

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ МОСКОВСКОЙ ОБЛАСТИ  
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ МОСКОВСКОЙ ОБЛАСТИ  
«ОРЕХОВО-ЗУЕВСКИЙ ТЕХНИКУМ»**

УТВЕРЖДАЮ  
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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ  
ПРАКТИЧЕСКИХ РАБОТ ПО ДИСЦИПЛИНЕ**

**Иностранный язык**

(название учебной дисциплины)

по специальности/профессии среднего профессионального образования

**23.02.07 Техническое обслуживание и ремонт двигателей, систем и  
агрегатов автомобилей**

(код и название специальности/профессии)

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Рассмотрено

на заседании ЦК преподавателей  
общеобразовательного цикла

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«27» августа 2020 г.

2020 г

**Методические указания**  
**по выполнению практических работ**  
**по дисциплине Английский язык**

Составлены в соответствии с требованиями Государственного образовательного стандарта и уровня подготовки студентов по специальности СПО: Техническое обслуживание и ремонт автомобильного транспорта

**Уровень образования:** среднее профессиональное образование

**Форма обучения:** очное

## Содержание

### Введение

Дисциплина «Английский язык» является общеобразовательной дисциплиной, в процессе изучения которой обучающиеся должны приобрести определенные знания. Наряду с изучением теоретического материала по дисциплине «Английский язык» большое внимание должно быть уделено практическим занятиям. Практическим занятиям отводится на общеобразовательный цикл - 78 часов, на общий гуманитарный и социально-экономический цикл -166 часов. Последние представляют собой весьма важную часть в общем объеме дисциплины. Они дают, возможность ознакомиться с такими вопросами, как Определенные и неопределенные артикли, Местоимения: указательные, личные, притяжательные, вопросительные, Времена действительного залога, Пассивный залог, Модальные глаголы, Структуры thereis/are,have/hasgot и т.д.

### Перечень практических заданий

Название и № практической работы	Время на ее выполнение
<b>Общеобразовательный цикл</b>	78 часов
<b>№1 Изучение лексико-грамматического материала по теме «Части тела»</b>	6 ч
<b>№2 Составление устных и письменных высказываний по темам: моя мама, мой папа, мой дедушка, моя бабушка, мой лучший друг.</b>	5 ч
<b>№3 Человек и спорт</b>	6 ч
<b>№4 Множественное число</b>	6 ч
<b>№ 5 Моя Страна</b>	7 ч
<b>№6 Местоимения</b>	7 ч
<b>№7 Государственное устройство США</b>	5 ч
<b>№8 Числительные</b>	5 ч
<b>№9 Прозвища отдельных штатов Америки</b>	6 ч
<b>№10 Политическое устройство Великобритании</b>	6 ч
<b>№11 Президентская республика США</b>	5 ч
<b>№ 12 Молодое поколение</b>	7 ч
<b>№ 13 Степени сравнения прилагательных</b>	7 ч

гуманитарный и социально-экономический цикл	166 ч
<b>№14 Сложное дополнение</b>	6 ч
<b>№15 СМИ</b>	5 ч
<b>№16 Досуг</b>	5 ч
<b>№17 Мой любимый актер</b>	5 ч
<b>№18 Праздники и традиции</b>	5 ч
<b>№19 Научно – технический прогресс</b>	5 ч
<b>№20 Структуры thereis/are (Оборотthere + be), have/hasgot.</b>	7 ч
<b>№21 Моя будущая профессия</b>	6 ч
<b>№22 Предлоги места и направления.</b>	7 ч
<b>№23 Времена группы Simple</b>	7 ч
<b>№24 Составление типов вопросов в группе Present.</b>	6 ч
<b>№25 Основные геометрические понятия</b>	7 ч
<b>№26 Физические явления</b>	7 ч
<b>№27 Математические действия.</b>	7 ч
<b>№28 Инструкции и руководства</b>	7 ч
<b>№29 Образование в России</b>	6 ч
<b>№30 Природное наследие нации</b>	5 ч
<b>№31 Здоровый образ жизни</b>	6 ч
<b>№32 Оборудование и работа</b>	6 ч
<b>№33 Неопределенные местоимения, производные от some, any, no, every.</b>	5 ч
<b>№34 Времена группы Past</b>	7 ч
<b>№35 Употребление времени действительного залога. Группа Future. Типы вопросов.</b>	8 ч
<b>№36 Строение автомобиля</b>	7 ч
<b>№37 Употребление модальных глаголов</b>	6 ч
<b>№38 Условные предложения.</b>	6 ч
<b>№39 Определение активного и пассивного залога.</b>	7 ч
<b>№40 Прямая и косвенная речь.</b>	6 ч

## **Общие методические рекомендации и указания по выполнению практических работ**

### **1.1 Подготовка к практической работе**

Для выполнения практических и лабораторных работ обучающийся должен руководствоваться следующими положениями:

1. Внимательно ознакомиться с описанием соответствующей практической работы и установить, в чем состоит основная цель и задача этой работы;
2. По лекционному курсу и соответствующим литературным источникам изучить теоретическую часть, относящуюся к данной работе.

### **1.2 Выполнение практических работ**

Успешное выполнение практических работ может быть достигнуто в том случае, если обучаемый представляет себе цель выполнения практической работы, поэтому важным условием является тщательная подготовка к работе.

### **1.3 Оформление практических работ**

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

1. На новой странице тетради указать название и порядковый номер практической работы, а также кратко сформулировать цель работы;
2. Записать при необходимости план решения заданий;
3. Схемы и графики вычертить с помощью карандаша и линейки с соблюдением принятых стандартных условных обозначений;
4. После проведения практических занятий обучающиеся должны составить отчет о проделанной работе. Практическая работа должна быть написана разборчивым подчерком и выполнена в тетради с полями для проверки работы преподавателем. Итогом выполнения является устная защита работы, по вопросам, которые прописаны в конце каждой работы.

Результатом выполнения практических работ будут:

*знания:*

- лексический (2000 лексических единиц) минимум необходимый для чтения и перевода (со словарем) текстов технической и профессиональной направленности

*умения:*

- понимать основное содержание несложно звучащих текстов или диалогов по изучаемым темам;
- выражать своё отношение и мнение к высказываниям;
- делать сообщения с наиболее важной выбранной информацией;
- рассуждать, делать выводы по прочитанному материалу;
- выборочно понимать и извлекать информацию в неадаптированных технических текстах;
- пользоваться двуязычными или одноязычными словарями и другой справочной литературой.

В практических работах знания оцениваются следующим образом:

<b>Оценка</b>	<b>«5» (отлично)</b>	<b>«4» (хорошо)</b>	<b>«3» (удовлетворительно)</b>	<b>«2» (неудовлетворительно)</b>
% выполнения практической работы	100-90	89-80	79-75	менее 75

## Практическая работа № 1

### Изучение лексико-грамматического материала по теме «Части тела»

**Тема: Внешность, характер, личностные качества.**

**Цель: употребление новых слов в составлении топики.**

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

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

Задание: Из данных слов, составить топик.

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

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

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

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

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

Complexion (цвет лица): dark, fair.

Skin (кожа): delicate, rough.

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

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

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

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

Eyelashes (ресницы): curving, straight, thick.

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

Mouth (рот): large, small, vivid.

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

Teeth (зубы): close-set, even/uneven.

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

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

Hand (рука): puffy, soft .

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

Отчет о проделанной работе: составлен письменно топик по теме.

## **Практическая работа № 2**

Тема: Моя семья.

Цель: употребление и понимание новых слов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: выполните упражнения.

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

а) 1. surname; 2. parents; 3. grandfather; 4. member; 5. turner; 6. experienced; 7. part-time student; 8. full-time student; 9. to want; 10. to tell; 11. tall; 12. to come.

б) 1. бабушка; 2. студент дневного отделения; 3. рабочий; 4. студент; 5. хотеть; 6. имя; 7. токарь; 8. родители; 9. неопытный; 10. говорить; 11. дедушка; 12. идти; 13. фамилия; 14. студент вечернего отделения; 15. приходить; 16. член; 17. рассказывать; 18. техник; 19. опытный; 20. высокий.

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

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

Отчет о проделанной работе: выполнение упражнений.

### **Практическая работа № 3**

Тема: Спорт в нашей жизни. Виды спорта.

Цель: формирование у обучающихся самостоятельно работать с текстом.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: Перевести и ответить письменно на вопросы после текста.

### **Summer and Winter Sports**

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

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

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

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

**Questions:**



1. What are people all over the world fond of?
2. What unites people of every nationality?
3. Why do people prefer to be out of town on a frosty sunny day?
4. What are the most popular outdoor winter sports?
5. What opportunities for sports does summer afford?
6. What game takes the first place in public interest?
7. When do many people indulge in boxing, wrestling, athletics, gymnastics?
8. Who goes in for calisthenics?
9. Why is chess the great international game?

**Vocabulary:**

to be fond of smth. — любить, нравиться to unite — объединять

outdoor winter sports — зимние виды спорта на открытом воздухе

shooting — стрельба hunting — охота

to bogganing — 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

Отчет о проделанной работе: переведен текст, даны ответы на вопросы по тексту

### **Практическая работа № 4**

Тема: Имя существительное, множественное число имени существительного.

Цель: Образование множественного числа имени существительного.

Перечень оборудования для проведения работы:тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Множественное число существительных в английском языке.

Исчисляемые существительные могут иметь форму единственного числа, если речь идёт об одном предмете, и множественного числа, если речь идёт о двух или более предметах. Форма множественного числа у большинства исчисляемых существительных образуется с помощью суффикса "-s (-es)", например:

a book - books a table - tables

a bridge - bridges a boy - boys

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

Исключения:

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

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

leaf - leaves life - lives tomato - tomatoes

Negro – Negroes armies family - families

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

Her hair is blond. Волосы у неё светлые.

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

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

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

Упражнение 1. Отметьте правильный вариант образования множественного числа:

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

Упражнение 2. Отметьте неправильный вариант образования множественного числа.

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

Упражнение 3. Образуйте множественное число следующих существительных.

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

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

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

Отчет о проделанной работе: выполнены упражнения.

Контрольные вопросы:

1. При помощи чего образуется множественное число имени существительного?
2. Перечислите правила образования множественного числа имен существительных.

**Практическая работа №5**

Тема Моя страна

Цель: употребление и понимание новых слов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

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

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia. There are

over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers – the Ob, the Yenisei and the Lena – flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1.600 meters) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East. On the vast territory of the country there are various of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is a parliamentary republic. The Head of State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial center. It is one of the oldest Russian cities.

At present, the political and economic situation in the country is rather complicated. There are a lot of problems in the national economy of the Russian Federation. The industrial production is decreasing. The prices are constantly rising, the rate of inflation is very high. People are losing their jobs because many factories and plants are going bankrupt. But in spite of the problems Russia is facing at present, there are a lot of opportunities for this country to become one of the leading countries in the world. I'm sure that we, the younger generation, can do very much to make Russia as strong and powerful as in used to be.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы.

## Практическая работа № 6

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

Цель: определение местоимения.

Перечень оборудования для проведения работы:тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Личные местоимения

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

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

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

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

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

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

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

These elements are called metals. Эти элементы называются металлы.

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

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

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

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

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

Задание: вместо пропусков вставьте нужное местоимение.

*Choose the correct variant:*

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

It It's Its

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

His Him He

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

A mine friend Of my friend A friend of mine

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

Her She Hers

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

It them they

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

It Him He

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

Hers picture A her picture A picture of hers

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

Our we us

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

They their them

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

He sit them

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

Our our us

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

I Me My

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

His her its

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

Our we us

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

You of you of yours

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

Their they theirs

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

It them they

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

He Him His

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

They Their Them

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

She Her He

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

1. Что такое местоимение?

2. Какие местоимения существуют в английском языке?

### **Практическая работа №7**

Тема Государственное устройство США

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст

The United States of America is a federative republic. From 1789 the Federation comprises 50 states. The president is the head of the state and the executive departments. He is also the commander-in-chief of the army and Navy of the USA. The president and vice-president are elected for a term of four years. All the legislative power is vested in Congress, which consists of the Senate and the House of Representatives. There are 100 senators and 435 members in the House of Representatives. The Senators are elected by popular vote for a term of six years two from each state, the Representatives are elected for two-year term. Both houses must approve the bill for it to become a law. An essential role in the US political system is played by the Supreme Court, which may declare a law, passed by Congress, to be contradictory to the Constitution of the country. The various states have legislative and executive bodies of their own. Their structure, function and competence are determined by the Constitution of each state. There is an elected governor at the head of each state. States enjoy independence in their domestic affairs, including financial matters. However, state laws and actions of state authorities must not conflict with the Constitution of the USA.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы.

### **Практическая работа № 8**

Тема: Порядковые и количественные числительные.

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

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, грамматические таблицы, словарь.

Краткие теоретические положения:

#### **Образование количественных и порядковых числительных.**

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

	Количественные	Порядковые
1	one	first
2	two	second

3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth
18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	a (one) hundred	a (one) hundredth

### **Образование количественных числительных**

1. Количественные числительные от 13 до 19 включительно образуются прибавлением суффикса -teen к соответствующим названиям единиц первого десятка: four- fourteen, seven-seventeen.
2. Названия количественных числительных, обозначающих десятки, образуются добавлением суффикса -ty к названиям единиц: six-sixty, seven-seventy.
3. Десятки с единицами образуются таким же способом, как и в русском языке: 22 twenty-two; 48 forty-eight.
4. При обозначении количественных числительных разряды многозначных чисел



разделяются запятой:

7,000; 5,550,000.

5. Между сотнями (или тысячами и миллионами) следующими за ними десятками (или единицами, если нет десятков) в любом разряде всегда ставится союз *and*: 246 *twohundredandforty-six*; 5,050 *fivethousandandfifty*; 3,525,250 *threemillionfivehundredandtwenty-fivethousandtwohundredandfifty*.

6. Числительные 100; 1,000; 1,000,000

употребляются с неопределенным артиклем или с числительным *one*: 100 *a hundred / one hundred*; 1,002 *a thousand and two / one thousand and two*.

7. Числительные *hundred, thousand, million* не принимают окончания *-s* во множественном числе: *three hundred; four thousand; five million*.

8. Существительное, которое следует за числительным, употребляется без предлога и соответствует в русском языке существительному в родительном падеже: *threethousandbooks* три тысячи книг; *tenstudents* десять студентов.

### **Образование порядковых числительных**

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

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

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

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

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

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

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

*These condbasket was the same size as the first.* - Вторая корзина была такого же размера, как и первая.

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

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

Даты обозначаются как правило порядковыми числительными.

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

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

множественном числе:

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

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

Three classes – три класса

Задание: выполните упражнения письменно.

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

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

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

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

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

Отчет о проделанной работе: выполнение упражнений письменно.

Контрольные вопросы:

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

7. Назовите правила правописания порядковых числительных.

### **Практическая работа №9**

#### Тема Прозвища отдельных штатов Америки

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст

California is located in the southwestern part of the USA. It is estimated to be the richest state of the USA that is why it is also called the Golden State.

Between 1850 and 1854, San Jose, Vallejo, and San Francisco served as the temporary capital cities. In 1854, the capital city was permanently moved to Sacramento.

The main cities are Los Angeles, San Francisco, Santa Barbara, San Diego, San Jose, etc. The total area is about 405 000 sq. km. It is the third biggest state of the USA after Alaska and Texas. State population is about 35, 000,000. It has the highest density of population. The largest City of California is Los Angeles, which is the 2nd largest city in the USA after New York city.

In 2003 the Governor of the state California became the well-known actor Arnold Schwarzenegger.

California's history is unique. It has been shaped, in part, by its geography. California has four main regions: the temperate coastal region, the Central Valley, once an inland sea, the desert, and the mountain region. The imposing Sierra Nevada caused California to develop in relative isolation from the rest of the nation. After Americans began to settle in California in large numbers during the nineteenth century, it would usually be weeks before news would arrive to the state from the East. Four flags have flown over California: Russian, Spanish, Mexican and the United States.

The name « California» came from a knightly romance book that was published in 1510. It was about an island paradise near India where beautiful Queen Calif ia ruled over a country of beautiful black Amazons with lots of pearls and gold. Cortez's men thought they found the island in 1535, because they found pearls. Later, it was found that the island was really a peninsula.

The first settlers to arrive in California after the Native Americans were Spanish. Russia had some small settlements, involved in whaling and fur trapping in Northern California, but Russia didn't attempt to colonize the area except in very isolated areas. Spanish priests were sent to California to convert the Indians to Christianity. Spain hoped to make the California native population into good Spaniards, loyal to Spain.

Spain couldn't find enough Spaniards willing to leave Spain for the New World and her attempts to convert the Indians into Spaniards failed. Spain had made the same errors that the English made with the Colonies. Spain forbade New Spain from trading with any other nation besides Spain, and Spanish settlers who were born in Spain were considered to be a higher class than pure Spanish born in New Spain. Even though New Spain had adopted the culture of Spain, the Spanish restrictions would soon drive Spain from the New World just as the English had been driven out.

The English began to fight for California almost 500 years ago with Queen Elizabeth I. England had ceased to become a real threat since the American Colonists had driven England from much of the New World. England had left something dangerous in her stead. It is English culture. Though the United States was a multinational state, English culture was the overriding tie that bound these people together.

It was this discovery of gold that hastened California's statehood. By the mid nineteenth century, California became a state of the USA because of the Gold Rush which started in earnest in 1849.

On September 9, 1850, President Fillmore officially made California the thirty-first state.

Winter comes early in the Californian mountains and many settlers lost their lives, if they tried to cross the hostile Sierra Nevada and penetrate to California from the eastern part of the country in winter.

The most common method of travel to California from the East for that time was by ship. Settlers would leave the East Coast and have to travel south all the way around the tip, of South America. The only other way to get to California was to get off the ship in Panama, cross the isthmus by land, and pick up a ship on the West coast of Panama that was headed north. Many travellers died of disease crossing the tropical Isthmus of Panama.

Only after the construction of the railroad which linked California to the rest of the country, California itself could offer a lot to the nation. The rich Central Valley eventually became known as the breadbasket of the world. California's mild climate allowed for year-round farming and growing of fruit and vegetables.

Prior to the Gold Rush, California had more Native Americans than all the other states combined. Now California still has the largest population of Native Americans. California has one of the largest Chinese communities outside Asia in the entire world, the majority of whom live in San Francisco. California has the largest Armenian population outside Armenia. From the economical point of view California is the largest producer of goods of all the states and the largest agricultural state in the Union. California is the fifth largest economy in the world, if it were a separate country.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы.

## **Практическая работа №10**

### Тема Политическое устройство Великобритании

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. The power of Queen Elizabeth II is not absolute. It is limited by Parliament. The legislative body, Parliament, consists of two chambers: the House of Lords and the House of Commons. The executive body consists of the central Government — that is the Prime Minister and the Cabinet of Ministers, who are responsible for initiating and directing the national policy. The judiciary body is independent of both the legislative and the executive ones. The Government derives its authority from the elected House of Commons. General elections, for all seats in the House of Commons, must be held at least every five years. The Government is normally formed by the political party which is supported by the majority in the House of Commons. The leader of the party is appointed the Prime Minister by the Queen and chooses a team of ministers. The second largest party becomes the Official Opposition with its own leader and «Shadow Cabinet». The House of Lords is a hereditary chamber. In Great Britain there is no written constitution, only customs and traditions.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы.

## **Практическая работа №11**

### Тема Президентская республика США

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст

The United States of America is a federative republic. From 1789 the Federation comprises 50 states. The president is the head of the state and the executive departments. He is also the commander-in-chief of the army and Navy of the USA. The president and vice-president are elected for a term of four years. All the legislative power is vested in Congress, which consists of the Senate and the House of Representatives. There are 100 senators and 435 members in the House of Representatives. The Senators are elected by popular vote for a term of six years two from each state, the Representatives are elected for two-year term. Both houses must approve the bill for it to become a law. An essential role in the US political system is played by the Supreme Court, which may declare a law, passed by Congress, to be contradictory to the Constitution of the country. The various states have legislative and executive bodies of their own. Their structure, function and competence are determined by the Constitution of each state. There is an elected governor at the head of each state. States enjoy independence in their domestic affairs, including

financial matters. However, state laws and actions of state authorities must not conflict with the Constitution of the USA.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы.

## **Практическая работа №12**

### Тема Молодое поколение

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст

#### The Younger Generation

Old people are always saying that the young are not what they were. The same comment is made from generation to generation. It has never been truer than it is today. The young are better educated. They grow up quicker and are not so dependent on their parents. They think more for themselves and do not blindly accept the ideals of their elders. Events, which the older generation remembers vividly, are nothing more than past history. Every new generation is different from the one that precedes it.

The old always assume that they know best for the simple reason that they have been around a bit longer. They don't like to feel that their values are being questioned.

And this is precisely what the young are doing. They are questioning, they take leave to doubt that the older generation has created the best of all possible Worlds.

Office hours, for instance, are nothing more than enforced slavery. Wouldn't people work best if they were given complete freedom and responsibility? And what about clothing? Who said that all the men in the world should wear drab grey suits and convict haircuts?

Why have the older generation so often used violence to solve their problems? Why are they so unhappy and guilt-ridden in their personal lives, so obsessed with mean ambitions and the desire to amass more and more material possessions?

These are not questions the older generation can shrug off easily. Their record over the past forty years or so hasn't been exactly spotless. Traditionally, the young have turned to their elders for guidance. The old — if they are ready to admit it — could learn a thing or two from their children.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы.

## **Практическая работа № 13**

Тема: Имена прилагательные. Степени сравнения.

Цель: образование сравнительной и превосходной степени имени прилагательного.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

Имя прилагательное — часть речи, обозначающая признак предмета.

fineweather — хорошая погода

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

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

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

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

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

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

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

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

Исключения:

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

far — далёкий	further — дальше	further — дальше
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Задание: выполните тест.

*Вставьте нужную степень сравнения*

1. My wife is ... than your wife.  
the most beautiful beautiful more beautiful
2. Their flat is ... than ours.  
more large larger the larger
3. You are ... person that I know.  
luckier the luckiest the Luckiest
4. Cats are not so clever ... dogs.  
as so than that
5. The situation is ... than I thought.  
more bad badder worse
6. Today the weather is ... than yesterday.  
nicer more nicer much nicer
7. For me mathematics is ... physics.  
more easy as easier than easier than
8. This car is ... of all.  
an expensive the least expensive a less expensive The little expensive
9. Concord was ... plane in the world.  
fast fastest the fastest
10. The new teacher is ... than the previous one.  
many good a lot better many better a lot of good
11. This room is not so ... as that one on the first floor.  
the most comfortable more comfortable comfortable
12. The more you learn ... you become.  
smarter the smarter the smartest
13. These jeans are too small. I need ... size.  
a large a larger a largest
14. We left ... way possible.  
the quickest a quick a quicker the quickest
15. It is ... to go for a walk, than to watch TV at home.  
good the best better
16. What sea is ... The Black or the Red?  
less salty little saltier less saltier
17. The band will play on ... stage.  
a new a newer the newest
18. Oh! This dress is ... expensive than I expected!  
far much far more far a lot



19. It will do you ... if you start doing your homework.  
good better the best

20. It is ... dog that I have ever seen!  
the biggest bigger the biggest

Отчет о проделанной работе: выполнен тест.

Контрольные вопросы:

1. Что такое прилагательное?
2. Какие степени прилагательного вам известны?
3. Как образуется сравнительная степень прилагательного?
4. Как образуется превосходная степень прилагательного?

### **Практическая работа №14**

Тема Сложное дополнение.

Цель: работа с упражнениями и новой лексикой, образование сложного дополнения

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и выполните упражнения

Упражнение 1

Закончите предложения, употребляя сложное дополнение.

E.g. "Bring me a book," said my brother to me.

My brother wanted me to bring him a book.

1. The teacher said to the pupils: "Learn the rule." — The teacher wanted ... 2. "Be careful, or else you will spill the milk," said my mother to me. — My mother did not want ... 3. "My daughter will go to a ballet school," said the woman. — The woman wanted ... 4. The man said: "My son will study mathematics." — The man wanted ... 5. "Oh, father, buy me this toy, please," said the little boy. — The little boy wanted ... 6. "Wait for me after school," said Ann to me. — Ann wanted ... 7. "Fix the shelf in the kitchen," my father said to me. — My father wanted ... 8. "It will be very good if you study English," said my brother to me. — My brother wanted ... 9. "Fetch me some water from the river, children," said our grandmother. — Our grandmother wanted ... 10. "Come to my birthday party," said Kate to her classmates. — Kate wanted ... 11. The biology teacher said to us: "Collect some insects in summer." — The biology teacher wanted ... 12. "Don't eat ice cream before dinner," said our aunt to us. Our aunt did not want ... 13. "Come and live in St Petersburg with me," said my mother to me. My mother wanted...

Упражнение 2

Переведите на английский язык, употребляя сложное дополнение.

1. Я хочу, чтобы все дети смеялись. 2. Я хочу, чтобы все это прочитали. 3. Мне хотелось бы, чтобы доктор посмотрел его. 4. Дети хотели, чтобы я рассказал им сказку. 5. Я не хочу, чтобы она знала об этом. 6. Он хотел, чтобы его друг пошел с ним. 7. Мой брат хочет,

чтобы я изучала испанский язык. 8. Я бы хотел, чтобы мои ученики хорошо знали английский язык. 9. Я не хочу, чтобы ты по-лучил плохую оценку. 10. Мне бы не хотелось, что-бы они опоздали. 11. Я не хотела, чтобы вы меня ждали. 12. Она бы хотела, чтобы ее брат получил первый приз. 13. Я хочу, чтобы вы прочли эту книгу. 14. Мне бы хотелось, чтобы вы приехали к нам. 15. Она хотела, чтобы ее сын хорошо окончил школу. 16. Им бы хотелось, чтобы мы проиграли игру. 17. Она не хотела, чтобы я уехал в Москву. 18. Я бы не хотел, чтобы вы потеряли мою книгу. 19. Папа хочет, чтобы я была пианисткой. 20. Мы хотим, чтобы этот артист приехал к нам в школу. 21. Вам бы хотелось, чтобы я рассказал вам эту историю? 22. Хотите, я дам вам мой словарь?

### Упражнение 3

Перепишите следующие предложения, употребляя сложное дополнение вместо придаточных дополни-тельных предложений.

E.g. I expect that she will send me a letter.

I expect her to send me a letter.

I know that he is a great scientist.

I know him to be a great scientist.

1. I know that my friend is a just man. 2. I ex-pect that he will understand your problem and help you to solve it. 3. I expected that she would behave quite differently. 4. I did not expect that my brother would forget to send her flowers. 5. He knows that my mother is a very kind woman. 6. She expected that her brother would bring her the book. 7. I know that your uncle is an excellent mathematician. 8. People expect that the 21st century will bring peace on the Earth. 9. We know that it is true. 10. I never expected that he would be a politician. 11. No one expects that the President will resign. 12. We expect that the economy will grow by 2% next year. 13. I didn't expect that he knew Russian so well. 14. I expect that it will take about an hour to get home. 15. The kids know that all her pies are delicious. 16. They expect that he will have a good working knowledge of computers. 17. No-body expected that she would win the gold medal.

### Упражнение 4

Переведите на английский язык, употребляя слож-ное дополнение.

1. Я рассчитываю, что письмо придет завтра. 2. Она рассчитывала, что учитель похвалит ее. 3. Он не рассчитывал, что они вернутся так поздно. 4. Я знаю, что она талантливая певица. 5. Я знала, что он великий ученый. 6. Мы не рассчитывали, что вы так много сделаете. 7. Учитель рассчиты-вал, что ученики поймут правило. 8. Я не ожидал, что он напишет такие прекрасные стихи. 9. Она знала, что он очень занятой человек. 10. Все знали, что она прогрессивный ученый. 11. Я знаю, что твоя сестра — очень способная студентка. 12. Все знают, что Байрон — великий поэт. 13. Я не ожидал, что это случится так скоро. 14. Мы рас-считываем, что вы нам поможете. 15. Он ожидал, что министр ответит сразу. 16. Мы рассчитывали, что погода изменится.

### Упражнение 5

Переведите на английский язык, употребляя слож-ное дополнение.

1. Я люблю, когда дети смеются. 2. Она не любит, когда я с ней спорю. 3. Она не любила, чтобы мы приходили поздно. 4. Он не любит, когда я опаздываю. 5. Наш учитель любит, когда мы задаем вопросы. 6. Я не люблю, когда ты забываешь свои обязанности. 7. Наша бабушка любит, когда Лена играет на рояле. 8. Папа любит, когда я говорю по-английски. 9. Мой дедушка не любил, когда дети разговаривали за столом. 10. Он не любил, когда мы ломали игрушки. 11. Он любил, когда мы играли в тихие игры. 12. Я терпеть не могу, когда она говорит людям, что им следует делать все время. 13. Я терпеть не могу, когда он разговаривает подобным образом.

## **Практическая работа №15**

Тема СМИ

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

### **Mass Media**

No doubt, is an important part of our life. People from different walks of life have become nowadays listeners, readers, viewers. Or in other words, reading newspapers and magazines, watching TV, listening to the news on the radio are our main means of getting information in all its variety. Newspapers with their enormous circulation report different kinds of news. They carry articles which cover the latest international and national events. Now people buy newspapers also for the radio and TV programmes which they publish. There are special newspapers which gave a full coverage of commercial, financial and publish affairs. There are newspapers and magazines for young people. They give a wide coverage of news, events and reports on education, sports, cultural life, entertainment, fashion. There are a lot of advertising programmes now, sensation material, too. They represent the views of today's youth. Radio broadcasts are valued mainly for their music programmes (Europa plus). TV, radio, press reflect the present day life. Their information may vary from social and economic crises, conflicts, wars, disasters, earthquakes, to diplomatic visits, negotiations, from terrorism, corruption, to pollution problems, strikes, social movements. Much information is published concerning official governmental decisions. TV is the most popular kind of mass media now. Viewers are fond of watching variety show, films, sports, plays, games, educational and cultural programmes. We have many different channels, including commercial channels. There are many interesting and exciting programmes, but at the same time too often very primitive films are televised. I mean horror films, thrillers, detective films with all their cool-blooded atmosphere of violence and endless crimes and murders. Our family is also a mass media consumer. I have a TV set in my room. The culture programmes like "Kultura" are my mother's favourite, my farther is a hockey fan, he likes to see sport programmes. I'm not keen on special programmes. I like to see a bit here and a bit there. Also, I can say I like programmes about travelling and traditions of another countries. Those programmes are educating and relaxing at the same time.

Отчет о проделанной работе: перевод текста, составление вопросов по тексту.

## **Практическая работа №16**

Тема Досуг

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

When we have time for leisure, we usually need something that can amuse and interest us. There are several ways to do this.

People use radio or television. They switch on the radio set or TV set and choose the programme they like best. Some people like music. They listen (o various concerts of modern and old music, new and old songs, and see dances. Those who are fond of sports listen to or watch football and hockey matches. These are the most popular kinds of sports. There are a lot of fans among people. They can also see championships in athletics and other kinds of sports.-Everybody likes to see skating and dancing on the ice. Radio and television extend our knowledge about the world in which we live. Television helps us to 'visit' different lands, see new plants, animals, unusual birds, fish and insects, mountains and valleys, lakes, rivers, and seas. We are shown different countries, cities and towns and people who live there. On TV people could even see both sides of the Moon. This is what we can do at home.

If we want to go out, there arc a lot of cinemas, theatres, museums, Houses of Culture and clubs in our country where we can spend our free time.

In big cities like Moscow and St. Petersburg it is often difficult to decide where to go in the evening. Newspapers tell us what is on at cinemas and theatres. If you are a theatre-goer, you will choose a play you want to see. If you are a film fan, you will go to a cinema. When new interesting plays are on. it is not easy to get tickets, because the theatres play to full houses every night. Then you must book tickets.

In small towns and villages they have no actors of their own. So they invite a group of actors from a big town or a city to show plays. Everyone likes to see the plays. Schools usually get tickets for their pupils. They go to the theatre with their teachers and have talks about the play they have seen.

The cinema has really become the most popular kind of art. Films are shown in cinemas, clubs. Houses of Culture and even schools in villages. Young and old people like to see films very much, and when a good film is on, the house is usually full.

In small towns and villages both Houses of Culture and clubs are the centres of cultural activities which are carried out through different sections. Those who like to dance join a dancing section. Those who are interested in music join a musical section where they are taught to play different musical instruments. People who are fond of sports can join sport sections, such as football, skiing, boating, chess, and others. The art section is one of the most popular with the people, because they can learn to create beautiful things there. Some members are taught to paint, and they organize local exhibitions of their paintings. Some do cutting work, others grow flowers and take part in town and region flower-shows.

Old traditions are coming to life. In some villages they build 'Huts on hen's legs', taverns in the old Russian style such as 'Lubava' on the way from Moscow to Novgorod, where people can meet their friends, have pleasant talks, eat Russian food and listen to Russian music.

So you can see how interesting are the ways in which leisure time can be spent.

Отчет о проделанной работе: перевод текста, составление вопросов по тексту

## Практическая работа №17

Тема Мой любимый актер

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

My favourite actors are Mel Gibson and Whoopi Goldberg. Whoopi Goldberg came a long way to her present international success. Her mother was divorced and poor. Whoopi chose a very difficult career for a black woman. She started as a theatre actress and did very well.

In the end she had a show on Broadway. Film producers saw her show and a new career in cinema began. She almost got an «Oskar» in Steven Spielberg's film. Whoopi can be a very serious actress. But she can be very funny too.

Mel Gibson, one of eleven children, was born in New York. But his family moved to Australia when he was twelve. He is a traditional Hollywood man of action in some ways; he is strong and handsome with bright blue eyes. But in his films he can be funny and shy like a little boy.

Gibson became famous in the «Mad Max» film, made by the Australian director George Miller. Max lives in a desert after a nuclear war. People drive incredible cars and lorries and wear strange clothes. It is a fantastic mix of past and future.

Mel Gibson is now also a film director. His first film as director was «The Man without a Face».

Vocabulary:

1. What are your favourite actors?
2. Was it easy for Whoopi Goldberg to become a star?
3. What films with Whoopi Goldberg do you know?
4. When did Gibson become famous?
5. Mel Gibson is now a film director too, doesn't he?

Vocabulary:

to be divorced — быть разведенным

career — карьера

to move — переезжать

director — режиссер

nuclear war — ядерная война

lorry — грузовик

incredible — удивительный

Отчет о проделанной работе: перевод текста, составление вопросов по тексту

## **Практическая работа №18**

Тема Праздники и традиции

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

### **British Traditions and Customs**

British nation is considered to be the most conservative in Europe. It is not a secret that every nation and every country has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up. The best examples are their queen, money system, their weights and measures.

There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing. Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music- sounds.

Another example is the Boat Race, which takes place on the river Thames, often on Easter Sunday. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. Amateur riders as well as professional jockeys can participate. It is a very famous event.

There are many celebrations in May, especially in the countryside.

Halloween is a day on which many children dress up in unusual costumes. In fact, this holiday has a Celtic origin. The day was originally called All Halloween's Eve, because it happens on October 31, the eve of all Saint's Day. The name was later shortened to Halloween. The Celts celebrated the coming of New Year on that day.

Another tradition is the holiday called Bonfire Night.

On November 5, 1605, a man called Guy Fawkes planned to blow up the Houses of Parliament where the king James 1st was to open Parliament on that day. But Guy Fawkes was unable to realize his plan and was caught and later, hanged. The British still remember that Guy Fawkes' Night. It is another name for this holiday. This day one can see children with figures, made of

sacks and straw and dressed in old clothes. On November 5th, children put their figures on the bonfire, burn them, and light their fireworks.

In the end of the year, there is the most famous New Year celebration. In London, many people go to Trafalgar Square on New Year's Eve. There is singing and dancing at 12 o'clock on December 31st.

A popular Scottish event is the Edinburgh Festival of music and drama, which takes place every year. A truly Welsh event is the Eisteddfod, a national festival of traditional poetry and music, with a competition for the best new poem in Welsh.

If we look at English weights and measures, we can be convinced that the British are very conservative people. They do not use the internationally accepted measurements. They have conserved their old measures. There are nine essential measures. For general use, the smallest weight is one ounce, then 16 ounce is equal to a pound. Fourteen pounds is one stone.

The English always give people's weight in pounds and stones. Liquids they measure in pints, quarts and gallons. There are two pints in a quart and four quarts or eight pints are in one gallon. For length, they have inches» foot, yards and miles.

If we have always been used to the metric system therefore the English monetary system could be found rather difficult for us. They have a pound sterling, which is divided into twenty shillings, half-crown is cost two shillings and sixpence, shilling is worth twelve pennies and one penny could be changed by two halfpennies.

Отчет о проделанной работе: перевод текста, составление вопросов по тексту

### **Практическая работа №19**

Тема Научно – технический прогресс

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

Since the first automobile was introduced to our life, we can notice that there are a lot of changes happened around us. As a modern transportation, it not only brings convenience to our daily life, but also enhances the efficiency.

One of advantages of using automobiles is that it can give the users much more convenience compared with other transportations, such as bikes or buss. For me, I like to go to the supermarket once per week and normally buy many foods at one time. Can you imagine that I need to carry a lot of foodstuff and maybe take a crowded bus to reach home? How inconvenient it is! Suppose that I have a car, and then I will feel very easy because what I need to do is to put all my stuff at the back of the car.

On the other hand, automobiles can save our time and energy. Driving the automobile, we can go wherever we want to go. We can reach the destination faster than other transportation means. We can use the saved hours to enjoy the views or do anything that we want. After all, time means a lot to modern people. It can mean money to businessmen, knowledge to school students and profit to companies. By means of cutting time with the help of automobiles, we can increase the efficiency of our society.

Of course, I must admit that automobiles bring a lot of problems such as traffic jam and air pollution. But these outcomes cannot be avoided during the development of a society. I believe we will have a better solution to solve all these problems soon .

Generally speaking, I would like to say automobiles have improved modern life through providing more convenience to people and increasing efficiency. We should encourage the society to support the automobile industry and develop different kinds of automobiles to meet various needs.

### **Практическая работа № 20.**

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

Цель: употребление структур в предложениях.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

#### **Оборот *there + be***

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

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

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

Глагол *be* в этом сочетании может функционировать в различных видо-временных формах:  
*There is / are* Simple

*There was / were* Past

*There will be* Future

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

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

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

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

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

*There are no clouds in the sky.* Небено облаков.

#### **Have and have got**

(a) *Have* и *have got*

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



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

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

Для вопросительных и отрицательных предложений существуют три возможные формы:

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

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

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

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

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

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

В прошедшем времени (Past) got не используется.

- When I was a student I had a friend.

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

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

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

(b) Haveиспользуется для обозначения ряда действий. Например:

Havebreakfast/lunch/dinner/a meal/a drink/

a cup of coffee/a cigarette ит.д.

havea swim/a walk/a rest/a holiday/ a party/

a good time ит.д.

Havea bath/a shower/a wash

Havea look (at something)

Havea baby (= give birth to a baby)

Havea chat (with someone)

В таких выражениях have не может быть замененнаhavegot:

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

- Last summer I had a good time.

Сравните:

- I have a bath every morning.(=япринялванну-действие)

- I'vegotabath.(=в моем доме есть ванна)

Вспомогательный глагол *todo* употребляется для образования вопросительных и отрицательных предложений.

- When do you usually have breakfast?
- I don't have breakfast so early.
- Did you have a good time last summer?
- I didn't have a good time last summer.

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

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

Задание: выполнить тест.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Have has

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

Have has

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

Have has

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

Have Has

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

Have Has

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

Have has

7. Has he got a bird? No, he \_\_\_\_.  
haven't hasn't
8. Sasha \_\_\_\_ got a pet.  
haven't hasn't
9. We \_\_\_\_ got a cat.  
haven't hasn't
10. She \_\_\_\_ got a book.  
haven't hasn't

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

1. Как переводится структуры there is/are?
2. Имеет ли временные формы? Какие?
3. Как образуется вопросительная и отрицательная формы?
4. Как переводится have and have got?
5. Как образуется вопросительная и отрицательная формы?

### **Практическая работа №21**

Тема: Моя будущая профессия

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

#### **Choosing a career**

Choosing a career is like any other activity; it is best to work to a plan. Too many people start looking for a specific job before thinking out their occupational aims. It is a good idea to begin by attempting to define in clear terms what your requirements are from a career. This involves taking a realistic view of your strengths and weaknesses. You may think for example, that you would like a job which involves organizing people, but liking such a job is not a sufficient justification if experience you already may have suggests that this is not your strong point. On the other hand, you should remember that training will equip you to do new things. A further point to consider is how far you will be willing to do for a time things which you do not like knowing that they are necessary to achieve your longer term objectives. Having thought carefully about the sort of person you are, try to work out a realistic set of occupational requirements. In particular, you can answer to important questions. First: what sort of life do you want to lead? For example, do you want to live in the country or in the town? Is leisure time of great importance to you? Is the size of your salary important? Do you want to put down roots or travel widely? Second: what sort of work do you want to do? For example, do you like working alone or with others? Does teaching

people appeal to you? Do you want to be an organizer of other people's activities? Do you want to develop new ideas and initiate changes.

As for me, I have made up my mind to be an engineer. As my parents are engineers they have made a great influence on my choice and I can say that this profession runs the family. My choice of this occupation didn't come as a sudden flash. I think that nowadays this profession is of great need and importance to our country. It is my aim to be a qualified specialist and to serve the interests of my country. To be a well prepared engineer I should have some important qualities: great capability, persistence, knowledge of science and, of course, knowledge of foreign languages. In spite of these arguments we mustn't forget about everybody's vacation. I think that my facilities combined with the knowledge would be quiet enough to succeed in my work.

In the present world of technological progress, the profession of the mechanic has broad specialization and therefore it is very popular and very demanded. By means of specialized diagnostics workers carry out servicing and car repairs. To work as the mechanic it is necessary to possess certain skills: endurance, physical force, good sight and correct coordination of movements.

Data on the first mechanics appeared approximately in the 18th century, in the countries in which there was a transport capable of independent movement. Since then, transport constantly was improved and changed. Repair and leaving therefore there was a need for specially trained masters was necessary to any mechanism. So there was a profession of the mechanic.

If you work as the mechanic, you surely need special clothes which not only will protect from pollution, but also will protect your body and to a degree from damages.

Today – this profession is rather demanded. Service life of motor transport can be increased considerably, thanks to competent work of the automaster. It considerably reduces risk of emergence of road accident and creates safety conditions on roads for the driver.

But not each person can cope with such work because it is coherent with big physical activities. Such kind of activity isn't recommended to who has diseases of respiratory organs, asthma – the motive device, a heart trouble and nervous system. Risks of a profession of the mechanic also consist in it.

Nowadays learning English can be very useful in repairing many types of modern cars because in our age of technology everything is based on computer. Almost every driver once in his life watching work of a mechanic saw a process of finding faults in electronic system of his "dear car" and no need to say how important for a master to find quickly what is wrong but it is impossible without being aware of the simplest terms and names of car ignition, fuel, lubrication, cooling, brake, steering, transmission and etc. systems. All your knowledge can simplify and quicken your work in identifying problems and save time. I think not less important for every car owner no matter man or woman you are not only to have a good mechanic but to have just a little knowledge in troubleshooting of your car. This makes you more confident and fearless on the road and gives an opportunity to deal with unexpectedly faults flashed on

dashboard of the instrument cluster of your Mercedes, BMW or Range Rover. Of course all this is impossible without finding out new information and learning English.

## **Практическая работа № 22.**

Тема: Предлоги места и направления.

Цель: определение предлогов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

### Предлог Preposition

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

### Формы предлогов

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

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

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

of (кого? чего?) родительный падеж

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

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

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

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

to (кому? чему?) дательный падеж

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

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

by (кем? чем?) творительный падеж

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

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

with (кем? чем?) творительный падеж

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

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

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

We entered the room. Мы вошли в комнату.

Задание: вставить нужный предлог вместо пропуска.

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

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

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

1. When we came the game was ...
2. He went ... school.
3. She came ... my room, no resolution.

4. The book was brought ... the girl.
5. The pencil belongs ... me.
6. The document was signed ... the director.
7. The ball fall ... the water.
8. She is going ... the sea.
9. Repeat the texts ... again.
10. He quickly climbed ... the fence.
11. I think ... your propositions.
12. The sunny weather will be all ... the country.
13. She went ... the river.
14. They go ... home.
15. The pupils came ... the classroom.
16. The dog went ... the lake.
17. Put money ... the pocket.
18. He couldn't sleep and turn side ... side.
19. The lamp is... the bookcase.
20. My sister prefers travelling ... car.

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

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

### **Практическая работа № 23**

Тема: Употребление времен действительного залога. Группа Present.

Цель: определение времен по формулам.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, грамматические таблицы, словарь.

Краткие теоретические положения:

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

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

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



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

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

He is watching TV now. The Earth is moving.

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

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

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

### **The Present Perfect Tense.**

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

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

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

The mail has just come. Почта только что пришла.

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

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

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

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

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

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

Задание: выполните тест.

*Тест №1. Choose the correct variant:*

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

have got   am   has got

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

Do   are   does

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

Does   has   go   have got

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

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

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

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

6. Everybody in our family (help) \_\_\_\_ Mummy about the house. Dad (walk) \_\_\_\_ the dog, I (water) \_\_\_\_ the flowers, and my brothers (clean) \_\_\_\_ the rooms.

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

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

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

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

has got, have got

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

Do you like, Does you like, Are you like

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

Have Dad got, Does Dad have, Does Dad has

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

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

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

don't have, aren't have, hasn't

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

Bob knows, Do Bob knows, Does Bob know

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

have got, aren't have, don't have

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

not see, doesn't see, don't see

16. Don't give him cigarettes. He (not/smoke) \_\_\_\_.

isn't smoke, doesn't smoke, don't smoke

17. Can you help me? I (not/know) \_\_\_\_ the way to the market.

am not know, not know, don't know

18. \_\_\_\_ Peter \_\_\_\_ any beer in the fridge?

Does Peter have, Do Peter has, Have Peter got

19. My daughter Mary (not/like) \_\_\_\_ apples, but she likes oranges.

not like, doesn't like, doesn't like

20. What's the matter? You (look) \_\_\_\_\_ very happy.

Look looks

*Task №2. Choose the correct variant:*

1.- Where are the children? It's quiet at home. - They (lie) on the carpet and (draw).

lie, are drawing are lying, drawing are lying, drawing

2.- What are you (do) now? - I (look for) my key. I can't open the door.

What are you doing, I look for What are you doing, I'm looking for

What are you doing, I'm looking for What are you doing, I'm looking for

3. Listen! Somebody (sing) a lovely song.

Sings is singing are singing

4. Why are you (put on) the coat? It's sunny today.

are you putting on do you put on will you put on are you putting on

5. Don't make so much noise. I (try) to work.

Tried I'm trying I'm trying

6. Why are you (cry)? Is anything wrong?

do you cry are you crying have you crying

7. I (listen) to you attentively.

am listening listen

8. What time are Nick and Rosa (come) for dinner tonight?

is Nick and Rosa coming Nick and Rosa are coming

do Nick and Rosa come are Nick and Rosa coming

9. I'm sure you (make) the right choice.

will be made are making make

10. Take your umbrella. It (rain) cats and dogs.

Rained are raining is raining

11. Why are you (not/hurry)? I (wait) for you.

are you not hurrying, am waiting aren't you hurrying, waiting

aren't you hurrying, 'm waiting don't you hurry, am waiting

12. I don't speak any foreign languages, but I (learn) English now.

am learning learn

13. We (spend) next weekend at home.

Spent are spending are spending

14. I (meet) Liz tonight. She (come) from Cork.

will meet, comes, am meeting, coming, am meeting, 's coming

15. He (go) to speak to his parents.

Went, is going, goes

15. At the moment we (fly) over the desert.

have flying, fly, are flying

16. Have some hot tea. It (get) chilly.

Getting, is getting, it's getting

17. I (die) to see him.

am dying, have died, am dying, am dying

18. My Dad (work) overtime this week.

Works, are working, is working

19. They (live) in a rented house these days.

were living, are living, live

*Task № 3. Choose the correct variant:*

1. Since then I \_\_\_\_\_ my job several times.

Changed, has changed, have changed

2. "You \_\_\_\_\_ your hair", he cried.

have dyed, dyed

3. Jane \_\_\_\_\_ suddenly that there was a letter attached to the painting.

Found, has found, had found

4. I \_\_\_\_\_ that point yet.

haven't considered, didn't consider, not considered

5. Mary isn't at home. She \_\_\_\_\_ to work.

Went, was, has gone

6. They \_\_\_\_\_ in construction business for 5 years.

Were, have been, are

7. \_\_\_\_\_ you ever \_\_\_\_\_ the Queen of Great Britain?

Have ... seen, Did ... see

8. He can't find a job. He \_\_\_\_\_ unemployed for half a year.

Was, has been, have been

9. \_\_\_\_\_ you ever \_\_\_\_\_ to Africa?

Have ... travelledAre ... travelledDid ... travel

10. \_\_\_\_\_ you \_\_\_\_\_ about Miss Carol' marriage?

Did ... hearHave ... heard

11. What \_\_\_\_\_ you \_\_\_\_\_ to find the way out?

did ... dohave ... doneare ... do

12. Nick and Sally \_\_\_\_\_ each other since their school years.

have knownknownedknew

13. His spirits \_\_\_\_\_ a little. He's all right now.

Revivedhas revivedhave revived

14. " \_\_\_\_\_ anything \_\_\_\_\_ from the flat," asked the policeman.

Is ... disappearedDid ... disappear

Has ... disappearedHave ... disappeared

15. "I \_\_\_\_\_ the letter you asked about, sir," said the butler.

brought've brought's brought

16. \_\_\_\_\_ you \_\_\_\_\_ dinner already?

Did ... haveWere ... having

Have ... had

17. He \_\_\_\_\_ his driving test. He is so happy. He hasn't been able to pass it for three years.

has just passedhave just passedjust passed

18. I \_\_\_\_\_ my keys. I can't get in.

Have lostlosthav lost

19. The taxi \_\_\_\_\_. Hurry up!

Arriveshave arrivedhas arrived

20. \_\_\_\_\_ you \_\_\_\_\_ writing your book yet?

Did ... finishHave ... finished

Отчет о проделанной работе: выполнение тестов.

Контрольные вопросы:

1. Что такое PresentSimple? Какое действие обозначает? Как образуется?

2. Что такое PresentProgressive? Какое действие обозначает? Как образуется?

3. Что такое PresentPerfect? Какое действие обозначает? Как образуется?

## Практическая работа № 24

Тема: Составление типов вопросов в группе Present.

Цель: определение типов вопросов.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь, грамматические таблицы.

Краткие теоретические положения:

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

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

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

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

Порядок слов в специальном вопросе:

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

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

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

Задание: выполните тест.

## Практическая работа № 25

Тема: Геометрические понятия.

Цель: правильное употребление геометрических понятий в профессиональной деятельности.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: переведите письменно текст и выполните задания к тексту.

### Geometric Solids

We have been studying plane figures which have only two dimensions; length and width. Now we will study figures with three dimensions. Figures that have three dimensions are called geometric solids or solid figures. The three dimensions are length, width and thickness or height.

**PRISMS.** A prism is a solid, each side of which is a polygon, and the upper base of which is parallel and congruent (exactly the same in size and shape) to the lower base; corresponding vertexes of the top and bottom polygons are joined by parallel edges. In a right prism the lateral faces (sides) are perpendicular to the bases.

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

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

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

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

*Answer the following questions:*

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

*Найдите соответствующие эквиваленты :*

1. solids	a) пересечение
2. length	b) вершина угла
3. cone	c) форма
4. sphere	d) пунктирные линии

5. polygon	е) тела
6. edge	ф) длина
7. base	г) шар
8. vertexofanangle	h) основание
9. tobeequalto	і) быть равным
10. shape	ј) грань
11. dottedlines	к) многоугольник
12. crossing	l) конус

Отчет о проделанной работе: письменный перевод текста и выполнены задания.

## Практическая работа № 26

Тема: Физические явления и стихийные бедствия.

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

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

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



the ozone layer results as ozone-rich air from the remaining ozone layer flows into the ozone-poor areas.

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

Отчет о проделанной работе: письменно переведен текст.

## **Практическая работа № 27**

Тема: Математические действия.

Цель: введение и закрепление новой лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

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

Начнем с самых простых действий, встречающихся в любой формуле:

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

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

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

Математические действия (Numbers for Maths)

- Сложение (Addition)

$$1 + 2 = 3$$

One and two is three.

Вычитание (Subtraction):

$$7 - 6 = 1$$

Seven minus six is one.

Multiplication (Умножение):

$$5 \times 6 = 30$$

Five times six equals thirty.

Five multiplied by six is thirty.

- Division (Деление):

$$9 \div 3 = 3$$

Nine divided by three equals three. Другие символы их чтение (Other symbols)

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

Задание: выполните упражнения.

Упражнение № 1. Запишите примеры по-английски.

$$11 \times 2$$

$$6 \times 8$$

$$7 \times 6$$

$$4 \times 9$$

$$6 \times 4$$

$$7 \times 7$$

$$81 : 9$$

$$12 \times 3$$

Упражнение № 2. Дайте письменный вариант следующих числительных:

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

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

Упражнение 3. Запишите даты по образцу :

16.6.99. – June the sixteenth nineteen ninety-nine .

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

Отчет о проделанной работе: выполнены письменно упражнения.

## Практическая работа № 28

Тема Инструкции и руководства

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

1. mechanical engineer

a. долгий срок службы

2. to deal (with)

b. запустить в массовое производство

3. designing cars

c. подвергать испытаниям

- |  |  |
|--|--|
| 4. to put into mass production           | d. плавное сцепление                       |
| 5. long service life                     | е. отвечать современным требованиям        |
| 6.driving safety                         | f. иметь дело (с кем-л., чем-л.)           |
| 7.to meet up-to-date demands             | g. надежные тормоза и рулевое управление - |
| 8.smooth-acting clutch                   | h. безопасность езды (вождения)            |
| 9.silent gearbox                         | i. бесшумная коробка передач               |
| 10.dependable brakes and steering system | j. инженер-механик                         |
| 11.to subject to tests                   | k. конструирование автомобилей             |

2. Переведите на русский язык встречающиеся в тексте интернациональные слова:

mechanical, mechanism, specialist, industry, phase, technology, process, laboratory, test, fact, automobile, engineer, method, principle, corrosion, type, material, comfortable.

3. Прочтите текст и выполните следующие за ним упражнения:

### AUTOMOBILE PRODUCTION

1. Specialists in automobile industry deal with designing and manufacturing cars, so they should know that the production of the automobile comprises the following phases:

- 1) Designing,
  - 2) Working out the technology of manufacturing processes,
  - 3) Laboratory tests,
  - 4) Road tests.
  - 5) Mass production (manufacturing).
2. Why is it necessary to know all these facts?

It is important to know them as before the automobile (car or truck) is put into mass production, it should be properly designed and the automobile must meet up-to-date requirements.

3. What are these requirements?

The automobile must have high efficiency, long service life, driving safety, ease of maintenance and pleasant appearance.

In order to obtain all these qualities engineers should develop up-to-date methods of designing cars, using new types of resistant to corrosion light materials. Also it is important to know computer science because it is intended to shorten the time between designing and manufacturing. Computers offer quick and optimal solutions of problems.

4. But before the car is put into mass production all its units and mechanisms are subjected to tests, first in the plant's laboratory, then the car undergoes a rigid quality control in road tests. Only then the car is put into mass production. Why are these tests required? What qualities are required of the automobile? The modern automobile must be rapid in acceleration, must have smooth acting clutch, silent gearbox, dependable brakes and steering system, as well as pleasant appearance. Also it must be comfortable and have all conveniences.

5. Переведите на русский язык в письменной форме абзацы 3 и 4.

6. Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:

*Вопросы*

1. What phases does the production of the automobile comprise?
2. What requirements must the automobile meet?
3. Why are cars subjected to road tests?
4. What qualities are required of the automobile?
5. Why is it important for the specialists in automobile industry to know computing methods?

*Ответы*

- a. It must have high efficiency, long service life, driving safety, ease of maintenance and pleasant appearance.
- b. They should be able to develop up-to-date methods of designing cars and shorten the time between designing and manufacturing.
- c Because they must meet up-to-date requirements.
- d. Designing, working out technological processes, laboratory and road tests, mass production.
- e. It must be rapid in acceleration, must have smooth acting clutch, silent gearbox, dependable brakes and steering system.

6. Закончите предложения, выбрав соответствующий вариант окончания:

*1. The cars are subjected to road tests in order....*

- a) to shorten the time between designing and manufacturing
- b) to meet up-to-date requirements
- c) to work out new technological processes

*2. The car must have the following units....*

*3. The car must have the following qualities....*

- a) high efficiency, long service life, driving safety and pleasant appearance;
- b) smooth acting clutch, silent gearbox dependable brakes and steering system.

### **COMPONENTS OF THE AUTOMOBILE**

1. Basically, the automobile consists of three parts: the power plant, or the engine, the chassis and the body. To these may be added the accessories: the heater, lights, radio, speedometer and other devices.
2. The power plant or engine is the source of power that makes the wheels rotate and the car move. It includes electric, fuel, cooling and lubricating systems. Most automobile engines have six or eight cylinders.
3. The chassis consists of a power train, frame with axles, wheels and springs. The chassis includes brakes and steering system.

4. The power train carries the power from the engine to the car wheels and contains the clutch, gearbox, propeller or cardan shaft, differential and the final drive.

5. The clutch is a friction device connecting (or disconnecting) the engine crankshaft to the gears in the gearbox. It is used for freeing the gearbox from the engine and is controlled by the clutch pedal.

6. Brakes are important mechanisms of the car. They are used to slow or stop the car. Most braking systems in use today are hydraulic. They are operated by the brake pedal. When the driver pushes down on the brake pedal, they are applied and the car stops.

### **Практическая работа № 29**

Тема: Образование в России.

Цель: отработка лексико-грамматических навыков.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

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

#### **Education in Russia**

Citizens of Russia have the right for education which is guaranteed by the Constitution. The public educational system in our country incorporates pre-school, general school, specialized secondary and higher education. Pre-school consists of kindergartens and creches. Children there learn reading, writing and arithmetic. But pre-school education isn't compulsory - children can get it at home. Compulsory education is for children from 6(7) to 17 years of age. The main link in the system of education is the general school which prepares the younger generation for life and work in modern production. There are various types of schools: general secondary schools, schools specializing in a certain subject, high schools, lyceums and so on. Tuition in most of them is free of charge, but some new types of schools are fee-paying. The term of study in a general secondary school is 11 years and consists of primary, middle and upper stages. At the middle stage of a secondary school the children learn the basic laws of nature and society at the lessons of history, algebra, literature, physics and many others. After the 9th form pupils have to sit for examinations. Also they have a choice between entering the 10th grade of a general secondary school and enrolling in a specialized secondary or vocational school. Persons who finish the general secondary school, receive a secondary education certificate, giving them the right to enter any higher educational establishment. Entrance examinations are held in July and August. Institutions are headed by rectors; the faculties are headed by the deans. One has to study in the institute for 5 years. Higher educational institutions train students in one or several specializations.

Отчет о проделанной работе: письменный перевод текста и заданы вопросы

### **Практическая работа № 30**

Тема: Защита окружающей среды.

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст.

### The Problem of Environmental Protection

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

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

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

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

### Vocabulary:

Environmental protection — охрана (защита) окружающей среды

humanity — человечество                      firmly established — укорениться

hardly — вряд ли, едва ли                      majority — большинство

soil — почва                      toxic wastes — токсичные отходы

drought — засуха

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

chemicals — химические вещества

to be concerned about — беспокоиться

drastic — радикальный, глубокий; резкий  
 devastating — опустошительный, разрушительный  
 to be rare occurrence — происходить редко  
 the greenhouse effect — парниковый эффект  
 to create — создавать carbon dioxide — двуокись углерода  
 industrial facilities — промышленные предприятия  
 to be of vital importance — быть необычайно важным  
 to cut down — сокращать the release of gases — выброс газов  
 to contribute to — содействовать, способствовать  
 fairly — довольно deterioration — ухудшение  
 to tell on — сказываться to solve — решать  
 to raise safety standards — поднимать требования к технике безопасности  
 to adequately process by-products of industry — хорошо перерабатывать  
 промышленные отходы  
 to monitor — контролировать to prevent — защищать, предохранять  
 an international centre for emergency environment assistance —  
 международный центр по оказанию срочной экологической помощи  
 Отчет о проделанной работе: перевод текста.

### Практическая работа № 31

Тема: Здоровый образ жизни

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст.

Nowadays our life is getting more and more tense. People live under the press of different problems, such as social, ecological, economic and others. They constantly suffer from stress, noise and dust in big cities, diseases and instability. A person should be strong and healthy in order to overcome all difficulties. To achieve this aim people ought to take care of their physical and mental health. There are several ways to do it. The state of your body depends on how much time you spend doing sports. At least everybody must do morning exercises every day. The most healthy kinds of sports are swimming, running and cycling. Healthy food is also a very important

factor. Overeating causes many dangerous diseases. The daily menu should include meat, fruit and vegetables, milk product, which are rich in vitamins, fat, proteins and etc. On the other hand modern diets are very popular especially among women. Diets may be harmful, if they are used in the wrong way. To be healthy, people should get rid of their bad habits. It's necessary to stop smoking and drinking much. Everyone should remember that cigarettes, alcohol and drugs destroy both body and brain. Besides according to statistics most of crimes are committed by people under the influence of drugs and alcohol. In addition it is recommended to watch TV less, avoid anxiety and observe daily routine. Certainly it's hard to follow all these recommendations, but every person have to choose between healthy life style and numerous illnesses.

## **Практическая работа № 32**

Тема: Оборудование и работа

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

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: перевести текст **и выполнить упражнения**

### 1. Найдите в правой колонке русские эквиваленты английских слов и словосочетаний:

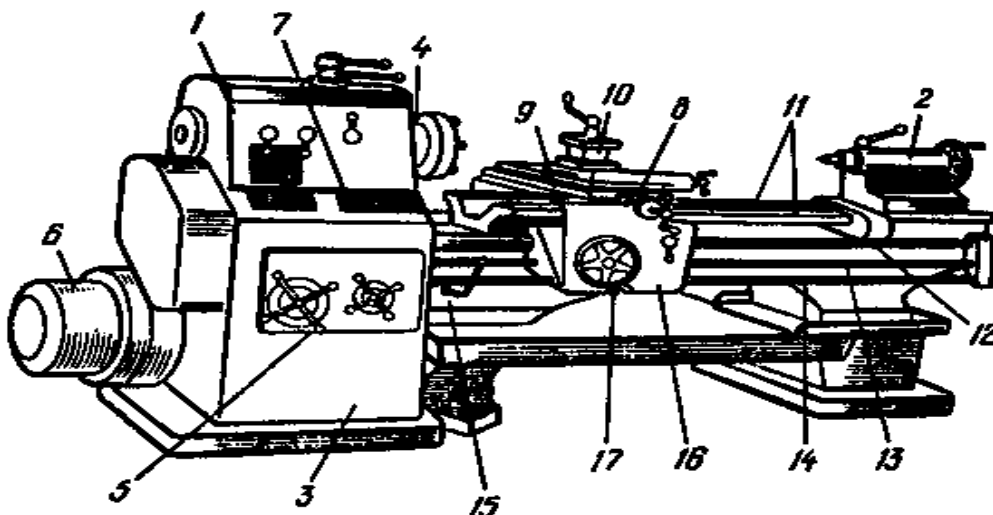
- |                  |                               |
|------------------|-------------------------------|
| 1. engine lathe  | a. задняя бабка               |
| 2. turning       | b. фартук (суппорта)          |
| 3. drilling      | c. каретка                    |
| 4. screw cutting | d. передняя бабка             |
| 5. headstock     | e. сверление                  |
| 6. tailstock     | f. токарно-винторезный станок |
| 7. saddle        | g. нарезание винтов           |
| 8. lever         | h. рычаг                      |
| 9. apron         | i. рукоятка                   |
| 10. carriage     | j. суппорт                    |
| 11. guide ways   | k. обточка                    |
| 12. handle       | l. направляющие (станка)      |

### 2. Переведите на русский язык встречающиеся в тексте интернациональные слова:

metal, operation, principal, spindle, function, centre, control, base, special, bolt.

### 3. Прочтите текст и выполните следующие за ним упражнения:





1. gearbox and headstock; 2. tailstock; 3. frame; 4. spindle; 5. feed gearbox;  
6. electric motor; 7. control panel; 8. cross slide; 9. carriage; 10. tool block; 11. ways;  
12. lead screw; 13. feed rod; 14. operating lever shaft; 15. operating and reverse handle;  
16. apron; 17. hand feed wheel

## ENGINE LATHE

1. The engine lathe is the most commonly used machine-tool. It is used I for great variety o f metal operations, such as turning, drilling, screw cutting and many others.
2. The principal units of the lathe are the bed, the headstock, the tailstock and the carriage with the apron.
3. The bed is the base of any machine-tool and it is made of grey iron casting on which the saddle and the tailstock slide along special guide ways. The headstock is also located and bolted on the bed.
4. The headstock contains the spindle and the speed gearbox. The spindle is the part of the machine to which power is applied to rotate the work. The changing of the spindle speed is effected by levers.
5. The tailstock consists of a casting fitted to the bed. The function of the tailstock is to support one end of the work turned between centers and to mount the tools.
6. The carriage of the lathe, which carries the tool, is made up of two principal parts: the saddle and the apron. The saddle travels along the guide ways of the bed. The apron represents the front wall of the carriage. On the front of the apron are mounted the handles and levers by which the actions of the tool are controlled.

4. Переведите на русский язык в письменной форме абзацы 3,4 и 5.

5. Найдите соответствующие ответы на вопросы и напишите их в той последовательности, в которой заданы вопросы:

*Вопросы*

1. What operations are the engine lathe used for?
2. What are the principal units of the lathe?
3. What units are located on the bed?
4. What is the function of the tailstock?
5. Where are the handles and levers mounted?

*Ответы*

- a. To support one end of the work turned between centers.
- b. On the front of the apron.
- c. For turning, drilling, screw cutting and others.
- d. The headstock, the saddle and the tailstock.
- e. The bed, the headstock, the tailstock and the carriage with the apron.

6. Закончите предложения, выбрав соответствующий вариант окончания:

*1. The unit that contains the spindle and the gearbox is called....*

*2. The unit that supports one end of the work turned between centers is called ...*

*3. The unit which carries the tool is called....*

- a) the carriage
- b) the headstock
- c) the tailstock

*4. The units, by which the actions of the tool are controlled, are called....*

- a) guide ways
- b) the saddle and the apron
- c) levers and handles

### **Практическая работа № 33**

Тема: Неопределенные местоимения, производные от some, any, no, every.

Цель: употребление и понимание новых слов, научить студентов самостоятельно различать виды неопределенных местоимений

Перечень оборудования для проведения работы: тетрадь, словарь, письменные принадлежности.

Задание: **выполнить упражнения**

## Местоимения some, any, no, every и производные от них

Неопределенные местоимения **some** и **any** служат для обозначения неопределенного (небольшого) количества предметов или вещества.

**Some** употребляется, как правило, в утвердительных предложениях перед исчисляемыми **существительными** во множественном числе и перед неисчисляемыми **существительными**, имея значение **несколько**, **некоторые**:

I've got some interesting books to read.  
У меня есть интересные книги (=несколько интересных книг) для чтения.

**Any** употребляется, как правило, в вопросительных и отрицательных предложениях:

Have you got any interesting books?  
У вас есть интересные книги?

**Some** и **any** часто не переводятся на русский язык (опускаются при переводе).

МЕСТОИМЕНИЯ И НАРЕЧИЯ, ПРОИЗВОДНЫЕ ОТ SOME, ANY, NO, EVERY				
ОСНОВНЫЕ МЕСТОИМЕНИЯ	ПРОИЗВОДНЫЕ МЕСТОИМЕНИЯ			ПРОИЗВОДНЫЕ НАРЕЧИЯ
	+thing	+body	+one	+where
<b>Some</b>	<b>something</b> что-то, что-нибудь, что-либо, нечто	<b>somebody</b> кто-то, кто-нибудь, кто-либо, кое-кто, некто	<b>someone</b> кто-то, кто-нибудь, кто-либо, кое-кто, некто	<b>somewhere</b> где-то, где-нибудь, куда-то, куда-нибудь, куда-либо, куда угодно
<b>Any</b>	<b>anything</b> что-нибудь, все, что угодно	<b>anybody</b> кто-то, кто-либо, кто-нибудь, всякий, любой	<b>anyone</b> кто-то, кто-либо, кто-нибудь, всякий, любой	<b>anywhere</b> где-нибудь, куда-нибудь, где угодно, куда угодно
<b>No</b>	<b>nothing</b> ничто, ничего	<b>nobody</b> никто, никого	<b>no one</b> никто, никого	<b>nowhere</b> нигде, никуда
<b>Every</b>	<b>everything</b> всё	<b>everybody</b> все	<b>everyone</b> все, каждый	<b>everywhere</b> везде, повсюду, всюду

### 1. Fill the gaps with personal or reflexive pronouns.

- 1 . He is quit right, I agree with ... completely.
- 2 . I looked at ... in the mirror and left the house in a very good mood.
- 3 . “Who is it?” — “It’s ... may I come in?”
- 4 . Mr. Lloyds is very fat ... weighs over a hundred kilos?
- 5 . ... introduced his wife to the quests.
- 6 . Where shall ... meet, Bob?
- 7 . James took the book and opened ....
- 8 . We don’t dress ... for dinner here.
- 9 . I taught ... to play the quitar.
- 10 . Selfish people only care about ...

## 2. Put “some”, “any” or “no”.

- 1 . He does his homework without ... difficulty.
- 2 . This yeas all the apples are red, we are going out this morning to pick ...
- 3 . I’d like ... water, please.
- 4 . There weren’t ... tomatoes left.
- 5 . I won’t go with you. I have ... free time.
- 6 . There aren’t ... students at the moment.
- 7 . Sorry, I have ... matches.
- 8 . Do you have ... money?
- 9 . The box was empty. There was apples in it.
- 10 . Pour me ... milk, please.

## 3. Translate the sentences into English.

- 1 . Она ничего не сказала.
- 2 . Он посмотрел на нее с удивлением.
- 3 . Она не захотела пойти с ним.
- 4 . Я попросил его налить немного молока.
- 5 . Когда ему было 3 года, он мог сам одеваться.
- 6 . Простите, но у меня нет времени.
- 7 . Какая красивая картина! Она твоя?
- 8 . Возьми свою чашку. Эта чашка — моя.
- 9 . Его мнение отличается от моего.
- 10 . Сегодня вечером придет кто-нибудь?

## Практическая работа № 34

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

Цель: определение времен по формулам.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: выполнитетест.

### ThePastSimpleTense

№ 1. Choose the correct variant:

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

Is was were

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

Finishfinishesfinished

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

not helpeddidn't helpeddidn't help

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

doesn't playdidn't playdidn't played

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

had lunchhave lunchedahad had lunch

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

hadn't smokeddidn't smokenot smoked

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

were livingdid livelived

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

Gettedgotedgot

9. How you (cut) your finger?

How have you cutHow you cuttedHow did you cut

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

was triedtriedtried

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

*Choose the correct variant:*

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

was barkingbarkwere barking

2. \_\_\_\_\_ his head aching?

Waswere

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

was rushingrushwere rushing

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

Sitsittingsite

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

is beingwas beingbeing

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

Washaswere

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

being feedwere feedingfeeding

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

not were eatingwere not eating

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

was buildingbuilding were building

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

Satwere sittingbeing sit

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

*Complete the sentences*

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

have forgottenhad forgottedhad forgotten

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

Lostlostedhad lost

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

has not wornnot had wornhad not worn

4. \_\_\_\_\_ your homework before you went to the cinema?

Had you finishedDid you finishedYou had finished

5. I \_\_\_\_\_ downstairs because I had heard a noise

Gohad gonewent

6. When they came home, Sue \_\_\_\_\_ dinner already.

has cookedhad cookedhad cooking

7. Why \_\_\_\_\_ the bathroom before you bathed the dog?

had you cleanedyou had cleanedhad you clean

8. The waiter served something that we \_\_\_\_\_.

have not orderedhad not orderednot had ordered

9. Had she found a place to stay when she \_\_\_\_\_ to Boston?

will gowentgo

10. His mother was angry because he \_\_\_\_\_ her with the shopping.

have not helpednot had helpedhad not helped

Отчет о проделанной работе: выполнение теста.

Контрольные вопросы:

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

**Практическая работа № 35**

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

Цель: определение времен по формулам.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

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

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

**The Future Progressive Tense.**

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

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

... from 5 to 6 on Sunday.

... when I come.

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

... с 5 до 6 в воскресенье.

... когда я приду.

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

Задание: выполните тест.

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

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

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

I'll                    I go                    I'd go

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

will take                  shall take                  am take

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

Shall                  Will                  Shall not

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

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

5. Our test (not/take) long.

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

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

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

7. Diana (come) to the party tomorrow?

Shall Diana come                  Will Diana come                  Does Diana come

8. You (arrive) in Paris tomorrow evening.

Arrive                  will arrive                  arriving

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

will remember                  should remember                  remembers

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

Bought                  'll buy                  buying

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

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

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

will sit                  will be sitting                  are sitting

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

Had                  is having                  will be having                  has

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

still are cooking                  are still be cooking                  will be still cooking

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

Wears                  will be wearing                  is wearing

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

will be sleeping                  would be sleeping                  slept

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

'll wait                  will be waiting                  wait

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



have been working      works      am working      will be working

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

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

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

Celebrates      will celebrate      will be celebrated      will be celebrating

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

will be traveling      travels      will travel      is traveling

Отчет о проделанной работе: выполнение тестов.

Контрольные вопросы:

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

### **Практическая работа № 36**

Тема Строение автомобиля

Цель: работа с терминами, активизация изученной лексики.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: прочитайте и переведите текст

#### **COMPONENTS OF THE AUTOMOBILE**

4. Basically, the automobile consists of three parts: the power plant, or the engine, the chassis and the body. To these may be added the accessories: the heater, lights, radio, speedometer and other devices.

5. The power plant or engine is the source of power that makes the wheels rotate and the car move. It includes electric, fuel, cooling and lubricating systems. Most automobile engines have six or eight cylinders.

6. The chassis consists of a power train, frame with axles, wheels and springs. The chassis includes brakes and steering system.

4. The power train carries the power from the engine to the car wheels and contains the clutch, gearbox, propeller or cardan shaft, differential and the final drive.

5. The clutch is a friction device connecting (or disconnecting) the engine crankshaft to the gears in the gearbox. It is used for freeing the gearbox from the engine and is controlled by the clutch pedal.

6. Brakes are important mechanisms of the car. They are used to slow or stop the car. Most braking systems in use today are hydraulic. They are operated by the brake pedal. When the driver pushes down on the brake pedal, they are applied and the car stops.

## Практическая работа № 37

Тема: Употребление модальных глаголов в устной и письменной речи.

Цель: определение модального глагола в письменной речи.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

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

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

### **Can / could**

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

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

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

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

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

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

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

Для выражения просьбы (в вопросительных предложениях).

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

Форма could употребляется для более вежливого обращения.

### **to be able to**

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

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

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

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

### **May / might**

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

Разрешения в утвердительных и вопросительных предложениях.

You may go. Ты можешь идти.

May I help you? Разрешите вам помочь.

Запрещения в отрицательных предложениях.

You may not come here. Не смей сюда приходить.

Предположения, неуверенности в утвердительных и отрицательных предложениях.

It may rain today. Возможно сегодня будет дождь.

Глагол might употребляется:

### Практическая работа № 38

Тема: Условные предложения.

Цель: совершенствование и активизация грамматических навыков по теме.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

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

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

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

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

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

Задание: выполните упражнения.

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

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

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

If I see her, I shall be glad.

If I saw her, I should be glad.

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

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

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

1. If I go on a diet	a. we'll make a snowman
2. If it's sunny tomorrow	b. I'll buy you some chocolate
3. If John doesn't hurry	c. she'll have to take a taxi
4. If it snows	d. I'll lose weight
5. If there are no buses	e. he'll be late
6. If you are a good girl	f. we'll go for a picnic

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

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

Отчет о проделанной работе: выполнены письменно упражнения.

### Практическая работа № 39

Тема: Определение активного и пассивного залога.

Цель: определение пассивного залога.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Задание: выполните тест.

Active/ Passive Voice

Выберите правильный вариант:

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

woke up      are woken up      were woken up      were waking up

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

Build      be built      be building      building

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

we are following      we are being following      we are followed

we are being followed

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

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

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

was hurt          were hurt          hurt

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

Suppose          dis supposed          was supposed

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

did you cut your hair          have you cut your hair

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

8.... during the storm.

They were collapsed the fence          The fence was collapsed

They collapsed the fence          The fence collapsed

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

is being installed by people          is be installed

is being installed          is been installed

10.The children ... to the zoo.

were enjoyed taken          enjoyed being taken

were enjoyed taking          enjoyed taking

11.... chair the meeting.

John was decided to          There was decided that John should

It was decided that John should          John had been decided to

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

to driveto          be drive          to driven          to be driven

13.Will these clothes ... by Saturday?

Make          made          be make          be made

14.The mice ... the cheese.

have eaten          have been eaten          has eaten          has been eaten

15.When a student I ... to the discos every Friday night.

used to go          are used to go          use to go          were used to go

16.Neither Jim nor Jack ... there.

was invited    was been invited          were invited          were been invited

17.Your food ... .

is still being prepared          has still been prepared

is being prepare          will prepare yet

18.Their engagement ... in the local paper.

was announced

has been announcing

is being announced

had announced

19. When ...?

has the letter posted

has the letter been posted

was the letter posted

did the letter post

20. After the volcanic eruption of 1957 the railway station ... .

destroyed completely

was completely destroyed

has been destroyed

has destroyed

### Отчет о проделанной работе: выполнение теста.

## Практическая работа № 40

Тема: Прямая и косвенная речь.

Цель: активизация лексико-грамматических навыков.

Перечень оборудования для проведения работы: тетрадь, письменные принадлежности, словарь.

Краткие теоретические положения:

## Переход прямой речи в косвенную речь

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

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

### Таблица перевода обстоятельств.

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

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

Задание: выполните упражнения.

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

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

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

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

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

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

Отчет о проделанной работе: выполнены письменно упражнения