредная еда».

**Тема 1.10. Экскурсии и путешествия.**

*Практическая работа №23.* Работа с лексикой и текстом на тему: «Москва-столица нашей Родины».

*Практическая работа №24.* Работа с лексикой и текстом на тему: «Достопримечательности моего города, которые привлекают туристов».

*Практическая работа №25.* Работа с лексикой и текстом на тему: «Город, который я хотел бы посетить».

**Тема 1.11. Россия, ее национальные символы, государственное и политическое устройство**

*Практическая работа №26.* Работа с лексикой и текстом на тему: «Человек и общество».

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

*Практическая работа №27.* Работа с лексикой и текстом на тему: «Традиционные праздники соединённого королевства. Фестивали Великобритании».

**Тема 1.13. Научно-технический прогресс**

*Практическая работа №28.* Работа с лексикой и текстом на тему: «Современные технологии. Роль научно-технического прогресса в мировом развитии».

*Практическая работа №29.* Работа с лексикой и текстом на тему: «Компьютеры: друзья или враги?».

**Тема 1.14. Человек и природа, экологические проблемы**

*Практическая работа №30.* Работа с лексикой и текстом на тему: «Проблемы защиты окружающей среды».

*Практическая работа №31.* Работа с лексикой и текстом на тему: «Разрушение озонового слоя».

*Практическая работа №32.* Работа с лексикой и текстом на тему: «Что я делаю, что бы защитить природу».

*Практическая работа №33.* Работа с лексикой и текстом на тему: «Экологические проблемы моего города».

**Тема 2.1. Достижения и инновации в области науки и техники**

*Практическая работа №34.* Работа с лексикой и текстом на тему: «Новые технологии и достижения в науке за последние 5 лет».

*Практическая работа №35.* Работа с лексикой и текстом на тему: « Интернет в нашей жизни»

**Тема 2.2. Современные компьютерные технологии в промышленности.**

*Практическая работа №36.* Работа с лексикой и текстом на тему: «Компьютерная терминология».

*Практическая работа №37.* Работа с фотографиями/ картинками.

Практическая работа рассчитана на 2 часа. Каждой практической работе предшествует беседа.

## Практическая работа № 1. «Представление друзей, коллег в официальной и неофициальной обстановке»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков диалогической речи, чтения и перевода, аудирования, развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

### Содержание работы

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Приветствие, прощание, представление себя и других людей в официальной и неофициальной обстановке».

**Аудирование.** Учащиеся прослушивают преподавателя, на основании услышанного выполняют задание (заполняют пропуски, затем читают диалоги в парах).

1. Ann: Hello! Is that Chris Burton?

Chris: Yes, I \_\_\_\_\_.

Ann: Good afternoon. My \_\_\_\_\_.

2. Policewoman: What's \_\_\_\_\_?

Man: I \_\_\_\_ Dirk.

Policewoman: Could you \_\_\_\_ it, please?

Man: D-I-R-K.

Policewoman: Oh, I see.

3. Marina: Good afternoon. \_\_\_\_\_ Marina.

Boris: Pleased to meet you, Marina. Where \_\_\_\_\_?

Marina: I \_\_\_\_\_ Spain. I'm \_\_\_\_\_.

### Работа в малых группах.

Записаны диалоги на русском языке. Задача учащихся – озвучить диалоги на английском языке.

#### Диалог 1.

1. Доброе утро!

2. Привет!

1. Рад тебя видеть!

2. Я тоже рад тебя видеть!

1. Как дела!

2. У меня все в порядке! А ты как?

1. Очень хорошо!

2. Позволь представить тебе мою сестру. Ее зовут Маша.

1. А мое имя Петр. Приятно познакомиться!

3. Я тоже рада знакомству!
1. Ты из Иркутска?
3. Нет, я из Новосибирска.
1. Тебе нравится наш город?
3. Да, очень нравится.
1. До скорой встречи!
2. Увидимся позже!
3. Удачи!

## Диалог 2.

1. Здравствуйте!
2. Добрый день!
1. Извините, вы русский?
2. Нет, я американец.
1. Вы говорите по-русски?
2. Нет, извините.
1. Мое имя Николай, а как вас зовут?
2. Меня зовут Джон.
1. рад знакомству.
2. Я тоже рад познакомиться.
1. Откуда вы?
2. Я из Нью Йорка.. А вы где живете?
1. Я живу в Иркутске. Увидимся позже!
2. Пока!

## Практическая работа № 2 «На собеседовании»

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний, развитие навыков монологической и письменной речи, чтения и перевода по теме «На собеседовании», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

### Содержание работы

**Аудирование.** Учитель читает диалог, затем учащиеся переводят их.

#### Собеседование. Прием на работу. Диалоги

**Art Miranda:** How do you do? It's Paula Chandler, isn't it?

**Paula Chandler:** Yes- How do you do?

**Art Miranda:** Have a seat. I'm Art Miranda, and I have your application form here. I just want to check the information.

**Paula:** Fine, sure.

**Art Miranda:** You're applying for the position of export sales representative, aren't you?

**Paula:** Yes, I am.

**Art Miranda:** You aren't from Connecticut, are you?  
**Paula:** No, I'm not I'm from Massachusetts.  
**Art Miranda:** You got a bachelor's degree in business administration at college, didn't you?  
**Paula:** Yes, that's right.  
**Art Miranda:** But you didn't get a master's degree, did you?  
**Paula:** No, I didn't.  
**Art Miranda:** And you have worked in international sales, haven't you?  
**Paula:** Yes, I have. I've been a sales representative in Mexico and Central America.  
**Art Miranda:** But you haven't worked in Brazil, have you?  
**Paula:** No, I haven't, but I'd like to.  
**Art Miranda:** You can speak Spanish, can't you?  
**Paula:** Yes, I can.  
**Art Miranda:** But you can't speak Portuguese, can you?  
**Paula:** No, I can't. But I'd like to learn Portuguese.

**Interviewer:** Come in. Have a seat. It's Paul Lanier, isn't it?  
**Paul Lanier:** Yes, that's right.  
**Interviewer:** Well, I've looked over your application. Can I just check the information?  
**Paul Lanier:** Yes, of course.  
**Interviewer:** You're applying for a secretarial job,..?  
**Paul Lanier:** Yes, a bilingual secretarial job.  
**Interviewer:** You aren't from Bridgeport... ?  
**Paul Lanier:** No, I'm from Fairfield.  
**Interviewer:** And you went to school in Fairfield... ?  
**Paul Lanier:** That's correct. Fairfield High.  
**Interviewer:** But you didn't go to college....?  
**Paul Lanier:** No, I didn't  
**Interviewer:** You can speak French well...?  
**Paul Lanier:** Yes. My parents are French-Canadian.  
**Interviewer:** But you can't speak German....?  
**Paul Lanier:** No. No, I can't. But I can speak Spanish.  
**Interviewer:** You've been a secretary for two years...?  
**Paul Lanier:** Yes.  
**Interviewer:** But you haven't stayed in one job for much time,.. . ?  
**Paul Lanier:** No, I haven't I've worked in some awful places.

**Задание: Внимательно изучаем лексику к тексту «Как написать резюме»**

**Лексика:**

inevitably — неизбежно  
to require — требовать  
to hire — нанимать  
accomplishment — выполнение (достижение)  
superficial — поверхностный  
to irritate — раздражать  
tinted paper — тоновая окрашенная бумага  
merit — достоинство

### **Как написать резюме**

No matter what method of job hunting you use, inevitably somebody will ask you for a resume. Most companies require a resume before seriously considering a job candidate from the outside. Resumes are sometimes also required in order to receive a job transfer within a company.

The purpose of a resume is to help you obtain a job interview, not a job. Very few people are hired without a personal interview.

Effective resumes are straightforward, factual presentations of a person's experience and accomplishments. They are neither over detailed nor too sketchy. A general rule is that two or three pages in length is best.

One page seems too superficial; a four-page (or longer) resume may irritate an impatient employment official. Some writers suggest that a chronological (the standard-type) resume be used; others argue for an accomplishment resume. A useful resume should include both your experiences and key accomplishments. When sent to a prospective employer, a resume should be professionally reproduced, with particular attention to misspellings, typographical errors, and careful spacing.

To attract attention, some job seekers print resumes on tinted paper, in a menu-like folder, or on unusual-sized paper. If done in a way to attract positive attention to yourself, these approaches have merit.

### **Questions:**

1. What is the purpose of a resume?
2. What are effective resumes?
3. What is the length of effective resumes?
4. What should a useful resume include?
5. How should a resume be reproduced?

### **Практическая работа №3 «Я и моя семья».**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний, развитие навыков монологической и письменной речи, чтения и перевода по теме «Семья и семейные отношения», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

### **Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Семья и семейные отношения».

**Самостоятельная индивидуальная работа:** написать письмо своему англоговорящему другу (100-140 слов). В письме описать свою семью и задать вопросы другу о его семье. Выполнив задание, учащиеся зачитывают письма вслух.

Работа в парах Задание №1: заполнить пропуски (работа в парах). 1. Your parents' parents are your \_\_\_ and your \_\_\_ .

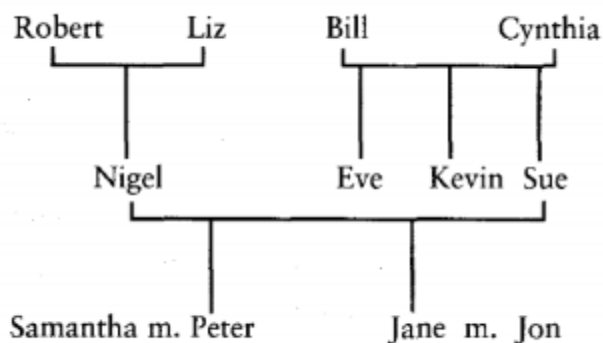
2. Your father's brother and sister are your \_\_\_ and your \_\_\_ .

3. Your aunt's and uncle's children are your \_\_\_ .

4. Your brother's son and daughter are your \_\_\_ and your \_\_\_ .

5. Your children's children are your \_\_\_ and your \_\_\_ .

Задание №2: заполнить пропуски, используя информацию на картинке.



1. Nigel's mother-in-law is ...
2. His father-in-law is ...
3. His brother-in-law is ...
4. His sister-in-law is ...
5. His son-in-law is ...
6. His daughter-in-law is ...

**Чтение. Прочитать и перевести текст.**

My family is not very big, just a typical family: Dad, Mom, me, my brother and sister and our cat. My Mummy is forty-one, she is a teacher of Spanish at the University. She is a born teacher. She has teaching abilities. My Dad is forty-two, he is a professional painter, he works for a design company. My parents both like their work very much.

My elder sister Natasha is nineteen, she goes to the University, she wants to be a teacher of history. She is fond of reading books on history and fiction. My younger brother Igor is only six years old, he goes to the kindergarten. He is very funny, I like to spend my free time teaching him something. Igor likes to play with our cat.

My grandparents are retired. They like gardening. They spend a lot of their time in the garden. They grow vegetables and fruits. We enjoy having fresh vegetables and green on our dinner table. I love my family very much. We always help each other. Everyone in my family is my best friend.

1. How many are there in the family?
2. Do you have a brother or a sister?
3. Where do your parents work?
4. Do your parents understand you?
5. In what way do you help your parents?
6. How old are your grandparents?
7. How do you get along with your family?
8. Which of the parents do you want to be like?

**Vocabulary:**

typical- типичный  
 Spanish - испанский  
 ability - способность  
 painter - художник  
 fiction - художественная литература

funny - смешной  
to spend - проводить  
to grow - выращивать  
to enjoy - наслаждаться  
green - зелень  
to be fond of smth. - нравиться кому-либо

#### **Практическая работа №4 «Описание человека (внешность, национальность)».**

**Цели и задачи работы:** Развитие навыков монологической и письменной речи, чтения и перевода по теме «Описание человека», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

#### **Содержание работы**

#### **Самостоятельная индивидуальная работа**

##### **Задание №1**

##### **Вариант 1**

1) Поставьте в предложения следующие словосочетания:  
long nails, big feet, hairy chest.

1. Size 12! Are these your shoes? You've got \_\_\_\_, haven't you?
2. You've got such \_\_\_\_\_. Would you like to move the seat back a bit?
3. My boyfriend's got a really \_\_\_\_\_. It's like being with a gorilla.

*Ответы: 1. big feet, 2. long legs, 3. hairy chest.*

2) Вместо пропусков поставьте данные в скобках слова.

1. He's a \_\_\_\_\_, man with \_\_\_\_\_, \_\_\_\_\_ hair, (short, tall, fair, good-looking)
2. She's a \_\_\_\_\_, woman with \_\_\_\_\_ hair. (tall, long, thin)

*Ответы: 1- tall, good-looking, short, fair; 2- tall, thin, long.*

##### **Вариант 2**

1) Поставьте в предложения следующие словосочетания: lovely complexion, bad skin, deep voice, long legs  
You've got such lovely \_\_\_\_\_. Are they real?

He's got such a \_\_\_\_\_. I find it very nice when he speaks to me on the phone.

Keith's new girlfriend must spend a fortune on face cream to have such a \_\_\_\_\_.

*Ответы: 1. long nails, 2. deep voice, 3. lovely complexion*

2) Вместо пропусков поставьте данные в скобках слова.

I've got \_\_\_\_\_, \_\_\_\_\_ hair and I'm tall and very \_\_\_\_\_. (thin, straight, black)

She's very \_\_\_\_\_ with a \_\_\_\_\_ tan and \_\_\_\_\_ hair, (blonde, lovely, good-looking, long)

*Ответы: 1 - straight, black, thin, 2- good-looking, lovely, long, blonde.*

#### **Практическая работа №5 «Описание человека (образование, место работы)».**

**Цели и задачи работы:** Развитие навыков письменной речи, чтения и перевода по теме

«Описание человека (образование, место работы)», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Прочитайте описания личности и переведите на русский язык:

**Задание:** Подберите подходящие слова.

1. A person whose job is to keep and examine the money accounts of business or people is called...
2. A person who plans new buildings and sees that they are built properly is called ... .
3. A person who practices or works in one of the fine arts is called ... .
4. A person who is skilled at making and repairing wooden objects is called ... .
5. A scientist who specializes in chemistry is called ... .
6. A person who prepares and cooks food is called ... .
7. A person professionally trained to treat the teeth is called ... .
8. A person who works at a dock is called ... .
9. A person who drives a car is called ... .
10. A person who plans and understands the making of machines, roads, bridges is called ... .
11. A person who owns or plans the work on a farm is called ... .
12. A person who changes speech from one language into another is called ... .
13. A person whose profession journalism is called ... .
14. A person whose business is to advise people about laws and to represent them in court is called ... .
15. A worker in a mine is called ... .
16. A person who performs on a musical instrument, or who writes music is called ... .
17. A person qualified to practise both medicine and surgery is called ... .
18. A person who studies physics is called ... .
19. A person who flies an aircraft is called ... .
20. A member of a navy, or sailor on a ship, who is not an officer is called ... .
21. A person who makes or repairs shoes is called ... .
22. A worker in iron or other metals is called ... .
23. A man who serves passengers on a ship or plane is called ... .
24. A person who makes garments (одежда) for men is called ... .
25. A person who changes writing from one language into another is called ... .
26. A person whose job is to weave cloth is called ... .

**Слова:**

a) dentist, b) shoemaker, c) artist, d) tailor, e) accountant, f) driver, g) seaman, h) architect, i) physician, j) chemist, k) smith, l) docker, m) translator, n) farmer, o) carpenter, p) lawyer, q) steward, r) weaver, s) journalist, t) cook, u) physicist, v) interpreter, w) pilot, x) miner, y) musician, z) engineer.

**Задание:** Назовите профессии на английском. Какие учебные заведения они заканчивали?

- 1) I work outside and I love flowers. I'm a ...
- 2) I look after sick people in a hospital, but I'm not a doctor. I'm a ...
- 3) I work in a small restaurant. I prepare food for out quests. I'm a ...
- 4) I love animals. Some people call me an animal doctor. I'm a ...
- 5) I'm an artist and my job is taking photographs. I'm a ...
- 6) I'm interested in fashion. I make clothes for women. I'm a ...

### Практическая работа №6 «Моё рабочее место»

**Цели и задачи работы:**

Расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Мое рабочее место», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

## Содержание

Задание Внимательно изучите лексику. Прочитайте и переведите текст

bathrobe — банный халат

slippers — тапочки

unwillingly — без желания, неохотно

to dry on a towel — вытираться полотенцем

to switch on a TV-set — включать телевизор

cartoon — мультфильм

from time to time — время от времени

slim — стройный

briskly — оживленно

to do one's bed — застилать постель

to rush — спешить, мчаться

to do some work about the house — делать домашнюю работу

to sit down to one's lessons — садиться за уроки

to look through — просматривать что-либо

to call for smb. — заходить за кем-либо

to be tired after — устать после

My week-days didn't differ much one from another. I went to school six days a week. That's why, I had to wake up at 7 o'clock every morning. Sometimes I wanted to stay in bed for some more time but my mother always insisted on my getting up.

I put on my bathrobe and slippers and unwillingly went to the bathroom. A cold shower made me feel not so sleepy, then I dried myself on a towel and hurried to the bedroom. I switched on a TV-set, it was just the time for a cartoon.

You may ask me why I didn't do my morning exercises. From time to time, when I saw smiling slim girls on TV briskly doing their exercises to music, I swore I should get up earlier and do my morning exercises every day, but it didn't last long and soon I forgot about it. Then I did my bed, dressed myself and had my breakfast.

At a quarter to eight I rushed to school, it usually took me 10 minutes to get there. My classes began at 8 o'clock, and every day I had seven or eight lessons.

At 3 o'clock the classes were over, and I went home. After dinner, I did some work about the house (washed dishes, swept the floor, went shopping) and sat down to my lessons. I spent a great deal of time on them.

At 8 o'clock all my textbooks and notebooks were put into a bag, and I could watch TV or read a book, look through papers and magazines. Sometimes, when my friend called for me we went for a walk.

At eleven o'clock, tired after a long working day, I went to bed and in some minutes fell asleep.

**Задание:** Ответьте письменно на вопросы

1. When did you have to wake up when you went to school?
2. When did you go to the bathroom?
3. When did you hurry to your bedroom?
4. When did you swear you would do your morning exercises?
5. At what time did you rush to school?
6. How many lessons did you have every day?
7. Did you do some work about the house?
8. What work did you do about the house?
9. What did you do in the evening?
10. When did you go to bed?
11. Did you fall asleep at once? Why?

### **Практическая работа № 7 «Обязанности, которые я выполняю по дому»**

#### **Цели и задачи работы:**

Расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Домашние обязанности», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

#### **Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Домашние обязанности».

**Самостоятельная индивидуальная работа:** завершить предложения, используя следующие слова и фразы:

cleans the rooms, fond of chatting, feel at ease, considerate and helpful, have my duties about the house, to be tidy, a professional, look after, supports, do a lot of work about the house, to go shopping, intelligent, united, East or West, home is best, our free time.

1. Welcome to my house! . . . . . !
2. My sister is . . . . . over the phone.
3. Our relatives are . . . . .
4. My mother is very . . . . . , she is the brain of our family.
5. Our parents arrange . . . . .
6. My friend . . . . . me in everything I do.
7. In my family the elder children . . . . . the younger ones.
8. All members of our family . . . . . , so we are always very busy.
9. My favourite pastime is . . . . .
10. Anna seldom . . . . . on Sundays.
11. We like our house . . . . .
12. Our college group is . . . . .

#### **Работа в малых группах**

Составить диалог по предложенной ситуации. День, бабушка трудится, готовит, подметает пол, а внуки играют. Бабушка просит внуков помочь, но они отказываются. Родители возвращаются с работы, спрашивают, почему дети не помогли бабушке. Дети извиняются, просят разрешения подмести пол и полить цветы в доме. Затем папа предлагает детям всем вместе сходить погулять с собакой. Эта идея всем нравится.

### Практическая работа № 8 «Мой дом в будущем»

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний (предлоги места и направления), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Описание жилого дома (условия жизни, техника, оборудование)», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

#### Содержание работы

##### Самостоятельная индивидуальная работа.

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание жилого дома (условия жизни, техника, оборудование)».

**Самостоятельная индивидуальная работа:** заполнить таблицу, используя следующие слова: an armchair, a fridge, a television, a coffee table, a shelf, a plant, a stereo, a lamp, a cooker, a washing machine, a telephone, a cupboard, a cup, a sofa.

The living room	The kitchen	Both

**Работа в малых группах:** подготовить описание квартиры, глядя на картинку



**Работа в парах:** задайте вопросы и ответьте на них, опираясь на картинку и используя следующие слова: a dog a cat a computer a fire a mirror a clock a rug, plants pictures bookshelves lamps newspapers photos flowers

**Фронтальная работа:** глядя на картинку, объясните, что нужно изменить, чтобы комната выглядела более современно.



### Практическая работа № 9 «Техникум в котором я учусь»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Наш техникум», развитие интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, формирование умения работы в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

#### Содержание работы

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание техникума».

**Фронтальная работа.** Ответить на вопросы:

What is the official name of our technical college? Who is the top manager of the technical college? Who is the teaching manager deputy?

**Самостоятельная индивидуальная работа:** составьте вопросы к следующим предложениям, используя слова в скобках:

- 1) I passed my exams well. (Who? How? )
- 2) I go to my college on foot. (Who? How? Where?)
- 3) We have six hours a day. (How many?)
- 4) Our classes begin at 9 a.m. (When?)
- 5) I work hard. (Who? How?)
- 6) He does well at the college. (How?)

**Чтение.** Прочитайте и переведите текст.

### OUR TECHNICAL COLLEGE

My name is Peter Ivanov. In June I left (finished) school and in August I passed my entrance exams to the college. Level pass to our college was 7. I got 4 in Russian and 5 in mathematics. So my level pass was 9, now I am a full-time first-year student. plants pictures bookshelves lamps newspapers photos flowers.

Our college is not far from our block of flats and I can easily get there by bus. It takes me 25 minutes to get to the college. Sometimes I go there on foot. And though it takes me an hour, it is healthy. Our college occupies two buildings. It runs full-time and part-time (or evening) departments. There are several departments at our college. Our studies begin at 9 o'clock, usually we have 6 hours (periods) a day. We have a lunch break at 12 o'clock. We have a good canteen and during our lunch period we take our meals there. There is a gym (gym hall) on the ground floor. Our library is on the second floor. It contains a lot of textbooks and fiction. It is open from 9 a.m. till 8 p.m. in term-time. There is a large reading-hall and we often do our homework there. Our classrooms and laboratories are large and light. Our labs have modern equipment. The workshops where we have practical training are on the ground floor.

The academic session began on the first of September and will end in June. Every day we attend classes and have practice.

I do well because I want to become a good specialist. At the end of the term we'll take exams and I'll try to pass them successfully.

Some of our students live in the hostel. It is not far from our college. It takes them ten minutes to get to the college.

### Практическая работа № 10 «Техника нашего дома»

**Цели и задачи работы:** расширение и активизация лексических знаний

#### **Техника нашего дома**

Iron — утюг

Mixer — миксер

Blender — блендер, смешиватель

Fridge — холодильник

Washing-machine — стиральная машина

Cooker — плита

Vacuum cleaner — пылесос

Hairdryer — фен для волос

Extractor (fan) — кухонная вытяжка

(Air) conditioner — кондиционер

(Coffee) grinder — кофемолка

Juicer — соковыжималка

Dishwasher — посудомоечная машина

Microwave oven — микроволновая печь

**Расскажем на английском языке, какие функции выполняют эти предметы:**

The iron is for ironing clothes. — Утюг для того, чтобы гладить одежду

The mixer is for mixing and shaking up food. — Миксер для смешивания и взбивания продуктов

The blender is for shaking up fruits and vegetables. — Блендер для взбивания фруктов и овощей

The fridge is for keeping food. — Холодильник для хранения еды

The washing-machine is for washing clothes and linen. — Стиральная машина для стирки одежды и белья

The cooker is for cooking meals. — Плита для того, чтобы готовить еду

The vacuum cleaner is for tidying up the house. — Пылесос для уборки дома

The hairdryer is for drying wet hair. — Фен для того, чтобы сушить мокрые волосы

The extractor fan is for extracting bad smells out of kitchen. — Вытяжка для того, чтобы удалять неприятные запахи из кухни

The conditioner is for ventilating the room. — Кондиционер проветривает комнату

The coffee grinder is for grinding coffee. — Кофемолка перемальвает кофе

The juicer is for preparing fruit or vegetable juice. — Соковыжималка для приготовления фруктового или овощного сока

The dishwasher is for washing the dishes. — Посудомоечная машина для мытья посуды

The microwave oven is for warming food. — Микроволновая печь для разогрева еды.

-Do you have juicer at home? — У тебя дома есть соковыжималка? -Sure. — Конечно.

-What is it for? — Для чего она нужна? -It's for making juice. — Она нужна для приготовления сока.

-Do you often use blender? — Ты часто используешь блендер? -Every time I cook lunch. — Каждый раз, когда готовлю обед.

-What household appliances do you have at home? — Какие бытовые приборы есть у тебя дома? -I have a cooker, a washing-machine, etc. — У меня есть плита, стиральная машина и т. д.

-Why do we use dishwasher? — Для чего мы используем посудомоечную машину? -To wash the dishes. — Чтобы мыть посуду.

**Самостоятельная индивидуальная работа:** Назовите предметы на английском.

Напишите предложение по примерам:

1) I have a washine machine, but I don't have a vacuum cleaner.

2) There is a washine machine in my flat, but there isn't a vacuum cleaner.



## Практическая работа № 11 «Архитектура Великобритании»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Архитектура Великобритании», интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Задание:** внимательно изучите лексику. Прочитайте и переведите текст.

to found — начинать строительство, закладывать; основывать

Alfred the Great — Альфред Великий

network — сеть, совокупность чего-л.

fortified towns — укрепленные города

burh — бург (город)

to mention — упоминать, ссылаться на

monk — монах

scholarly debate — научный спор

to grow up (grew, grown) — вырастать, увеличиваться

to lecture — читать лекции

fortress — крепость

entirely — вполне, всецело, полностью, совершенно, совсем

to claim — требовать; предъявлять требования; заявлять о своих правах на что-л.

to invade — вторгаться; захватывать, оккупировать

castle — замок, дворец

to decline — приходить в упадок

brewer — пивовар

butcher — мясник

baker — булочник, пекарь

tailor — портной

shoemaker — сапожник

cooper — бондарь, бочар

carpenter — плотник, столяр

blacksmith — кузнец

fairly — зд. довольно

iron foundry — чугунолитейный цех

to gain — получать, приобретать; добиваться

fate — судьба; доля

prosperous — процветающий, преуспевающий; удачливый; благополучный, успешный

furthermore — к тому же, кроме того; более того

vehicle — транспортное средство, автомобиль

Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burhs across his kingdom. One of them was at Oxford. Oxford is first mentioned in 911 in the Anglo-Saxon Chronicle.

According to legend, Oxford University was founded in 872 when Alfred the Great happened to meet some monks there and had a scholarly debate that lasted several days. In reality, it grew up in the 12th century when famous teachers began to lecture there and groups of students came to live and study in the town.

But Oxford was a fortress as well as a town. In the event of war with the Danes all the men from the area were to gather inside the burgh. However this strategy was not entirely successful. In 1009 the Danes burned Oxford. However Oxford was soon rebuilt. In 1013 the Danish king claimed the throne of England. He invaded England and went to Oxford. In 1018 a conference was held in Oxford to decide who would be the king of England.

By the time of the Norman Conquest, there were said to be about 1,000 houses in Oxford, which meant it probably had a population of around 5,000. By the standards of the time, it was a large and important town (even London only had about 18,000 inhabitants). Oxford was the 6th largest town in England. Oxford probably reached its zenith at that time. About 1072 the Normans built a castle at Oxford.

In the 12th and 13th centuries Oxford was a manufacturing town. It was noted for cloth and leather. But in the 14th and 15th centuries manufacturing declined. Oxford came to depend on the students. It became a town of brewers, butchers, bakers, tailors, shoemakers, coopers, carpenters and blacksmiths. In the later Middle Ages Oxford declined in importance.

In the 16th century Oxford declined further in terms of national importance, though it remained a fairly large town by the standards of the time. Oxford was economically dependent on the university. The students provided a large market for beer, food, clothes and other goods.

From 1819 Oxford had gas street lighting.

In the late 19th century a marmalade making industry began in Oxford. There was also a publishing industry and an iron foundry.

Oxford gained its first cinema in 1910.

The fate of Oxford was changed in 1913 when a man named Morris began making cars in the city. In 1919 a radiator making company was formed. By the 1930s Oxford was an important manufacturing centre. It was also a prosperous city., Furthermore it escaped serious damage during World War II.

Oxford airport opened in 1938.

Today the main industries are still car manufacturing and making vehicle parts and publishing.

Today the population of Oxford is 121,000.

**Задание** Письменно ответьте на вопросы к тексту

1. When was Oxford founded?
2. Who created network of fortified towns called burghs?
3. When was Oxford mentioned for the first time?
4. When was Oxford University founded?
5. What happened to Oxford in 1009?
6. What population had Oxford by the time of the Norman Conquest of 1086?
7. When did Oxford reach its zenith?
8. When did Oxford become a manufacturing town?
9. When did Oxford decline in importance?
10. When did Oxford gain its gas street lighting?
11. Was Oxford economically dependent on the university or not?
12. When did Oxford gain its first cinema?
13. Who changed the fate of the town in 1913?
14. How many people live in Cambridge nowadays?

### **Практическая работа № 12 «Как с пользой провести выходные»**

**Цели и задачи работы:** расширение и активизация грамматических и лексических знаний развитие навыков монологической и письменной речи, аудирования по теме «Досуг», интереса учащихся к изучению английского языка, формирование вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

**Аудирование.** Учитель зачитывает короткие ситуации. Учащиеся заполняют таблицу.

1. Some people like to dance. Sometimes they go to special clubs and dance at home. They like to go to discos. (Dancing)

2. They can play football or hockey, swim or run very well. People like to go to the stadium or to the sports ground. (Sports)
3. People like to sing songs. Sometimes they go to the music school. They like to listen to songs and sing them. (Singing)
4. It's easy and interesting. They can have a thematic collection. (Collecting)
5. I know some people who like to watch different kinds of programmes or films on TV. (Watching TV)

Watching TV	Singing	Dancing	Sports	Collecting

**Прочитайте и переведите текст. Ответьте на вопросы после текста.**

**Мой выходной день**

When we have time for leisure, we usually need something that can interest and amuse us. There are several ways to do this. In big cities it's often difficult to decide where to go in the evening.

If we want to go out there are a lot of theatres, cinemas and clubs in our country where we can spend our free time. (But in small towns and villages they have no actors of their own. So they invite a group of actors from a big town to show plays.)

People who are fond of music join a musical section where they are taught to play different instruments. Those who like to dance join a dancing section.

People who are interested in sports can join sport sections such as tennis, basket-boll, chess and others. And, of course, all the people use radio or television. They switch on the radio set or TV set and choose the programme they like best of all. People who are interested in sports listen to or watch football and basket-ball matches. Everyone likes to see skating and dancing on the ice.

Some people like music. They listen to concerts of modern and old music, new and old songs and see dances. Television helps us to "visit" different lands, see fish and insects, lakes, rivers and seas. We are shown different countries, cities and people who live there. On TV people could even see both sides of the Moon.

Radio and television extend our knowledge about the world. All that we can do at home. So I think, that ways in which leisure time can be spent are different and interesting!

Questions:

1. How do you spend your leisure?
2. Do you have a lot of time for leisure?
3. Do you like to spend your leisure outdoors or at home?
4. Is it difficult to decide where to go out in evening in big cities?
5. What other ways in which leisure time can be spent do you know?

Vocabulary:

- leisure — досуг
- to switch on — включать
- insect — насекомое
- to extend — расширять

## Практическая работа № 13 «Планируемый отпуск»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Путешествие/Отпуск», интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

#### Изучение нового материала.

Знакомство с новыми лексическими единицами по теме: «Путешествие/Отпуск».

#### Путешествие/Отпуск

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through.

Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different places of interest within their own country.

As for me, I prefer travelling by car. I think it's very convenient. You needn't reserve tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish, and spend at any place as much time as you like.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many rest-homes, sanatoriums and tourist camps there.

But it is also possible to rent a room or a furnished house for a couple of weeks there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long.

As a rule, I make new friends there. In the day-time we play volley-ball, tennis, swim in the warm water of the sea and sunbathe. In the evening,

I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburnt and full of impressions.

Questions:

1. Why is modern life impossible without travelling?
2. What is the fastest and the most convenient way of travelling?
3. Why is travelling by sea very popular?
4. Why is travelling by car very convenient?
5. Where do you go every year?
6. Where do you make new friends?

Vocabulary:

either... or — либо... либо  
by rail — по железной дороге  
advantages — преимущества, достоинства  
enjoyable — приносящий радость  
safety — безопасность  
to reserve — резервировать  
tour — тур, поездка  
to rent — снимать, нанимать  
couple — пара  
mountaineering — альпинизм  
climbing — лазанье (по горам)

**Фронтальная работа.** Учащиеся отвечают на вопросы.

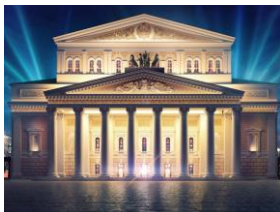
Do you like travelling? With whom do you usually travel? Are your trips are short or long? Do you bring souvenirs to your friends and family from your trip? What souvenirs do you like to buy? Where would you like to go – to the north or to the south of Russia? Do you always travel in summer? Do you sometimes travel in winter?

### Практическая работа № 14 «Let's go to the theatre»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Let's go to the theatre», интереса учащихся к изучению английского языка, умения задавать вопросы и отвечать на них, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

Name this building.



Actors play on (a stage)



What do you buy going to the theatre? (a ticket)



Where do you buy it? (In the ticket office)



What can you see near the ticket office? (It's a queue)



Then you look for your (row) Then you take (a seat)



**Прочитайте и переведите текст**

### **Театр в Англии**

Britain has a long and rich dramatic tradition.

The two national companies, the National itself which stages modern and classical plays and the Royal Shakespeare company! which is performing in Stratford-upon-Avon, and in London.

British theatre has become more cosmopolitan in outlook, with the World Theatre seasons that started at the Aldwych in London in 1964, and more receptive to influences from abroad.

The whole image of the British theatre has changed of late. It's more respectable, less tied to commercial considerations and more ambitious.

Contemporary British playwrights who have received recognition at home and overseas include Harold Pinter, Tom Stoppard and some others.

Considerable interest is shown at present for the professional arts festivals which take place each year. The Edinburgh International Festival featuring a wide range of different arts, is the largest of its kind in the world.

### **Практическая работа № 15 «Активные виды спорта»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Активный спорт», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Содержание работы**

**Задание:** изучите лексику к тексту.

to be fond of smth. — любить, нравиться

to unite — объединять

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

**Задание:** Прочитайте и переведите текст:

### **Активные виды спорта**

People all over the world are very fond of sports and games. That is one of the things in which people of every nationality and class are united.

The most popular outdoor winter sports are shooting<sup>^</sup> hunting, hockey and, in the countries where the weather is frosty and there is much snow — skating, skiing and tobogganing. It's so nice to go to the skating-rink on a frosty sunny day. Some people prefer to be out of town in such weather and to sledge or to ski in the woods. Many people greatly enjoy figure-skating and ski-jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interests; this game is played in all the countries of the world.

The other games that have firmly established themselves in favour in different countries are cricket, volley-ball, basketball, and so on. Badminton is also very popular both with young and old.

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

Among indoor games which one can go in for all the year round are billiards, table tennis, draughts, chess, of course. The results of chess tournaments are studied and discussed by enthusiasts in different countries.

So we have all grounds to say that sport is one of the things that makes people kin

Questions:

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

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

### Практическая работа № 16 «In Moscow»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «In Moscow», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

Match the words in the left and right columns

a. Moscow State University	1. department store
b. the Arbat	2. theatre
c. Petrovsky Passage	3. stadium
d. the Tretyakov Gallery	4. cinema.
e. the Tomb of the Unknown Soldier	5. educational institution
f. the Bolshoi	6. restaurant
g. Luzhniki.	7. hotel
h. Metropol	8. museum
i. Praga	9. monument
j. Pushkinsky	10. street

Отвeтьте на вопросы:

- 1) Are you a Muscovite?
- 2) Where do you live?
- 3) What places of interest do you know in Moscow?
- 4) What do you know about the Kremlin?
- 5) What would you do for entertainment?

What Moscow attractions are described ?

**1.** It was the World's tallest structure from 1967 to 1975 (surpassed by the Canadian CN Tower in 1976). Its height is 540 m, and it contains 3,544 stairs. It was constructed to mark the 50th anniversary of the October Revolution. It is named after the district of Moscow in which it is located.

**2.** It was opened in 1939 to present the various achievements of the Soviet national economy. By 1989 the Exhibition had 82 pavilions. Each pavilion was dedicated to a particular industry or a field: space, education, radio-electronics, culture etc.

**Дополните предложения данными словами.**

Reserve, partners, online reservation, accommodation, wishes and means, approach, tourist, luxurious, discounted rates, business

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

### Практическая работа № 17 «In Irkutsk»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «In Irkutsk», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Содержание работы**

**Задание** Прочитайте и переведите текст

This amazing city is located in the south-east of Russia and is a capital of East Siberia. Irkutsk is situated near the lake Baikal and a lot of tourists visit it every year.

If you would like to stay in Irkutsk you can stay in The Angara Hotel or in The Gornyak Hotel. They are lovely places to stay in Irkutsk. They are both really friendly places. These two hotels are in the centre of the city and not far away from bus and tram stops.

For sightseeing, you should go to the centre. There are a lot of different historical buildings and museums. For example, you can visit The White House, which was the residence of the Governor of East Siberia in the nineteenth century and after that it was a centre of Soviet Power. Now it is the scientific library of Irkutsk State University and it is quite beautiful building and is worth going there. Also you can visit Okhlopkov's Drama Theatre, different churches such as Catholic Cathedral or Spasskaya church. There are different museum as I've told before. For example, Irkutsk Museum of Regional studies. The building looks like a castle with four towers at the corners. The museum contains about three hundred thousand objects and represents a collection of minerals, stuffed animals and birds, samples of clothing and handicrafts.

There are some fantastic restaurants in Irkutsk. Or you can have lunch at one of the many cafes in the centre of the City. The food is usually very good and cost not really much as in restaurants. Irkutsk is a rather big city, but the nightlife isn't as crazy as in Moscow, but there are some good night clubs. Also you can spend your evening at the Okhlopkov's Theatre or at one of the good pubs of Irkutsk.

Irkutsk is the good place to have an interesting holiday and it is worth visiting.

**Задание** Составьте кратко (5-7 предложений) о любой достопримечательности г. Иркутска.

### **Практическая работа № 18 «Где эта улица, где этот дом. Как найти правильный маршрут»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Описание местоположения объекта в городе», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Описание местоположения объекта в городе».

Аудирование. Прослушайте диалог озвученный преподавателем и заполните пропуски, используя слова: opposite, turn right, walk, on the right, tell me the way, turn left, along the street, cross, go ahead, crossroads.

Нарисуйте карту этой местности.

- Excuse me. Can you ... to the college, please?

- Yes, of course. Now .... Then ... to Narrow street. Go .... to the first ... and ... to Fancy Street. It is five-minutes' ....
- Shall I ... the crossroads first?
- No, the college is ..., next to the bank and ... the cinema.
- Thanks a lot.
- You are welcome.

Индивидуальная самостоятельная работа. Учащиеся выполняют задание письменно, затем зачитывают монологи.

1 вариант. Описать местоположение училища.

2 вариант. Описать местоположение спортшколы.

3 вариант. Описать местоположение банка.

**Работа в парах.** Составить диалоги, используя примерные вопросы:

What is your address?

Do you live far from the centre?

How long does it take you to get to...?

What transport do you take to get from ... to ... ?

**Чтение.** Прочитайте и переведите текст.

Today Alexander and his foreign friends are going to the rock concert —Music, help!! in the Polytechnic Museum. Alex lives on the outskirts of Moscow. He does not know how to get to this place, so he asks his father:

Dad, can you tell me the way to the Polytechnic Museum? How can I get there quickly? Sure. It's situated in the very centre of Moscow. Take the metro and get off at the Lubyanka station. Then go up the stairs to the street. There is a square opposite the exit, called Novaya Ploshchad. The Polytechnic Museum is a big long building just in front of you. Go straight across the Square. It is behind the bus stop.

Thanks, Dad.

Alexander goes to the local metro station. He leaves the entrance to his block of flats, walks along the side street, turns left and then right. It takes him only a ten-minute walk to get to the metro station. Alex goes down the stairs and takes a train. In forty minutes he is at the Lubyanka station. He turns left to the escalator. Today the station is not so crowded. He goes up. He sees the old building of the Polytechnic Museum across the square and walks straight towards it. At the crossroads next to the Museum he meets with his friends – Peter, Jane and Nora. They are glad to see Alex. They come into Museum hall. The concert starts in a quarter of an hour.

Какие из перечисленных утверждений правильные?

1. Alexander goes to the Polytechnic Museum for the first time.
2. He knows a quick way to get there.
3. He lives on the outskirts of Moscow and far from the metro station.
4. There are a lot of people at the Lubyanka station.
5. The Polytechnic Museum is in Lubyanskaya Ploshchad.

6. It's a modern tall building.
7. There is a bus stop just in front of you.
8. His groupmates are at the entrance waiting for him.
9. The concert starts in fifteen minutes.
10. The friends want to attend this concert as they are fond of country music.

### **Практическая работа № 19 «Правила торговли в европейских странах»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Европейский союз. Правила торговли», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Задание** Внимательно изучите лексику к тексту

intergovernmental — межправительственный.  
 supranational — наднациональный  
 to establish — основывать, учреждать; устанавливать, выяснять, определять  
 treaty — договор, соглашение, конвенция  
 aspect — аспект, подход, сторона; (внешний) вид, выражение; мн. ч. перспективы  
 to exist — существовать; иметься в природе (by, on), жить; быть, появляться, возникать  
 predecessor — предшественник  
 relationship — отношение, взаимоотношение; взаимосвязь, касательство, связь (between; to, towards; with)  
 to date back — датироваться  
 to cover — накрывать, закрывать, покрывать; защищать, ограждать, укрывать; закрывать; скрывать, маскировать, прятать  
 public policy — государственная политика  
 foreign affairs — международные отношения; область внешней политики.  
 defence — защита; оборона  
 extent — пространство, протяжение, расстояние, протяженность; объем; мера, степень, рамки, пределы  
 to depend — зависеть, находиться в зависимости (от кого-л./ чего-л. — on, upon); полагаться (на кого-то — on, upon), доверять кому-то)  
 to resemble — походить, иметь сходство  
 confederation — конфедерация, федерация, союз, союз государств  
 consumer — потребитель  
 home affairs — внутренняя политика  
 establishment — создание, образование, учреждение; учреждение, организация  
 common single market — общий рынок, единый рынок  
 to consist — состоять из (of), составлять  
 customs union — таможенный союз  
 single currency — единая валюта  
 to adopt — принимать; принимать (что-л. официально — закон, постановление и т. п.); перенимать, усваивать  
 trade policy — торговая политика  
 Common Fisheries Policy — рыбоохранная политика  
 the Council of the European Union — Совет Евросоюза  
 the European Commission — Европейская комиссия  
 the European Parliament — Европейский парламент

the European Court of Justice — Европейский суд (рассматривает дела о нарушении законов Европейского сообщества)

enlargement — расширение; увеличение; распространение, укрупнение

successive — последующий, следующий; следующий один за другим, последовательный

to occur — происходить, случаться, совершаться

notwithstanding — несмотря на, вопреки; тем не менее, однако, все же

to grant — дарить, жаловать, даровать; предоставлять; оказывать материальную поддержку; давать дотацию, субсидию

home rule — зд. самоуправление

to grow to {прош. вр. — grew; прич. прош. вр. — grown} — вырасти до, увеличиться до

to refer — направлять; отсылать (за какой-л. информацией ит. п.; к какому-л. факту, событию и т.п., к кому-л./чему-л.; to, back to); приписывать (чему-л.); относить на счет (чего-л.); иметь отношение, относиться; касаться; ссылаться, опираться (на кого-л./на что-л., чьи-л. слова ит. п. — to)

in order to — для того чтобы

to fulfill — г. выполнять; делать, исполнять, осуществлять, совершать

summit — встреча или совещание глав правительств

current — текущий, данный, современный

to agree — соглашаться (with — с кем-л., to — с чем-л., on — на что-л.); улаживаться, договариваться (on, upon)

area — площадь, площадка, участок, пространство; район, область, зона

approximately — близко, около, почти, приближенно, приблизительно

citizen — гражданин, гражданка (законный житель какого-л. государства)

population — (народо)население; жители

land borders — сухопутные границы

sea borders — морские границы

## Европейский союз

The European Union or the EU is an intergovernmental and supranational union of 25 European countries, known as member states. The European Union was established under that name in 1992 by the Treaty on European Union, the Maastricht Treaty. However, many aspects of the Union existed before that date through a series of predecessor relationships, dating back to 1951.

The European Union's activities cover all areas of public policy, from health and economic policy to foreign affairs and defence.« However, the extent of its powers differs greatly between areas. Depending on the area, the EU may therefore resemble a federation, for example, on monetary affairs, agricultural, trade and environmental policy or a confederation, for example, on social and economic policy, consumer protection, home affairs, or even an international organization, for example, in foreign affairs.

A key activity of the EU is the establishment and administration of a common single market, consisting of a customs union, a single currency adopted by 12 of the 25 member states, a Common Agricultural Policy, a common trade policy, and a Common Fisheries Policy.

The most important EU institutions are the Council of the European Union, the European Commission, the European Parliament and the European Court of Justice.

As to the enlargement of the EU there were five successive enlargements, with the largest occurring on May 1, 2004, when 10 new member states joined.

Notwithstanding Greenland doesn't enter the EU because it was granted home rule by Denmark in 1979 and left the European Community in 1985, following a referendum.

Romania and Bulgaria will join the EU on 1 January 2007, so European Union will have 27 member states but if Croatia enter the EU by the year 2008 it will have 28 member-states. In

time the European Union may grow to 30 member states. The process of enlargement is sometimes referred to as European integration.

In order to join the European Union, a state needs to fulfill the economic and political conditions generally known as the Copenhagen criteria, after the Copenhagen summit in June 1993. Also, according to the EU Treaty, each current member state and the European Parliament have to agree.

The European Union has 25 member states, an area of 3,892,685 km<sup>2</sup> and approximately 460 million EU citizens as of December 2004. If it were a country, it would be the seventh largest in the world by area and the third largest by population after China and India.

The European Union has land borders with 20 nations and sea borders with 31.

**Задание:** Ответьте на вопросы:

1. What is the European Union?
2. When was the European Union established?
3. What were the purposes of the European Union creation?
4. What countries joined the European Union in 2004?
5. Do you want Ukraine to join the European Union?
6. What was the largest enlargement of the EU?
7. How many enlargements were there?
8. When does Romania and Bulgaria join the EU?
9. How many member states were in the European Union in the very beginning?
10. How many member states are there in the European Union nowadays?
11. How many member states will be in the European Union in 2007?
12. Will Ukraine join the EU in 2007?
13. Is the EU a federation or confederation?
14. What should a state do in order to join the EU?
15. Does Greenland enter the EU?
16. What is the area of the European Union?
17. What is the population of the EU?

### **Практическая работа № 20 «Виды магазинов европейских товаров»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Виды европейских магазинов», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Задание:** внимательно изучите лексику к тексту

Лексика:

foodstuff — продукт питания

variety — разнообразие

dairy — молочные продукты

baker's — булочная

grocer's — бакалейный магазин

fishmonger's — рыбный магазин

greengrocer's — овощной магазин

butcher's — мясной магазин

florist's — цветочный магазин

stationer's — канцелярский магазин  
corner shop — ларёк  
jewellery — ювелирные изделия  
to be located — быть расположенным  
supermarket — универсам  
to appeal — нравиться  
advantage — преимущество  
disadvantage — недостаток  
to lack for — не хватать  
breadbasket — хлебница  
poultry — домашняя птица  
shopping basket — корзина для продуктов  
trolley — тележка для продуктов  
to display — выставлять  
refrigerator — холодильник  
self-service — самообслуживание  
shop-assistant — продавец, продавщица  
customer — покупатель  
household goods — товары для дома  
electrical goods — электротехника  
perfumery — парфюмерия  
department — отдел  
discount — скидка  
cashier's desk — касса  
to pay in cash — платить наличными  
to pay by a credit card — платить банковской картой  
department store — универсам  
widespread — распространённый  
celebrity — знаменитость  
profit — доход, прибыль  
quality — качество  
chain store — сетевой магазин  
branch — филиал  
to be specialized in — специализироваться на  
enormous — огромный  
similar — похожий  
preference — предпочтение  
integral part — неотъемлемая часть

**Аудирование:** преподаватель читает вслух текст на английском.

**Задание:** переведите текст.

### Виды магазинов

Do you like shopping? It is well known that many people do like, especially women. In any case we often just have to do it, when we need some foodstuffs, for example.

There is a great variety of shops in Europe: dairy, baker's, grocer's, fishmonger's, greengrocer's, butcher's, sweet shop, florist's, stationer's, footwear, children's wear, jewellery and so on.

Different people do shopping in different ways. Do you prefer shopping in small corner shops which are usually located in your neighbourhood or in big supermarkets? Undoubtedly, there are certain advantages and disadvantages in both variants. Your choice usually depends on what you need to buy. If you lack something like bread or milk, it is worth going to the nearest corner shop, for that will take you about 10 minutes. However, if your fridge is empty and there is not a slice of bread in your breadbasket, you'd better go to a supermarket. There you'll find all sorts of foodstuffs — meat and poultry, cheese and sausage, frozen food, drinks, sweets, fruit and

vegetables, grocery, bakery and dairy products. In such shops people usually take a shopping basket or a trolley and walk among the rows where all items are displayed on the shelves or kept in refrigerators. If it is not a self-service shop, and most small shops are not, the shop-assistant helps the customer to find what he or she needs. In supermarkets you can buy not only foodstuffs but also stationary, clothes, household goods, some electrical goods, perfumery, newspapers and magazines. They sell various goods under one roof and, undoubtedly, this is very convenient. You can walk from one department to another looking about, finding out the price and if there is any discount and in the end you come to cashier's desk where you pay for all your purchases in cash or by a credit card.

Big department stores are very widespread in Great Britain. The most famous department stores in the UK are Harrods (one of the largest and the most expensive), House of Fraser, Marks and Spencer and Debenhams.

Marks & Spencer attracts a great variety of customers from housewives to millionaires. Such celebrities as Princess Diana, Dustin Hoffman and the British Prime-minister David Cameron are just a few of its famous customers. It makes a profit of more than 10 million pounds a week. The store has a brilliant reputation due to a high quality of its goods. It sells not only food and clothes, but also flowers and furniture. Marks & Spencer is a chain store which has over 700 branches all over the world.

Besides huge department stores, there are many cheap street markets in Great Britain. Most of them sell various goods: food, jewellery, clothes, electronics and household goods. Some of them are specialized in particular items: pet products, books, antique furniture and garden stuff. British people are fond of out-of-town shopping. Some of them have a special shopping day once a week when the whole family takes a car and goes to an enormous shopping complex out-of-town, which is also called "superstore". The prices in such shops are pretty low and the choice of items is various. In these complexes you can find one or more supermarkets, chain-stores, some smaller shops, a lot of cafes, and even a multi-screen cinema. One of such stores is IKEA. You are sure to know we have similar shops in Russia, which are called "Mega".

Talking about shopping preferences of Russian people, it is worth saying that many of them like to go abroad in order to buy cheap good quality things. Those who live in St. Petersburg have an opportunity to do their shopping in Finland, as the country is situated nearby. It takes only about 4 hours to get to such towns as Helsinki, Imatra, Hamina or Lappeenranta. Each of them has huge shopping centers where you can find such well-known shops as H&M, Aleksi, Vero Moda, Lindex, Luhta, Kappahl, Zara, Mango, Vendi, Vogue, Stockmann and so on. Moreover, twice a season there is a time of crazy discounts of 50 to 70 per cent.

Shopping is an integral part of our life. Nowadays it has become not only a necessity but also a pleasure for many people.

Отвeтьте на вопросы:

1. What kinds of shops do you know?
2. Where do you prefer to do shopping if you have a long shopping list and little money?
3. Do you like shopping? Why?
4. Have you ever bought anything abroad? Was it cheaper than in Russia?
5. Do you have a shopping day in your family?
6. Do you like to buy clothes, food or presents more? Why?
7. Are you fond of shopping out of town?
8. Have you ever been to Finland? What can you tell about shops of this country?
9. Do you usually do your shopping on your own or with a friend or parents?
10. Have you ever been cheated in a shop?

## Практическая работа № 21 «Промышленные и продовольственные товары»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Промышленные и продовольственные товары», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Задание** Внимательно изучите лексику. Прочитайте и переведите текст

foodstuff — продукт питания  
variety — разнообразие  
dairy — молочные продукты  
baker's — булочная  
grocer's — бакалейный магазин  
fishmonger's — рыбный магазин  
greengrocer's — овощной магазин  
butcher's — мясной магазин  
florist's — цветочный магазин  
stationer's — канцелярский магазин  
corner shop — ларёк  
jewellery — ювелирные изделия  
to be located — быть расположенным  
supermarket — универсам  
to appeal — нравиться  
advantage — преимущество  
disadvantage — недостаток  
to lack for — не хватать  
breadbasket — хлебница  
poultry — домашняя птица  
shopping basket — корзина для продуктов  
trolley — тележка для продуктов  
to display — выставлять  
refrigerator — холодильник  
self-service — самообслуживание  
shop-assistant — продавец, продавщица  
customer — покупатель  
household goods — товары для дома  
electrical goods — электротехника  
perfumery — парфюмерия  
department — отдел  
discount — скидка  
cashier's desk — касса  
to pay in cash — платить наличными  
to pay by a credit card — платить банковской картой  
department store — универсам  
widespread — распространённый  
celebrity — знаменитость  
profit — доход, прибыль  
quality — качество  
chain store — сетевой магазин  
branch — филиал  
to be specialized in — специализироваться на

enormous — огромный  
similar — похожий  
preference — предпочтение  
integral part — неотъемлемая часть

Do you like shopping? It is well known that many people do like, especially women. In any case we often just have to do it, when we need some foodstuffs, for example.

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Shopping is an integral part of our life. Nowadays it has become not only a necessity but also a pleasure for many people.

**Задание:** Письменно ответьте на вопросы

1. What kinds of shops do you know?
2. Where do you prefer to do shopping if you have a long shopping list and little money?
3. Do you like shopping? Why?
4. Have you ever bought anything abroad? Was it cheaper than in Russia?
5. Do you have a shopping day in your family?
6. Do you like to buy clothes, food or presents more? Why?
7. Are you fond of shopping out of town?
8. Have you ever been to Finland? What can you tell about shops of this country?
9. Do you usually do your shopping on your own or with a friend or parents?
10. Have you ever been cheated in a shop?

### **Практическая работа № 22 «Вредная еда»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Вредная еда», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Фронтальная работа.** Учащиеся отвечают на вопросы.

- 1) What do you prefer for breakfast?
- 2) What do you usually have for lunch?
- 3) What do you eat for dinner?
- 4) What do you drink for dinner?
- 5) What do you prefer to eat for supper?

#### **Индивидуальная самостоятельная работа.**

**1) Сопоставить группу еды и функции, которые она выполняет в нашем организме.**  
Fruit/Vegetables, Meat, Dairy, Bread/Cereal, Fats/Sugar.

1. helps you have strong and healthy body by providing protein.
2. builds strong teeth and bones by providing calcium.
3. help you have healthy gums, good eyesight etc. by providing vitamins A and C.
4. gives you energy by providing protein, iron and several vitamins B.
5. fast sources of energy.

**2) Составьте предложения из следующих слов:**

1. eat, in the morning, porridge, I
2. She, milk, with, coffee, drink, does not
3. hamburgers, they, with, like, cheese
4. We, eat, for breakfast, do not, salad, fish, or
5. For supper, would, I, orange, like, juice
6. Does not, Lizzy, mineral, drink, water

**Задание** прочитайте и переведите текст

### **Junk food**

In today's fast moving world people have less and less time to spend eating, let alone cooking. This is the reason why eating habits have changed and junk food has become so popular. But what's exactly junk food? Basically, it is anything that is high in calories and lack in nutrition. Hamburgers, crisps, chocolate bars and hot dogs fall into this category. Obviously, a diet of junk food is not the best thing for your health, particularly as it is high in saturated fat. People are too busy to cook and eat their proper meals, so they grab whatever is available, and that is usually junk food. The best advice then for those who can't live without their hamburgers and chocolate bars is to limit the amount of junk food they eat. Even though people nowadays are actually far more aware of the importance of healthy diet than they were a few years ago, the new unhealthy way of life is surprisingly popular. One of the side effects of consuming highly fattening food is that you are likely to gain weight. But a balanced diet will bring significant health benefit and you can gain anything from glowing skin to an allround feeling of good health. All in all, if people paid more attention to their eating habits, they would find that they were far better equipped to deal with their stressful lifestyle than they are now.

### **Практическая работа № 23 «Москва – столица нашей Родины»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Москва», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Задание:** изучите лексику к тексту  
to found — основывать, учреждать  
yoke — иго  
principality — княжество  
Grand Prince — Великий князь  
to force — заставлять, принуждать  
to declare — объявлять  
the Third Rome — Третий Рим  
heir — наследник  
to crown — короновать  
target — цель, мишень  
to destroy — разрушать  
to restore — восстанавливать  
unique — уникальный  
to include — включать

**Задание:** прочитайте и переведите текст:

#### **Москва**

Moscow is the capital of Russian Federation, the biggest state in the World, It is a political, economic, commercial and cultural centre of the country. It is one of the youngest capitals of Europe. It is believed that Yuriy Dolgoruky founded Moscow in 1147.

Gradually, the city became increasingly powerful. At the beginning of the 13th century, Moscow, like the rest of Russian territory, was kept under the yoke of Mongols for more than two centuries.

As the 13th century drew to an end, Moscow became the capital of the principality of Moscovia. That time the ruler of this principality became Ivan Kalita, named the first Grand Prince of Moscow by Khan and forced to move to Moscow from Vladimir.

That time, the head of the Russian Church moved to Moscow from Vladimir too. This way Moscow was becoming the political and religious centre of Russia.

In the 15th century, after almost 250 years of Mongol domination Moscow became the most powerful of the Russian city-states. In 1453, after Constantinople, the centre of the Orthodox Church, was taken by the Turks, Moscow was declared the Third Rome and true heir of Christianity.

In 1546, Ivan the Terrible was crowned in Moscow as the first Tsar of All Russia and Moscow became the capital of the new state.

In 1712, Peter the Great moved the capital to St Petersburg, but Moscow remained for some time the heart of Russia. That is why it became the main target of Napoleon's attack. The great fire destroyed the most territory of the city, but by the mid-19th century, Moscow had been completely restored.

After the Socialist Revolution of 1917, Moscow became the capital of the USSR.

Now, Moscow is one of the largest cities in Europe. Its total area is more than 9 hundred square kilometres and still is growing up. The population of the city is about 9 million people.

Moscow is one of the most beautiful cities in the world. The heart of Moscow is the Kremlin and Red Square. They have more historical association than any other place in Moscow.

There are a lot of beautiful places, old cathedrals, churches and monuments in Moscow. Now Moscow is being reconstructed, becoming more and more beautiful.

There are more than 80 museums in Moscow. The largest museums are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery. Other unique museums are the Andrey Rublev Museum of early Russian Art and many others.

Moscow is famous for its theatres. The best known of them is the Great Opera Theatre. Drama theatres are very popular too.

Moscow is a city of students. There are over 80 higher educational institutions, including several universities; the most famous of them is MGU, Moscow State University.

Moscow is the seat of the Russian Parliament and the President of the country.

#### Questions:

1. Who founded Moscow?
2. When did Moscow become the capital of the principality of Moscovia?
3. How was Moscow becoming the political and religious centre of Russia?
4. When did Moscow become the most powerful of the Russian city-states?
5. Why was Moscow declared the Third Rome and true heir of Christianity in 1453?
6. Who was the first Tsar of All Russia?
7. Why did Moscow become the main target of Napoleon's attack?
8. When had the city been completely restored after the great fire?
9. What is the population of the city now?
10. How many museums are there in Moscow?

#### Vocabulary:

to found — основывать, учреждать

yoke — иго

principality — княжество

Grand Prince — Великий князь

to force — заставлять, принуждать

to declare — объявлять

the Third Rome — Третий Рим

heir — наследник  
to crown — короновать  
target — цель, мишень  
to destroy — разрушать  
to restore — восстанавливать  
unique — уникальный  
to include — включать

## **Практическая работа № 24 «Достопримечательности моего города, которые привлекают туристов»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Достопримечательности моего города, которые привлекают туристов», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Содержание работы**

Задание Прочитайте и переведите текст

#### **Spasskaya Church**

Spasskaya Church is the oldest brick-and-stone edifice in East Siberia. It was built in 1706 to replace the outworn wooden church. This is the only building of the original Irkutsk fort, which survived up to our days. The church was sanctified on August 1, 1710. The Holy Banner with icon of Christ was brought into the new church from the old wooden one. The legend went that it was the very original Holy Banner, which the first Russians were carrying when they reached the mouth of Irkut for the very first time.

Spasskaya church was related to numerous aspects of urban life of Irkutsk.

In the beginning of the XIX century, the church's facades were decorated with frescoes not only on the inside, but also on the outside. This fact made Spasskaya church one of the rarest monuments of religious edifice – one of the kind from the Urals to the Pacific Ocean.

#### **Bogoyavlenskiy (Epiphany) Cathedral**

Construction of the brick-and-stone church began in 1718. 6 years later the church was opened to the public, and it became the city's main church for the next one hundred and fifty years. This cathedral should be considered the “precursor of Siberian Baroque”. For the first time, oversprayed Dutch tiles were used to decorate the facades of the building – about 300 of them depicting flowers and personages of fairy-tales. Only three architectural monuments of this type exist in Siberia.

#### **Znamenskiy (the Omen) Convent**

Znamenskiy Convent of Irkutsk was founded in 1693 at the inflow of the Ushakovka into the Angara. Peter I saw special value in construction of this particular convent, as Christianization of Siberia was underway. The convent still keeps the Gospel granted to the Convent by the Emperor himself. In 1757, a brick-and-stone church was built in the Convent. Construction of the Convent's premises stretched over many years and was finally completed only in 1818. Currently, it is headquarters of archdiocese of archbishop Vadim of Irkutsk and Angarsk. Since 1990, the cathedral of the convent is the home of the newly found relics of the patron of our city, the first bishop of Irkutsk St. Innokentiy.

#### **Irkutsk Drama Theater**

The theatre was built to design of architect V.A. Shreter in 1897 in classicism style with the donation of the city's merchants and civil servants, at the initiative of Governor General A. Goremykin. After reconstruction in 2000, the theatre was equipped with state-of-the-art theatrical equipment, and became one of the best theatres in Russia.

## Практическая работа № 25 «Город, который я хотел бы посетить»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Город, который я хотел бы посетить», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

There are many wonderful cities in the world that I'd like to see. However, my long time dream is to visit the British capital. In my opinion, London is one of the most diverse and interesting cities on our planet. I have a to-do list for this place, which consists of six important points. First of all I'd like to see Piccadilly Circus. They say it is especially picturesque in the evenings, thanks to the bright neon signs. It has become a tradition to make a date next to the Fountain of Eros which is situated in the center of the square. The second object I want to see is the London Eye. It's one of the largest and most innovative ferries wheels in the world. If I'm lucky and the weather is fine I can see many of London sights from the top of it. The third place that I want to visit is the wax museum of Madame Tussaud. It's a legendary place where you can see a great number of celebrity wax figures. The fourth attraction that I'd like to see in London is the Natural History Museum, especially its Dinosaurs gallery. The fifth thing I want to do in London is to spend a day in a youth hostel. They say the atmosphere in such youth places is great. I hope to meet lots of international students there and to make new friends. The sixth point on my list is the boat trip on the River Thames. I'm sure the city views during this trip will be fantastic. In other words, London is my passion. I'd be very happy if my dream came true.

## Практическая работа № 26 «Человек и общество»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Человек и общество», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Задание** Прочитайте, что разные люди говорят о мобильных телефонах. Дайте свои собственные плюсы и минусы

I can't live without my mobile phone. Thanks to it I can be reachable everywhere and I can never miss something important. If I need some help, I just call my friends and they rush to rescue me. If I have a meeting and I'm late, I can send an SMS with my excuses. It is very fast and convenient. I'm fond of taking photos and sending them to my friends. The only problem is that I spend too much money on my mobile phone.'

Ann, 22, student.

I have two children and a mobile phone makes my life much easier. If I worry about my kids, I can call them and make sure they are all right. But I begin to hate my mobile phone on weekends and on holidays. I feel that I have no privacy when I know that every minute my friends, colleagues and my boss can call me and find me wherever I am. Sometimes I feel so exhausted that I go to bed earlier and forget to turn off my mobile phone. As a rule I'm awakened as soon as

I fall asleep because somebody has forgotten to tell me something. Some people don't understand that I'm not obliged to answer their calls 24 hours a day.'

Katherine, 35, shop assistant.

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**Задание** Найдите интересную информацию по следующим темам и напишите короткие предложения (5-7).

1. The history of mobile phones.
2. Some curious facts about mobile phones.
3. SMS language.

### **Практическая работа № 27 «Традиционные праздники соединенного королевства. Фестивали Великобритании»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Современные технологии. Роль НТП в мировом развитии», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Задание** Внимательно изучите лексику. Прочитайте и переведите текст

local местный  
viewer зритель  
stuffy чванливый  
arrogant надменный, высокомерный  
smug самодовольный  
attitude отношение  
irritative раздражающий  
irony ирония  
repulsive отвратительный  
diverting развлекающий  
pleasing приятный, доставляющий удовольствие  
suitable подходящий  
snack-food закуска  
point is дело в том  
to wrap заворачивать, обертывать  
cover обертка  
to crackle хрустеть  
to realize продавать  
crisps чипсы  
plastic packaging пластиковая упаковка  
to annoy раздражать  
rustling шуршание  
to chaw чавкать  
opulent богатый  
production постановка  
to imagine представить, вообразить  
audience публика, зрители  
bucko хвастливый, чванливый  
conceited самодовольный  
permanent attendance постоянная аудитория  
pretending делая вид, притворяясь

puns каламбур  
 witty остроумный  
 remark замечание  
 manner манера  
 surrounding house окружающая публика  
 exception исключение  
 to comprehend понять  
 significance значение  
 play пьеса  
 to note заметить  
 character персонаж  
 to glance мельком взглянуть  
 purposely намеренно, нарочно  
 to giggle хихикать  
 to verify проверить (убедиться)  
 enormous огромный  
 outskirts окраина  
 to stick торчать  
 at any rate по крайней мере  
 Britain британец  
 soap-opera сериал  
 exciting захватывающий  
 verisimilar правдоподобный  
 equivalent эквивалент, равноценный  
 to focus сосредотачивать (внимание)  
 junk хлам  
 circle круг  
 to make matters the worst что еще хуже  
 stygian мрачный, адский  
 tiresome нудный

Some people in England are not happy with local entertainments. For example, Brian Carter, a student, supposes that British viewers often have stuffy, arrogant and smug attitudes. It is can be very irritating.

The irony of the situation that it is possible to write repulsive things about English entertainments, which must be diverting and pleasing.

The British seem not to have determined the notion of what is and what is not suitable snack-food for the cinema. The point is that popcorn does not rustle in a cover and it does not crackle in your mouth. In Britain, however, cinemas realize crisps and candy in plastic packaging. It is a little bit difficult to concentrate and keep you attention while watching a movie when you are sitting next to somebody, who really annoys you with a lot of noise, like rustling, chewing, and etc.

Watching theatres' performances is a little bit better. Britain has scenic traditions which are more opulent and more miscellaneous than in practically any other country all over the world. This is, actually, the nation that has given the world Shakespeare, Laurence Olivier and a special part of London—the West End — included more theatres and original productions than you can imagine. British audiences can be endless with their speech drew out, irritating with their again and again bucko and conceited attitude. The most annoying thing is the permanent attendance of the Royal Shakespeare Company who indeed try to show original pleasure from pretending to spot the most intellectual of puns (various plays on words) or some witty remarks. They then laugh in a theatrical manner to let the surrounding house see that they, like a kind of exception among another people, have the intellect to comprehend the real significance of the play which they are viewing. You can ever note these characters because they glance around themselves purposely a few seconds after they have stopped giggling to verify that their neighbours are

looking at them.

Take the cinema, for instance... To view a film you have either to go to one of the enormous complexes that has popped up on the outskirts of cities over the last two years or to stick around the high street cinemas. A visit to the multiplex is a little more funny and pleasurable, because at any rate these picture shows generally have tasty fast food.

British television has the same problems. On the one hand, Britain enjoys one of the best TV production in the world. Soap operas like East Enders are really more exciting and verisimilar than their standard U. S. equivalents because they focus more on characters, acting and plot than on the perfection of hairstyles of the actors.

On the other hand, though, Britain's TV stage directors and producers still manage to let everyone down by making some junk. There is a specific circle of British 'comedians' — men like Brae Forsyth and Ronnie Corbett — whose humour stopped to be comic a long time ago (if it was ever comic at all). Why are they on the TV still? They are a real trash. To make matters the worst, all these stygian and tiresome shows are broadcasted at peak times on weekends' nights. Actually, nobody wants to watch them.

**Задание** Письменно ответьте на вопросы

1. Why aren't some people happy with local entertainments?
2. What problems do British have when they visit cinema?
3. What kind of problems exist in British theaters? Describe it.
4. Describe the situation with British television. The main problem

## **Практическая работа № 28 «Современные технологии. Роль НТП в мировом развитии»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Современные технологии. Роль НТП в мировом развитии», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### **Содержание работы**

**Задание:** внимательно изучите лексику

access - доступ

affect - влиять

breakthrough - открытие, достижение, научный прорыв

calculation - вычисление

common good - общее благо

crops - зерновые культуры

crucial - важнейший, ключевой

database –база данных

development - развитие

to develop - развивать

to enforce - зд. приводить в силу (закон)

to face - сталкиваться

genetic - генетический

global - глобальный, всемирный

to harm - вредить, наносить вред

highly qualified - высококвалифицированный

humanity - человечество

to lead - вести к чему-то

otherwise - иначе, в противном случае

peculiarities - особенности

postpone - откладывать, переносить (во времени)  
properly - как следует, должным образом  
quantity - количество  
rapidly - быстро  
to regenerate - восстанавливаться, возрождаться  
renewable natural resources - возобновляемые природные ресурсы  
routine - обычный, стандартный  
software - программное обеспечение  
to solve a problem - решать проблему  
solution - решение  
source - источник  
survive - выживать  
transmit - передавать, переслать  
unemployment - безработица  
up-to-date - новейший, современный  
values - ценности

**Задание:** переведите текст на тему:

Научно технический прогресс \ Scientific and technical progress

The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date software and robots new informational technologies can make many processes much faster and transmit information more quickly. It is important today because the quantity of information grows rapidly.

New informational society has its peculiarities. Firstly, more and more employees work in the sphere of service and information. Secondly, more and more huge databases appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy.

These processes affect social structures and values.

It becomes important to learn to get new knowledge quickly and sometimes to change your qualification. IT can first lead to unemployment, but later create even more workplaces especially for highly qualified professionals. While the hardest work can be performed by robots and routine calculations by computers, in the future people with the most creative mind and numerous fresh ideas will get better career chances.

On one hand technology development gives more access to professional and cultural information and leads to new forms of individual enterprises, but on the other hand there is a danger of total control of private life unless special laws are enforced by the government.

Another danger is «intellectual terrorism» when computer viruses block important programs.

There are other directions of technical and scientific progress of today.

One of them is the development of new ecologically clean sources of energy using sun, gravitation, winds or rain. New kind of transports and new agricultural methods that do not harm our nature are being developed today.

Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and crops. Many new materials and technologies are being used in our everyday life.

All these innovations may have influence on our life, social relations and globally on our Earth. The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent genetic diseases for future generations. But the most difficult problems the humanity faces are global problems.

The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet. Other crucial problems include wars, epidemics, and demographic problems.

The only way to solve them is to work globally and in cooperation with other countries. And

here the humanity should find a way to use new technologies for the common good. The solution of these problems cannot be postponed because otherwise people will have fewer chances to survive on this planet.

Письменно ответьте на вопросы

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?
3. What is the role of information in this society?
4. According to the text who will have better career chances in the near future and why?
5. What are the possible dangers of wide access to information?
6. What ecologically clean sources of energy do you know?
7. How can scientific innovations influence our everyday life?
8. What are the key problems that humanity faces today?
9. How can these problems be solved?
10. What ecological problems are mentioned in the text?
11. What are the benefits of the scientific and technical progress?
12. What are the drawbacks of the scientific and technical progress?
13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?
14. Translate the underlined words and use them in your own sentences

### Практическая работа № 29 «Компьютеры – друзья или враги?»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Современные технологии. Роль ИТ в мировом развитии», интереса учащихся к изучению английского языка, умения работать в команде, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

**Фронтальная работа:** Запускаем тему для обсуждения

Today we'll talk about computers. Some people say that computers are of great help, others insist they do harm to their users' health. We'll try to decide for ourselves if computers are our friends or foes.

**Самостоятельная индивидуальная работа:** ответьте на вопросы

What computer's system makes it possible to send letters very quickly?

What system allows computer users around the world to send and to obtain information?

What programs provide colorful pictures and sound?

What is the name of a computer-created world, which seems almost completely real?

What is the special term, which means "to obtain stored information from a computer's memory"?

What do we call a disk on which a large quantity of information can be stored?

What do you call a sudden, unexpected computer failure?

What is the term for the electrical or electronic components of a computer?

What do we call a large collection of data that is stored in a computer system?

What kind of computer can you use on the plane?

**Задание:** внимательно изучите лексику к тексту

Лексика

addict — сильно увлеченный чем-либо, наркоман

minority — меньшинство

owner — владелец

male — мужчина; мужской

average — средний

majority — большинство

survey — исследование, обзор, опрос

confidence — уверенность

debugging — finding and removing problems in computers and computer programs; отладка (программы); наладка (машины или механизма); устранение неполадок, устранение неисправностей

'hacking' — gaining access to computers when it is not allowed

to do well — преуспевать

### **Компьютеры – друзья или враги? \ Computers in our life**

Computer addicts are the minority of computer users but there is no doubt that more and more young people are computer literate. Computer studies is a subject in many schools and many young people have personal computers. About one in three hundred computer owners spend almost all their time using computers.

Ninety six per cent of them are males of all ages. All of them spend an average of twenty hours per week on home computers. The majority of the adults also use computers at work. All the computer addicts are very intelligent. They have been interested in science and technology from a very early age and they are usually very shy people who like being alone.

A survey in a school showed that fewer girls are interested in computers because girls are less likely to have a computer. Even if they have one, they use then less frequently than boys. Possibly it is because we think of computers as something to do with maths and science, which are traditionally 'male' subjects. Possibly it is because most of the computer teachers are men, who give the girls less attention. Possibly parents think it is less important for girls to have computer skills.

Computer addicts are usually very shy people. Using computers gives them confidence. They love debugging and solving problems, develop programs and love learning programming languages. They learnt to communicate with other users through computer networks and the people they met in school and work think of them as experts who could help and advise when they had problems with their machines. A few spend their time 'hacking' and one addict left a message on a computer of Buckingham House. Very few computer addicts play computer games, but many people use a computer exclusively for games.

Some parents worry about computer games because they think their children won't be able to communicate with real people in the real world. But parents do not need to worry. According to research computer addicts usually do well after they have left school. Parents also do not need to worry that computer addiction will make their children become unfriendly and unable to communicate with people.

It is not the computer that makes them shy. In fact, what they know about computers improves their social lives. They become experts and others come to them for help and advice.

For most children computer games are a craze. Like any other craze, such as skate-boarding, the craze is short-lived. It provides harmless fun and a chance to escape.

If we didn't have these computer addicts, we wouldn't have modern technology. They are the inventors of tomorrow.

Письменно ответьте на вопросы:

1. What are computer addicts like?
2. Have you ever used a computer?
3. Why are computers used?
4. Why are more boys than girls interested in computers?
5. Is computer addiction harmful?
6. Do you use computers at school/university/work? What do you use them for?
7. Would you say you are computer-literate? Why?

### Vocabulary:

addict — сильно увлеченный чем-либо, наркоман

minority — меньшинство

owner — владелец

male — мужчина; мужской

average — средний

majority — большинство

survey — исследование, обзор, опрос

confidence — уверенность

debugging — finding and removing problems in computers and computer programs; отладка (программы); наладка (машины или механизма); устранение неполадок, устранение неисправностей

'hacking' — gaining access to computers when it is not allowed

to do well — преуспевать

### Практическая работа № 30 «Проблемы защиты окружающей среды»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Проблемы защиты окружающей среды» на примере озера Байкал., интереса учащихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Проблемы защиты окружающей среды».

**Фронтальная работа.** Учащиеся отвечают на вопросы учителя, глядя на картинки:



1. What can you see in these pictures? (a forest, a lake, a seaside)
2. Is Baikal lake beautiful?
3. Do you like to go for a walk in the forest?
4. Do you like to swim in Baikal lake?
5. Would you like to spend holidays at the seaside of the Baikal lake?
6. Do you like to visit places of Baikal lake? Why?



**Задание** прочитайте и переведите текст на выбор  
**Water pollution**

The most urgent problem of recent years for the lake is algae Spirogyra. The main reason of the spread of

this type of plant, experts say, is emissions of household wastewater into the lake from numerous hotels and recreation centers on the lake. These drains are harmful to the Baikal sponges and acceptable for Spirogyra. Expansion of Spirogyra is becoming more rampant and requires some action to solve the problem.

In addition to coastal drains, ships are throwing ballast water in the glorious lake, and it is also polluted with petroleum products. Over the last few years the number of vessels of all classes on Baikal has significantly increased. It is impossible to calculate the precise number of them due to the lack of control. It is believed that there are more than 3,000 watercrafts on the Baikal. The great majority of them does not dispose the accumulated liquid waste in special stations but drops it directly into the lake.

Usually it is household and oily waters producing from the operation of mechanisms. Annually not less than 160 tons of oil products from ships fall in Lake Baikal. Perhaps many ship owners would be happy to dispose ballast water to recycling, but there are very few stations for it. It is quite effortful and not profitable to deliver these waters through great distances.

As we can see, most of the environmental problems of lake Baikal are created by people. We pollute the Holy lake with litter, destroying the inhabitants living in it and on its banks, destroying flora, through which the lake is filled with water. Human tends to make mistakes, but human can correct his mistakes. Through a variety of protection activities recruitment of the Baikal omul, cormorant and other species has been achieved. With a system approach and the cooperation of scientists, environmental organizations and the government, "the pearl of the planet" will remain the pride of our country.

### **Uncontrolled mass tourism**



Speaking of Olkhon, in recent years it has been actively visited by hundreds of thousands of tourists. New recreation centers, private hotels are under construction. However, a significant part of the guests coming to admire the beauty of the island prefer wild camping. Vulnerable, eroded soil can not carry such a large flow of people and transforms into a desert in some spots. Huge masses of people simply trample land in the most beautiful places on the island and on the way to them. Currently, it is one of the most intractable environmental problems of Lake Baikal. The system of waste collection on lake Baikal, exporting for recycling or to dumps is almost nonexistent, and this is one of the most important

environmental problems of the lake ecosystem. It is most clearly seen on the island of Olkhon, where in 2001 and 2002, activists had collected 6500 bags of litter and 15 tons of waste metal! After this large-scale action, carried out by Greenpeace, the volume of garbage had declined for some period. Though, the growth of the tourist flow leads to increasing of export indicators. By now, thousands of cubic meters of solid waste are sent annually to other districts of Irkutsk region. However, this problem requires the solutions not only by environmental organizations and travel companies, but it needs more serious governmental control.

## Практическая работа № 31 «Разрушение озонового слоя»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Озоновый слой», интереса учащихся к изучению английского языка, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

**Чтение.** Прочитайте и переведите текст. Ответьте на вопросы после текста.

Vocabulary:

discovery — обнаружение, открытие  
ozone layer — озоновый слой  
to bring (past brought, p.p. brought) about — вызывать, причинять  
impact — влияние, воздействие  
damage — вред, повреждение  
surface — поверхность  
widespread — широко распространенный  
harmless — безвредный  
to occur — случаться, происходить  
to absorb — поглощать  
ultraviolet radiation — ультрафиолетовая радиация  
cell — клетка  
to cause — вызывать, причинять  
cataract — катаракта  
skin cancer — рак кожи  
to affect — воздействовать  
chlorine — хлор  
bromine — бром  
appliance — прибор, приспособление  
aerosol spray can — баллончик для аэрозоля  
fire extinguisher — огнетушитель  
wind systems — воздушные массы  
to enclose — замыкать, окружать  
to destroy — разрушать  
to contribute — способствовать, содействовать  
to increase — увеличиваться  
breakdown — разрушение  
greenhouse effect — парниковый эффект  
gradual — постепенный  
effort — усилие, старание  
to reduce — уменьшать  
to protect — защищать  
to decrease — уменьшать, сокращать  
eventually — в конечном итоге

### The Hole in the Ozone Layer

Discovery of the hole in the ozone layer showed that human activity has a major impact on the Earth. The damage of ozone in the stratosphere high above the planet's surface has been brought about as the result of the widespread use of chemicals, which under normal conditions are chemically inert and harmless.

Ozone occurs at all levels in the atmosphere, but most of it is found in the stratosphere, between about 15-50 kilometres above the Earth's surface, where it plays a very important role. Ozone absorbs harmful ultraviolet radiation which is produced by the Sun- Ultraviolet radiation can damage cells of living things — plants, animals and people. Whereas small doses result in nothing worse than sunburn, larger amounts may cause cataracts or skin cancer, and can affect the growth of plants.

The damage of ozone has been caused by complex chemical reactions involving chlorine and bromine. Large amounts of gas called CFCs were produced in twentieth century for use in everyday appliances like fridges, aerosol spray cans, and fire extinguishers. At ground level, these compounds are chemically non-reactive. However they are carried on wind systems up into the high atmosphere, where the ozone layer is. CFCs can be broken up by the intense sunlight, but before their destruction CFCs gases become reactive and damage the ozone layer.

The hole in the ozone layer is formed over the Antarctic continent each spring. During the long dark Antarctic winter, the atmosphere becomes colder than anywhere else on the Earth. Strong winds enclose the cold air above the Antarctic, allowing ice clouds to form. The ice crystals provide the sites where chlorine reacts with ozone when sunlight returns in the spring, and results in the ozone hole.

In early summer the ozone hole mixes with the rest of the air mass of the stratosphere. Over the past years, the concentrations of chlorine in the atmosphere have been steadily increasing, and as a result — more ozone has been destroyed.

Ozone itself is a useful protective layer high above our heads, but in the cities is pollutant agent. The CFCs have other effects too. As well as contributing to the breakdown of ozone, CFCs are also very effective in providing «greenhouse effect», contributing to a gradual warming of the atmosphere. However, the possible change in climate resulting from increases in various greenhouse gases might actually make the stratosphere colder, not warmer.

Governments of many countries agreed in 1987 to the Montreal Protocol in an effort to reduce the amount of CFCs, and so protect the ozone layer. Since then, more countries have signed it, and more substances included for control. As a result, the amount of chlorine and bromine in the atmosphere is decreasing. With less chlorine in the atmosphere the ozone hole should become smaller, and eventually close up, but it might take 20-30 years.

**Ответьте на вопросы к тексту:**

1. What did the discovery of the hole in the ozone layer show?
2. Why did the hole in the ozone layer appear?
3. What can ultraviolet radiation damage?
4. What caused the damage of ozone?
5. How are CFCs produced?
6. Why do CFCs become reactive and damage the ozone layer?
7. What does greenhouse effect contribute to?
8. What is the essence of the Montreal Protocol signed in 1987?
9. How long can it take to close up the ozone hole in the atmosphere?

### **Практическая работа № 32 «Что я делаю, чтобы защитить природу»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Что я делаю, чтобы защитить природу», интереса учащихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

## Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Экологические проблемы».

### Фронтальная работа.

1. Вступление (Ecological problems are becoming more and more important today. People all over the world discuss environmental protection, but we still go on polluting air, water and soil.).
2. Рассказать о типах загрязнений, почему они возникают и как можно с ними бороться (air pollution: transport/factories and plants/acid rains/damage forests and soil/oxygen/rainforests are destroyed/alternative sources of energy/building more motorways, etc.; water pollution: factories and plants dump wastes/poison rivers/spread diseases to humans/never throw toxic things into the drain/etc.; soil pollution: litter/used bottles and cans/causes death of animals/throw litter into litter bins, etc.).
3. Рассказать в общем о том, как можно сократить загрязнение окружающей среды (three r's/reduce water and electricity/reuse and recycle plastic bags/paper/cans/glass, etc., new waste-free technologies/self-destructible plastic bags/up-to-date filters, etc.).
4. Заключение (We must not ignore the problems of environmental pollution and we have to try and make everything possible to stop or at least reduce it.).

### Фронтальная работа

Общественное обсуждение с помощью вопросов обсуждаем проблему

1. Are the ecological problems important today?
2. What causes air pollution and what kind of emissions are emitted into the air?
3. How can acid rain be caused?
4. How does acid rain affect our environment?
5. Why are trees important for life on earth?
6. What kind of climate changes can air pollution cause?
7. What are the ways of reducing air pollution?
8. What measures can we take to reduce air pollution by road traffic?
9. How does water pollution occur?
10. What can be done to reduce water pollution?
11. How is land pollution caused?
12. What are the possibilities of reusing waste materials?
13. How can we get rid of waste of all kinds?
14. What can be done with litter in the streets?
15. What can people do to prevent pollution?
16. What areas does pollution affect?
17. What is the role of technology in reducing pollution?
18. What causes noise pollution and how can we reduce it?
19. What kind of protection do animals and plants need?

## Практическая работа № 33 «Экологические проблемы моего города»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Экологические проблемы моего города», интереса учащихся к изучению английского языка, вежливости, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

### Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Экологические проблемы».

## Фронтальная работа.

Обсуждаем, какие могут быть проблемы экологии в городе Иркутске? Почему? Что является причиной загрязненности окружающей среды в городе?

**Задание** Внимательно изучаем лексику. Прочитать и перевести текст

ancient — древний  
harmony — гармония  
environment — окружающая среда  
riches — богатства  
unlimited — неограниченный  
to interfere — вмешиваться  
to increase — увеличиваться, возрастать  
smoky — дымный  
enterprises — предприятия  
by-product — побочный продукт  
activity — деятельность  
to pollute — загрязнять  
substances — вещества  
oxygen — кислород  
rare — редкий  
destruction — разрушение  
ozone — озон  
layer — слой  
interaction — взаимодействие  
horrible — ужасный  
disaster — катастрофа  
to befall — пасть (на что-то)

Since ancient times Nature has served Man, being the source of his life. For thousands of years people lived in harmony with environment and it seemed to them that natural riches were unlimited. But with the development of civilization man's interference in nature began to increase.

Large cities with thousands of smoky industrial enterprises appear all over the world today. The by-products of their activity pollute the air we breathe, the water we drink, the land we grow grain and vegetables on.

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

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

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

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

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

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

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

**Задание** ответьте письменно на вопросы

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

### **Практическая работа № 34 «Новые технологии и достижения в науке за последние 5 лет»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической и диалогической речи, чтения и перевода, интереса учащихся к изучению английского языка, вежливости, уважительного отношения к окружающим, 63 внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Изучение нового материала.** Знакомство с новыми лексическими единицами по теме: «Достижения и инновации в области естественных наук».

Аудирование. Прослушать текст и ответить на вопросы.

#### **The Road to the Stars**

When did man first begin to think of space travel? Man began to think of space travel in the second century A. D. At that time a Greek, Lucian of Samos, wrote a fantastic story about a man who was carried to the Moon by a storm. In his second story about space, Lucian's hero flew to the Moon with a pair of wings which he had made himself.

But for the next 1400 years, in the years of the inquisition, people could not even think of travelling to the Moon. About 300 years ago the famous Italian astronomer Galilei looked through his telescope and told people about the other worlds which he had seen. Again people began to think of reaching other planets.

In 1634, there appeared a story about a journey to the Moon by Johannes Kepler, the German astronomer. He discovered how the planets moved around the Sun. Kepler was a scientist but in his book his hero was carried to the Moon by «magic moon people», who could fly through space. Kepler gave a detailed description of the Moon which he had seen through his telescope.

After Kepler's book, there were many others about space travel.

The first serious story of space travel was written in 1640 by Bishop Wilkins of England. He described physical conditions on the Moon and he also said about the ways in which man could possibly live on the Moon. The first man who wrote about a rocket as a spaceship was the Frenchman, Cyrano de Bergerac. In his book his space travellers flew to the Moon and the Sun in the rocket.

When those books were written, nobody seriously thought about space travel. Then in 1865 Jules Verne, the French novelist, wrote the story «From the Earth to the Moon», in which he tried to show the scientific principles of space travel. By the time that H. G. Wells, the English author, wrote «The First Men on the Moon» in 1901, man was already at the beginning of a new era in the development of air travel and conquering outer space.

Вопросы к тексту: .

1. When did man first begin to think of space travel?
2. What did the famous Italian astronomer Galilei tell people about?
3. What did the German astronomer discover?
4. When was the first serious story of space travel written?
5. What other books about space were written?

### **Чтение.**

Прочитать, перевести и ответить на вопросы.

#### Satellites and Telecommunications

Our world is becoming an increasingly complex place in which, we are very dependent on other people and organizations. An event in some distant part of the globe can rapidly and significantly affect the quality of life in our home country. This increasing dependence, on both a national and international scale, forced us to create systems that can respond immediately to dangers, enabling appropriate defensive or offensive actions to be taken. These systems are operating all around us in military, civil, commercial and industrial fields. A worldwide system of satellites has been created and it is possible to transmit signals around the globe by bouncing them from one satellite to an earth station and then to another satellite and soon. Originally designed to carry voice messages, they are able to carry hundreds of thousands of separate simultaneous calls. These systems are being adopted to provide for business 64 communications, including the transmission of voice and facsimile messages, data and video data. It is probable that future wide use of satellites in the area of telecommunications will provide a great variety of information services to transmit directly into our homes, possibly including personalized electronic mail. The electronic computer is at the heart of many such systems, but the role of telecommunications is not less important- There will be a further convergence between the technologies of computing and telecommunications. The change of this kind will lead us to the database culture, the cashless society, the office at home, the gigabit-persecond data network. One cannot doubt that the economic and social impact of these concepts will be very significant. Already, advanced systems of communication are affecting both the layman and the technician. The new global satellite-communication systems offer three kinds of service. The first one is voice messages. Satellite telephones are able to make calls from anywhere on the Earth to anywhere else. That makes them especially useful to use in remote, third-world villages (some of which already use stationary satellite telephones), for explorers. Today's mobile phones depend on earth-bound transmitters, whose technical standards vary from country to country. Satellite telephones can solve this problem, but it is not a cheap service. The second service is messaging. Satellite messages have the same global coverage as satellite telephones, but carry text alone, which is extremely useful for those with laptop computers. As we see, the Internet works in space too. The only problem for ordinary users is one-way transmissions. This problem is solved by using combine transmissions, when you make a call using land communications and receive ordered information through your satellite plate. The third service is tracking. Voice and messaging systems also tell their users where they are to within a few hundred meters. Combined with the messaging service, the location service could help rescue teams, to find lost adventurers, the police to find stolen cars, exporters to follow the progress of cargoes and so on. Satellite systems provide better positioning information to anyone who has a receiver for their signals. To my

thinking, satellite method of communication is the future for all kind of telecommunications. Вопросы к тексту: 1. Can some events in some distant part of the globe rapidly and significantly affect the quality of life in our home country? 2. Why are we forced to create systems that can respond immediately to dangers, enabling appropriate defensive or offensive actions to be taken nowadays? 3. Has a worldwide system of satellites been already created? 4. What does a worldwide system of satellites provide? 5. What services do the new global satellite-communication systems offer?

### **Практическая работа № 35 «Интернет в нашей жизни»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Интернета в нашей жизни», интереса учащихся к изучению английского языка, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### **Содержание работы**

**Чтение.** Переведите текст, прочитайте в слух.

"Интернет в нашей жизни"

Just a century ago we didn't even know about computers and the Internet. But today we take them for granted and can't imagine our life without these inventions. I think that the Internet (or WorldWideWeb) is the greatest invention ever and it has made a significant impact on our lives. Nowadays the Internet is affordable almost for anyone and it connects people all around the world. You can stay in touch with your friends, relatives and colleagues. Our modern life will stop without the net because it helps to make on-line business transactions, manage our bank accounts, pay our gas or electricity bills and send important e-mails, for example.

The Internet is the largest source of information. There are millions of Internet sites storing plenty of useful data about everything: science, history, psychology, sports, fashion, music, cooking and many other subjects. We can also download our favourite movies or songs, listen to radio channels or play games. Learning or practising foreign languages is possible with the Internet too.

The Internet saves our time and money. We can do on-line shopping choosing the desirable thing at the best price. And then we just click "Order the delivery". By the way, we can also sell various things in the net. We often don't need to go to the library: surfing the net can easily help us to find and open the book we need. Buying stamps and envelopes isn't required if you're going to send an e-mail. It takes just a few seconds to send an instant message by e-mail. The Internet helps shy people or those with low-esteem to find each other on dating sites. On-line chatting through social networking websites is more comfortable for Internet users with the lack of social skills.

I am sure that the Internet has changed our life for the better. There is only one disadvantage about it: some people become rather addicted to it and spend all days long surfing the net, on-line dating or playing games. Over-using the net can be dangerous because new technology victims start neglecting their families, friends, work and real hobbies.

### **Практическая работа № 36 «Компьютерная терминология»**

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Компьютерная терминология», интереса учащихся к изучению английского языка, высоких технологий, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

## Содержание работы

**Работа в парах.** После обсуждения каждая пара дает свои ответы.

access \* crash \* database \* E-mail \* floppy disk (diskette) \*  
hard disk \* hardware \* laptop \* multimedia \* software \*  
the Internet \* virtual reality (VR) \* virus \* web site \*  
\* World Wide Web \*

1. What computer system makes it possible to send letters very quickly?
2. What system allows computer users around the world to send and to obtain information?
3. What programs provide colorful pictures and sound?
4. What is the name of a computer-created —world, which seems almost completely real?
5. What is a special term, which means —to obtain stored information from a computer's memory?
6. What do we call a disk on which a large quantity of information can be stored?
7. What do you call a sudden, unexpected computer failure?
8. What is the term for the electrical or electronic components of a computer?
9. What do we call a large collection of data that is stored in a computer system?
10. What is the term for a set of instructions secretly put into a computer that destroys the information stored in it and stops it from working normally?
11. Where on the Internet can you look for information about products and services offered by a company or organization?
12. What is WWW?
13. What store of information can you easily put into your pocket?
14. What do we call a set of computer programs to control the operation of a computer?
15. What kind of computer can you use on the plane?

Задание Изучите лексику к заданию

to click - кликать  
a copy - копия  
to crash - вылетать  
data - данные  
to delete - удалять  
a desktop - рабочий стол  
to download - скачать  
to erase - стирать  
a file - файл  
mouse button - кнопка мыши  
to paste - вставлять  
to post - публиковать

to restart - перезагружать  
to save - сохранять  
to start - включать  
to upload – загружать

**Задание:** переведите фразы на русский язык

- 1) Start your computer. Let's watch a movie!
- 2) I think I need to restart my computer.
- 3) Oh no! The program has just crashed and erased all the data.
- 4) He downloads his favourite songs from the Internet.
- 5) Look! She uploaded a couple of videos from our yesterday's party!
- 6) My friend always posts a lot of interesting things.
- 7) Where did I save the file? I can't find it.
- 8) You didn't delete our photos, did you?
- 9) Make a copy of this file on the desktop.
- 10) You need to paste this text below the line.
- 11) When I'm irritated, I keep clicking the left mouse button.

### Практическая работа № 37 «Работа с фотографиями\картинками»

**Цели и задачи работы:** расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Работа с фото\ картинками», интереса учащихся к изучению английского языка, высоких технологий, вежливости, умения работать в команде, уважительного отношения к окружающим, внимательности, трудолюбия, уверенности в себе, самостоятельности, способности к самовыражению.

#### Содержание работы

Задание: изучите лексику, фразы и выражения для описания картинок\фотографий

The photo shows ... - На фотографии изображено ...

In the centre/middle of the photo we can see a ... - В центре/ середине фотографии мы видим ...

In the foreground there is a ... - На переднем плане находится ...

In the background there are ... - На заднем плане находится ...

It is situated in ... - Он расположен в ...

On the left (of ...) stands ... - Слева (от ...) стоит ...

On the right (of ...) sits... - Справа (от...) сидит ...

In the distance we can make out the outline of a... - Вдалеке мы можем разглядеть очертания ...

At first glance, ... - На первый взгляд, ...

But if you look closely, you can see ... - Но если присмотреться, вы можете увидеть...

It looks strange ... - Оно выглядит странно

It looks like .... - Оно похоже на ...

As for the (некий объект), ... - Что касается ...

Лексика для описания фотографии на английском языке

- 1) suppose — предположить  
I can suppose that ... — Я могу предположить, что ...
- 2) guess — догадаться, предположить  
I guess ... — Я полагаю ...
- 3) make out — различить  
I can hardly make out (= see) — Я едва могу различить (увидеть) ...

- 4) stand out against ...- выделяться на фоне ...  
It stands out against the blue sky. — Она выделяется на фоне голубого неба.
- 5) look + прилагательное — выглядеть  
She looks tired. — Она выглядит уставшей.
- 6) look as if — похоже, что  
It looks as if it is getting dark. — Похоже, начинает темнеть.
- 7) may / might — возможно (отличаются степенью вероятности)  
They may /might be looking for ... — Они, возможно, ищут ...
- 8) probably — вероятно  
The wind is probably blowing. — Вероятно, дует ветер.
- 9) seem — казаться  
It seems to me that ... — Мне кажется, ...
- 10) outline — очертания  
the outline of a white pier — очертания белого пирса

**Задание:** рассмотрите внимательно фото. Переведите текст.



**Вводная фраза:** Well, I would like to start with a general description.

**Что изображено:** This photo (picture) shows a seaside resort (морской курорт) in summer. The weather is hot that's why the beach is full of people.

**Детали:** There are no clouds in the sky and it looks light blue. As for the sea, it is a bit rough, I can see the waves, so the light wind is probably blowing.

In the foreground just a bit to the right there is a big merry-go-round. I can guess that a lot of children are riding horses there. They may be laughing, shouting, in other words, they are having fun.

Another kind of attraction is situated to the left of the first one. It looks smaller and at first sight you can suppose that it is a merry-go-round, too. But if you look closer, you can see that it might be a kiosk with some food or souvenirs because people are standing around probably looking for something to buy.

The beach is very crowded. The people are lying on the sand and swimming in the sea.

**Не забудьте о заднем фоне:** In the background I can make out the outline of a white pier (пирс) which stands out against the blue sky.

**Заключение:** As for me, I have enjoyed a lot describing this cheerful picture. This sunny beach makes me feel optimistic because in a few weeks I hope I will be enjoying swimming in the sea, too.

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