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Ачинский филиал

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**ИНОСТРАННЫЙ ЯЗЫК**

*Методические указания по подготовке лабораторных  
занятий (модули 1-2)*

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## ВВЕДЕНИЕ

Данные методические указания предназначены для студентов направления подготовки 35.03.06 «Агроинженерия», 38.03.01 «Экономика», 20.03.01 «Техносферная безопасность» (1-й курс, 1-2-й семестры) очной формы обучения. На лабораторные занятия по рабочему учебному плану отводится 180 ч, из них на модули 1-2 приходится 90 ч.

Цель лабораторных занятий в рамках модулей 1-2 заключается в формировании у студентов уровня иноязычной коммуникативной компетенции, достаточного для решения социально-бытовых задач в процессе общения на иностранном языке.

Лабораторные занятия проводятся в лингафонной лаборатории.

Перечень тем лабораторных занятий:

### **Модуль 1. Бытовая сфера общения (54 ч).**

Лабораторное занятие № 1. Родственные связи (4 ч).

Лабораторное занятие № 2. Внешность и характер (4 ч).

Лабораторное занятие № 3. Семейные традиции и праздники (4 ч).

Лабораторное занятие № 4. Конфликт поколений (2 ч).

Лабораторное занятие № 5. Распорядок дня в будние и выходные дни (4 ч).

Лабораторное занятие № 6. Различные виды занятости и условия работы (4 ч).

Лабораторное занятие № 7. Назначение встречи (4 ч).

Лабораторное занятие № 8. Активный и пассивный отдых (4 ч).

Лабораторное занятие № 9. Обсуждение планов на выходные (4 ч).

Лабораторное занятие № 10. Основы здорового образа жизни (4 ч).

Лабораторное занятие № 11. Консультация у врача (4 ч).

Лабораторное занятие № 12. Виды жилья (4 ч).

Лабораторное занятие № 13. Описание местности (4 ч).

Лабораторное занятие № 14. Домашние обязанности (4 ч).

### **Модуль 2. Социально-культурная сфера общения (36 ч)**

Лабораторное занятие № 15. Английский язык как средство межкультурного общения (4 ч).

Лабораторное занятие № 16. Объединенное королевство: географическая и историко-культурная информация (4 ч).

Лабораторное занятие № 17. США: географическая и историко-культурная информация (4 ч).

Лабораторное занятие № 18. Проблема национальной идентичности (4 ч).

Лабораторное занятие № 19. Типы туров (4 ч).

Лабораторное занятие № 20. Планирование путешествия (4 ч).

Лабораторное занятие № 21. Проблемы трудоустройства, бедности и бездомности (4 ч).

Лабораторное занятие № 22. Проблемы глобального потепления (4 ч).

Лабораторное занятие № 23. Загрязнение и сохранение окружающей среды (4 ч).

### **Компетенции, формируемые на лабораторных занятиях**

Для направления 20.03.01 *«Техносферная безопасность»*:

ОК-13 – владение письменной и устной речью на русском языке, способность использовать профессионально-ориентированную риторiku, владение методами создания понятных текстов, способность осуществлять социальное взаимодействие на одном из иностранных языков.

Для направления 35.03.06 *«Агроинженерия»*:

ОК-5 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

Для направления 38.03.01 *«Экономика»*:

ОК-4 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

**Формы текущего контроля:** лексико-грамматическое тестирование, контроль аудирования, перевод текстов, обсуждение прочитанного материала, краткий пересказ текста по плану, составление диалогов по заданным ситуациям, монологическое высказывание (описание, рассуждение), устное сочинение, страноведческий тест, написание деловых писем.

**Оценивание в рамках рейтинго-модульной системы:** за работу на лабораторных занятиях максимальное количество баллов за календарный модуль – 60: ДМ 1 – от 0 до 60 баллов, ДМ 2 – от 0 до 60. Конкретные виды работ и их оценивание представлены в каждом занятии.

## Трудоемкость модулей (1-2) и модульных единиц дисциплины

Наименование модулей и модульных единиц дисциплины	Всего часов на модуль	Аудиторная работа		Внеаудитор- ная работа (СРС)
		Л	ЛПЗ	
<b>Модуль 1. Бытовая сфера общения</b>	<b>72</b>		<b>554</b>	<b>18</b>
<i>Модульная единица 1.1. Семья и ближайшее окружение</i>	20		114	6
<i>Модульная единица 1.2. Распорядок дня</i>	16		112	4
<i>Модульная единица 1.3. Досуг и увлечения</i>	10		8	2
<i>Модульная единица 1.4. Здоровье и здоровый образ жизни</i>	10		8	2
<i>Модульная единица 1.5. Дом и окрестности</i>	16		12	4
<b>Подготовка к зачету</b>				
<b>Зачет</b>				
<b>Модуль 2. Социально- культурная сфера общения</b>	<b>72</b>		<b>36</b>	<b>36</b>
<i>Модульная единица 2.1. Английский язык как средство межкультурного общения</i>	8		4	4
<i>Модульная единица 2.2. История и культура Российской Федерации и стран изучаемого языка</i>	24		12	12
Наименование модулей и модульных единиц дисциплины	Всего часов на модуль	Аудиторная работа		Внеаудитор- ная работа (СРС)
		Л	ЛПЗ	
<i>Модульная единица 2.3. Международный туризм</i>	16			8
<i>Модульная единица 2.4. Глобальные проблемы человечества и пути их решения</i>	24		2	12
<b>Подготовка к зачету</b>				
<b>Зачет</b>				
<b>ИТОГО</b>	<b>144</b>		<b>90</b>	<b>54</b>

## Тематический план проведения лабораторных занятий (модули 1-2)

Номер модуля и модульной единицы дисциплины	Номер и название лабораторных/ практических занятий с указанием контрольных мероприятий	Вид контрольного мероприятия <sup>1</sup>	Кол-во часов
1	2	3	4
<b>Модуль 1. Бытовая сфера общения</b>			
<i>Модульная единица 1.1. Семья и ближайшее окружение</i>	Лабораторное занятие № 1. Родственные связи	Диалоги по заданным ситуациям, лексический тест	4
<i>Модульная единица 1.1. Семья и ближайшее окружение</i>	Лабораторное занятие № 2. Внешность и характер	Лексический тест, монологическое высказывание (описание)	4
<i>Модульная единица 1.1. Семья и ближайшее окружение</i>	Лабораторное занятие № 3. Семейные традиции и праздники	Лексико-грамматический тест. Контроль аудирования	4
<i>Модульная единица 1.1. Семья и ближайшее окружение</i>	Лабораторное занятие № 4. Конфликт поколений	Высказывание мнения по проблеме. Устное сочинение	2
<i>Модульная единица 1.2. Распорядок дня</i>	Лабораторное занятие № 5. Распорядок дня в будние и выходные дни	Диалоги по заданным ситуациям, лексический тест	4
<i>Модульная единица 1.2. Распорядок дня</i>	Лабораторное занятие № 6. Различные виды занятости и условия работы	Диалоги по заданным ситуациям, грамматический тест	4

<sup>1</sup> Вид мероприятия: тестирование, коллоквиум, зачет, экзамен и др.



Продолжение табл.

1	2	3	4
<b>Модульная единица 1.2.</b> <i>Распорядок дня</i>	Лабораторное занятие № 7. Назначение встречи	Диалоги по заданным ситуациям, лексический тест. Контроль аудирования. Устное сочинение	4
<b>Модульная единица 1.3.</b> <i>Досуг и увлечения</i>	Лабораторное занятие № 8. Активный и пассивный отдых	Монологическое высказывание (рассуждение).	4
<b>Модульная единица 1.3.</b> <i>Досуг и увлечения</i>	Лабораторное занятие № 9. Обсуждение планов на выходные	Диалоги по заданным ситуациям, лексико-грамматическое тестирование	4
<b>Модульная единица 1.4.</b> <i>Здоровье и здоровый образ жизни</i>	Лабораторное занятие № 10. Основы здорового образа жизни	Монологическое высказывание (рассуждение). Контроль аудирования	4
<b>Модульная единица 1.4.</b> <i>Здоровье и здоровый образ жизни</i>	Лабораторное занятие № 11. Консультация у врача	Диалоги по заданным ситуациям	4
<b>Модульная единица 1.5.</b> <i>Дом и окрестности</i>	Лабораторное занятие № 12. Виды жилья	Монологическое высказывание (описание), лексический тест	4
<b>Модульная единица 1.5.</b> <i>Дом и окрестности</i>	Лабораторное занятие № 13. Описание местности	Монологическое высказывание (описание), диалог по заданной ситуации. Контроль аудирования	4
<b>Модульная единица 1.5.</b> <i>Дом и окрестности</i>	Лабораторное занятие № 14. Домашние обязанности	Лексико-грамматический тест, монологическое высказывание (рассуждение). Устное сочинение	4
<b>Модуль 2. Социально-культурная сфера общения</b>			
<b>Модульная единица 2.1.</b> <i>Английский язык как средство межкультурного общения</i>	Лабораторное занятие № 15. Английский язык как средство межкультурного общения	Контроль аудирования. Обсуждение прочитанного материала	4

Окончание табл.

1	2	3	4
<b>Модульная единица 2.2.</b> <i>История и культура РФ и стран изучаемого языка</i>	Лабораторное занятие № 16. Объединенное королевство: географическая и историко-культурная информация	Страноведческий тест. Устное сочинение	4
<b>Модульная единица 2.2.</b> <i>История и культура РФ и стран изучаемого языка</i>	Лабораторное занятие № 17. США: географическая и историко-культурная информация	Страноведческий тест. Устное сочинение	4
<b>Модульная единица 2.2.</b> <i>История и культура РФ и стран изучаемого языка</i>	Лабораторное занятие № 18. Проблема национальной идентичности	Высказывание мнения по проблеме. Краткий пересказ текста по плану	4
<b>Модульная единица 2.3.</b> <i>Международный туризм</i>	Лабораторное занятие № 19. Типы туров	Диалоги по заданным ситуациям. Контроль аудирования	4
<b>Модульная единица 2.3.</b> <i>Международный туризм</i>	Лабораторное занятие № 20. Планирование путешествия	Диалоги по заданным ситуациям. Письмо-запрос	4
<b>Модульная единица 2.4.</b> <i>Глобальные проблемы человечества и пути их решения</i>	Лабораторное занятие № 21. Проблемы трудоустройства, бедности и бездомности	Высказывание мнения по проблеме	4
<b>Модульная единица 2.4.</b> <i>Глобальные проблемы человечества и пути их решения</i>	Лабораторное занятие № 22. Проблемы глобального потепления	Контроль аудирования. Высказывание мнения по проблеме	4
<b>Модульная единица 2.4.</b> <i>Глобальные проблемы человечества и пути их решения</i>	Лабораторное занятие № 23. Загрязнение и сохранение окружающей среды	Проект о проблемах окружающей среды в регионе. Лексико-грамматический тест. Устное сочинение	4

## Модуль 1. БЫТОВАЯ СФЕРА ОБЩЕНИЯ

*Общая сумма баллов – 0-60.*

### *Модульная единица 1.1. Семья и ближайшее окружение*

Лабораторное занятие № 1. Родственные связи

*Общая сумма баллов – 0-4.*

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Answer the questions.

1. What is your full name?
2. What is your first name, please?
3. What is your surname, please?
4. How you spell that, please?
5. Where are you from?
6. How old are you?
7. Are you married?
8. Have you got any children?
9. What is your address?
10. What is your phone number?

**Exercise 2.**  It's Makayla's first day at a new school and she's lost.

Watch the video

at <http://learnenglishteens.britishcouncil.org/skills/speaking-skills-practice/meeting-people> and do the following exercises online:

- a) check your understanding: true or false;
- b) check your understanding: reordering;
- c) check your understanding: gap fill.

**Exercise 3.** Match the words with definitions:

- |             |                 |            |
|-------------|-----------------|------------|
| 1) brother; | 5) grandmother; | 9) sister; |
| 2) cousin;  | 6) Mother;      | 10) aunt;  |

- 3) family;            7) nephew;            11) uncle;  
 4) father;            8) niece;            12) grandfather.  
 a) a daughter of your brother or sister;  
 b) a female parent;  
 c) a girl or woman who has one or both of the same parents as you;  
 d) a child of your uncle or aunt;  
 e) the father of your father or mother;  
 f) the brother of your father or mother or the husband of your aunt;  
 g) a male parent;  
 h) a boy or man who has one or both of the same parents as you;  
 i) the sister of your father or mother or the wife of your uncle;  
 j) the mother of your father or mother;  
 k) a son of your brother or sister;  
 l) a group of people who are related to each other.

**Exercise 4.** What is Molly Adamauer saying? Add *my, your, his, her, our* or *their*.

\_\_\_\_\_ first name is Molly. \_\_\_\_\_ family name is Adamauer. What about you? What's \_\_\_\_\_ first name? And what's \_\_\_\_\_ family name? I'm married. You can see \_\_\_\_\_ husband in the picture. \_\_\_\_\_ name is Aisek. We've got one son and one daughter. \_\_\_\_\_ son is 21. \_\_\_\_\_ name is Nickolas. \_\_\_\_\_ daughter is 24. \_\_\_\_\_ name is Emy. Emy is married. \_\_\_\_\_ husband's name is Bred. Emy and Bred have got two children. \_\_\_\_\_ names are Kevin and Evi.

**Exercise 5.** Answer these questions to show if you understand the Possessive.

1. My father's mother is my:
  - a) grandmother;
  - b) aunt;
  - c) cousin;
  - d) mother.
2. My father's daughter is my:
  - a) aunt;
  - b) niece;
  - c) sister;

- d) mother.
3. My mother is my father's:
- a) sister;
  - b) aunt;
  - c) wife;
  - d) mother.
4. My father's sister is my:
- a) aunt;
  - b) cousin;
  - c) niece;
  - d) sister-in-law.
5. My son's son is my:
- a) nephew;
  - b) cousin;
  - c) grandson;
  - d) brother.
6. My brother's wife is my:
- a) aunt;
  - b) cousin;
  - c) niece;
  - d) sister-in-law.
- 7) My cousin's father is my:
- a) nephew;
  - b) uncle;
  - c) stepfather;
  - d) brother.

**Exercise 6.** Make questions with these words.


1. David's / is / who / aunt?
2. got / has / brothers and sisters / how many / Terry?
3. Tracy / grandfather / is / David's / who / and?
4. Children / got / how many / Brenda / has?
5. Brenda's / Terry / parents/ who/ and / are?
6. have / grandchildren / how many / got / Arthur and Shirley?
7. is / David / who / uncle / and / Tracy's?
8. have / Terry and Megan / how many / children / got?

**Exercise 7.** Read about the members of the British Royal Family and decide who it is.

1. Her family name is Windsor. She has four children. Her portrait is everywhere in England. She is very popular. She is not very tall, she has grey hair and blue eyes. She was born in London on April 21st, 1926. She was crowned on June 2nd, 1953. She lives at Buckingham Palace in London. Her name is . . . .

2. He is the Duke of Cambridge. One day he may become King of England. He was born on June 21st, 1982. He has fair hair and blue eyes. He has a son called George and a daughter called Charlotte. His name is . . . .

3. He is the future King, he married twice, and he has two sons. His name is . . . .

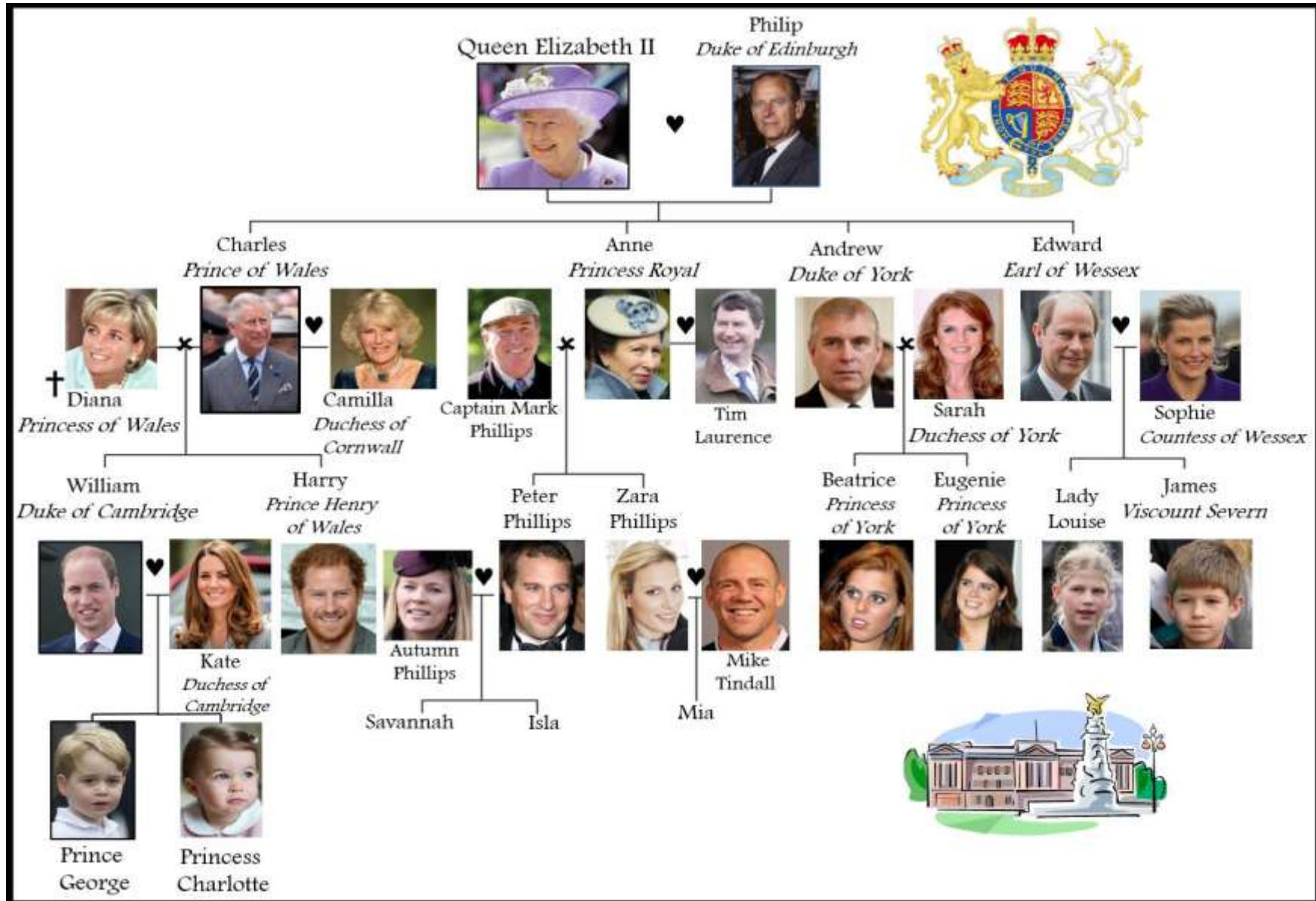
**Exercise 8.**  Listen to some people talking about the Royal Family. Match two opinions with each speaker.

Opinion Speaker (1, 2, 3)

1. They are a bit boring.
2. They're very expensive.
3. I like reading about them.
4. They work hard.
5. They aren't modern.
6. They have interesting lives.

Now answer the questions about the Royal Family (see Family tree of the British Royal Family)

1. Who is Elizabeth's husband?
2. How many sons does Elizabeth have?
3. What are their names?
4. Elizabeth has a daughter, what's her name?
5. How many grandchildren does Elizabeth have?
6. How many great-grandchildren does she have?
7. Who is William's mother? She died in a car crash in 1997, do you know where?




*Family tree of the British Royal Family*

**Exercise 9.** Read the text and choose the correct word.

We can choose our friends, but we can't choose our (1) ... . That doesn't mean, though, that members of our family can't also be our friends. Many children have such a good relationship (2) ... their parents that they see them as friends. Of course when you're a teenager, you'll have (3) ... with your parents. There will be times when you don't (4) ... on very well with them. That's only natural. There will be times when you want to be (5) ... and solve your problems (6) ... yourself. You'll also (7) ... your parents down sometimes. After all, nobody's perfect and we all make mistakes. But your parents understand that. And as you grow (8) ... and become an adult, you'll probably realize you have lots of things in (9) ... with your mum and dad.

- |                |               |               |                   |
|----------------|---------------|---------------|-------------------|
| 1 a) couples;  | b) guests;    | c) strangers; | d) relations.     |
| 2 a) by;       | b) for;       | c) with;      | d) from.          |
| 3 a) moods;    | b) arguments; | c) lies;      | d) dishonesty.    |
| 4 a) get;      | b) take;      | c) put;       | d) set.           |
| 5 a) divorced; | b) single;    | c) grateful;  | d) independent.   |
| 6 a) on;       | b) by;        | c) for;       | d) with.          |
| 7 a) let;      | b) make;      | c) take;      | d) fall.          |
| 8 a) on;       | b) over;      | c) out;       | d) up.            |
| 9 a) private;  | b) common;    | c) contact;   | d) more ordinary. |

**Exercise 10.**  You will hear a report about how families have changed and what issues result from these changes. Replace the words in brackets with the synonyms you hear. <http://englishpage.iris-solutions.org/eng/multimedia/listening.htm>.

### Modern British Families

The \_\_\_\_\_ (old) picture of a happy family living in Britain is no longer true. In the past 20 years, the lives and \_\_\_\_\_ (make up) of families in Britain have changed enormously. The biggest change has been caused by \_\_\_\_\_ (separation). As many as 2 out of 3 \_\_\_\_\_ (relationships) now end in divorce, leading to a situation where many children live with one \_\_\_\_\_ (father or mother) and only see the other at weekends or holidays. Nowadays, many mothers also work, because they need to work to \_\_\_\_\_ (earn money for) themselves and their children. This has caused an \_\_\_\_\_ (rise) in childcare facilities, which



are very expensive and can be \_\_\_\_\_ (hard) to find in many areas. In addition, women are no longer happy to stay at home \_\_\_\_\_ (bringing up) children, and many mothers earn as much as or even more than men. There are also many single mothers, \_\_\_\_\_ (especially) among teenagers. Many of their children never get to know their fathers. However, these changes have not had a totally \_\_\_\_\_ (bad) effect. For women, it has become much easier to have a \_\_\_\_\_ (success in the job). In addition, modern children are often more independent and \_\_\_\_\_ (grown-up) than in the past, because they are used to dealing with \_\_\_\_\_ (unknown people) and mixing with other children.

## Лабораторное занятие № 2. Внешность и характер

*Общая сумма баллов – 0-5.*

*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Underline personality adjectives that have positive meaning. Choose five adjectives that describe your personality and two that do not (both positive and negative). Let your groupmates guess which ones are not typical for you.

stupid	rude	tolerant	optimistic
lazy	friendly	jealous	proud
arrogant	selfish	bossy	boring
quiet	polite	shy	helpful
lively	generous	confident	moody

**Exercise 2.** Read the text and do exercises.

### True Colours

People who wear **white** want to be thought as thoughtful, open-minded and considerate. Lovers of white can also be determinate and calculating.

Those who dress mainly in **black** hope that it makes them look cool and mysterious. However, wearing black is often a sign of insecurity and may even mean that you are a little selfish.

**Blue** is a calming colour so if it's your favourite colour you are probably calm and peaceful. It stimulates your ability to let go of past and move forward. Blue people are often hardworking and determined. Unfortunately they are also pretty mean when it comes to money and giving presents.

**Red** is a stimulating colour. It's a good idea to wear it when your energy levels are low and avoid it if you're feeling angry or irritated. Red stimulates passion and if you frequently choose it in the morning, you want to be seen positive and attractive. You also tend to be moody and others should beware of your fiery temper.

**Green** is the colour of new life and it stimulates the growth of new ideas. Green also awakens compassion and warm feelings towards others. Green-lovers are very competitive and outspoken when it comes to telling others that they're wrong about something.

**Yellow** develops mental activity, co-ordination and communication. If you're feeling tired or run-down it's a good choice. "Yellow people" are outgoing and great fun to be with. Unfortunately they've also a good reputation for being a tiny bit immature.

**Orange** is an all-round stimulant. It can increase your health and vitality as well as brighten your mood. If when you open up your wardrobe orange is your main view, you are creative, friendly, happy and self-confident. The only problems are that orange lovers are quite often inconsiderate and tend to let other people down.

• According to the text what colour do you mainly dress up in if you:

- express your opinions honestly even when it's not popular to do so;
- only care about yourself;
- like to meet and talk to new people;
- like attracting other people;
- really care about feelings, needs or comfort of others;
- aren't generous and hate spending money;
- don't feel confident about yourself;
- work with care and energy;
- behave in a way that is typical of someone much younger;
- can suffer from frequent mood changes;
- like making other people laugh;
- have lots of new ideas and imagination.

- Choose a colour which hasn't been analysed yet (brown, grey, violet, etc.) and write a similar paragraph. To do it you can think of people who usually wear clothes that colour and describe the way they act and their attitudes towards life.

**Exercise 3.** Revise the degrees of comparison of adjectives. Read about Robert Marcy's family. Complete the text with the adjective or its comparative form. Who is easier to live with, Carol or Beth?

We've got two girls – Carol is eight and Beth is sixteen. Carol's a lot ..... (difficult) to live with than her sister, so I think teenagers are ..... (easy) to live with than young children. Beth's much ... (easy-going) and isn't as .... (selfish) as Carol – but sometimes they're both as .... (moody) as each other! Also Carol is less .... (polite) and much ..... (noisy), but I think that's just because she's .... (young). They're both doing OK at school, but Carol's a bit ... (bright) than Beth was at her age and her reports are always .... (good) than Beth's. but perhaps Beth's reports aren't as .... (good) as Carol's because these days she's ..... (interested) in boys than her school work!

**Exercise 4.** Mind the structures: *a lot noisier, much lazier, a bit more worried, as intelligent as*. Listen and put the adjectives in the correct column. There are two extra adjectives: *moody; organized; polite; easy-going; ambitious; lazy; goodlooking; mature; rich; old; aggressive; stubborn*.

Lucy's mother thinks Dom is	Lucy's father thinks Dom is

**Exercise 5.** Choose the correct words.

1. Jason is the least *busy / busiest* person in the family, of course.
2. Adrian is the *elder / eldest* person in the family.
3. Gemma is the *less / least* helpful person, but she will change.
4. Sean is the least *stress / stressed* person I know.
5. Sean is my *closest / most close* friend.
6. Joseph is the least *lazy / laziest* person.
7. The *brightest / brighter* person is Elaine, my mother.
8. I don't think I'm the *least / less* organized person in the world.

**Exercise 6.** Make negative adjectives. Use the prefixes un-, in-, im-, dis-, ir-: *patient, honest, selfish, reliable, responsible, correct, possible, healthy, mature, polite, patient, organized, regular, decisive.*

Use some of the negative adjectives you've made and complete the sentences.

1. He never arrives on time. He is very ... .
2. She always thinks about other people. She's the most ... person I know.
3. Do you trust them? – Generally, I don't think they are ... people.
4. She always wants everything now. She's always been so ... .
5. He's 25, but he behaves like a teenager. He's bit ... .

**Exercise 7.** Think about your life now and your life five years ago. For both of these times in your life write two adjectives each:

- a) for your personality;
- b) appearance;
- c) day-to-day-life.


E.g. I'm much less shy now than I was then.

I was a bit thinner five years ago.

My life isn't as stressful as it was five years ago.

**Exercise 8.** Choose words from the table and describe your groupmates.

General appearance:	Handsome, good-looking, pretty, attractive, beautiful, plain, ugly.
Age:	Young, middle-aged, old, in his early/mid-/late thirties.
Height:	Tall, short, of medium height.
Build:	Fat, plump, well-built, slim, thin, of medium built.
Eyes:	Green, blue, grey, big, small.
Hair:	Short, long, wavy, curly, straight, fair, light/dark brown.
Other features:	Beard, moustache, glasses, broad shoulders, full lips, friendly smile, dark / light complexion, bald, wrinkles, freckles.

**Exercise 9.**  Listen to the description of a girl.

- Decide if the statements are true (T) or false (F).
1. Lucy sometimes changes the colour of her hair.
  2. She is as good-looking as a model.
  3. One of her favourite hobbies is walking.
  4. She's a person that her friends can rely on.
  5. She could work harder at school if she wanted.

6. The best time of the day for her is the morning.
  7. She is very organized and tidy.
  8. She is a friendly, outgoing person.
- Listen to the descriptions again and complete the patterns.

*Appearance:*

What does she (1) .....

She's usually got (2) ..... . And she sometimes (3) ..... in a pony tail.

Everyone says she (4) ..... a model.

*Interests:*

What does she like?

She likes (5) ..... to music, rock music – she's always (6) ..... her Walkman on!

*Personality:*

What is she (7) .....

She's got a lovely (8) ....., you know.

She sometimes (9) ..... a bit disorganized, but really she's totally (10) .....

And she's (15) ..... to help.

**Exercise 10.** Write notes about someone you know. Tell about this person.



- Who are you going to describe?  
Alex – my uncle
- How long have you known him/her?  
all my life
- What does he/she look like?  
short, black hair, beard
- What does he/she like?  
football, dogs
- What is he/she like?  
honest, shy, reliable

## Лабораторное занятие № 3. Семейные традиции и праздники

**Общая сумма баллов – 0-5**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Guess the holiday.

*(April Fool's Day, Independence Day, Easter, Thanksgiving Day, Mother's Day, New Year's Day, Halloween, St. Valentine Day).*

1. It is a public American Holiday, which is dedicated to the birth of the state.

2. The festival in honour of all saints, now celebrated as a masquerade with costumes of different wicked characters such as witches, skeletons, ghosts.

3. For this holiday people buy greeting cards and flowers and give presents to women.

4. In the autumn of 1621, the Pilgrim Fathers celebrated their first harvest festival in America. Since that time it has been celebrated on the fourth Thursday in November every year.

5. This holiday is marked in honour of the resurrection of Jesus.

6. A celebration where the people show their affection to each other.


7. All the people have a lot of fun, they play jokes on each other. This is the day of national good humour.

8. It is not so popular in England as in our country, but it is rather popular in Scotland. On that day people usually visit their friends and there is a lot of dancing and eating. In Scotland people bring a piece of coal for good luck.

**Exercise 2.** Match family parties with their definitions:

- 1) birthday party; a) a party to celebrate someone's wedding; formal or informal; at home or in a restaurant; with presents, food and drink, music, dancing, short speeches and toasts;
- 2) surprise party; b) a party in honor of someone who is going away;
- 3) housewarming; c) guests hide in the apartment or unexpectedly appear at the door when the person in whose honor the party is given comes back home;

- 4) wedding party; d) a celebration of someone's birthday; usually informal; guests bring presents; the hosts provide meals, drinks, entertainment;
- 5) farewell party. e) a party to celebrate a family's moving into a new house or apartment; guests bring presents useful for the house; the hosts offer refreshments.

**Exercise 3.**  Listen to the speakers talking about different celebrations and do the following exercises.  
<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/celebrations>

- Match the speaker with the celebration and write a – e next to the numbers 1-5.

- |               |                                 |
|---------------|---------------------------------|
| 1) speaker A; | a) golden wedding anniversary;  |
| 2) speaker B; | b) Notting Hill Carnival;       |
| 3) speaker C; | c) end of term party at school; |
| 4) speaker D; | d) Royal wedding;               |
| 5) speaker E. | e) surprise birthday party.     |

- Now complete the gaps with the Speaker (a-e).

1. Speaker \_\_\_\_\_ will see people dressed in amazing costumes.
2. Speaker \_\_\_\_\_ is going to decorate the venue with Chinese lanterns and projections on the wall.
3. Speaker \_\_\_\_\_ is worried about someone on Facebook spoiling the surprise.
4. Speaker \_\_\_\_\_ is going to be careful of people stealing things.
5. Speaker \_\_\_\_\_ is going to listen to old-fashioned music played on an old-fashioned machine.
6. Speaker \_\_\_\_\_ is in one of the bands that are playing.
7. Speaker \_\_\_\_\_ is going to taste food from all over the world.
8. Speaker \_\_\_\_\_ is going to celebrate with the whole family.
9. Speaker \_\_\_\_\_ is organising a party for her two best friends.
10. Speaker \_\_\_\_\_ is going to make sure there is no traffic on her street.

**Exercise 4.** Read the text about gift-giving in Britain.

### **Gift-giving in Britain**

In Britain, there are two occasions each year when people usually receive presents: on Christmas Day and on their birthday. In the past, your 21st birthday was the most important because it symbolised becoming an adult. People traditionally received a silver key on that day to symbolise opening the door to the adult world. Today, people in Britain legally become adults at the age of eighteen, so they often have the biggest celebration on that birthday.

The custom of giving gifts on 25 December only dates back to Victorian times. Before that it was more common in Britain to exchange presents on New Year's Eve (31 December) or Twelfth Night (5/6 January). These days, on Christmas Eve parents put presents for young children in "stockings" and leave them in their bedrooms while they are asleep. When the children wake up in the morning, many of them believe that Santa Claus has visited them in the night and brought them their presents. Gifts for older children and grown-ups are put around the Christmas tree on Christmas Eve. Then, on Christmas morning, everyone sits around the tree and opens their presents.

Easter and Mother's Day are also important days. Young children usually receive chocolate eggs at Easter, and people often give presents (usually chocolates or flowers) to their mothers on Mother's Day. People also receive gifts on important occasions in their lives. For example, all the guests at a wedding traditionally bring a gift for the bride and groom. And these days, students sometimes get presents from their parents if they do well in their exams.

#### **Are these sentences true or false?**

1. In the past, your 21st birthday was more important than your 18th birthday.
2. Today, people in Britain become adults at the age of 21.
3. In Britain, people have always exchanged presents on Christmas Day.
4. Parents put presents for young children in their bedrooms while they're asleep.
5. Older children open their presents with the adults.



6. People open their presents on Christmas Day in the afternoon.
7. Mothers often receive chocolates or flowers on Mother's Day.
8. When people get married, they give presents to the guests at their wedding.

**Exercise 5.** Read and translate the text. What is the most important thing about keeping traditions?

### **Traditions: Why Family Traditions are Important**

*by Jamie Moesser*

My family likes traditions, but it wasn't until I got married and acquired another family with very different traditions that I realized what's important isn't necessarily how traditions are celebrated, but that they are celebrated. Growing up, my family made a very big deal of Christmas with multiple Christmas trees, a house full of decorations, and a special "Gift to Jesus" ceremony Christmas morning. On the other hand, my husband's family, bless their hearts, adamantly refused to put up a tree until Christmas Eve, and even then, it was the shortest, stubbiest thing ever. They prided themselves on serving pizza for Christmas dinner. They pride themselves on these symbols, these "non-traditions" of their laid-back approach to life. But their lack of traditions is as much a part of their identity as the my family's abundance of traditions is a part of ours.

Ernest W. Burgess, professor of Sociology at the University of Chicago, says this about family traditions: "Whatever its biological inheritance from its parents and other ancestors, the child receives also from them a heritage of attitudes, sentiments, and ideals which may be termed the family tradition, or the family culture." Tradition is not just a family's unique way of celebrating a holiday, it is a way of creating cohesiveness. Wikipedia, in fact, cites multiple purposes for traditions, including:

1. Tools for parents and elders to carry out the responsibility of raising children and inculcating into them social values and ethos.
2. Ways to ensure the warmth and closeness of family bonding, which is a balancing force against entropy. "In physical science, the term entropy means the tendency of the physical system to lose energy and coherence over a period of time, like a gas dissipating until it is all but

gone. An “entropic family” is one that loses its sense of emotional closeness because members neglect the family’s inner life.”

It is easily arguable that another important function of traditions is to make occasions memorable, to distinguish certain days or events so they last for years and years in the collective memories of participating family members, thus providing a sense of continuity and belonging. In their best sense, they anchor us to each other.

**Exercise 6.** You and your friend are thinking of how you could spend New Year. Discuss the following options and choose the one you both like most of all, make up your own dialogue. Follow the example:

- a) with your parents at home;
- b) go for a walk;
- c) at your friend’s house;
- d) go to the disco party.

“Hi! Have you decided how to celebrate our favourite holiday?”

“You mean New Year’s Day, don’t you? Well, I think I’ll stay with my parents as usual. First of all, New Year is a family holiday. Traditionally, on the thirty-first of December we decorate a fir-tree and put presents under it. The family meal is a central part of our celebration. When the Kremlin clock strikes twelve, we wish each other ‘Happy New Year’ and give each other presents. I usually get lots of presents from my relatives so I’m looking forward to this day. It’s a great time of the year! You can come and celebrate with us if you like.”

“Well, thank you, but I think it’s rather boring to celebrate this holiday with parents. There’s not much to do except watching TV and talking. Besides, your parents usually go to bed rather early and won’t allow us to stay up all night. Why don’t we have something different this year?”

“Perhaps you are right. But what do you suggest?” .....

The following English phrases and expressions are used to make/accept/refuse suggestions.

*Making suggestions:*

Let’s V.

What about Ving?

How about Ving?

*Accepting suggestions:*

Yes, I’d like to / love to.

What a good idea!

Why not?

Why don't we V? good idea.	That sounds like a good idea.
Couldn't we V? <i>suggestions:</i>	<i>Refusing</i>
Shall we V?	No, I'd rather not.
What would you say to a cup of coffee?	I don't feel like it.
Don't you think it is a good idea to watch TV? bad idea!	What an awful / bad idea!

### Лабораторное занятие № 4. Конфликт поколений

**Общая сумма баллов** – 0-4.

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Three teenagers were asked the question “What do you think about being a teenager?” Choose from the list *a-d* a sentence that describes each speaker. Use letters only once. There is an extra letter which you do not need to use.

Teenager 1. Everybody says that youth is probably the best time of life. I doubt whether it is true. It seems to me that it is the most difficult time. You have to make some very important decisions which will influence all your future life.

Teenager 2. Being young means dates, love, new discoveries, choosing a career, thinking about many problems and ways to overcome them.

Teenager 3. Being a teenager means taking a lot of exams. It is very difficult, especially, when you fall in love and can't think about anything but about your love.

- a) I am quite indifferent to many problems but choosing a career.
- b) It's time for important decisions.
- c) Exams make my life difficult.
- d) Despite love and dates, I think about anything in the world.

**Exercise 2.** Describe to your partner what your parents were like when you were a child. Give reasons for their behavior. Make use of the words from the table below.

My parents	They believed
Were strict Were supportive Were permissive Pressured me to study a lot Wanted me to make my own decisions Spent a lot of time with me	Children needed discipline Children needed encouragement Children should have fun Education was important Children should develop independence Family life was important

e.g. *A:* What were your parents like when you were growing up?

*B:* My parents? Well, they were very strict with me, since they believed children needed a lot of discipline. That's how they were brought up. How about yours?

*A:* Well, they were not strict, but they used to pressure me a lot. As my father loved music, he wanted me to learn to play the piano. He used to get mad at me for not practicing.

**Exercise 3.** Match the two parts of the sentences.

1. Teenagers are a mass of confusion as ....
  2. Parents must make them understand that if ....
  3. While being 'grown up' has many attractions, ... .
  4. For instance, teenagers want to stay out till all hours of the night, ... .
  5. Growing up can ... .
- a) they sit on the fence between their childhood and adulthood;
  - b) be quite scary;
  - c) the responsibilities that go with it often come as a nasty surprise;
  - d) they want to party hard, they must also work hard;
  - e) but when it comes to waking up in the morning in time for classes,

it's a different story.

**Exercise 4.** Read the following statements and say which of them characterize the relationships with your parents best of all.

1. The contact with my grandparents is reduced to a check or cash in a birthday or holiday card.

2. One to one relationship with grandma or grandpa became limited to special occasions rather than ordinary events.

3. I am one of the lucky ones in having my grandma share with me a lengthy overseas trip. The outcome of the trip was an intellectual enhancement for both of us.

4. My parents treat me as an adult and I am able to see that wise piece of advice can be gleaned from someone older than myself.

5. My parents gained tolerance for my way of communicating with others without the restraint built in by tradition.

6. I, like the rest of my friends, think that my parents are overprotective and examine carefully every bit of advice they give me before deciding whether to heed it.

7. I am no saint. My room is sloppy and my parents are constantly grumbling that I never wash the dishes I have soiled. Yet I am always neat looking and presentable.

8. I talk to my mom at least once a week, sometimes several times a week, and then my father about once every couple weeks.

9. I keep very few secrets from my mom/ dad. The things I am dealing with at school, things about relationships with family or friends, love interests, kind of the whole array of things.

### **Exercise 5.** Reading and discussion.

It is difficult to describe a typical family nowadays. Depending on the country and the culture, families can range from a large extended group of relatives living together in one home to a single parent family with only one child. While large extended families were once common in North America and many western countries, nowadays, it is unusual for grandparents, uncles, aunts and cousins to all live together in one home.

In Canada and the United States, children are encouraged to be independent. Many young adults live by themselves or with roommates while going to university and most move out of the family home permanently when they have completed their education. They choose their own careers and their own spouses. Arranges marriages are not part of the western cultures. Most young married couples choose to live apart from their parents and many even end up living in different cities.

Western society also emphasizes the independence of the elderly. When senior citizens become too old to live independently, they often move into special care facilities or nursing homes. People from other cultures may find this aspect of western societies very strange because in

their cultures they are used to caring for their elderly parents in their own homes.

Another major change in the structure of the family results from the increase in divorce and remarriage in our modern society. Nowadays, blended families are becoming more and more common. Many households now include stepparents, stepbrothers and sisters, half-brothers and sisters. The number of single-parent homes now is increasing rapidly.

### **Questions for discussion**

1. In your country, do young adults often live with roommates when they live home?
2. In your country, do married couples often live with their parents?
3. Are arranged marriages common in your country?
4. Are there many single parent families in your country?
5. If parents are divorced in your country, who usually gets the custody of the children?
6. Who looks after elderly parents in your country?
7. What are the advantages and disadvantages of living in a multi-generational family?

### ***Модульная единица 1.2. Распорядок дня***

Лабораторное занятие № 5. Распорядок дня в будние и выходные дни

***Общая сумма баллов – 0-5.***

***Формируемые на занятии компетенции:*** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### **Задания к занятию**

#### **Exercise 1.**

- Read and write the time in words.
  - a) 6:32;
  - b) 2:58;
  - c) 8:45 p.m.;
  - d) 7:15;
  - e) 12:30;

- f) 8:43;
- g) 10:25 a.m.

- Write the correct day or month.
  1. What day comes after Sunday?
  2. What day comes before Thursday?
  3. What day comes after Friday?
  4. What month comes after August?
  5. What month comes before January?
  6. Which month is your birthday?

**Exercise 2.** Fill in the gaps: *back, check, e-mails, shower, read, morning, cup, have, name, bed, teach, hour, news, get, about.*

Hi! My ... is Sam. I wake up at 9 o'clock in the ..., about 9 o'clock. And then I get up, and make a ... of coffee. I ... Facebook and have a look at the ... . I spend about an ... drinking coffee, look at my computer. Then I have a ..., go to work. I normally ... to work at 10:30. When I get to work I check my..., talk to my colleagues, do what I need to work. And I ... lunch? about 2 o'clock. And then, normally ... 4 o'clock I go to Quanghai, I need to get the MTR to Quanghai to ... until 7 o'clock. Then I come ... home, have dinner, ... for a bit, watch television and go to ... at about 1 o'clock.

**Exercise 3.** Complete the phrases with a suitable word:

for / to / watch / stay / with / visit / sport / the / out (2) / go / friends

- |                               |                      |
|-------------------------------|----------------------|
| 1) go ..... a drink;          | 7) eat .....         |
| 2) go; .....                  | 8) ..... in;         |
| 3) have coffee ..... friends; | 9) ..... shopping;   |
| 4) go to ..... cinema;        | 10) do .....         |
| 5) ..... TV;                  | 11) phone .....      |
| 6) go ..... concerts;         | 12) ..... my family. |

Now use the phrases in your sentences and tell how often you do or don't do (3 positive and 3 negative sentences) these free time activities. Use the frequency adverbs (always, often, usually, sometimes, never).

**Exercise 4.** Watch the video “A Day In Fred’s Life”.

([http://www.eslvideo.com/esl\\_video\\_quiz\\_low\\_intermediate.php?id=13279](http://www.eslvideo.com/esl_video_quiz_low_intermediate.php?id=13279)):

- a) answer the questions online and check your score;
- b) listen again and fill the gaps with times.

10:45      7:00      2:30      8:30      7:30      6:30      10:15

5:30

1. I wake up at \_\_\_\_\_ and I usually get out of bed at about \_\_\_\_\_ and then I come down the stairs and have breakfast.
2. School starts at \_\_\_\_\_ and then we have two lessons which go until \_\_\_\_\_.
3. \_\_\_\_\_ we have break for fifteen minutes.
4. Then we have two more lessons after lunch and we finish school at \_\_\_\_\_.
5. My mom gets home about, usually between \_\_\_\_\_ or six and so we’ll usually eat dinner at about \_\_\_\_\_.

**Exercise 5.** Complete the following text by opening the brackets.

Every weekday, Mark (get up) at 6:45 a.m. and then (take) a shower. He normally (not have) breakfast at home because he (not have) enough time. He (go) to the office by car and (get) there at 7:15 a.m., then he (have) breakfast at the office at about 7:30. Mark (be) an accountant in a very important exportation company. In the morning he (work) from 7:00 to 1:00, he usually (have) a break at 10:30 a.m. and then lunch at 1:00 p.m. At 2:00 p.m. he (start) work again and (leave) the office at 5:00 p.m.. He (go) to the gym at about 6:00 p.m. three times a week and, during these days he (get) home at 8:00 p.m. When he (not go) to the gym, he (relax) at home; he (watch) TV or (go) out with his friends. Mark never (make) dinner; he always (eat) at a local restaurant. Italian (be) his favorite food. He usually (read) a few pages from a book before going to bed. He (fall) asleep at 11:00 p.m.

On Saturdays, Mike always (study) German at a languages centre and, always (have) lunch with Kate, his girlfriend. They (spend) all the day together and they sometimes (do) extreme sports, they (love) to go rock climbing. They sometimes (go) out on Saturday nights but they (not drink) alcohol, they (be) a very healthy couple. On Sundays, Mark and Kate always (get up) very late and she usually (make) breakfast. They frequently (go) to the park and always (have) lunch with her family, Mark’s family (live) in another city.



**Exercise 6.** Rewrite the following text in the Past Simple tense to tell what happened last Tuesday.

On Tuesday I **get up** at half past six. I **go** to the bathroom and **wash** my hands and face and **clean** my teeth. Then I **cook** breakfast for my family. At half past seven my brother **gets up** and **has** breakfast. He **eats** a sandwich and **drinks** a cup of tea. I **drink** coffee. After breakfast my brother **leaves** home for school. I **don't leave** home with him. On Tuesday I **don't study** in the morning. I **study** in the afternoon. In the evening I **am** at home. My parents **are** at home too. We **rest** in the evening. My brother **watches** TV, my parents **read** newspapers and I **do** my homework. At about eleven o'clock we **go** to bed.

**Exercise 7.** Read the sentences and ask for more information using question words in brackets.

1. Sally had tea for breakfast this morning. (What?)
2. Sally got up early this morning. (What time?)
3. Sally went out last Saturday night. (Where?)
4. Sally went shopping last weekend. (When?)
5. Sally spoke English to her teacher yesterday. (When?)
6. Sally came to university by car today. (How?)
7. Sally phoned her friends yesterday. (Who?)
8. Sally slept well last night. (How?)
9. Sally cooked dinner yesterday. (What?)

Лабораторное занятие № 6. Различные виды занятости и условия работы

*Общая сумма баллов – 0-4.*

*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Match each job in box A with a place in box B. More than one answer may be possible.

Cashier	farmer	mechanic	photographer	receptionist	waiter			
cook	hairdresser	miner	pilot	vicar	dentist	librarian	musician	porter
Bank	garage	studio	kitchen	coal-mine	cockpit	hotel	office	surgery
salon	field	concert hall	restaurant	church	library			

**Exercise 2.** Match each job from the box with the sentence which best refers to the job.


1. Yesterday I had to give an injection to an injured bull.
2. I get rather tired of picking up rubbish all day.
3. I can help you sell your house.
4. I can make new doors for the wardrobe if you like.
5. Make sure that the fish is fresh by looking at the eyes.
6. I'll come round and replace all the pipes in the kitchen.
7. Unless you keep the receipts you'll pay more tax.
8. The cause was either an electrical fault or a cigarette.

**Exercise 3.** Complete each sentence (1-8) with a suitable ending (a-h). Use each ending once.

1. If you work hard, the company will give you... .
  2. In a different job I could get a higher ... .
  3. The best way to find new staff is to put a/an... .
  4. Because he had stolen the money, we decided that...
  5. She has a pleasant personality but hasn't got the right...
  6. In the meeting we are going to discuss the ... .
  7. I think it would be a good idea to send in your ... .
  8. We cannot give you the job without ... .
- a) qualifications for a job of this kind;
  - b) advertisement in the local press on Friday;
  - c) application for the job as soon as possible;
  - d) promotion to a more responsible position;
  - e) references from your previous employer;
  - f) dismissing him was the only possible action we could take;
  - g) salary and better conditions of employment;
  - h) appointment of a new sales representative.

**Exercise 4.** Match questions (1-4) to answers (a-d).

1. How do you get to work / university / school?
  2. How long does it take you (to get there)?
  3. How far is it?
  4. How much does it cost?
- a) (It's about) 15 kilometers.
  - b) (I go) by train.
  - c) It costs) about \$30 a week.
  - d) (It takes) about 40 minutes.

 Listen to a part of the TV programme. Find one reason why Tony, Andrea and Ian live a long way from work.

Make questions with these words. Use the Present Simple.

1. Who / leave / home at 6.15 a.m.?
2. How / Ian / travel to work?
3. Who / finish / work at 2 a.m.?
4. How long / it / take Ian to get to work?
5. Who / spend / £8,000 a year on travel?
6. Where / Andrea / stay when she's in London?
7. Who / commute / to London five days a week?

 Listen again and answer the questions.

### Лабораторное занятие № 7. Назначение встречи


**Общая сумма баллов – 0-4.**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Complete the sentences with *an / on / in* where necessary.


1. I haven't seen Kate for a few days. I saw her ... last Tuesday.
2. ... weekends, we often go for long walks in the country.
3. I've been invited to a wedding ... 14 February.
4. Jonathan is 63. He'll be retiring from his job ... years' time.
5. Jenny's brother doesn't have a job ... The moment.
6. There are usually a lot of parties ... New Year's Eve.
7. I don't like driving ... night.
8. .... Saturday night I went to bed ... 10 p.m.
9. We travelled overnight to Paris and arrived ... 5 o'clock ... the morning.
10. The course begins ... next year.

**Exercise 2.**  a) Listen to Dialogue 1. When and where are Justin and Tracey going to meet?

b) Match the halves of the questions:

1. What are you ..... a) meeting up in town?

- |                        |                          |
|------------------------|--------------------------|
| 2. Do you fancy.....   | b) are we going to meet? |
| 3. Where do you .....  | c) meet at the cinema?   |
| 4. What .....          | d) time?                 |
| 5. Why don't we ...    | e) want to meet?         |
| 6. Where exactly ..... | f) up to?                |

**Exercise 3.**  Listen to Dialogue 2. Why don't Tracey and Justin meet at the arranged time? What is their new arrangement? Circle the correct information in the table.

Time	Place	Exact meeting point
4.15	The sports shop	By customer services
4.30	The library	By the back door
5.00	The music shop	On the top floor
5.30	The museum	On the ground floor

### *Модульная единица 1.3. Досуг и увлечения*

Лабораторное занятие № 8. Активный и пассивный отдых

**Общая сумма баллов** – 0-4.

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

#### **Задания к занятию**

**Exercise 1.** Complete the sentences with the words below: *coffee shop; computer game; hobby; listen to music; paint; play soccer; read; go for a drive; surf the Net; swim; take a nap watch TV; write poetry; go for a walk; hang out.*

1. Every weekend, my sister and I go to a swimming pool near our home. We love to \_\_\_\_\_.

2. I don't do anything special in my free time. I just stay at home and \_\_\_\_\_. I like cooking shows.

3. My cousin likes to \_\_\_\_\_. You can read her poems in our school newspaper.

4. I have a new computer. I like to \_\_\_\_\_.

5. My favorite \_\_\_\_\_ is window shopping!

6. I like to \_\_\_\_\_ in my car.

7. There's a small \_\_\_\_\_ near our school. I often have coffee there with my classmates after class.

8. My friends and I just like to \_\_\_\_\_ together and chat. We like spending time together.

9. I study and I have a part-time job, so I'm usually very busy. In my free time I like to \_\_\_\_\_.

10. Do you like to \_\_\_\_\_? I do. I like to listen to classical, pop, and rap music. Anything, really.

11. I love to exercise and play sports. I especially like to \_\_\_\_\_ with my friends.

12. \_\_\_\_\_s are a lot of fun! My brother and I always play them together. I got the high score today.

13. My uncle likes to \_\_\_\_\_ pictures of animals and plants. They're really beautiful.

14. I like to \_\_\_\_\_ news magazines.

15. There's a nice park in our neighborhood. My family and I like to \_\_\_\_\_ there every evening.

**Exercise 2.**  Listen to four conversations about free-time activities.

- Match the teenagers with their hobbies.

- |            |                        |
|------------|------------------------|
| 1) Duncan; | a) riding a BMX bike;  |
| 2) Shama;  | b) computer games;     |
| 3) Martin; | c) chess;              |
| 4) Karen.  | d) listening to music. |

- Complete the sentences with the names of the teenagers. Which sentences are also true for you?

Who:

1. \_\_\_\_\_ has a lot of different hobbies and interests.
2. \_\_\_\_\_ doesn't get very much physical exercise.
3. \_\_\_\_\_ has a hobby that might become a profession.
4. \_\_\_\_\_ is very keen on physical exercise.
5. \_\_\_\_\_ sometimes goes dancing in clubs.
6. \_\_\_\_\_ doesn't watch TV but watches films.
7. \_\_\_\_\_ does aerobics.
8. \_\_\_\_\_ spends a lot of time surfing the Internet.

**Exercise 3.** Do you play computer games? You know all those people that told you that video games are bad for you? They were wrong. Visit

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/video-games-are-good-you>, read the text “Video games are good for you” and do the following exercises:

- a) preparation (do it before you read the text);
- b) check your understanding: multiple choice;
- c) check your vocabulary: gap fill.

**Exercise 4.**  You are going to hear a person talk about reality TV.

- Decide whether the statements are true or false or not given.
  1. The speaker would like to see less reality TV.
  2. The people who take part in the jungle shows are not that well known.
  3. Reality TV is meant to make money for charity.
  4. The speaker enjoys watching shows about people with physical abnormalities.
  
- Put the text in the correct order. Listen again and check.
  1. If you ask me, there are far too many so-called reality shows on TV. First of ... .
  2. to get some publicity for themselves. And, some of the disgusting things they ... .
  3. things – and, and being thrown out one by one. Then, there are the
  4. people, people who have strange physical differences. They say they’re ... .
  5. freak shows they used to have back in the 19th century.
  6. all, there are the sort of shows with ten people in a house doing stupid or ... .
  7. make them do! Ugh! But there are also so many programmes about people ... .
  8. who are different from the majority in some way – very fat people, very small ... .
  9. outdoor versions of those, in the jungle or in a forest or whatever. Those ones ... .
  10. who are somehow extraordinary. But, if you ask me, they are just like the old ... .
  11. usually have some very minor celebrities in them, who’ve agreed to take part ... .
  12. showing them to ‘increase our awareness’ or to get our sympathy for people ... .

- Does the speaker like reality TV? What about you?

**Exercise 5.** Interview your partner about his or her free-time activities. Use the following questions from and your own ideas.

1. What do you do in your free time? 2. How much time do you spend watching TV? 3. Have you got any other hobbies? 4. Do you play computer games on your own or with friends? 5. What about sport and exercise? 6. What kind of music do you listen to? 7. What else do you like doing? 8. Do you watch a lot of TV?

Лабораторное занятие № 9. Обсуждение планов на выходные

**Общая сумма баллов – 0-4.**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Answer the questions and match grammar constructions (1-5) with explanations (a-e) given below:

- an intention, a plan made before the moment of speaking;
- an intention, a decision that we make now, at the moment of speaking;
- a simple future fact;
- an arrangement made for a particular time in the future;
- a future event or action that seems certain because of something we can see now.

#### 1. Present Continuous

Gill's got a new boyfriend, Jack. She's looking at her diary.

*Gill:* I'm meeting Jack at 8.30 next Saturday.

Has Jack agreed to meet Gill next Saturday? .....

Is Gill talking about a) an arrangement OR b) a possibility?

#### 2. Going to

Gill wants a new dress for Saturday.

*Gill:* I'm going to buy a new dress. Gill has made a decision. What is her plan now?

She ..... a new dress.

### 3. *Going to*

Gill wants to go into town to buy her dress. She's looking at some black clouds.

*Gill:* I need an umbrella. It's going to rain.

1. Is it raining now? .....

2. What seems certain because of the black clouds? It .....

### 4. *Will*

Gill's phoning Jack about Saturday.

*Gill:* I'm getting the 7.45 bus. So, I'll arrive in town at 8.15. The bus into town usually takes 30 minutes. What time will the 7.45 arrive in town?

It ... at 8.15.

### 5. *Will*

*Gill:* Can you meet me?

*Jack:* Yes. I'll meet you at the bus station.

Does Jack decide to meet Gill a before she asks the question OR b at the moment he speaks?

**Exercise 2.** What do you say? Use the present continuous or will or going to.

1. You're 16. It's your birthday next Friday. I (be) ... 17 next Friday.

2. To celebrate your birthday, your parents wanted to take you to a restaurant, but yesterday you decided to have a big party. I don't want to go to a restaurant.

I (have) ... a big party.

3. You've invited twenty people. They've all accepted the invitation. You're telling your parents about the arrangement. Twenty people (come) ... to my party.

4. You aren't sure what to wear on Friday. Decide! I know! I (wear) ... my yellow dress.

5 You want to have the party outside. You're watching the TV weather forecast. Great! It (not rain) ... on Friday.

**Exercise 3.** Which sentence follows the first sentence? Underline the correct verb form.

1. I'm free tomorrow. (I'm not working. / I won't work.)

2. I've decided to go into town. (I'll buy / I'm going to buy some new clothes.)



3. My sister can't come with me. (She works / She's working tomorrow morning.) 4. Who can I ask to go with me? I know! (I'm going to phone / I'll phone Kate.)

5. We can get the 8.30 bus. (We'll be / We're going to be in town at 9.00.)

**Exercise 4.**  Listen to the conversation about plans for the weekend and do the exercises.

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/weekend>

• Do this exercise while you listen. Which six activities do the speakers say they are going to do? Tick (✓) all the correct answers.

- |                           |  |
|---------------------------|--|
| 1) snowboarding           | .....a) visit Notre Dame cathedral;      |
| 2) dirtboarding           | .....b) visit the old parts of the city; |
| 3) canyoning              | .....c) go round the Louvre;             |
| 4) bungee jumping         | .....d) go to the Musée D'Orsay;         |
| 5) go up the Eiffel Tower | e) visit Montmartre and look at the      |

views

• Circle the best option to complete these sentences.

1. A dirtboard is *a board with wheels that you stand on / a board with no wheels that you stand on / a board that you sit on.*

2. To go canyoning you need *ropes and a helmet / a guide and special equipment / ropes and special equipment.*

3. Zip-wiring is *scary and difficult / easy and exciting / scary but exciting.*

4. Paris looks so beautiful *at night / on television / in the photos.*

5. The impressionist paintings are *in the Louvre / the Musée D'Orsay / the Rodin Museum.*

6. The famous Rodin statue is called *The Worker / The Thinker / The Philosopher.*

7. The girl is going to Paris *for the weekend / four days / five days.*

8. She's going with *her friend / her boyfriend / her family.*

• Whose weekend would you prefer? The boy's or the girl's? Why?

**Exercise 5.** Complete the sentences with the words in the box.

About	come	fancy	into	let's	mood	need	nice	only
		persuaded	really	talked				

*Suggesting*

*Persuading*

1. Do you ... going out?  
go out.

7. But I still think it would be ... to

2. ... go and see a film.  
fresh air?

8. Don't you think we ... some

3. How ... a game of cards?

9. Oh, ... on!

*Objecting*

*Compromising or agreeing*

4. I'm not in the .....  
coffee!

10. But ..... if you buy me a

5. I don't ... fancy it.

11. OK, you've ... me.

6. I'm not really ... chess.

12. You've ... me into it .

**Exercise 6.** Number the sentences in the correct order to make a dialogue.

1. No problem. What do you fancy? Ham sandwiches?
2. OK, let's go to the swimming pool and lie in the sun.
3. Shall we go shopping? There's nothing in the fridge.
4. I still think the pool will be packed today.
5. Go on, then. But only if you make lunch!
6. Not if we go early and get a good spot! Oh, come on!
7. Too many people. Why don't we go for a walk?
8. I don't want to go shopping. The weather is nice.
9. What shall we do today?
10. No, not a walk. Let's take lunch to the pool instead.

**Exercise 7.** Work in pairs. Complete the dialogue. Ryan wants to go out for dinner on Saturday evening, but Lily wants to order a take-away pizza and eat it in front of the TV.

*Ryan:* (suggestion) What ..... ?

*Lily:* (suggestion) ... a pizza.

*Ryan:* (objection) ... (suggestion)

*Lily:* (objection) ...

*Ryan:* (persuasion) ...

*Lily:* (objection) ...

*Ryan:* (persuasion) ...

*Lily:* (compromising) ....

*Ryan:* (agreeing) ...

## **Модульная единица 1.4. Здоровье и здоровый образ жизни**

### Лабораторное занятие № 10. Основы здорового образа жизни


**Общая сумма баллов – 0-4.**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

#### **Задания к занятию**

**Exercise 1.** Complete the sentences with your ideas.

1. Lifestyle is a way of life that ...
2. To be happy and healthy, you need ...
3. Healthy eating means ...
4. You should incorporate any kind of exercises in to your daily life to ...
5. Failure to manage stress effectively ...
6. Living a healthy lifestyle involves ...

**Exercise 2.**  Healthy life starts with healthy eating habits. Listen to news report on young people's eating habits and choose the best answer to the questions below. Before you listen, make sure you understand the following words: *processed food; frozen ready-made dish; mashed potatoes; healthy nutritious meals; prepackaged instant food; tinned soup; home cooked meals; obvious; skip.*

1. The speaker says young people:
  - a) had a healthier diet in the past;
  - b) think fast food is nutritious;
  - c) would be healthy if they didn't eat fast food.
2. Modern day families:
  - a) prefer to eat out;
  - b) don't have time to prepare healthy food;
  - c) eat more than they should.
3. The speaker says:
  - a) people should skip breakfast instead of eating doughnuts and croissants;
  - b) home cooked meals are very nutritious;

c) no fixed meal times lead to bad eating habits.

4. Young people eat junk food at lunchtime:

a) because it is convenient;

b) because it is filling;

c) because they can't afford anything else.

5. The speaker says teenagers:

a) eat unhealthy snacks all day long;

b) sometimes eat nothing healthy all day;

c) need to learn to cook healthy food.

6. Young people today:

a) don't eat fresh food;

b) usually have a healthy evening meal;

c) only drink sugary soft drinks.

Do you agree with the speaker? Give your reasons **for** and **against** fast food.

**Exercise 3.** Read the text below and look carefully at each line. If the line is correct, put a tick. If it has a word which should not be there, write this word on the line.

### Mood Food

Did you know that what you eat can have been a drastic effect on how you feel? We all know that what we eat it affects us physically but did you know some foods affect us mentally, too? Studies have been shown that chocolate can lift your spirits and make you feel happier. However, the effect lasts only for a short time. The high fibre foods on the other hand can be make people feel positive, energetic and think quicker. Research shows that people who they eat a high fiber diet tend to be less stressed, less tired and less depressed than people are who don't. Also, they are able to think lots more quickly. Nevertheless, other foods can that have a negative effect on us such as coffee, eggs, sugar and foods that they contain a lot of artificial flavourings and preservatives. These all foods can make us feel sad, anxious and prone to panic

*been*  
√

attacks. Foods that have been proven to lift up your spirits are oily fish, salads, cereals and nuts.

**Exercise 4.** Fill in the gaps with the words: *equipment; to bend; repetition; aerobic; to improve; flexibility; to gain; self-esteem; muscle-strengthening; session; to boost; stretching.*

1. Physical activity is thought to help ease stress, ... your energy levels and improve your general wellbeing and ... .

2. Ideally, the activities and exercises should aim to maintain or improve your ... and balance.

3. A ... should be a minimum of 8-10 exercises using the major muscle groups.

4. Adults should aim to do a mixture of ... activities and ... activities.


5. Physical activity is any activity that you may do to ... or maintain your physical fitness as well as your health in general.

6. To help build up your muscle strength, use some sort of resistance and do 8-12 ... of each exercise.

7. Stair climbing ... and resistance exercises can be done at home without any special clothing or ... .

8. For the upper arm muscles, hold a weight in your hand and ... your arm up and down 8-12 times.

9. To ... health benefits, it is suggested that you should do at least 30 minutes of moderate intensity physical activity on most days of the week.

**Exercise 5.**  You are going to hear a conversation between Megan and her doctor. Decide if the statements 1-6 are true (T), false (F) or there is no information (N).

1. Megan dislikes the sports she has to do at school.

2. Megan doesn't enjoy winter sports.

3. The doctor thinks Megan should do a sport which will help her to lose weight.

4. The doctor has played rugby.

5. The doctor tries to persuade Megan to take up rollerblading.

6. Megan's friend is very good at rollerblading.

**Exercise 6.** You are a fitness instructor. Suggest the appropriate kind of sport for one of the following people, give arguments:

a) a grandma who wants to stay fit and healthy;

- b) an overweight twelve-year old boy who hates all sports, except on TV;
- c) a writer who spends whole days writing in his study. He is rather unfit and a bit lonely;
- d) a young woman who works in an office. At the end of the day she can't stand looking at people;
- e) a university student with no money.

Use the patterns:

If I were you, I would take up ..... . It would do you a lot of good. First, ..... . Secondly, ..... . And moreover, .....

### Лабораторное занятие № 11. Консультация у врача

*Общая сумма баллов – 0-4.*

*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Discuss the following questions with your classmates:

1. Is health care free in your country?
2. Is medicine free?
3. Do doctors make house calls?
4. Have you ever been seriously ill? If so, with what?
5. How often do you have a regular check-up?
6. Have you ever had an operation?
7. Have you ever been in the hospital?
8. Are you allergic to anything?
9. Have you had an x-ray recently?
10. Have you ever broken a bone and worn a cast?
11. Are drugstores very different in your country than they are here?
12. List three different contagious diseases. What are the symptoms of these?

**Exercise 2.** Look at the table and match the problems to their symptoms and causes.

Symptoms	Problem	Common Cause
Can't sleep	Indigestion	Not getting enough sleep
A bloated, painful stomach	Asthma	A virus
Headache, fever, aching muscles	Insomnia	Spending too much time in the sun
High temperature, nausea, dizziness	Overtired	Bacteria under the skin
A painful muscle contraction	Flu	Eating too much or too quickly
Difficulty breathing, wheezing	Cramp	Doing too much exercise
Can't stop yawning	Acne	Stress, anxiety
Runny nose, sore eyes, sneezing	Heat stroke	An allergy to pollen
Spots and red lumps on the face and neck	Hay fever	An allergy to dust or animals

**Exercise 3.** Odd One Out – Three out of the four words in each line belong together. Underline the word that does not fit. Explain why the word does not belong.

Ex. eye – nose – lips – finger – It's not part of the face.

- 1) ankle – toe – heel – thumb;
- 2) shoulder – knee – wrist – elbow ;
- 3) heart – lungs – hip – kidneys;
- 4) chin – calf – ears – neck;
- 5) palm – tongue – thumb – fingernail;
- 6) brow – lash – knuckle – eye;
- 7) moustache – beard – eyebrow – nail;
- 8) thigh – shoulder – calf – knee;
- 9) liver – neck – kidney – stomach;
- 10) lip – tongue – cheek – teeth.

**Exercise 4.** Match the words on the left with the correct meaning on the right.

- |                  |   |
|------------------|---|
| 1) G.P.;         | a) a person who answers the phone and greets people in an office; |
| 2) treat;        | b) a doctor who performs operations;                              |
| 3) refer;        | c) an emergency vehicle (car);                                    |
| 4) pediatrician; | d) a family doctor;   |
| 5) obstetrician; | e) a heart specialist;  |
| 6) psychiatrist; | f) a person who checks your eyes;                                 |

- |                    |  |
|--------------------|--|
| 7) symptoms;       | g) give medical care;                          |
| 8) receptionist;   | h) a skin doctor;                              |
| 9) ambulance;      | i) a doctor who specializes in children;       |
| 10) optometrist;   | j) tell about;                                 |
| 11) cardiologist;  | k) a doctor who delivers babies;               |
| 12) dermatologist; | l) conditions of an illness;                   |
| 13) surgeon;       | m) send you to someone;                        |
| 14) describe.      | n) a doctor who specializes in mental illness. |

**Exercise 5.** Read the text and answer the questions.

### **Going to the Doctor**

A general practitioner or G.P. is also called a family doctor. He or she can treat most medical problems, but if the patient has a very serious condition, he/she will often refer the patient to a specialist. There are many kinds of medical specialists. For example, a pediatrician looks after children. A gynecologist specializes in women's medical conditions. An obstetrician cares for pregnant women and delivers babies. A cardiologist deals with heart problems. If you have a serious problem with your skin, you can see a dermatologist. Surgeons perform operations. A psychiatrist looks after people with mental and emotional problems. Dentists look after teeth and optometrists check your eyes to see if you need glasses. If you have a serious eye problem, you may have to see an ophthalmologist. There are many more kinds of doctors who specialize in different areas of the body. Your G.P. can determine if it is necessary to see one of these.

If you want to see your doctor, it is necessary to phone and make an appointment. The nurse or receptionist will ask you what the problem is and may ask you to describe your symptoms before she gives you an appointment. If you have an appointment with a doctor and cannot make it, you must call and cancel. If you call the doctor's office and it is closed, there will be an answering service to take your call. If your problem is serious, the doctor will call you back. If he/she is not available, another doctor will be "on call". Nowadays, walk-in clinics are becoming very popular. You do not need an appointment to see a doctor in these clinics. Many people use these for minor problems, particularly on weekends or evenings when their regular doctor's office is closed. If you have a very



serious medical problem, you can go directly to the emergency department of your nearest hospital or call an ambulance.

1. What does a G.P. do?
2. What can a G.P. do if his/her patient has a serious medical problem?
3. When you phone to make a doctor's appointment, what will the nurse or receptionist ask you?
4. What will happen if you call the doctor and the office is closed?
5. What is a walk-in clinic?

**Exercise 6. Making a Doctor's Appointment.** Read the following dialogue to learn important vocabulary used for making doctor's appointments. Practice this dialogue with a friend to help you feel confident when you next make an appointment in English. Check your understanding with the quiz and review vocabulary.

*Doctor's Assistant:* Good morning, Doctor Jensen's office. How may I help you?

*Patient:* Hello, I'd like to make an appointment to see Doctor Jensen, please.

*Doctor's Assistant:* Have you been in to see Doctor Jensen before?

*Patient:* Yes, I have. I had a physical last year.

*Doctor's Assistant:* Fine, what is your name?

*Patient:* Maria Sanchez.

*Doctor's Assistant:* Thank you Ms Sanchez, let me pull up your file.

*Patient:* I haven't been feeling very well lately.

*Doctor's Assistant:* Do you need urgent care?

*Patient:* No, not necessarily, but I'd like to see the doctor soon.

*Doctor's Assistant:* Of course, how about next Monday? There's a slot available at 10 in the morning.

*Patient:* I'm afraid I'm working at 10. Is there anything available after three?

*Doctor's Assistant:* Let me see. Not on Monday, but we have a three o'clock opening next Wednesday. Would you like to come in then?

*Patient:* Yes, next Wednesday at three would be great.

*Doctor's Assistant:* Alright, I'll pencil you in for three o'clock next Wednesday.

*Patient:* Thank you for your help.

*Doctor's Assistant:* You're welcome. We'll see you next week. Goodbye.  
*Patient:* Goodbye.

Decide whether the following statements are true or false.

1. Ms Sanchez has never seen Doctor Jensen.
2. Ms Sanchez had a physical examination with Doctor Jensen last year.
3. The doctor's assistant already has the file open.
4. Ms Sanchez is feeling fine these days.
5. Ms Sanchez needs urgent care.
6. She can't come in for a morning appointment.
7. Ms Sanchez schedules an appointment for next week.

### **Vocabulary Quiz**

Provide a word or phrase to fill in the gap.

1. I'm afraid I don't have a \_\_\_\_\_ available until next week.
2. Just a moment while I \_\_\_\_\_ up your file.
3. Have you had your \_\_\_\_\_ this year? If not, you should \_\_\_\_\_ an appointment.
4. In the United States you should go to \_\_\_\_\_ if you have a fever, bad cough or other minor illness.
5. I'm not feeling very \_\_\_\_\_. Could you get me some aspirin?
6. Thank you for scheduling an \_\_\_\_\_. Have you \_\_\_\_\_ in before?
7. Could you please \_\_\_\_\_ Mr. Smith in for next Tuesday at three o'clock?
8. I have a two o'clock \_\_\_\_\_ next week. Would you like that?
9. Do you have anything \_\_\_\_\_ for next month?
10. I visited \_\_\_\_\_ care for a broken leg last month.

## *Модульная единица 1.5. Дом и окрестности*

### Лабораторное занятие № 12. Виды жилья

**Общая сумма баллов – 0-4**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

#### **Задания к занятию**

**Exercise 1.** Describing houses. People live in lots of different places. Sometimes the type of house tells us about the people who live there and sometimes it doesn't. Different countries have different types of houses. Which of these features do you think are an essential part of a home? Which are not essential?


A garden; more than one bathroom; a dining room; a balcony; a kitchen; lots of space; a swimming pool; a fireplace; shutters; a garage; central heating; a beautiful view; a patio; terrace carpeted floors; a basement; family room.

**Exercise 2.** Can you match the words describing types of houses with their definition? *Apartment; flat; penthouse; bungalow; loft apartment; detached; castle; semi-detached; studio; cottage; palace; terraced:*

- a) a small house in the country;
- b) a house with no stairs;
- c) a house which is part of a bigger building (American English);
- d) a house which is part of a bigger building (British English);
- e) a house which is not joined to another house;
- f) a house which is joined to another house on one side;
- g) a house which is joined to other houses on two sides / a house which is part of a line of houses;
- h) a house which was built to keep the inhabitants safe;
- i) a house which was built for rich or grand people;
- j) a house which is on the top of a tall building;
- k) a house which was an industrial building l) a small one-roomed flat.

**Exercise 3.** Describe the types of housing available in your country / area. Speak with a partner.

1. What are the main features?
2. Do people live in the centre of cities or towns?
3. Are there any unusual houses?
4. Are there any historic houses?
5. Have the types of houses changed in the last 50 years?

**Exercise 4.**  What kind of homes will we live in the future? What kind of technology will we have? Watch this video for a glimpse of the homes of tomorrow. <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/homes-future>.

Do the preparation task first. Then, watch the video and do the online exercises.

Check your understanding: multiple-choice.

Check your understanding: matching – sentence halves.

Now answer the questions:

What would your dream house be like?

What gadgets would you like to have in it?

Who would your ideal housemates be?

### Лабораторное занятие № 13. Описание местности

*Общая сумма баллов – 0-4.*


*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** What's a city like? Pair adjectives and write them in the right place.

Big – expensive – small – calm – cheap - busy – traditional – horrible – modern – old – new – dirty – clean lovely – packed with tourists – cosmopolitan – lively – boring – noisy – touristy.

Positive	Negative

**Exercise 2.**  Watch the video from <http://www.oxfordculturemania.es/2014/11/11/city-life-or-country-life/> and read additional material. Debate the pros and cons of living in the city and living in the countryside.

Living	The pros	The cons
Living in the city		
Living in the countryside		

**Exercise 3.** Visit <http://busyteacher.org/22938-giving-and-asking-for-directions.html> and watch a PowerPoint presentation which will help you understand how to give and ask for directions.

Study:

- grammar points about how to ask for direction and how to answer to these questions,
- location expressions,
- street types and abbreviations,
- some places in town,
- do some exercises and check the results with the lecturer.

**Exercise 4.**  Practice giving direction at <http://learnenglishteens.britishcouncil.org/ar/node/1253>:

- do the preparation exercise before you listen;
- then, look at the map and listen to the directions while you do the other exercises;
- check your understanding: gap fill typing (Where is each Speaker giving the direction to?);
- check your understanding: gap fill (Fill the gaps with the correct word to complete the directions).

Лабораторное занятие № 14. Домашние обязанности

**Общая сумма баллов – 0-5**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

## Задания к занятию

**Exercise 1.** Doing housework is just a part of life that most people don't enjoy, but they realize it has to be done. Some people hire home cleaning services; the rest of us just do it ourselves. Go to <http://www.esl-lab.com/vocab/v-chores.htm> and listen to the words below and consult a dictionary if you need a definition.

Write a sample sentence for each word to learn how it is used in context:

- 1) clean off the table (also, “*clean the table off*”);
- 2) clean up the room;
- 3) dust the furniture;
- 4) fix up the apartment;
- 5) hang up the suit;
- 6) make the bed;
- 7) mop the floor;
- 8) pick up the clothes;
- 9) polish the furniture;
- 10) put away the books;
- 11) set the table;
- 12) sweep up the mess;
- 13) take out the trash;
- 14) throw out the garbage;
- 15) tidy up the closet;
- 16) turn off the light;
- 17) vacuum the floor;
- 18) wash the clothes;
- 19) wash down the walls;
- 20) watch the kids.

**Exercise 2.** What are some ideas on how to assign household chores in a family? Should parents give money to their children as a reward?

• Listen to the conversation at <http://esl-lab.com/chores/chorerd1.htm> and answer the questions online.

• Review the key vocabulary from the conversation. Do online vocabulary activities.

1. Mixed-Up Sentence.

2. Sentence and Vocabulary Matching.
3. Text Completion Quiz.

**Exercise 3.** Read about gender roles and household duties from [http://speakenglish.thaireformed.com/uploads/3/4/0/1/3401675/\\_\\_\\_gender\\_roles.pdf](http://speakenglish.thaireformed.com/uploads/3/4/0/1/3401675/___gender_roles.pdf):

- a) do pre-reading vocabulary task. Match the words on the left with their meanings on the right;
- b) read the text and answer the comprehension questions;
- c) vocabulary review.

**Модуль 2. СОЦИАЛЬНО-КУЛЬТУРНАЯ СФЕРА ОБЩЕНИЯ**  
*Общая сумма баллов – 0-60.*

*Модульная единица 2.1. Английский язык как средство  
межкультурного общения*

Лабораторное занятие № 15. Английский язык как средство  
межкультурного общения

*Общая сумма баллов – 0-6.*

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техно-  
сферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 –  
38.03.01 «Экономика».

**Задания к занятию**

**Exercise 1.** Questions for discussion.


Why do you think it is important to learn English?

What is the easiest and most difficult thing about learning English?

How important is it for you to speak foreign languages?

Do you many foreigners speak your language?

Do you think your language is easy to learn? Why? Why not?

**Exercise 2.**  Would you like to study English in Britain? Visit <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/english-great> and watch the video.

Richard finds out more about English as a global language, and talks to young people from all over the world who have come to Britain to learn English.

Now do the online exercises:

a) check your understanding: true or false;

b) check your vocabulary: gap-fill.

**Exercise 3.** Brits are famous for not speaking foreign languages. According to a survey published by the European Commission, this bad reputation is totally justified. The results of the survey state that the British are officially the worst language learners in Europe! Read about language learning in the UK and then do the exercises. Visit <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/languages>:



- Check that you understood the text by doing online exercises about language learning in the UK.
- Are the sentences true or false? Check your understanding online.
- Choose the correct option to complete the sentences and practise using comparatives and superlatives. Check your grammar online.
- Check your results with the lecturer.

***Модульная единица 2.2. История и культура РФ и стран изучаемого языка***

Лабораторное занятие № 16. Объединенное королевство:  
географическая и историко-культурная информация

***Общая сумма баллов – 0-7.***

***Формируемые на занятии компетенции:*** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

**Задания к занятию**

**Exercise 1.** Define the underlined words, getting advantage of the helpful phrases given (development; cultivate; refined; to be distinguished from one another; a system of values; intellectual development; image; to bring to; stress; state; diversity; confusion).

1. Physical culture is important but we must not neglect the culture of the mind.

2. Universities should be centres of culture.

3. The culture of Eskimos is studied by anthropologists.

4. He is a man of considerable culture.

5. The European invaders used to think that their mission was to disseminate culture among aborigines.

6. A cultured person would never criticize other nation's traditions.

7. Corporate culture is especially important for companies operating on the international arena.

8. While speculating on world issues, we mustn't leave behind cultural differences.

9. John found life in London a bit of a culture shock at first.

10. Culturally, the city has a lot to offer.

**Exercise 2.** Read the text and answer the questions.

*by James O'Driscoll*

Britain consists of four separate nations that were slowly unified over a period of several hundred years. Those nations were once very different in character with the culture of Ireland, Wales and Scotland being mainly Celtic and the culture of England being mainly Germanic. As time passed the English culture came to dominate the islands because of England's military and economic power, so that many aspects of life in Britain are now organized in agreement with English tradition and practice. Although some aspects are still organized separately or differently for the other nations, with Scotland having its own legal system for example, the dominance of England has come to the point where today people confuse it with Britain, often to the anger of the people of the other three nations.


The ambiguity between the use of the terms England and Britain has entered the language in a number of areas. For example, the Bank of England is the institution that controls money in the British Isles, and the term Anglo has come to mean both "relating to England and the English" and "relating to Britain and the British." There is also the tendency to not mention England when something is related to England and to specifically mention Wales, Scotland and Northern Ireland when the same thing is related to those nations. This has the effect of making the other nations appear to be different or lesser than England in some way.

The dominance of the term England in the language may therefore have some negative consequences for Britain as a whole. Welsh, Scottish and Irish people have very strong identities and would never describe themselves as English so that the use of the term England instead of Britain contributes to a feeling of division between the nations. These divisions are most obvious in sporting activities. An English football fan may support Scotland when Scotland plays against a foreign team but a Scottish football fan normally supports Scotland and anyone playing against England.

*(Abridged from 'Britain for learners' English Oxford University Press)*

- Answer the questions in your own words.  
What is the difference between England and Britain?  
Why might the dominance of England be bad for Britain?

- Choose the correct answer.
1. Why is England the dominant nation in the British Isles?
    - a) Because it had the strongest economy in the past.
    - b) Because it is the biggest nation.
    - c) Because all four nations speak English.
  3. Why do people confuse England and Britain?
    - a) Because England is the most important country.
    - b) Because the confusion forms part of the language.
    - c) Because the culture of Britain is mainly Celtic culture.
  4. The use of the term 'England' instead of 'Britain':
    - a) brings the four nations together;
    - b) is normal;
    - c) is irritating for the other nations.

**Exercise 3.**  Everyone knows Big Ben, Buckingham Palace and Tower Bridge, but what else is there to the city of London? Learn about London's past, present and future in this video. <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/city-london>  
Now do the online exercises:


- a) check your vocabulary: gap-fill;
- b) check your understanding: true or false.

Now answer the questions:

Have you ever been to London? If so, what do you think of the city? If not, would you like to visit London one day?

Is London similar to your city, or is it very different?

What else do you know about London?

**Exercise 4.**  You will hear about the London Underground, one of the busiest railway networks in the world from <http://www.esolcourses.com/content/lifeintheuk/london/the-tube/london-underground-intermediate-listening.html>

Answer online questions from Task 3.

**Exercise 5.** The use of articles with geographical and miscellaneous proper names

<http://usefulenglish.ru/grammar/part-7-articles-with-geographical-names>

<http://usefulenglish.ru/grammar/part-8-articles-with-miscellaneous-proper-names>.

Use articles where necessary.

1. If you want to know more about London come to this city and go to ... Buckingham Palace, ... Trafalgar Square, ... Tower of London, and other places of interest.

2. ... Tower of London was a fortress, a royal palace and later a prison. It is a museum now. There are a lot of interesting collections in ... Tower of London. The ravens are another famous sight. The legend says that without them ... Tower will fall.

3. Of the eight universities in Scotland, the oldest (...University of Aberdeen, ... University of Edinburgh, ... University of Glasgow, and ... University of St. Andrews. were founded in the 15th and 16th centuries.

4. ... Scottish Development Department is responsible for general policy in regard to local government.

5. ... Arts Centre is a short walk across ... Princes Bridge on St Kilda Road and is now a part of ... larger Southgate entertainment complex. It consists of ... National Gallery of Victoria with its large collection of works by local and overseas artists. ... Melbourne Concert Hall which can seat 2600 people and has fantastic acoustics. State Theaters home of ... Australian Ballet and Opera Companies. ... Art Centre's lattice work spire glows a light purple colour at night and can be seen from miles around. The water wall at the museum is very popular with young kids.

6. ... Opera House, situated at Bennelong Point, is an absolutely exquisite building. Its roof-line is meant to symbolise the bellowing "sails" of sailing ships of a bygone era and the spinnakers of the racing yachts that ply the harbour today.

7. The most famous universities of Great Britain are ... Cambridge University, ... Oxford University, ... Glasgow University.

8. The U.K. is a parliamentary monarchy. ... British Parliament consists of two Houses: ... House of Lords and ... House of Commons. ... Prime Minister is the head of ... government. The main political parties of Great Britain are ... Labour Party, ... Liberal Party, and ... Conservative Party.

9. ... Tate Gallery is one of the well-known galleries in London. Henry Tate was a sugar manufacturer. He was fond of paintings and collected many pictures.

10. ... British Museum is a very interesting place in London. It was founded in 1753.

11. Not far away is ... Westminster Abbey with its Poet's Corner. Many English outstanding statesmen, painters, poets were buried there. Among them ... Geoffrey Chaucer, the first English national poet, ... world famous scientists I. Newton and Ch. Darwin and others.

### Лабораторное занятие № 17. США: географическая и историко-культурная информация

*Общая сумма баллов – 0-7.*

*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию


**Exercise 1.** Look at this guide for tourists visiting California. At <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/travel-guide>.

Do online exercises:

a) check your understanding: true or false;

b) check your understanding: matching.

Which place in California would you like to visit?

**Exercise 2.**  You are going to hear an advertisement for sightseeing tours in Los Angeles. Listen to the recording twice and do the tasks below.

[http://englishpage.iris-](http://englishpage.iris-solutions.org/content/multimedia/listening/Listening-la_sightseeing.mp3)

[solutions.org/content/multimedia/listening/Listening-la\\_sightseeing.mp3](http://englishpage.iris-solutions.org/content/multimedia/listening/Listening-la_sightseeing.mp3)

- Multiple choice questions on the recording:

1. Which of these locations is not a stop on the sightseeing tour?

- a) Beverly Hills.
  - b) Hollywood .
  - c) Sunset Blvd.
  - d) Malibu.
2. Why should you take your camera with you?
- a) You will visit many museums.
  - b) You will see the homes of celebrities.
  - c) You will watch the sunset at the beach.
  - d) You will see the HOLLYWOOD sign.
3. How can you book the sightseeing tours?
- a) On the internet.
  - b) In an office.
  - c) On a bus.
  - d) In Los Angeles.

- Summary completion: replace the words in brackets with the synonyms you hear.

If you want to go sightseeing in Los Angeles, you can jump onto a special sightseeing \_\_\_\_\_ (vehicle). You can \_\_\_\_\_ (visit) the Walk of Fame in Hollywood, or you can enjoy the \_\_\_\_\_ (entertainment) on Sunset Boulevard. In Beverly Hills you can spend your time \_\_\_\_\_ (looking for clothes). There will be \_\_\_\_\_ (famous people) shopping beside you. Another highlight is a visit to your favorite film star's \_\_\_\_\_ (house). There are a lot of things you can do in the City of Angeles: \_\_\_\_\_ (unwind), enjoy and let us do the driving. If you want to join a sightseeing bus tour through Los Angeles, you can \_\_\_\_\_ (order) it on the internet.

**Exercise 3.** To help you compare and contrast what you observe of American culture and your own, mark the similarities and differences between your culture and what you are going to read.

1. America is enormous: the third largest country in the world with a population of more than 300 million people.

2. Americans come in all colors, have all types of religions, and speak many languages from all over the world.

3. Americans are extremely independent, individualistic, and like to be different from each other.
4. 66% of Americans are overweight; 37% of those are obese.
5. Americans believe in freedom of choice.
6. Americans need a lot of “elbow room”; they like personal space around them.
7. Sadly, the streets of major cities are often dirty.
8. Many people, especially teenagers, wear strange clothes, and many have tattoos and body piercings.
9. Americans follow the rule of law.
10. Americans smile a lot and talk easily to strangers, sharing personal stories.
11. Asking “How are you?” is simply a greeting and is not a question about your health.
12. If you are invited to an American party, do not bring your children, friends, or family members without first asking the permission of the host.
13. Time is money. Never be late to classes, employment interviews, appointments, parties (especially your wedding!), etc.
14. American parents speak to their children as adults and teach them how to be responsible for their actions.

**Exercise 4.** The stereotypes can be positive, negative or neutral. Does this tell us anything about stereotypes? What are the stereotypes of Russians based on? Can they harm the reputation of our country on the world arena? What is the best way to respond to stereotypes: – with anger? – with a joke? – with an explanation why the stereotype is wrong? – with silence? – other?

You can suppose how we are seen by other nationalities. For this, complete the following text:

Russia is a country ... .

People, who live there ... .

The foreigners are often ... when they first come here.

Perhaps, the general opinion of Russians is that ...

It's certainly ... for us!

## Лабораторное занятие № 18. Проблема национальной идентичности

*Общая сумма баллов – 0-6.*

*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** Read the text and do the exercise below.

#### **Melting Pot or Salad Bowl?**

In multicultural societies there are different models of racial integration.

The USA is traditionally called a **melting pot** because with time, generations of immigrants have melted together: they have abandoned their cultures to become totally assimilated into American society.

But in the UK, where cultural diversity is considered a positive thing, immigrants have always been encouraged to maintain their traditions and their native language.

This model of racial integration can be described as a **salad bowl**, with people of different cultures living in harmony, like the lettuce, tomatoes and carrots in a salad.

However, managing cultural diversity is not always easy. The world was shocked by the terrorist attacks which happened in New York in 2001.

All these attacks involved people from Muslim ethnic communities, who seemed to be well integrated in society.

Both models of multicultural societies have contradictory aspects:

- in a melting pot there is no cultural diversity and sometimes differences are not respected;
- in a salad bowl cultures do not mix at all.

For example, in multicultural cities, some people spend their entire lives living and working without ever learning the country's language.

***So which model is better?***

The ideal situation would be a society where all citizens have equal rights and opportunities, but can also maintain their own individuality.



It is not easy to put this ideal into practice, but multiracial society is now a reality and we must learn to live together in the best possible way.

**Match the beginnings and the ends of the following sentences:**

- |                                     |  |
|-------------------------------------|--|
| 1) <i>melting pot</i> societies;    | a) are different models of integration;  |
| 2) <i>salad bowl</i> societies;     | b) encourage total assimilation;         |
| 3) <i>melting pot, salad bowl</i> ; | c) have different models of integration; |
| 4) multicultural countries;         | d) find it difficult to integrate;       |
| 5) ethnic communities sometimes.    | e) respect cultural differences.         |

**Exercise 2.** Complete the text with the sentences. Then ask five questions to the text.

**Has Britain Got an Identity Crisis?**

1. To the rest of the world, people from the UK are British. (1) \_\_\_\_\_ . In fact nearly half the population say their nationality is something else – English, Scottish, Welsh, Irish or perhaps Vietnamese or Indian. Some people say that they have two nationalities: they are British, but also Scottish or Chinese. Is it a problem?

2. No, it doesn't seem to be. Britain is changing all the time and we are not just tolerant of differences – we are proud of them. (2) \_\_\_\_\_ . The ethnic groups that exist in the UK bring with them at least six major religions, including Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism. Each community contributes its own culture and language. (3) \_\_\_\_\_ But we speak many more – approximately 150 in fact – from Mandarin Chinese to Urdu. Many of us are even bilingual.

3. (4) \_\_\_\_\_ . The days of fish and chips are behind us, as a walk around the capital shows. Almost every district has Lebanese, Chinese, Thai and Vietnamese restaurants. Thousands of Londoners visit the Notting Hill carnival every year to dance to steel bands, reggae, calypso and jazz. Our cinemas show films from India and South America and thousands of people fill our pubs and clubs to listen to everything from Irish dance bands to African hip-hop.

(5) \_\_\_\_\_ .

a) Britain still has two official languages, English and Welsh.

b) And then there is the fun stuff that cultural diversity brings, in music, food and the arts.

c) Sometimes they feel that the country does not belong to them.

d) Welcome to New Britain: a confident, tolerant country which is proud of its many cultures.

e) But it is surprising to learn that only 31 percent of people in the UK say they are just British.

f) We enjoy the diversity that multiculturalism gives us.

**Exercise 3.** What eight things do you think people should know about your country as a minimum to gain citizenship? Think about:

- history;
- the law;
- art, music and culture;
- facts and figures about the country;
- religions, traditions and special days;
- politics and the government;
- public services like schools, healthcare, etc.

Make a list of your own eight personal cultural markers. The list should include people, historical events, books, films, music, kinds of food / drink, places, sports and sporting events, etc. These can come from anywhere in the world, but should be important for you personally.

**Exercise 4.** As mass communication and transport continue to grow, societies are becoming more and more alike leading to a phenomenon known as globalization. Some people fear that globalization will inevitably lead to the total loss of cultural identity. To what extent do you agree or disagree with this statement?

**Exercise 5.** Role-play the dialogue.

*Student A:* You're about to be relocated abroad for the next two years. To minimise the impact of your culture shock there, talk to a cultural advisor who knows a lot about that country. Prepare some questions you'd like to discuss with the cultural advisor. Think of the main aspects of your life there: work, socialising, relationships, local values and/or sensitivities you need to be aware of, etc. (Please note that your partner chooses the country).

*Student B:* Think of a country you're familiar with. Your partner is about to be relocated to that country. Act as a cultural advisor: make short notes about aspects of that culture such as work, socialising, relationships,

local values and/or sensitivities that your partner needs to be aware of, etc. Then answer your partner's questions and provide the information they need to know in order to minimise the impact of their culture shock there.

### *Модульная единица 2.3. Международный туризм*

#### Лабораторное занятие № 19. Типы туров

**Общая сумма баллов – 0-6.**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

#### **Задания к занятию**

**Exercise 1.** Match the types of holiday with the places you think people might stay. Options are possible.

<b>Type of holiday</b>	<b>Places</b>
A package holiday	A tent
A camping holiday	A hotel
A cruise	A resort
A skiing holiday	A youth hostel
A safari	A caravan
A walking holiday	A guesthouse
A sailing holiday	A boat's cabin / a ship's cabin
A caravanning holiday	A villa / a chalet
A sightseeing holiday	A ski lodge

**Exercise 2.** Match the types of holiday with their definitions.

- |                                |  |
|--------------------------------|--|
| a) a backpacking holiday;      | 1) a holiday which involves activities like safari, horse riding etc.;   |
| b) a health/wellbeing holiday; | 2) a holiday organized by a company at a fixed price that includes the cost of travel, hotel etc.;                           |
| c) a freebie holiday;          | 3) a holiday which involves visiting places to explore their architecture, art, customs and traditions of their inhabitants; |

- |  |   |
|--|---|
| d) a city and shopping holiday;                | 4) the activity of travelling for pleasure, usually without very much money, and carrying a rucksack;                                       |
| e) a honeymoon and romance holiday;            | 5) a holiday arranged at a fixed price that includes your flight to a place, a car to drive while you are there, and a place to stay;       |
| f) a camping holiday;                          | 6) the activity of taking long walks in the mountains or country;   |
| g) a package (an all-inclusive price) holiday; | 7) a holiday when people pay to stay in places where they can do physical exercise, eat healthy food, and have beauty and other treatments; |
| h) an adventure holiday;                       | 8) the activity of going around a large place and buying things;  |
| i) a culture and history holiday;              | 9) a holiday that you are given free, usually by a company;   |
| j) a hiking holiday;                           | 10) visiting an area, especially in the mountains or a forest, and staying in a tent;   |
| k) a fly-drive holiday.                        | 11) a holiday taken by two people who have just got married or who are in love.   |

1. Have you ever been on any of the holiday described above? Which of them? Tell your partner or group about it.

2. Which of the holiday described above would you like to go on? Why? Give reasons for your choice.


3. Do you agree with the view that some holidays can rather exhaust than refresh people? Give reasons for your answer.

**Exercise 3.** Read a brochure with some of the most exciting adventure holidays around the world at

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/adventure-travel>.

Do the online exercises:

- c) preparation exercise: matching;
- d) check your understanding: grouping;
- e) check your understanding: multiple selection.

**Exercise 4.**  Have you heard of heritage tourism? How much do you know about Britain's history? Watch this video to see how Britain's industrial past is being used for a newer industry: tourism. <http://learnenglishteens.britishcouncil.org/uk-now/video-uk/heritage-tourism>

Now do the online exercises:

- a) check your understanding: multiple choice;
- b) check your grammar: gap-fill.

### Лабораторное занятие № 20. Планирование путешествия

**Общая сумма баллов – 0-6.**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** First, match the kinds of travelling with their definitions.

- |                   |   |
|-------------------|---|
| 1) a voyage;      | a) a visit to a place that involves a journey, for pleasure or a particular purpose;  |
| 2) an expedition; | b) a time spent travelling from one place to another, especially over a long distance; Am. E = trip;                            |
| 3) a trip;        | c) a long journey in a ship or spacecraft;  |
| 4) a trek;        | d) a journey for pleasure, during which you visit several different towns, areas etc or a short trip through a place to see it; |
| 5) an outing;     | e) a journey in a plane or space vehicle;   |
| 6) a crossing;    | f) a journey in a vehicle, when you are not driving; a journey on a bicycle, a horse, or a similar animal;                      |
| 7) a jaunt;       | g) a journey in a car;  |
| 8) an excursion;  | h) a long and carefully organized journey, especially to a dangerous or unfamiliar place, or the people that make this journey; |

- 9) a tour;            i) a long and difficult journey, made especially on foot as an adventure – synonym hike
- 10) a flight;        a short trip that a group of people take for pleasure;
- 11) a journey;    j) a short journey arranged so that a group of people can visit a place, especially while they are on holiday or a short journey made for a particular purpose – synonym trip;
- 12) a ride;        k) a short journey in a boat, ship or ferry which goes from one side of a sea, lake, or other area of water to the other side;
- 13) a drive.      l) a short trip for pleasure.

Then, fill in the gaps with one word from the box above which fits best. Options and plural forms are possible.

1. During his \_\_\_\_\_, Len's forty foot yacht was battered by storms, the main sail was ripped from the mast, and the mast itself was snapped.

2. The tourist agency offers additional \_\_\_\_\_ to the nearby spectacular waterfalls and an ancient castle.

3. There are frequent ferry \_\_\_\_\_ from the UK to France from various ports on the south coast of England.

4. They got into a taxi, and on the 40-minute \_\_\_\_\_ back from the airport Henry told Susan all about his \_\_\_\_\_ to Canada.

5. Switzerland is only 20 miles to the north, and a three-hour car \_\_\_\_\_ will take you to any one of five different countries.

6. The band's visit to Newcastle is part of their brief UK \_\_\_\_\_ to get in shape for a major world \_\_\_\_\_ which begins later this year.

7. The \_\_\_\_\_ from London was delayed, and it was about three in the morning when I finally got to Venice.

8. The adventurous can also canoe down the Amazon, \_\_\_\_\_ through the Patagonian uplands, explore volcano craters, or sail round Cape Horn in a square rigger.

9. A few days beforehand, Jack Cornelius suggested a \_\_\_\_\_ into the countryside to cheer us all up.

10. Here are some attractive places to bear in mind when you feel like a day's \_\_\_\_\_.

11. Two teenagers have chosen to bed down for the night in a freezer as part of their training for an \_\_\_\_\_ to the Arctic Circle. They hope that a good night of shivering in sub-zero temperatures will prepare them for the \_\_\_\_\_.

12. Some people find it impossible to sleep a wink on a long night \_\_\_\_\_ in a train.

13. If you have a car, the distance is not a problem. The beach is just a 30-minute \_\_\_\_\_ from the city centre.

**Exercise 2.** Rearrange the order of the sentences below to describe different stages of a holiday. The first one has been done for you.

\_\_\_ A few weeks later I went to the airport and checked in for my flight.

\_1.\_ I picked up some holiday brochures from the travel agency.

\_\_\_ I spent the next two weeks sunbathing on the beach and sightseeing in the local area.

\_\_\_ Three hours later, we landed.

\_\_\_ I picked the holiday I wanted.

\_\_\_ I left the airport and two hours later arrived at my hotel, where I checked in.

\_\_\_ I found my seat and fastened my safety belt.

\_\_\_ The flight took off at 10 o'clock.

\_\_\_ I then booked my holiday.

\_\_\_ It was with a great deal of reluctance that I eventually checked out of the hotel and returned home.

\_\_\_ All the passengers disembarked.

\_\_\_ I did some shopping in the duty free and then boarded my flight.

\_\_\_ I browsed through the brochures.

**Exercise 3.** One sentence is deleted from each of the passage. Fill in the gaps with the right sentence below.

1. I'm not looking for excessive physical activity or extreme adventure.

2. Budget is an important factor.

3. I prefer to go places where there are no children around.

4. Holiday and adventure go hand in hand for me.

5. Overseas travel seems too much hassle.

A. I like luxury and a bit of pampering on holiday. I'm not interested in slumming it when I'm on holidays, or being less comfortable than I am

at home. Good quality is so much nicer. I like to veg-out, de-stress, relax and recharge. I prefer overseas holidays. I'm not into family-holiday-type places. \_\_\_\_

B. I holiday with my children. Holidays are the time when we can be a family again without work, school and other commitments getting in the way. Holidays are about going to a place to relax without hassles - if the children have a good time on holiday, then I can too. I believe you should see your own country first before exploring others. \_\_\_\_\_. Although I'd appreciate a bit of luxury, self-contained accommodation offers the best value for us.

C. When I travel I like to truly experience the place. \_\_\_\_\_. I'm comfortable about taking some risks when I travel – I want some depth to my travel experience. It's important for me to have plenty of physical activity when I'm on holidays. I'm definitely not interested in packaged holidays – I prefer to find my own accommodation and make my own arrangements. I'm OK with travelling on my own. I don't mind a bit of discomfort. Staying in luxury hotels can obscure the real experience of the place. I prefer to mix with the locals, immerse myself in the local flavour.

D. Holidays are a time to explore and discover new things. I'm not interested in vegging out on my holidays – I'd rather have interesting things to see and do. I enjoy looking at things at my own pace. I don't mind being active on holidays, but \_\_\_\_\_. I enjoy staying in a small B&B or a self-catered cottage in a scenic place, where we can explore the region at our own pace.

E. I like to have fun with other people when I'm on holidays – I enjoy the social atmosphere. It's great to holiday with friends, enjoying things together, sharing experiences. I'm not interested in holidaying by myself. I like to be physically active. I enjoy excitement and adventure on my holidays. I don't like to be bored or go places where there is not enough to do. I rarely stay in luxury hotels, especially as they are so expensive. \_\_\_\_\_. As and when I have the money, I prefer to travel overseas – it seems more interesting than holidaying in Australia.”

**Exercise 4.** Mrs. Schmidt is phoning to book a hotel room. Complete the conversation by putting the words in the correct order. Do not change the form of the words.

*Receptionist:* Good morning. Falcon Lodge Hotel.

*Mrs. Schmidt:* Hello. My name's Schmidt. I'd like to book a room please.



*Receptionist:* Certainly, (1) staying / how many nights / you / be / will

*How many nights will you be staying.....?*

*Mrs. Schmidt:* Three. Starting next Thursday.

*Receptionist:* Yes, we have rooms available. Double or single?

*Mrs. Schmidt:* Double please. (2) available / is / one with a sea view

.....?  
*Receptionist:* Yes. By the way, (3) have / the special offer / about / are running / we / you / at the moment / heard

.....?  
*Mrs. Schmidt:* No.

*Receptionist:* It's four nights for the price of three. (4) don't / take advantage / you / it / why / of

.....?  
*Mrs. Schmidt:* (5) have / for it / what / I / to do / to qualify / got

.....?  
*Receptionist:* Just confirm your reservation in writing and pay a ten per cent deposit.

*Mrs. Schmidt:* (6) be / much / would / that / how  
.....?

*Receptionist:* £21.

*Mrs. Schmidt:* Yes. I think I'll do that. We can stay till Monday. (7) to / make / the cheque / who / I / should / payable


.....?  
*Receptionist:* Falcon Lodge Hotel.

*Mrs. Schmidt:* OK. I'll post it today.

*Receptionist:* Thank you very much. We'll look forward to seeing you.

*Mrs. Schmidt:* Thank you. Goodbye.

*Receptionist:* Thank you.

**Exercise 5.**  Stephen and Alice talk about booking holidays online and the language used in advertising holidays on the internet. [http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2011/06/110602\\_6min\\_english\\_holidays\\_online.shtml](http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2011/06/110602_6min_english_holidays_online.shtml).

Before you listen, complete the following definitions with the words they define: *hidden costs; emotional commitment; a round-trip; deceptive; budgeted for; a great boon; clicking; to pull out.*

1. \_\_\_\_\_ charges for a product or service that are not clearly advertised by the seller.

2. \_\_\_\_\_ selecting links on internet pages by pressing on your computer mouse.

3. \_\_\_\_\_ amount of money you had planned to spend.

4. \_\_\_\_\_ a personal connection to a plan or course of action, which you feel it is important to complete.

5. \_\_\_\_\_ to decide not to do something, or withdraw from a commitment.

6. \_\_\_\_\_ very helpful or beneficial.

7. \_\_\_\_\_ American English, meaning a return trip, or journey which takes you to a place and back to where you started.

8. \_\_\_\_\_ make you believe something that is not true.

- Listen and check the definitions.
- Answer the key question:

Ctrip.com, the top online travel company in China, announced a huge increase in profits between January and March. But how much was the increase?

- 1) 13%;
- 2) 23%;
- 3) 33%.

### ***Модульная единица 2.4. Глобальные проблемы человечества и пути их решения***

Лабораторное занятие № 21. Проблемы трудоустройства, бедности и бездомности


***Общая сумма баллов – 0-7.***

***Формируемые на занятии компетенции:*** ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

## Задания к занятию

**Exercise 1.** Match the slogans with the global issues: *child labour; disease; endangered species; famine; terrorism; poverty; the arms trade; global warming; homelessness; pollution; war; racism.*

1. Everybody needs a home.
2. Black and white people are equal.
3. Children need education, not jobs.
4. Factories are destroying our environment.
5. The climate is changing.
6. Save the tiger.
7. Malaria kills millions of children every year.
8. People are dying because there is no food.

**Exercise 2.**  Listen to the radio programmes. Which issues are the people talking about?

Speaker 1.....

Speaker 3. ....

Speaker 5. ....

Speaker 2. ....

Speaker 4. ....

Speaker 6. ....

**Exercise 3.** Overpopulation can cause many social and economic problems. Read the text and add linking and sequencing words from the box below:

and (x2)	too	eventually	in addition	moreover	to sum up
secondly	also (x2)	firstly	but	for example	

In most countries of the world the population is increasing alarmingly. This is especially true in poor, undeveloped countries.

Overpopulation causes a considerable number of problems. In poor countries it is difficult to provide enough food to feed even the present number of people. (1)....., education to limit the number of children per family is not always successful.

Poorer countries usually have a lot of unemployment (2) ... , (3) ... an increase in population simply makes the situation worse. The environment (4) ... suffers when there are too many people living on the land. In rich, industrialised and developing countries it is very difficult for governments to provide effective public services in overcrowded cities. (5) ..., there is usually a great deal more crime, which is often due to high rates of unemployment. Further large increases in population only cause more overcrowding, unemployment and crime.

There are two main solutions to the overpopulation problem. (6) ... every woman who is pregnant but who does not want to give birth should be allowed by law to have an abortion. (7) ..., governments must educate people to limit the size of the family. In China, couples are penalised financially if they have more than one child. This may seem cruel, (8)... the “one-child policy” is beginning to have an effect in the world’s most populous nation. (9)..... , similar policies might do) be necessary in other crowded nations, such as India (11)..... .

(12) ....., if the population explosion continues, many more people will die of starvation in poor countries, (13) ..... life in the cities, even in affluent nations, will become increasingly difficult.

• Now read the following statements and decide which ones highlight the problem and which ones offer the solution to the problem.

- a) Scientist and agriculturalists have to create new ways to feed people.
- b) Overpopulation leads to more unemployment.
- c) There should be important programmes to promote the country’s development.
- d) The environment suffers when cities are overcrowded.
- e) There exist special services and labour exchange offices to solve the problem.
- f) There will not be enough food on the Earth to feed everyone.

Лабораторное занятие № 22. Проблемы глобального потепления

*Общая сумма баллов – 0-7.*

*Формируемые на занятии компетенции:* ОК-13 – 20.03.01 «Техносферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 – 38.03.01 «Экономика».

### Задания к занятию

**Exercise 1.** You will hear the information on global warming and greenhouse effect at <http://www.englishexercises.org/makeagame/viewgame.asp?id=6739>.

While listening, complete the gaps with the words you hear.

If the Earth was not surrounded by a warm blanket of air it would be much too \_\_\_\_\_ for human inhabitation. The Earth’s atmosphere contains small amounts of \_\_\_\_\_, methane and nitrous oxide and other \_\_\_\_\_

which are known as \_\_\_\_\_. The greenhouse effect occurs when \_\_\_\_\_ passes through the atmosphere and strikes the \_\_\_\_\_. Some light is reflected and some is \_\_\_\_\_ and warms the surface of the earth which radiates into atmosphere where it is absorbed by greenhouse gases. They help to \_\_\_\_\_ the temperature of the earth. Due to burning large amounts of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, the amount of greenhouse gases in the atmosphere has dramatically \_\_\_\_\_. Carbon dioxide has increased \_\_\_\_\_ per cent in the atmosphere since 1750. Trees remove CO<sub>2</sub> from the air as a part of their natural \_\_\_\_\_. As people cut down forests, trees capacity to remove CO<sub>2</sub> from the \_\_\_\_\_ is lowered. Scientists are concerned that if we \_\_\_\_\_ to burn large amounts of \_\_\_\_\_ and cut down forests, the greenhouse effect will result in increase of world \_\_\_\_\_ temperature known a \_\_\_\_\_. A warming of only a few \_\_\_\_\_ can cause a number of \_\_\_\_\_ problems including the melting of polar \_\_\_\_\_, causing ocean \_\_\_\_\_ to rise and \_\_\_\_\_ coastal areas.

**Exercise 2.** Match the question with the answer. Only 5 out of 6 paragraphs have a question. What could be the question for the paragraph left out?

1. What causes global warming?
2. Is the earth really getting hotter?
3. Is global warming making hurricanes worse?
4. Is there really cause for serious concern?
5. How can we cut global warming pollution?

a) Carbon dioxide and other air pollution that is collecting in the atmosphere like a thickening blanket, trapping the sun's heat and causing the planet to warm up. Coal-burning power plants are the largest U.S. source of carbon dioxide pollution – they produce 2.5 billion tons every year. Automobiles, the second largest source, create nearly 1.5 billion tons of CO<sub>2</sub> annually.

b) Yes. Although local temperatures fluctuate naturally, over the past 50 years the average global temperature has increased at the fastest rate in recorded history. And experts think the trend is accelerating: the 10 hottest years on record have all occurred since 1990. Scientists say that unless we curb global warming emissions, average U.S. temperatures could be 3 to 9 degrees higher by the end of the century.

c) Global warming doesn't create hurricanes, but it does make them stronger and more dangerous. Because the ocean is getting warmer, tropical storms can pick up more energy and become more powerful. So

global warming could turn, say, a category 3 storm into a much more dangerous category 4 storm. In fact, scientists have found that the destructive potential of hurricanes has greatly increased along with ocean temperature over the past 35 years.

d) Yes. Global warming is a complex phenomenon, and its full-scale impacts are hard to predict far in advance. But each year scientists learn more about how global warming is affecting the planet, and many agree that certain consequences are likely to occur if current trends continue.

e) It's simple: by reducing pollution from vehicles and power plants. Right away, we should put existing technologies for building cleaner cars and more modern electricity generators into widespread use. We can increase our reliance on renewable energy sources such as wind, sun and geothermal. And we can manufacture more efficient appliances and conserve energy.

f) There are many simple steps you can take right now to cut global warming pollution. Make conserving energy a part of your daily routine. Each time you choose a compact fluorescent light bulb over an incandescent bulb, for example, you'll lower your energy bill and keep nearly 700 pounds of carbon dioxide out of the air over the bulb's lifetime. By opting for a refrigerator with the Energy Star label – indicating it uses at least 15 percent less energy than the federal requirement – over a less energy-efficient model, you can reduce carbon dioxide pollution by nearly a ton in total.

**Exercise 3.** Choose the correct answer according to the video from: <http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-70509.php>.

1. How many degrees is the temperature of the planet rising unusually fast? \_\_\_\_\_ [ ] about 1.2 to 1.4 degrees Fahrenheit [ ] about 1.2 to 1.4 degrees Celsius [ ] about 1.2 to 1.5 degrees Fahrenheit.

2. Scientists believe it's human activity that's driving the temperature up, a process known as ... \_\_\_\_\_ [ ] global crossing [ ] global warming [ ] global gathering.

3. What do factories and cars release into the atmosphere? \_\_\_\_\_ [ ] carbon monoxide and other gases [ ] carbon dioxide and other gases [ ] oil, polar and other gases.

4. The green house effect begins with ... \_\_\_\_\_ [ ]  
the sun and the energy converted by the Earth [ ] the Sun and the energy  
absorbed from the Earth [ ] the Sun and the energy radiated to the Earth.

5. What do scientists believe about the green house effect?  
\_\_\_\_\_ [ ] the green house effect is being intensified by the  
gases that humans have released [ ] the green house effect is being less  
intensified by the gases that humans have released [ ] the green house  
effect is not being intensified by the gases that humans have released.

6. Scientists record that 1998 was the warmest year in measured  
history ...\_\_\_\_\_ [ ] 2004 coming in second [ ] 2005  
coming in second [ ] 2006 coming in second.

7. What does the Nasa study claim? \_\_\_\_\_ [ ] the  
extent of the Arctic sea ice has declined about 10% in the last 40 years [ ]  
the extent of the Arctic sea ice has declined about 12% in the last 30 years  
[ ].

8. Researchers claim that Earth's temperature will increase ...  
\_\_\_\_\_ [ ] about 2 to 10 degrees Celsius by the end of the  
century [ ] about 2 to 5 degrees Fahrenheit by the end of the century [ ]  
about 2 to 10 degrees Fahrenheit by the end of the century.

9. How can consumers help to reduce the impact of global warming?  
\_\_\_\_\_ [ ] by saving energy and switching to normal light  
bulb [ ] by wasting energy and switching to energy light saving bulbs [ ]  
by saving energy and switching to energy light saving bulbs.

### Лабораторное занятие № 23. Загрязнение и сохранение окружающей среды

**Общая сумма баллов – 0-8.**

**Формируемые на занятии компетенции:** ОК-13 – 20.03.01 «Техно-  
сферная безопасность»; ОК-5 – 35.03.06 «Агроинженерия»; ОК-4 –  
38.03.01 «Экономика».


### Задания к занятию

**Exercise 1.** What do you think? Decide if you think the following ideas:

- a) will happen in the next 50 years;
- b) could happen;
- c) won't happen.

*Mark the sentences a, b or c.*

1. Most cars will be electric.
2. Nuclear Energy will end.
3. Alternative energy will be more important than oil.
4. You will recycle all your bags, cans and paper.
5. Almost all the rainforests will disappear.
6. People will continue to sunbathe.
7. The climate will get worse.
8. The next generation will care more about the environment than the present.
9. In elections "Green Issues" will become more important than any other.
10. People will destroy the Earth.

**Exercise 2.**  Listen to five teenagers giving their opinions about environmental issues. Match each speaker (1-5) with two opinions.

- a) We should use solar and wind power to heat our water at home.
- b) We won't be able to use land-fill sites for much longer.
- c) We should avoid travelling by plane.
- d) We should use rockets to send rubbish into space.
- e) We shouldn't use cars for short journeys.
- f) There's too much packaging on things we buy.
- g) The government should ban large, powerful cars.
- h) We shouldn't go on holiday to distant places.
- i) We shouldn't replace gadgets and electrical appliance unless they are broken.
- j) The government should invest in renewable energy.

**Exercise 3.** First, unscramble the words (1-10) and write them down. Then, match the words to their definitions on the right and write the appropriate letter in brackets next to the word:

- |                                 |   |
|---------------------------------|---|
| 1) gecnealtily meofidid;        | a) made dirty by something being added to it;   |
| 2) essiomins;                   | b) cultivated naturally, without using any chemical fertilisers and pesticides;                                 |
| 3) osoiner;                     | c) a large area of land where waste and garbage are disposed;   |
| 4) ntaconamited;                | d) a natural fuel such as coal, gas, or oil formed in the geological past from the remains of living organisms; |
| 5) degbiodableera<br>pacagikng; | e) gradual wearing away of soil;  |



- |                  |  |
|------------------|--|
| 6) ornaicg;      | f) toxic gases from factories and machinery that are then leaked into the atmosphere;  |
| 7) biveroditysi; | g) altered at a molecular level so as to change certain characteristics which can be inherited;                                |
| 8) lafindll;     | h) the natural environment in which an animal or plant usually lives;  |
| 9) sifosl lsefu; | i) boxes, cartons and cans which can easily be decomposed by organisms such as bacteria, or by sunlight, sea, water, etc.;     |
| 10) ithatba.     | j) the number and variety of plant and animal species that exist in a particular environmental area or in the world generally. |

**Exercise 4.** Using the words in brackets make new words to fit in the context.

### **Water Pollution**

One of the most important \_\_\_\_\_ (environment) problems in the world today is the shortage of clean water. Industrial pollution has made many sources of water \_\_\_\_\_ (drink). Thousands of fish die every year as a result of the \_\_\_\_\_ (legal) dumping of waste in rivers by factories all over the world.

Lake Baikal is one of the world's largest and most beautiful lakes. It contains a rich \_\_\_\_\_ (vary) of fish and plants. However, they are being killed by the massive industrial waste, which some factories still pour into the lake every day. A few years ago people thought that the supply of clean water was \_\_\_\_\_ (limit). Now clean water is scarce, and water \_\_\_\_\_ (protect) has become a vital necessity for all people.

### **Need for Protection**

Thanks to the Internet, we are now living in a \_\_\_\_\_ (globe) village. We have more information about other countries than ever before. We know as much about the situation in the US as in Russia. \_\_\_\_\_ (pollute) which is produced in one country will affect other countries, too.

For example, nuclear power is not \_\_\_\_\_ (danger) only for one country but is an international problem.

If we do not take action soon, the \_\_\_\_\_ (possible) of nuclear disaster is very real.

We should all \_\_\_\_\_ (cycle) our rubbish – not hope ‘green people’ will do it for us. Some people think natural resources will go on forever, but they are \_\_\_\_\_ (replace). We all have an obligation to protect the environment.

**Exercise 5.** Watch the news about air pollution in London and health problems caused by toxic emission from

<http://www.esolcourses.com/content/lifeintheuk/london/air-pollution/london-smog-lesson-activities.html>.

- Answer the questions.

1. What is the biggest single cause of air pollution in London?
2. Why does nitrogen dioxide present a major threat to health?
3. Why are environmental groups planning to sue the UK government?

- Do task 3 online:
  - a) vocabulary review;
  - b) check your answers.

**Exercise 6.** Read part of a conversation with two teenagers and think of the word which best fits each gap. Use only **one word** in each gap.

*Presenter:* Are young people today concerned (1) \_\_\_\_\_ the environment? Surely, (2) \_\_\_\_\_ the future generation, with responsibility (3) \_\_\_\_\_ protecting the planet, it’s the sort of thing you take very seriously indeed, (4) \_\_\_\_\_ it?

*Becky:* Well, I think we should be, and certainly there have (5) \_\_\_\_\_ lots of advertisements on the television recently, for saving water and switching lights (6) \_\_\_\_\_ and things like that. I think the problem with our teenage age group, is that (7) \_\_\_\_\_ of this adult pressure for us to become environmentally friendly, it used (8) \_\_\_\_\_ be cool when we were children to pick (9) \_\_\_\_\_ litter for ourselves and save the animals, and things like that. But when you’re older you want to seem cool and things like (10) \_\_\_\_\_ don’t bother you so much.

*Presenter:* Has it almost gone the other way then, full cycle, so now it’s uncool?

*Stephen:* I think that when certain people treat the Earth (11) \_\_\_\_\_ a person or something like that, and say you’re killing the Earth, you’re destroying it, I think that’s the wrong approach. I think that people should be told that they should recycle, because otherwise this planet is going to be uninhabitable. So I’d advise them to do it for (12) \_\_\_\_\_, not for anyone else, not for the squirrels or anything like that. I don’t think that enough is

(13) \_\_\_\_\_ done to prevent things from happening because even if you think it's not (14)\_\_\_\_\_ to affect you in your lifetime, you wouldn't want maybe your children to suffer because you've been particularly careless or selfish.

**Exercise 7.** Complete the text with the words below.

It is now widely accepted that pollution (1)\_\_\_\_ humans, the environment, and buildings. Some pollution spreads across local and national boundaries and lasts for many generations. Many chemicals do not biodegrade and gradually (2) \_\_\_\_\_ in the food chain. So, if the crops in our fields are sprayed carelessly, the pesticide has an immediate effect on local wildlife and can ultimately (3) \_\_\_\_\_ in our food.

Burning fossil fuels – oil, gas and coal – also (4) \_\_\_\_\_ pollution, in particular carbon dioxide, which is a major contributor to global (5) \_\_\_\_\_. In our region eight out of the ten hottest years on (6)\_\_\_\_\_ have occurred during the last decade. We should therefore (7)\_\_\_\_\_ the use of renewable energy resources such as wind and solar energy, because these do not (8) \_\_\_\_\_ carbon dioxide.

However, the biggest single cause of pollution in our city is traffic. Poorly maintained, older vehicles and bad driving techniques (9)\_\_\_\_\_ the problem worse, and this pollution has been directly (10) \_\_\_\_\_ to the rising number of asthma sufferers in our region. We should be aiming to gradually (11) \_\_\_\_\_ vehicle use in the city on high pollution days and educate the public on importance of purchasing (12) \_\_\_\_\_ friendly vehicles and maintaining them to a high (13) \_\_\_\_\_ .

- |                     |                     |                |                     |
|---------------------|---------------------|----------------|---------------------|
| 1. a) injures;      | b) hurts;           | c) wounds;     | d) harms.           |
| 2. a) build up;     | b) get on;          | c) grow up;    | d) break through.   |
| 3. a) turn out;     | b) end up;          | c) put across; | d) keep back.       |
| 4. a) gives;        | b) leads;           | c) begins;     | d) causes.          |
| 5. a) heating;      | b) melting;         | c) warming;    | d) thawing.         |
| 6. a) account;      | b) record;          | c) document;   | d) report.          |
| 7. a) encourage;    | b) advance;         | c) help;       | d) forward.         |
| 8. a) bring;        | b) design;          | c) create;     | d) invent.          |
| 9. a) increase;     | b) make;            | c) do;         | d) grow.            |
| 10. a) joined;      | b) combined;        | c) associated; | d) linked.          |
| 11. a) keep out;    | b) put by;          | c) cut down;   | d) drop out.        |
| 12. a) universally; | b) atmospherically; | c) globally;   | d) environmentally. |
| 13. a) degree;      | b) grade;           | c) mark;       | d) standard.        |

## ЛИТЕРАТУРА

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## ИНОСТРАННЫЙ ЯЗЫК

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