

ФЕДЕРАЛЬНОЕ АГЕНТСТВО МОРСКОГО И РЕЧНОГО ТРАНСПОРТА
Рыбинское ордена «Знак Почета» училище
имени В.И. Калашникова – филиал ФГБОУ ВО «ВГУВТ»

УТВЕРЖДАЮ
Заведующий отделением

 /Вятков В.В.

**РАБОЧАЯ ПРОГРАММА
ПО ОБЩЕОБРАЗОВАТЕЛЬНОЙ УЧЕБНОЙ ДИСЦИПЛИНЕ**

ИНОСТРАННЫЙ ЯЗЫК

наименование учебной дисциплины

технологический профиль

Рабочая программа
рассмотрена и одобрена на заседании ЦМК

от 27.08.2026 протокол № 1
дата

Председатель ЦМК


подпись

/Баханов А.В.
ФИО

УТВЕРЖДЕНА

Методическим советом
Рыбинское ордена «Знак Почета»
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Рабочая программа общеобразовательного учебного предмета Иностранный язык разработана в соответствии с Федеральным государственным образовательным стандартом СОО, утвержденным Приказом Министерства образования и науки Российской Федерации от 17.05.2012 № 413 (в редакции от 12.02.2025), приказом Минпросвещения России от 18.05.2023 №371 (в редакции от 09.10.2024), Федеральным государственным образовательным стандартом среднего профессионального образования, утвержденным приказом Министерства просвещения Российской Федерации от 12.12.2024 № 872, по специальностям:

23.02.01 Организация перевозок и управление на транспорте (по видам);

26.02.02 Судостроение;

26.02.03 Судовождение;

26.02.05 Эксплуатация судовых энергетических установок;

26.02.06 Эксплуатация судового электрооборудования и средств автоматики,

примерной рабочей программой общеобразовательной дисциплины для профессиональных образовательных организаций, с учётом Стратегии развития воспитания в Российской Федерации на период до 2025 года.

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1. ОБЩАЯ ХАРАКТЕРИСТИКА ПРИМЕРНОЙ РАБОЧЕЙ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ «ИНОСТРАННЫЙ ЯЗЫК»

1.1. Место дисциплины в структуре основной образовательной программы:

Учебная дисциплина СГ.02 «Иностранный язык» является обязательной частью общеобразовательного цикла образовательной программы и разработана на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальностям 26.02.06 «Эксплуатация судового электрооборудования и средств автоматики», 26.02.05 «Эксплуатация судовых энергетических установок», 26.02.03 «Судовождение», 26.02.02 «Судостроение»

Особое значение дисциплина имеет при формировании и развитии общих компетенций (ОК 02, ОК 04, ОК 05, ОК 09), в соответствии с ФГОС СПО

1.2. Цель и планируемые результаты освоения дисциплины:

Изучение иностранного языка на базовом уровне направлено на формирование коммуникативной культуры обучающихся, осознание роли языка как инструмента межличностного и межкультурного взаимодействия, способствует их общему речевому развитию, воспитанию гражданской идентичности, расширению кругозора, воспитанию чувств и эмоций.

Иностранный язык признается как ценный ресурс личности для социальной адаптации и самореализации (в том числе в профессии), инструмент развития умений поиска, обработки и использования информации в познавательных целях; одно из средств воспитания качеств гражданина, патриота, развития национального самосознания, стремления к взаимопониманию между людьми разных стран и народов.

Целью иноязычного образования (базовый уровень владения английским языком) на уровне среднего общего образования (далее – СОО) провозглашено развитие и совершенствование коммуникативной компетенции обучающихся, сформированной на предыдущих уровнях общего образования, в единстве таких ее составляющих, как речевая, языковая, социокультурная, компенсаторная и метапредметная компетенции:

- речевая компетенция – развитие коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письменной речи);

- языковая компетенция – овладение новыми языковыми средствами (фонетическими, орфографическими, пунктуационными, лексическими, грамматическими) в соответствии с отобранными темами общения, освоение знаний о языковых явлениях английского языка, разных способах выражения мысли в родном и английском языках;

- социокультурная/межкультурная компетенция – приобщение к культуре, традициям англоговорящих стран в рамках тем и ситуаций общения, отвечающих опыту, интересам, психологическим особенностям учащихся на уровне СОО, формирование умения представлять свою страну, ее культуру в условиях межкультурного общения;

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

- метапредметная/учебно-познавательная компетенция – развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания.

В рамках программы учебной дисциплины обучающимися осваиваются умения и знания в соответствии с ФГОС и ПОП. Освоение содержания учебной дисциплины обеспечивает достижение обучающимися целевых ориентиров воспитания общие компетенции (ОК).

Код ОК, ПК	Код	Наименование планируемого результата обучения
ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности		Умения
	У2	Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития, использовать информационные технологии в профессиональной деятельности;
		Знания
	ЗН2	Знать, как осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития; знать, как использовать информационные технологии в профессиональной деятельности;
ОК 04. Эффективно взаимодействовать и работать в коллективе и команде		Умения
	У4	Работать в команде, обеспечивать ее сплочение, эффективно общаться с коллегами, руководством, потребителями.
		Знания
	ЗН4	Знать, как работать в команде, обеспечивать ее сплочение, эффективно общаться с коллегами, руководством, потребителями.
ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста		Умения
	У5	Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста
		Знания
	ЗН5	Знать, как осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста
ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.		Умения
	У9	Пользоваться профессиональной документацией на государственном и иностранном языках;
		Знания
	ЗН9	Знать, как пользоваться профессиональной документацией на государственном и иностранном языках;
		Умения
	У10	Общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; Переводить (со словарем) иностранные тексты профессиональной направленности; Самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас, демонстрировать способность говорить на языке, используемом в радиотелефонной связи, и понимать его на требуемом рабочем уровне; Использовать стандартный морской навигационный словарь-разговорник и словарь Стандартных фраз Международной морской организации общения на море.
		Знания
	ЗН10	Лексический (1200 - 1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности; Стандартный морской навигационный словарь-разговорник в полном объеме.

1. СТРУКТУРА И СОДЕРЖАНИЕ УЧЕБНОЙ ДИСЦИПЛИНЫ

Объем учебной дисциплины и виды учебной работы

Вид учебной работы	Объем в часах
Учебная нагрузка обучающихся	78
Учебная нагрузка обучающихся с преподавателем	78
в том числе:	
лекции	учебным планом не предусмотрены
лабораторные занятия	учебным планом не предусмотрены
практические занятия	78
семинары	учебным планом не предусмотрены
консультации	учебным планом не предусмотрены
Самостоятельная работа	учебным планом не предусмотрены
Промежуточная аттестация в форме дифференцированного зачета	

2.2. Тематический план и содержание учебной дисциплины

Наименование разделов и тем	Содержание учебного материала и формы организации деятельности обучающихся	Объем, акад. ч / в том числе в форме практической подготовки, акад ч	Коды компетенций, формированию которых способствует элемент программы
1	2	3	4
Раздел 1. Иностранный язык для коммуникации		32/32	
Тема 1.1. Повседневная жизнь	Содержание учебного материала	6	ОК 02 ОК 04 ОК 05
	Диагностика входного уровня владения иностранным языком обучающегося: Лексико-грамматический тест на платформе «Юрайт» Лексика: города; национальности; профессии; числительные; члены семьи (mother-in-law/ nephew/ stepmother, etc.); внешность человека (high: shot, medium high, tall/ nose: hooked, crooked, etc.); личные качества человека (confident, shy, successful, etc.) названия профессий (teacher, cook, businessman, etc). Грамматика: глаголы to be, to have, to do (их значения как смысловых глаголов и функции как вспомогательных). простое настоящее время (образование и функции в страдательном залоге; чтение и правописание окончаний, слова-маркеры времени); степени сравнения прилагательных и их правописание; местоимения личные, притяжательные, указательные, возвратные; модальные глаголы и их эквиваленты. Фонетика: Правила чтения. Звуки. Транскрипция.		

	В том числе практических занятий	6	
	Практическое занятие № 1. 1.Диагностика входного уровня владения иностранным языком обучающегося; 2.Лексико-грамматический тест на платформе «Юрайт» 3.Устное собеседование	2	
	Практическое занятие № 2. 1. Устное собеседование 2.Приветствие, прощание. Представление себя и других людей в официальной и неофициальной обстановке. 3.Внешность, личностные качества	2	
	Практическое занятие № 3. 2.Моя семья 3.Мои друзья	2	
Тема 1.2 Межличностные отношения в семье, с друзьями и знакомыми Конфликтные ситуации, их предупреждение и разрешение.	Содержание учебного материала	6	OK 02 OK 04 OK 05 OK 09
	Лексика: – национальности; – члены семьи (mother-in-law/nephew/stepmother, etc.); – внешность человека (height: short, medium high, tall/nose: hooked, crooked, etc.); – личные качества человека (confident, shy, successful, etc.); – ситуации общения (text messaging, online, misunderstanding, argument, opinion, point of view, etc.); – семейные традиции (spend time together, celebrations, gifts, etc.); – брак (get married, have children, date, go out, wedding, etc.). Грамматика: – глаголы to be, to have, to do (их значения как смысловых глаголов и функции как вспомогательных); – простое настоящее время (образование и функции в страдательном залоге; чтение и правописание окончаний, слова-маркеры времени); степени сравнения прилагательных и их правописание;		
	В том числе практических занятий	6	
	Практическое занятие № 4. 1.Рабочий день	2	

	2. Лексические единицы и речевые обороты 3. Предтекстовые упражнения .		
	Практическое занятие № 5. 1. Досуг, хобби, свободное время 2. Лексический материал по теме 3. Грамматический материал по теме	2	
	Практическое занятие № 6. 1. Занятия в речном училище 2. Волонтерская деятельность и волонтерское движение 3. Организация досуга 2. Фонетический материал по теме. 3. Аудирование текста.	2	
Тема 1.3 Условия проживания в городской и сельской местности	Содержание учебного материала	10	
	Лексика: – здания (attached house, apartment, etc.); – комнаты (living-room, kitchen, etc.); – обстановка (armchair, sofa, carpet, etc.); – техника и оборудование (flat-screen TV, camera, computer, etc.); – условия жизни (comfortable, close, nice, etc.); – места в городе (city centre, square, etc.); – плюсы и минусы жизни в городе/сельской местности (countryside, crowded, pollution, fresh air, nightlife, farming, crops, etc.); – природа (nature, environment, rare animals, protect, deforestation, climate change, global warming, etc.). Грамматика: – оборот there is/are; – неопределенные местоимения some/any/no и их производные; – предлоги направления (forward, past, opposite, etc.); – модальные глаголы в этикетных формулах (Can/may I help you?, Should you have any questions ____, Should you need any further information ____, etc.); – специальные вопросы; – вопросительные предложения – формулы вежливости (Could you ____,		

	please? Would you like ____? Shall I____?, etc.); наречия, обозначающие направление		
	В том числе практических занятий	10	
	Практическое занятие № 7. 1.Особенности проживания в городе/сельской местности. 2.Инфраструктура 3.Преимущества и недостатки 4.Введение лексических единиц и речевых оборотов Отработка лексического материала. Фонетическая отработка материала по теме	2	
	Практическое занятие № 8. 1. Как спросить и указать дорогу. 2.Просмотровое чтение текста по теме. 3. Дискуссия: «Расспросить дорогу».	2	
	Практическое занятие № 9. 1. Описание здания. Интерьер 2.Лексический минимум по теме 3.Чтение и перевод диалогов по теме	2	
	Практическое занятие № 10. 1.Как провести время в городе/сельской местности. 2.Изучение поурочного словаря 3.Аудирование текста	2	
	Практическое занятие № 11. 1.Моя улица, описание инфраструктуры 2.Составить 10 предложений по теме 3.Вопросы по теме.	2	
Тема № 1.4.	Содержание учебных материалов	10	

Покупки: одежда, обувь и продукты питания	Лексика: виды магазинов и отделы в магазине (shopping mall, department store, dairy produce, etc.); товары (juice, soap, milk, bread, butter, sandwich, a bottle of milk, etc.); одежда (trousers, a sweater, a blouse, a tie, a skirt, etc). Грамматика: существительные исчисляемые и неисчисляемые; употребление слов many, much, a lot of, little, few, a few с существительными; артикли: определенный, неопределенный, нулевой; чтение артиклей; арифметические действия и вычисления.		OK 02 OK 04 OK 05 OK 09
	В том числе практических занятий	10	
	Практическое занятие № 12 1.Лексика по теме «Виды магазинов». 2.Знакомство с лексикой и фразеологическими оборотами. Фонетическая отработка. 3.Аудирование текста диалога.	2	
	Практическое занятие № 13 1.Ассортимент товара 2.Отработка лексического материала 3.Послетекстовые упражнения	2	
	Практическое занятие № 14 1.Совершение покупок в продуктовом магазине. 2.Групповое изучающее чтение диалогов по теме 3.Составление диалогов и перевод их на иностранный язык. Повторение ранее изученного грамматического материала.	2	
	Практическое занятие № 15 1.Совершение покупок в магазине одежды/обуви 2.Обобщение и систематизация ранее изученного материала 3.Повторение ранее изученного материала	2	
	Обобщение пройденного материала, контрольное тестирование	2	
		32	

Тема 1.5. Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача	Содержание учебного материала	46/46	OK 02 OK 04 OK 05 OK 09
	Лексика: части тела (neck, back, arm, shoulder, etc.); правильное питание (diet, protein, etc.); названия видов спорта (football, yoga, rowing, etc.); симптомы и болезни (running nose, catch a cold, etc.); еда (egg, pizza, meat, etc); способы приготовления пищи (boil, mix, cut, roast, etc); дробь и меры весов (1/12: one-twelfth) Грамматика: образование множественного числа с помощью внешней и внутренней флексии; множественное число существительных, заимствованных из греческого и латинского языков; существительные, имеющие одну форму для единственного и множественного числа; чтение и правописание окончаний; простое прошедшее время (образование и функции в действительном залоге. Чтение и правописание окончаний в настоящем и прошедшем времени) правильные и неправильные глаголы; used to + Infinitive structure.	10	
	В том числе практических занятий	10	
	Практическое занятие № 16. 1.Физическая культура и спорт 2.Введение новых лексических единиц по теме занятия для последующего чтения текста. Предтекстовые упражнения на отработку лексических единиц. Групповое изучающее чтение текста по теме с извлечением новых речевых оборотов и выражений. 3.Выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и фразеологических оборотов.	2	

	Практическое занятие № 17. 1.Олимпийские игры 2. Просмотр учебных видео по теме. 3.Ответы на вопросы по просмотренному видео (упражнения лексико-грамматического характера по содержанию видео, тестовые вопросы по содержанию видео, вопросы дискуссионного характера, требующие развернутого ответа)	2	
	Практическое занятие № 18. 1.Еда полезная и вредная. 2.Подготовка сообщений по теме 3.Дискуссия по теме	2	
	Практическое занятие № 19 1.Посещение врача 2.Чтение текста с извлечением основной информации 3. Послетекстовые упражнения.	2	
	Практическое занятие № 20 1.Здоровый образ жизни. 2. Предтекстовые упражнения 3.Отработка лексико-грамматического материала	2	
Тема 1.6. Туризм. Виды отдыха	Содержание учебного материала	6	ОК 02 ОК 04 ОК 05 ОК 09
	Лексика: виды путешествий (travelling by plane, by train, etc.); виды транспорта (bus, car, plane, etc.) Грамматика: инфинитив, его формы; неопределенные местоимения; образование степеней сравнения наречий; наречия места.		
	В том числе практических занятий	6	
	Практическое занятие № 21. 1.Почему и как люди путешествуют 2.Лексический материал. 3. Фонетическая отработка	2	

	Практическое занятие № 22. 1.Виды путешествий 2.Чтение и перевод (со словарем) 3.Общение с использованием лексического и грамматического минимума по теме Работа с учебными диалогами. Речевая практика. Контроль понимания и перевод текстов по теме.	2	
	Практическое занятие № 23. 1.Мои путешествия 2.Выполнение лексико-грамматических упражнений. 3.Закрепление активной лексики и грамматики.	2	
Тема 1.7. Страны изучаемого языка	Содержание учебного материала	6	ОК 02 ОК 04 ОК 05 ОК 09
	Лексика: государственное устройство (government, president, Chamber of parliament, etc) погода и климат (wet, mild, variable, etc.). экономика (gross domestic product, machinery, income, etc.); достопримечательности (sights, Tower Bridge, Big Ben, Tower, etc) количественные и порядковые числительные; обозначение годов, дат, времени, периодов. Грамматика: артикли с географическими названиями; прошедшее совершенное действие (образование и функции в действительном залоге; слова — маркеры времени). сравнительные обороты than, as...as, not so ... as; прошедшее продолжительное действие (образование и функции в действительном залоге; слова — маркеры времени).		
	В том числе практических занятий	6	
	1.Практическое занятие № 24. Великобритания (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции). 2.Лексика по теме	2	

	3.Фонетическая отработка. Аудирование текста.		
	Практическое занятие № 25. 1.Великобритания (крупные города, достопримечательности 2.Чтение и перевод (со словарем) текста по теме. 3.Выполнение тренировочных лексических и лексико-грамматических упражнений. Общение с использованием лексического и грамматического минимума. Работа с учебными диалогами.	2	
	Практическое занятие № 26. 1.США (географическое положение, климат, население; национальные символы; политическое и экономическое устройство, традиции). . 2.США (крупные города, достопримечательности). 3.Выполнение лексико-грамматических упражнений. Обобщение лексико-грамматического материала по теме.	2	
Тема 1.8. Россия	Содержание учебного материала		
	Лексика: государственное устройство (government, president, judicial, commander-in-chief, etc.); погода и климат (wet, mild, variable, continental, etc.). экономика (gross domestic product, machinery, income, heavy industry, light industry, oil and gas resources, etc.); достопримечательности (the Kremlin, the Red Square, Saint Petersburg, etc) искусство (Subsidized theatres, choirs, fine art etc.); театр (theatre, stage, play etc.); архитектура (architecture, building structure); музыка (composer, music, classical music etc.); живопись (paint, draw, fresco, landscape etc.). Грамматика артикли с географическими названиями; прошедшее совершенное действие (образование и функции в действительном залоге; слова — маркеры времени). сравнительные обороты than, as...as, not so ... as причастия I и II; обороты to be going to и there + to be в прошедшем времени;	6	OK 02 OK 04 OK 05 OK 09

	взаимные и вопросительные местоимения		
	В том числе практических занятий	6	
	Практическое занятие № 27. 1. Географическое положение, климат, население. 2. Лексика по теме 3. Знакомство с профессиональной лексикой, фразеологическими оборотами и терминами. Фонетическая отработка. Аудирование текста	2	ОК 02 ОК 04 ОК 05 ОК 09
	Практическое занятие 28. 1. Национальные символы. Политическое и экономическое устройство. 2. Чтение и перевод текста 3. Работа с учебными диалогами.	2	
	Практическое занятие 29. 1. Москва - столица России. Достопримечательности Москвы. 2. Традиции народов России. 3. Моя малая родина.	2	
Раздел 2	Профессионально ориентированное содержание		
Тема 2.1 Современный мир профессий/ специальностей. Роль иностранного языка в выбранной профессии/специальности. Альтернативы в продолжении образования	Содержание учебного материала	4	
	Лексика: – профессионально ориентированная лексика; – лексика делового общения (написание деловых писем); – чтение инструкций. Грамматика: – герундий, инфинитив. грамматические структуры, типичные для научно-популярных текстов		ОК 02 ОК 04 ОК 05 ОК 09
	В том числе практических занятий	4	
	Практическое занятие № 30. 1. Цель и задачи изучения иностранного языка для выполнения задач профессиональной деятельности. 2. Особенности подготовки по профессии/специальности. 3. Специфика работы по профессии/специальности.	2	

	Лексика по теме Знакомство с лексикой, фразеологическими оборотами и терминами. Фонетическая отработка.		
	Практическое занятие № 31. 1. Роль иностранного языка в выбранной профессии/специальности. Альтернативы в продолжении образования. 2. Высшая школа. Университет. Дистанционное образование: преимущества и недостатки.	2	
Тема 2.2 Природа и экология	Содержание учебного материала	6	ОК 02 ОК 04 ОК 05 ОК 09
	Лексика: – природные явления (natural phenomena: rain, wind, storm, etc.); – физические явления (physical phenomena: mechanical, electrical, magnetic, sound, thermal, light, etc.); – экология (pollution, exhaust, noise, etc.). Грамматика: грамматические структуры, типичные для научно-популярных текстов		
	В том числе практических занятий	6	
	Практическое занятие № 32. 1. Природные и физические явления. 2. Лексика по теме. 3. Отработка лексических единиц и речевых оборотов	2	
	Практическое занятие № 33. 1. Защита окружающей среды. 2. Загрязнение водной среды. 3. Проблемы экологии	2	
	Практическое занятие № 34 1. Стихийные бедствия. 2. Природные ресурсы: возобновляемые источники энергии. 3. Сохранение флоры и фауны	2	
Тема 2.3 Технический	Содержание учебного материала	4	ОК 02 ОК 04

прогресс: перспективы и последствия. Современные средства информации и коммуникации, Интернет- безопасность	Лексика: – виды наук (science, natural sciences, social sciences, etc.); – названия технических и компьютерных средств (a tablet, a smartphone, a laptop, a machine, etc.). Грамматика: – страдательный залог; грамматические структуры предложений, типичные для научно-популярного стиля		OK 05 OK 09
	В том числе практических занятий	4	
	Практическое занятие № 35. 1. Достижения науки. 2. Современные информационные технологии. Искусственный интеллект. Интернет-безопасность. Кибербезопасность. 3. Чтение текстов с извлечением основной информации	2	
	Практическое занятие № 36. 1. ИКТ в профессиональной деятельности. 2. Технический прогресс. 3. Онлайн возможности Просмотр учебных видео по предложенной теме. Ответы на вопросы по просмотренному видео (упражнения лексико-грамматического характера по содержанию видео, тестовые вопросы по содержанию видео, вопросы дискуссионного характера, требующие развернутого ответа	2	
Тема 2.4 Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру	Содержание учебного материала	4	
	Лексика: – профессионально ориентированная лексика; – лексика делового общения. Грамматика: грамматические конструкции, типичные для научно-популярного стиля		OK 02 OK 04 OK 05 OK 09
	В том числе практических занятий	4	
	Практическое занятие № 37-38	2	

	1.Известные ученые и их открытия в России. 2.Известные ученые и их открытия за рубежом. Известные изобретатели и изобретения.Космос 3.Просмотровое чтение текста по теме		
Дифференцированный зачет		2	
Всего:		78	

2. УСЛОВИЯ РЕАЛИЗАЦИИ ПРОГРАММЫ УЧЕБНОЙ ДИСЦИПЛИНЫ

2.1. Для реализации программы учебной дисциплины должны быть предусмотрены следующие специальные помещения:

Материально-техническое обеспечение

Для реализации программы учебной дисциплины предусмотрены следующие специальные помещения.

Кабинет «Иностранный язык», оснащенный оборудованием и техническими средствами обучения: посадочные места по количеству обучающихся; рабочее место преподавателя; комплект учебно-наглядных пособий, компьютер, проектор, экран для проектора, камера, колонки.

3.2 Информационное обеспечение

Перечень рекомендуемых учебных изданий, Интернет-ресурсов, дополнительных источников.

Для реализации программы библиотечный фонд филиал имеет печатные и/или электронные образовательные и информационные ресурсы, рекомендованные ФУМО и использует в образовательном процессе. При формировании библиотечного фонда филиал выбирает не менее одного издания из перечисленных ниже печатных изданий и (или) электронных изданий в качестве основного, при этом список, может быть дополнен новыми изданиями.

Основная литература

1. Смирнова, Е. Ю. Английский язык. Базовый уровень : учебник для образовательных организаций, реализующих образовательные программы среднего профессионального образования / Е. Ю. Смирнова, Ю. А. Смирнов. — Москва : Просвещение, 2024. — 256 с. : ил. — (Учебник СПО). — ISBN 978-5-09-113915-0. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2157206>

2. Смирнова, Е. Ю. Английский язык. Базовый уровень. Тетрадь-тренажер : учебное пособие, разработанное в комплекте с учебником для образовательных организаций, реализующих образовательные программы среднего профессионального образования / Е. Ю. Смирнова, Ю. А. Смирнов. — Москва : Просвещение, 2024. — 131 с. : ил. — (Учебник СПО). — ISBN 978-5-09-113936-5. - Текст : электронный. - URL: <https://znanium.ru/catalog/product/2157355>

3. Учебник английского языка для моряков / Б. Е. Китаевич, М. Н. Сергеева, Л. И. Каминская, С. Н. Вохмянин. — 4-е изд., стер. — Санкт-Петербург : Лань, 2023. — 400 с. — ISBN 978-5-507-45427-3. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/269879>

4. Курпешева, А. И. Профессиональный английский язык для морских специальностей : учебное пособие / А. И. Курпешева, Д. Ю. Тулепбергенова. — Астрахань : АГТУ, 2023. — 104 с. — ISBN 978-5-89154-754-4. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/411947>

5. Казинская, О. Я. Bridge Watchkeeping : учебное пособие / О. Я. Казинская, Л. М. Ямченко. — 2-е изд. — Владивосток : МГУ им. адм. Г.И. Невельского, 2010. — 277 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/20057>

6. Солнцева, Е. Н. Иностранный язык (английский язык) : методические указания / Е. Н. Солнцева, Н. Ю. Симушкина. — Новосибирск : СГУВТ, 2022. — 102 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/293420>

7. Сидорова, И. А. Иностранный язык. Diesel engine. Дизельный двигатель : учебное пособие / И. А. Сидорова. — Новосибирск : СГУВТ, 2020. — ISBN 978-5-8119-0851-6. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/194821>

Дополнительная литература

1. Кузьменкова, Ю. Б. Английский язык (базовый и углубленный уровни). 10—11 классы : учебник для среднего общего образования / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2024. — 412 с. — (Общеобразовательный цикл). — ISBN 978-5-534-16225-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/544791>

2. Гуреев, В. А. Английский язык. Грамматика (B2) : учебник и практикум для среднего профессионального образования / В. А. Гуреев. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 304 с. — (Профессиональное образование). — ISBN 978-5-534-17134-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/541174>

3. Куряева, Р. И. Английский язык. Лексика и грамматика : учебник для среднего профессионального образования / Р. И. Куряева. — 8-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 497 с. — (Профессиональное образование). — ISBN 978-5-534-16553-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/544931>

4. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для среднего профессионального образования / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 213 с. — (Профессиональное образование). — ISBN 978-5-534-09886-0. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/538160>

5. Вохмянин, С. Н. Английский язык для судоводителей командного состава / С. Н. Вохмянин. — 3-е изд., стер. — Санкт-Петербург : Лань, 2023. — ISBN 978-5-507-47256-7. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/347954>

6. Парастаева, С. Г. Краткий курс по грамматике английского языка : учебно-методическое пособие / С. Г. Парастаева. — Москва : РУТ (МИИТ), 2021. — 170 с. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/269498>

7. Интернет ресурсы

8. <http://school-collection.edu.ru/catalog/> Единая коллекция цифровых образовательных ресурсов

9. <https://seaspirit.ru/sudomexaniki/> SEASPIRIT.RU (Моряк) Сайт для моряков и судостроителей: навигация, лоция, устройство судна.

10. <https://www.morkniga.ru/library/> Морская электронная библиотека МОРКНИГА

11. <http://window.edu.ru/> Информационная система «Единое окно доступа к образовательным ресурсам»

12. <https://educont.ru/> Цифровой образовательный контент

Электронные издания

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4. КОНТРОЛЬ И ОЦЕНКА РЕЗУЛЬТАТОВ ОСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Результаты обучения	Критерии оценки	Методы оценки
Знать: лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); общеупотребительные глаголы (общая и профессиональная лексика); правила чтения текстов профессиональной направленности; правила построения простых и сложных предложений на профессиональные темы; правила речевого этикета и социокультурные нормы общения на иностранном языке; формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии	владеет лексическим и грамматическим минимумом, относящимся к описанию предметов, средств и процессов профессиональной деятельности; владеет лексическим и грамматическим минимумом, необходимым для чтения и перевода текстов профессиональной направленности (со словарем); демонстрирует знания при употреблении глаголов (общая и профессиональная лексика); демонстрирует знания правил чтения текстов профессиональной направленности; демонстрирует способность построения простых и сложных предложений на профессиональные темы; демонстрирует знания правил речевого этикета и социокультурных норм общения на иностранном языке; демонстрирует знания форм и видов устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии	Текущий контроль в форме: - экспертное наблюдение за ходом выполнения и оценка результатов практической работы; - устный (фронтальный) опрос; - письменная проверка; - тестирование. Промежуточный контроль в форме: - дифференцированного зачета
Уметь: строить простые высказывания о себе и о своей профессиональной деятельности; взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном, межкультурном и профессиональном	строит простые высказывания о себе и о своей профессиональной деятельности; взаимодействует в коллективе, принимает участие в диалогах на общие и профессиональные темы; применяет различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии; понимает общий смысл четко	

взаимодействии; понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; понимать тексты на базовые профессиональные темы; составлять простые связные сообщения на общие или профессиональные темы; общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводить иностранные тексты профессиональной направленности (со словарем); самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас	произнесенных высказываний на общие и базовые профессиональные темы; понимает тексты на базовые профессиональные темы; составляет простые связные сообщения на общие или интересующие профессиональные темы; общается (устно и письменно) на иностранном языке на профессиональные и повседневные темы; переводит иностранные тексты профессионально направленности (со словарем); совершенствует устную и письменную речь, пополняет словарный запас	
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**КОМПЛЕКТ КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ
ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**

**БУП.03 «ИНОСТРАННЫЙ ЯЗЫК»
ПРОГРАММЫ ПОДГОТОВКИ СПЕЦИАЛИСТОВ СРЕДНЕГО ЗВЕНА**

по специальности 26.02.06 «Эксплуатация судового электрооборудования и средств автоматики», 26.02.05 «Эксплуатация судовых энергетических установок», 26.02.03 «Судовождение»,
26.02.02 «Судостроение»

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1. ПАСПОРТ КОМПЛЕКТА КОНТРОЛЬНО-ОЦЕНОЧНЫХ СРЕДСТВ ПО УЧЕБНОЙ ДИСЦИПЛИНЕ СГ.02 «ИНОСТРАННЫЙ ЯЗЫК»

1.1. Область применения контрольно-оценочных средств

Контрольно-оценочные средства (КОС) являются частью нормативно-методического обеспечения системы оценивания качества освоения обучающимися программы подготовки специалистов среднего звена по специальности 26.02.06 «Эксплуатация судового электрооборудования и средств автоматики», 26.02.05 «Эксплуатация судовых энергетических установок», 26.02.03 «Судовождение», 26.02.02 «Судостроение» и обеспечивают повышение качества образовательного процесса.

КОС по учебной дисциплине представляет собой совокупность контролирующих материалов, предназначенных для измерения уровня достижения обучающимся установленных результатов обучения.

КОС по учебной дисциплине используется при проведении текущего контроля успеваемости и промежуточной аттестации, обучающихся в виде дифференцированного зачета.

1.2. Результаты освоения учебной дисциплины, подлежащие проверке

Код ОК	Умения	Знания
ОК 02 ОК 04 ОК 05 ОК 09	У1 - строить простые высказывания о себе и о своей профессиональной деятельности; У2 - взаимодействовать в коллективе, принимать участие в диалогах на общие и профессиональные темы; У3 - применять различные формы и виды устной и письменной коммуникации на иностранном языке при межличностном, межкультурном и профессиональном взаимодействии; У4 - понимать общий смысл четко произнесенных высказываний на общие и базовые профессиональные темы; У5 - понимать тексты на базовые профессиональные темы; У6 - составлять простые связные сообщения на общие или профессиональные темы; У7 - общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы; У8 - переводить иностранные тексты профессиональной направленности (со словарем); У9 - самостоятельно	31 - лексический и грамматический минимум, относящийся к описанию предметов, средств и процессов профессиональной деятельности; 32 - лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); 33 - общеупотребительные глаголы (общая и профессиональная лексика); 34 - правила чтения текстов профессиональной направленности; 35 - правила построения простых и сложных предложений на профессиональные темы; 36 - правила речевого этикета и социокультурные нормы общения на иностранном языке; 37 - формы и виды устной и письменной коммуникации на иностранном языке при межличностном и межкультурном взаимодействии

	совершенствовать устную и письменную речь, пополнять	
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2. КОДИФИКАТОР ОЦЕНОЧНЫХ СРЕДСТВ

Функциональный признак оценочного средства (тип контрольного задания)	Метод/форма контроля
Собеседование	Устный опрос, дифференцированный зачет
Задания для самостоятельной работы	Письменная проверка
Практическое задание	Практические занятия,
Тест, тестовое задание	Тестирование

3. СИСТЕМА ОЦЕНКИ ОБРАЗОВАТЕЛЬНЫХ ДОСТИЖЕНИЙ ОБУЧАЮЩИХСЯ ПО КАЖДОМУ ОЦЕНОЧНОМУ СРЕДСТВУ

Оценка индивидуальных образовательных достижений по результатам текущего контроля и промежуточной аттестации производится в соответствии с универсальной шкалой (таблица)

Процент результативности (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	балл (отметка)	вербальный аналог
90-100	5	отлично
80-89	4	хорошо
70-79	3	удовлетворительно
менее 70	2	неудовлетворительно

Критерии оценки ответов в ходе устного опроса

- Оценивается правильность ответа обучающегося на один из приведённых вопросов. При этом выставляются следующие оценки:
«Отлично» выставляется при соблюдении обучающимся следующих условий:
 - полно раскрыл содержание материала в объёме, предусмотренном программой, содержанием лекции и учебником;
 - изложил материал грамотным языком в определенной логической последовательности, точно используя специализированную терминологию и символику;
 - показал умение иллюстрировать теоретические положения конкретными примерами, применять их в новой ситуации при выполнении практического задания;
 - продемонстрировал усвоение ранее изученных сопутствующих вопросов, сформированность и устойчивость используемых при ответе умений и навыков;
 - отвечал самостоятельно без наводящих вопросов преподавателя.

Примечание: для получения отметки «отлично» возможны одна-две неточности при освещении второстепенных вопросов или в выкладках, которые обучающийся легко исправил по замечанию преподавателя.

«Хорошо» - ответ обучающегося в основном удовлетворяет требованиям на оценку «отлично», но при этом имеет один из недостатков:

- в изложении допущены небольшие пробелы, не исказившие логического и информационного содержания ответа;
- допущены один-два недочёта при освещении основного содержания ответа, исправленные по замечанию преподавателя;
- допущены ошибка или более двух недочётов при освещении второстепенных вопросов или в выкладках, легко исправленные по замечанию преподавателя.

«Удовлетворительно» выставляется при соблюдении следующих условий:

- неполно или непоследовательно раскрыто содержание материала, но показано общее понимание вопроса и продемонстрированы умения, достаточные для дальнейшего усвоения программного материала, имелись затруднения или допущены ошибки в определении понятий, использовании терминологии и выкладках, исправленные после нескольких наводящих вопросов преподавателя;
- обучающийся не справился с применением теории в новой ситуации при выполнении практического задания, но выполнил задания обязательного уровня сложности по данной теме;
- при знании теоретического материала выявлена недостаточная сформированность основных умений и навыков.

«Неудовлетворительно» выставляется при соблюдении следующих условий:

- не раскрыто основное содержание учебного материала;
- обнаружено незнание или непонимание обучающимся большей или наиболее важной части учебного материала;
- допущены ошибки в определении понятий, при использовании терминологии и иных выкладках, которые не исправлены после нескольких наводящих вопросов преподавателя;
- обучающийся обнаружил полное незнание и непонимание изучаемого учебного материала или не смог ответить ни на один из поставленных вопросов по изучаемому материалу.

Критерии оценки выполненного практического задания/письменной проверки

Оценка 5 ставится за работу, выполненную полностью без ошибок и недочётов.

Оценка 4 ставится за работу, выполненную полностью, но при наличии в ней не более одной негрубой ошибки и одного недочёта, не более трёх недочётов.

Оценка 3 ставится, если обучающийся правильно выполнил не менее 2/3 всей работы или допустил не более одной грубой ошибки и двух недочётов, не более одной грубой и одной не грубой ошибки, не более трёх негрубых ошибок, одной негрубой ошибки и трёх недочётов, при наличии четырёх-пяти недочётов.

Оценка 2 ставится, если число ошибок и недочётов превысило норму для оценки 3 или правильно выполнено менее 2/3 всей работы.

Критерии оценки выполненного тестового задания

Результат аттестационного педагогического измерения по учебной дисциплине СГ.02 Иностранный язык в профессиональной деятельности для каждого обучающегося представляет собой сумму зачтенных тестовых заданий по всему тесту.

Зачтенное тестовое задание соответствует одному баллу.

Критерием освоения учебной дисциплины для обучающегося является количество правильно выполненных заданий теста не менее 70 %.

Для оценки результатов тестирования предусмотрена следующая система оценивания образовательных достижений обучающихся:

- за каждый правильный ответ ставится 1 балл;
- за неправильный ответ - 0 баллов.

Тестовые оценки можно соотнести с общепринятой пятибалльной системой. Оценивание осуществляется по следующей схеме:

Процент результативности (правильных ответов)	Качественная оценка индивидуальных образовательных достижений	
	балл (отметка)	вербальный аналог
90-100	5	отлично
80-89	4	хорошо
70-79	3	удовлетворительно
менее 70	2	неудовлетворительно

4. БАНК КОМПЕТЕНТНОСТНО-ОЦЕНОЧНЫХ МАТЕРИАЛОВ ДЛЯ ОЦЕНКИ УСВОЕНИЯ УЧЕБНОЙ ДИСЦИПЛИНЫ

Комплект оценочных заданий № 1 по Теме 1.1 «Повседневная жизнь» (Аудиторная самостоятельная работа).

Тестирование

English Placement test (English Unlimited)

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where ____ from? - I'm from Russia.

A you are B you C are you

2. We have ____ house in Moscow.

A any B a C an

3. I have two ____: a boy and a girl.

A sons B daughters C children

4. I work in a _____. I'm a doctor.

A hospital B hotel C supermarket

5. This is my brother. ____ name's Paul.

A Her B His C He's

6. ____ five people in my family.

A They are B There is C There are

7. I get up ____ 7 o'clock in the morning.

A for B at C in

8. I like apples, but I ____ bananas.

A don't like B like C do like

9. Excuse me, ____ speak French?

A do you B you do C you

10. How much are ____ shoes?

A this B these C that

11. Where are my glasses? - They're ____ the table.

A at B on C in

12. My sister ____ tennis very well.

A plays B play C playing

13. I usually go to work ____ train.

A on B with C by

14. I don't see my parents very often ____ they live in South Africa.

A so B but C because

15. Rosie stayed ____ home yesterday afternoon.

A in B at C to

16. Last night I ____ to the cinema.

A went B did go C was

17. The ____ is quite expensive but the food there is excellent.

A film B restaurant C book

18. Do you want to listen to music or ____ TV?

A see B look C watch

19. I was in Scotland. ____ were you at the weekend?

A When B Where C What

20. Yes, it was fun. ____ you have a good time at the party?

A Did B Were C Had

21. Are you ____ English teacher?

A Maria B Marias' C Maria's

22. Bob will meet ____ at the airport.

A us B we C our

23. I'm going to a concert tonight. ____ you like to come?

A Do B Are C Would

24. ____ use your dictionary? - Sure. Here you are.
A Could I B Could you C Do I
25. I like this apartment but the ____ is too expensive for me.
A money B rent C cost
26. Excuse me, how do I ____ to the bus station?
A come B get C arrive
27. Do you sell stamps? - Yes, we do. How ____ do you want?
A any B many C much
28. Sorry I'm so late. - That's ____.
A OK B great C right
29. I'd like ____ milk in my coffee, please.
A some B any C a
30. ____ a bus stop near my flat.
A It's B Here's C There's
31. Is this a good time to talk? - Sorry, no. I ____ dinner.
A cook B am cooking C cooking
32. I think cycling is more dangerous ____ driving.
A As B like C than
33. We ____ going to the theatre next Saturday.
A will B do C are
34. ____ meet for coffee some time soon.
A Let's B Do you C Shall they
35. Kamal has got a holiday home near ____ sea.
A a B the C some
36. If you've got a headache, you ____ go home.
A should B did C had
37. ____ ever been to New York?
A Have you B Are you C Did you
38. I only get about five hours' sleep a night. - That's not ____.
A enough B lot C too much
39. Did Amina finish the report? - No. She ____ it tomorrow.
A finishes B is going to finish C finished
40. Paula ____ loves working with children.
A very B really C much
41. Is Ottawa the capital of Canada? I think ____.
A is B yes C so D right
42. We never ____ a television when I was a child.
A have had B hadn't C had D didn't have
43. We paid the restaurant bill ____ credit card.
A to B with C on D by
44. The last time I ____ Joanna was in Paris.
A have seen B saw C see D was seeing
45. If you ____ money from a friend, you should always pay it back promptly.
A borrow B earn C spend D lend
46. Can I make myself a cup of coffee? - Of course. You ____ to ask.
A haven't B mustn't C needn't D don't have
47. I ____ a lot of sport in my free time.
A do B practise C make D exercise
48. ____ anywhere interesting recently?
A Do you go B Have you been C Are you going D Will you go
49. It's Walter's birthday on Friday. He ____ be 30, I think.
A should B can C will D shall
50. Learning the piano isn't as difficult ____ learning the violin.
A like B so C than D as
51. If the weather ____ bad tomorrow, we can go to a museum.
A will be B was C is D would be

52. About a billion cans of Coca-Cola ____ drunk around the world every day.
A is B are C was D were
53. My mum's not very well. – Oh, ____
A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.
54. Hans isn't here. He ____ to see his grandmother. He'll be back tomorrow.
A has gone B had been C has been D had gone
55. Would you mind changing my appointment? ____ time on Friday is fine.
A Next B All the C Every D Any
56. When I was a child, I ____ climb the wall and jump into our neighbours' garden.
A would B did C have D used
57. Have you finished ____ the wall yet?
A paint B to paint C painting D painted
58. Lena used to find work boring ____ she became a nurse.
A unless B until C if D since
59. Can you help me? I've tried ____ hotel in the city and can't find a room.
A many B any C every D all
60. If I ____ closer to my office, I could walk to work.
A lived B would live C had lived D live
61. I ____ outside the cinema when suddenly a police car arrived.
A stood B was standing C have stood D am standing
62. Shall we go to The Riceboat for dinner? - It ____ be fully booked. They're sometimes busy on Monday.
A will B may C can D must
63. We've ____ come back from a trip to India. It was amazing.
A already B yet C just D only
64. I've got to be at work in five minutes. - Don't worry, I ____ you a lift if you want.
A give B am giving C 'll give D 'm going to give
65. My doctor advised me ____ more exercise.
A take B taking C having taken D to take
66. I couldn't ____ up with the noise in the city, so we moved to the countryside.
A put B live C set D take
67. There's no name on this dictionary. - It ____ be mine then. Mine's got my name on the front.
A might not B mustn't C won't D can't
68. Julia ____ married since she was 20.
A is B was C has been D is being
69. Don't worry if I ____ late tonight. I'm going to the gym after work.
A am B will be C would be D was
70. I've got a terrible headache, and it won't go away. - Have you tried ____ some aspirin?
A to take B take C took D taking
71. Boxing is a sport ____ requires a lot of speed and fitness.
A it B that C what D where
72. Jon ____ working on this project for a couple of months so he hasn't made much progress yet.
A is only B has only been C was only D had only been
73. I was wondering ____ I could ask you some questions. - Sure, go ahead.
A what B if C that D how
74. What clothes should I pack for a trip to Boston? - Well, it depends ____ the time of year that you go.
A on B with C up D to
75. Do you ever ask your neighbours to do favours ____ you?
A for B to C with D about
76. Some married couples seem to get more ____ over time.
A alike B same C like D equal
77. I don't know how much this card costs. The price label's ____ off.
A gone B taken C done D come
78. I've finished this salad and I'm still hungry. I ____ ordered something more filling.
A must have B would have C should have ____ D may have
79. Ben got the job because he ____ a very good impression at his interview.
A made B did C put D took

80. Salsa music always ____ me of my trip to Cuba.
A remembers B realises C recognizes D reminds
81. I ____ to be picking Tom up at the station but I've lost my keys.
A am supposed B am requested C am intended D am obliged
82. How about going to Colours nightclub? - There's no ____ I'm going there. It's awful!
A hope B way C time D opportunity
83. By the age of 18, I ____ not to go to university.
A had decided B decided C have decided D was deciding
84. I'm afraid your car ____ repaired before next week.
A hasn't been B wasn't C wouldn't be D can't be
85. The amount of organically grown food on sale has ____ enormously in recent years.
A raised B lifted C increased D built
86. Can you believe it? A woman has been ____ for hacking into the computer of her online virtual husband.
A accused B suspended C arrested D suspected
87. You may borrow my laptop ____ you promise to look after it.
A unless B in case C as long as D Although
88. It's a huge painting. It ____ taken ages to complete.
A must have B can't have C should have D won't have
89. Pierre tends to put ____ dealing with problems, rather than dealing with them immediately.
A down B off C over D away
90. If the taxi hadn't stopped for us, we ____ standing in the rain.
A were still B would still be C are still D will still be
91. My mother's Italian, so ____ the language has been quite easy for me.
A to learn B learn C having learned D learning
92. ____ I had the talent, I still wouldn't want to be a movie star.
A In case B Even if C Provided that D However much
93. The factory workers threatened ____ on strike if they didn't get a pay rise.
A going B to go C that they go D to have gone
94. I was about to go to sleep when it ____ to me where the missing keys might be.
A remembered B happened C appeared D occurred
95. There's going to be a new department at work. They've asked me to ____ it up.
A take B set C put D bring
96. If the film is a ____ success, the director will get most of the credit.
A big B high C large D good
97. By the end of today's seminar I will ____ to each of you individually.
A speak B have spoken C be speaking D have been speaking
98. This is a photo of my little sister ____ ice cream on the beach.
A eat B eating C was eating D having eaten
99. Our students take their responsibilities very ____.
A considerably B thoroughly C seriously D strongly
100. Pia was ____ delighted with the birthday present.
A very B completely C fairly D absolutely

Вопросы для устного собеседования =

Introductory questions: What's your name? How do you spell your surname? Where are you from? Did you learn English at school? For how many years?

Starter

1 What do you do? Do you work or are you a student?

Комплект оценочных заданий № 2 по Теме 1.1 «Повседневная жизнь» (Аудиторная самостоятельная работа).

Задание:

Вопросы для устного собеседования

Introductory questions:

What's your name?

How do you spell your surname?

Where are you from?

Did you learn English at school?

For how many years?

Starter

1 What do you do? Do you work or are you a student?

2 Tell me about your family.

3 What do you do in your free time? (Do you play football or any sports?)

4 What do you do every day? What time do you get up / start work?

5 Tell me about the town where you live.

Elementary

6 Tell me about something you can do well. (Can you swim? Can you cook?)

7 How often do you usually see your friends? (What do you do together?)

8 Where do you live? Tell me about your home.

9 What are you going to do at the weekend?

10 Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)

Pre-intermediate

11 Tell me about something that you did with your friends/family recently. Why did you enjoy it?

12 Tell me about the weather in your country. Which is your favourite season and why do you like it?

13 Imagine that I am a visitor to your country. What advice would you give me?

14 Can you tell me about an object that is special for you? Why is it special?

15 Where do you live - in a house or an apartment? What's it like?

Intermediate

16 What sort of television programmes do you like?

17 How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?

18 Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?

19 Think about an interesting person you have met. What is he/she like?

20 Have you ever been on a journey where something went wrong?

Upper-intermediate

21 Tell me about something you are good at.

22 Can you tell me about a famous landmark/person in your country? What do you know about it/them?

23 What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?

24 If an English person wanted to learn your language, how should they do this and why?

25 Where do you see yourself in five years' time?

Комплект оценочных заданий № 3 по Теме 1.2 «Повседневная жизнь» (Аудиторная самостоятельная работа).

Тема 1.1 Повседневная жизнь семьи. Внешность и характер членов семьи.

Написание электронного письма «Встреча с работодателем»

A1

You have received an e-mail from the company. They want to meet with you in a cafe next Thursday.

Write an e-mail to Mr Jarris, the manager. In your e-mail write

1) how you look (tall/ short, hair, eyes, etc.)

2) what you will wear (clothes)

3) what personal qualities you have to work in their company (active, clever, etc.)

You need to write 45-60 words.

A2 и выше

You have received an e-mail from the company. They want to meet with you in a cafe next Thursday.

Write an e-mail to Mr Jarris, the manager. In your e-mail thank the company and write

1) how you look (tall/ short, hair, eyes, etc.)

- 2) what you will wear (clothes)
- 3) what personal qualities you have to work in their company (active, clever, etc.)

You need to write 80-110 words.

Sample answer

A1

Dear Mr Jarris,

Thank you for your e-mail.

I am short and slim. My hair is blond, my eyes are brown. I have glasses.

I will wear a red T-shirt and blue jeans.

I am active, clever and hard-working. I would like to work in your company.

Kind regards,

Jill Nichols

Dear Mr Jarris,

Thank you for your e-mail. I would like to work in your company.

I am rather short and slim. I have got blonde shoulder-length hair and dark brown eyes. I usually wear glasses.

I will wear a red T-shirt with a butterfly print on it and light blue wide jeans. I will have a bright scarf on, so you will easily recognise me.

I am quite active, clever and hard-working, and I am sure your company will get higher results if I become a part of it.

I will look forward to meeting you on Thursday.

Kind regards,

Jill Nichols

Комплект оценочных заданий № 4-5-6 по Теме 1.2 «Межличностные отношения в семье, с друзьями

и знакомыми. Конфликтные ситуации, их предупреждение и разрешение.» (Аудиторная самостоятельная работа).

Задание:

Отработать лексику по теме

Family (Семья)

1. Family — семья
2. Parents — родители
3. Mother / Mum — мама / мамочка
4. Father / Dad — папа / папочка
5. Brother — брат
6. Sister — сестра
7. Child / Kid — ребенок / малыш
8. Grandparents — бабушка и дедушка
9. Husband — муж
10. Wife — жена
11. Home — дом
12. Together — вместе
13. Love — любовь; любить
14. Help — помогать
15. Talk — разговаривать

Friends and acquaintances (Друзья и знакомые)

16. Friend — друг
17. Best friend — лучший друг
18. Neighbour — сосед
19. Classmate — одноклассник
20. Colleague — коллега
21. Meet — встречать(ся)
22. Visit — навещать, приходить в гости
23. Invite — приглашать
24. Party — вечеринка
25. Chat — болтать
26. Share — делиться
27. Kind — добрый
28. Nice — милый, хороший
29. Happy — счастливый
30. Smile — улыбаться

Conflicts: prevention and resolution (Конфликты: предупреждение и разрешение)

31. Problem — проблема
32. Fight / Quarrel — ссора, драка / ссориться
33. Angry — злой, сердитый
34. Sorry — жаль; извините
35. Apologize — извиняться
36. Excuse me — простите (для привлечения внимания или чтобы пройти)
37. Calm down — успокаиваться
38. Agree — соглашаться
39. Compromise — компромисс
40. Peace — мир

Задание:

Составить диалог, основываясь на базовом

Мини-диалоги для практики уровня Beginner:

Пример 1 (Предупреждение конфликта): — I am angry. (Я зол.) — Please, calm down. Let's talk. (Пожалуйста, успокойся. Давай поговорим.) — Ok, let's find a compromise. (Хорошо, давай найдем компромисс.)

Пример 2 (Разрешение конфликта): — I am sorry. My fault. (Извини. Моя вина.) — It is ok. I agree. (Все нормально. Я согласен.) — Let's be friends again! (Давай снова дружить!)

Полезные фразы:

- How are you? — Как дела?
- Thank you for your help. — Спасибо за помощь.
- Can we talk? — Мы можем поговорить?
- Are you busy? — Ты занят(а)?
- See you soon. — Скоро увидимся.

Задание:

Ролевая игра “Моя команда”

You need to make a team to work together. You can have only four people in your group. Who will you take?

Step 1. Write 8 questions to learn about people around you. You can write questions about hobbies, interests, and professional qualities and skills of people around you.

Step 2. Ask as many people around you as possible. You have got about 25 minutes. Write down short notes about your partners' answers.

Step 3. Choose three people you would take in your team. Tell your class who you will work with and why.

Sample answer.

Step 1. (for all levels)

1) Do you like music?

2) Can you cook?

3) Have you ever thought about becoming a(n)... (cook/ engineer/ photographer, etc.)?

4) Do you like working with computers?

5) Which countries did you visit?

6) How often do you do voluntary work?

7) Do you like working in a laboratory?

8) What transport can you drive?

Step 3.

A1

I take Misha, Pavel and Sonya in my team. Misha and Sonya are good with computers and people. It is helpful in our profession. Pavel and Misha like working in a laboratory and Sonya speaks German and Chinese. We all can work in one team because we can make different things in one project. We all love pop music and we can go to karaoke in our free time.

A2

Misha, Pavel and Sonya are great for my team. Misha and Sonya are helpful because they are interested in computers and people. The boys are fond of doing experiments in a laboratory. On the other hand, Sonya, like me, speaks foreign languages. We can share the tasks on the projects. In our free time, we might go out together because we all love pop music and singing in karaoke.

B1

The most suitable classmates for my team are Misha, Pavel and Sonya. Misha and Sonya can be responsible for technical tasks because they are keen on computers. The boys love laboratory work, while Sonya and I are good at languages. We all might do various tasks to work effectively. We could get on in our free time as well. Pop music is our favourite, and we might spend free time in a karaoke club, for instance.

Комплект оценочных заданий № 7-8 по Теме 1.3 «Условия проживания в городской и сельской местности» (Аудиторная самостоятельная работа).

Задание:

Отработать лексику по теме

Housing and types of buildings (Жилье и типы зданий)

1. House — дом
2. Flat / Apartment — квартира
3. Building — здание
4. Floor — этаж (*например: first floor — первый этаж*)
5. Room — комната
6. Living room — гостиная
7. Bedroom — спальня
8. Kitchen — кухня
9. Bathroom — ванная комната
10. Toilet — туалет
11. Balcony — балкон
12. Window — окно

13. Door — дверь
14. Wall — стена
15. Roof — крыша
16. Entrance — подъезд, вход
17. Stairs — лестница
18. Lift / Elevator — лифт
19. Yard — двор
20. Street — улица

Furniture and interior (Мебель и интерьер)

21. Table — стол
22. Chair — стул
23. Sofa — диван
24. Bed — кровать
25. Wardrobe / Closet — шкаф для одежды
26. Shelf — полка
27. Carpet / Rug — ковер
28. Curtains — шторы
29. Lamp — лампа
30. Mirror — зеркало
31. Picture — картина

Utilities and home systems (Коммунальные услуги и системы дома)

32. Light — свет
33. Water — вода
34. Electricity — электричество
35. Heating — отопление
36. Gas — газ
37. Key — ключ
38. Lock — замок; запирать
39. Bell — звонок (*в двери*)
40. Address — адрес
41. Rent — аренда; арендовать
42. Landlord / Landlady — хозяин / хозяйка квартиры
43. Bill — счет (*за квартиру, коммунальные услуги*)
44. Clean — чистый; убирать(ся)
45. Dirty — грязный

City environment and services (Городская среда и сервисы)

46. City / Town — город
47. Shop / Store — магазин
48. Supermarket — супермаркет
49. Bank — банк
50. Bus stop — автобусная остановка

Полезные фразы

- Where is the bus stop? — Где находится автобусная остановка?
- I live on the third floor. — Я живу на третьем этаже.
- The key doesn't work. — Ключ не работает.
- Is the water hot? — Вода горячая?

- My flat is clean. — Моя квартира чистая.
- How much is the rent? — Сколько стоит аренда?

Наименование:

Лексика по теме «Мой город - Рыбинск».

Фонетический материал по теме.

Аудирование текста.

Чтение и перевод (со словарем) текста по теме «Мой город - Рыбинск».

Общение с использованием лексического и грамматического минимума.

Описание достопримечательностей родного города.

Задание:

1. Просмотреть презентацию по теме «Мой родной город».
2. Сделать проект по теме «Мой родной город»

Комплект оценочных заданий № 9-10 по Теме 1.3 «Условия проживания в городской и сельской местности» (Аудиторная самостоятельная работа).

Задание:

Отработать лексику по теме

Housing and buildings (Жилье и постройки)

1. Village — деревня
2. Countryside — сельская местность
3. Farm — ферма
4. House — дом (*часто частный*)
5. Cottage — коттедж, деревенский домик
6. Hut / Shed — хижина / сарай
7. Barn — амбар, большой сарай (*для сена или животных*)
8. Stable — конюшня
9. Fence — забор
10. Gate — калитка, ворота
11. Garden — огород, сад (*в сельской местности чаще именно участок для овощей*)
12. Yard — двор
13. Well — колодец
14. Chimney — дымоход
15. Field — поле
16. Meadow — луг
17. Forest — лес
18. River — река
19. Lake — озеро
20. Bridge — мост

Farm life and animals (Жизнь на ферме и животные)

21. Farmer — фермер
22. Cow — корова
23. Horse — лошадь
24. Sheep — овца
25. Pig — свинья
26. Chicken / Hen — курица
27. Rooster — петух
28. Duck — утка
29. Goat — коза
30. Dog — собака (*часто сторожевая*)

- 31. Cat — кошка (*ловит мышей*)
- 32. Donkey — осёл
- 33. Animal — животное
- 34. Hay — сено
- 35. Crops — урожай, посе́вы
- 36. Vegetables — овощи
- 37. Fruit — фрукты

Nature and environment (Природа и окружение)

- 38. Fresh air — свежий воздух
- 39. Silence / Quiet — тишина / тихий
- 40. Star — звезда (*ночью в деревне видно много звезд*)

Полезные фразы:

- I live in a village. — Я живу в деревне.
- The farmer has a cow and a horse. — У фермера есть корова и лошадь.
- We grow vegetables in the garden. — Мы выращиваем овощи в огороде.
- It is very quiet here. — Здесь очень тихо.
- Look at the stars! — Посмотри на звезды!

Комплект оценочных заданий № 11

Тема 1.3 Условия проживания в городской и сельской местности. (Аудиторная самостоятельная работа).

Задание:

Проект “Мой колледж”

A1

You want to tell your friend about your college. Prepare a short presentation, use some photos.

In your presentation write:

- 1) the name of the college
- 2) where it is located (city, region)
- 3) how old it is
- 4) describe a building (old/modern, big/small etc) and classrooms
- 5) write your opinion about your college.

You need to write 60-80 words.

A2 и выше

You want to tell your friend about your college. Prepare a short presentation, use some photos.

In your presentation write:

- 1) the name of the college
- 2) where it is located (city, region)
- 3) when it was founded
- 4) describe the building, classrooms and equipment
- 5) write 1 interesting fact about your college
- 6) write your opinion about studying at your college

You need to write 100-120 words.

Sample answer:

A1

(I want to tell you about my college.) This is the Teacher-training college. It is in Kolomna, the Moscow region. My college is in the center of the city. It is more than 50 years old. The building is not new, but it is very beautiful. There are 3 floors in it. The classrooms are big and comfortable. We have computers, video projectors and interactive whiteboards in our classrooms. I like my college a lot and I think it is the best college in the world.

A2 и выше

(I would like to tell you about my college.) This is the Teacher-training college. It is located in a beautiful old city Kolomna, the Moscow region. My college is in the central part of the city. It was built more than 50 years ago. The building is not new but it is very beautiful. There are 3 floors in it. The classrooms are big, bright and comfortable. They are all equipped with computers, video and interactive whiteboards. There are a lot of outstanding people, who studied in our college. Their photos are in the lobby, on the board of honor. I can say that studying in my college is both hard work and pleasure.

Комплект оценочных заданий № 12-13 по Теме 1.4 «Покупки: одежда, обувь и продукты питания» (Аудиторная самостоятельная работа).

Наименование:

Знакомство с лексикой по теме

Фонетический материал по теме.

Аудирование текста.

Задание:

General shopping vocabulary (Общая лексика для покупок)

1. Shop / Store — магазин
2. Supermarket — супермаркет
3. Market — рынок
4. Money — деньги
5. Price — цена
6. Cheap — дешевый
7. Expensive — дорогой (*по цене*)
8. Sale — распродажа
9. Discount — скидка
10. Free — бесплатный
11. Buy / Pay — покупать / платить
12. Cash — наличные
13. Card — карта (*банковская*)
14. Basket — корзина (*для продуктов*)
15. Trolley — тележка (*в супермаркете*)
16. Bag — сумка, пакет
17. Change — сдача
18. Receipt — чек (*бумажный*)
19. Try on — примерять (*одежду*)
20. Size — размер (*одежды или обуви*)
21. Customer — покупатель
22. Assistant / Shop assistant — помощник / продавец-консультант
23. Here you are. — Вот, пожалуйста. (*когда что-то дают*)
24. Anything else? — Что-нибудь еще?
25. That's all. — Это все.

Clothes and shoes (Одежда и обувь)

26. Clothes — одежда

27. Shoes — обувь
28. T-shirt — футболка
29. Shirt — рубашка
30. Sweater / Jumper — свитер
31. Coat — пальто
32. Jeans — джинсы
33. Trousers / Pants — брюки
34. Dress — платье
35. Skirt — юбка
36. Hat — шляпа, шапка
37. Socks — носки
38. Boots — ботинки
39. Trainers — кроссовки (*спортивная обувь*)
40. Sandals — сандалии

Food and groceries (Продукты питания)

41. Food — еда
42. Bread — хлеб
43. Milk — молоко
44. Eggs — яйца
45. Butter — сливочное масло
46. Cheese — сыр
47. Meat — мясо
48. Fish — рыба
49. Apple — яблоко
50. Potato — картофель

Полезные фразы:

- How much is it? — Сколько это стоит?
- I would like to try this on. — Я бы хотел(а) это примерить.
- Do you have a smaller size? — У вас есть размер поменьше?
- Where can I pay? — Где я могу оплатить?
- It is too expensive for me. — Для меня это слишком дорого.
- A kilo of potatoes, please. — Килограмм картофеля, пожалуйста.

Задание

Прочитать и перевести текст по теме

Going to the Supermarket

My name is Tom. I live in a small flat with my mother. Today our fridge is empty. We need food. It is Saturday morning, so I go to the supermarket. The supermarket is big and clean. There are many people here.

I take a shopping basket at the entrance. First, I go to the **Bakery** section. Bread is very important for breakfast. I see fresh brown bread on the shelf. "One loaf of brown bread, please," I say to the assistant. She gives me the bread. It smells very good. Then I look at the cakes, but they are expensive today. I don't buy a cake.

Next, I go to the **Dairy** section. My mother likes milk and cheese. I put one bottle of white milk and one pack of yellow cheese into my basket. Butter is also on my list. I find it near the milk. Now we have food for sandwiches.

After that, I visit the **Fruits and Vegetables** section. Fruits and vegetables are healthy. I like apples very much. They are red and green. "One kilo of apples, please," I tell the seller. He puts them in a small plastic bag. I also need potatoes for soup. Potatoes are cheap this week. I take two kilos of potatoes. Carrots and onions are cheap too. Our soup will be tasty.

Then I walk to the centre of the shop. This is the dry goods area. Here I get pasta and rice. Pasta is fast and easy to cook. I choose one pack of spaghetti. Rice is good for lunch. I take one box of rice. Tea and coffee are on the next aisle. We drink tea every evening. I take a box of black tea.

Finally, I check my shopping list. I have everything: bread, milk, cheese, butter, apples, potatoes, carrots, onions, pasta, rice, and tea. I am ready to pay.

I go to the cash desk. A woman sits there. She scans all my products. The price is not high. The total sum is twenty-five pounds fifty. I do not have much cash money in my pocket. That is okay. I use my bank card. I tap my card on the machine. *Beep!* The payment is successful. The assistant gives me a paper receipt and says, "Thank you!"

I put the heavy bags back into my basket and walk to the exit. The weather is sunny outside. I am happy because our kitchen has food now. Cooking dinner for my family will be easy and fun today.

Key vocabulary:

- **Shopper actions:** go to the supermarket, take a basket, look at, put into the basket, check the list, pay, scan products, tap a card.
- **Store sections:** Bakery, Dairy, Fruits and Vegetables, dry goods area, aisle, cash desk.
- **Containers and units:** loaf (*of bread*), bottle (*of milk*), pack (*of cheese/butter*), kilo (*of apples/potatoes*), box (*of tea/rice*).
- **Adjectives:** empty, full, fresh, expensive, cheap, healthy, tasty, fast, easy, heavy, sunny, successful.

Комплект оценочных заданий № 14-15 по Теме 1 «Покупки: одежда, обувь и продукты питания» (Аудиторная самостоятельная работа).

Ролевая игра-диалог между покупателем и продавцом.

You are a customer (Student A) and a shop assistant (Student B). You are in a clothes shop.

Card 1A -Customer

Step 1.

Read the plan and write what you can ask and say.

- greet the shop assistant
- ask for a pair of jeans.
- you like black
- if there aren't any black, ask for a pair of blue jeans.
- you are size 40
- agree to have a look at the blue jeans.
- ask if you can try them on.
- ask about the price
- buy the jeans
- thank the shop assistant for help
- say good-bye

Card 2.

Student B- You are the shop assistant.

Step 1. Read the plan and write what you can ask and say.

- start a talk,
- greet the customer and ask if you can help him/her
- ask what colour the customer wants
- you have only blue and grey jeans in a shop
- offer him/ her blue or grey ones
- ask about his/her size
- say if he/she can try them on
- say how much they cost
- thank a customer,
- say goodbye.

Step 2. Play your roles.

A2 и выше

You are a customer (Student A) and a shop assistant (Student B). You are in a clothes shop.

Card 1.

Student A- You are the customer. You want to buy a pair of trainers.

Step 1. Read the plan and make some notes. You have 2-3 minutes to think.

- greet the shop assistant
- ask for a pair of trainers.
- you are size 38 and you like bright colours
- you don't like the colour the shop assistant has showed you, because it is light green, ask is they have anything else
- ask what material it's made of
- ask if you can try them on
- ask about the price
- buy the trainers
- thank a shop assistant for help
- say good-bye

Card 2.

Student B- You are the shop assistant.

Step 1. Read the plan and make some notes. You have 2 minutes to think.

- start a talk
- greet the customer and ask if you can help him/her
- ask what colour and size the customer is interested in
- offer him/her green trainers
- if the customer doesn't like the colour, offer him other colours.
- say if he/she can try them on
- if the customer asks you, tell him/her that they are made of leather
- if the customer asks you, tell him/her that he looks great in them
- say how much they cost
- thank a customer,
- say goodbye

Step 2. Play your roles.

Sample answer.

(C-customer, SA-shop assistant)

A1

SA: Good morning/ hello, can I help you?

C: Yes, please. I want a pair of jeans. I like black.

SA: I'm sorry. We don't have black jeans. We have blue or grey jeans.

C: Blue please.
SA: What size do you wear?/What size?
C: 40, please
SA: Here you are.
C: Can I try them on?
SA: Yes, of course.
C: How much do they cost?/How much are they?
SA: 1500 roubles, please.
C: Here you are.
SA: Thank you.
C: Thank you very much for help. Good bye.
SA: Good bye.

A2 и выше

SA: Good morning/ hello, can I help you?
C: Yes, please. I'd like a pair of trainers.
SA: What colour would you like to look at?
C: Well, I like bright colours.
SA: We have very nice green trainers. Would you like to look at them?
C: Yes. Sure.
SA: What size do you wear?
C: 38, please
SA: Here you are. Would you like to try them on?
C: Oh, no, thanks. I don't like this light green colour. Can you show anything else, please? (Do you have any other colours?)
SA: I see. Have a look at these yellow ones, please.
C: Oh, they look great. What are they made of?
SA: They are made of leather/ Leather ones.
C: Can I try them on?
SA: Yes, of course.
C: How much do they cost?/How much are they?
SA: 2000 roubles, please.
C: I'd like to buy them./I'll take them.
SA: Good choice. (They look great on you)
C: Thank you very much for help. Good bye.
SA: Good bye. We'll be happy to see you again.

Отзыв на магазин продуктов/одежды/обуви

A1

You have received an sms from your friend, he/she asks you where he/she can do some shopping. Write a shop review.

In your message write:

- what the name of the shop is
- where the shop is
- what things he/she can find in a shop (types of clothes, brands)
- if you like/ dislike this shop; why/why not

Write 30-45 words

A2 и выше

You have received an sms from your friend, he/she asks you where he/she can do some shopping. Write a shop review.

In your message write:

- what the name of the shop is
- where the shop is located
- how often you do the shopping there

- what things he/she can find in a shop (types of clothes, brands)
- if you like/ dislike this shop; why/why not

Write 40-60 words

Sample answer:

A1

Hi! Go to "Familiya". It's next to my house. There are a lot of jeans, trainers, T-shirts and jackets. I like it/I love it because I can buy cheap and modern clothes there.

A2 и выше

Hi! What about "Familiya"? It's next to my house. I don't often do the shopping there. You can find a lot of modern things there such as jeans, jackets, trainers and T-shirts. I love going there when I have some pocket money. I can always find something unusual there.

Комплект оценочных заданий № 16-17 по Теме 1.5 «Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача»

(Аудиторная самостоятельная работа).

Письмо-инструкция «Профилактика несчастных случаев на работе и порядок их устранения»

Write an instruction for your foreign co-worker "How not to have health problems at work and what to do if you have". Write about:

- where you will work;
- work conditions (wet, dry, cold, hot, rainy, etc);
- what you mustn't do at work because it's dangerous;
- what you can do if you have a temperature/a cut/a burn, etc

Use between 60-70 words.

A2 и выше

Write an instruction for a foreign co-worker "How to avoid emergency situations at work and what to do if you have these". Write about:

- your future job;
- working conditions;
- what emergency situations can occur;
- what to do in each extreme case.

Use between 100-120 words.

Sample answer (A1)

I work as a baker.

It's often very hot.

You mustn't run, jump, roller-skate, throw or hit something in the bakery.

If you have a burn, you can use a plaster.

If you have a cut, use a plaster, too.

If you have a headache, take a pill.

If you have a temperature, go home because you can fall at work.

Sample answer (для A2 и выше)

I work as a builder on a construction site. It can be hot in summer, rainy in autumn and Follow the rules:

Don't run!

Don't jump!

Don't throw heavy things!

Don't fall!

Don't use sharp tools and instruments without gloves!

You won't have a headache if you drink water and eat regularly!

If you have a cut or a burn, use a plaster.

If you have a backache, go to a doctor.

If you catch a cold or have a temperature, you can faint and hurt something. That's why stay at home or go to a doctor immediately.

If you have pain in your chest or break a leg, call an ambulance. That's dangerous!

Комплект оценочных заданий № 18-19 по Теме 1.5 «Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача» (Аудиторная самостоятельная работа).

Задание:

Отработать лексику по теме

General vocabulary (Общая лексика)

1. Food — еда
2. Healthy food — полезная еда
3. Unhealthy / Junk food — вредная еда / фастфуд
4. Good for you — полезно для тебя
5. Bad for you — вредно для тебя
6. Fresh — свежий
7. Natural — натуральный
8. Sweet — сладкий
9. Salty — соленый
10. Fatty — жирный
11. Tasty — вкусный
12. Water — вода (*самый полезный напиток*)

Healthy food (Полезная еда)

13. Fruit — фрукт
14. Apple — яблоко
15. Banana — банан
16. Orange — апельсин
17. Vegetable — овощ
18. Carrot — морковь
19. Potato — картофель
20. Tomato — помидор
21. Cucumber — огурец
22. Onion — лук
23. Salad — салат (*из свежих овощей*)
24. Soup — суп
25. Rice — рис
26. Fish — рыба (*содержит полезные жиры*)
27. Chicken — курица (*диетическое мясо*)
28. Egg — яйцо
29. Milk — молоко
30. Cheese — сыр
31. Bread — хлеб (*предпочтительно цельнозерновой*)
32. Tea — чай (*без сахара*)

Unhealthy food (Вредная еда)

33. Sugar — сахар
34. Salt — соль
35. Oil / Fat — масло / жир (*растительное или избыточное количество животного*)
36. Chips / Fries — чипсы / картошка фри
37. Burger — бургер
38. Pizza — пицца (*обычно с большим количеством сыра и жира*)
39. Soda / Cola — газировка / кола
40. Cake — торт, кекс (*очень сладкий десерт*)

Пример простого предложения:

- An apple is healthy, but a cake is unhealthy. — Яблоко полезное, а торт вредный.

Задание:

Прочитать и перевести диалог по теме: «В кафе»

Characters:

- **Anna:** She likes healthy food.
- **Mike:** He loves junk food.
- **Waiter:** The restaurant worker.

Setting: A small cafe in the city centre. Anna and Mike are sitting at a table. The waiter gives them a menu.

Waiter: Hello! Welcome to our cafe.

Anna: Hello!

Mike: Hi!

Waiter: Are you ready to order?

Anna: Yes, I think so. (*She looks at the menu*) I want something light and fresh.

Mike: And I am very hungry! I want something big and tasty.

Anna: Waiter, can I have a green salad, please? No dressing.

Waiter: A green salad. Good choice. Would you like some water with it?

Anna: Yes, please. One bottle of still water.

Waiter: For you. And for you, sir?

Mike: I will take a double cheeseburger with extra onions. And a large portion of fries.

Anna: Oh, Mike! That is not good for your stomach. It is too fatty.

Mike: It is okay, Anna. I am young. Junk food is my favourite. It is very tasty!

Waiter: Excellent choice. Anything else with the burger?

Mike: Yes. A large Cola, please.

Anna: (*Shakes her head*) Only Cola? It has a lot of sugar.

Mike: Don't worry. Look, I also want one apple pie for dessert. Fruit is inside. It is almost healthy food! **Anna:** (*Smiles*) Apple pie is better than just chocolate. Okay.

Waiter: Let me repeat your order. One green salad, one bottle of water. One double cheeseburger, one large fries, one large Cola, and one apple pie.

Anna: That's right.

Waiter: Thank you. Your food will be ready in ten minutes. *(The waiter goes away)*

Mike: See? This cafe is great.

Ten minutes later... *(The waiter brings the food. The plate of Anna has bright green leaves and red tomatoes. The tray of Mike is full of yellow fries and a big brown burger.)*

Waiter: Here you are. Enjoy your meal!

Anna: Thank you. Mmm, this is delicious and fresh.

Mike: *(Talks with his mouth full)* This is the best burger in town!

Anna: Eat slowly, Mike. You look very happy.

Mike: I am! But next time, I promise, I will try your green salad.

Anna: I don't believe you, but thank you for the promise.

Key vocabulary:

- *Healthy:* green salad, water, still water, apple, fruit.
- *Unhealthy / Junk:* cheeseburger, fries (chips), Cola, sugar, fatty, hungry.
- *Phrases:* Can I have..., I will take..., Good choice, Anything else?, For dessert, Enjoy your meal!, I promise.

Комплект оценочных заданий № 20 по Теме 1.5 «Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача» (Аудиторная самостоятельная работа).

Задание:

Изучить лексику по теме

Виды спорта (Sports)

1. Athletics — Лёгкая атлетика
2. Swimming — Плавание
3. Gymnastics — Гимнастика
4. Football / Soccer — Футбол
5. Basketball — Баскетбол
6. Volleyball — Волейбол
7. Tennis — Теннис
8. Boxing — Бокс
9. Wrestling — Борьба
10. Cycling — Велоспорт

Олимпийская терминология (Olympic terminology)

11. Olympic Games — Олимпийские игры
12. Olympiad — Олимпиада (период в 4 года)
13. Medal — Медаль
14. Gold medal — Золотая медаль
15. Silver medal — Серебряная медаль
16. Bronze medal — Бронзовая медаль
17. Winner — Победитель
18. Champion — Чемпион

19. Record — Рекорд
20. Score — Счёт, набирать очки
21. Win — Победа, побеждать
22. Lose — Проигрыш, проигрывать
23. Draw / Tie — Ничья
24. Team — Команда
25. Player — Игрок
26. Coach — Тренер
27. Referee / Umpire — Судья
28. Competition / Contest — Соревнование
29. Event — Вид программы, соревнование
30. Opening ceremony — Церемония открытия
31. Closing ceremony — Церемония закрытия
32. Torch — Факел
33. Flame — Огонь
34. Flag — Флаг
35. Stadium — Стадион
36. Arena — Арена
37. Spectator — Зритель
38. To support — Болеть за (команду), поддерживать
39. Fair play — Честная игра
40. Motto — Девиз (*олимпийский девиз: Faster, Higher, Stronger – Together / Быстрее, Выше, Сильнее — Вместе*)

Мини-диалог для практики:

- *Do you like the Olympic Games?* — Тебе нравятся Олимпийские игры?
- *Yes, I love athletics and swimming.* — Да, я люблю лёгкую атлетику и плавание.
- *Who is your favourite player?* — Кто твой любимый игрок?
- *Our team has a very good coach.* — В нашей команде очень хороший тренер.
- *I hope we win a gold medal!* — Я надеюсь, мы выиграем золотую медаль!

Задание: Отработать лексику по теме «Посещение врача»

Люди (People)

1. Doctor — Врач
2. Nurse — Медсестра
3. Patient — Пациент
4. Receptionist — Регистратор / администратор в регистратуре

Место (Place)

5. Hospital — Больница
6. Polyclinic — Поликлиника
7. Pharmacy / Drugstore — Аптека
8. Waiting room — Комната ожидания
9. Office / Consulting room — Кабинет врача

Симптомы и состояния (Symptoms and conditions)

10. Pain — Боль
11. Headache — Головная боль
12. Toothache — Зубная боль
13. Stomach ache — Боль в животе
14. Sore throat — Больное горло

15. Cough — Кашель
16. Runny nose — Насморк
17. Fever / Temperature — Температура, жар
18. Cold — Простуда
19. Flu — Грипп
20. Allergy — Аллергия
21. Cut — Порез
22. Bruise — Синяк
23. Burn — Ожог
24. Rash — Сыпь
25. Dizzy — Испытывать головокружение (*I'm dizzy — У меня кружится голова*)
26. Tired — Уставший
27. Ill / Sick — Больной (*I am ill — Я болен*)
28. Healthy — Здоровый

Действия и процедуры (Actions and procedures)

29. Appointment — Запись к врачу, приём
30. To make an appointment — Записаться на приём
31. To wait — Ждать
32. To call (the doctor) — Вызывать (врача)
33. To examine — Осматривать
34. To listen to the heart / lungs — Послушать сердце / лёгкие
35. Blood pressure — Кровяное давление
36. Pulse — Пульс
37. Injection / Shot — Укол
38. X-ray — Рентген
39. Operation / Surgery — Операция
40. Test / Analysis — Анализ

Полезные фразы для диалога:

- *I feel bad.* — Мне плохо.
- *Where does it hurt?* — Где болит?
- *Show me your tongue.* — Покажите язык.
- *Take a deep breath.* — Дышите глубоко.

Комплект оценочных заданий № 21-22 по Теме 1.6 «Туризм. Виды отдыха»
(Аудиторная самостоятельная работа).

Задание:

Выполнить предтекстовое упражнение

Now listen to these announcements. Can you complete the answers to the questions?

The train to London Paddington is leaving from platform 13) ____, not platform 14) ____.
The train from London King's Cross is 15) ____ minutes late, and is now arriving at 17.15.

Flight BA1462 to Newcastle is now boarding at gate 16) _____. All British Airways flights leave from terminal 17) _____.

The flight takes 55 minutes, and arrives at 18) _____ local time.

Задание:

Прочитать и перевести текст

The famous Trans-Siberian railway line goes from Moscow to Vladivostok, but there's another railway line about 650 kilometres north of the Trans-Siberian. This is the Baikal-Amur Mainline (BAM). A special train, the *Matvei Mudrov* medical train, travels along its 4,000 kilometres. There are usually between twelve and fifteen doctors on the train. The train stops for a day at places along the BAM. The people who live in small towns and villages come to the train for medical attention. There are no doctors or hospitals in their towns or villages. For these patients, their health centre is on the train.

The *Matvei Mudrov* was named after a Russian doctor in the nineteenth century. Nowadays, the *Matvei Mudrov* visits each town or village on the BAM twice a year. In the village of Khani (population 742), the patients include a man with two broken ankles and a teenage girl. She had appendicitis a month ago and she was lucky to travel to a town three hours away for an operation. The *Matvei Mudrov* doesn't have any equipment to do operations. The doctors can diagnose their patients' medical problems and recommend treatment and medicines. The train has a laboratory for blood and urine tests and a number of medical testing machines. The patients like the doctors on the train. They say they are honest and good at their jobs. Next stop is a town called Berkakit. About 4,000 people live here. There is a queue to see the doctors. Mikhail Zdanovich is waiting for his turn. He's 61 years old and he came to Berkakit in 1976. At the time, only about a hundred young people lived in Berkakit. It was a new town. Zdanovich met a woman who worked at the town bakery. They married and stayed in the town. When Zdanovich walks into the doctor's office she says 'Oh, Mikhail, I recognised your voice.' He has a problem in his shoulder. The doctor writes a letter to say that he can't work, he must have an operation. He leaves, happy, and then he returns a few minutes later. He brings freshly cooked pies and some goat's milk.

For the people who live in this remote part of Russia, the *Matvei Mudrov* is more than a medical train. It's a social connection to the community of their country.

Задание:

Ответить на вопросы по тексту

19 What is the BAM?

- a) a part of the Trans-Siberian railway
- b) a railway line that crosses part of Russia
- c) a train for doctors to travel on

20 What main service does the *Matvei Mudrov* train offer?

- a) diagnosing people's health problems
- b) doing operations in emergencies
- c) visiting the doctors in small towns

21 Where does the *Matvei Mudrov* train stop?

- a) in the towns that have health centres
- b) in the villages and towns along the BAM railway line
- c) in villages with under 1,000 people

22 According to the article ...

- a) the BAM is 650 kilometres long.
- b) the BAM is 4,000 kilometres long.
- c) the BAM only has one train service.

23 What happens when the *Matvei Mudrov* train stops in a village?

- a) People come to the train to see the doctors.
- b) The doctors visit people at home.
- c) The doctors visit the local health centre.

24 According to the article ...

- a) *Matvei Mudrov* was the name of a doctor.
- b) the BAM was built as a medical railway.
- c) the train was the idea of a Russian doctor.

25 In Khani ...

- a) a girl needs an operation.
 - b) one patient has broken bones.
 - c) there are two patients.
- 26 What's the patients' opinion of the train's doctors?
- a) bad
 - b) not good or bad
 - c) good
- 27 In Berkakit ...
- a) the doctor sees a patient she knows.
 - b) the doctor treats a man's shoulder.
 - c) the doctor visits the town bakery.
- 28 Mikhail Zdanovich ...
- a) can go back to work after seeing the doctor.
 - b) isn't satisfied with the doctor's opinion.
 - c) offers food to the doctor after the visit.

Задание:

Изучить лексику по теме

Люди (People)

Tourist — Турист

Traveller — Путешественник

Guide — Гид, экскурсовод

Passenger — Пассажир

Места и локации (Places and locations)

5. Country — Страна

6. City / Town — Город

7. Seaside — Побережье моря

8. Beach — пляж

9. Mountains — Горы

10. Lake — Озеро

11. River — Река

12. Forest — Лес

13. Hotel — Отель, гостиница

14. Hostel — Хостел (дешёвая гостиница)

15. Camping site — Кемпинг (место для палаток или автодомов)

16. Resort — Курорт

17. Excursion — Экскурсия

18. Sight / Place of interest — Достопримечательность

19. Map — Карта

20. Souvenir — Сувенир

21. Vacation / Holiday — Отпуск, каникулы

22. Summer holidays — Летние каникулы

23. Beach holiday — Пляжный отдых

24. Active rest — Активный отдых

25. Hiking — Пеший туризм, поход

26. Skiing — Катание на лыжах

27. Diving — Дайвинг (подводное плавание)

28. Cruise — Круиз (путешествие на корабле)

29. Trip — Поездка (короткая: *business trip* — командировка)

30. Journey — Длительное путешествие

31. Adventure — Приключение

32. Relaxation — Расслабление, отдых (*отдых в значении «релакс»*)

33. Ecotourism — Экотуризм

34. Sightseeing tour — Осмотр достопримечательностей
35. To travel — Путешествовать
36. To go abroad — Ехать за границу
37. To pack a suitcase — Паковать чемодан
38. To book (a ticket / a room) — Бронировать (билет / номер)
39. To arrive — Приезжать, прибывать
40. To depart / to leave — Уезжать, отправляться

Полезные фразы :

I want to go on vacation. — Я хочу поехать в отпуск.
 We are going to the seaside. — Мы едем на море.
 Where is our hotel? — Где наш отель?
 How much is this souvenir? — Сколько стоит этот сувенир?
 The train arrives at 10 a.m. — Поезд прибывает в 10 утра.

Задание:

Прочитайте и переведите текст

Heat, cold, mountains, deserts, illness, and animals. All of these were possible dangers when Nick Bourne decided to run from one end of Africa to the other - a journey that many people thought was impossible. Bourne began his run in northern Egypt in October 1997. His adventure nearly ended 500 miles later while he was waiting to cross the Sudanese border - the Egyptian military stopped him and refused to let him leave the country.

Eventually, he flew to Cape Town and started again on 21 January 1998. Every day he got up at 3.30 a.m., ate a breakfast of cereal, and started running. After 20 miles he stopped for a rest and had a pasta lunch, before running another 20 miles. He drank up to 15 litres of liquid a day.

He had some incredible experiences. He was crossing the Kalahari Desert in temperatures of 62°C when he came face to face with a giant cobra. In Zambia his heartbeat went up from 135 a minute to over 190, and his doctor found that he had malaria. He saw lions and ran through a herd of elephants, and a swarm of bees attacked him while he was running through Tanzania. He celebrated his 28th birthday with a chocolate cake in the shadow of Kilimanjaro.

After eleven months and 6,021 miles he arrived at the Pyramids and finished perhaps the most amazing run ever.

20 miles = 32 kilometres

- A. He saw a snake.
- B. He decided to start from South Africa.
- C. He started for the first time.
- D. He arrived at the Pyramids.
- E. He started for the second time.
- F. A swarm of bees attacked him.
- G. He became ill.
- H. He crossed the border into Egypt.
- I. He celebrated his birthday.
- J. He flew to Cape Town.

Complete the questions in this dialogue.

A I got back from my holiday last week.

B Where 11) ____ ?

A Peru.

B Really? What 12) ____?

A It was fantastic, really great.

B How long 13) ____?

A Three weeks altogether - I wanted to stay longer!

B 14) ____ expensive?

A Well, the flight was, but it was cheap when we got there.

B 15) ____

A My sister and her boyfriend.

- B 16) ____ any problems?
 A Nothing serious. I lost my watch.
 B How 17) ____ happen?
 A We were staying in a cheap hotel and I left it in the bathroom.
 B 18) ____ go back?
 A Yes, I'd love to. Maybe next year...

Комплект оценочных заданий № 23 по Теме 1.6 «Туризм. Виды отдыха» (Аудиторная самостоятельная работа).

Задание:

Выполнить лексические упражнения

You are going to listen to a podcast recorded by a travel journalist about Manga cafes in Japan. Decide what you can do in Manga Cafes. Write Y for yes, N for No

19. stay overnight
20. read comic books
21. buy comic books
22. meet Manga artists
23. watch videos
24. eat
25. wear your shoes in the room
26. drink
27. have a shower
28. stand in your room

B1

Complete sentences 1 to 10. Use these words.

down of off on onto to

- 1 We checked ____ the flight in good time.
- 2 But we were delayed due ____ engine trouble.
- 3 We got ____ the plane two hours late.
- 4 And we eventually took ____ at 2.00 p.m.: five hours late.
- 5 But then we were diverted ____ Delhi.
- 6 There was a severe lack ____ information.
- 7 When we landed, we all got ____ the plane.
- 8 They made sure that no one was ____ board because 9 ____ the danger of fire.
- 10 We eventually touched ____ in London seven hours late.

Read the text. Are the sentences true (T) or false (F)?

The Hub

Sometimes, you fly not to your destination, but to a 'hub'. In other words, you fly to an airport to catch a plane to fly to another airport. You are in transit. You sit in a big room where all the seats are facing in the same direction, like the seats in a theatre. But there is no show. There is nothing.

You begin to feel ill. You do not know what time it is. In many airports, each terminal is the same as every other terminal. The corridors are the same as each other. But gate 36 may be hundreds of metres from gate 35, in any direction; it's easy to make a mistake.

I was once at Zurich airport. The weather was bad and the plane was delayed. I was drinking coffee at a bar and reading a book. Outside, the weather had got worse. Time passed. When the flight was called, I picked up my bags and moved towards the gate. I went down a corridor, down some steps, along a bit, down a bit. Then, just as I got to the gate, I realized I had left my book in the bar.

I tried to remember the route I had taken so I could do it in reverse. I was successful. The book was still there.

Then I started running back. I ran down staircases, along corridors. I ran past a shop selling magazines.

At some point, I knew that I had taken the wrong turn. At another point, I panicked.

11. You land at a 'hub' to catch another plane.
12. It is easy to go to the wrong gate.
13. The man realized he had forgotten his book when he got on the plane.
14. When he went back, he couldn't find the book.

15. He got lost in the airport.

Listen to the track. Choose the correct answers for the following questions.

16 The writer's point of view seems to indicate that he or she ____

a works for the Indian government

b doesn't believe the tourist trade can grow in the rainy season

c thinks that the rainy season in India is a great travel opportunity

17 Who does *a billion people* refer to at the beginning?

a) the population of India

b) the farm workers in India

c) people in countries affected by the monsoon

18 Sajjan Garh Palace is now a ____

a) summer home for royalty

b) luxury hotel for monsoon visitors

c) wildlife sanctuary

19 Which is NOT true about Alexander Frater's book?

a) He writes about living in Mumbai for the whole monsoon.

b) He discusses how people visit India to be "healed" by monsoons.

c) He speaks to people in India about their views on the monsoon.

20 The phrase *washed streets and fresh leaves* refers to the monsoon as a ____

a) cleansing and renewing force

b) blessing for farmland and farm workers

c) time for honor and tradition

Read the following sentences. Listen to the track again and check whether they are true (T) or false (F).

21 The number of tourists to India drops significantly during the monsoon.

22 The government is trying to increase tourist numbers during the monsoon.

23 Visiting India during the rainy season is more expensive than other times of the year.

24 Most festivals are held before the monsoon begins.

25 The Rath Yatra festival is famous for its boat races.

26 Many hotels have open areas for guests to enjoy the rain.

Комплект оценочных заданий №24-25-26 по Теме 1.7 «Страны изучаемого языка» (Аудиторная самостоятельная работа).

Задание:

Изучить лексику по теме

География и страны (Geography and countries)

1. The United Kingdom / The UK — Соединённое Королевство
2. Great Britain — Великобритания (*остров, включающий Англию, Шотландию и Уэльс*)
3. England — Англия
4. Scotland — Шотландия
5. Wales — Уэльс
6. Northern Ireland — Северная Ирландия
7. London — Лондон (*столица Великобритании*)
8. Edinburgh — Эдинбург (*столица Шотландии*)
9. Cardiff — Кардифф (*столица Уэльса*)
10. Belfast — Белфаст (*столица Северной Ирландии*)
11. River Thames — Темза (*река в Лондоне*)
12. Island — Остров
13. Flag — Флаг
14. Union Jack — «Юнион Джек» (*национальный флаг Великобритании*)
15. Queen — Королева
16. King — Король
17. Prince — Принц
18. Princess — Принцесса

19. People — Люди
20. Englishman — Англичанин
21. Language — Язык
22. English — Английский язык

Транспорт (Transport)

23. Double-decker bus — Двухэтажный автобус
24. Black cab — Чёрное такси (*традиционное лондонское такси*)
25. Underground / Tube — Метро (*в Лондоне*)
26. Red telephone box — Красная телефонная будка

Еда и напитки (Food and drink)

27. Tea — Чай
28. Five o'clock tea — Традиционное чаепитие в пять часов
29. Breakfast — Завтрак
30. Fish and chips — Рыба с картофелем фри (*популярное блюдо*)
31. Pudding — Пудинг
32. Sandwich — Сэндвич
33. Pub — Паб (*традиционный британский бар*)

Знаменитые места (Famous places)

34. Big Ben — Биг-Бен (*колокол башни Елизаветы*)
35. Tower Bridge — Тауэрский мост
36. Buckingham Palace — Букингемский дворец (*резиденция короля*)
37. The Tower of London — Лондонский Тауэр
38. Stonehenge — Стоунхендж (*древний круг из камней*)
39. Museum — Музей
40. Theatre — Театр
41. Park — Парк
42. Palace — Дворец
43. Castle — Замок
44. Square — Площадь (*например, Trafalgar Square — Трафальгарская площадь*)
45. University — Университет (*например, Oxford, Cambridge*)

Культура и другое (Culture and other)

46. Money — Деньги
47. Pound — Фунт (£ — *валюта Великобритании*)
48. Weather — Погода (*очень важная тема для британцев*)
49. Rain — Дождь
50. Music — Музыка (*например, Beatles — Битлз*)

Мини-диалог для практики:

- *Where is London?* — Где находится Лондон?
- *It is in England.* — Он находится в Англии.
- *What is the weather like?* — Какая погода?
- *It often rains in London.* — В Лондоне часто идёт дождь.
- *I want to see Big Ben.* — Я хочу увидеть Биг-Бен.

A1

Task 1. Choose the correct answer.

1. How many independent states are there on the British Isles?
A. 2
B. 3
C. 5
D. 1
2. What is the symbol of England?
A. a thistle
B. a rose
C. a shamrock and a red hand

- D. a daffodil
3. What is the symbol of Scotland?
- A. a thistle
- B. a rose
- C. a daffodil
- D. a shamrock
4. What is the symbol of Wales?
- A. a thistle
- B. a rose
- C. a daffodil
- D. a shamrock
5. What is the symbol of Northern Ireland?
- A. a thistle
- B. a rose
- C. a shamrock and a red hand
- D. a daffodil
6. Where is Shakespeare's birthplace?
- A. in London
- B. in Stratford-on-Avon
- C. in Glasgow
- D. in Cardiff
7. Which is the most popular sport in Britain?
- A. Football
- B. Rugby
- C. Tennis
- D. Baseball
8. When is St. Valentine's Day celebrated?
- A. January 1
- B. October 31
- C. February 14
- D. July 4
9. The British Isles are separated from the European Continent by ...
- A. the North Sea and the Irish Sea
- B. the North Sea and the English Channel
- C. the English Channel and the Atlantic Ocean
- D. the Irish Sea
10. When did London become the capital of England?
- A. in the 11th century
- B. in the 13th century
- C. in the 15th century
- D. in the 14th century

Task 2. Read the texts and guess what place of interest it is.

- 1) This building was built in the 18th century. It is open to visitors several days a week. The changing of the Guard is a very interesting ceremony to watch. Now it is the home of the Queen.
- 2) This building is a very interesting place in the capital of the UK. It was a fortress, a royal palace and later a prison. Now it is a museum. There are a lot of interesting collections in it.
- 3) This building stands on the river Thames. The official name of it is the Palace of Westminster. It is the place of the British Parliament. Its members make laws there. The famous clock Big Ben stands near them.
- 4) This is the symbol of the capital. It is a famous clock. It was renamed the Elizabeth Tower in 2012 in honour of the Queen's Diamond Jubilee.
- 5) This building is the greatest work of the architect Sir Christopher Wren. It is a famous church. It is very beautiful. It was built in 1708.
- 6). It is the main square of London. There is a column to Admiral Nelson in the centre of it. A lot of tourists come here every day.

Task 2. Read the text below and fill the spaces in the table with the information from the text.

Nowadays there are still twelve Yeomen Warders at work every day. (All in all, there are 35 of them). They are still nicknamed “Beefeaters” but their duties have certainly changed. They act as tour guides and raven-keepers. They carefully look after the famous ravens, feed them and cut their wings. There is a legend that the Tower will fall if the ravens fly away. The Beefeater’s most famous duty is to take part in the night ceremony of passing the Tower Keys. For everyday duties Yeomen Warders wear a red and dark blue uniform with a round hat, while on holidays they wear a state dress uniform which is red and gold, the same as the Yeomen of the Guard, but without a cross belt. In these uniforms the Beefeaters can be called one of the most interesting sights of London.

The Yeoman Warders were formed by King Henry VIII. In 1509 the King decided to leave twelve of his old and sick Yeomen of the Guard in the Tower of London to protect it. Their main duty was to look after the Tower prisoners, and safeguard the British crown jewels.

Task 2. Read questions 1 – 6 and find answers to them in texts A – G. One text is odd. Where can a visitor to London

- 1. see beautiful English lawns and enjoy flowers?
- 2. open a bank’s account or withdraw money from it?
- 3. see a masterpiece of the famous English architect of the 17th century?
- 4. buy souvenirs or visit the largest London department stores?
- 5. see graves of outstanding people of Great Britain?
- 6. go to see the place where bills are introduced and debates are held?

A.

The historical center of London is now a relatively small area still known as the City, which covers only about 1 sq mile. Most of the financial activities are crowded along Threadneedle Street, near the intersection known as the Bank, which includes the huge Bank of England complex, the Royal Exchange, and the Stock Exchange. The permanent residential population of the City is now less than 6000, but about 350,000 commute here daily to work.

B.

Located just west of Soho and Covent Garden in the West End is a more residential area. The relatively dense development of this area is broken up by a series of Royal Parks, areas once owned by the Crown, including Hyde Park, Kensington Gardens, and Regent’s Park.

C.

The most prominent landmark of the City is Saint Paul’s Cathedral, designed by the English architect Christopher Wren to replace the original church, which was destroyed during the Great Fire of London in 1666.

D.

Some of the City’s traditional functions have disappeared. The newspaper industry was concentrated in the Fleet Street area for centuries, but during the 1980s the Times and other papers moved to highly automated quarters at the Docklands in the East End. The old wholesale fish market, Billingsgate, located for centuries on the river between the Tower and London Bridge, also moved to the Docklands.

E.

The City of Westminster, about two miles upstream from the city of London, emerged as England’s political and religious centre of power after the 11th century. At the heart of Westminster is Westminster Abbey, begun by Edward the Confessor in the 11th century and rebuilt in the 13th century. It has always been closely associated with the monarchy and is used for such state occasions as coronations and royal funerals. It is also a giant mausoleum, and more than 3000 notable people are buried there. Statues and monuments line the magnificent nave.

F.

Virtually across the street are the Houses of Parliament, officially called the New Palace of Westminster. Farther west is the monarch’s permanent residence in London, Buckingham Palace.

G.

To the west and north of Trafalgar Square is the West End, which is usually regarded as the centre of town because it is London’s shopping and entertainment hub. The busiest shopping area is Oxford Street, where

such large department stores as Selfridges, John Lewis, and Marks and Spencer are located. Other well-known shopping areas include Knightsbridge, the location of Harrods department store; and Piccadilly, where Fortnum and Mason specializes in fine food

Комплект оценочных заданий № 27-28-29 по Теме 1.8 «Россия» (Аудиторная самостоятельная работа).

A1

Устный опрос

Answer the following questions about the geographical position of Russia, its nature and climate.

1. Where is Russia situated?
2. How large is Russia compared to other countries?
3. What countries does it border on?
4. What are Russia's main regions?
5. What seas and oceans is Russia washed by?
6. What are the most important rivers in Russia?
7. What is the deepest lake in Russia?
8. What types of climates are there on the territory of Russia? Which is the pre-vailing one?
9. Is Russia rich in natural resources?

A2

Task 1. Read the texts and say what place it is.

1. A museum of art and culture situated in Saint Petersburg. It is one of the largest and oldest museums of the world. There are 3 million works of art in this museum and the largest collection of paintings in the world.
2. A television and radio tower in Moscow. This construction has 45 levels. Standing 540 meters tall, it is the highest building in Europe.
3. The deepest and one of the clearest lakes in the world, which is 25 million years old. It contains 20 per cent of the world's fresh water.
4. The highest mountain in the Caucasus and the highest mountain in Europe. Its height is 5642 metres.
5. A summer residence of the Russian monarchs located not far from St. Petersburg. It is a brilliant palace and park ensemble with 150 fountains. It is sometimes called the Russian Versailles.
6. The heart of Russia and the central square of Moscow, one of the most beautiful and famous places in the world. It used to be Moscow's main market place, now it is used for festivals and public ceremonies.
7. A historic theatre in Moscow, with one of the oldest and greatest opera and ballet companies in the world. It was opened in 1825.
8. The official residence of the President of Russia, the symbol of our capital.

Task 2. Fill in the gaps A – F with the correct words 1 – 8. There are two odd words.

1) clear, 2) colour, 3) dark, 4) enjoy, 5) exist, 6) popular, 7) see, 8) snow

Lake Baikal is the world's oldest and deepest freshwater lake. It is surrounded by rocky mountains, the tops of which are covered with A _____. Its water is so B _____ that any object can be seen well at the depth of 40 meters. It contains more water than the Great lakes in North America. The C _____ of Baikal's water is close to that of the sea. It is similar to dark blue or blue green. In winter this lake is almost completely covered in ice. By the end of winter, the ice is 1 metre thick. Two-thirds of its 1,700 species of plants and animals don't D _____ anywhere else in the world.

The Baikal is one of the most beautiful lakes of the planet and one of the few that is still growing. Lake Baikal is a E _____ tourist attraction. Millions of people come to F _____ their vacations there.

Задание:

Изучить лексику по теме

Russia — Россия

Moscow — Москва (столица России)

Saint Petersburg — Санкт-Петербург

City — Город

Village — Деревня

Countryside — Сельская местность

River — Река (например, Volga — Волга)	
Lake — Озеро (например, Baikal — Байкал)	
Forest — Лес	
Mountain — Гора (например, Caucasus — Кавказ, Elbrus — Эльбрус)	
Flag — Флаг	
12. Coat of arms — Герб	
13. Anthem — Гимн	
14. Matryoshka — Матрёшка (традиционная деревянная кукла)	
15. Bear — Медведь	
16. Birch tree — Берёза	
17. Russian — Русский / Русская	
18. Language — Язык	
19. Russian language — Русский язык	
Eastern — восточный	Northern — северный
to border on — граничить	plain — равнина
steppes — степи	taiga — тайга
desert — пустыня	highlands — горные возвышенности
the Urals — Уральские горы	the Caucasus - Кавказ 57
moderate — умеренный	natural resources — природные богатства
coal [— (каменный) уголь	ore — руда
ferrous and non-ferrous metals —	state — государство
черные и цветные металлы	banner — знамя, флаг
legislative — законодательный	executive — исполнительный
judicial — судебный	Federal Assembly — Федеральное Собрание
the Council of Federation — Совет Федерации	State Duma — Государственная Дума
Supreme Court — Верховный суд	irrespective of — независимо от
foreign policy — международная политика	

1. Read and translate the text.

TEXT 1: The Russian Federation

The Russian Federation is the largest country in the world. It occupies about 1/7 (one-seventh) of the Earth surface. The country is situated in Eastern Europe, Northern and Central Asia. Its total area is over 17 million square kilometres.

The Russian Federation is washed by 12 seas of three oceans: the Arctic, the Atlantic and the Pacific. In the south and in the west the country borders on fourteen countries. It also has a sea-border with the USA.

There are no countries in the world where such a great variety of flora and fauna can be found as in our land. Our country has numerous forests, plains and steppes, taiga and tundra, highlands and deserts. The highest mountains in our land are the Altai, the Urals and the Caucasus. There are over two thousand rivers in the Russian Federation. The longest of them are the Volga, the Ob', the Yenisei, the Lena and the Amur. Our land is also rich in lakes with the deepest lake in the world, the Baikal, included.

The territory of the Russian Federation is divided into 11 time zones. The climate conditions are rather different: from arctic and moderate to continental and subtropical. Our country is one of the richest in natural resources countries in the world: oil, natural gas, coal, different ores, ferrous and non-ferrous metals and other minerals.

The Russian Federation is a multinational state. It comprises many national districts, several autonomous republics and regions. The population of the country is about 140 million people.

Moscow, the capital of Russian Federation, is the largest political, scientific, cultural and industrial center of the country and one of the most beautiful cities on the globe. Russian is the official language of the state.

The national symbols of the Russian Federation are a white-blue-red banner and a double-headed eagle.

The Russian Federation is a constitutional republic headed by the President. The country government consists of three branches: legislative, executive and judicial. The President controls only the executive branch of power — the government, but not the Supreme Court and Federal Assembly.

The legislative power belongs to the Federal Assembly comprising two chambers: the Council of Federation (upper Chamber) and the State Duma (lower Chamber). Each chamber is headed by the Speaker. The executive power belongs to the government (the Cabinet of Ministers) headed by the Prime

Minister. The judicial power belongs to the system of courts comprising the Constitutional Court, the Supreme Court and federal courts. Our country has a multiparty system. The foreign policy of the Russian Federation is that of international cooperation, peace and friendship with all nations irrespective of their political and social systems.

3. Прослушайте и скажите, какие словосочетания относятся к тексту:

The deepest lake in the world, the country is washed, they drive on the left side, we have borders, flow from, here is your change, the national banner, to live far away, rich in oil, a great number of rivers, to visit exhibition, different types of climate, the longest way, to support favourite teams, blue and red stripes.

Задание:

1. Ответьте на вопросы по теме «Российская Федерация»

1. What is the territory of Russia?
2. What oceans wash the borders of the Russian Federation?
3. How many countries have borders with Russia?
4. Are Russian flora and fauna various?
5. What are the highest mountains in Russia?
6. What is Baikal famous for?
7. What is the climate in Russia like?
8. What is the national symbol of Russia?
9. What does the Federal Assembly consist of?
10. Who is the head of each Chamber of the Federal Assembly?

2. Переведите на английский язык.

1. Общая площадь Российской Федерации составляет более 17 миллионов километров.
2. В мире нет стран с такой разнообразной флорой и фауной.
3. Озеро Байкал — самое глубокое озеро на земном шаре.
4. На территории Российской Федерации 11 часовых поясов.
5. Россия является конституционной республикой, с президентом во главе.
6. Законодательная власть принадлежит Федеральному Собранию, состоящему из двух палат.
7. Президент контролирует только исполнительную ветвь власти.

3. Составьте диалог, используя следующие вопросы.

1. What is the biggest lake on the territory of Russia?
2. What are the longest Russian rivers (in European and Asian parts of the Russian Federation)?
3. What is a city with subtropical climate?
4. What are the cities with arctic climate?
5. What are the highest mountains on the territory of Russia?
6. What are the old historical cities in Russia?
7. What are the places of recreation and tourism?

4. Do the test.

1. Russia is the world's largest country in _____.
a) world b) area c) population
2. The Russian Federation is situated in _____ and in _____.
a) Europe, Ural b) Siberia, Asia c) Europe, Asia
3. What countries do not border Russia?
a) Latvia, Poland, Lithuania b) Finland, China, Ukraine
c) Kazakhstan, Mongolia, Norway d) France, Germany, Spain
4. The head of the government is the _____.
a) President b) Prime Minister c) State Duma d) Federal Assembly
5. Moscow was founded in _____.
a) 1157 b) 1147 c) 1712
6. There are different _____ zones in our country.
a) region b) month c) climatic
7. When was the current Russian flag adopted?

a) 1991 b) 1995 c) 2001 d) 1890

8. Decide which of the following sentences is false.

- a) Russia borders many countries.
- b) Red Square is the heart of Moscow.
- c) The area of Russia is not large.
- d) Moscow is a political centre where the government of our country works.

1. Russia is the world's largest country in _____.

- a) world b) area c) population

2. The Russian Federation is situated in _____ and in _____.

- a) Europe, Ural b) Siberia, Asia c) Europe, Asia

3. What countries do not border Russia?

- a) Latvia, Poland, Lithuania b) Finland, China, Ukraine
- c) Kazakhstan, Mongolia, Norway d) France, Germany, Spain

4. The head of the government is the _____.

- a) President b) Prime Minister c) State Duma d) Federal Assembly

5. Moscow was founded in _____.

- a) 1157 b) 1147 c) 1712

6. There are different _____ zones in our country.

- a) region b) month c) climatic

7. When was the current Russian flag adopted?

- a) 1991 b) 1995 c) 2001 d) 1890

8. Decide which of the following sentences is false.

- a) Russia borders many countries.
- b) Red Square is the heart of Moscow.
- c) The area of Russia is not large.
- d) Moscow is a political centre where the government of our country works.

9. The _____ power is realized by the Federal Assembly.

- a) executive b) judicial c) legislative d) federal

10. The Upper Chamber of the Federal Assembly is called the _____ of Federation.

- a) Duma b) Council c) Court d) State

11. The head of the state is the _____.

- a) President b) Prime Minister c) State Duma d) Federal Assembly

12. The Russian Federation is situated on two _____.

- a) mountains b) plains c) fields

13. The _____ branch of the Federal Government is represented by the Constitutional Court, the Supreme Court and regional courts.

- a) executive b) judicial c) legislative d) federal

14. What is the official name of our country?

- a) The Russian Union b) The Federation of Russia c) The Russian Federation

15. What is the total area of Russia?

- a) 16 kilometers b) 17 kilometers c) 18 kilometers

16. How many seas wash our country?

- a) 10 seas b) 11 seas c) 12 seas

17. What mountain chain separates Europe from Asia?

- a) The Caucasian b) The Carpathian c) The Urals

18. What is the biggest river in Russia?

- a) The Lena b) The Volga c) The Ob

19. What is the deepest lake in the world?

- a) Lake Seliger b) Lake Ladoga c) Lake Baikal

20. What tree is a symbol of Russia?

- a) A birch b) An oak c) A fir tree

21. In what year did Yuri Gagarin become the first man in space?

- a) 1956 b) 1961 c) 1964

22. Which Russian leader founded St Petersburg, and moved the Russian capital there?

- a) Catherine the Great b) Nicholas II c) Vladimir Lenin d) Peter the Great
23. Who is considered the greatest Russian poet?
a) Anna Pavlova b) Alexander Pushkin c) Garry Kasparov d) Andrei Tarkovsky
24. How many letters are in the Russian alphabet?
a) 32 b) 33 c) 34
25. Which city did host the 2014 Winter Olympics?
a) Moscow b) Yekaterinburg c) Perm d) Sochi
26. Which year did Moscow host the Summer Olympics
a) 1972 b) 1980 c) 1984 d) 1988
27. Which Russian bank note features a picture of the Bolshoi Theatre?
a) 50 rouble note b) 100 rouble note c) 500 rouble note
28. Pyotr Ilyich Tchaikovsky was a famous...
a) Poet b) General c) Gymnast d) Composer
29. Who wrote War and Peace?
a) Alexander Pushkin b) Nikolai Gogol c) Fyodor Dostoyevsky d) Leo Tolstoy

ответы:

1. b	15. b
2. c	16. b
3. d	17. c
4. b	18. a
5. b	19. c
6. c	20. a
7. a	21. b
8. c	24. b
9. c	25. d
10. b	26. b
11. a	27. b
12. b	28. d
13. c	29. d
14. c	

Лексика по теме «Москва – столица России».

Фонетический материал по теме.

Ацдирование текста.

Чтение и перевод (со словарем) текста по теме «Москва – столица России».

Общение с использованием лексического и грамматического минимума.

Описание достопримечательностей Москвы.

Задание:

1. Read and translate the text.

TEXT 2. Moscow

Moscow is the capital and the largest city of Russia. It stands on the banks of the Moskva River. More than nine million people live in the city now. Moscow is the economic, political and cultural centre of Russia. The prince Yuri Dolgoruky founded Moscow in 1147. The Kremlin and the Red Square are in the center of Moscow. The Kremlin has a red brick wall, up to 21 m in height with 19 towers that surrounds palaces, cathedrals, and other monuments. The Great Kremlin Palace, built in 1849, is the most impressive structure inside the Kremlin. Other famous Kremlin palaces are the Granovitaya Palace (built in 1491) and the Terem (built in 1636).

Among many cathedrals, now used mainly as museums, are the Cathedral of the Assumption (Успения) and the Archangel Cathedral, each with five gilded domes, and the Cathedral of the Annunciation (Благовещения) (built in 13th – 14th century), with nine gilded domes. The bell tower of Ivan the Great has the height of 98 metres. On a nearby pedestal is the Tsar Bell (nearly 200 tons), one of the largest in the world. A recent addition to the Kremlin is the Palace of Congresses, completed in 1961.

St. Basil Cathedral, a masterpiece of Russian architecture was built in 1561 to celebrate Russian victory over Kazan kingdom. It has coloured domes, stands at one end of Red Square and at the other end there is Historical Museum. Other places of interest in Moscow include the Central Lenin Stadium and the tall Ostankino TV tower, which has a revolving restaurant. Moscow has a modern railway underground system (Metro) famous for its marble-walled stations.

Moscow is a scientific and cultural center with a lot of institutes, universities, libraries and museums. The city leads a vast cultural life. It has a lot of cinemas, clubs, concert halls, more than 40 drama and musical theatres, including the Bolshoi Theatre, the Art Theatre, the Maly Theatre, the Vakhtangov Theatre.

Muscovites are proud of their museums: the Tretyakov Art Gallery, the A.S. Pushkin Museum of Fine Arts and the State Historical Museum. Crowds of people visit Tretyakov Gallery admiring beautiful pictures of Russian painters. There are a lot of big plants and factories in Moscow. Among the products are aircraft, high-quality steel, ball bearings, cars and other motor vehicles machine tools, electrical equipment, precision instruments, chemicals, textiles, shoes, paper, furniture. Food processing, printing, and the repair of rail equipment are important industries.

Words:

cathedral — кафедральный собор

fortress — крепость

gilded — позолоченный

crowd — толпа

marble — мрамор

printing — печатание, печать

furniture — мебель precision

repair — ремонт

rail equipment — подвижной состав

processing — обработка

masterpiece — шедевр

bell tower — колокольня

dome — купол

scientific — научный

vast — обширный

machine tool — станок

instruments-точные приборы

equipment — оборудование

ball bearing — шарикоподшипник

furniture — мебель

2. Answer the Questions:

1. Who and when founded Moscow?

2. Name the places of interest in Moscow.

3. What cathedrals are situated inside the Kremlin?

4. Why the Kremlin is the most important place of interest for tourists?

5. What is known about Moscow Metro?

6. What is Palace of Congresses used for at present time?

3. Do the TEST.

The Russian Federation. Moscow.

1. Russia is _____ largest country in area.

a) world's

b) the world's

c) the worlds'

d) a world's

2. _____ Russian Federation is situated in _____ Europe and in Asia.

a) A, -

b) -, an

c) The, -

d) -, the

3. What countries do not border Russia?

a) Latvia, Poland, Lithuania

b) Finland, China, Ukraine

c) Kazakhstan, Mongolia, Norway

d) France, Germany, Spain

4. The head of the government is the _____.

a) President

b) Prime Minister

- c) State Duma
 - d) Federal Assembly
5. Moscow _____ in 1147.
- a) was founded
 - b) is founded
 - c) was found
 - d) founded
6. _____ different climatic zones in our country.
- a) There is
 - b) This is
 - c) There are
 - d) It is
7. Decide which word is the odd one out in each of the following groups of words.
- a) lowland, grassland, motherland, highland
 - b) the Bolshoi Theatre, the Hermitage, the Tretyakov Art Gallery, the Kremlin
 - c) city, nationality, region, town
 - d) Black Sea, Mediterranean Sea, Lake Baikal, Baltic Sea
8. Moscow was rebuilt, _____ it was destroyed by fire.
- a) so
 - b) therefore
 - c) because
 - d) if
9. When was the current Russian flag adopted?
- a) 1991
 - b) 1995
 - c) 2001
 - d) 1890
10. Decide which of the following sentences are true or false.
- 1) Russia borders many countries.
 - 2) Red Square is the heart of Moscow.
 - 3) The area of Russia is not large.
 - 4) Moscow is a political centre where the government of our country works.
 - 5) The capital of Russia was ruined during the Tartar invasion in the 12th century.
11. The _____ power is realized by the Federal Assembly.
- a) executive
 - b) judicial
 - c) legislative
 - d) federal
12. The Upper Chamber of the Federal Assembly is called the _____ of Federation.
- a) Duma
 - b) Council
 - c) Court
 - d) State

TEST 2

The Russian Federation. Moscow.

1. Most of _____ people are ethnic Russians.
- a) Russia's
 - b) Russia
 - c) Russian
 - d) Russian's
2. Moscow is _____ capital of _____ Russia, our Motherland.
- a) the, the

- b) a, -
- c) - , -
- d) the, -
- 3. What countries does Russia border?
 - a) Sweden, Denmark, Belgium
 - b) Romania, Austria, Slovakia
 - c) Finland, Poland, China
 - d) France, Germany, Spain
- 4. The head of the state is the _____.
 - a) President
 - b) Prime Minister
 - c) State Duma
 - d) Federal Assembly
- 5. The Napoleon army in 1812 _____ Moscow by fire.
 - a) was destroyed
 - b) is destroyed
 - c) was destroy
 - d) destroyed
- 6. In the north, _____ very cold.
 - a) There is
 - b) This is
 - c) There are
 - d) It is

Чтение и перевод (со словарем) текста по теме «Санкт-Петербург – северная столица».

Общение с использованием лексического и грамматического минимума.

Описание достопримечательностей Санкт-Петербурга.

Задание:

1. Read and translate the text.

TEXT. ST PETERSBURG

New words

swampy - болотистый
 mouth - устье (реки)
 to drop dead - упасть замертво
 air raid - воздушный налет
 empire - империя
 to lay out – планировать
 granite - гранит
 equal - равный, не уступающий
 to rename – переименовывать
 to suffer - страдать
 to catch smb's eye - поразить

starvation - голод
 shelling - бомбежки
 ruler - правитель
 to destroy - разрушать
 rapidly - быстро
 arm - рукав (реки)
 artistically - мастерски
 to decorate - украшать
 bridge – мост
 to lay siege to – осадить

2. Answer the questions

1. Have you ever been to St Petersburg?
2. Is St Petersburg as old as Moscow?
3. Who was the city founded by and when did it become the capital of the Russian Empire?
4. Peter I thought that Moscow looked provincial in comparison with the capitals he had visited and decided to build a magnificent city equal to any European capital. Did he succeed?
5. How many times has the city been renamed and why?
6. Did the city suffer a great deal during the Great Patriotic War?
7. What is St Petersburg famous for?
8. Have you ever been to the Russian Museum? (the Hermitage?)
9. What other places of interest in St Petersburg do you know?
10. Why is St Petersburg called the Northern Venice?

3. Найдите в тексте:

был основан, западная Европа, на болотистой местности, город сильно пострадал, восстановление, туристы со всего мира, второй по величине, новая столица Российской Империи, образовательный центр, население города

Комплект оценочных заданий №30 по Теме 2.1 «Современный мир профессий/специальностей» (Аудиторная самостоятельная работа).

Задание:

Изучить лексику по теме

1. Изучение лексического материала.

Капитан	Captain, master
Штурман (судоводитель)	Navigator
Механик	Engineer
Радист	Radio staff
Медицинский персонал	Medical staff
Старпом	Chief mate
Первый помощник капитана	First mate
Второй помощник капитана	Second mate
Третий помощник капитана	Third mate
Четвертый помощник капитана	Junior mate (fourth mate)
Помощник капитана по хозяйственной	Purser (chief steward)

1. Изучение лексического материала. Капитан	Captain, master
Штурман (судоводитель)	Navigator
Механик	Engineer
Радист	Radio staff
Медицинский персонал	Medical staff
Старпом	Chief mate
Первый помощник капитана	First mate
Второй помощник капитана	Second mate
Третий помощник капитана	Third mate
Четвертый помощник капитана	Junior mate (fourth mate)
Помощник капитана по хозяйственной	Purser (chief steward)

Повар	Cook
Шеф повар	Chef
Пекарь	Baker
Буфетчик	Bartender, steward
Официант	Waiter
Официантка	Waitress
Дневальный (в столовой команды)	Meesman
Стюард. Стюардесса	Steward. Stewardess
Парикмахер	Barber
Бельевая хозяйка	Linen keeper
Кастелянша	Linen manageress
Прачка	Laundress
Бухгалтер	Purser
Рулевой на шлюпке	Coxswain
Рядовой состав	Rating
Палубный рядовой состав	Deck rating
Палубная команда	Deck hands
Машинный рядовой состав	Engine room rating

Обслуживающий персонал	Catering staff
Моряк	Seaman
Мореплаватель	Seafarer
Командир	Officer
Вахтенный	Watchman
Вахтенный командир	Watch officer
Грузовой помощник капитана	Cargo officer
Суперкарго	Supercargo
Тальман	Tallyman
Впередсмотрящий	Look-out
Докмейстер	Dock master
Врач	Doctor
Докер	Docker
Грузчик	Stevedore
Лоцман	Pilot
Водолаз	Diver
Начальник	Chief
Помощник	Assistant
Сварщик, электросварщик	Welder
Лебедчик	Winchman
Крановщик	Crane operator
Рулевой	Helmsman, wheelman

Задание:

Чтение и перевод (со словарем) текста «Я и моя профессия – судовой электромеханик»

My Profession: Electromechanic

Hello! My name is Alex. I am a ship electromechanic. It is my job. I want to tell you about my work.

What does an electromechanic do? This person works with electricity on a big ship. Electricity is very important at sea. Without it, the ship cannot live or move. We have many lights in all rooms. We have computers and navigation systems to see where we are going. We have a large fridge for food and kitchen machines for cooking. All of them need power. If the light goes out or a motor stops, the captain calls me. I must fix everything fast because safety is the most important thing on water.

My workplace is not an office. My office is a huge steel ship. Sometimes it is a cargo vessel that carries containers. Sometimes it is a tanker with oil. The ship travels across seas and oceans. I like my trips. I see dolphins swimming near the ship early in the morning. I see beautiful blue waves and red sunsets when the weather is good. At night the sky is full of bright stars because there are no city lights far from land. But sometimes the weather is bad. There are strong winds and high waves. The ship goes up and down, and it can be difficult to walk inside. In these moments my work becomes harder but more serious.

I wear a special uniform. Safety always comes first on board. I put on blue overalls, heavy working boots and yellow gloves. When I work in the engine room, it is very noisy there. Big generators make a lot of sound. Therefore, I must wear special headphones to protect my ears. The air can be warm or smell of fuel oil. Under my feet the floor — the deck — is made of metal grating.

Every day I check our equipment. I open a big electrical panel with many buttons and small bulbs. I look at the wires. Are they clean? Are they hot? I use a multimeter to measure voltage. Is the number correct? Good motors mean a safe voyage. I also take care of the emergency generator. If the main power dies, this small machine turns on automatically. It gives light so the ship does not stay blind in the dark water. I carry a heavy toolbox everywhere. Inside I have screwdrivers, pliers and spare fuses.

Life on a ship has its own rules. We do not go home every evening. Our contracts usually last for six months. I live in a small cabin. It has a bed, a desk and a TV. I miss my family and my cat very much when I am away. I call them by satellite phone or write messages when the internet works. For video calls I wait until the weekend when the signal is stronger. But my colleagues become my second family. We eat breakfast, lunch and dinner together in the messroom. We drink tea and talk after our shifts. Teamwork helps us a lot during long voyages.

It is a hard job. You must know physics and math well. You must not be afraid of closed spaces or heights. Sometimes I must climb very high masts to check antennas. Sometimes I crawl into small holes behind pipes to find a broken wire. But I love my profession. I feel proud when our old ship safely brings goods to another country. Thanks to my hands, people there get new cars, fruits and clothes. Also, I earn good money. This salary helps my parents buy a new house and save for my future.

When I stand on the deck and breathe fresh sea air, I am happy. The ocean is big and free. Being a ship electromechanic means having a real adventure every single day. Every time we enter a new port, I see different flags, hear foreign languages and try local street food. It makes my life interesting and teaches me to be independent. Maybe one day you will choose this profession too!

Задание:

“Past Simple Tense” (Прошедшее простое время)

Exercise 1 . Раскрыть скобки, поставив глаголы в Past Simple.

- 1) They _____ (to play) football at the stadium last Saturday.
- 2) She _____ (to cook) breakfast in the kitchen yesterday morning.
- 3) Their daughters _____ (to dance) at the concert two weeks ago.
- 4) Sam’s wife _____ (to watch) TV an hour ago.
- 5) George’s parents _____ (to visit) New York last year.
- 6) Our granny _____ (to knit) a scarf last month.
- 7) This girl _____ (to listen) to music the day before yesterday.
- 8) His wife _____ (to water) her flowers in the garden three days ago.
- 9) Your niece _____ (to talk) on the phone a minute ago.
- 10) She _____ (to tidy) up her room on Friday evening.
- 11) His little son _____ (to brush) his teeth in the bathroom yesterday evening.
- 12) They _____ (to translate) a text from Russian into English last Thursday.
- 13) He _____ (to pick) plums and cherries last summer.
- 14) Tom _____ (to be) in the camp last summer. He _____ (to miss) his parents and little sister very much (очень).
- 15) Fred _____ (to wait) for his mother in the yard half an hour ago.
- 16) You _____ (to celebrate) your birthday last Tuesday.
- 17) He _____ (to run) at the stadium yesterday morning.
- 18) Betty _____ (to go) to bed at a quarter to eleven yesterday.
- 19) Willy _____ (to break) his favourite toy car yesterday.
- 20) He _____ (to write) a very interesting story last year.

Exercise 2 . Поставить предложения в Past Simple, употребляя наречия прошедшего времени

Yesterday, the day before yesterday, last week, last summer, last Friday, last Thursday, an hour ago, half an hour ago, a month ago, two days ago, yesterday morning, yesterday evening,

- 1) You are in the South.
- 2) His nephew is at the exhibition.
- 3) He seldom listens to music.
- 4) My niece talks on the phone every day.
- 5) Her son brushes his teeth twice a day.
- 6) She sometimes goes to the beach.
- 7) They take out the rubbish once a week.
- 8) We always take care of our pets.
- 9) I have a shower twice a week.

- 10) They often do the shopping.
- 11) We catch butterflies every summer.
- 12) I usually eat porridge for breakfast.

Exercise 3. Распределите глаголы на 2 группы: правильные и неправильные глаголы.

Catch, belong, translate, drink, throw, join, think, find, toboggan, dig, sleep, drive, help, want, feel, clean, win, wait, like, lose, live, build, draw, work, spend, look, wash, break, watch, wake, hope, love, see, listen, marry, speak, miss, talk, hold, say.

Exercise 4. Подчеркнуть нужную форму глагола. Дать краткие ответы на общие вопросы.

1) Did they (build / built) a new house last year?

Yes, they did.

No, they didn't.

2) Did her child (drew / draw) a picture yesterday?

3) Did your son (break / broken) his toy an hour ago?

4) Did that woman (spent / spend) much money?

5) Did his uncle (lose / lost) his key two weeks ago?

6) Did you (found / find) your earring last evening? 54

7) Did your daughter (drink / drunk) a glass of milk?

8) Did our nephew (won / win) the game last Monday?

9) Did his wife (wake / woken) up at six o'clock?

10) Did she (wrote / write) a letter yesterday morning?

11) Did your granny (give / gave) you a book?

12) Did they (had / have) a picnic last summer?

13) Did you (see / saw) your teacher yesterday?

14) Did her son (come / came) home late last evening?

15) Did this girl (got / get) many dolls for her birthday?

Exercise 5. Обвести неправильные глаголы.

Get, live, fall, talk, swim, like, translate, hurt, become, listen, grow, hold, clean, wash, win, sing, dig, laugh, feel, buy, walk, cost, say, hit, wait, think, bring, brush, speak, play, wake, watch, meet, miss, look, help, catch, try, choose, run, turn, begin, know, forget, tell, jump, hide, marry, feed, cook, knock, put, cough, dance.

Комплект оценочных заданий № 31 по Теме 2.1 «Современный мир профессий/специальностей» (Аудиторная самостоятельная работа).

Наименование:

Закрепление лексико-грамматического материала. Выполнение тренировочных грамматических упражнений.

Чтение и перевод (со словарем) диалога.

Задание:

1. Read and translate the text

Characters:

- Tom: A young ship electromechanic.
- Sam: His friend. He is not a sailor.

Location: A small cafe near the port.

Sam: Hi, Tom! You look tired. Where are you coming from?

Tom: Hello, Sam. I am just off my ship. We were at sea for four months.

Sam: Four months? That is a long time. Is your job hard?

Tom: Yes, it is. I am an electromechanic. I fix electricity on the ship.

Sam: Electricity on a ship? It sounds difficult. Do you need English for this work?

Tom: Oh, yes! English is very important. It is number one for me after math and physics.

Sam: Why? Do you talk to dolphins in English? (*laughs*)

Tom: No, Sam! (*smiles*) First, all our manuals are in English. Look, here is a photo of my motor. The book says: "Check the voltage." Or: "Do not touch the hot wires."

Sam: So, you must read English every day?

Tom: Every minute! If I do not understand the word "*fuse*" or "*circuit breaker*", I cannot fix the light. Wrong wire — big problem!

Sam: What about people? Your captain is Russian, right?

Tom: My boss is Russian, yes. But we have a cook from India. And two sailors from the Philippines. Our electrician partner is from Ukraine.

Sam: Wow! How do you speak to them?

Tom: We use simple English. For example: "I need help. The generator is broken." Or: "Please give me that screwdriver." It is easy but very useful.

Sam: Do you watch TV on the ship?

Tom: In the evening, yes. We have movies. They are in English. There are no subtitles in the middle of the ocean. I also listen to music. Understanding songs helps my ear.

Sam: And if the ship breaks down?

Tom: This is scary. We call other ships by radio. The official language on the radio is always English. We say: "Mayday, Mayday. We have no power." Other captains hear us and can help.

Sam: I see. English saves lives at sea.

Tom: Exactly! Also, when we come to a new country... Yesterday we were in Egypt. I went to a shop for spare parts.

Sam: Did you speak Arabic?

Tom: No. I said: "Hello. I need a new battery for this price." The seller understood me. English connects the world.

Sam: Now I want to learn English too. Maybe I will visit you on your ship next month?

Tom: Good idea! I will show you the engine room. But wear strong boots. And remember the main rule on board.

Sam: What rule?

Tom: Listen to the chief engineer. In English, he will say: "*Listen to instructions carefully!*"

Sam: Okay, teacher! One coffee for me, please.

Tom: Say it in English.

Sam: Um... "One coffee, please"?

Tom: Perfect! You will be a good sailor.

Комплект оценочных заданий № 32 по Теме 2.1 «Природа и экология» (Аудиторная самостоятельная работа).

Знакомство с лексикой, фразеологическими оборотами и терминами.

Фонетическая отработка.

Аудирование текстов.

Чтение и перевод текстов по теме.

Работа с учебными диалогами.

Контрольное чтение.

Выполнение лексических упражнений.

Задание:

Изучить лексику по теме:

environmental pollution – загрязнение окружающей среды

water pollution — загрязнение воды

air pollution – загрязнение воздуха

marine pollution — загрязнение морской среды

land pollution — загрязнение земли

noise pollution – загрязнение шумом

light pollution – световое загрязнение

Verb + Pollution

amount of pollution — количество загрязнений

producer of air pollution — производитель загрязнения воздуха

severe pollution — серьезное загрязнение

prevention of pollution — предотвращение загрязнения
 decrease pollution — уменьшить загрязнение
 prevent pollution — предотвращать загрязнение
 control pollution — контролировать загрязнение
 increase pollution — увеличить загрязнение
 exposure to pollution — воздействие загрязнения
 suffer from pollution — страдать от загрязнения
 caused by pollution — вызванные загрязнением
 affected by pollution — пострадавших от загрязнения
 poisoned by pollution — отравлен загрязнением
 reduce pollution — уменьшить загрязнение окружающей среды
 pollution destroys — загрязнение разрушает
 pollution threatens — загрязнение угрожает
 pollution rises — загрязнение окружающей среды возрастает

2. FUMES Список выражений со словом Fumes

Verb + Fumes

inhale fumes — вдыхать испарения (газы)
 produce fumes — образовывать токсичные газы
 reduce fumes — уменьшать токсичные испарения
 emits toxic fumes of — выделять токсичные газы (пары)
 breathing toxic fumes — дышать токсичными парами
 fumes pour out — газы выпускаются, выходят
 be overcome by fumes — задохнуться от испарения

Adjective + Fumes

toxic fumes — токсичные пары
 poisonous fumes — ядовитые пары
 deadly fumes — смертельные пары
 exhaust fumes — выхлопные газы
 dangerous fumes — опасные пары (испарения, газы)
 harmful fumes — вредные пары
 noxious fumes — ядовитые пары

Noun + Fumes

inhalation of fumes — вдыхание паров
 influence of fumes — влияние паров
 concentration of fumes — концентрация паров
 affected by fumes — пораженные паром
 exposed to fumes — подвергается воздействию паров
 due to toxic fumes — из-за токсичных паров

3. WASTE Список выражений со словом Waste

Verb + Waste create waste — создавать отходы dispose of waste — удаление отходов dump waste — сброс отходов recycle waste — перерабатывать отходы eliminate waste — устранять отходы reduce waste — устранять отходы

Waste + Adjective

household waste — бытовые отходы
 industrial waste — промышленные отходы
 nuclear waste — ядерные отходы
 radioactive waste — радиоактивные отходы
 solid waste — твердые отходы
 human waste — человеческие отходы
 organic waste — органические отходы
 hazardous waste — опасные отходы

Waste + Noun

waste water — сточные воды
 waste treatment — переработка отходов
 waste products — отходы

waste sites – отходы
 amount of waste — количество отходов
 responsible for waste disposal — ответственный за удаление отходов
 due to toxic waste — из-за токсичных отходов
 contaminated by industrial waste — загрязненные промышленными отходами
 polluted with industrial waste — загрязненные промышленными отходами

Nowadays environmental pollution is one of the main topics at international conferences. Governments from all over the world discuss the situation and how it is possible to improve it. There can be different types of pollution. Let's discuss some of them.

Air pollution and marine pollution are the most discussed ones. They are caused by different reasons. First of all, it is CO2 emitted by cars when they are using fuel. Second, humans add pollution to the environment through industrial activities and waste disposal. Nowadays, many countries are trying to decrease both waste disposal and CO2 emission.

Probably, the most well-known way to reduce negative effects of waste disposal is waste sorting. It means that the waste is sorted into a few categories to be recycled later. Switching to electric vehicles is one of the most promising ways to reduce CO2 emission.

Different types of pollution are interconnected. For example, marine pollution might be caused by direct discharge of industrial waste into the ocean. But pollutants could also be released from the atmosphere.

Overpopulation is another factor that causes pollution, as well as a number of other problems.

Overpopulated cities tend to be the ones with the biggest ecological problems. Vehicles and people themselves add too much pollution for a relatively small area.

But how can we stop pollution? First of all, we should reconsider our approach to transportation in general. Public transport, private and corporate vehicles produce a lot of CO2 in our cities. Second, we should stop being careless about our garbage disposal. Third, we need to realize that not only the governments are responsible for the planet, but every single human as well. Every time when you are making a food or transport choice, you can make some difference. In conclusion, I would like to say that our planet is our home, and we must keep it safe and clean for the future generations.

Listen, read and translate the dialogue

– Do we have environmental problems in our city?

– Yes. We have a cement plant, they drain their waste into the river. – They also have an excellent wastewater treatment system. – There is still a chemical plant, their pipes are constantly smoking. – These are already purified gases. A double cleaning system was installed at this plant. And every month an official from the city administration checks the cleaning efficiency. – There are also fans of shish kebabs and picnics, which in the spring flood the coast with rubbish. – Yes, this is a serious threat to nature. – And how can you cope with this? – Propagation of respect for the environment.

Комплект оценочных заданий № 33 по Теме 2.2 «Природа и экология» (Аудиторная самостоятельная работа).

Лексика по теме «Охрана окружающей среды».

Знакомство с лексикой, фразеологическими оборотами и терминами.

Фонетическая отработка.

Аудирование текстов.

Чтение и перевод текстов по теме.

Работа с учебными диалогами.

Задание:

After the quality of life
 Agricultural runoff
 Air pollution
 Amount of toxins

Влияет на условия жизни
 Сельскохозяйственные отходы
 Загрязнение атмосферы
 Количество токсических веществ

Area ecologically damaged by poor forestry and agricultural practices

A serious nuclear accident may be inevitable
Barren land/soil
Biological/ chemical pollutant

Biological community
Burn waste
Carry out environmental programmes

Carry soil/ water testing

Change from region to region
Cleaning structures
Collected data

Район, где в результате варварских методов ведения лесного и сельского хозяйства природе нанесён экологический ущерб

Атомная авария может стать неизбежной
Бесплодная земля/ почва
Биологический/ химический загрязнитель (регламент)

Биологическое сообщество (образование)

Сжигать отходы

Осуществлять программы по защите окружающей среды

Проводить исследования (брать пробы) грунта/ воды

Меняться от района к району

Очистные сооружения

Собранные данные

Read and translate the text.

Protection of the Environment

Ecology is a science which studies the relationship between all forms of life on our planet and the environment. This word came from the Greek “oikos” which means “home”. This idea of “home” includes our whole planet, its population, nature, animals, birds, fish, insects and all other living beings, and even the atmosphere around our planet. Do all of them live a happy and healthy life in our common home nowadays? Unfortunately, not. Since ancient times nature has served people, giving them everything they need: air to breathe, food to eat, water to drink, wood for building and fuel for heating their home. For thousands of years people lived in harmony with the environment and it seemed to them that the resources of Nature had no end or limit. With the industrial revolution our negative influence on nature began to increase. Large cities with thousands of steaming, polluting plants and factories can be found nowadays all over the world. The by-products of their activity pollute the air we breathe, the water we drink, the fields where our crops are grown. Every year the atmosphere is polluted by about 1000 tons of industrial dust and other harmful substances. Big cities suffer from smog. Cars with their engines have become the main source of pollution in industrial countries. Vast forests are cut down in Africa, South America and Asia for the needs of industries in Europe and the USA. The loss of the forests upsets the oxygen balance of the new wastelands. As a result some species of animals, birds, fish and plants have disappeared and keep disappearing. Rivers and lakes dry up. One of the most recent examples is the Aral Sea, which has become much smaller due to human’s activity. Air and marine pollution and the thinning of the ozone layer are the other problems arising from people’s careless attitude to ecology.

Комплект оценочных заданий № 34 по Теме 2.2 «Природа и экология» (Аудиторная самостоятельная работа).

Лексика по теме «Предотвращение загрязнения морской среды».

Знакомство с лексикой, фразеологическими оборотами и терминами.

Аудирование текстов.

Чтение и перевод текстов по теме.

Работа с учебными диалогами.

Контрольное чтение.

Выполнение лексических упражнений.

Задание

Упражнение 1. Заполните пропуски данными словами:

Greenpeace, oxygen, jungle rain forests, ecology, breathing, nature, wildlife, flora and fauna

WHO CAN SAVE OUR PLANET?

People depend on the planet, on the Sun, on animals and plants around them. People must take care of the Earth. Our becomes worse and worse with every new day. People destroy and cut down trees to

make furniture. They forget that they can't live without trees and plants, because they fill the air with..... . Oxygen is necessary for our We can't stay indifferent to these problems. There are a lot of special organizations which are trying to save our nature. One of them is.... .Their aim is to help to survive, to rescue animals, to save , which are in danger of destruction. We must find the right way to save our land, people and animals. We must take care of because we are a part of it.

Упражнение 2.

Заполните пропуски словами и словосочетаниями:

energy-saving, a part of it, air pollution, oxygen, breathe, countryside, movements, take care, extinct and endangered, deforestation

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

3. Choose the correct word translation «an environment»:

окружающая среда

разрушение

свалка

загрязнение

Translate to English «выбрасывать на свалку»:

a dump

to dump

to poison

to cause

When the Americans decided to clear up the Statue of Liberty?

1987

1999

1963

1986

Match the words and their translations.

to pollute 1. перерабатывать

to recycle 2. окружающая среда

to protect 3. загрязнять

environment 4. защищать

Make used combinations:

global 1. rain

greenhouse 2. warming

acid 3. effect

ozone 4. layer

Выполнение лексических упражнений по теме.

Задание:

Контроль лексического материала по теме "Защита окружающей среды"

Вопрос 1

1. Match the words with their meanings.

1. удобрение

2. потребление

3. чрезмерный, избыточный

4. груда, куча

- 5. разлагаться, гнить
- 6. компост, удобрение

- 7. выпускать, высвобождать
- 8. отопление
- 9. чинить
- 10. заменять

Варианты ответов

- ☐ replace
- ☐ excessive
- ☐ release
- ☐ decompose
- ☐ heating
- ☐ fertilizer
- ☐ repair
- ☐ consumption
- ☐ heap
- ☐ compost

Вопрос 2

2. Choose the right answer.

You should reduce the _____ of sugar and do physical exercises.

Варианты ответов

- ☐ consumption
- ☐ substance

Вопрос 3

2. Choose the right answer.

People must protect the _____ .

Варианты ответов

- ☐ heating
- ☐ environment

Вопрос 4

2. Choose the right answer.

My teacher has _____ me to write my own stories.

Варианты ответов

- ☐ encouraged
- ☐ reduced

Вопрос 5

2. Choose the right answer.

I have just accidentally cut my finger, I need to _____ it with water.

Варианты ответов

- ☐ rinse
- ☐ reuse

Вопрос 6

2. Choose the right answer.

John has got a _____ about an upcoming storm.

Варианты ответов

- ☐ towel
- ☐ newsletter

Вопрос 7

2. Choose the right answer.

Have you _____ your bags?

Варианты ответов

- ☐ packed
- ☐ released

Вопрос 8

3. Complete the sentences with the correct form of the words.

Mr. Jackson _____ his students in the process of learning.

Вопрос 9

3. Complete the sentences with the correct form of the words.

The _____ consumption of carbohydrates might affect your health.

Вопрос 10

3. Complete the sentences with the correct form of the words.

_____ lights, computers, televisions when you are not using them.

Вопрос 11

3. Complete the sentences with the correct form of the words.

Do not _____ anything without thinking of ways to reuse it.

Вопрос 12

3. Complete the sentences with the correct form of the words.

My classmates always _____ their packed lunches in silver paper which cannot be reused.

Вопрос 13

4. Choose the right answer.

No waste.

My mother is 1) _____ activist. Everything should be “green” in our house. We never use any disposable things. And 2) _____ be reused or upcycled. 3) _____ waste lifestyle. The whole idea of this new concept is 4) _____ possible. People who stand behind this 5) _____ cut the usage of one-purpose items anymore. The followers also 6) _____ to save money.

- ☐ claim that this lifestyle helps
- ☐ almost everything will
- ☐ to create as little waste as
- ☐ is a real environmental
- ☐ her new obsession is the zero
- ☐ idea say that they simply

Тест на знание лексики по теме "Защита окружающей среды"

Список вопросов теста

Вопрос 1

Выберите правильный вариант перевода:

окружающая среда

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste

- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 2

Выберите правильный вариант перевода:

отходы

Варианты ответов

- ☐ protect

• protect from pollution

- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste
- ☐ the pollution of the environment
- ☐ to protect the environment
- ☐ air pollution

Вопрос 3

Выберите правильный вариант перевода:

загрязнение окружающей среды

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste
- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 4

Выберите правильный вариант перевода:

защитная одежда

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste

- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 5

Выберите правильный вариант перевода:

загрязнение воздуха

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute

• protective clothing

- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste
- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 6

Выберите правильный вариант перевода:

проблемы окружающей среды

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste
- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 7

Выберите правильный вариант перевода:

загрязнять

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- waste
- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 8

Выберите правильный вариант перевода:

химические отходы

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems

• chemical waste

- ☐ waste
- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 9

Выберите правильный вариант перевода:

загрязнение моря

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste

☐ waste

☐ air pollution

☐ the pollution of the environment

Вопрос 10

Выберите правильный вариант перевода:

защищать

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute

• protective clothing

- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste
- ☐ air pollution
- ☐ the pollution of the environment

Вопрос 11

Выберите правильный вариант перевода:

защищать от загрязнения

Варианты ответов

- ☐ protect
- ☐ protect from pollution
- ☐ environment
- ☐ pollute
- ☐ protective clothing
- ☐ to protect the environment
- ☐ sea pollution
- ☐ environmental problems
- ☐ chemical waste
- ☐ waste
- ☐ air pollution
- ☐ the pollution of the environment

Complete the sentence right «The gradual rise in the Earth's temperature is known as ...»

acid rain

ozone layer

global warming

greenhouse effect

Complete the sentence right «Rain mixed with toxic chemicals from factories is known as ...»

greenhouse effect

ozone layer

acid rain

global warming

Match the words in the left column with their meaning in the right column.

1) the land surface on which we live and move about

2) the soil and rocks on the earth's surface

3) the substance on the surface of the earth in which plants grow

4) an area of ground that is used for a particular purpose such as farming or building

a) soil

b) land

c) ground

d) earth

Choose an adjective, antonym of the word "dangerous".

poison

waste

safe

destruction

Translate to English «Разрушение, уничтожение живой природы».

To endanger people's lives.

To test nuclear waste.

To solve the environmental problems.

Destruction of wildlife and countryside beauty.

Упражнение 1. *Переведите на русский язык.*

creature, extinct, species, endanger, damage, wildlife, habitat, destroy, cure, development, size, weight, cardboard, include, rainforest, mammal, insect

Комплект оценочных заданий № 35 по Теме 2.3 «Технический прогресс» (Аудиторная самостоятельная работа).

Наименование:

Лексика по теме

Знакомство с лексикой и фразеологическими оборотами. Фонетическая отработка.

Аудирование текстов.

Чтение и перевод текста по теме «Наука и технологии».

Общение с использованием лексического и грамматического материала.

Выполнение лексических упражнений.

Задание:

1. Read and translate the text.

Texts about Famous Inventions and their Inventors

Before reading the texts match the inventors and inventions:

The inventions: the telephone, the television, the computer, the light bulb, the hydrogen bomb, the mobile phone (6)

The inventors: Charles Babbage, John Braid, Alexander Graham Bell, Thomas Edison, Martin Cooper, Andrei Sakharov (6)

1. The Invention of the Telephone

- the human organs of articulation — органы слуха
- the deaf — глухие

The telephone is one of the most important inventions of the 19th century. Its creator was the English scientist Alexander Graham Bell.

Bell wanted to be a teacher and entered Edinburgh University. But he changed his mind and became a student of the Medical Faculty of London University. Under the guidance of an outstanding German scientist who works on physiology of sight and ear, Bell began to study the human organs of articulation. By and by Bell came to the idea of creating a special apparatus which would help the deaf to pronounce the sounds of speech and learn to speak. Working on such a apparatus, Bell invented microphone (with engineer Thomas Watson) and telephone. At first his invention was not popular with the public, but Bell visited American towns and other countries, read lectures and demonstrated his telephone.

In 1878 he also organized his own company to produce telephones. But Bell wasn't interested in business itself and used his money on the laboratories for generating new ideas. He was and is greatly respected both in England and America.

2. The Invention of the Television

- to broadcast — транслировать (передать)
- vision — изображение
- available — доступный

The television is a mass media that serves to gives people opportunities both for entertainment and for rapid information

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer (John Braid) turned the idea into a practical reality. The first pictures were black and white and were not very clear.

Early TV sets cost as much as a small car and few people bought them. In 1936 the original system was improved and the first regular TV programme was broadcast in Britain.

But the real TV revolution began in America after World War Two. Commercial stations began to open in almost every city. But still lots of people didn't have TV sets as they were too expensive. That all changed in the 60s and 70s when more and more TV sets were sold and the importance of television grew quickly. In 1980 there appeared satellite television. Dozens of new channels are now available to anyone who buys a receiving "dish".

3. The Invention of the Computer

- efficient — эффективный
- to store — хранить
- to substitute — заменить

One more important invention of our century is the computer. The first computer was invented by the English scientist Charles Babbage.

Nowadays nearly everything we do in the modern world is helped and controlled by computers. Computers are used so often because they are more efficient than human beings. They have better memories and can store a lot of information.

In fact, computers can do what we can do but faster and better. They can control different machines, foretell tomorrow's weather, even play chess and compose music. Computers are widely used in various professions. We can find computers everywhere: in a library, in a travel agency, in a hotel, in a shop and in many other places.

To be sure, the technical progress will not stop but the machines will not be able to substitute everything including the human being.

4. The Invention of the Mobile (cellular) Phone

- provide — предоставить, обеспечить
- be awarded for — быть награжденным за
- significant — значительный
- demand — спрос
- cellular — сотовый
- be launched — выпустить
- crucial — решающий

Modern mobile phone provides a lot of services, from being able to message anyone to immediate access to the internet. This convenience is one of the reasons why we use mobile phone every day and sometimes cannot imagine our life without it. However, we do not know that the name of the inventor of the first cellular phone, the talented American engineer Martin Cooper.

The first cellular phone was the father of the mobile phone. It was the telephone device that could be used while being mobile i.e. without the standard cord attached to it. The first cellular phone was called DynaTac 8000X by Motorola as it was created in Motorola company.

Martin Cooper, was born in Chicago on the 26th of December, 1928. He graduated from Illinois Institute of Technology in the early '50s and worked in the electronic industry. Throughout his career he was awarded multiple patents for his work.

Among different inventions in mobile technology, the invention of a cell phone was the most significant one. Doctor Martin Cooper made it, while he was working for Motorola (1973). At that time the demand for such devices was very high and he was among many other people who were trying to create a similar type of mobile device.

The first cellular phone was named DynaTac 8000X by Motorola. It looked nothing like what we're used to now — it was 10 inches long and weighed more than 2 pounds.

The fame of inventing first smartphone is attributed to Andy Rubin. He created and developed the very first Android system, which is now used in 80% of the world's smartphones. Smartphones are noted for their ability to function in similar ways to a computer, and some of them are just as powerful.

The Motorola company invested 100 million dollars in the next 20 years into research and development of the first cell phone. And yes! The first commercial mobile phone was launched in 1983 by Motorola for around \$4000 US dollars.

Omitting the process of the mobile phone evolution, let us say a few words about iPhones. These advanced devices have touchscreen technology, a good quality camera, and 3G network capabilities. They were launched into the market in 2007.

Since 1973, mobile phone technology and networks have come a long way and though Martin Cooper was the man that initially invented the cell phone, there are a lot of other inventors that played a crucial role in the cell phone's creation.

The most famous of them are:

Alexander Graham Bell, the man that invented the first telephone.

Joel Engel, the main rival of Martin Cooper, who worked in the company called Bell Labs. Bell Labs and Motorola companies were in serious competition to manufacture mobile devices. Motorola won the tech war and the first mobile phone was named as DynaTac 8000X by Motorola.

The most famous scientists and their inventions (discoveries) in Britain and America

Isaac Newton (an English scientist) who lived in the 17th century is the founder of modern mathematics, physics and spectrography. Newton discovered the law of motion and the universal law of gravitation.

The eighteenth century is noted for the Industrial Revolution in Britain and many inventions, most prominent of them is probably considered to be the invention of steam engine.

The nineteenth century is noted for the invention of electricity and the telephone.

1. Michel Faraday (an English scientist) who lived in the 19th century made a name for himself in the history of electricity. Faraday made the machine which was the father of all the great machines that make electricity today. Also Faraday was the creator of the electric motor, which changed the face of the earth.
2. Thomas Edison (an American inventor) who lived in the period between 1847-1931 became world-famous for the invention of light bulb and the way of sending electricity to distant places. He is also famous for early microphone, record player and equipment for the cinema, telegraph and telephone.

6. Russia's Achievements in Science and Technology

The most prominent Russian scientists (engineers) and their inventions are:

1. Mikhail Lomonosov who invented the telescope which helped him to study Venus and made a lot of achievements in astronomy and mineralogy;
2. Dmitry Mendeleev who created the periodic table of elements;
3. Ivan Pavlov who studied conditioned reflexes (условные рефлексy) in animals;
4. Konstantin Tsiolkovsky who created the theory of space flight;
5. Sergei Korolyov who designed the intercontinental missile, Sputnik satellite, and Vostok spacecraft;
6. Igor Kurchatov who made a lot of inventions in nuclear physics;
7. Andrei Sakharov who invented the hydrogen bomb (водородная бомба)

2. Here are some of the modern inventions that are used in everyday life. Match the words from the two columns. Learn the words from the first column:

What gadgets and machines do people use?

1. camera
2. a microwave oven
3. a mobile telephone
4. an electronic game
5. a TV set
6. a vacuum cleaner
7. a videophone
8. a cordless phone
9. a talking alarm clock
10. a sewing machine
11. a computer
12. a solar powered calculator
13. a TV remote-control unit
14. a mower
15. a fax machine
16. roller blades
17. a dishwasher

Why do people use them?

1. to cut and collect the grass
2. to wash the dishes
3. to take photographs
4. to cook, defrost, reheat pre-prepared food
5. to receive or make calls around the home etc
6. to perform everyday cleaning tasks from vacuuming to cleaning up liquids, dust and waste and shampooing carpets
7. to not only sew but do embroidery and appliqué and sew on buttons
8. to wake up people and tell the time
9. to record a programme even when watching another on a different channel
10. to have fun and entertain
11. to send and receive urgent messages
12. to operate the TV set from a distance
13. to write programs, play games, find and use information.
14. to do calculations in sunlight or daylight.

3. Speak on the following topics:

1. How often are these inventions used?

I think ... is/ are seldom used. ... is used more often than... And ... is/are used very often.

1. Why do people use all these things?

We can...more easily/quickly/efficiently with it

1. Which things are the most or least useful in the home from your point of view? Why do you think so?

I think that ... is the most important thing in the home.

We can ...

Some of the inventions, for example ... is/are less important.

We do not often...

And I'm sure we can do without ...
We never...

3. ROLE-PLAY. Imagine you are in a shop.

Student 1	Student 2
You want to buy some gadget. You don't know the exact word for these things. Explain to the shop assistant what you need.	You are a shop assistant / Help the customer.

5. Вариант 1

SCIENCE AND SCIENTISTS

The word "science" comes from the Latin word "scientia", which means "knowledge". Science covers the broad field of knowledge that deals with facts and the relationship among these facts. Scientists study a wide variety of subjects. Some scientists search for clues to the origin of the universe and examine the structure of the cells of living plants and animals. Other researchers investigate why we act the way we do, or try to solve complicated mathematical problems. Scientists use systematic methods of study to make observations and collect facts. They develop theories that help them order and unify facts. Scientific theories consist of general principles or laws that attempt to explain how and why something happens or has happened. A theory is considered to become a part of scientific knowledge if it has been tested experimentally and proved to be true.

ЗАДАНИЯ К ТЕКСТУ

1. Read the text and answer the questions

1. What is the text about?
2. What does the word "science" mean?
3. What do scientists search for?
4. What do the scientific theories consist of?

2. Find in the text the English equivalents

1. основные группы
2. научные знания
3. границы
4. бесчисленные области науки
5. тесно взаимосвязаны
6. основа современной технологии
7. инструменты и машины
8. открытия и изобретения
9. формировать нашу точку зрения
10. сложный

3. Make the sentence negative and ask questions (general, special, to the subject, disjunctive)

Комплект оценочных заданий № 36 по Теме 2.3 «Технический прогресс» (Аудиторная самостоятельная работа).

Задание:

1. Выучить лексику по теме «Science and technology»

use modern gadgets – использовать современные гаджеты

browse the Internet – просматривать интернет

access websites – иметь доступ к сайтам

social media – социальные сети

wireless networks – беспроводные сети

cutting-edge/up-to-date//state of the art technologies – ультрасовременные технологии

time-consuming and inefficient – трудоемкий и неэффективный

apply scientific knowledge in practical ways – применять научные знания в практических целях

conduct experiments – проводить эксперименты

genetic engineering/modification – генная инженерия/модификация

face challenges – сталкиваться с вызовами, трудностями

breakthrough – прорыв
 accumulate knowledge – накапливать знания
 advances in science – достижения в науке
 rapidly become obsolete – быстро устаревать
 the computer age – компьютерная эра
 make discoveries in the field of – совершать открытия в сфере
 revolutionise the way people live – кардинально изменить образ жизни людей
 provide incontrovertible evidence – предоставлять неопровержимые доказательства
 unravel the mysteries of the Universe – раскрывать тайны Вселенной
 contribute to the public good – способствовать общественному благу
 new vehicles – новые транспортные средства
 launch satellites – запускать спутники
 labour-saving/user-friendly devices – трудосберегающие/удобные в использовании устройства
 cybercrime – киберпреступление
 spy on somebody – шпионить за кем-либо
 enhance data security/protection – усилить защиту информации
 intrusion on privacy – вторжение в личную жизнь
 artificial intelligence – искусственный интеллект

2. Listen and answer the questions.

A. Wonderful inventions have been made in science and technology recently. These advances are changing the lifestyles of millions of people all over the world. These are some opinions about the things that modern technology can offer us.

1. What things are these people talking about?

2. Why do the people like to have these things in the home?

B. I am a couch potato, and I am proud of it. Every time I have a spare minute you can always find me on my couch. From there I switch from channel to channel until I find my favourite soaps.

I really enjoy writing programs. It sounds difficult. But even an 11-year-old can write a simple program. One of my programs can play chess. It can beat me, but it can not beat my dad. He is an excellent chess player.

I think this is the most useful invention that I can imagine. I can take it anywhere I like. I have to keep in touch with my office whenever I travel. It is fantastic to be able to call them up as you are driving up the motorway. And they can even get in contact with me if they want!

If we feel like eating a hot meal, I just get our favorite pre-prepared food and put it into the machine, set the dial and it is ready in minutes!

I am excited about this bit of technology. When I speak I cannot only hear but also see the other person!

Выполнение лексических упражнений.

Задание:

1. Read and translate the text.

Scientific and technical progress

The basis of scientific and technical progress of today is new informational technology which is very different from all the previous technologies. Thanks to up-to-date software and robots new informational technologies can make many processes much faster and transmit information more quickly. It is important today because the quantity of information grows rapidly. New informational society has its peculiarities. Firstly, more and more employees work in the sphere of service and information. Secondly, more and more huge databases appear to collect and store the information. And finally, information and IT become goods and start playing important part in the country's economy.

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

On one hand technology development gives more access to professional and cultural information and leads to new forms of individual enterprises, but on the other hand there is a danger of total control of private life unless special laws are enforced by the government. Another danger is «intellectual terrorism» when computer viruses block important programs. There are other directions of technical and scientific progress of today. One of them is the development of new ecologically clean sources of energy using sun,

gravitation, winds or rain. New kind of transports and new agricultural methods that do not harm our nature are being developed today.

Breakthroughs in science have led to creation of artificial viruses for new medicines and products, body organs for transplantation and productive soils for growing vegetables and crops. Many new materials and technologies are being used in our everyday life. All these innovations may have influence on our life, social relations and globally on our Earth. The influence can be very different: from psychological and health problems of children who spend too much time online to an opportunity to prevent genetic diseases for future generations. But the most difficult problems the humanity faces are global problems. The first and foremost is ecological problem: pollution of air, water and soil, exhaustion of natural resources. Renewable natural resources such as oxygen, forests, flora and fauna do not have enough time to regenerate. This leads to different changes in climate and nature such as depletion of ozone layer and other things that has not been properly studied by scientists yet. Other crucial problems include wars, epidemics, and demographic problems. The only way to solve them is to work globally and in cooperation with other countries. And here the humanity should find a way to use new technologies for the common good. The solution of these problems cannot be postponed because otherwise people will have fewer chances to survive on this planet.

Vocabulary:

access - доступ

affect - влиять

breakthrough - открытие, достижение, научный прорыв

calculation – вычисление

common good - общее благо

crops - зерновые культуры

crucial - важнейший, ключевой

database -базаданных

development - развитие

to develop – развивать

to enforce - зд. приводить в силу (закон)

to face - сталкиваться

genetic - генетический

global - глобальный, всемирный

to harm - вредить, наносить вред

highly qualified – высококвалифицированный

humanity – человечество

to lead - вести к чему-то

otherwise - иначе, в противном случае

peculiarities - особенности

postpone - откладывать, переносить (во времени)

properly - как следует, должным образом

quantity - количество

rapidly - быстро

to regenerate - восстанавливаться, возрождаться

renewable natural resources - возобновляемые природные ресурсы

routine - обычный, стандартный

software - программное обеспечение

to solve a problem - решать проблему

solution - решение

source – источник

survive - выживать

transmit - передавать, переслать

unemployment - безработица

up-to-date - новейший, современный

values – ценности

Answer the questions

1. Why is IT progress different from other progresses?
2. What are the peculiarities of information society?
3. What is the role of information in this society?

4. According to the text who will have better career chances in the near future and why?
5. What are the possible dangers of wide access to information?
6. What ecologically clean sources of energy do you know?
7. How can scientific innovations influence our everyday life?
8. What are the key problems that humanity faces today?
9. How can these problems be solved?
10. What ecological problems are mentioned in the text?
11. What are the benefits of the scientific and technical progress?
12. What are the drawbacks of the scientific and technical progress?
13. Find in the text synonyms to the words «new», «fast», «important» and «to send». Can you think of other synonyms to these words?

2. Vocabulary “Science and Space Research”.

1. high technologies — высокие технологии
2. development of science and technology — развитие науки и техники
3. unpredictable discoveries — непредсказуемые открытия
4. become an inseparable part of our life — стать неотъемлемой частью нашей жизни
5. imagine without various gadgets — представить без разнообразных гаджетов
6. heated arguments — горячие споры
7. make more comfortable and safe — сделать удобнее и безопаснее
8. scaring and unpredictable results — пугающие и непредсказуемые результаты
9. consequences of modern science and technical progress — последствия современной науки и технического прогресса
10. threaten life on the Earth — угрожать жизни на земле
11. threaten the existence of our planet — угрожать существованию нашей планеты

Achievements in Science and Technology

Nuclear Power

- nuclear age — ядерная эпоха
- devastating weapons — оружие массового поражения

The 20-th century is called the nuclear age. It's due to the fact that the man learned to use the power of the atom. He created the most devastating weapon in history and now the stores (запасы) of A-bombs and H-bombs threaten the existence of the whole planet.

Space Exploration

- be based on — быть основанным
- penetrate into — проникнуть в

The exploration of space is based on high technologies which cost a lot of money. However, flights into outer space allow man to penetrate into new spheres of unpredictable discoveries.

Achievements in Medicine and Biology

- overpower — одолеть
- incurable diseases — неизлечимые заболевания
- cell — клетка
- genetic engineering — генная инженерия
- cloning — клонирование

Dozens of incurable diseases have been overpowered. The man has penetrated inside the cell and such branch of science as genetic engineering is doing wonders nowadays. However its results are sometimes scary, for example cloning. It has caused heated arguments because of its moral side.

The Internet

- It has turned out to be — Оказалось, что она (виртуальная реальность)
- substitute — заменить

The Internet has connected people from all parts of the world. People are getting more and more involved in the computer world. Children forget about all other toys when computer games are at hand. Almost all modern projects, designs and calculations are impossible without computers. The newest invention is the virtual reality, which can be changed according to the wishes of the man. It has turned out to be so attractive that there is a danger that it can substitute the whole world for its users.

ЗАДАНИЕ. Express your opinion on the following ideas, concerning modern science and its consequences.

1. The Internet has become an inseparable part of people's everyday life.
2. Virtual reality is the curse of the 21-st century.
3. Exploration of space is very expensive and quite useless.
4. Nuclear energy should be used less and less because of its negative influence on nature.
5. Cloning is the greatest achievement of medicine in the 21-st century.

Задание:

1. Read and translate the text.

Texts about Famous Inventions and their Inventors

Before reading the texts match the inventors and inventions:

The inventions: the telephone, the television, the computer, the light bulb, the hydrogen bomb, the mobile phone (6)

The inventors: Charles Babbage, John Braid, Alexander Graham Bell, Thomas Edison, Martin Cooper, Andrei Sakharov (6)

1. The Invention of the Telephone

- the human organs of articulation — органы слуха
- the deaf — глухие

The telephone is one of the most important inventions of the 19th century. Its creator was the English scientist Alexander Graham Bell.

Bell wanted to be a teacher and entered Edinburgh University. But he changed his mind and became a student of the Medical Faculty of London University. Under the guidance of an outstanding German scientist who works on physiology of sight and ear, Bell began to study the human organs of articulation. By and by Bell came to the idea of creating a special apparatus which would help the deaf to pronounce the sounds of speech and learn to speak. Working on such a apparatus, Bell invented microphone (with engineer Thomas Watson) and telephone. At first his invention was not popular with the public, but Bell visited American towns and other countries, read lectures and demonstrated his telephone.

In 1878 he also organized his own company to produce telephones. But Bell wasn't interested in business itself and used his money on the laboratories for generating new ideas. He was and is greatly respected both in England and America.

2. The Invention of the Television

- to broadcast — транслировать (передавать)
- vision — изображение
- available — доступный

The television is a mass media that serves to gives people opportunities both for entertainment and for rapid information

The idea of a machine able to broadcast both sound and vision goes back to 1875. But it wasn't until 1926 that a Scottish engineer (John Braid) turned the idea into a practical reality. The first pictures were black and white and were not very clear.

Early TV sets cost as much as a small car and few people bought them. In 1936 the original system was improved and the first regular TV programme was broadcast in Britain.

But the real TV revolution began in America after World War Two. Commercial stations began to open in almost every city. But still lots of people didn't have TV sets as they were too expensive. That all changed in the 60s and 70s when more and more TV sets were sold and the importance of television grew quickly. In 1980 there appeared satellite television. Dozens of new channels are now available to anyone who buys a receiving "dish".

3. The Invention of the Computer

- efficient — эффективный
- to store — хранить
- to substitute — заменить

One more important invention of our century is the computer. The first computer was invented by the English scientist Charles Babbage.

Nowadays nearly everything we do in the modern world is helped and controlled by computers. Computers are used so often because they are more efficient than human beings. They have better memories and can store a lot of information.

In fact, computers can do what we can do but faster and better. They can control different machines, foretell tomorrow's weather, even play chess and compose music. Computers are widely used in various professions. We can find computers everywhere: in a library, in a travel agency, in a hotel, in a shop and in many other places.

To be sure, the technical progress will not stop but the machines will not be able to substitute everything including the human being.

4.The Invention of the Mobile (cellular) Phone

- provide — предоставить, обеспечить
- be awarded for — быть награжденным за
- significant — значительный
- demand— спрос
- cellular — сотовый
- be launched — выпустить
- crucial — решающий

Modern mobile phone provides a lot of services, from being able to message anyone to immediate access to the internet. This convenience is one of the reasons why we use mobile phone every day and sometimes cannot imagine our life without it. However, we do not know that the name of the inventor of the first cellular phone, the talented American engineer Martin Cooper.

The first cellular phone was the father of the mobile phone. It was the telephone device that could be used while being mobile i.e. without the standard cord attached to it. The first cellular phone was called DynaTac 8000X by Motorola as it was created in Motorola company.

Martin Cooper, was born in Chicago on the 26th of December, 1928. He graduated from Illinois Institute of Technology in the early '50s and worked in the electronic industry. Throughout his career he was awarded multiple patents for his work.

Among different inventions in mobile technology, the invention of a cell phone was the most significant one. Doctor Martin Cooper made it, while he was working for Motorola (1973). At that time the demand for such devices was very high and he was among many other people who were trying to create a similar type of mobile device.

The first cellular phone was named DynaTac 8000X by Motorola. It looked nothing like what we're used to now — it was 10 inches long and weighed more than 2 pounds.

The fame of inventing first smartphone is attributed to Andy Rubin. He created and developed the very first Android system, which is now used in 80% of the world's smartphones. Smartphones are noted for their ability to function in similar ways to a computer, and some of them are just as powerful.

The Motorola company invested 100 million dollars in the next 20 years into research and development of the first cell phone. And yes! The first commercial mobile phone was launched in 1983 by Motorola for around \$4000 US dollars.

Omitting the process of the mobile phone evolution, let us say a few words about iPhones. These advanced devices have touchscreen technology, a good quality camera, and 3G network capabilities. They were launched into the market in 2007.

Since 1973, mobile phone technology and networks have come a long way and though Martin Cooper was the man that initially invented the cell phone, there are a lot of other inventors that played a crucial role in the cell phone's creation.

The most famous of them are:

Alexander Graham Bell, the man that invented the first telephone.

Joel Engel, the main rival of Martin Cooper, who worked in the company called Bell Labs. Bell Labs and Motorola companies were in serious competition to manufacture mobile devices. Motorola won the tech war and the first mobile phone was named as DynaTac 8000X by Motorola.

The most famous scientists and their inventions (discoveries) in Britain and America

Isaac Newton (an English scientist) who lived in the 17th century is the founder of modern mathematics, physics and spectrography. Newton discovered the law of motion and the universal law of gravitation.

The eighteenth century is noted for the Industrial Revolution in Britain and many inventions, most prominent of them is probably considered to be the invention of steam engine.

The nineteenth century is noted for the invention of electricity and the telephone.

1. Michel Faraday (an English scientist) who lived in the 19th century made a name for himself in the history of electricity. Faraday made the machine which was the father of all the great machines that make electricity today. Also Faraday was the creator of the electric motor, which changed the face of the earth.

2. Thomas Edison (an American inventor) who lived in the period between 1847-1931 became world-famous for the invention of light bulb and the way of sending electricity to distant places. He is also famous for early microphone, record player and equipment for the cinema, telegraph and telephone.

6. Russia's Achievements in Science and Technology

The most prominent Russian scientists (engineers) and their inventions are:

1. Mikhail Lomonosov who invented the telescope which helped him to study Venus and made a lot of achievements in astronomy and mineralogy;

2. Dmitry Mendeleev who created the periodic table of elements;

3. Ivan Pavlov who studied conditioned reflexes (условные рефлексy) in animals;

4. Konstantin Tsiolkovsky who created the theory of space flight;

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Why do people use them?

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11. to send and receive urgent messages

12. to operate the TV set from a distance

13. to write programs, play games, find and use information.

14. to do calculations in sunlight or daylight.

3. Speak on the following topics:

1. How often are these inventions used?

I think ... is/ are seldom used. ... is used more often than... And ... is/are used very often.

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1. Which things are the most or least useful in the home from your point of view? Why do you think so?

I think that ... is the most important thing in the home.

We can ...

Some of the inventions, for example ... is/are less important.

We do not often...

And I'm sure we can do without ...

We never...

1. ROLE-PLAY. Imagine you are in a shop.

Student 1

Student 2

You want to buy some
gadget. You don't know

You are a shop assistant /
Help the customer.

the exact word for these
things. Explain to the shop
assistant what you need.

5. Вариант 1

SCIENCE AND SCIENTISTS

The word "science" comes from the Latin word "scientia", which means "knowledge". Science covers the broad field of knowledge that deals with facts and the relationship among these facts.

Scientists study a wide variety of subjects. Some scientists search for clues to the origin of the universe and examine the structure of the cells of living plants and animals. Other researchers investigate why we act the way we do, or try to solve complicated mathematical problems.

Scientists use systematic methods of study to make observations and collect facts. They develop theories that help them order and unify facts. Scientific theories consist of general principles or laws that attempt to explain how and why something happens or has happened. A theory is considered to become a part of scientific knowledge if it has been tested experimentally and proved to be true.

ЗАДАНИЯ К ТЕКСТУ

1. Read the text and answer the questions

1. What is the text about?

2. What does the word "science" mean?

3. What do scientists search for?

4. What do the scientific theories consist of?

2. Find in the text the English equivalents

1. основные группы

2. научные знания

3. границы

4. бесчисленные области науки

5. тесно взаимосвязаны

6. основа современной технологии

7. инструменты и машины

8. открытия и изобретения

9. формировать нашу точку зрения

10. сложный

3. Make the sentence negative and ask questions (general, special, to the subject, disjunctive)

Комплект оценочных заданий № 37-38 по Теме 2.4 «Выдающиеся люди родной страны»
(Аудиторная самостоятельная работа).

Задание: Изучить лексику по теме

1. A sailor — Моряк
2. A captain — Капитан
3. An admiral — Адмирал
4. An explorer — Исследователь / Путешественник
5. A navigator — Штурман / Навигатор
6. A shipbuilder — Кораблестроитель
7. A commander — Командир
8. A seafarer — Мореплаватель
9. A discoverer — Первооткрыватель
10. A traveler — Путешественник

Места и география (Places and Geography)

11. The sea — Море
12. The ocean — Океан
13. The Arctic Ocean — Северный Ледовитый океан
14. The Pacific Ocean — Тихий океан
15. A strait — Пролив
16. An island — Остров
17. A coast — Побережье
18. A bay — Бухта / Залив
19. A river mouth — Устье реки
20. A continent — Континент
21. The North Pole — Северный полюс
22. Antarctica — Антарктида
23. Kamchatka — Камчатка
24. Amur River — Река Амур
25. Sakhalin — Сахалин
26. A ship — Корабль
27. A boat — Лодка
28. A fleet — Флот
29. A sailing ship — Парусный корабль
30. A steamship — Пароход
31. A rowing boat — Гребная лодка
32. An oar — Весло
33. An anchor — Якорь
34. A mast — Мачта
35. A deck — Палуба
36. To sail — Плыть под парусом
37. To navigate — Управлять кораблём
38. To explore — Исследовать
39. To discover — Открывать
40. To map a coast — Составлять карту побережья
41. To build a ship — Строить корабль
42. To depart — Отправляться
43. To arrive — Прибывать
44. To land on the shore — Высаживаться на берег
45. To study maps — Изучать карты
46. A voyage — Морское путешествие / Рейс
47. An expedition — Экспедиция
48. A journey — Поход / Путешествие
49. A map — Карта
50. A compass — Компас

Задание:

Прочитать и перевести текст

Great Russian Navigators

Russia is a very big country with many seas and oceans. The history of the Russian fleet is long and interesting. Many brave sailors, captains, and admirals lived in Russia. They explored new lands and studied our planet.

Vitus Bering was a great explorer. He worked for Russia but came from Denmark. In the 18th century, he led two large expeditions to Kamchatka and Alaska. He discovered the strait between Asia and America. Now this place is called the Bering Strait. His maps were very important for all navigators.

Ivan Kruzenshtern and Yuri Lisiansky made the first Russian voyage around the world. It was from 1803 to 1806. Their ship stopped in Brazil, China, and Japan. This expedition showed that Russia is a strong sea power.

Faddey Bellingshausen and Mikhail Lazarev are famous explorers too. In 1820, they went on a difficult journey to the cold Antarctica. On their ships "Vostok" and "Mirny", they saw a new continent. They discovered Antarctica for the whole world. It was a very cold trip with icebergs and storms.

Another hero is Fyodor Litke. He sailed in the Arctic Ocean and studied the coasts of Novaya Zemlya. He wrote many books about geography and became the president of the Academy of Sciences. Later, Stepan Makarov also did much for science. He built the first powerful icebreaker named "Yermak". With this ship, people could sail in ice easily.

Russian sailors were very hardworking and clever. They loved their Motherland. Today we remember these great men. We read their diaries and look at their old maps. Modern Russian sailors continue their good work. Our navy protects the borders of Russia every day. Sailors study navigation and weather carefully. They use modern ships and computers now. But the ocean is still big and deep. Sea travel is always an adventure. Every captain must be brave like the heroes of the past.

Задание:

Ответить на вопросы

1. Is Russia a big country with many seas? — Россия — большая страна со многими морями?
2. Did brave sailors live in Russia? — В России жили храбрые моряки?
3. Do modern Russian sailors protect the borders of Russia? — Современные российские моряки защищают границы России?
4. Are Vitus Bering, Kruzenshtern and Bellingshausen famous explorers? — Витус Беринг, Крузенштерн и Беллинсгаузен — известные исследователи?
5. Was sea travel an adventure in the past? — Было ли морское путешествие в прошлом приключением?

Вопросы по содержанию текста (Wh-questions about the text)

6. Where did Vitus Bering lead his expeditions? — Куда Витус Беринг направил свои экспедиции? (Ответ: to Kamchatka and Alaska)

7. What strait did Vitus Bering discover? — Какой пролив открыл Витус Беринг? (Ответ: the Bering Strait)

8. When did Ivan Kruzenshtern and Yuri Lisiansky make their voyage around the world? — Когда Иван Крузенштерн и Юрий Лисянский совершили кругосветное плавание? (Ответ: from 1803 to 1806)
9. Which countries did their ship visit during the first voyage? — Какие страны посетил их корабль во время первого плавания? (Ответ: Brazil, China, and Japan)
10. Who discovered Antarctica in 1820? — Кто открыл Антарктиду в 1820 году? (Ответ: Faddey Bellingshausen and Mikhail Lazarev)
11. What were the names of their ships? — Как назывались их корабли? (Ответ: "Vostok" and "Mirny") 12. Where did Fyodor Litke sail? — Где плавал Фёдор Литке? (Ответ: in the Arctic Ocean / along the coasts of Novaya Zemlya)
13. What was the name of Stepan Makarov's icebreaker? — Как назывался ледокол Степана Макарова? (Ответ: "Yermak")
14. Why could people sail in ice easily after that? — Почему после этого люди могли легко плыть во льдах? (Ответ: Because he built a powerful icebreaker)
15. What do we read today to remember these great men? — Что мы читаем сегодня, чтобы помнить этих великих людей? (Ответ: Their diaries)

Перечень

Тестовых заданий для контрольного тестирования и дифференцированного зачета
по учебной дисциплине «БУП.03 Иностранный язык»
для обучающихся по специальности 26.02.06 «Эксплуатация судового электрооборудования и
средств автоматики», 26.02.05 «Эксплуатация судовых энергетических установок», 26.02.03
«Судовождение», 26.02.02 «Судостроение»

Контрольное тестирование. 1 семестр

Вариант 1

Задание:

Перевести на английский язык

3. Предложения для перевода:

Где карта? – Она на столе.

Дайте мне план погрузки, пожалуйста.

Его паруса белые.

Капитана зовут мистер Иванов.

Каюта этих матросов большая и светлая.

Курсанты в том порту.

Море спокойное.

Моряки на палубе

Мотористы в машинном отделении.

Название судна «Победа».

Наш капитан – хороший моряк.

Не ходите в машинное отделение.

Судно в порту. Оно современное.

Это парусное судно.

Вы из России? – Да, я русский (россиянин).

Он из Италии? - Нет, он грек.
Те матросы из Испании? - Да, они испанцы.
Этот молодой человек из Германии? - Да, он немец.
Ваш капитан из Швеции? - Да, он швед.
Этот моряк из Дании? - Нет, он не датчанин. Он из Польши (Он поляк).
Я не норвежец.
Он не из Норвегии.
Вы финн? Нет, я не из Финляндии.
Вы датчанин? - Я из Голландии.
Этот человек португалец? - Он француз.
Они из Дании?
Они японцы? - Да, они из Японии.
Откуда Ваш кок? - Он из США, он американец.
Откуда этот капитан? Он из Бельгии, он бельгиец.

Вариант 2

Задание:

Перевести на английский

Наши уроки всегда начинаются в 9 утра.

В нашем колледже есть лаборатории с тренажерами и компьютерами.

Я учусь на судоводительском факультете.

Курсанты нашего колледжа имеют экзамены зимой и летом.

В колледже мы изучаем математику, английский, русский и другие предметы.

Наш порт больше, чем порт в Мурманске.

Январь холоднее, чем март.

Моя каюта более удобная, чем твоя.

У меня больше книг на английском языке, чем у тебя.

Мой друг говорит по-английски лучше всех.

Санкт-Петербург - самый красивый город в нашей стране.

Парусное судно «Седов» - самый высокий парусник в мире.

Я учусь хуже, чем мой друг.

Судно «Одиссей» быстрее, чем судно «Марина».

Рад познакомиться!

Я тоже рад познакомиться.

Чем занимаетесь (род занятий)?

Я курсант. А вы?

Я тоже курсант.

Это мой новый друг.....

Откуда ты? - Я из России. А ты?

Сколько тебе лет? - Мне 17. А сколько тебе?

Как тебя зовут?

Как поживаешь? - Спасибо, прекрасно. А ты?

Приятно было с вами поговорить.

Увидимся позже!

Что с вами случилось?

На что вы жалуетесь?

Где у вас болит?

Разденьтесь до пояса.

Вариант 3

Задание:

Перевести на английский

Дайте, я осмотрю ваше горло. Откройте рот.

Дайте, я послушаю Вас. Дышите.

Возьмите градусник. Измерьте температуру.

Засучите рукава.
Дайте, я проверю ваш пульс. Дайте руку.
Вы должны вызвать врача.
Вы должны принимать это лекарство.
Откройте рот.
У вас грипп.
Можно войти?
Заходите, пожалуйста. Садитесь.
У меня сильный кашель и болит голова.
Дайте я Вас послушаю. Дышите.
Вы курите?
Вы должны бросить курить.
Вы должны есть здоровую пищу и заниматься спортом.
Я последую Вашему совету.
Я должно быть простудился. У меня сильный насморк и болит горло.
Дайте я Вас послушаю. Глубоко вдохните. Не дышите.
Откройте рот. Дайте, я осммотрю Ваше горло.
Доктор, что со мной? - У Вас грипп.
Вы должны принимать эти таблетки 2 раза в день до еды.
Соблюдайте постельный режим.
Боюсь, что я заблудился.
Вы мне можете помочь? - Да, конечно.
Не подскажете дорогу до Петровского парка?
Не стоит благодарности.
Извините, где ближайшая станция метро?
Перейдите улицу и идите, пока не дойдете до моста. Перейдите мост и поверните направо.
Это далеко отсюда? - Нет, не так далеко.
Не подскажите, на какой автобус мне следует сесть, чтобы добраться до порта?
Сядьте на автобус номер 5 и сойдите на третьей остановке.
Идите прямо вдоль улицы Ленина. Затем поверните направо у газетного киоска.
Какова плата за проезд в автобусе? - 26 рублей.
Поблизости есть рынок?
Да, идите прямо вдоль этого банка, поверните налево у светофора и увидите.
Пришлите, пожалуйста, такси к магазину «Полюс».
Куда Вы едете? - В аэропорт. Как можно скорее.
Такси будет через 10 минут.

Вариант 4

Задание:

Перевести на английский

Как пройти до ближайшей в вашем городе библиотеки?
Как пройти от вашего института до аптеки?
Если вы хотите доехать до вокзала, то садитесь на автобус №54.
Идти мимо банка.
Идите вниз по улице.
Идите вверх по улице.
Пересеките улицу.
Перейдите дорогу.
Идите по улице Урицкого.
Идите вдоль по Троицкому проспекту.
На первом перекрестке поверните налево.
Идите через дорогу.
Идите прямо вдоль улицы.
Идите, пока не дойдете до вокзала.

Поверните направо у светофора.
Поверните налево в конце дороги.
Поверните на первом повороте направо.
Поверните на втором повороте налево.
Сядьте на автобус.
Выйдите на следующей остановке.
Поверните направо на следующем углу.
Поверните налево на углу.
Остановка находится там.
Идите прямо, не сворачивая.
Идите, пока не дойдете до вокзала.
Пройдите мимо университета

Дифференцированный зачет 2 семестр

Вариант 1

Задание 1:

Прочитать текст с извлечением основной информации

THE ARKHANGELSK REGION

Archangelsk is a large industrial, cultural and scientific centre in the North. It is sometimes called “the capital of the Russian North”. The Arkhangelsk region was founded in 1584. Arkhangelsk was the first seaport of Russia, the gate to the Arctic Region.

It is situated in the North of our country not far from the White Sea. It lies on the both banks of the Northern Dvina.

In the west the Arkhangelsk region borders on Karelia, in the east – on the Komi Republic and the Tyumen region; in the south it borders on the Vologda and Kirov regions. In the north the Arkhangelsk region is washed by the seas of the Arctic ocean: the White, the Barents and the Kara Seas. The largest islands of the region are Vaigach and Kolguyev, Novaya Zemlya and Franz Josef Land, the Solovetsky Archipelago. The chief rivers of the region are the Northern Dvina and the Pechora. The Onega and the Mezen are other important rivers.

There are different types of climate on the territory of the Arkhangelsk region: arctic (the islands of Novaya Zemlya and Franz Josef Land), subarctic (the territory of the Nenets Autonomous Area) and moderate (the most part of the region). The Arctic has a powerful influence on the climate. Winter is frosty. But the weather is changeable. The summer is not hot. The Arkhangelsk region is rich in natural and mineral resources, such as oil, natural gas, bauxite, granite, limestone, gypsum, diamonds.

Archangelsk is a large industrial centre. Its leading branch is timber industry. Another branches of industry is ship-building, fishing, ship-repairing and machine-building. The largest ship-repairing yard is “Krasnaya Kuznitsa”. The port of Arkhangelsk is famous all over the world.

My town is a cultural centre. There are a Drama theatre (named after M.V. Lomonosov), Puppet Theatre, some museums: Gostiny Dvor, the museum of Fine Arts, the museum Malye Karely, many schools and gymnasiums, colleges, three universities. There are some monuments to great people: the monument to Peter the First, to M.V. Lomonosov.

The population of the city is about 360 000 thousand people.

Words

limestone – известняк

diamonds – алмазы

ship-repairing yard – судоремонтный завод

Задание 2

Ответить на вопросы:

What is the second name of Arkhangelsk?

When was Archangelsk founded?

Where is Archangelsk situated?

What regions does Arkhangelsk border on?

What seas and oceans is Arkhangelsk washed by?

What are the largest islands of the Arkhangelsk region?
What are the chief rivers of the region?
What kind of climate is in Arkhangelsk?
What natural and mineral resources the Arkhangelsk region is rich in?
What branches of industry are developed in Arkhangelsk?
Are there any places of interest (= sights) in Arkhangelsk? What are they?
What is the population of Arkhangelsk?

Вариант 2

Задание 1:

Прочитать текст с извлечением основной информации

ENVIRONMENTAL PROBLEMS

The word environment means simply what is around us. Some people live in a town environment; for others, their environment is the countryside.

Nowadays people understand how important it is to solve the environment problems that endanger people's lives. The most serious environmental problems are: pollution in its many forms (water pollution, air pollution, nuclear pollution), noise from cars, buses, planes, etc., destruction of wildlife and countryside beauty, shortage of natural resources (metals, different kinds of fuel), the growth of population.

There is no ocean or sea, which is not used as a dump. Many seas are used for dumping industrial and nuclear waste. This poisons kills fish and sea animals. "Nuclear-poisoned" fish can be eaten by people. Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. There is not enough oxygen in the water. In such places all the birds leave their habitats and many plants die. If people drink this water they can die too. It happens so because factories produce a lot of waste and pour it into rivers. So they poison water.

Most of the pollution in big cities comes from cars and buses. Air pollution is a very serious problem. In Cairo, for example, breathing the air is equivalent to smoking two packs of cigarettes a day.

More and more often people are told not to be in direct sunlight, because ultraviolet radiation from the sun can cause skin cancer. As a rule, the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

Plants and factories make the greenhouse effect.

Both clean air and clean water are necessary for our health. If people want to survive they must solve these problems quickly. Man is beginning to understand that his environment is not just his own town or country, but the whole earth. That's why people all over the world think and speak so much about ecology. People are beginning to realize the environmental problems. They join international organizations and green parties. All states must save the Earth from an ecological catastrophe.

Задание 2

Ответить на вопросы:

What does the word «environment» mean?
What are the most serious environmental problems?
What are the serious problems with seas and oceans?
What does poison water in lakes and rivers?
What does make the greenhouse effect?
Why is an air so polluted in big cities?

