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«Анжеро - Судженский горный техникум»**

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**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ
ПО ВЫПОЛНЕНИЮ ВНЕАУДИТОРНОЙ
САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

учебной дисциплины **ОДБ.03 Иностранный язык**

для студентов 1,2 курса профессии:

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Пояснительная записка

Данные методические рекомендации по дисциплине ОГСЭ.03 Иностранный язык помогут Вам организовать и выполнить с нужным уровнем качества обязательные задания внеаудиторной самостоятельной работы (ВСР) в объеме **78** часов.

Цель ВСР – развивать общие и формировать профессиональные компетенции обучающихся:

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, исходя из цели и способов ее достижения, определенных руководителем.

ОК 3. Анализировать рабочую ситуацию, осуществлять текущий и итоговый контроль, оценку и коррекцию собственной деятельности, нести ответственность за результаты своей работы.

ОК 4. Осуществлять поиск информации, необходимой для эффективного выполнения профессиональных задач.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в команде, эффективно общаться с коллегами, руководством, клиентами.

ОК 7. Исполнять воинскую обязанность, в том числе с применением полученных профессиональных знаний (для юношей).

В процессе изучения учебной дисциплины, Вы должны выполнить следующие виды работ:

- подготовка к практической работе в объеме 78 часов;

Изучение дисциплины предполагает выполнение **36** ВСР.

Методические рекомендации состоят из трех разделов, графика выполнения ВСР, списка литературы и интернет-источников и приложений. Первый раздел представляет собой таблицу, в которой отражается перечень внеаудиторной самостоятельной работы по всей дисциплине. Второй раздел содержит тексты заданий. Третий раздел содержит методические рекомендации по основным видам заданий ВСР.

Контроль за выполнением ВСР осуществляются преподавателем на учебных занятиях, каждая индивидуальная работа оценивается. Вы должны выполнить ВСР в полном объеме. При оценивании работы учитывается своевременное выполнение. Оценка за ВСР учитывается при выставлении аттестации за месяц и при проведении промежуточной аттестации.

Для удобства введены следующие краткие обозначения:

Методические рекомендации предназначены для организации внеаудиторной самостоятельной деятельности студентов второго курса по специальности:

ПА- подготовка к промежуточной аттестации;

Пр - подготовка к практической работе;

Цифры означают формы контроля:

- 1 - Устный контроль;
- 2 - Письменный контроль;
- 3 - Практический контроль;
- 4 - Компьютерный контроль;
- 5 - Самоконтроль.

Отметка за выполнение внеаудиторной самостоятельной работы зависит от объема качественно выполненных заданий

Объем заданий	Отметка
Свыше 90%	5
70-90%	4
50-70%	3
Менее 50%	2

1. ПЕРЕЧЕНЬ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Наименование тем самостоятельной работы	Количество часов на самост. работу	Вид самостоятельной работы (формы контроля)	Формы контроля	Компетенции
Самостоятельная работа № 1. Характер человека, личностные качества.	3	ПР — 1, 2	Устный контроль, письменный контроль	ОК 5
Самостоятельная работа № 2. Межличностные отношения. Особые случаи образования степеней сравнения. Имя прилагательное.	3	ПР — 1, 2	Устный контроль, письменный контроль	ОК 7
Самостоятельная работа № 3. Межличностные отношения в семье, группе. Имя прилагательное.	3	ПР — 1, 2	Устный контроль, письменный контроль	ОК 7
Самостоятельная работа № 4. Человек (здоровье). PresentIndefinite (построение вопросительных предложений).	3	ПР — 1, 2	Устный контроль, письменный контроль	ОК 4, ОК 6, ОК 7.
Самостоятельная работа № 5. Человек (спорт). PresentIndefinite. (построение отрицательных предложений).	3	ПР — 1, 2	Устный контроль, письменный контроль	ОК 3, ОК 5
Самостоятельная работа № 6. Город (инфраструктура). PastSimple (построение отрицательных и вопросительных предложений)	3	ПР — 2	Письменный контроль	ОК 3, ОК 6

Самостоятельная работа № 7. Деревня (инфраструктура). Future Indefinite. (построение всех видов предложений)	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 6
Самостоятельная работа № 8. Природа и человек (климат, погода). Participle I. (образование, функции)	2	ПР — 2	Письменный контроль	ОК 1
Самостоятельная работа № 9. Природа и человек (экологические проблемы). Continuous Tenses.	2	ПР — 2	Письменный контроль	ОК 4
Самостоятельная работа № 10. Климат Великобритании. Виды вопросительных предложений.	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 5
Самостоятельная работа № 11. Научно-технический прогресс (в области космонавтики). Participle II (формула образования).	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 7
Самостоятельная работа № 12. Научно-технический прогресс в области компьютерных технологий. Participle II (функции).	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 7
Самостоятельная работа № 13. Повседневная жизнь. Тема « Мой день».	2	ПР — 1	Устный контроль	ОК 1, ОК 3, ОК 5
Самостоятельная работа № 14. Условия жизни. Future Indefinite-условные предложения	2	ПР — 2	Письменный контроль	ОК 4
Самостоятельная работа № 15. Досуг. Неопределённо-личные предложения. Обороты <i>there is, there are</i> .	2	ПР — 2	Письменный контроль	ОК 1, ОК 6

Самостоятельная работа № 16. Новости (средства массовой информации). Passive Voice.	3	ПР — 1, 2	Устный контроль, письменный контроль	ОК 3
Самостоятельная работа № 17. Телевидение. Интернет. Трансформирование ActiveVoice в PassiveVoice.	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 5
Самостоятельная работа № 18. Навыки общественной жизни (повседневное поведение). Модальные глаголы.	4	ПР — 2	Письменный контроль	ОК 7
Самостоятельная работа № 19. Культурные и национальные праздники обычай и традиции в России.	5	ПР — 2	Письменный контроль	ОК 4, ОК 1, ОК 7.
Самостоятельная работа № 20. Культурные и национальные праздники, обычай, традиции в Англии, США.	5	ПР — 1, 2	Устный контроль, письменный контроль	ОК 4, ОК 6
Самостоятельная работа № 21. Государственное устройство в Англии. Ing – Forms. Verbal noun.	1	ПР — 1, 2	Устный контроль, письменный контроль	ОК 3.
Самостоятельная работа № 22. Государственное устройство в Англии. Ing- Forms.	1	ПР — 2	Письменный контроль	ОК 2.
Самостоятельная работа № 23 Цифры. Числа. Условные предложения.	2	ПР — 1	Устный контроль	ОК 4
Самостоятельная работа № 24 Математические действия Самостоятельный причастный оборот.	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 6.
Самостоятельная работа № 25 Основные геометрические понятия. ThePastPerfectContinuousTense.	2	ПР — 1, 2	Устный контроль, письменный	ОК 7.

			контроль	
Самостоятельная работа № 26 Физические явления (обзор). Сослагательное наклонение.	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 5
Самостоятельная работа № 27 Три закона Ньютона. Согласование времён.	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 4
Самостоятельная работа № 28 Промышленность Кузбасса (отрасли). Сложное дополнение.	2	ПР — 1, 2	Устный контроль, письменный контроль	ОК 6
Самостоятельная работа № 29 Транспортные средства. Согласование времён.	2	ПР — 2	Письменный контроль	ОК 3
Самостоятельная работа № 30 Подземные установки: буровые станки и механизмы. Infinitive (функции в предложении).	2	ПР — 2	Письменный контроль	ОК 6
Самостоятельная работа № 31 Оборудование (учебные мастерские) Passive Infinitive.	1	ПР — 2	Письменный контроль	ОК 5
Самостоятельная работа № 32 Буровые станки БЖ 45-100 ЭБГА. Свойства глагола <i>todo</i>	1	ПР — 2	Письменный контроль	ОК 1
Самостоятельная работа № 33 Устройство гидравлических шахт. Свойства глагола <i>to have</i>	1	ПР — 2	Письменный контроль	ОК 7
Самостоятельная работа № 34. Инструкции. Использование электронагревательных приборов. Свойства глагола <i>to be</i> .	1	ПР — 2	Письменный контроль	ОК 7

Самостоятельная работа № 35 Скребковые конвейеры «Анжера» CP-5 ». Ing-Forms (обобщение).	«1	1	ПР — 1, 2	Устный контроль, письменный контроль	ОК 3, ОК 4.
Самостоятельная работа № 36 Оборудование машиностроительного завода. Modal Verbs (обобщение).		1	ПА -1, 2	Письменный контроль	ОК 3
Итоговое повторение					
Итого		78			

2. ТЕКСТЫ ЗАДАНИЙ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа № 1

(подготовка к практическому занятию)

Характер человека. Личностные качества

Цель заданий: Способствовать развитию коммуникативных умений и навыков устной речи по теме «Характер. Личностные качества». Развитие грамматических навыков. Задания направлены на формирование ОК 5.

Задание 1:

Organise these words into pairs of opposites and put them in the columns below.

mean	clever	nice	lazy	relaxed	hard-working
tense	cheerful	generous	unpleasant	stupid	miserable

Positive

Negative

.....
.....
.....
.....
.....
.....

Задание 2:

Look at this chart and add a noun or an adjective where necessary.

Ex. honesty responsible vanity stubborn

Obedient(a)

Obedience (n)

respect aggressive politeness greedy independent

ambitious imagination patience impatience generosity

loyal tolerance compassion conscientious industry

Межличностные отношения. Особые случаи образования степеней сравнения. Имя прилагательное

Цель заданий: развить умения обсуждать проблемы отношений в семье, с соседями, находить решение данных проблем; совершенствовать грамматические навыки по теме. Задания направлены на формирование ОК 8.

Задание 1: Read the text and answer the questions orally. How do you understand the title “Breaking the Ice”? What do you think the text will be about?

The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to approach a person you fancy, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react, but don't let it get you down. You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. If you feel this way, the following tips can help you out. **Smile.** When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation. **Develop passions.** The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation. **Be positive.** Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you too. **Be a good listener.** **Develop** listening skills. Don't take over the conversation and don't speak only about yourself. Ask other people questions about themselves too. This way they'll know you are interested in them. **Get out there** Don't avoid being around new people because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well - but be too shy to break the ice!

Questions:

- 1) How would you start a conversation with someone you don't know?
- 2) What would you advise your friend to do to make new friends?

Задание 2:

Imagine the situation. Your friend meets a group of sportsmen from another country. She wants to make new friends but she is afraid of speaking. She wants to “break the ice”. Give her advice how to do it.

Задание 3:

A) Complete the sentences with the words in the brackets

1. This doll is than that doll. (good)
2. I have got a very friend. (clever)
3. My mother is the woman. (beautiful)
4. Mike is the pupil in the class. (bad)
5. Wolves are.....than cats. (big)
6. I saw amonkey in the Zoo yesterday. (funny)

7. Mary isthan Nelly. (old)
- B) Complete the sentences with the words in the brackets.
1. The giraffe has got theneck. (long)
 2. She has got adoll. (new)
 3. His brother is thepupil. (clever)
 4. Mary is adaughter. (good)
 5. The snake wasthan the crocodile. (short)
 6. I saw akitten in the shop yesterday. (funny)
 7. Bob isthan Nick. (old)

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 3

(подготовка к практическому занятию)

Межличностные отношения в семье, группе. Имяприлагательное

Цель заданий: уметь обобщить и систематизировать знания по теме «Межличностные отношения. Характер человека», грамотно употреблять прилагательные в речи. Задания направлены на формирование ОК 7.

Задание 1: Read the text and translate it into Russian:

Children and parents.

Being a parent is probably the most difficult and demanding job people ever do. It can also be quite a disappointing time for some parents especially if they expected parenthood to be enjoyable all the time, or had unrealistic ideas about having the perfect child. But for most parents it is one of the happiest and most satisfying experiences of their lives.

There are some problems that can make being a parent even more difficult – such as lack of money, cramped housing conditions, problems in your relationship p.

The most important thing to remember is that there is no one correct way of bringing up a child. Provided their need are met, children from all different kinds of social, religious or cultural backgrounds can still grow up to be happy, well-adjusted adults. You are the only experts when it comes to bringing up your children.

Задание 2: In every family there're some rules and regulations. Do you feel some pressure from your parents? Tell your group mates what do they? The scheme below can help you

- allow you to do...
- permit you to do...
- make you do
- let you do...
- forbid you to do...

What do your parents allow you to do?

What do your parents make you do?

What do your parents forbid you to

- dress the way I want
- get a part time work

- organize party at home
- smoke
- help with housework
- baby sitting
- drink
- choose my friend
- be at home by... 'clock
- stay late at night
- observed the curfew
- make dinner for myself
- Or something else

Задание 3: Choose the right form and translate the sentences:

1. Nick is (happier, the happiest) boy that I know.
2. Of the six cars, I like the silver one (better, best).
3. Jane's notebook is (cheaper, the cheapest) than mine.
4. This is (more delicious, the most delicious) cheese-cake I have ever had!
5. This bookcase is (more beautiful, the most beautiful) than that one.
6. Do you feel (better, the best) today than yesterday?
7. I think my cat is (prettier, the prettiest) of all the cats in the world.
8. Steve Jobs is (more famous, famouser) than Stephen Wozniak.
9. This week the weather is (hotter, more hot) than last week.
 10. Our new house is (more expensive, expensiver) than the old one.
 11. Girls are usually (cleaner, more clean) than boys.
 12. Chemistry was (harder, the hardest) subject at school.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 4

(подготовка к практическому занятию)

Человек (здоровье). PresentIndefinite (построение вопросительных предложений)

Цель заданий: Способствовать развитию коммуникативных умений и навыков устной речи по теме. Развитие грамматических навыков. Задания направлены на формирование. ОК 4, ОК 6, ОК 9.

Задание 1: Do exercise 10 at page 108 from your main coursebook.

(Безкоровайная Г.Т. и др. Planet of English: учебник английского языка для учреждений СПО [Текст]/ Г. Т. Безкоровайная, Н.И. Соколова, Е.А. Койранская, Г.В. Лаврик. - М.: Издательский центр «Академия», 2016.- 256 с.).

Listen to the three dialogues and fill in the gaps from the box.

Задание 2: Match the phrases below:

- | | |
|--------------------------------|--|
| 1. I have a horrible headache. | 1. Have a cup of tea with honey. |
| 2. My back hurts. | 2. You will work better after it. |
| 3. I have a sore throat. | 3. I ate something bad in the morning. |
| 4. I've got a stomach ache. | 4. Take an aspirin. |
| 5. Take a short break. | 5. You should lie down. |
| 6. I have a high temperature. | 6. I worked too much yesterday. |

Задание 3: Put the phrases in the correct order:

I've got a headache.
Hello! Haven't seen you for ages!
Why don't you take an aspirin?
Hello! How are you?
You don't look very well.
I believe I'm just tired.
Are you ill?
I think I'll lie down

Задание 4: Give 5 English and 5 Russian examples of proverbs or sayings about keeping fit.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 5

(подготовка к практическому занятию)

Человек (спорт). PresentIndefinite (построение отрицательных предложений)

Цель заданий: Систематизировать и обобщить знания по теме «Человек здоровье и спорт». Задания направлены на формирование . ОК 1, ОК 3, ОК 5.

Задание 1: Answer the questions

1. When should people get up and go to bed?
2. How many times a day should people clean the teeth?
3. What should people do before eating?
4. What healthy food should people eat?
5. Whom should people consult to prevent an illness?
6. What should people do if they have a cold?
7. What should people do if they have caught a cold?

Задание 2: Write a composition “My favorite kind of sport”

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 6

(подготовка к практическому занятию)

Город (инфраструктура). Past Simple (построение отрицательных и вопросительных предложений)

Цель заданий: Умейте активировать употребление лексики по теме «Город (инфраструктура)», расширить словарный запас; развить языковую догадку. Задания направлены на формирование ОК 7, ОК 3, ОК 8.

Задание 1: Choose the correct word:

wigwam; railway station; hospital; palace; igloo; sky-scraper ; lighthouse; tent; port; dorm

The building next to the railway line where people buy tickets is called a ____

Native North Americans lived in a ____

A king or queen lives in a ____

The Empire State Building is so tall that it's called a ____

Eskimos traditionally live in a house made of ice called an ____

A lightweight portable shelter used when camping is called a ____

A tall round building that warns ships of dangerous rocks is called a ____

A place where lots of students sleep when they live on campus is called a ____

A kind of house found moored and floating is called a ____

A place that has many doctors and nurses is called a ____

Задание 2: Continue the sentences

1. If you want to see monkeys, lions, tigers and bears, you would go to the ____.

2. A place where famous paintings and sculptures are kept and displayed to the public is called an ____.

3. The building where you can go and watch the latest blockbuster film is called a ____.

4. A place where you can go to see many different kinds of fish swimming is called an ____.
5. If you want to watch a basketball game or a soccer match, you would go to a ____.
6. A place which serves drinks such as beer and whiskey and where people go to relax and meet friends is called a ____.
7. The place, where rock musicians and orchestras play is called a ____.
8. The place to go if you want to ride on a roller coaster or drive bumper cars is called an ____.
9. A place where you can arrange loans, keep your money in an account which receives interest is called a ____.
10. A place where you can buy stamps, post letters and pay some bills is called a ____.
11. A place where you go to book holidays and buy train tickets is called a ____.
12. If you need to arrange a burial, you would go to a ____.
13. Dirty clothes which can't be washed at home are taken to a ____.
14. If you have a burst pipe or a leaking tap, you need to call a ____.
15. If you don't have a job but are looking for one, you might go to an ____.
16. If you want to hire a lawyer or draw up a will, you would go to a ____.
17. If you want to sell your house, buy a new one, or rent a place to live for a while, you would go to a ____.

Задание3: Match the words:

Museum		Театр
Gallery		Аэропорт
Cinema		Музей
Theatre		Цирк
Circus		Галерея
Station		Кинотеатр
Airport		Школа
Plant		Вокзал
Factory		Фабрика
Bank		Завод
School		Аптека

Hospital		Почта
Drugstore		Банк
Club		Клуб
Café		Больница
Post-office		Церковь
Hotel		Отель
Church		Кафе

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 7

(подготовка к практическому занятию)

Деревня (инфраструктура). FutureIndefinite (построение всех видов предложений)

Цель заданий: совершенствовать умения практического владения студентами английским языком по теме; формировать грамматические навыки по теме FutureIndefinite. Задания направлены на формирование . ОК 6.

Задание 1: Read and translate the text:

City vs Country

According to the statistics more and more people nowadays live in cities and towns. Villages do not seem to be very popular. It is easy to explain.

Life in the city is much easier than in the country. Cities have developed transport systems, quick access to medical aid, education, information, sports, shopping malls. There is more entertainment in the city than in the country.

In cities there are also possibilities for cultural development: theatres, cinemas, art galleries. In the city people have more chances to be employed, as the number of jobs is greater than in a village.

The Style of Life in the Country

In the city people live in apartments with central heating, gas, electricity, and other modern conveniences.

In many villages residents still use coal and wood to warm their houses. Sometimes they have to bring water from the well. Villagers grow vegetables, fruit and berries in the gardens and work on their plots even at weekends.

Many villagers raise cattle and domestic birds. Some villages do not have access to the Internet and cell phones.

Things to do and Places to Go

I think everyone enjoys going to the country. I am fond of gathering berries or picking mushrooms in the silence of the wood. It is enjoyable to walk in the fields or in the forest. Swimming in a river or a lake is one of the best things for kids to do. In winter you can sledge, ski, and skate.

Задание 2: Answer the questions and give your reasons:

1. What the main advantages\disadvantages of living in the village?
2. What are the main advantages\ disadvantages of living in the city?

Задание 3: Read, translate and retell the text:

An English Village

A few days ago Sasha's mother came home later than usual. "I'm sorry, I was too late to give you dinner", she said to Sasha, "but I have something interesting for you in my bag".

"I've had my dinner already. There's always something in the kitchen... What have you brought?" "A book".

"What kind of book?"

"A book about England. I got it in a book lottery. When I opened the book to read something, the page was about an English village".

"About a village?"

"Yes. An English village is an interesting place. The shop is the centre of village life. Women and children like to go there. Men meet at the pub to speak about this or that. There is talk about the weather and the harvest, about football and village news".

"Is there a cinema or a club in the village?"

"No. The people of the village go to the nearest town by bus when they want to see a new film or buy something that they cannot get in the village shop".

"What about a school?" asked Sasha. "Have they a school?"

"The village school is a small old building. When the schoolchildren are eleven years old, they go to secondary schools in the nearest town. A school bus takes them every morning and brings them back in the afternoon".

“Are there any other interesting things about the village?” asked Sasha.
“Oh, you must read the book yourself!”

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 8

(подготовка к практическому занятию)

Природа и человек (климат, погода). Participle I (образование, функции)

Цель заданий: закрепить лексику по теме; повторить тему Participle I.

Задания направлены на формирование ОК 1.

Задание 1: Answer the questions:

1. How many days has a year got?
2. How many days has a leap year got?
3. How often does a leap year come?
4. How many seasons are there in a year?
5. What are they?
6. What season is the coldest?
7. What season is the hottest?
8. What season brings the first flowers?
9. What season is "tasty"?
10. How many months make a year?
11. What are the names of the months?
12. What month is the shortest?
13. What is white and falls on the ground?
14. What man cannot live inside the house?

Задание 2: Choose the odd word in each line:

foggy, misty, smoggy, windy, cloudy

hot, sunny, dry, bright, chilly

foggy, cold, chilly, nippy, frosty

rain, drizzle, breeze, pour, shower

blizzard, snow, drought, frost, cold

thunder, shower, lightning, freezing

Задание 3: Find the antonyms:

- | | |
|---------------|------------|
| 1. Dry | a) chilly |
| 2. Hot | b) settled |
| 3. Lovely | c) cloudy |
| 4. Bright | d) awful |
| 5. Changeable | e) cold |
| 6. Warm | f) humid |

Задание 4: Circle the words. Make up three sentences with any of them.

Winterfaashortssfjeanskealaskaglovesgebootsbfjacketuisweatereqcoatvrthegreatlandlok

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 9.

(подготовка к практическому занятию)

Природа и человек (экологические проблемы). Continuous Tenses.

Цель заданий: закрепить изученную лексику по теме; развить умение чтения с целью извлечения конкретной информации; развить умения говорения: аргументировано выражать мнение по обсуждаемой проблеме; развивать умения в письме. Задания направлены на формирование ОК 4.

Задание 1: Read the text, translate it and answer the questions after the text:

OUR PLANET EARTH

The Earth is the only planet in the solar system where there is life. If you look down at the Earth from a plane you will see how wonderful our planet is. You will see blue seas and oceans, rivers and lakes, high snow-capped mountains, green forests and fields. For centuries man lived in harmony with nature until industrialization.

Nowadays every year the world industry pollutes the atmosphere with millions of tons of dust and other harmful substances. The seas and rivers are poisoned with industrial waste and chemicals. People who live in big cities are badly affected by exhaust fumes.

Among the most problems are the ozone layer, acid rains, global warming, toxic air, water and soil pollution, and deforestation.

One of the most important pollution problems is water pollution. Many sea birds and fish die because of the polluted water. Others are getting contaminated. Fishermen catch contaminated fish and people get ill from eating them. Lakes and rivers are becoming polluted, too. Some beaches are dangerous for swimming.

Another important problem is air pollution. Cars and factories pollute the air we breathe and, as a result, people suffer from different illnesses.

Exhaust fumes also destroy the ozone layer which protects the Earth from the dangerous light of the Sun. Aerosols create large "holes" in the ozone layer round the Earth. Burning coal and oil leads to global warming which may bring about a change in the world climate.

The other problem is that our forests are dying from acid rains. Deforestation kills animals, destroys their habitats and changes the climate and ecosystem in the world.

Look around! Not all people understand the importance of nature protection. On fine summer days a lot of people go out of towns. They have picnics on the shores of lakes and the banks of rivers or in beautiful forests and they often leave behind a lot of rubbish- plastic bags and bottles, tins and paper. They pick flowers. Many of these plants are included into the Red Book.

It may sound funny to you, but man needs protection and care as much as animals and plants do. People's habitats - their towns and cities - must be kept ecologically clean. In the places where people drink poisoned water, eat bad food and breath polluted air they suffer from serious diseases and die earlier; their children are born weak. No medicines can help them. This problem becomes more and more serious.

What can we do to protect nature? Governments must take actions against pollution. Air pollution could be reduced if plants and factories use effective filters. Green zones around big cities must be protected and extended. Natural resources should be used economically because they are not unlimited.

What can we do to protect nature? We can plant trees. A single tree will absorb one ton of carbon dioxide over its lifetime. We can recycle litter. We can support green parties. Do you know what the 3 R's stand for? The 3 R's help us in reducing pollution. They stand for Reduce, Reuse and Recycle. Let us understand them one by one. We should reduce the use of plastic bags. We can use cloth or jute bags while shopping. We should reduce the wastage of water by closing taps while brushing our teeth and also take short showers. We should reduce the use of electricity, i.e. we should turn off lights when we leave a room.

Old clothes and toys can be donated or sold so that they can be reused. Old magazine covers and posters can be used for wrapping gifts. Rechargeable batteries should be used. Also, ice cream sticks, old decorations etc. can be used to make greeting cards. We should recycle old magazines, newspapers, used notebooks etc. We should recycle old soda cans, milk containers, juice cans etc. We should also recycle old electronic items like cell phones, computers, televisions etc. In this way, if we reduce, reuse and recycle, we can live in a cleaner, safer and happier environment.

The nature will be thankful for us, and we will be glad that we take part in the saving of the planet.

Questions:

1. What are the most serious environmental problems?
2. What are the reasons for water pollution?
3. What are the reasons for air pollution?
4. What can people do to stop pollution of our environment?

Задание 2: Express your opinion to the question “How to be friendly to the environment?” and write the useful tips “How to Be Environmentally Friendly”

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 10

(подготовка к практическому занятию)

Климат Великобритании. Виды вопросительных предложений

Цель заданий: развивать навыки монологической речи; совершенствовать лексико-грамматические навыки; уметь выражать своё отношение к теме.

Задания направлены на формирование ОК 5.

Задание 1: Read the text about the weather in Britain and translate it into Russian.

Climate in Great Britain

The British Isles which are surrounded by the ocean have an insular climate.

There are 3 things that chiefly determine the climate of the United Kingdom: the position of the islands in the temperate belt; the fact that the prevailing winds blow from the west and south-west and the warm current — the Gulf Stream that flows from the Gulf of Mexico along the western shores of England. All these features make the climate more moderate, without striking difference between seasons. It is not very cold in winter and never very hot in summer.

So, the British ports are ice-free and its rivers are not frozen throughout the year. The weather on the British Isles has a bad reputation. It is very changeable and fickle. The British say that there is a climate in other countries, but we have just weather. If you don't like the weather in England, just wait a few minutes.

It rains very often in all seasons in Great Britain. Autumn and winter are the wettest. The sky is usually grey and cold winds blow. On the average, Britain has more than 200 rainy days a year. The English say that they have 3 variants of weather: when it rains in the morning, when it rains in the afternoon, and when it rains all day long. Sometimes it rains so heavily, that they say «It's raining cats and dogs».

Britain is known all over the world for its fogs. Sometimes fogs are so thick that it's impossible to see anything within a few meters. The winter fogs of London are, indeed, awful; they surpass all imagination. In a dense fog all traffic is stopped, no vehicle can move from fear of dreadful accidents. So, we may say that the British climate has three main features: it is mild, humid and very changeable.

Задание 2: Answer the questions:

1. Why is the climate and the nature of Great Britain very specific?
2. What is Britain famous for?
3. Why has British climate got such a bad reputation?
4. The weather in Britain is very changeable, isn't it?
5. Does it often rain there ?

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 11

(подготовка к практическому занятию)

**Научно-технический прогресс в области космонавтики. Participle II
(формулаобразования).**

Цель заданий: сформировать умение самостоятельно в комплексе применять знания, умения, навыки различных видов речевой деятельности; уметь осуществлять их перенос в новые условия. Задания направлены на формирование ОК 8.

Задание 1: What do you know about exploring space? Make up a short topic about 7-10 sentences.

Задание 2: Answer the questions:

1. What is the closest planet to the Sun?
2. What is the hottest planet?
3. What is the biggest planet?
4. What is the smallest planet?
5. What colour is Mars?
6. Which planet has got rings?
7. Why is the Earth very special planet?

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 12

(подготовка к практическому занятию)

Научно-технический прогресс в области компьютерных технологий.

Функции Participle II в предложении

Цель заданий: активировать мыслительную деятельность; правильно употреблять терминологию по данной теме, словообразовательные модели; знать употребление Participle II в устной и письменной речи. Задания направлены на формирование ОК 7.

Задание 1: As you know Bill Gates created the first software – the programs that help personal computers process different information. As founder of Microsoft Inc., he is now one of the richest men in America.

Read the texts and find the information about:

- Bill Gates was active in his teenage years.
- He and his friend developed disk operating system.
- Bill Gates foresaw the significance of computers in the future.
- Binary number system has only two digits.

- Bill Gates' predictions came true.

Text 1

William Henry Gates, also known as «Bill», has established himself as the richest man in the world.

He is the youngest self made billionaire, and perhaps the best businessman in the world. Bill Gates is important because he did not only change the computer technology in America, but also created the biggest, strongest, richest and the most powerful company in the world.

Bill was born on October 28, 1955, his parents, Mary and Bill, had one other daughter Kristi.

Gates began his career in PC software, programming computers at age 13.

As to his education, he attended a well-known private school in Seattle, Washington called Lakeside. At Lakeside, he met his future business partner Paul Allen. Bill Gates entered Harvard in 1973.

He created the programming language BASIC. Gates attended Harvard University and after a few years Gates and his business collaborator, Paul Allen, dropped out of Harvard to begin the Microsoft Corporation in 1975.

Throughout his life, Gates had many experiences with business. Allen and Gates started a small company called Traf-O-Data. They sold a small computer outfitted with their program that could count traffic for the city.

Gates also worked at a programming company called "TRW. After all his minor jobs, Gates and Allen founded Microsoft in 1975, the largest computer based company in the world. Gates is the Chief Executive officer and Paul Allen is VP. They are both very wealthy due to this business.

Gates believes that if you are intelligent and know how to apply your intelligence you can accomplish anything.

Bill works very hard to carry out his vision. His belief in high intelligence and hard work is what put him where he is today, as well as being in the right place at the right time. He doesn't believe in luck or any sort of god, just hard work and competitiveness.

«Trey» as he is called at home is a remarkable man who has been able to go into the world spotlight as a genius at what he does. His welfare until today is worth about 92,000,000,000 dollars.

Text 2

William (Bill) H. Gates is chairman and chief software architect of Microsoft Corporation. Microsoft employs more than 39,000 people in 60 countries.

Born on October 28, 1955, Gates and his two sisters grew up in Seattle. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, was a schoolteacher, University of Washington regent and chairwoman of United Way International.

At school Gates discovered his interest in software and began programming computers at age 13.

In 1973, Gates entered Harvard University. While at Harvard, Gates developed a version of the programming language BASIC for the first microcomputer.

In his junior year, Gates left Harvard to devote his energies to Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen.

Guided by a belief that the computer would be a valuable tool on every office desktop and in every home, they began developing software for personal computers. Gates' foresight and his vision for personal computing have been central to the success of Microsoft and the software industry.

In 1999, Gates wrote "Business @ the Speed of Thought" a book that shows how computer technology can solve business problems in fundamentally new ways.

The book was published in 25 languages and is available in more than 60 countries. "Business @ the Speed of Thought" has received wide critical acclaim, and was listed on the best-seller lists of the "New York Times" "USA Today" the "Wall Street Journal and Amazon.com"

Gates has donated the proceeds of his book to non-profit organizations that support the use of technology in education and skills development.

In addition to his love of computers and software, Gates is interested in biotechnology. He is an investor in a number of biotechnology companies. Gates is an avid reader, and enjoys playing golf and bridge.

Задание 2: Using the dictionary find the English equivalents of the following words and word combinations:

клавиатура, принтер, устройство, жёсткий диск, программное обеспечение, процессор, память, существенный, немедленно.

Задание 3: Answer the questions:

1. What computer system makes it possible to send letters very quickly?
2. What system allows computer users around the world to send and to obtain information?
3. What programs provide colourful pictures and sound?
4. What is the name of a computer-created “world”, which seems almost completely real?
5. What is a special term, which means “to obtain stored information from a computer's memory”?
6. What do we call a disk on which a large quantity of information can be stored?
7. What do you call a sudden, unexpected computer failure?
8. What is the term for the electrical or electronic components of a computer?

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 13

(подготовка к практическому занятию)

Повседневная жизнь. Тема «Мой день»

Цель задания: формировать лексические навыки говорения по теме «Myday»; совершенствовать монологическую и диалогическую речь; закрепить функции Participle I and Participle II. Задания направлены на формирование ОК 3, ОК 5.

Задание 1: Using the questions given below prepare the topic about your daily routines:

1. At what time do you get up?
2. What do you do in the morning?
3. When do you go to technical school?
4. At what time do you come home?
5. Do you go for a walk in the morning or in the evening?
6. What do you do in the evening?
7. When do you go to bed?

Задание 2: Read the text and retell the main idea of it:

Our dynamic life is full of different activities, and I believe that it is very helpful when you have a scheduled daily routine because it can save your time. I am a schoolboy at present, so let me

tell you some words about my daily schedule. I am not an early bird but as a rule I have to wake up quite early, at 6.30 (six thirty, or half past six) on weekdays. I stay in my bed for 5 or 10 minutes and then I get up. I open the window to let some fresh air enter the room. My morning routine consists of making the bed, taking a shower and having breakfast. At 7 o'clock I go to the kitchen where my mother has already made breakfast for me and my dad. I prefer boiled eggs, a sandwich and a cup of tea in the morning. After breakfast I go to the bathroom again to clean my teeth and comb my hair. I get dressed next. Our school uniform is a shirt and black trousers. At 7.30 (seven thirty, or half past seven) I leave home and go to school. It takes me about 15 minutes to get there on foot. I often surf the Internet on my phone before the lessons start at 8 a.m. I usually have 5 or 6 lessons every day, so at about 2 o'clock my school is over. We have a long break after the 4th lesson, so I can have lunch in our school canteen. On my way home I always enjoy my walk. If I am not in a hurry, my friends and I visit a shop or a café before going home. We eat ice-cream and take funny pictures of ourselves. On Tuesdays and Thursdays I attend additional Maths courses at the university, and I also play basketball on Wednesday afternoons. When I get home I try to find some time for a little rest. I watch TV, play computer games, chat on the phone or just listen to music. At about 4 o'clock I start doing my homework. It generally takes me 2 or 3 hours to do that, though sometimes I sit with my homework till late at night. When my parents come home from their work we usually have dinner. Then I often do the washing-up and take the rubbish out. I go to bed at about 11 p.m. I am usually so tired that I fall asleep at once. I don't have enough time for my hobbies during my weekdays, so they seem a bit boring probably. But I often devote my weekends to reading, doing sports and studying English. In winter I mainly go skiing or skating, and in summer I usually go roller-skating, playing football or riding a bicycle.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 14.

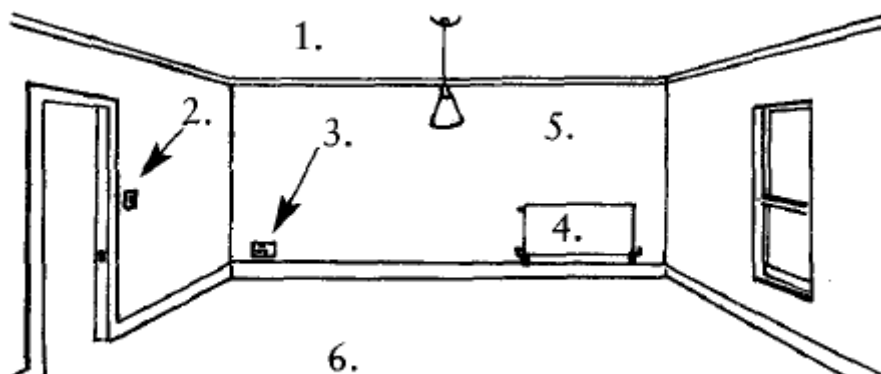
(подготовка к практическому занятию)

Условия жизни. FutureIndefinite (условные предложения)

Цель заданий: совершенствование умений применять изученные лексические единицы в новых языковых ситуациях; повторение грамматического материала по теме «Условные предложения». Задания направлены на формирование . ОК 4.

Задание 1: Write the words in the correct place on the picture:

ceiling, power point, light switch, radiator, wall floor



Задание 2: Answer the following questions:

1. Where is your house situated?
2. How many rooms are there in your house?
3. What is there in your kitchen?
4. What is there in your living-room?
5. What is there in your room?
6. What is there in the room of your parents?
7. Do you want to have your own house? What would it look like?

Задание 3: Connect the beginnings and the endings of sentences:

- | | |
|---------------------------|--------------------------------|
| 1. You relax and watch TV | a. in the bathroom |
| 2. You cook | b. in your bedroom |
| 3. You eat your dinner | c. in the living room / lounge |
| 4. You sleep | d. in the dining room |
| 5. You have a shower | e. in the spare room |
| 6. You put up guests | f. in the kitchen |

Задание 4: Insert the words into the text:

tenants, deposit, furnished, advance, landlord, share

When I was a student, I decided to (1) _____ a flat with a couple of good friends. We didn't have any stuff of our own, so we tried to find a nice (2) _____ flat. We soon found somewhere that we all liked and we decided to take it.

We had to pay a (3) _____ of £500 and one month's rent in (4) _____ – a total of £1,000. We were lucky because the previous (5) _____ had left the place really clean and tidy, so we moved in the next day.

Our (6) _____ said we could paint the rooms if we wanted to, so I painted mine bright red!

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 15.

(подготовка к практическому занятию)

Досуг. Неопределённо-личные предложения. обороты **there is, there are.**

Цель заданий: уметь высказываться по данной теме в монологической и диалогической форме. Задания направлены на формирование ОК 7, ОК 1, ОК 9.

Задание 1: Match the names of the parties and their descriptions:

- | | |
|----------------------------|---|
| 1. a tea party | a. a gathering at which tea is drunk |
| 2. a garden party | b. people enjoy listening to music |
| 3. a music party | c. someone is new to your class or town |
| 4. a birthday party | d. to show that the day is very important |
| 5. a welcome party | e. everyone takes food to a nice place in the country |
| 6. a going-away party | f. people come dressed as film or book characters |
| 7. a holiday party | g. you go to the Zoo, a museum, a ball game |
| 8. a barbecue party | h. everyone does a craft project at the party |
| 9. a picnic party | i. everyone is dressed in adult clothes |
| 10. a fancy dress party | j. for those who like sport |
| 11. a going places party | k. children show their beautiful pajamas |
| 12. a do-it-yourself party | l. for people who enjoy flowers / a party outside the house |
| 13. a when I grow-up party | m. we get presents |
| 14. a skating party | n. we are sorry to say good-bye to somebody |
| 15. a pyjama party | o. meat or fish is prepared over an open fire |

Задание 2: Read the text and fill in the prepositions:

There are a lot _____ leisure activities. They are: theatre, cooking, learning foreign languages, collecting stamps, knitting, guitar, walking, cycling and many others.

We all have free time. that's why all members _____ our family have leisure activities.

Our leisure activities are different. My Dad enjoys collecting stamps. He has a large collection.

He exchange stamps _____ his friends. My Mum thinks it's boring. She likes cooking English dishes. She cooks well and has many cookery books _____ different countries.

My sister Karen likes making clothes and knitting. She reads magazines on fashion and designs clothes _____ her friends and our mother.

As _____ me , I like modeling. I make models of old and modern planes. I have modeled plenty _____ them. I also like playing football and swimming.

My grandparents enjoy collecting flowers, horse riding and walking. They have a lot of exotic flowers _____ their garden.

Задание 3: Complete the dialogue. Use the phrases from the box:

He plays an acoustic guitar, you mean.

He prefers working in the garden.

Oh, no. Playing the guitar...

All right. Is Saturday OK?

Jim: My Dad likes watching motor races. What about yours?

Pam: ...

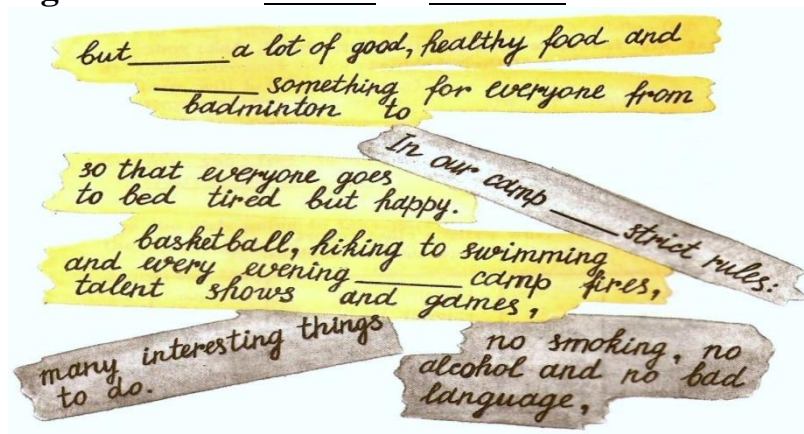
Jim: Well, my Dad thinks it's boring.

Pam: What does he like then? Fishing?

Jim: ...

Pam: Wow!
 Jim: He does it well. But he plays it very loud!
 Pam: ...
 Jim: No, an electric one.
 Pam: Can he teach me to play it?
 Jim: Come and ask him about it.
 Pam: ...
 Jim: Yes, great!

Задание 4: Here is holiday letter. What did she write about? Put the sentences together. Fill in there is or there are:



Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 16

(подготовка к практическому занятию)

Новости. Средства массовой информации. Passive Voice

Цель заданий: формировать практические умения и навыки иноязычной речи в чтении, письме, говорении, познакомить с формулой образования PassiveVoice во временах группы Indefinite. Задания направлены на формирование. ОК 3.

Задание 1: Read the text about mass media and translate it into Russian:

Mass Media consists of printed production, television, radio and the Internet. Mass Media provides us with necessary information on things and events happening worldwide 24 hours a day. And it also helps us to spend our leisure time. Its history begins with the first printed Chinese newspaper in 868 A.D. Europe saw its first book in 1453 when Johannes Guttenberg invented the printed press.

The influence of mass media is doubtless, but it has some benefits as well as drawbacks.

The very first benefit is information. Nowadays the information can be useful for people. It is very important for everyone because there are lots of things happening every minute in the world which can affect our professional and private life. And it makes news accessible: just turn on the TV or look through news sites and you will be kept currently informed.

Another useful purpose is education. Many people gain knowledge from the Internet and TV programmes. It is an easy and affordable way to cultivate intelligence.

And what about drawbacks? One shouldn't rely on everything the newspapers say. Misrepresentations and bare-faced lies easily take place and misinform millions of people. Mass media can also manipulate the minds of the audiences.

Today we witness the influence of various sources of mass media on youth. Tons of meaningless TV-shows, glossy magazines and social networks steal young people's time that could be spent on beneficial and healthy activities. They lose their own opinion and have nothing to say except the ideas heard from others.

To my mind we can't imagine our lives without mass media. It is silly to avoid it as we can use its advantages. Though we should be careful and filter all information we get. I do my best to stay informed about the latest events and I am fond of searching in the Internet. Mass Media is a part of my life.

Задание 2: What does each type of media provide us with? Answer the questions:

- What kind of mass media do you prefer?
- Do you use it for entertainment or education?
- Where do you usually get news from?
- Can we believe in everything written in newspapers?
- What source of information helps you in studying?

Задание 3: Match the words and their definitions:

- a) Television
- b) Newspaper
- c) Advertisement
- d) Quiz
- e) Tabloid
- f) Talk show
- g) The Internet
- h) Handbook
- i) Radio
- j) Music programme
- k) Soap opera
- l) Sports news
- m) Encyclopedia

- 1. A small book giving useful facts
- 2. A book giving information about everything
- 3. A TV or radio programme or an article giving information about sports competitions
- 4. The process of sending and receiving messages through the air
- 5. A serial about relationships between people especially about love usually with a happy end
- 6. A way to communicate with your partner who might be a thousand miles away using the computer
- 7. A TV programme where people discuss different problems expressing their opinions
- 8. Broadcasting programmes for people to watch on their television sets
- 9. A set of questions on different subjects to be asked
- 10. A paper printed and sold usually daily or weekly with news, advertisements

11. A newspaper with rather small pages, many pictures and little serious news
12. A short film or a short article which gives us information about an object and makes us buy it
13. A programme which gives us information about the modern trends of music and lets us listen to it

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 17.

(подготовка к практическому занятию)

Телевидение. Интернет. Трансформирование ActiveVoice в PassiveVoice.

Цель заданий: формирование умений приводить аргументы «за» и «против», умение высказывать своё мнение; закрепление грамматических навыков по теме PassiveVoice. Задания направлены на формирование ОК 5.

Задание 1: Make sentences from Active to Passive Voice:

For example: Do they sell clothes in this shop? - Are clothes sold in this shop?

1. Someone is cleaning the windows.
2. She tapped him on the hand with her pen.
3. I don't like people laughing at me.
4. People spend a lot of money on food.
5. Is Sue washing the car?
6. Who made this mess?
7. They will open the new sports centre soon.
8. They made him confess to the robbery.
9. Liz showed me some holiday pictures.
10. They heard him calling for help.
11. Who broke this mug?
12. The teacher will mark the essays.
13. People make jam from fruit.
14. They sent for the doctor.
15. Clive hasn't cut the grass yet.
16. They cannot repair the car this week.

Задание 2: Choose the right variant:

1. This theatre ... (build) over 100 years ago.
 - a. had been built
 - b. has been built
 - c. was built
2. Is your car still for sale? — No. It ... already (sell).
 - a. has been sold
 - b. had been sold
 - c. was sold
3. Sometimes mistakes ... (make).
 - a. are made
 - b. are being made.
 - c. have been made
4. For the past few days I (work) in Jack's office, as my own ... (decorate).
 - a. have been working/ is being decorated
 - b. worked/ decorated
 - c. am worked/ is being decorated.
5. While my friend ... (talk) to me, his wallet .. (steal).
 - a. was being talked/ was being stolen
 - b. was talking/ was stolen
 - c. talked/stole
6. Where is your friend Bob? — - I don't know. He ... (not/ seen) recently.
 - a. hasn't seen
 - b. didn't see
 - c. hasn't been seen
7. If someone ... (report) you to the police, you ... (make) to pay a big fine.
 - a. reports/ will be made
 - b. will report/ will make
 - c. is reported/ will be made
8. Professor ... (give) another lecture at the same time next week.
 - a. will have been given
 - b. will be given
 - c. will give
9. Look at the dust in here! It ... (look) as if this room (not/clean) ... for a month.
 - a. is looked/ hasn't cleaned
 - b. looks/ hasn't been cleaned
 - c. has looked/ isn't cleaned
10. The door ... (open) and a young lady ... (come in). It should be admitted that the door ... (open) by herself.
 - a. opened/ came in/ was opened
 - b. was opened/ came in/ was opened
 - c. opened/ came in/ opened

Задание 3: Answer the following questions:

1. What are the most popular television programmes in our country and abroad?
2. Which of the following possible aims of television do you think is the most important?
 - to instruct
 - to inform
 - to entertain
 - to distract

3. If you controlled a television channel, what sort of programmes would you put on it?
4. Would you limit the amount of sex and violence portrayed, or influence the political nature of the programmes?
5. What control exist on TV output in our country and abroad? What TV Channels are popular in Russia, in the UK, the USA?

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 18

(подготовка к практическому занятию)

Навыки общественной жизни (повседневное поведение).

Модальные глаголы

Цель заданий: уметь применять грамматические навыки по теме «Модальные глаголы»; навыки перевода с английского на русский. Задания направлены на формирование ОК 7.

Задание 1: Read texts and translate them into Russian:

Cultural Life of Youth (1)

Science and culture are two powerful wings of progress of the youth of the country. The might of the country lies in the unity of its people. Special attention is being paid to studying the native culture.

The primary task of today is to accelerate the cultural development of the youth. In school and out of school children's establishments conditions are created for the development of creative activities, for their aesthetic education. Pupils and students learn to sing and dance, play musical instruments.

Circles of amateur art activities, festivals, holidays of songs and music, days of Poetry, Literary meetings, exhibitions of children's drawing and painting, school amateur theatres, creative associations of young literature lovers testify the growth of performers, their skill and actively contribute to the development of aesthetic inclinations.

In their leisure time they go in for sports, read, go to the libraries, parks, cinemas, theatres, concert halls. They can visit art exhibitions, the Zoo or the circus.

Cultural Life of Youth (2)

How do young people spend their spare time? What leisure activities do they prefer? These and other questions were asked in a sociological survey. The results of the opinion poll conducted among young people living in big cities and in the country add up to the following hierarchy of pastimes: music in combination with such forms of group activities as discos, concerts, and cafe-club come first, followed by the Internet, theatre and reading. Then come films, museums, amateur arts and engineering, and, finally, TV and classical music. The questionnaire, circulated among pupils of 9-11 forms, students and young workers, has shown that the arts are regarded second only to contacts with friends (or a girl/boy friend).

Most young people admit they do not know how to plan their leisure.

According to the poll, the actual priorities are as follows: TV comes first, followed by Internet, reading, films, listening to records, radio, going out to dances and discos; then come concerts, museums, amateur arts, and finally theatre.

Young people's recent growing cultural standards make themselves felt primarily in the choice of cultural values. Of course, they like to be entertained (by watching TV shows, reading detective stories, etc.). But they certainly know how to find their way amid the great variety of cultural values, and they know how to tell genuine art from imitation.

A few more words about music, which plays a very important part in young people's lives. Rock is certainly more popular than classical music. Russian pop groups who play original music and meaningful texts have an especially large following. Russian girls and boys are getting increasingly interested in the leisure activities which encourage self-expression and growth of personality.

Задание 2: Complete the following sentences using the most appropriate forms of the verbs:

1. Jack has got a headache. He ... sleep well recently.
a) can't
b) couldn't have
c) hasn't been able to
2. I ... sleep for hours when I was a little girl.
a) could
b) am able to
c) can
3. Tom ... play tennis well but he ... play a game yesterday because he was ill.
a) couldn't, could
b) can, was able
c) can, couldn't
4. I didn't want to be late for the meeting. We ... meet at 5 sharp.
a) were to
b) had to
c) could
5. Where are my gloves? — I ... put them on because it's cold today.
a) can't
b) have to
c) needn't
6. You ... take an umbrella today. The Sun is shining.
a) needn't
b) mustn't
c) can't
7. I'm sorry, you didn't invite me to your birthday party. You ... invite me next time.
a) must
b) should
c) need to
8. Well, it's 10 o'clock. I ... go now.
a) can
b) has to
c) must
9. You ... smoke so much.
a) would
b) can't

- c) shouldn't
 10. We have got plenty of time. We ... hurry.
 a) must
 b) needn't
 c) should

Задание 3: Translate the sentences into English.

1. Вы должны бросить курить.
2. Вечеринка была замечательная. Вам следовало прийти.
3. Ты можешь решить эту проблему.
4. Тебе следует навестить своего больного друга.
5. Тебе следовало навестить своего больного друга, но ты не навещил.
6. Не хотите еще чая?
7. Я вынужден был сделать это.
8. Я не знаю, почему мы спешили. Нам не нужно было спешить.
9. Я бы хотел пойти с тобой.
10. Ты можешь делать все, что хочешь.
11. Ольге нужно уделить больше внимания занятиям по английскому языку.
12. Я не уверен, но возможно он неправ.
13. Ему разрешили взять машину своего отца в прошлую пятницу.
14. Я могу считать до 50 на испанском.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 19

(подготовка к практическому занятию)

Культурные и национальные праздники, обычаи, традиции в России

Цельзаданий: обобщить знания о праздниках в России и мире; сделать сообщение об одном из них; формировать грамматические навыки по теме Ing- Forms. Задания направлены на формирование, ОК 4, ОК 1, ОК 7.

Задание 1: *Fill in the missing words:*

- | | |
|--------------|-----------------|
| a) full moon | h) daffodils |
| b) Christian | i) Easter eggs |
| c) church | g) rabbit |
| d) lily | k) dye |
| e) candle | l) Easter bunny |
| f) crocuses | m) paint |
| j) birds | n) cross |

Easter is always on the Sunday after the first 1 _____ that follows March 21. Easter is a 2 _____ holiday. Christians go to 3 _____ on Easter. White 4 _____ and 5 _____ in church help Christians think about new life.

People are also happy at Easter because after the winter, spring has come. There are spring flowers such as 6 _____ and 7 _____. 8 _____ come back from their winter homes

to build nests. 9_____ and 10_____are also signs of new life. Today many people 11_____ and 12_____eggs. Small children believe an 13_____ hides chocolate and candy eggs.

Задание 2: Match the names and the dates of the holidays:

March, January, May, April, January, May

1. Our Christmas holidays are in ...
2. The Mother's Day is in ...
3. Our May Day holiday is in...
4. Our New Year holiday is in...
5. The Victory Day holiday is in...
6. Our Easter holidays are in ...

Задание 3: Match the beginning and the end of the holiday phrase:

- | | |
|--------------|--------------------|
| 1. decorate | • costumes |
| 2. celebrate | • carols |
| 3. hang | • a Christmas tree |
| 4. paint | • crackers |
| 5. send | • Christmas |
| 6. pull | • stockings |
| 7. sing i | • lamps |
| 8. invite | • friends |
| 9. wear | • parades |
| 10. watch | • Christmas cards |
| 11. light | • pictures |

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 20

(подготовка к практическому занятию)

**Культурные и национальные праздники, обычаи, традиции в Англии,
США**

Цель заданий: обобщить социо-культурные знания о праздниках в Великобритании, США; развить навыки поискового чтения; развивать речевую творческую активность. Задания направлены на формирование ОК 6, ОК 4, ОК 9.

Задание 1: Use the words in the box to complete the sentences

Historical, remember, independence, Christmas, celebrate, religious, work, dancing, national, official, during, food, drink

People in the United States (1) _____ the Thanksgiving Day on the fourth Thursday in November. The fourth of July is also a (2) _____ holiday. This is the day when Americans celebrate their (3) _____ from Britain. In Britain people don't really celebrate (4) _____ events in this way. Here, the main holidays are (5) _____ holidays, (6) _____ and Easter. There are several one-day holidays (7) _____ the year. These are (8) _____ public holidays when people don't go to (9) _____. There are days when people (10) _____ the dead or their parents. On many holidays there is usually a lot of (11) _____ and (12) _____, and (13) _____ often until the early hours in the morning.

Задание 2: Answer the questions:

1. When is Christmas Day celebrated in GB?
2. What do people eat on this day?
3. Who visits children on Christmas?
4. What are the colors on Halloween?
5. What is the favorite song at New Years Eve party?

Задание 3: Write the sentences:

you / Did / a cake / at Christmas / make / ?
sister / magazines / every / My / day / reads / Christmas.
on / to the Christmas party / The children / Saturday / went / .
the 25th of December / you / on / Christmas / celebrate / Do / ?
Molly / are / and / crackers / now / pulling / Rick.

Задание 4: Find the right answer:

1. What are the most popular Christmas colors after green and red?
a. red and yellow b. silver and gold c. white and black d. orange and violet
2. What food is often left out for Santa?
a. nuts b. a pudding c. a turkey d. cookies
3. What is the most popular treetop ornament?
a ball b. an angel c. a star d. a cracker
4. How many pipers piping did my true love give me?
a. 11 b. 12 c. 10 d. 6
5. Which country (on territory of which country) started the tradition of exchanging gifts?
a. Germany b. China c. Egypt d. Italy
6. Which state of the USA has a city named Santa Claus?
a. Indiana b. Louisiana c. Maine d. Colorado
7. What colour is Santa's belt?
a. red b. white c. black d. no belt at all
8. Who are Santa's little helpers and toy builders?

- a. elves b. hobbits c. Jawas d. Munchkins
9. What is the name of the red-nosed reindeer?
- a. Scroodge b. Rudolph c. Ernie d. Snowy
- 10 When is Boxing Day?
- a. January 1 b. December 31 c. December 26 d. December 25

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 21

(подготовка к практическому занятию)

Государственное устройство в Англии. Ing-Forms-Verbal noun

Цель заданий: познакомиться с основами парламентского государства, с конституционной монархией; закрепить грамматические навыки по теме «Verbalnoun». Задания направлены на формирование ОК 3.

Задание 1: Read the text. Fill in the gaps:

UK POLITICAL SYSTEM

The United Kingdom of Great Britain is a parliamentary democracy with a constitutional _____, Queen Elizabeth II, as head of _____. The organs of government are: Parliament (the legislative), the executive and the judiciary. Parliament consists of two chambers – the House of _____ and the House of _____.

The _____ branch consists of the central Government – that is the Prime Minister and the Cabinet and other ministers, who are responsible for initiating and directing the national policy, government departments, local authorities and public corporations.

The _____ determines common law and interprets status and independent of both the legislature and the executive.

A general election, for all seats in the House of Commons, must be held at least every _____ years. The Government is normally formed by the political party which is supported by the _____ in the House of Commons. The party's leader is Prime Minister. He chooses a team of ministers, of whom 20 or so are in the _____. In Great Britain there is no written _____, only customs, traditions and precedents.

Задание 2: Answer the questions:

1. What period are the Members of the House of Commons elected for?
2. When did Elizabeth II come to the throne?
3. How many times can a bill be read in the Parliament?
4. How long do the sessions last in the Parliament?
5. How many children does the Queen have?
6. How many noble ranks are there in the UK?
7. How many members are there in the House of Commons?
8. How many members are there in the House of Lords?
9. How many political parties are there in Britain?

Задание 3: Choose the right word, fill in the gaps and translate sentences:

1. Before bills can become laws both Houses of Parliament must.....them.

(revise, approve, delay)

2.....meets in the Palace known as the Houses of Parliament.

(the Cabinet, the Government, Parliament)

3. The government in Britain represents the.....branch of power.

(legislative, executive, judicial)

4. The House of Commons is.....by the people.

(elect, examine, rule)

5. The Monarch officially.....life peers.

(dissolve, appoint, vote)

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 22

(подготовка к практическому занятию)

Государственное устройство в Англии. Ing-Forms

Цель заданий: формировать навыки чтения и понимания политических текстов; контроль за грамматическими навыками. Задания направлены на формирование ОК 2.

Задание 1: Read and translate the texts:

Political System of Great Britain (1)

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It means that the sovereign reigns but does not rule.

Britain does not have a written constitution, but a set of laws.

Parliament is the most important authority in Britain. Technically Parliament is made up of three parts: the Monarch, the House of Lords; and the House of Commons. In reality the House of Commons is the only one of the three which has true power.

The monarch serves formally as head of state. But the monarch is expected to be politically neutral and should not make political decisions.

The present sovereign is Queen Elizabeth II. She was crowned in Westminster Abbey in 1953.

The House of Commons consists of Members of Parliament. There are 650 of them in the House of Commons. They are elected by secret ballot. General elections are held every five years. The country is divided into 650 constituencies. All citizens, aged 18 and registered in a constituency, have the right to vote. But voting is not compulsory in Britain. Only persons convicted of corrupt and certain mentally ill patients don't take part in voting.

There are few political parties in Britain thanks to the British electoral system. The main ones are: the Conservative Party, the Labour Party and the Liberal / Social Democratic Alliance.

Each political party puts up one candidate for each constituency. The one who wins the most votes is elected MP for that area.

The party which wins the most seats in Parliament forms the Government. Its leader becomes the Prime Minister. His first job is to choose his Cabinet. The Prime Minister usually takes policy decisions with the agreement of the Cabinet.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker. The Speaker is appointed by the Government.

The House of Lords comprises about 1,200 peers. It is presided by the Lord Chancellor. The House of Lords has no real power. It acts rather as an advisory council. It's in the House of Commons that new bills are introduced and debated. If the majority of the members are in favour of a bill, it goes to the House of Lords to be debated. The House of Lords has the right to reject a new bill twice.

But after two rejections they are obliged to accept it. And finally a bill goes to the monarch to be signed. Only then it becomes law.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education, police and many others.

Political System of Great Britain (2)

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. Britain does not have a written constitution. Parliament is the most important authority in Britain.

The monarch serves formally as head of state. The present sovereign is Queen Elizabeth II (the second).

The House of Commons consists of Members of Parliament. General elections are held every five years. All citizens aged 18 have the right to vote.

There are few political parties in Britain. The main ones are: the Conservative Party, the Labour Party.

Each political party puts up one candidate for each constituency. The one who wins the most votes is MP for that area.

The party which wins the most seats in Parliament forms the Government; its leader becomes the Prime Minister.

The functions of the House of Commons are legislation and scrutiny of government activities. The House of Commons is presided over by the Speaker.

The House of Lords is presided by the Lord Chancellor. The House of Lords has no real power.

It's in the House of Commons that new bills are introduced and debated.

Parliament is responsible for British national policy. Local governments are responsible for organizing of education, police and many others.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 23

(подготовка к практическому занятию)

Цифры. Числа. Условные предложения

Цель заданий: научиться разграничивать понятия 'цифра' и 'число'; активизировать знания об имени числительном; совершенствовать умения разграничивать их разряды; совершенствовать речевые умения. Задания направлены на формирование. ОК 4.

Задание 1: Match the same telephone number:

521697	five nine three one eight four
524638	five two one six nine seven
557241	five six two nine seven six
5993184	five five seven two four one
562976	five two four six three eight
585329	five seven eight four five three
547695	five three nine eight one two
539812	five four six seven nine five
578453	five eight five three two nine

Задание 2: Match words and numbers:

seventy-two	a) 31
thirteen	b) 11
fifty-six	c) 660
eighty	d) 72
eighteen	e) 315
twenty-three	f) 100
eleven	g) 13
ninety	h) 49
twelve	i) 925
twenty	j) 18
nineteen	k) 80
forty-nine	l) 504
one hundred	m) 217
thirty-one	n) 410
four hundred and ten	o) 90
six hundred and sixty	p) 56
five hundred and four	q) 23
nine hundred and twenty-five	r) 20
two hundred and seventeen	s) 19
three hundred and fifteen	t) 12

Задание 3: Write it in English:

1. 245; 533; 816.
2. 3,562; 7,324.
3. Сто книг; сотня страниц; сотни людей.
4. Тысяча машин; тысячи людей; миллион книг.
5. $2+3=5$; $7-4=3$; $3 \times 5=15$; $10:2=5$.
6. 1 Января; 8 Марта.
7. Глава 5; автобус 6.

8. 3.45; 8.09.

9. 2/3; 4/5.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 24

(подготовка к практическому занятию)

Математические действия. Самостоятельный причастный оборот

Цель заданий: систематизировать знания об основных арифметических действиях; познакомиться самостоятельно с историей возникновения геометрии; знать функции ПИ, формулы образования PastPerfect and PastPerfect Continuous. Задания направлены на формирование ОК 6.

Задание 1: Do sums in English:

$50 + 42 =$; $90 : 45 =$; $30 - 14 =$; $60 + 42 =$; $96 : 16 =$; $150 * 7 =$; $248 - 29 =$
; $587 + 483 =$

Задание 2: Answer the questions:

-What maths actions do you know?

What is the Russian for: plus / add; minus / subtract; multiply (by 2); divide; is equal to; is greater than; is smaller than; is proportional to; square root; two squared; two cube.

Задание 3: Translate and write down The Absolute Participle Construction:

1. The lessons being over, many students went to the library.
2. All the work having been done, we could have a rest.
3. You have many illustrations in the text- book, some of them being the pictures by famous English painters.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 25

(подготовка к практическому занятию)

Основные геометрические понятия. Past Perfect Continuous

Цель заданий: систематизировать знания об основных геометрических фигурах; познакомиться самостоятельно с историей возникновения геометрии; знать функции РП, формулы образования Past Perfect and Past Perfect Continuous. Задания направлены на формирование ОК 7.

Задание 1: Translate into Russian:

1. We had been playing tennis for half an hour when there was a terrible storm.
2. He was very tired when he arrived home. He had been working hard all the day.
3. How long had you been waiting when the bus finally came ?
4. When I looked out of the window it had been raining heavily.
5. I had been doing my work when the telephone rang.

Задание 2: Read the text and translate it into Russian:

THE HISTORY OF GEOMETRY

The first geometrical knowledge was originated from the practical needs of people in ancient times. People measured distances, made straight spears and arrows, compared their length, etc. Farming and constructing played a very important role in the development of geometry. People worked out the new rules of comparing figures, calculating some geometrical value and volumes and the rules necessary for the construction of buildings. These rules appeared in Egypt and a bit later in China and India approximately in the 12th century B.C. In other words the age of geometry is not less than 4 or 5 thousand years. Originally geometry was not a mathematical science though ancient Egyptians knew some facts of geometry such as the volume of a sphere, the Pythagoras theorem and some others. Geometry as a science got its further development in ancient Greece in the 7-5 century B.C.

Задание 3: Answer the questions:

1. The first geometrical knowledge appeared in
 - a/ Greece
 - b/ Egypt
 - c/ Japan
2. Geometry was originated from
 - a/ the practical needs of people
 - b/ theoretical knowledge
3. Geometry dates back to the
 - a/ 15 century B.C.
 - b/ 5 century B.C.
 - c/ 12 century B.C.
4. The most important role in the development of geometry the following people's activities played
 - a/ fishery
 - b/ farming and construction
 - c/ cattle breeding
5. Geometry got its further development in
 - a/ Greece
 - b/ Middle Asia
 - c/ Arabic Countries

Задание 4: Find the suitable geometrical figure:

A pizza, a clock,
a bicycle wheel—
I have no sides,
but I'm for real.
I'm a _____.

A door, a book,
a tabletop—
four corners wait
where my four sides stop.
I'm a _____.

An arrowhead,
a party hat—
I've got three sides.
Now think of that.
I'm a _____.

A bathroom tile,
a checkerboard game—
my four straight sides
are all the same!
I'm a _____.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 26

(подготовка к практическому занятию)

Физические явления (обзор). Сослагательное наклонение

Цель заданий: расширить и сформировать осознанное понимание сути физических явлений в интеграции с английским языком; разбудить любознательность, взглянуть на обычные явления через призму физических законов, явлений; показать разнообразие физических явлений в окружающем мире и найти ответы на поставленные вопросы; обобщить грамматический материал по теме “ Сослагательное наклонение ”. задания направлены на формирование ОК 5.

Задание 1: Find the answer for the task:

1. An object (the mass is 4,6 kg, the volume is $0,002\text{m}^3$) was lifted up in the port of Liverpool. What is it made of?
2. The block in the centre of Oxford is made of marble (density is $2700\text{kg}/\text{m}^3$). It's mass is 5,4 t. What is its volume?
3. The clock of The Big Ben has lost one detail. To replace it correctly you need to know its mass. (Its volume is 0.000027m^3).

Задание 2: Answer the questions:

1. What is the water in the solid state?
2. What is the process of turning water into ice?
3. Name the unit of measurement of temperature.
4. What is the water in the gaseous state?
5. What is the process of turning liquid into vapor?
6. What is the unit of measurement of heat?
7. What is the unit of measurement of temperature.

Задание 3: Complete the text with the right word:

In March 2004 a new planet was _____1_____ 10 billion kilometers from the Earth and was named Sedna. It was found by the Hubble _____2_____. Some people say Sedna is not really a planet. Anyway, the news _____3_____ very exciting because the planet _____4_____ beyond the planetary Solar System. Space now has become _____5_____! Such countries as Russia, the USA and Japan are planning to send more money on it. Do you think space exploration so important?

1. a) invented b) discovered c) opened
2. a) microscope b) periscope c) telescope
3. a) is b) are c) will be
4. a) found b) finds c) was found
5. a) large b) larger c) the largest

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 27

(подготовка к практическому занятию)

Три закона Ньютона. Согласование времён

Цель заданий: повторить и закрепить материала по теме ‘Три закона динамики’, пройденного на уроках физики; знать правило согласования времён в английском сложноподчинённом предложении. Задания направлены на формирование ОК 4.

Задание 1: Find the information about Newton`s biography and answer the questions:

1. In what family was I. Newton born and how did he spend his childhood?
2. Where did he get school education and what kind of pupil was he?
3. At what university did Newton study?
4. How old was Newton when he became a professor?
5. What chair did he head?
6. In what field of science did Newton make the greatest contribution?

7. What did you learn about his social life?
8. How many years did Newton live and where was he buried?

Задание 2: Give Russian equivalents for English words:

acceleration
magnitude
outer
reference
inversely proportional
directly proportional
resultant
inertia
opposite
relative

Задание 3: Match the English and Russian terms:

- | | |
|--------------------------------|------------------------------|
| 1. directly proportional | a. оставаться в покое |
| 2. acceleration | b. равнодействующая сил |
| 3. resultant of forces | c. по величине |
| 4. uniform motion | d. равномерное движение |
| 5. in magnitude | e. обратно пропорциональна |
| 6. inversely proportional | f. внешняя сила |
| 7. outer force | g. система отсчета |
| 8. to remain at rest | h. относительно чего-то |
| 9. frame of reference | i. прямо пропорциональна |
| 10. to move in a straight line | j. ускорение |
| 11. relative to smth | k. двигаться по прямой линии |

Задание 4: Read and translate the text:

Laws of motion

1-st Law

There exist frames of reference relative to which any object either remains at rest or continues uniform motion in a straight line unless acted on by some outer force. (the law of inertia)

2-nd Law

Acceleration of an object is directly proportional to the resultant of forces acting on the object and inversely proportional to its mass.

3-d Law

The forces with which two objects act on each other are equal in magnitude and opposite in direction.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 28

(подготовка к практическому занятию)

Промышленность Кузбасса (отрасли). Сложное дополнение

Цель заданий: познакомиться с ведущими отраслями промышленности Кузбасса; составить топик на данную тему; уметь заменять ObjectClause на ComplexObject. Задания направлены на формирование . ОК 9.

Задание 1: Read the text, translate it and give the summary of it:

Economy of Kemerovo region

Kemerovo region plays one of the leading parts in Russian economy. According to the volume of the industrial output Kemerovo region occupies the 13- th place in Russia.

Kuznetsk coal basin is the greatest coal basin in Russia and in the whole world. *The coal mining industry* of the Kuzbass consists of 76 mines and 25 opencast collieries. More than 100 million tons of coal are mined in the Kuzbass per year. This is about 60 % of the whole output in Russia.

The Kuzbass is rightfully called the “ steel heart of Siberia”. Today it is the second *metallurgical base* after the Urals. The metallurgical complex of the Kuzbass consists of such big enterprises as Kuznetsk and West- Siberian metallurgian combines, Guryevsk steel works, Kemerovo coke chemical and Kuznetsk ferro- alloys plants. They produce 15 % of pig iron, 12 % of steel and 13 % of ready rolled steel in Russia.

The chemical industry produces mineral fertilizers, dye stuff, various medical remedies, plastic and karbolactam.

The Kuzbass is also famous for its building materials industry, heavy machine building, mining equipment building industry, production of consumer goods (furniture, clothes, footwear, domestic chemistry) *and food processing industry*.

Kemerovo region is also rich in forests, and so *woodworking industry* is developed all over the region.

Kuzbass has a highly developed railway network. Its enterprises export more than 160 products to 80 countries. The export consists mainly of raw materials, such as coal and metallurgical products. The main export partners are China, Japan, Mongolia, Korea and Western Europe. The Kuzbass imports equipment, computers, consumer goods, clothes, foot- wear, electrical goods, medicaments, food products.

Задание 2: Replace the Object Clause with the Complex Object:

1. We know that mathematics has become man’s second language.
2. They expect that a variable will represent a number.
3. We know that two fractions are equal if they simplify to the same fraction.
4. I heard that they were discussing the matter.
5. We expected that they would intensify the whole process.
6. Everybody knows that matter consists of small particles called atoms.
7. This question was too difficult, so that he could not answer it immediately.

Задание 3: Translate the sentences from English into Russian:

1. Suppose the mass of the box to be x .
2. We expect the statement to be true.
3. We expect this solution to satisfy the given statement.
4. Teachers want their students to attend classes regularly.
5. For a book to be useful it must be studied carefully.
6. We know this magnitude to depend on pressure.
7. For the information to be precise you must verify it carefully.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 29

(подготовка к практическому занятию)

Транспортные средства. Согласование времён (перевод на английский)

Цель заданий: развитие умений и навыков самостоятельно отбирать языковой материал для решения поставленных коммуникативных задач и ситуативных проблем по теме ‘Means of transport’; правильно использовать правило согласования времён при переводе предложений и устной речи. Задания направлены на формирование. ОК 3.

Задание 1: Translate these words into Russian:

vehicle, bus, tram, trolley- bus, car, lorry, taxi, motorcycle, bicycle, scooter, ship, barge, cater, boat, yacht, airplane, helicopter, spaceship, train, electric;

vehicles, transport vehicles, means of transport, transport means, traffic facilities, transport units, transport devices, transportation facilities, means of transportation, transportation vehicles.

Задание 2: Fill in the table:

Means of transport	advantages	disadvantages

Задание 3: Read the text and translate it:

The early days of the Automobile

1. One of the earliest attempts to propel a **vehicle** by **mechanical power** was suggested by Isaac Newton. But the first **self-propelled vehicle was constructed** by the French military engineer Cugnot in 1763. He built a **steam-driven engine** which had three **wheels**, carried two **passengers** and run at maximum **speed** of four miles. The supply of steam lasted only 15 minutes and the carriage had to stop every 100 yards to make more **steam**.

2. In 1825 a steam engine was built in Great Britain. The vehicle carried 18 passengers and covered 8 miles in 45 minutes. However, the progress of **motor cars** met with great opposition in Great Britain.

3. In Russia there were cities where motor cars were **outlawed** altogether. When the editor of the local newspaper in the city of Uralsk bought a car, the governor **issued** these instructions to the police: «When the vehicle appears in the streets, it is to be stopped and **escorted** to the police station, where its driver is to be **prosecuted**».

4. From 1860 to 1900 was a period of the application of **gasoline engines** to motor cars in many countries. The first to perfect gasoline engine was N. Otto who **introduced the four-stroke cycle of operation**. By the time motor cars got a standard shape and **appearance**.

In 1896 a procession of motor cars took place from London to Brighton to show how **reliable** the new vehicles were.

The cars of that time were very small, **two-seated cars** with no roof, driven by an engine placed under the **seat**. Motorist had to carry large cans of **fuel** and separate **spare tyres**, for there were no **repair** or filling stations to serve them.

After World War 1 it became possible to achieve greater **reliability** of motor cars, **brakes** became more **efficient**. **Multi-cylinder engines** came into use; most commonly used are **four-cylinder engines**.

5. Gradually the development of vehicles driven by **international combustion engine** – cars, as they had come to be known, led to the **abolition** of earlier **restrictions**. Huge capital began to flow into the **automobile industry**.

From 1908 to 1924 the number of cars in the world rose from 200 thousand to 20 million; by 1960 it had reached 60 million!

6. There are about 3,000 Americans who like to **collect antique cars**. They have several clubs such as Antique Automobile Club. **Collectors** can also advertise in the magazine published by their clubs. The best collection-100 old cars of great rarity – is in possession of William Harrah. He is very **influential** in his field. The value of his collection is not only historical but also practical: photographs of his cars are used for films and **advertisements**.

Задание 4: Read the text and find the answers for the questions:

Different kind of land transport

What was the reaction of the people after the invention of the steam engine?

In Washington the story is told of the Patent Office who in the early thirties of the last century suggested that the Office be closed because «everything that could possibly be invented had **been invented**». People experienced a similar feeling after the **invention of the steam engine**.

But there was a great need for a more **efficient engine** than the **steam engine**, for one without a **huge boiler**, an engine that could quickly be started and stopped. This problem was solved by the invention of the **international combustion engine**.

Who introduced the first cheap motor car?

The first practical internal combustion engine was **introduced** in the form of a gas engine by the German engineer N. Otto in 1876.

Since then **motor transport** began to spread in Europe very **rapidly**. But the person who was the first to make it really popular was Henry Ford, an American **manufacturer** who introduced the first **cheap motor car**, the famous Ford Model «T».

When did diesel-engine Lorries become general?

The rapid development of the internal combustion engine led to its use in the farm **tractors**, thereby creating a revolution in agriculture. The use of motor vehicles for carrying heavy loads developed more slowly until the 1930s when **diesel-engined Lorries** became general.

The motor cycle steadily increased in popularity as engines and tyres became **more reliable** and roads improved. **Motor cycles** were found well suited for **competition races** and sporting events and were also recognized as the cheapest form of fast transport.

When were the trams introduced first?

Buses were started in Paris in 1820. In 1828 they were introduced in London by George Shillibeer, a coach builder who used the French name Omnibus which was **obtained** from the Latin word meaning «for all». His **omnibuses** were driven by three horses and had seats for 22 passengers. Then in the 20th century reliable **petrol engines** became **available**, and by 1912 the new motor buses were fast replacing **horse-driven buses**.

Trams were introduced in the middle of the 19th century. The idea was that, as the rails were **smoother** than the roads, less **effort** was needed **to pull** a tram than a bus. The first **trams** were horse-drawn but the later trams were almost all driven by electricity. The **electric motor** driving the tram was usually with electric **current from overhead wires**. Such wires are also used by **trolleybuses**, which run on **rubber tyres** and do not need **rails**.

Another form of transport used in London, Paris, Berlin, Moscow, St.Petersburg, Kiev and some other crowded cities is the underground railway.

London's first underground railway of the «**tube**» **type** was opened in 1863, the Moscow underground in 1935.

What do the longest oil pipe-lines connect?

The pipe-lines, which were in use by the ancient Romans for carrying water supplies to their houses, are now mainly used to **transport petroleum**. The first **pipe-line** of this kind was laid in Pennsylvania, the United States, in 1865.

Some of the longest oil pipe-lines **connect oil-fields** in Iraq and near the Persian Gulf with ports on the Mediterranean coast. A famous Pipe-line Under the Ocean was laid across the English Channel in 1944.

What are the cableways used for?

A form of transport which is quite common in some mountainous parts of the world, especially in Switzerland, is the aerial **cableway**. Cableways are used at nearly all winter sport centers to pull or carry **skiers** to the top of the slopes. Cableways are used by many Alpine villages which lie high up the mountain-sides for bringing up their supplies from the valley below.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 30

(подготовка к практическому занятию)

Подземные установки: буровые станки и механизмы. Infinitive (функции)

Цель заданий: развитие умений и навыков самостоятельно отбирать языковой материал для решения поставленных коммуникативных задач; совершенствовать умение поискового чтения. Задания направлены на формирование ОК 6.

Задание 1: Find English equivalents for Russian words:

штрек, бремсберг, шахтные стволы, скважинф, проходной ствол, очистной забой, угольный пласт

Задание 2: Read the text and translate it into Russian:

UNDERGROUND EXPLORATION

Having finished the preliminary prospecting work we can start underground exploration and the opening-up of the mine.

This is done by various horizontal, vertical and inclined openings, Drifts, Inclines and Shafts and in many cases by Boreholes.

Our first task is to make the deposit accessible, or as the miners say, "to open it up". How this is done depends on the position and form of the deposit, and on the configuration of the surface. In many cases we open the deposit by sinking shafts and by driving horizontally from them to the deposit the so-called Crosscuts. In mountainous areas we simply drive a tunnel to the deposit.

Having reached the ore and thus having access to it we proceed to explore it in horizontal and vertical directions. This is best done by driving Levels (or Drifts) from the place where our shaft or crosscut has struck it; by sinking Winzes in vertical deposits and inclines in inclined deposits.

This work is to explore the deposit, as we do not know whether it will be worth working; we call the drifts Exploratory drifts. These are made so that they can be used for mining if the results of the exploration justify us in undertaking it. Thus these exploratory shafts, inclines, and drifts are then called the Development workings, as they are established in such a manner that they divide

the deposit into suitable blocks, which can be conveniently mined and from where the broken ore can be easily transported.

Задание 3: Translate into English:

1. Уголь – один из основных источников энергии сегодня. 2. Ценность угля велика. 3. Много электростанций работают на угле. 4. Угольный газ – это смесь летучих углеводородов с другими газами. 5. Уголь – удивительное хранилище ценных химических веществ.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 31

(подготовка к практическому занятию)

Оборудование. Учебные мастерские. Пассивный инфинитив

Цель заданий: формировать профессиональные умения и навыки; знать материально-технические средства производственного обучения. Задания направлены на формирование . ОК 5.

Задание 1: Translate the sentences into Russian:

1. The lesson to be read at home is not difficult.
2. Complaints should be sent to the head office.
3. The meeting had to be postponed because of illness.
4. Your car might have been stolen if you had left the keys in it.
5. The fire could have been caused by an electrical fault.
6. Next year`s congress is going to be held in Saint Petersburg.
7. The football match shouldn`t have been played in such bad weather

Задание 2: Read the text and translate it into Russian:

A VISIT TO A PLANT

A group of students was going to visit a machine-building plant. They were met by the chief engineer. He told them a few words about the history of the plant and its work. After the introduction made by the chief engineer, the pupils were taken over the shops. They visited a forge, a foundry and the main assembly line. In the shops they watched the forging, casting and welding processes. The pupils were told about safety techniques, the aim of which is to prevent accidents. The air in the shops was purified by modern ventilators and dust-collecting apparatus. Experimental work was conducted on a large scale; labor-saving devices were constantly being introduced.

The plant had several sanatoriums and rest homes where the workers could spend their holidays. The pupils were much impressed by their visit to the plant and learned many interesting things about up-to-date equipment.

Задание 3: Read the text, translate it and answer the questions:

OUR WORK AT THE PLANT

I study at the vocational school. I have practice on my profession at a big plant. My work is interesting and important. I am fond of my work. The workers of the plant fulfill and over fulfill

the plan. The automation is introduced in many shops. The production is being constantly increased. My friends and I take part in social life of the plant.

I study and work three days a week. I'm learning many subjects. My favourite subjects are Physics and Literature. Besides, we have many special subjects. I study a trade of a turner and I operate a modern universal lathe. My foreman is an old worker. He is a skilled worker. He performs the most difficult operations.

After graduating from the vocational school I'm going to become a worker and study at the institute.

Questions:

- Where do you study?
- Where do you work?
- Is your work interesting and important?
- Do you take part in social life of the plant?
- What subjects do you learn at the vocational school?
- What trade do you study?
- is your foreman a skilled worker?
- What are your future plans?

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа №32

(подготовка к практическому занятию)

Буровые станки БЖ 45-100 Э, БГА. Свойства глагола *do*

Цель заданий: обобщить свойства глагола *to do* в качестве основного и вспомогательного; выполнить грамотный перевод технического текста «BC1M», используя лексику на тему «Rigs». Задания направлены на формирование . ОК 1.

Задание 1: Translate the text:

Drilling rig BC1M is designed for drilling **boreholes** through coal of any **hardness** to a **depth** up to 100 m at any **angle** with the horizon and **water injection** through them **to humidify** coal in **gassy and dusty mines**. Boreholes are drilled from the drifts parallel to the *face*. Drilling rig consists of a **reduction gear, feeding jack, chuck, rest, distributor and bore rods**.

Задание 2: Translate the sentences into Russian:

1. Did he come in time ?
2. Do it quickly, please.
3. Do you go to the library every Saturday?
4. I know that he did it.
5. Where did you spend your summer vacation?
6. Do you do your morning exercises every morning?
7. I did not do the sums myself.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 33
(подготовка к практическому занятию)

Устройство гидравлических шахт. Свойства глагола *to have*

Цель заданий: обобщить знания многофункциональности глагола *to have*; узнать принцип работы гидравлических шахт. Задания направлены на формирование. ОК 8.

Задание 1: Translate the text into Russian:

Hydraulic mining

Softer rocks **can be broken** by a high pressure water current. This **is used** for placers or alluvial deposits, such as tin and gold and kaolin deposits. The performances are huge and the costs of such a method are small, especially when **there is** a natural head of water, so it **need not be pumped**. An advantage **lies** in the fact that water also provides the transport and nobody is needed for loading the ore. Even for the actual mining little labour is **really needed** as the monitor or giant nozzle, which **controls** the direction of the jet, **can be served** by one person, who thus **does** the whole of the mining.

Задание 2: Translate sentences into Russian:

1. I have written the letter.
2. The students had translated the text.
3. He had got a good mark in English.
4. You have to rewrite this exercise.
5. She'll be to help him in doing sums.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 34

(подготовка к практическому занятию)

Инструкции. Использование электронагревательных приборов.

Свойства глагола *to be*

Цель заданий: обобщить знания многофункциональности глагола *to be*; узнать принципы построения и основные разделы различных типов инструкций. Задания направлены на формирование. ОК 8.

Задание 1: Read the text? Translate it and analyze.

How to Use an Angle Grinder

By Sheila C. Wilkinson, E.How Contributor

An angle grinder is a heavy duty, two-handed piece of equipment. Large and loud as it may be, it's not all that intimidating once you learn how to use it. It can be a very handy and extremely versatile tool to have around the house.

Instructions:

□1

Think of an angle grinder as a heavy duty whirling piece of sandpaper that is heavy enough and powerful enough to cut through steel, concrete and many other hard surfaces. The grinder is powered by an electric, compressed air or gasoline-powered motor. It drives a high powered right angle geared head that holds an abrasive disc. The disc is changeable and can be made of various materials that cut with no blade involved by actually rubbing one surface against another at high speeds. The angle grinder has a side handle which takes two hands to operate and an adjustable safety guard.

□2

Know what the angle grinder is used for. This tool is really versatile. It can be used for lots of materials including steel, concrete, asphalt, tile, pavers, in rescue work (to extricate victims from cars), metal bars and more. It's used to grind off rust, to remove old mortar and to remove paint and to polish various metals.

□3

Match the right disc to the right job. Discs come in many materials, grits and degrees of hardness and each one is suited to particular work. Some of them must be kept lubricated with water for safe use. There are abrasive grinding discs, sanding discs, wire brush wheels, polishing pads and diamond blade cut off discs. Diamond discs are used for such things as tile, mortar and pavers. Wire brushes are used for taking off flaking paint and rust. Abrasive cutting wheels grind or cut steel.

□4

Choose an angle grinder by the size of the disc, the type of power source they use and the amount of power you want in the motor. Discs run in size from four to seven inches. All grinders have their advantages and disadvantages. Some are hindered a bit by a cord, others by the extra weight of holding gasoline. For home use, the four to four and a half inch size is most commonly the best choice. They come in a huge assortment of prices but the cheapest ones are generally only good for small and occasional use.

□5

Use the proper safety equipment. Angle grinders are really dangerous if not used properly and with safety precautions. Wheels can shred in use and go flying, sparks of all kinds go flying and the disc can bind and cause the tool to jerk violently. Only use this when you are alert, awake and able to give it your full attention. You need to use good thick gloves and safety goggles, or a face shield with really heavy work. Always have good shoes on if you're working with anything heavy like steel plate or concrete that could drop on you.

□6

Use your grinder on small jobs to get a feel for it. Read all of the literature that comes with it and familiarize yourself with all of its features and safety guidelines. Always be sure that you buy only the attachments that are suited to your drill for safe use. Keep this and all other power equipment always from children and animals, especially when in use. You'll find with a little practice and a little precautions, that this tool is an excellent addition to any handyman's cache.

Отчетность (форма и методы контроля):

Практическая работа.

**Самостоятельная работа № 35
(подготовка к практическому занятию)**

Скребковые конвейеры « Анжера », « 1 СР 50 » Обобщение Ing-Forms

Цель заданий: систематизировать знания по теме Ing-Forms, знать отличие одной формы неличного глагола от другой; уметь дать описание одного из видов скребкового конвейера. Задания направлены на формирование ОК 4.

Задание 1: Read the text and retell it:

The conveyor **is designed for transporting** coal, muck and materials alone mine workings at rate up to 700 t/h and stopping faces where wide-web shearer or drilling-and-blasting method **is used for extracting** seams of thickness above 0,9 m. Allowable curvature of workings is up to 0,5 m for 50 m length, inclination up to 35 degrees **without** coal pieces **rolling down** and transversal face inclination.

Задание 2: Translate the sentences into Russian:

1. The garden was full of children, laughing and shouting.
2. Could you pick up the broken glass?
3. The woman sitting by the window stood up and left
4. I walked between the shelves loaded with books.
5. Be careful when crossing the road.
6. Having driven 200 kilometers he decided to have a rest.
7. If invited, we will come.
8. I felt much better having said the truth.
9. He looked at me smiling.
10. She had her hair cut.
11. Built by the best architect in town, the building was a masterpiece.
12. Not having seen each other for ages, they had much to talk about.

Задание 3: Combine two sentences into one using Participle I:

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don't eat meat.
5. Jane was tidying up her bedroom. She found some old letters.

Отчетность (форма и методы контроля):

Практическая работа.

Самостоятельная работа № 36

(подготовка к промежуточной аттестации)

Оборудование машиностроительного завода. Modal verbs (обобщение)

Цель заданий: систематизировать знания по пройденному материалу «Модальные глаголы и их эквиваленты»; ознакомиться с основными

производствами машиностроительного завода. Задания направлены на формирование . ОК 5.

Задание 1: Read the text and translate it into Russian:

TRENDS IN THE MODERN MACHINE-BUILDING INDUSTRY

The scientific and technological progress will continue in engineering along in two main headlines. Firstly, it is automation, including the creation of “unmanned” industries. Secondly, raising the reliability and extending the service life of machines.

This certainly requires new technology. The machine modules on a large scale are well suited for “unmanned” industries.

Intense work is being carried out on new robots. What we need is not merely manipulators which can take up a workpiece and pass it on, but robots which can identify objects, their position in space, etc.

We also need machines that would trace the entire process of machining. Some have been designed and are manufactured. Modern engineering thinking has created new automated coal-digging complexes and machine systems, installations for the continuous casting of steel, machine tools for electrophysical and electrochemical treatment of metals, unique welding equipment, automatic rotor transfer lines and machine-tool modules for flexible industries.

New technologies and equipment have been designed for most branches of engineering.

In the shortest time possible the engineers are to start producing new generations of machines and equipment which would allow manufacturers to increase productivity several times and to find a way for the application of advanced technologies.

Large reserves in expanding service life for machines can be found in the process of designing. At present, advanced methods have been evolved for designing machines proceeding from a number of criteria. Automatic design systems allow for an optimizing of the solutions in design and technology when new machines are still in the blueprint stage.

A promising reserve in increasing the life of parts is strengthening treatment. In recent years new highly efficient methods have been found.

First and foremost of them is the vacuum plasma method for coating components with hard alloy compounds, such as nitrides and carbides of titanium, tungsten and boron. Methods have been designed for reinforcing machine part most vulnerable to wear and tear, such as in grain harvesters, to make them last several times longer.

Thus, it is not merely quantity engineers and scientists are after rather it is a matter of major characteristics. In other words, this is a matter quality, and not of the mere number of new machines, apparatuses and materials.

Задание 2: Translate the sentences into Russian:

1. A man can do no more than he can.
2. Anyone who has to ask the price cannot afford it.
3. People who live in glass houses should not throw stones at their neighbours.
4. You must learn to walk before you can run.
5. He who falls today may rise tomorrow.
6. A bird may be known by its song.
7. He who laughs at crooked men should need to walk very straight.
8. Talk of the devil and he is to appear.
9. A tree must be bent while young.
10. The wind can't be caught in a net.

Задание 3: Choose the right variant:

1. He ... (can't/couldn't) open the window as it was stuck.

2. Interpreters ... (may/must) translate without dictionaries.
3. ... (Can/May) I use me your bike for today?
4. ... (May/Could) you give me the recipe for this cake?
5. I hardly ever see Jane, she ... (may/might) have moved to Africa.
6. Take an umbrella. It ... (may/can) rain.
7. You ... (could/should) stop smoking. You know you ... (cannot/must not) buy health.
8. You ... (may/must) finish the article as soon as possible.
9. Liz doesn't ... (ought to/have to) keep to a diet anymore.
10. Lara ... (can/might) get a playstation for her birthday.
11. You ... (must not/needn't) read in the dark.
12. My grandfather is retired, so he ... (shouldn't/doesn't have to) go to work.
13. The fridge is full, so we ... (must not/needn't) go shopping.
14. Our employees ... (can/must) sign this agreement.
15. We ... (may/ought to) reserve a table in advance if we want to have dinner there.
16. I ... (can't/needn't) believe it! You ... (have to/must) be joking.
17. Ann ... (must/is to) finish school next year.
18. Sorry, I'm late. I ... (needed to/had to) wait for the plumber.
19. What time do we ... (should/have to) be at the railway station?
20. Don't wait for me tonight. I ... (might/must) be late.
21. I ... (maynot/can't) watch this film. It's too boring.
22. We've got a dishwasher, so you ... (couldn't/needn't) wash-up.
23. You look very pale, I think you ... (need/should) stay at home.
24. ... (Could/Might) you, please, pass me the mustard?

Отчетность (форма и методы контроля):

Практическая работа.

3.МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОСНОВНЫМ ВИДАМ ЗАДАНИЙ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

3.1. Написанию доклада

Доклад представляет собой развернутое устное сообщение на какую-либо тему, сделанное публично, т. е. в присутствии слушателей.

Изучите рекомендуемую литературу по вашей теме доклада, в том числе интернет-источники. Внимательно прочитайте отобранный материал, относящийся к вашей теме.

Составьте доклад, прочитайте его, оформите для выступления.

Рекомендуемый объем сообщения доклада 7-9 страниц.

Оформление доклада:

Работа должна быть выполнена с использованием компьютера в текстовой программе на одной стороне листа белой бумаги формата А4 с полями: правое -10 мм, верхнее, нижнее и левое – 20 мм.

Цвет шрифта должен быть черный, высота букв, цифр и других знаков - 12 пт. (заголовки – 14 пт. или 12 пт. все прописные), название шрифта - TimesNewRoman.

Разрешается использовать компьютерные возможности: акцентирование внимания на определенных терминах, формулах, теоремах, применяя различные начертания (полуужирный, курсив, подчеркивание).

Критерии оценок:

7. соответствие содержания доклада заявленной теме;
8. наличие развернутого плана;
9. четкое структурирование доклада как разновидности научной работы: вступление, основная часть, заключение.
10. соблюдение требований научного стиля и изложения материала;
11. качество аналитико-синтетической обработки изучаемых литературных источников;
12. выделение наиболее значимых с точки зрения раскрытия темы доклада факторов, мнений различных ученых и научных положений (систематизация полученных сведений, формулирование выводов и обобщений);
13. характер и стиль изложения, логика выводов;
14. проведенный анализ;
15. правильность оформления.

3.2. Написание сообщения

Изучите рекомендуемую литературу по вашей теме сообщения, в том числе интернет-источники. Внимательно прочитайте отобранный материал, относящийся к вашей теме.

Составьте сообщение, прочитайте его, оформите для выступления.

Рекомендуемый объем сообщения 2-3 страницы.

Оформление сообщения:

Работа должна быть выполнена с использованием компьютера в текстовой программе на одной стороне листа белой бумаги формата А4 с полями: правое -10 мм, верхнее, нижнее и левое – 20 мм.

Цвет шрифта должен быть черный, высота букв, цифр и других знаков - 12 пт. (заголовки – 14 пт. или 12 пт. все прописные), название шрифта - NimesNewRoman.

Разрешается использовать компьютерные возможности: акцентирование внимания на определенных терминах, формулах, теоремах, применяя различные начертания (полуужирный, курсив, подчеркивание).

Критерии оценок:

16. актуальность темы;
17. соответствие представленной информации заданной теме;
18. характер и стиль изложения материала;
19. глубина проработки и логика выводов.

3.3. Написание реферата

Реферат – это один из важных видов научно-исследовательской работы обучающихся, самостоятельное произведение студентов, которое свидетельствует о знании документов по данной теме.

Целью написания реферата служит более глубокое понимание темы и запоминание полезной информации.

Работа над рефератом состоит из трех основных этапов.

5. Подготовительный – посвящен выбору темы, поиску и отбору нужной литературы по теме.
6. Исполнительский – чтение и анализ текстов первоисточников.
7. Заключительный – осуществляется обработка первичного текста, первоисточников, составляется текст реферата в соответствии с его структурой и требованиями к оформлению, а также готовится устное сообщение (доклад) по выполнению реферативной работе.

Структура реферативной работы.

Объем реферата обычно составляет 7-15 страниц, в редких случаях - до 20. Стандартный реферат традиционно состоит из нескольких частей:

16. титульный лист;
17. оглавление;
18. введение;
19. основная часть;
20. заключение;
21. список использованных источников.

Оформление реферата:

Работа должна быть выполнена с использованием компьютера в текстовой программе на одной стороне листа белой бумаги формата А4 с полями: правое -10 мм, верхнее, нижнее и левое – 20 мм.

Цвет шрифта должен быть черный, высота букв, цифр и других знаков - 12 пт. (заголовки – 14 пт. или 12 пт. все прописные), название шрифта - TimesNewRoman.

Разрешается использовать компьютерные возможности: акцентирование внимания на определенных терминах, формулах, теоремах, применяя различные начертания (полужирный, курсив, подчеркивание).

Критерии оценок:

- p. содержательность, логичность, аргументированность изложения материала и обобщение выводов;
- q. глубина проработки материала (качество проведенной аналитико-синтетической обработки исследуемых литературных источников);
- r. умение выявлять несовпадения в различных позициях, суждениях по проблеме реферата, давать им критическую оценку;
- s. наличие систематизированных выводов собственной позиции и исследуемой проблеме;
- t. самостоятельность, оригинальность, обоснованность суждений;
- u. умение ясно выражать свои мысли в письменной форме, яркость, образность выражений, индивидуальность стиля реферата;
- v. соблюдение требований, предъявляемых к оформлению реферата.

1. Составление конспекта

Конспект — краткое письменное содержание текста, включающее в сжатой форме основные положения и их обоснования фактами, цифрами, примерами.

Виды конспектов

План-конспект. При написании плана-конспекта создается план текста, пункты плана сопровождаются комментариями. Это могут быть цитаты или свободно изложенный текст. В процессе конспектирования каждый заголовок раскрывается (дополняется коротким текстом), в конечном итоге получается стройный план-конспект.

Тематический конспект. Этот вид конспекта является кратким изложением темы, раскрываемой по нескольким источникам. Такой способ записи информации существенно отличается от других. Суть его — в освещении какого-нибудь определенного вопроса; при этом используется не один источник, а несколько. Содержание каждого материала не отражается, ведь цель не в этом. Тематический конспект помогает лучше других

анализировать заданную тему, раскрывать поставленные вопросы и изучать их с разных сторон.

Текстуальный конспект. Подобная форма изложения насыщеннее других и составляется из отрывков и цитат самого источника. К текстуальному конспекту можно легко присоединить план либо наполнить его различными тезисами и терминами. Он лучше всего подходит тем, кто изучает науку или литературу, где цитаты авторов всегда важны.

Свободный конспект. Данный вид конспекта предназначен для тех, кто умеет использовать сразу несколько способов работы с материалом. В нем могут содержаться выписки, цитаты, план и множество тезисов. Потребуется умение быстро и лаконично излагать собственную мысль, работать с планом, авторскими цитатами. Считается, что подобное фиксирование сведений является наиболее целостным и полноценным.

Формализованный конспект. Записи вносятся в заранее подготовленные таблицы. Это удобно при подготовке единого конспекта по нескольким источникам. Особенно если есть необходимость сравнения данных. Разновидностью формализованного конспекта является запись, составленная в форме ответов на заранее подготовленные вопросы, обеспечивающие исчерпывающие характеристики однотипных объектов, явлений, процессов и т.д.

Опорный конспект. Опорный конспект призван выделить главные объекты изучения, дать им краткую характеристику, используя символы, отразить связь с другими элементами. Основная цель опорного конспекта — облегчить запоминание. В его составлении используются различные базовые понятия, термины, знаки (символы) — опорные сигналы. Опорный конспект — это наилучшая форма подготовки к ответу и помощь в процессе ответа.

Критерии оценки конспекта:

- n) соответствие содержания теме;
- o) полнота раскрытия темы;
- p) структурированность информации;
- q) наличие логической связи изложенной информации;
- r) аккуратность и грамотность изложения.

2. Написание аннотации

Аннотация — краткая характеристика печатного издания (или его части) с точки зрения содержания, назначения, формы и других особенностей. Аннотация включает сведения о содержании произведений печати, его авторе и достоинствах работы, носит пояснительный или рекомендательный характер, используется работниками информационных органов и библиотек для рекламы и пропаганды произведений печати. Аннотация помещается на обороте титульного листа книги, включает характеристику издания, его основной темы и проблематики, дает представление об объекте, цели работы и ее результате.

Критерии оценки аннотации:

14. полнота отражения основных идей произведения (аннотация дает ясное представление об оригинале, а в случае его отсутствия заменяет его);
15. краткость и лаконичность изложения информации (объем аннотации не более одной печатной страницы);
16. наличие указания на целевое назначение данного материала, читательского адреса;
17. наличие представленных в аннотации сведений об авторе, основных идеях оригинала, отличительные черты, значимость оригинала.

3. Написание эссе

Эссе - прозаическое сочинение небольшого объема и свободной композиции на частную тему, трактуемую субъективно и обычно неполно.

Критерии оценки эссе:

7. новизна, оригинальность идеи, подхода;
8. реалистичность оценки существующего положения дел;
9. полезность и реалистичность предложенной идеи;
10. значимость реализации данной идеи, подхода;
11. художественная выразительность, яркость, образность изложения;

грамотность изложения

4. Составление тезауруса

Тематический тезаурус — это упорядоченное множество базовых понятий, выстраиваемых от общего, значительного к частному, конкретному (другими словами — перевернутая пирамида). Задание по составлению тезауруса дается не только в связи с прочитанным, но и педагогически целесообразно для осуществления внешней обратной связи. Так, выстраивая ряд категорий, базовых понятий на доске перед началом объяснения, преподаватель может в середине процесса ознакомления с новым проверить уровень усвоения материала каждым обучающимся. Для этого обращает внимание на проработанные понятия и дает задание выстроить тезаурус, используя только эти понятия. И по тому, в какой последовательности выстраивается эта перевернутая пирамида базовых понятий, можно делать вывод об уровне усвоения воспринимаемого. Также можно использовать тезаурус для первичного закрепления только что прослушанного. Тезаурус позволяет выявить смысл не только с помощью определения, но и посредством соотнесения слова с другими понятиями и их группами, благодаря чему может использоваться для наполнения баз знаний систем искусственного интеллекта.

Тезаурусное обучение включает: учебный тезаурус, тезаурусное поле понятия, алгоритм составления тезауруса.

Алгоритм составления конструкторов тезаурусного поля понятия

12. Развернуть тетрадь.
13. В центр внести ключевое понятие, термин, выделить шрифтом, цветом (визуализировать).
14. Сформулировать рабочее понятие этому ключевому понятию (надо изучить определения нескольких авторов и выбрать какое-то одно).
15. Подобрать однокоренные слова-дескрипторы, связанные с описанием понятия, характеристики, уточнения.

Тезаурусное поле надо сгруппировать: подобранные слова поместить в тематические блоки (рубрикаторы) и разместить их в тезаурусное поле на основе закономерностей визуализации (наглядного представления и зрительного восприятия информации) — что слева, справа, ниже, выше, ближе, дальше от ключевого, т.е. что важнее.

5. Создание презентаций

Создание презентации — это наглядное представление информации, выполненное с помощью мультимедийной компьютерной программы.

Оформление слайдов

Акцент	Содержание
Стиль	Соблюдайте единый стиль оформления Избегайте стилей, которые будут отвлекать от самой презентации Вспомогательная информация (управляющие кнопки) не должна преобладать над основной (текст, рисунки)
Фон	Для фона выбирайте более холодные тона (синий или зеленый)

Цвет	<p>На одном слайде рекомендуется использовать не более трех цветов: один для фона, один для заголовков, один для текста. Для фона и текста используйте контрастные цвета. Легче читается и лучше смотрится светлый текст на темном фоне. Обратите особое внимание на цвет гиперссылок (до и после использования).</p> <p>Дополнительные цвета вводите только тогда, когда в слайде присутствуют рисунки (логотип учреждения, фотография выставки и т. д.)</p> <p>В диаграммах используйте не более четырех цветов.</p>
Анимационные	Используйте возможности компьютерной анимации для представления информации на слайде. Не стоит злоупотреблять анимационными эффектами, они не должны отвлекать внимание от содержания информации на слайде

Представление информации

Акцент	Содержание
Содержание информации	Используйте короткие слова и предложения. Минимизируйте количество предлогов, наречий, прилагательных. Заголовки должны привлекать внимание аудитории.
Расположение информации на странице	<p>Предпочтительно горизонтальное расположение информации. Наиболее важная информация должна располагаться в центре экрана.</p> <p>Если на слайде располагается картинка, надпись должна быть под ней.</p> <p>Количество строк на слайде - не более 8. Строка должна содержать не более 30 знаков.</p>

Критерии оценки презентации:

- соответствие содержания теме;
- структурированность информации;
- наличие логической связи изложенной информации;
- эстетичность оформления, соответствие требованиям.

6. Составление кроссворда

Составление кроссвордов — это разновидность отображения информации в графическом виде. Работа по составлению кроссворда требует от обучающегося владения материалом, умения концентрировать свои мысли и гибкость ума.

Правила составления кроссвордов:

10. составьте список (перечень) слов, которые будут включены в кроссворд;
11. для этого найдите в своем конспекте основные понятия и подчеркните их;
12. выпишите эти понятия на отдельный лист, желательно в клетку;
13. подчеркните в них одинаковые повторяющиеся буквы;
14. расположите слова так, чтобы повторяющиеся буквы одновременно использовались в словах, написанных по вертикали и по горизонтали;
15. пронумеруйте слова;
16. в соответствии с номерами необходимо сформулировать вопросы, ответами на которые должны быть пронумерованные слова;
17. начертите сетку кроссворда (количество клеток должно соответствовать количеству букв в слове);
18. разметьте сетку кроссворда цифрами (номерами слов);
19. оформите кроссворд, подпишите его;
20. слова-задания — это существительные в единственном числе, именительном падеже;
21. слов должно быть достаточно много (15-20), чтобы как можно полнее охватить всю тему (допустимо использование терминов из других тем и разделов, логически связанных с изучаемой темой).

Оформление кроссворда состоит из трех частей: задания, кроссворда с решением, того же кроссворда без решения. Кроссворд оформляется на листах формата А4.

Критерии оценки кроссвордов:

- грамотность формулировки заданий, вопросов;
- выполнение правил составления кроссвордов;
- эстетичность.

7. Работа с веб-квестом

Веб-квест— это сайт в Интернете, с которым работают обучающиеся, выполняя ту или иную учебную задачу.

Для создания веб-квеста преподавателю необходимо:

12. сформулировать проблемную ситуацию по теме, которая в ходе работы над веб-квестом будет разрешена с разных точек зрения (по ролям);

13. определить конечный результат выполнения каждого ролевого задания с указанием конкретных параметров, форм, объемов и т.д.;
14. подобрать необходимые ссылки на ресурсы сети Интернет (веб-страницы, тематические форумы, сетевые сообщества и т.д.), составить списки ссылок для выполнения заданий по каждой роли;
15. написать пояснения для обучающихся по процессу работы над веб-квестом: этапы, конкретные сроки выполнения заданий.

ГРАФИК ВЫПОЛНЕНИЯ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

группа	Кол- во часов	Семестр 1																	
		Учебные недели																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

ЭП 19 17 Пр ПР ПР ПР ПР ПР ПР ПР ПР

группа	Кол-во часов	Семестр 2																
		Учебные недели																
В		2	2	22	2	2	25	2	2	28	2	3	31	3	33	34	3	3
		0	1		3	4		6	7		9	0		2			5	6

ЭП 19 23 П П П П П П

Р Р Р Р Р Р

группа	Кол-во часов	Семестр 2				
		Учебные недели				
		37	38	39	40	41

ЭП 19 ПР ПР

ГРАФИК ВЫПОЛНЕНИЯ ВНЕАУДИТОРНОЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

группа	Кол-во часов	Семестр 1																
		Учебные недели																
В		1	2	3	4	5	6	7	8	9	1	11	12	13	1	15	1	17
											0				4		6	

ЭП 18	16	П р	П Р	П Р		П Р	П Р	П Р		П Р	П Р	П Р		П Р	П Р
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группа	Кол-во часов	Семестр 2															
		Учебные недели															
В	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

ЭП 18	22		П Р		П Р		П Р		П Р		П Р		П Р		П Р
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группа	Кол-во часов	Семестр 2				
		Учебные недели				
		37	38	39	40	41

ЭП 18		ПР	ПР
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