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Ачинский филиал

Т.А. Корнеева

ИНОСТРАННЫЙ ЯЗЫК

*Методические указания по подготовке к лабораторным
занятиям*

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Рецензент

*Л.Г. Самотик, доктор филологических наук, профессор кафедры
общего языкознания КГПУ им. В.П. Астафьева*

Корнеева, Т.А.

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ВВЕДЕНИЕ

Дисциплина «Иностранный язык» входит в состав базовой части дисциплин Б1.Б.01 по направлению подготовки 40.03.01 «Юриспруденция», профиль «Правовое обеспечение аграрных отношений», I курс, I семестр) и должна формировать компетенцию ОК-5, определяемую как способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

Цель дисциплины заключается в формировании у студентов уровня иноязычной коммуникативной компетенции, достаточного для решения социально-бытовых задач в процессе общения на иностранном языке, а также для дальнейшего самообразования.

Задачи изучения дисциплины «Иностранный язык»:

- формирование языковой компетенции – овладение новыми языковыми средствами в соответствии с темами, сферами и ситуациями общения, связанными с бытовой деятельностью студентов;

- формирование речевой компетенции – развитие коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении, письме);

- формирование социокультурной компетенции и поведенческих стереотипов;

- развитие у студентов умения самостоятельно приобретать знания для осуществления коммуникации на иностранном языке.

В результате изучения дисциплины студент должен:

знать:

- лексический минимум иностранного языка как общего, так и профессионального характера;

- основы письменной речи в рамках изучаемого материала;

- новые значения изученных именных и глагольных форм (видо-временных, неличных), средства и способы выражения модальности;

- лингвострановедческую, страноведческую и социокультурную информацию, расширенную за счет новой тематики и проблематики речевого общения;

уметь:

- логически верно, аргументированно и ясно выстраивать диалогическую и монологическую речь с использованием наиболее

употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения;

- понимать диалогическую и монологическую речь в сфере бытовой и профессиональной коммуникации;
- читать различные виды текстов (несложные прагматические тексты, тексты по широкому профилю специальности);
- создавать различные виды речевых произведений (аннотация, реферат, тезисы, сообщение, частное письмо, деловое письмо);

владеть:

- иностранным языком на уровне, обеспечивающем эффективное социальное взаимодействие;
- иностранным языком в объеме, необходимом для возможности получения информации из зарубежных источников;
- навыками письменного и устного аргументированного изложения собственной точки зрения;
- стремлением к личностному и профессиональному саморазвитию.

Данные методические указания предназначены для подготовки лабораторных занятий для студентов очной формы обучения направления подготовки 40.03.01 «Юриспруденция» (I курс, I семестр). На лабораторные занятия по рабочему учебному плану отводится 32 ч.

Цель *лабораторных занятий* 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 лингафонном кабинете, что позволяет использовать разные организационные формы работы (общий, парный, индивидуальный режимы). Каждый учащийся имеет индивидуальное рабочее место с выходом в интернет и возможностью подключения наушников, регулировкой громкости, проговаривания слов, фраз, а также записи собственного голоса. Данные технические условия способствуют более успешному усвоению учебного материала, приобретению необходимых языковых навыков и повышению мотивации при изучении дисциплины.

Темы лабораторных занятий

Модуль 1. БЫТОВАЯ СФЕРА ОБЩЕНИЯ (18 ч).

Модульная единица 1.1. Семья и ближайшее окружение.

Лабораторное занятие № 1. Родственные связи. Семейные традиции и праздники (4 ч).

Модульная единица 1.2. Распорядок дня.

Лабораторное занятие № 2. Распорядок дня в будние и выходные дни (4 ч).

Модульная единица 1.3. Досуг и увлечения.

Лабораторное занятие № 3. Активный и пассивный отдых (4 ч).

Модульная единица 1.4. Здоровье и здоровый образ жизни.

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

Модульная единица 1.5. Дом и окрестности.

Лабораторное занятие № 5. Виды жилья. Описание местности (2 ч).

Модуль 2. СОЦИАЛЬНО-КУЛЬТУРНАЯ СФЕРА ОБЩЕНИЯ (8 ч).

Модульная единица 2.1. Английский язык как средство межкультурного общения.

Лабораторное занятие № 6. Английский язык как средство межкультурного общения (4 ч).

Модульная единица 2.2. Глобальные проблемы человечества и пути их решения.

Лабораторное занятие № 7. Глобальные проблемы человечества и пути их решения (4 ч).

Модуль 3. УЧЕБНО-ПОЗНАВАТЕЛЬНАЯ СФЕРА ОБЩЕНИЯ (6 ч).

Модульная единица 3.1. Система высшего образования в России и за рубежом.

Лабораторное занятие № 8. Роль высшего образования в развитии личности (4 ч).

Модульная единица 3.2. Мой университет.

Лабораторное занятие № 9. Мой университет: структура, история и традиции (2 ч).

Формируемые компетенции на лабораторных занятиях для направления 40.03.01 «Юриспруденция»

Компетенция	ЛСЗ	Вид контроля
ОК-5 – способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	1-9	Зачет

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. Оценка освоения дисциплины формируется на основании результатов модульно-рейтинговой системы контроля знаний (на основании рейтинг плана). В итоговую сумму баллов входят результаты всех контролируемых видов деятельности – аудиторная работа (все виды речевой деятельности), выполнение самостоятельной работы студентов (по всем видам речевой деятельности), посещение занятий. Допуск к зачету определяется как сумма баллов по результатам всех запланированных учебных мероприятий – не менее 60 баллов. За работу на лабораторных занятиях максимальное количество баллов за календарный модуль составляет 40 баллов. Конкретные виды работ и их оценивание представлены в каждом занятии.

Рейтинг-план

Календарный модуль 1				Итого баллов
Дисциплинарный модуль	баллы по видам работ			
	СРС	Посещение лабораторных занятий	Выполнение аудиторной работы	
Календарный модуль 1				
ДМ ₁	0-25	0-5	0-20	50
ДМ ₂	0-15	0-3	0-10	28
ДМ ₃	0-10	0-2	0-10	22
Итого за КМ₁	50	10	40	100

Трудоёмкость модулей и модульных единиц дисциплины

Наименование модулей и модульных единиц дисциплины	Всего часов на модуль	Контактная работа		Внеаудиторная работа (СРС)
		Л	ЛЗ/ПЗ/С	
Модуль 1. БЫТОВАЯ СФЕРА ОБЩЕНИЯ	38		18	20
Модульная единица 1.1. Семья и ближайшее окружение	8		4	4
Модульная единица 1.2. Распорядок дня	8		4	4
Модульная единица 1.3. Досуг и увлечения	8		4	4
Модульная единица 1.4. Здоровье и здоровый образ жизни	8		4	4
Модульная единица 1.5. Дом и окрестности	6		2	4
Модуль 2. СОЦИАЛЬНО-КУЛЬТУРНАЯ СФЕРА ОБЩЕНИЯ	18		8	10
Модульная единица 2.1. Английский язык как средство межкультурного общения	8		4	4
Модульная единица 2.2. Глобальные проблемы человечества и пути их решения	10		4	6
Модуль 3. УЧЕБНО-ПОЗНАВАТЕЛЬНАЯ СФЕРА ОБЩЕНИЯ	16		6	10
Модульная единица 3.1. Система высшего образования в России и за рубежом	8		4	4
Модульная единица 3.2. Мой университет	8		2	6
Подготовка к зачету				
Зачет				
Итого	72		32	40

Тематический план проведения лабораторных и практических занятий

Номер модуля и модульной единицы дисциплины	Номер и название лабораторных/ практических занятий с указанием контрольных мероприятий	Вид контрольного мероприятия	Кол-во часов
Модуль 1. БЫТОВАЯ СФЕРА ОБЩЕНИЯ			18
Модульная единица 1.1. Семья и ближайшее окружение.	Лабораторное занятие № 1. Родственные связи. Семейные традиции и праздники	Диалоги по заданным ситуациям, лексический тест. Контроль аудирования	4
Модульная единица 1.2. Распорядок дня	Лабораторное занятие № 2. Распорядок дня в будние и выходные дни	Диалоги по заданным ситуациям, лексический тест	4
Модульная единица 1.3. Досуг и увлечения	Лабораторное занятие № 3. Активный и пассивный отдых	Монологическое высказывание (рассуждение), лексико-грамматическое тестирование	4
Модульная единица 1.4. Здоровье и здоровый образ жизни	Лабораторное занятие № 4. Основы здорового образа жизни	Монологическое высказывание (рассуждение). Контроль аудирования	4
Модульная единица 1.5. Дом и окрестности	Лабораторное занятие № 5. Виды жилья. Описание местности	Монологическое высказывание (описание), лексический тест	2
Модуль 2. СОЦИАЛЬНО-КУЛЬТУРНАЯ СФЕРА ОБЩЕНИЯ			8
Модульная единица 2.1. Английский язык как средство	Лабораторное занятие № 6. Английский язык как средство межкультурного	Контроль аудирования. Обсуждение прочитанного	4

Номер модуля и модульной единицы дисциплины	Номер и название лабораторных/ практических занятий с указанием контрольных мероприятий	Вид контрольного мероприятия	Кол-во часов
межкультурного общения	общения	материала	
Модульная единица 2.2. Глобальные проблемы человечества и пути их решения	Лабораторное занятие № 7. Глобальные проблемы человечества и пути их решения	Контроль аудирования. Высказывание мнение по проблеме	4
Модуль 3. УЧЕБНО-ПОЗНАВАТЕЛЬНАЯ СФЕРА ОБЩЕНИЯ			6
Модульная единица 3.1. Система высшего образования в России и за рубежом	Лабораторное занятие № 8. Роль высшего образования в развитии личности	Написание эссе на заданную тему	4
Модульная единица 3.2. Мой университет	Лабораторное занятие № 9. Мой университет: структура, история и традиции	Устное сочинение. Лексико-грамматический тест	2
Итого:			32

МОДУЛЬ 1. БЫТОВАЯ СФЕРА ОБЩЕНИЯ

Общая сумма баллов: 0-20.

Модульная единица 1.1. Семья и ближайшее окружение

Лабораторное занятие № 1

Тема занятия: Родственные связи. Семейные традиции и праздники (4 ч).

Цель занятия: формирование навыков монологической и диалогической речи по теме «Семья. Родственные связи» с опорой на релевантные лексико-грамматические конструкции.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Лексический минимум по теме «Семья. Родственные связи».
2. Имя существительное: множественное число, притяжательный падеж, артикль (общие правила употребления).
3. Имя прилагательное. Степени сравнения.
4. Семейные традиции и праздники.
5. Проблемы современной семьи (неполные семьи, работающая мама, «отцы» и «дети» и т.п.).

Общая сумма баллов: 0-5.

Задания к занятию

Exercise 1. Study the list of family words at <http://study-english.info/vocabulary-family.php>.

- 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.

• Answer these questions to show if you understand the Possessive (for more information go to <http://study-english.info/noun-possessive-case.php>).

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.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Exercise 2. These words are useful for describing your family relations and things that you may have in common with other members of your family:

- | | |
|-------------------------|-----------------------------|
| take after | be close to |
| resemble / look like | immediate / extended family |
| family trait | get along / on with |
| have things common | admire / look up to |
| quarrel / squabble with | rely on / depend on |
| get together | look after / take care of |
| bring up / raise | age difference |

• Translate the words and use them in the following sentences. Be careful with the form of the word.

1. One of our ... is that we all talk all the time. Our family gatherings tend to be very noisy.

2. Although we live in different towns now, we still try to ... whenever we can.

3. Actually, I'm ... to my father than to my mother – there's a special bond between us.

4. People always say that I ... my father, as I get the same fiery temper and stubborn nature.

5. I think one reason why we have grown apart is that we just don't ... much

6. Although I ... well enough with my sister, I wouldn't describe our relationship as being particularly close.

7. I used to ... with my sister all the time when we were kids, but we get on just fine now. It was just a normal sibling rivalry.

8. I suppose her best quality is that I can always ... her to be there for me. She's never let me down yet.

9. My older sister was a big influence too, she really ... me when I was younger.

10. While my ... family is quite small, my more ... family is huge – I think I have over 10 first cousins.

11. There's no doubt that my grandmother is my role model, I ... her in just about every way.

12. My mum and dad shared the responsibility of ...-ing us

13. I get on best with my eldest brother despite the ... between us.

14. My aunt ... my mum – she has the same nose and high cheekbones.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

• Answer the questions below.

Who do you take after? In what ways?

Is there anyone in your family that you get on really well with? In what ways?

Apart from your close family, do you keep in touch with any distant relatives?

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Exercise 3. Revise the degrees of comparison of adjectives at <http://study-english.info/comparison.php>

• Complete the following sentences with the correct comparative form of the words listed below:

bad / important / crowded / good / high / heavy / convenient / difficult / cheap / expensive / quiet / easy / thin / healthy / dangerous / cold

1. In Canada, January is _____ than March.
2. I think that good health is _____ than money.
3. I can't carry my suitcase. It's much _____ than yours.
4. I can afford to buy a new bike but not a new car. A car is _____ than a bike.
5. You look _____ than the last time I saw you. Have you lost weight?
6. I couldn't get a seat in the restaurant. It was _____ than usual.
7. Mountains are _____ than hills.
8. He got a very good mark on his exam. The exam was _____ than he had expected.
9. You should go to the doctor. Your cold is _____ than it was a few days ago.
10. There is a lot of crime in the big cities. They are _____ than the small town where I live.
11. I don't understand this lesson. It is _____ than the last one we did.
12. I can't study in this room. It's too noisy. I'm going to find a _____ place.
13. Our apartment is far from everything. We want to move to a _____ location.
14. Orange juice is _____ than Coke.
15. The store is having a great sale today. Most televisions are 25% _____ than they were yesterday.
16. The doctor told me that I can go back to work if I feel _____ tomorrow.

• Complete the following sentences with the correct superlative form of the words listed below:

funny / high / delicious / easy / cold / boring / lucky / smart / dirty / rich / valuable / bad / large / cheap / long / scary.

1. Yesterday was _____ day of the year. I almost froze to death walking home from school!

2. That was _____ movie I've ever seen. I almost walked out in the middle.
3. Please give me your recipe. That is _____ cake I've ever eaten.
4. Jerry is _____ student in our class. He gets the top grades in every course.
5. Bob told _____ story last night. I couldn't stop laughing.
6. Whales are _____ animals in the world.
7. The Nile is _____ river in the world.
8. Marie is _____ person I know. She has won the lottery four times!
9. He is _____ speaker I have ever heard. Half the audience fell asleep during his speech.
10. Mount Everest is _____ mountain in the world.
11. That is _____ painting in the art gallery. It's worth a million dollars.
12. Bill Gates is one of _____ men in the world.
13. I finished the exercise in five minutes. It was _____ homework the teacher has ever given us.
14. Arthur hates to clean. He has _____ apartment I've ever seen.
15. My dinner only cost \$6.00. That must be _____ restaurant in town.
16. I was afraid to turn off the lights last night. That was _____ show I've ever watched.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,5 балла.

Exercise 4. 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 that 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!

Работа выполняется индивидуально.


Стоимость выполненного задания: 0,2 балла.

Exercise 5. Unjumble the words.

mean family does What you to? In a perfect world, all families should be happy get should everyone and well on together. a know I have that families of lot many problems. Brothers and sisters who each don't other like, parents who never talk to each other. I wonder why this is. How so to can live close your you family members and feel apart from them? There is a lot of talk in the news family of breakdown the about life. Divorce is rising everywhere in the world. This means single parents have less to with children time spend their, which creates problems. Maybe the stress modern puts much of life too pressure on families. It seems as though family life was or generation a better ago two. Is this true for families in your country?

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Exercise 6.  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.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,5 балла.

Exercise 7. 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 leave 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?


Работа выполняется в парах.

Стоимость выполненного задания: 1 балл.

Exercise 8

- 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. |

-  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.

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.

Exercise 9. Read and translate the text.

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, and

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.

What is the most important thing about keeping traditions?

Do you share the opinion?

Are there any traditions in your family?

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.

Модульная единица 1.2. Распорядок дня

Лабораторное занятие № 2

Тема занятия: Распорядок дня в будние и выходные дни (4 ч).

Цель занятия: формирование навыков монологической и диалогической речи по теме «Распорядок дня в будние и выходные дни» с опорой на релевантные лексико-грамматические конструкции.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Лексический минимум по теме «Распорядок дня в будние и выходные дни». Рассказ о своем распорядке дня.
 2. Обозначение времени. Предлоги времени.
 3. Времена глагола группы Simple активного залога.
- Общая сумма баллов: 0-3.**

Задания к занятию

Exercise 1. There are two common ways of telling the time.

- **Say the hour first and then the minutes (Hour + Minutes).**

We don't normally use the 24-hour clock in English. We use the 12-hour clock and **a.m.** (am) for the morning and **p.m.** (pm) for the afternoon and evening.

3am = Three o'clock in the morning.

3pm = Three o'clock in the afternoon.

- 6:25 – It's six twenty-five a.m.
- 8:05 – It's eight oh-five p.m.
- 9:11 – It's nine eleven p.m.
- 2:34 – It's two thirty-four a.m.

- **Say the minutes first and then the hour (Minutes + PAST / TO + Hour):**

For minutes 1-30 we use **PAST** after the minutes.

For minutes 31-59 we use **TO** after the minutes.

2:00 - It's two o'clock.	2:30 - It's half past two.
2:05 - It's five past two.	2:35 - It's twenty-five to three.
2:10 - It's ten past two.	2:40 - It's twenty to three.
2:15 - It's quarter past two.	2:45 - It's quarter to three.
2:20 - It's twenty past two.	2:50 - It's ten to three.
2:25 - It's twenty-five past two.	2:55 - It's five to three.

We use AT + TIME when giving the time of a specific event. - The class starts at nine o'clock. - The flight leaves at ten to three.	We use IT IS or IT'S to answer a question that asks for the time right now. What time is it? - It is half past four. What's the time? - It's twenty to five.
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- Now read and write the time in words.

- 1) 6:32;
- 2) 2:58;
- 3) 8:45;
- 4) 7:15;
- 5) 12:30;
- 6) 8:43;
- 7) 10:25.

-  Listen and write down the times you hear.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

- **Exercise 2.** Write the correct day or month.

What day comes after Sunday?

What day comes before Thursday?

What day comes after Friday?

What month comes after August?

What month comes before January?

Which month is your birthday?

-  Listen to the woman talking about her plans for the coming week and match the times with the actions.

<https://www.learning-english-online.net/listening-comprehension/exercises/talking-about-your-daily-life/>

On Monday	work late.
On Tuesday afternoon	business meeting.
On Wednesday morning	meeting my friend Bill.
On Thursday night	go to the gym.
On Friday night	visit parents.
On Saturday	go out to clubs.
On Sunday	relax at home.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,2 балла.

Exercise 3. We use many prepositions to talk about the time. Study the table below.

At	On	In
<i>A precise time</i> At 2 o'clock At 3 p.m. At half past eleven	<i>Days of the week and calendar dates</i> On Sunday On February, 14 On the day of his arrival	<i>Months, seasons, years, decades</i> In September, In 1674, In the 1980s, In the 20th century In winter /spring /summer/ autumn
At night, at noon	On friday morning	In the morning In the afternoon In the evening
At Christmas At Easter At weekend At the moment At present At the same time	On Christmas day On weekdays	 In a few minutes In two years' time In the future

Note: we don't use any preposition before *this, next, last, every* (this evening, next summer, last winter, every day).

- *Choose the right preposition.*

1. Goodbye! See you (on/at) Friday.
2. Where were you (in/on) 28 February?
3. I got up (in/at) 8 o'clock this morning.
4. I like getting up early (on/in) the morning.
5. My sister got married (on / in) May.
6. Diane and I first met (in / at) 1979.
7. Did you go out (in / on) Friday evening?
8. Did you go out (in / on) Friday?
9. Do you often go out (in / on) the evening?
10. Let's meet (on / at) 7.30 tomorrow evening.
11. I'm starting my new job (at / on) 3 June.
12. We often go to the beach (in / at) summer.
13. George isn't here (in / at) the moment.
14. Julia's birthday is (on / in) January.
15. Do you work (in / on) Saturdays?

- *Insert at, on, in where necessary.*

1. I'm leaving ... Saturday.
2. I'm leaving ... next Saturday.

3. I always feel tired ... the evening.
4. Will you be at home ... this evening?
5. We went to Scotland ... last summer.
6. What do you usually do ... the weekend?
7. She phones me ... every Sunday.
8. Can you play tennis ... next Sunday?
9. I'm afraid I can't come to the party ... Sunday.
10. We went to bed late ... last night.
11. I don't like going out alone ... night.
12. I won't be out very long. I'll be back ... ten minutes.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Exercise 4.

Visit http://www.vocabulary.cl/Lists/Daily_Routines.htm, read the texts and make your own vocabulary list for daily routine actions.

Then, follow to http://www.vocabulary.cl/Games/Daily_Routines.htm to do a quiz.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,5 балла.

Exercise 5.  Visit <http://www.elllo.org/english/Mixer001/T025-MorningRoutine.htm>.

Listen to six people talking about their morning start and read the script. Then click the “quiz” button and answer the following questions about the interview.

What is your morning start like?

Does it differ on weekdays and at the weekend?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 6. Read and translate the following text using a dictionary.

- Agree or disagree with the statements about the boys' and girls' style of awakening. Give your reasons.

One's daily routine depends on a lot of factors. Firstly, weekdays are different from days off. Secondly, it depends on your occupation. Thirdly, if you are, for example, a student, a lot depends on whether you are a boy or a girl.

Practically all students get up at 7:00 or 7:30 but the practice of waking up differs. Boys usually get up on time and rush out of bed like

soldiers. Then they make the bed, shave quickly, clean their teeth, have a wash and fly out of the bathroom ready for their breakfast.

Girls like to stay in bed for another ten minutes after waking up. It's especially true of those who can by no means call themselves "early birds". Sometimes they have to wind two alarm-clocks not to oversleep. Sometimes alarm clocks aren't necessary, because Mum rouses them.

After getting out of bed girls have to follow the same procedure as boys and do a lot of other things. Some girls wash their hair every morning, and even if they don't, they still have to do their hair, which includes combing and styling. Then they put on a little makeup. If it takes five minutes for a boy to get dressed, a girl needs a minimum of fifteen minutes until she's fully dressed.

For a certain part of the day student boys' and girls' daily routine gets synchronised. They walk to the university if they live close to it or go there by public transport in a rush hour. Very few drive and needn't catch a bus to get to the university.

In the daytime all students attend classes. At midday they usually have lunch in the university canteen or eat a homemade packed lunch and have a chat with friends.

In the second part of the day students' daily routine varies greatly. Disciplined and diligent students go to the library, attend optional courses and read up for their seminars. Others like to relax for a while, maybe, even have a nap, dine and then start doing their homework and housework.

Young people like to go to keep-fit classes, practise yoga, jog, play games on the playground, train in a gym or just go in for some kind of sports. They have an active social life and go to meetings in all sorts of amateur societies.

Evening is the calmest part of the day. Watching TV is one of the most favourite occupations, but if one watches it too much, there isn't enough time to prepare homework and then one has to keep late hours.

Bedtime tends to be about midnight. Boys take a shower, eat their supper and go to bed at once. Girls need twice as much time to prepare themselves for sleep.

Students like weekends better than weekdays. At weekends they go out and very rarely stay in. They may organize their leisure time any way they like – call on their friends, go to parties or discos, go to theatres or cinemas, go on picnics, and ... go wherever they want to go.

It's not surprising that on Monday mornings students sometimes feel sleepy. Their first waking thought is that they never have enough sleep.

Then they regret that they didn't go to bed early and think that they should turn over a new leaf. They honestly think that they must become well-organized and correct their daily routine, at least at weekends. They make plans to read more, to help mother about the house, and to do a hundred other good things. On second thoughts they often put off their plans till the following Monday. It is always better to turn over a new leaf in a week's time.

- Find in the text the English equivalents of the following:

вставить вовремя	рабочие дни	выходные	зависеть от
вскакивать с кровати	заправить кровать	бриться	умываться/мыться
ранняя пташка	заводить будильник	проспать	причесаться
ходить пешком	общественный транспорт	час пик	сесть на автобус
добираться до университета	после пробуждения	посещать занятия	болтать
факультатив	активная общественная жизнь	заниматься в спортзале	готовиться к семинарам
достаточно времени	любимое занятие	засиживаться допоздна	бывать в обществе
сидеть дома	хотеть спать	начать новую жизнь	откладывать планы

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 7. Act out a dialogue.

Model: where he/she studies

*Student A.: Where **do** you study?*

Student B.: I study at KrasSAU.

Ask your groupmate:

- 1) when he/she gets up;
- 2) what he/she manages to do before going to the university;
- 3) if he/she lives far from the university;
- 4) how long it takes him/her to get to the university;
- 5) what classes he/she has at the university;

- 6) where he/she has a bite;
- 7) if he/she goes to the library and why;
- 8) when and how he/she relaxes;
- 9) how he/she keeps fit;
- 10) if he/she ever tries to start a new life and why.

Работа выполняется в парах.

Стоимость выполненного задания: 1 балл.

Exercise 8. Revise the Present Simple at <http://study-english.info/presentsimple.php>.

Now 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.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Exercise 9. Revise the Past Simple at <http://study-english.info/pastsimple.php>. Then 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.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,1 балла.

Exercise 10. 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?)

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Модульная единица 1.3. Досуг и увлечения

Лабораторное занятие № 3

Тема занятия: Активный и пассивный отдых (4 ч).

Цель занятия: формирование навыков монологической и диалогической речи по теме «Активный и пассивный отдых» с опорой на релевантные лексико-грамматические конструкции.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Лексический минимум по теме «Досуг и увлечения. Активный и пассивный отдых».

2. Обсуждение планов на выходные.
 3. Времена глагола группы Continuous активного залога.
- Общая сумма баллов: 0-6.**

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
outю*

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 like to _____ there every evening.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

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.

1. Preparation (do it before you read the text).
2. Check your understanding: multiple choice.
3. Check your vocabulary: gap fill.

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.


Exercise 4. Watching TV is one of the most popular passive pastimes.

- Complete the sentences with the types of programmes. Enlarge upon the topic: soap operas; wildlife documentaries; talk/chat shows; quizzes; comedy series; historical documentaries; reality shows; sitcoms; game shows; sports programmes; debates and discussions.

- On TV in my country there are too many and there aren't enough

- The most popular programmes in my country are

- My favourite TV programmes are

-  Now listen to the speakers. Which statements do they disagree with?

Speaker A

Speaker D

Speaker B

Speaker E

Speaker C

Speaker F

1. More TV channels means more variety and better programmes.

2. TV companies shouldn't interrupt films with commercials.

3. The media can make mediocre people famous.

4. TV should show less football and more minority sports.

5. Satellite TV is too expensive.

6. TV, radio and the Internet have made newspapers irrelevant.

7. We shouldn't blame TV for children's bad behavior.

Работа выполняется фронтально.

Стоимость выполненного задания: 1 балл.

Exercise 5. When talking about sports we normally use the verbs 'play, do and go'. Read the note below and match the sports to the three verbs.

Note: 'play' is used with team sports and ball sports;

'go' is used with the sports that end in -ing;

'do' is used with all other sports, recreational activities as well as individual ones, and we also use 'do' with boxing, body-building and weightlifting.

Go	Do	Play
Riding	Aerobics	Badminton
Hitch-hiking	Jogging	Football
Fishing	Basketball	Snowboarding
Sailing	Board games	Skating
Windsurfing	Judo	Gymnastics
Skiing	Karate	Taekwondo
Running	Exercise	Cricket

Go	Do	Play
Tennis Baseball Yoga Kung-fu Hockey	Dancing Athletics Archery Boxing Cycling Chess	Rugby Volleyball Swimming Weightlifting Ballet

Работа выполняется фронтально.

Стоимость выполненного задания: 0,2 балла.

Exercise 6. Listen to eight short sports commentaries. Identify the sports.

Работа выполняется фронтально.


Стоимость выполненного задания: 0,2 балла.

Exercise 7. 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 sports 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?

Работа выполняется в парах.

Стоимость выполненного задания: 1 балл.

Exercise 8.  Listen to the conversation about plans for the weekend and do the exercises. Visit <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:

- | | |
|-----------------------------|---|
| ... snowboarding; | ... visit Notre Dame cathedral; |
| ... dirtboarding; | ... visit the old parts of the city; |
| ... canyoning; | ... go round the Louvre; |
| ... bungee jumping; | ... go to the Musée D'Orsay; |
| ... go up the Eiffel Tower; | ... 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?

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.

Exercise 9. Complete the sentences with the words in the box:

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

Suggesting

Do you going out?

... go and see a film.

How ... a game of cards?

Persuading

But I still think it would be ... to go out.

Don't you think we some fresh air?

Oh, ... on!

Objecting

I'm not in the

I don't fancy it.

I'm not really chess.

Compromising or agreeing

But if you buy me a coffee!

OK, you've me.

You've me into it .

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

Exercise 10. 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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

Exercise 11. 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)

Работа выполняется в парах.

Стоимость выполненного задания: 0,5 балла.

Exercise 12. Revise the formation and use of the present continuous tense at <http://www.learn-english-today.com>.

- Click on 'Try an exercise' and compare the present continuous and the present simple.

- Note the use of the present continuous for future arrangements.

Write questions.

1. (you / go out / tonight?)
2. (you / work/ next week?)
3. (what / you / do / tomorrow evening?)
4. (what time / your friends / arrive?)
5. (when / Liz / go / on holiday?)

• Write five sentences about yourself. What are you doing in the next three days?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Модульная единица 1.4. Здоровье и здоровый образ жизни

Лабораторное занятие № 4

Тема занятия: Основы здорового образа жизни (4 ч).

Цель занятия: формирование навыков монологической и диалогической речи по теме «Здоровье» с опорой на релевантные лексико-грамматические конструкции.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Лексический минимум по теме «Здоровье».
2. Консультация у врача.
3. Типы вопросительных предложений.

Общая сумма баллов: 0-4.


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. Failure to manage stress effectively
5. Living a healthy lifestyle involves

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

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

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,2 балла.

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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

Exercise 6. You are a fitness instructor. Suggest the appropriate kind of sport for one of the following people. Give arguments.

- A grandma who wants to stay fit and healthy.

- An overweight twelve-year old boy who hates all sports, except on TV.

- A writer who spends whole days writing in his study. He is rather unfit and a bit lonely.

- A young woman who works in an office. At the end of the day she can't stand looking at people!

- 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,

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 7. Study the list of parts of the body at <http://study-english.info/vocabulary-anatomy.php>

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.

Example: 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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

Exercise 8. Complete the dialogue with the phrases in the box:

listen to your chest / keep warm and get plenty of rest /
three times a day after meals / for about a week/
I've got a temperature and a bad cough

Patient: Good morning, Doctor.

Doctor: Good morning. What can I do for you?

Patient: Well, I haven't been feeling very well recently. (1)

.....

Doctor: How long has this been going on?

Patient: (2)

Doctor: Can I (3)

Patient: Of course.

Doctor: I think you've got an infection. I'll prescribe some antibiotics.

Patient: Will I get better soon?

Doctor: Take the tablets (4) ... and it should clear up in a few days.

Patient: OK. Thank you.

Doctor: You should (5) If you're not feeling better in a week from now, come and see me again.

Patient: Thank you, Doctor. Goodbye.

Doctor: Goodbye.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

Exercise 9. Look at the table and match the problems to their symptoms and causes.

Symptom	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

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 10. Match the two halves of the sentences to give the doctor's advice.

- | | |
|--------------------------------------|----------------------------------|
| 1. You should drink ... | a) for a few days; |
| 2. I don't think you ... | b) you can try to eat some rice; |
| 3. You need to go straight ... | c) get some rest; |
| 4. If you don't feel better soon ... | d) come back and see me again; |
| 5. You must rest your foot ... | e) should go to work; |
| 6. I'll prescribe you ... | f) to hospital for an x-ray; |
| 7. Stay at home and ... | g) as much water as possible; |
| 8. When you've stopped being sick | h) some painkillers. |

...

Работа выполняется фронтально.

Стоимость выполненного задания: 0,2 балла.

Exercise 11. Work in pairs. Prepare a dialogue between a patient and a doctor. Use the words and phrases in exercises 7-70

Greet each other.

Doctor: ask what the problem is.

Patient: explain your symptoms.

Doctor: say what you think the illness is.

Patient: ask for the doctor's advice.

Doctor: give your advice.

Patient: thank the doctor.

Say goodbye to each other

Работа выполняется в парах.

Стоимость выполненного задания: 0,5 балла.

Exercise 12. Look at the following questions. What types are they?

Have you got a temperature or a cough? What can I do for you?

Are your eyes watering? Your nose is blocked, isn't it? What hurts you?

Visit <http://engblog.ru/types-of-questions> for more explanation and do the test. Then visit <http://www.englishexercises.org/makeagame/viewgame.asp?id=13816> and have some practice.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Модульная единица 1.5. Дом и окрестности

Лабораторное занятие № 5

Тема занятия: Виды жилья. Описание местности (2 ч).

Цель занятия: формирование навыков монологической и диалогической речи по теме «Виды жилья. Места в городе» с опорой на релевантные лексико-грамматические конструкции.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Лексический минимум по теме «Виды жилья. Места в городе».

2. Как спросить и указать направления?

Общая сумма баллов: 0-2.

Задания к занятию

Exercise 1. 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.

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.


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

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

Exercise 2.  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?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

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?

Работа выполняется в парах.

Стоимость выполненного задания: 0,5 балла.

Exercise 4. Look at the ways of asking for locations below.

- Excuse me. Is there a _____ near/around here?

- Excuse me. Is the _____ around/near here?

- Where is the _____, please ?

- Can you help me ? I'm / We're looking for the /a _____.

- The _____. Is it on this street or the next one?

Now read the dialogues and complete the gaps with suitable constructions.

1. a) _____ the bank, please?

b) It's around the corner from the fire station.

2. a) _____ a restaurant near here?

b) Sure, there's one right next to the bank.

3. a) Excuse me. _____ the supermarket.

b) It's not far. It's just across from the library.

4. a) _____ help me ? _____ the park.

b) That's easy. It's between the Post Office and the school.

5. a) The hospital... _____ this street or the next one?

b) The next. It's on Green Street, beside the library.

6. Excuse me. Is the movie theatre _____ ?

b) Yes, it is. It's on the corner of Green Street and First Avenue, across from the bus station.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балл.

Exercise 5. Study the phrases below.

Asking for directions

- Excuse me sir. I am looking for ... How do / can I get there ?
- Do you know the directions to ...?
- What is the way to ...?
- How do I go / get to ...?
- Please tell / give me the way to ...
- Can / could you help me ? I want to go to ...
- Could you tell me the way to ...?

Giving directions

Go straight on.

Go along Queen street.

Go past the bus stop.

Go over the bridge.

Turn left (when you see a roundabout).

Turn right (at the end of the road and my house is number 67).

Take the first / second, etc. left.

Take the third road on the right and you will see the office on the right / on the left.

The hospital is opposite the railway station.

The shop is near the hospital.

The house is next to the local cinema.

The shop is between the chemist's and KFC.

At the end of the road you will see a roundabout.

• Now practice giving directions at [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Giving_directions/Giving_directions_br80mg](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Giving_directions/Giving_directions_br80mg).

Работа выполняется фронтально.

Стоимость выполненного задания: 0,4 балла.

• Prepare a dialogue using the map from [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Giving_directions/Giving_directions_br80mg](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Giving_directions/Giving_directions_br80mg). Follow the chart.

Student A. Ask about a place.

Student B. Answer.

Student A. Ask for directions.

Student B. Give directions.

Student A. Say thank you.

Работа выполняется в парах.

Стоимость выполненного задания: 0,4 балла.

МОДУЛЬ 2. СОЦИАЛЬНО-КУЛЬТУРНАЯ СФЕРА ОБЩЕНИЯ

Общая сумма баллов – от 0-10.

Модульная единица 2.1. Английский язык как средство межкультурного общения

Лабораторное занятие № 6

Тема занятия: Английский язык как средство межкультурного общения (4 ч).

Цель занятия: формирование представлений о статусе английского языка и о проблеме сохранения языкового многообразия в мире.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Статус английского языка в современном мире.
2. Времена группы Perfect активного залога.

Общая сумма баллов: 0-3,5.

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?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

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:

- Check your understanding: true or false?

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.

1. Are the sentences true or false? Check your understanding online.
2. Choose the correct option to complete the sentences and practise using comparatives and superlatives. Check your grammar online.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 4. John McWhorter teaches linguistics, American studies and music history at Columbia University. His latest book is “The Language Hoax: Why the World Looks the Same in Any Language.”

- Read his article and answer the question it asks.

Why Save a Language?

By John McWhorter

“Tell me, why should we care?” he asks. It’s a question I can expect whenever I do a lecture about the looming extinction of most of the world’s 6,000 languages, a great many of which are spoken by small groups of indigenous people. For some reason the question is almost always posed by a man seated in a row somewhere near the back.

Asked to elaborate, he says that if indigenous people want to give up their ancestral language to join the modern world, why should we consider it a tragedy? Languages have always died as time has passed. What’s so special about a language?

The answer I’m supposed to give is that each language, in the way it applies words to things and in the way its grammar works, is a unique window on the world. In Russian there’s no word just for blue; you have to specify whether you mean dark or light blue. In Chinese, you don’t say *next week* and *last week* but *the week below* and *the week above*. If a language dies, a fascinating way of thinking dies along with it.

I used to say something like that, but lately I have changed my answer.

Certainly, experiments do show that a language can have a fascinating effect on how its speakers think. Russian speakers are on average 124 milliseconds faster than English speakers at identifying when dark blue shades into light blue. A French person is a tad more likely than an Anglophone to imagine a table as having a high voice if it were a cartoon character, because the word is marked as feminine in his language.

This is cool stuff. But the question is whether such infinitesimal differences, perceptible only in a laboratory, qualify as worldviews – cultural standpoints or ways of thinking that we consider important. I think the answer is no.

Furthermore, extrapolating cognitive implications from language differences is a delicate business. In Mandarin Chinese, for example, you can express *If you had seen my sister, you'd have known she was pregnant* with the same sentence you would use to express the more basic *If you see my sister, you know she's pregnant*. One psychologist argued some decades ago that this meant that Chinese makes a person less sensitive to such distinctions, which, let's face it, is discomfitingly close to saying Chinese people aren't as quick on the uptake as the rest of us. The truth is more mundane: Hypotheticality and counterfactuality are established more by context in Chinese than in English.

If we can't consider this aspect of Mandarin a cognitive facet of being Chinese, then we can't, in fairness, associate the “cool” features of other languages with the worldviews of their speakers. Surely worldviews aren't only those ways of perceiving things that we consider admirable or charming.

But if a language is not a worldview, what do we tell the guy in the lecture hall? Should we care that in 100 years only about 600 of the current 6,000 languages may be still spoken?

The answer is still yes, but for other reasons.

First, a central aspect of any culture's existence as a coherent entity is the fact of its having its own language, regardless of what the language happens to be like. Certainly, a culture can thrive without its own language: No one would tell today's American Indians that if they no longer spoke their ancestral language it would render them non-Indian. Likewise, being Jewish does not require speaking Hebrew or Yiddish.

Yet because language is so central to being human, to have a language used only with certain other people is a powerful tool for connection and a sense of community. Few would deny, for example, that American Jews who still speak Yiddish in the home are a tighter-knit

community, less assimilated into Anglophone American life and less at odds with questions about Jewish identity, than Jews who speak only English.

Second, languages are scientifically interesting even if they don't index cultural traits. They offer variety equivalent to the diversity of the world's fauna and flora.

For example, whether or not it says anything about how its speakers think, the fact that there is a language in New Guinea that uses the same word for *eat*, *drink* and *smoke* is remarkable in itself. Another New Guinea language is Yeli Dnye, which not only has 90 sounds to English's 44, but also has 11 different ways to say "on" depending on whether something is horizontal, vertical, on a point, scattered, attached and more. And there is Berik, where you have to change the verb to indicate what time of day something happened. As with any other feature of the natural world, such variety tests and expands our sense of the possible, of what is "normal."

These are the arguments I have ready for the "Why should we care?" fellow these days. We should foster efforts to keep as many languages spoken as possible, and to at least document what the rest of them are like.

Cultures, to be sure, show how we are different. Languages, however, are variations on a worldwide, cross-cultural perception of this thing called life.

Surely, that is something to care about. See <https://www.nytimes.com/2014/12/07/opinion/sunday/why-save-a-language.html>

- Lots of people would like to have one language on our planet. However, scientists think that having only one language is a disaster. What is your opinion? Do you think that language diversity is important for our society?

Use the following phrases to give your opinion.

I think.... I believe.... I feel.... I suppose.... I guess....

According to me....

In my view.... In my opinion....

It seems to me that....

From my point of view....

As far as I'm concerned....

Personally, I think....

I'd like to point out that....

What I mean is....

It goes without saying that....

I hold the view that....

I completely disagree....

Well, I see things rather differently....

Umm, I'm not sure about that....

Работа выполняется фронтально.

Стоимость выполненного задания: 1 балл.

Exercise 5. Study the formation and use of the Present Perfect tense at <http://study-english.info/presentperfect.php>. Try these exercises:

- Rewrite these sentences in the present perfect simple.

Example: I went to shops on Saturday.

I already to shops. I have already gone to shops.

1. I didn't do it yesterday.

I it yet.

2. We bought the tickets on Monday.

We ... already ... the tickets.

3. My girlfriend wasn't there. She didn't arrive.

My girlfriend isn't here. She

4. The team wasn't successful. They lost.

The team isn't successful. They ... just

5. I didn't find my keys. I couldn't open the door.

I ... my keys. I can't open the door.

6. Did the postman deliver the parcel in the morning?

... the postman ... the parcel yet?

7. I cut my finger. It hurt.

I ... my finger. It hurts.

8. They worked in Wales for a week in May.

They ... in Wales since last week.

9. She was on her holiday for a month. She came back yesterday.

She ... on her holiday for a month. She ... just ... back.

- Compare the use of the Present Perfect and the Past Simple at https://www.learn-english-today.com/lessons/lesson_contents/exercises/present-perf_past-simple-gapfill-ex.html

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 6. Study the formation and use of the past perfect tense at <http://study-english.info/pastperfect.php>.

Mark is telling his sister Eve about his friend's garden party. Use the words from the box to complete their conversation.

never be / eat / not buy / never meet / not eat /
play / not drink / not have / finish

Eve: Did you enjoy the party?

Mark: Not at all. I ... to such a party before. It was a disaster.

Eve: A disaster?

Mark: Exactly. When I arrived at the party, they ... all the sausages. There was nothing to eat.

Eve: ... enough sausages for everyone?

Mark: No, they hadn't. The house was full of people I ... before.

Eve: So you were hungry all afternoon.

Mark: I was pretty hungry. I ... anything before I left home.

Eve: Did you dance? Mark: No, I didn't. There was a DJ at the party, but after he ... a couple of songs, he disappeared.

Eve: What did you do then?

Mark: Fortunately, they ... all the wine before I came. I had two or three glasses of red wine and went home.

Eve: Mark? You told me you ... anything to eat. You must have got drunk!

Mark: To tell the truth, when I ... the third glass, I felt a little bit dizzy. But I am all right now. Am I not?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

Exercise 7. Compare the Past Perfect and the Past Simple. Answer the questions and use the words in brackets.

Example: Why did he call you? (because – just arrived)

He called me because he had just arrived.

1. When did they return? (after – visit all the museums)
2. Why didn't he eat anything? (because – have lunch)
3. When did the party start? (as soon as – Jackie – bring the cake)
4. What did he tell her? (that – see her before)
5. When did they land? (when – the storm – end)
6. Why was he so angry? (because – have an argument with Sue)
7. What did you forget? (that – want to buy some bread)
8. Why did she decide to help you? (after – my dad – tell her)

9. What did you say? (that – never do it before)
10. When did she leave? (as soon as – finish her work)

Работа выполняется фронтально.

Стоимость выполненного задания: 0,4 балла.

Модульная единица 2.2. Глобальные проблемы человечества и пути их решения

Лабораторное занятие № 7

Тема занятия: Глобальные проблемы человечества и пути их решения (4 ч).

Цель занятия: формирование представлений о мировых общественно-политических и экологических проблемах.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Социально-экономические проблемы.
2. Проблемы глобального потепления. Загрязнение окружающей среды.
3. Глагол: система времен активного и страдательного залогов, сравнительный анализ.

Общая сумма баллов: 0-6,5.

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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,1 балла.

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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,4 балла.

Exercise 3. Overpopulation can cause many social and economic problems.

• Read the text and add linking and sequencing words from the box below:

and (×2)	too	eventually	in addition	moreover	to sum up
secondly	also (×2)	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) scientists 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.

Работа выполняется фронтально.

Стоимость выполненного задания: 1 балл.

Exercise 4. Would you buy a T-shirt from a vending machine? Do you ever wonder why clothes are sometimes very cheap? Watch the video at https://www.youtube.com/watch?v=KfANs2y_frk and see what happens when people are offered the chance to buy a T-shirt for two euros.

Put these events from the video in the correct order.

1. They are introduced to Manisha, who made the T-shirt.
2. The customer puts two euros into the vending machine.
3. The customer at the vending machine is offered the chance to buy a T-shirt for 2 euros.
4. All the customers we see decide to donate the money to charity.
5. They watch a video about Manisha's working conditions.
6. They are asked if they still want to buy the 2 euro T-shirt or if they would prefer to donate the money to the fashion revolution charity.
7. They select a size: small, medium, large or extra large.
8. They realise that Manisha is paid very little for making T-shirts and that she works extremely long hours in bad conditions

What would you have done at the vending machine? Would you have bought the T-shirt or donated the money? What social problems does this video touch upon?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 5. 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 CO₂ from the air as a part of their natural _____. As people cut down forests, trees capacity to remove CO₂ 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 as _____. A warming of only a few _____ can cause a number of _____ problems including the melting of polar _____, causing ocean _____ to rise and _____ coastal areas.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 6. *A Plastic Ocean* is a new documentary that looks at the problems that are caused when plastic waste goes into the sea. Watch the trailer from <https://www.youtube.com/watch?v=6zrn4-FfbXw> and find out more about how plastic can be dangerous to sea animals and human health.

• Match the vocabulary with the correct definition and write a-h next to the numbers 1-8:

- | | |
|-----------------------------|--|
| 1) a crisis; | a) an area where waste is buried under the ground; |
| 2) to degrade; | b) a small part of something; |
| 3) a landfill site; | c) a difficult or dangerous situation that needs urgent attention; |
| 4) to dump; | d) a diver who holds their breath under water; |
| 5) to endure; | e) in perfect condition; |
| 6) a free diver; | f) to get rid of something quickly without worrying about it; |
| 7) a fraction of something; | g) to suffer; |
| 8) pristine. | h) to break down into smaller substances. |

• Check your understanding. Circle the best answer to these questions.

1. When did the first narrator start following blue whales?
 - a) When he was a teenager.
 - b) When he was a child.
 - c) When he was an adult.
2. How many tons of plastic are dumped into the oceans every year?
 - a) 8 million;
 - b) 5 million;
 - c) 9 million.
3. What does the narrator do for a living?
 - a) He's a TV presenter.
 - b) He's a diver.
 - c) He's a journalist.
4. How does the free diver feel about her work helping to clean the oceans?
 - a) That more people should do it.
 - b) That it's her way to pay back the ocean for all the pleasure it has given her.
 - c) That it's an impossible job.
5. Why is the plastic in the ocean never going to degrade?
 - a) Because it has nowhere to go.
 - b) Because there is too much of it.
 - c) Because more and more is being dumped daily.
6. How many pieces of plastic were found in a ninety-day-old chick?
 - a) 256;
 - b) 266;
 - c) 276.
7. What has been built on the landfill sites?
 - a) Beaches – including resorts for tourists.
 - b) Factories – including plastic bottle factories.
 - c) Communities – including their food production.
8. What does the main narrator believe is possible?
 - a) He believes change is possible and it starts with us.
 - b) He believes change is possible if we stop buying plastic bottles.
 - c) He believes change is possible if we stop throwing bottles in the ocean.

•Do you use a lot of plastic? What do you think we can do, as individuals, to help improve the problem of having too much plastic in our oceans?

Работа выполняется фронтально.

Стоимость выполненного задания: 1 балл.

Exercise 7. 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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

Exercise 8. In January 2017 London's air pollution hit 10 – the highest level in the air-quality index. Watch the news about air pollution in London and health problems caused by toxic emission from <https://www.youtube.com/watch?v=ix3HBR2BU8c>.

Answer the questions.

1. What are the causes of air pollution in London?
2. How can you stay safe?

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 9. 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.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,2 балла.

Exercise 10. "Sustainable Development Goals: Improve Life All Around The Globe" is a hip hop music video that was produced by Flocabulary in partnership with the Education Outreach Section of the Outreach Division of the United Nations Department of Public Information. It aims to teach young people throughout the world about the importance of the Sustainable Development Goals and how they can help build peace. Listen to this song and learn how we can make the world a better place.

Go to <https://www.youtube.com/watch?v=kGcrYkHwE80>

Match the goal with the goal number and write a-h next to the numbers 1-8:

- | | |
|------------|--|
| 1) goal 1; | a) make sure people have good health care; |
| 2) goal 2; | b) stop wars. There must be peace and justice; |

- | | |
|-------------|---|
| 3) goal 3; | c) stop hunger; |
| 4) goal 4; | d) stop poverty; |
| 5) goal 6; | e) we must protect life under seas; |
| 6) goal 14; | f) people must have clean water; |
| 7) goal 15; | g) people need to learn and go to school; |
| 8) goal 16. | h) we must protect life on land. |

What other goals are about?

- | | |
|-------------|-------------|
| 1) goal 5; | 6) goal 11; |
| 2) goal 7; | 7) goal 12; |
| 3) goal 8; | 8) goal 13; |
| 4) goal 9; | 9) goal 17. |
| 5) goal 10; | |

Which goal is important for your country?

What can you do to help people and make the world a better place?

Работа выполняется фронтально.

Стоимость выполненного задания: 1 балл.

Exercise 11. Compare using the passive voice and the active voice at https://www.learn-english-today.com/lessons/lesson_contents/verbs/passive.html and do some practice (exercises 1-3).

Работа выполняется фронтально.

Стоимость выполненного задания: 1 балл.

МОДУЛЬ 3. УЧЕБНО-ПОЗНАВАТЕЛЬНАЯ СФЕРА ОБЩЕНИЯ

Общая сумма баллов – от 0-10.

Модульная единица 3.1. Система высшего образования в России и за рубежом

Лабораторное занятие № 8

Тема занятия: Роль высшего образования в развитии личности (4 ч).

Цель занятия: формирование представлений о статусе, роли и способах получения высшего образования в современном мире.

Формируемая на занятии компетенция: ОК-5.

Вопросы для рассмотрения

1. Роль высшего образования в развитии личности.
2. Высшее образование в России и за рубежом: структура, проблемы.
- 3.оборот 'be going to'. Формы выражения будущего времени.

Общая сумма баллов: 0-5.

Задания к занятию

Exercise 1. Match the phrases with their translation:

- | | |
|----------------------------------|---------------------------|
| a) to give an education; | 1) начальное образование; |
| b) to get/to receive education; | 2) высшее образование; |
| c) primary/elementary education; | 3) высшая школа; |
| d) secondary education; | 4) высокообразованный; |
| e) higher/university education; | 5) система образования; |
| f) educational system; | 6) учебное заведение; |
| g) educational institution; | 7) среднее образование; |
| h) higher school; | 8) давать образование; |
| i) highly-educated. | 9) получить образование. |

Работа выполняется фронтально.

Стоимость выполненного задания: 0,2 балла.

Exercise 2. Read the introductory text.

Some students go to university because they enjoy studying, others just want a **qualification**. First, however, you have to get good **grades** in your final school exam **to get a place** at many universities. You can then

study for (or **do**) a degree. If you complete the course **successfully**, you get your **degree** and receive a **certificate**. In the UK most degree courses **last** three years, some take longer, e.g., medicine or law.

Some **graduates go on to do** a Master's degree (an MA or MSc), which is called a **postgraduate degree**. The longest one is a PhD (Doctor of Philosophy) where students **do research** for at least three years.

- First, put the sentences in the correct order.


I did a degree course.	I did my final exams at school.
I passed with good grades.	I became an undergraduate.
I got a Master's.	I got a place at university.
I did a postgraduate course.	I got a degree in business studies.

- Now complete the text with suitable words in correct form (see the introductory text above).

Stephen got very good (1) ... in his final school exams and he went to university and go a (2) ... in economics. He then (3) ... to do an MSc. The course (4) ... a year, and at the end of it, he had an offer to go into business with a friend. After two years, though, he decided to go back to university to do (5) ... for a PhD. He knows it will be three years' work without much money, but he loves studying, and never went to university just for a (6) ... that would get him a good job earning and a lot of money.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Exercise 3.  Listen to a radio show about the value of a university education. Choose the statement that best represents the opinions _____ of _____ the _____ callers.

http://www.examenglish.com/B2/b2_listening_education.htm

1. *Caller 1.*

1. University education should remain free so that everyone can benefit from it.

2. The cost of university education nowadays is greater than its value.

3. She attributes her success in her career to her university education.

4. In her experience, going to university was a mistake which she regrets.

2. *Caller 2.*

1. University gives intelligent people the opportunity to prove their worth above others.

2. University is only suitable for intelligent people, as only they can engage fully in debates.

3. University provides opportunities to delve deeply into a subject with peers and experts.

4. University gives you excellent study skills which will help you in your career.

3. *Caller 3.*

1. Apprenticeships and college courses should be valued as highly as university degrees.

2. University provides little in the way of practical skills and financial security.

3. Young people choose university because apprenticeships are no longer available.

4. Attending university would have allowed him to progress further in his career.

4. *Caller 4.*

1. A university education improves your career chances and broadens your horizons.

2. In many parts of the world, a degree is a necessary pre-requisite in finding a decent job.

3. University gives you the chance to meet interesting people who might offer you a job.

4. University allows young people to leave their home towns, but live in a safe environment.

5. *Caller 5.*

1. University is only available to the privileged, and that is unfair to poorer members of society.

2. Too many people are going to university these days -not everyone can be a professional.

3. University education has given us politicians and inventors who have made this country great.

4. The insight that professionals developed when they were at university affects the whole society.

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.

Exercise 4. Every year, it costs British students more and more to attend university. Students are graduating with larger and larger debts. So is a university degree really worth it?

Go to <http://learnenglish.britishcouncil.org/en/uk-culture/whats-university-education-worth> and do the Preparation task first.

Then listen to the audio. Next go to Task and do the activity.

Is the situation with regard to university education the same in your country as it is in the UK?

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.

Exercise 5. People attend colleges or universities for many different reasons (for example, new experiences, career preparation, increased knowledge etc.).

Why do you think people attend colleges or universities? Choose one of the following points and turn it into an essay (250 words).

You should give reasons for your answer using your own ideas and experience as well as the information you have learned from the previous tasks.

1. University degree nowadays is mandatory to apply for a good job.
2. Better social status. After graduation, socially people have higher prestige among their family, friends, or other people.
3. To improve their social skills by meeting more educated people.
4. To gain training and practical education.
5. Sometimes promotion and increments are the reasons many professionals get enrolled in further studies in universities.
6. For many people, this is an excellent opportunity to enhance their knowledge, skill and experience.
7. University and colleges are the best places to learn about diverse cultures, values, people and social skills.

Работа выполняется индивидуально.

Стоимость выполненного задания: 1,5 балла.

Exercise 6. The structure **be going to** is mainly used to talk about plans and intentions, or to make predictions based on present evidence. It is most commonly used in conversational English.

Go to https://www.learn-english-today.com/lessons/lesson_contents/verbs/going-to.html and try an exercise.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,3 балла.

Exercise 7. Study the difference between *the Present Continuous*, *be going to*, *the Present Simple* and *the Future Simple* when we talk about future.

Be going to

1. Be going to is used for intentions. We use it for decisions that we made before the moment of speaking.

We are going to reconstruct our house. (We intend to do it in the near future.)

2. It is also used to express our opinion that something is certain to happen. There is evidence for our prediction.

Our team is going to win. (It is 4:0 and two minutes left. I am sure we will win the match.)

The Present Continuous for future

The Present Continuous is used for our future arrangements and personal plans. The time must also be mentioned, otherwise the sentence would not have a future meaning.

I am watching TV tonight. (It's my definite plan.)

My sister is seeing the dentist tomorrow morning. (She has arranged the time and place.)

The continuous is more informal. It is the most usual way of expressing our personal plans.

The Present Simple for future

1. With time expressions (on Friday, next week) the present simple is typically used in official schedules and timetables. The time must be mentioned, otherwise the sentence would not have a future meaning.

The new shopping centre opens on 1 March.

The bus arrives at 6.55.

2. It can also describe future arrangements which are scheduled by someone else.

I leave on Monday and Ben leaves on Tuesday. (About business trips planned by our boss.)

Note: Sometimes we can use all of these structures with a little difference in meaning.

I am travelling to France in May (my personal arrangements).

I travel to France in May (someone's plans for me).

I am going to travel to France in May (my personal intentions).

The Future Simple

The future simple tense is used to express a general intention.

He will change his job.

They won't change the telephone number.

Will you take the exam?

1. We use it for predictions or opinions.

It will snow in winter.

The horse will not win.

In the future simple tense we can use following verbs or adverbs to say that we assume something, but we are not sure: *think, be sure, hope, believe, suppose, perhaps, possibly, probably, surely.*

They'll probably study at university.

I don't think she'll accept it.

2. The future simple is used for a decision or offer made at the moment of speaking.

Can I walk you home? – No, thank you. I'll take a taxi.

Please, tell Peter about it. – O.K. I'll call him.

• Underline the most suitable form. In some sentences both forms are possible.

1. I hope Ben is recovering | will recover from his illness sooner or later.

2. He doesn't have enough money to pay for the bills. But I won't lend | am not going to lend him more.

3. I can see your luggage is quite heavy. I will take | am going to take it.

4. OK, you are not free on Thursday. What about Friday night? Will you do | Are you doing anything?

5. The weather forecast says it will warm up | is going to warm up soon.

6. Listen! Tim has asked me out finally. I am going to meet | am meeting him this evening at the cafe.

7. Do you need the architect, because you are opening | are going to open a new shop?

8. We've already booked the tickets. We are leaving | are going to leave by the 10.15 train.

9. Please, put the vase back on the table or you will break | are breaking it.

10. I've bought this old house, because I am reconstructing | am going to reconstruct it.

- Use jumbled words to make sentences.

Example:

A: I'm so thirsty!

B: I'll get you a drink. (get | drink | you)

1. A: It's so hot in this classroom. B: You're right. (window | open | I)

2. A: I need your photo. B: My photo?? (you | it | what | do | with)

3. A: Have they bought the train tickets yet? B: Yes, they have. (catch | 6.35 | they | train)

4. A: Can I borrow your laptop? B: No problem.? (it | need | how long | you)

5. A: Have you decided about your entrance exam? B: Yes, I have. (not | at | I | study | university)

6. A: We spent our holiday in Prague last summer. B: Really? (Prague | May | go | we | in | to)

7. A: Look at the man on the motorbike! B: Oh, no!? (crash | he | car | our | into)

8. A: There's someone at the door. Can you answer it for me? B: At midnight? (not | it | I | answer)

9. A: Natasha is having a welcome party on Friday night. Are you going? B: Of course, I am. (not | anything | I | do | Friday | on)

Работа выполняется фронтально.

Стоимость выполненного задания: 0,5 балла.

Модульная единица 3.2. *Мой университет*

Лабораторное занятие № 9

Тема занятия: Мой университет: структура, история и традиции (2 ч).

Цель занятия: закрепление навыков монологической и диалогической речи с опорой на релевантные лексико-грамматические конструкции.

Компетенция, формируемая на занятии: ОК-5.

Вопросы для рассмотрения

1. Лексический минимум по теме «Учеба в университете».
2. Структура и история АФ Красноярского ГАУ.

Общая сумма баллов: 0-5.

Задания к занятию

Exercise 1. List the following words according to:

a) place of learning; b) person who studies; c) something produced by a student.

Undergraduate, homework, university, school, freshman, student, notes, essay, college, nursery, pupil, thesis, report, evening courses, institute, academy, test paper, diploma, graduate, composition, examination paper, monitor, infant school.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,3 балла.

Exercise 2. Explain the difference between the following pairs of words and phrases:

- 1) sit an exam – set an exam;
- 2) take an exam – pass an exam;
- 3) compulsory – voluntary;
- 4) educate – bring up;
- 5) a pupil – a student;
- 6) an undergraduate – a postgraduate;
- 7) full-time education – part-time education;
- 8) profound knowledge – superficial knowledge.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,2 балла.

Exercise 3. Read this text from a university website. Who is it aimed at?

The university is on one campus which covers an area of 200 acres. There are five faculties – Humanities, science and technology, Social sciences, Law, and Medicine and these are divided into departments like geography, art, history, etc. When you arrive, you can pick up a prospectus and book which tour you want to go on, according to your subject of interest. Your tour will begin with a talk by one of the lecturers who will tell you more about the courses. All our courses consist of a mixture of formal lectures, seminars in groups of up to twenty students and at least two tutorials per term where groups of two or three students have the opportunity to discuss things in more detail with their own tutors. Most courses require students to write a dissertation in their last year.

The tours will show you the halls of residence where students live, the students' union where lots of social events take place and other useful facilities like supermarket and launderette.

Our undergraduate courses all begin in October and most of our students are school-leavers – just four per cent are mature students of 21 and over. At present the university year consists of three terms but we're changing to a two-term-semester year in three year's time. We will have a slightly longer spring vacation and shorter summer vacation.

We have separate open days for graduates who want to go on to do a postgraduate course.

Complete these sentences with the words from the text.

1. The university year is divided into ... or The breaks are called
2. Students attend ... , ... , and ... where they are taught about their subject.
3. Students are taught by and
4. A long piece of written work is called a
5. Students who are studying for a first degree are called When they finish, they are called A student who continues to study after a first degree is called a
6. The buildings of a university and the land that surrounds them are called a
7. Students live in ... and attend social events arranged by the
8. Information about the university can be found in a booklet called a

9. The university is organised by subject into different ... and a group of these form a

10. Students who are at least 21 are ... students.

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,5 балла.

Exercise 4. Reproduce these pieces of explanation on different kinds of classes choosing the right words from the columns. Pay attention to the part of the speech.

University offers theoretical and practical work. Theoretical course (a)_____ lectures. A *lecture* is a talk given in order to teach people about a (b)_____ subject. At the lectures you take notes. Those who miss a lecture usually copy up the (c)_____ if they wish to be successful at the exam. Practical course consists of practicals, seminars, laboratory works and tutorials. A *practical* is a class in which you make things or do experiments rather than (d)_____ write. A *seminar* is a class in which the teacher and a small group of students (e)_____ a topic. When you have seminars, you spend a lot of time in the reading-hall revising the material. A *laboratory work* means carrying out scientific (f)_____ and research. A *tutorial* is a regular meeting for a tutor and a small group of students.

Verb	Noun	Adjective	Adverb
To particularize	Particularity	Particular	Particularly
To note	Notes	Notable	Notably
To experiment	Experiment	Experimental	Experimentally
To include	Inclusion	Inclusive	Inclusively
To simplify	Simpleness	Simple	Simply
To discuss	Discussion	Discussable	Discussably

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,3 балла.

Exercise 5

• Read four interviews with first-year students. Answer the questions.

1. Who has no problems with self-discipline?
2. Who is independent from his/her parents now?

3. Who has to read a lot of books?
4. Who takes part in student projects?

Paloma, St.Martin's school of art:

I'm from London, and my mum decided that I had to leave home and learn to be independent. So, now I'm sharing a flat with four friends in Oxford. My lifestyle is not really normal, because I'm a dancer. It's all about personal training, so I have to attend classes seven days a week.

Christian, medical student, Stanford:

I'm in my first year, and I'm working really hard. This week, for example, I'm getting ready for my Friday seminar in Anatomy and I've got five textbooks to read! I also have time to do non-medic things – play my guitar, or take part in student political campaigns.

Jessica, engineering student, Sheffield:

I think I'm more organized and self-disciplined than other students because I'm continuing my basketball training at university. I decided that living in halls is not for me, so I'm living in a house with three people from my basketball team. There is a lot of pressure because I have to combine my studies and training, but I'm enjoying my life right now.

Colin, IT student, Leeds:

I spend almost all my time at my computer, and always did. I can be really nerdy sometimes. Building professional skills is demanding. I try to get involved in IT projects for first-year students. The only problem is self-discipline – if I work during the night I can skip a lecture or two in the morning.

- Find sentences in the texts which mean the same.

1. Becoming a professional takes a lot of work.
2. In my flat there are four more people, and we pay for accommodation together.
3. Sometimes I can think only about my studies and don't do anything else.
4. Individual training is everything for my profession.
5. I don't like living in student halls.
6. I try to take part in student projects.
7. I sometimes don't attend morning lectures.
8. It's very difficult to study and do sport training.

Работа выполняется фронтально.

Стоимость выполненного задания: 0,4 балла.

Exercise 6. Use the following collocations to explain what makes the university life: *exciting, worrying, confusing, interesting, encouraging, motivating, boring, amusing, annoying, depressing, embarrassing*:

to enter the university	to miss classes	to attend lectures
to correct mistakes	to take notes	to conduct research
to retake examinations	to work on thesis	to defend a diploma
to pass exams	to do homework	to lag behind
to fail the exam	to make reports	to keep pace
to get an excellent mark	to write essays	to crib at exams
to graduate with honours	to cheat	to get a bad mark
to work in the library	to obtain a degree	to come late to

classes

to take a postgraduate course to participate in research projects
to learn a foreign language

Работа выполняется индивидуально.

Стоимость выполненного задания: 0,3 балла.

Exercise 7. Have you heard of Oxford University? Students from all over the world come to study in the UK at Oxford and other universities. In this video you'll meet some of them and see how they live.

<https://learnenglishteens.britishcouncil.org/uk-now/video-uk/oxford-university>

• Watch the video and complete the sentences with the correct numbers.

1. Oxford University is one of the top _____ universities in the world.

2. Oxford University is made up of _____ different colleges.

3. There are _____ students studying at Oxford.

4. Oxford University students are from nearly _____ different countries.

5. Some of the Oxford colleges are more than _____ years old.

6. The Oxford University Fencing Club is over _____ years old.

• Who said these sentences: Rosie, Waqas or Michael?

1. It's a short walk to the campus, it's cheap and I get to meet a lot more people.

2. I'm studying during the daytime and then in the evenings I come down here and train.

3. Students will come here between their classes and lectures and will meet up with their friends before going home or going to another class.

4. It's really easy for people to just get really caught up and just live in the library.

5. There's a canteen, a bar, a TV room and then there's even a laundry.

6. Get a nice jacket because it can get pretty cold.

7. It's definitely good for people to get out and do something different.

8. Finally keep an open mind – do not be afraid to meet new people and have fun!

Работа выполняется индивидуально.

Стоимость выполненного задания: 1 балл.

Exercise 8. Foreign students are on a visit at Achinsk branch of KSAU. You are asked to tell the guests about it. For information visit the official page <http://afkras.ru/>.

Present information:

1) on the name of your University;

2) the brief history;

3) the departments (day-time or correspondence);

4) how long the complete course lasts;

5) the number of students;

6) the subjects you study (humanities, technical subjects, sciences);

7) the equipment the University is provided with;

8) the examinations you take and the grants you receive;

9) the students' hostels;

10) what you like and what you don't like about your University.

Работа выполняется индивидуально.

Стоимость выполненного задания: 2 балла.

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ИНОСТРАННЫЙ ЯЗЫК

*Методические указания
по подготовке к лабораторным занятиям*

Корнеева Татьяна Анатольевна

Электронный ресурс

Редактор Л.Э. Трибис

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Редакционно-издательский центр Красноярского государственного аграрного университета
660017, Красноярск, ул. Ленина, 117
Тел. (391) 265-01-93. e-mail: rio@kgau.ru