ОБЛАСТНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ ОБРАЗОВААТЕЛЬНОЕ УЧРЕЖДЕНИЕ
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УТВЕРЖДАЮ:
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_____ Г.В.Галовских

КОМПЛЕКТ ПРАКТИЧЕСКИХ РАБОТ ПО ДИСЦИПЛИНЕ

ОУП.06 ИНОСТРАННЫЙ ЯЗЫК

для профессии 09.01.03 Оператор информационных систем и ресурсов

ЮЖА 2023 г.

Методические указания для выполнения практических работ разработаны на основе требований федерального государственного образовательного стандарта среднего общего образования (ФГОС СОО) утвержденного приказом Министерства образования и науки Российской Федерации от 17 мая 2012 года № 413 и федерального государственного образовательного стандарта среднего профессионального образования (ФГОС СПО) с учетом получаемой специальности/профессии 09.01.03 «Оператор информационных систем и ресурсов» утвержденного приказом Министерства образования и науки Российской Федерации от 22 апреля 2014 г. N 379.

Организация-разработчик: Областное государственное бюджетное профессиональное образовательное учреждение Южский технологический колледж (ОГБПОУ Южский технологический колледж)

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Пояснительная записка

Практические задания разработаны в соответствии с рабочей программой учебной дисциплины ОУД.06 Иностранный язык для студентов профессии 09.01.03 Оператор информационных систем и ресурсов.

Практические задания предназначены для организации учебного процесса по данной дисциплине, а также подготовки и проведению практических занятий и их проверки.

Практические задания предназначены для закрепления теоретического материала по учебной дисциплине ОУД.06 Иностранный язык и выработки навыков его применения.

Практические занятия являются важными видами учебной работы студента по учебной дисциплине и выполняются в пределах часов, предусмотренных учебным планом.

Цель данных методических указаний состоит в оказании помощи студентам при проведении практических занятий по изучению данной дисциплины, достижении предметных и метапредметных результатов.

Общие рекомендации по выполнению практических занятий по дисциплине ОУП.06 Иностранный язык для студентов 1 курса профессии «Оператор информационных систем и ресурсов».

Эти рекомендации составлены с учетом профессиональной направленности (технический профиль, работа с информационными системами) и требований к формированию общих и профессиональных компетенций.

1. Цели и задачи практических занятий

Практические занятия по иностранному языку направлены на:

- Формирование навыков чтения и перевода технической литературы (документация к ПО, интерфейсы, инструкции).
- Развитие навыков устной речи в сфере профессиональной коммуникации (диалог с техподдержкой, презентация продукта).
- Освоение лексического минимума в объеме 1500–2000 единиц, включая профессиональную терминологию в области IT.
- Развитие умений аудирования (восприятие англоязычных инструкций и видеоуроков).

2. Подготовка к занятию

Для успешного выполнения заданий необходимо соблюдать следующий алгоритм:

- Изучение теоретического материала: Ознакомьтесь с грамматической темой (например, Passive Voice, Modal Verbs, Conditional Sentences) по учебнику или конспекту до начала занятия. В профессии оператора ИС понимание пассивных конструкций критически важно для чтения технической документации.
- Работа с лексикой: Ведите глоссарий (словарь). Разделите его на две части: Общая лексика и Профессиональная лексика (IT). Выписывайте слова с транскрипцией и примером использования в контексте.
- Повторение фонетики: Перед устными ответами обязательно прослушивайте аудиосопровождение к новым словам (при наличии) или используйте онлайн-словари с озвучкой, чтобы избежать фонетических ошибок.

3. Структура работы на практическом занятии

Практическое занятие обычно состоит из нескольких этапов. Рекомендуется выполнять их последовательно:

Этап 1: Лексическая разминка (5–10 мин).

Рекомендация: Не пропускайте этот этап. Активное повторение слов предыдущего занятия — залог накопления активного словарного запаса.

Этап 2: Грамматический практикум.

Рекомендация: Выполняя грамматические упражнения (тесты, подстановочные таблицы), комментируйте свои действия вслух или про себя. Это помогает установить связь «правило — практика».

Этап 3: Работа с текстом (профессиональная направленность).

Рекомендация: При работе с текстами по специальности (например, «Operating Systems», «Database Management», «Cybersecurity») соблюдайте порядок: просмотровое чтение (определение темы) $\rightarrow$ поисковое чтение (нахождение ключевых терминов) $\rightarrow$ изучающее чтение (точный перевод). Используйте отраслевые словари (MultiTerm, Lingvo) для уточнения терминов.

Этап 4: Аудирование/Видео.

Рекомендация: При просмотре видео на английском (обзоры софта, инструкции) сначала смотрите без субтитров, улавливая общий смысл, затем — с субтитрами для детального понимания.

Этап 5: Монологическая/Диалогическая речь.

Рекомендация: При подготовке высказывания на тему («Моя будущая профессия», «Устройство ПК», «Сетевые протоколы») не пишите текст полностью, используйте mind map (интеллект-карту) или тезисы. Это развивает навык спонтанной речи.

4. Требования к оформлению и ведению записей

Рабочая тетрадь: Должна быть отдельной (или выделен раздел в общей тетради). Записи ведутся аккуратно.

Датирование: Каждое практическое занятие должно начинаться с указания даты и темы занятия.

Фиксация ошибок: Заведите отдельную колонку или страницу для «Work on mistakes» (работа над ошибками). Анализ грамматических и лексических ошибок обязателен для допуска к следующему занятию.

Выполнение заданий:

Упражнения выполняются строго по инструкции.

При выполнении переводов текстов обязательно сохраняйте структуру абзацев исходника.

Если задание требует развернутого ответа, ответ должен быть полным (полные предложения, а не односложные «yes/no»).

5. Профессиональная составляющая (Специфика для профессии)

Учитывая специфику профессии «Оператор информационных систем и ресурсов», особое внимание уделите:

- Английскому интерфейсу: Старайтесь использовать операционные системы, программы (CMS, СУБД) в англоязычной версии. На практических занятиях описывайте интерфейс на английском языке.
- Технической документации: Приучайтесь читать Readme файлы, мануалы и форумы (StackOverflow, Microsoft Docs) на английском языке. Это прямой аналог вашей будущей профессиональной деятельности.
- Терминологии: Обращайте внимание на аббревиатуры (CPU, GPU, RAM, SQL, API, UI, UX). Студент должен уметь расшифровывать их и переводить.

6. Критерии оценки

При выполнении практических работ оценка складывается из следующих компонентов:

- «Отлично»: Задание выполнено полностью, без ошибок. Студент свободно оперирует профессиональной лексикой, понимает нюансы грамматики, умеет вести диалог по профессиональной тематике без подготовки.
- «Хорошо»: Задание выполнено, допущено 1–2 негрубые лексические или грамматические ошибки, не искажающие смысла. Речь уверенная, но требуется небольшая подготовка.
- «Удовлетворительно»: Задание выполнено частично, имеются существенные ошибки. Студент испытывает трудности при работе с техническим текстом, активный словарь ниже требуемого минимума.
- «Неудовлетворительно»: Задание не выполнено, студент не владеет базовой грамматикой и профессиональной лексикой, не способен осуществить перевод текста со словарем.

7. Рекомендации по самостоятельной работе

Поскольку объем аудиторных часов ограничен, для успешной сдачи дифференцированного зачета необходимо:

- Ежедневно уделять 15–20 минут на повторение лексики (используйте карточки Quizlet или Anki).
- Смотреть видеоролики на YouTube на английском по темам: «What is Information System?», «Basics of Networking», «How to install Windows».

- Использовать приложения-тренажеры для грамматики (Duolingo, Lingualeo или Grammarly для проверки письменных работ).

Перечень практических занятий (из учебной программы)

Раздел, тема	Наименование практической работы (ПР)	Количество часов	Контрольно-оценочные средства.
Входное тестирование	х	2 часа	Письменный опрос
Раздел 1. Иностранный язык для общих целей			
Тема 1.1. Повседневная жизнь семьи. Внешность и характер членов семьи.	Пз 1 – пз6	7 часов	Устные и письменные опросы, контрольная работа.
Тема № 1.2 Молодёжь в современном обществе. Досуг молодёжи: увлечения и интересы	Пз7-пз12	8 часов	Устные и письменные опросы, контрольная работа.
Тема № 1.3 Условия проживания в городской и сельской местности	Пз 13- пз 19	8 часов	Устные и письменные опросы, контрольная работа.
Тема № 1.4 Покупки: одежда, обувь и продукты питания.	Пз 20 пз 26	8 часов	Устные и письменные опросы, контрольная работа.
Тема № 1.5 Здоровый образ жизни и забота о здоровье: сбалансированное питание. Спорт. Посещение врача.	Пз 27 – пз 33	8 часов	Устные и письменные опросы, контрольная работа.
Тема № 1.6 Туризм. Виды отдыха.	Пз 34 пз 40	8 часов	Устные и письменные опросы, контрольная работа.
Тема № 1.7 Страна/страны изучаемого языка.	Пз 41 пз 47	8 часов	Устные и письменные опросы, контрольная работа.

Тема № 1.8 Россия.	Пз 48 пз 63	8 часов	Устные и письменные опросы, контрольная работа.
Раздел 2. Иностранный язык для специальных целей			
Тема 2.1 Современный мир профессий. Проблемы выбора профессии. Роль иностранного языка в вашей профессии	Пз 64 пз 70	8 часов	Устные и письменные опросы, контрольная работа.
Тема 2.2 Промышленные технологии	Пз 71 пз 77	8 часов	Устные и письменные опросы, контрольная работа.
Тема 2.3 Технический прогресс: перспективы и последствия.	Пз 78 пз 83	8 часов	Устные и письменные опросы, контрольная работа.
Тема 2.4 Выдающиеся люди родной страны и страны/стран изучаемого языка, их вклад в науку и мировую культуру	Пз 84 пз 90	9 часов	Устные и письменные опросы, контрольная работа.
Промежуточная аттестация в форме дифференцированного зачёта.		**2 часа**	

Входное тестирование

Section 1: Grammar (Tenses)

Choose the correct option (a, b, or c).

1. She usually _____ to the university by bus.
   a) is going
   b) goes
   c) go
2. I _____ a very interesting film yesterday.
   a) see
   b) saw
   c) have seen
3. Listen! Someone _____ the piano next door.
   a) plays
   b) play
   c) is playing
4. They _____ to London three times already.
   a) have been
   b) went
   c) were
5. When I came home, my mother _____ dinner.
   a) cooked
   b) was cooking
   c) cooks
6. I think it _____ sunny tomorrow.
   a) is being
   b) will be
   c) is going to
7. Where _____ you usually spend your summer holidays?
   a) are
   b) do
   c) does
8. He _____ his homework before dinner yesterday.
   a) already did
   b) has already done
   c) had already done

Section 2: Grammar (Modals & Articles)

Fill in the gaps with the correct word (a/an, the, —) or modal verb.

9. This is _____ interesting book. I bought it yesterday.
10. She wants to become _____ engineer.
11. _____ Moon goes around _____ Earth.
12. I _____ (can / must) swim very well. I learned it when I was 5.
13. You look pale. You _____ (should / may) see a doctor.
14. _____ (May / Must) I open the window? It's very hot in here.
15. It's a secret. You _____ (mustn't / needn't) tell anyone.

Section 3: Vocabulary (Word Formation)

Complete the sentences with the correct form of the word in brackets.

16. Steve Jobs was a famous _____. (INVENT)
17. The film was very _____. I almost fell asleep. (BORE)
18. Learning a foreign language is _____. (USE)
19. I want to go _____ in the mountains this summer. (HIKE)
20. What is the _____ of this word? (MEAN)

Section 4: Prepositions

Choose the correct preposition (in, on, at, for, to, about).

21. I usually get up _____ 7 o'clock _____ the morning.
22. Let's go _____ the cinema tonight.
23. She is very good _____ mathematics.
24. I'm waiting _____ my friend near the library.
25. We talked _____ our new project yesterday.

Section 5: Reading Comprehension

Read the text and mark the sentences (True / False).

My University Life
My name is Anna. I am a first-year student at the State University. I study Computer Science. I chose this field because I am interested in technology and programming.
The university is quite big. It has five buildings, but my classes are usually in the main building. I have lectures and seminars every day except Sunday. My favorite subject is Mathematics, although it is very difficult.
I live in a dormitory. It is a 20-minute walk from the university, so I usually walk there. In the evenings, I go to the library or meet my new friends at the canteen. I am enjoying my student life, but I am very busy.

Statements:
26. Anna is a second-year student. _____
27. She studies Computer Science. _____
28. She has classes every day. _____
29. Her favorite subject is easy. _____
30. She lives far from the university and takes a bus. _____

Section 6: Writing

Write 5-7 sentences about yourself.
Answer the questions:

- What is your name?
- What faculty (department) do you study at?
- Why did you choose this field?

- What do you like to do in your free time?
- What are your plans for the future?

Раздел 1. Иностранный язык для общих целей

Тема 1.1. Повседневная жизнь семьи.

Практическое занятие 1. Приветствие, прощание

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1. Matching Exercise (Соотнесите фразы)

Разделите фразы на две колонки: **Formal (F)** (официальное общение: преподаватель, деловая встреча) и **Informal (I)** (друзья, семья).

Фраза	Тип (F/I)
1. How do you do?	
2. Hi! What's up?	
3. Good morning, Mr. Smith.	
4. Long time no see!	
5. Pleased to meet you.	
6. Catch you later.	
7. Have a nice day, ma'am.	
8. Bye bye!	
9. Allow me to introduce myself...	
10. See ya!	

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2. Fill in the Gaps (Вставьте пропущенные слова)

Выберите правильное слово из скобок.

1. **A:** Good morning! How are you _____?
   B: I'm fine, thank you. And you?
   (doing / going / today)
2. **A:** _____ me, are you Mr. Johnson?
   B: Yes, that's right.
   (Hello / Excuse / Sorry)
3. **A:** Thanks for the coffee. I'm afraid I have to go now.
   B: Okay, _____ you later.
   (see / look / meet)
4. **A:** Let me introduce you to our manager, Mrs. Davis.
   B: How _____ you do?
   (are / do / is)
5. **A:** _____ is a pleasure to meet you, sir.
   B: The pleasure is mine.
   (This / It / That)

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3. Dialogues: Formal vs. Informal (Составьте диалоги)

Задача: Расположите реплики в правильном логическом порядке.

Диалог A (Неформальный, между друзьями)

1. Not much, just chilling. What about you?
2. Hey! Long time no see. What's up?
3. Yeah, let's do that. Catch you later!
4. I'm good. Hey, wanna grab a coffee later?

Правильный порядок: _ , _ , _ , _

Диалог B (Формальный, первая встреча на конференции)

1. Good afternoon. Allow me to introduce myself. My name is Dr. Roberts.
2. Nice to meet you too, Dr. Roberts. What do you think of the conference?
3. Good afternoon. I'm Sarah Collins from Oxford University.
4. It's a pleasure. How do you do?

Правильный порядок: _ , _ , _ , _

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4. Role-Play Cards (Ролевая игра)

Разделите студентов на пары. Каждый получает карточку с ситуацией. Задача — составить микродиалог (приветствие + короткий разговор + прощание).

Карточка 1 (Student A):
You are a **university professor (Professor White)**. You see a new student in the hallway. Greet him/her formally. Ask the name. Say goodbye politely at the end.

Карточка 2 (Student B):
You are a **first-year student**. You see a professor (Professor White) for the first time. Introduce yourself. Be polite. Say goodbye.

Карточка 3 (Student C):
You are **running into your best friend** in the campus cafeteria. You haven't seen each other for a month. Use informal language. Suggest going to a party tonight.

Карточка 4 (Student D):
You are the **best friend**. You are happy to see them. You are busy right now (you have a lecture in 5 minutes), but you agree to meet later. Say goodbye quickly.

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5. Listening & Intonation (Фонетическое задание)

Прочитайте вслух. Обратите внимание, что в неформальной речи звуки сливаются.

Напишите, как *звучат* эти фразы в быстрой речи (транскрипция или русская имитация):

1. **What's up?** → [wɒts ʌp?] или (рус: вотсап)
2. **Going to** (в значении "собираюсь") → **Gonna**
3. **Want to → Wanna**
4. **Let me → Lemme**
5. **See you later → See ya later**

Задание: Перепишите предложения, используя разговорные формы (gonna, wanna, lemme).

1. I want to go home.
2. Let me explain the situation.
3. What are you going to do tonight?

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6. Cultural Note (Культурологическая справка)

Прочитайте и ответьте на вопрос.

In the UK and the USA, when people meet for the first time in a formal setting (business, university), they usually **shake hands**. However, between friends, they might just wave, nod, or give a light hug (women) or a fist bump (men).
In Russia, we often ask "How are you?" and expect a detailed answer. In English-speaking cultures, "How are you?" or "How's it going?" is usually just a greeting.

Question: If an American colleague asks you "How's it going?" in the hallway, what is the most appropriate short answer?
a) I'm having a terrible day because my car broke down and I lost my keys…
b) Fine, thanks. How are you?
c) I don't want to talk about it.

Практическое занятие 2. Представление себя и других людей в официальной и неофициальной обстановке.

Task 1: Vocabulary & Tone Setting

Objective: To distinguish between formal and informal language.

Part A: Sorting
Sort the following phrases into the correct column: **Formal** (e.g., university orientation, meeting a dean) or **Informal** (e.g., student party, meeting a roommate).

- "Hey, what's up?"
- "How do you do?"
- "Nice to meet you."
- "It's a pleasure to make your acquaintance."
- "This is my buddy, Mike."
- "Allow me to introduce you to Professor Smith."
- "Hi, I'm Alex."
- "Good morning. My name is Anna Petrova."
- "Yo, this is my friend Lena."
- "May I introduce myself?"

Formal Informal

Part B: Error Correction
A student used informal language during a formal job interview. Rewrite the sentences to make them appropriate for a formal setting.

1. "Hey, I'm here for the manager job."
   Formal: _____
2. "My friends call me Tom."
   Formal: _____
3. "I'm awesome at working in teams."
   Formal: _____

Task 2: Listening & Role-Play

Objective: To practice pronunciation, intonation, and appropriate responses.

Scenario A: Formal (First Day at University)
Listen to (or read and act out) the dialogue. Pay attention to the use of titles (Mr., Ms., Dr., Professor) and polite phrases.

Professor: Good morning. You must be the new student.
Student: Good morning, Professor Ivanova. Yes, I am. I'm Dmitry Volkov. It's a pleasure to meet you.
Professor: Likewise, Mr. Volkov. Welcome to the Faculty of International Relations.
Student: Thank you. I'm looking forward to the course.

Scenario B: Informal (Student Café)

Anna: Hey, is this seat taken?
Nikita: No, go for it.
Anna: Cool. I'm Anna, by the way. I think we're in the same Economics group.
Nikita: Oh, right! I'm Nikita. Nice to meet you.
Anna: Yeah, same. Are you coming to the party tonight?

Task: With a partner, practice both dialogues. Then, switch roles and create your own version of each.

Task 3: Introducing Others (The "Chain" Game)

Objective: To practice the structure of introducing two people to each other.

Instructions: In groups of three, practice introducing the third person. Use the correct phrases.

- **Formal Setting:** Imagine you are at a university networking event. You (Student A) are introducing your classmate (Student B) to your academic advisor (Student C).
  - *You:* "Dr. Smith, I'd like to introduce you to my colleague, Maria. Maria, this is my advisor, Dr. Smith."
  - *Dr. Smith:* "How do you do, Maria?"
  - *Maria:* "How do you do, Dr. Smith. It's an honor to meet you."
- **Informal Setting:** You (Student A) are at a concert. You run into your friend (Student B) and introduce them to your cousin (Student C).
  - *You:* "Hey, Leo! This is my cousin, Katya. Katya, this is my best friend, Leo."
  - *Leo:* "Hey, what's up?"
  - *Katya:* "Not much. Nice to meet you."

Task 4: Writing (Email vs. Text Message)

Objective: To apply the conventions of formal and informal writing.

Instructions: You have just joined a university sports club. Write two messages:

1. **Formal Email:** Write an email to the club's coach (Dr. Alexey Morozov). Introduce yourself, state your year, major, and why you are interested in joining the team.
   Use: Greeting, polite requests, full name, formal closing.
2. **Informal Text:** Write a text message to a student you met at the club who seems friendly. Remind them who you are and suggest meeting for coffee before the next practice.
   Use: Short forms, casual language, emojis (optional).

Task 5: Role-Play Scenarios (Communication Practice)

Objective: To use the target language in realistic, spontaneous situations.

Instructions: In pairs or small groups, act out the following scenarios. The audience must guess whether the scenario is formal or informal based on the language used.

1. **The First Day:** You are a first-year student. You arrive at the wrong classroom. You need to ask a professor (played by your partner) where the correct room is. Introduce yourself to the professor.
2. **The Dormitory:** You are moving into your dorm room. You meet your neighbor in the hallway. Introduce yourself and ask where the laundry room is.
3. **The Part-Time Job:** You are at an interview for a position as a research assistant. The interviewer (your partner) asks you to tell them about yourself. Introduce your educational background and skills.
4. **The Study Group:** You are meeting a study group for the first time. Two other students are already there. Introduce yourself and ask about their majors.

Task 6: Reflection & Homework

Objective: To solidify understanding through self-analysis.

Answer the following questions in a short paragraph (100-150 words):

1. Why is it important to change your language depending on who you are talking to?
2. Describe a situation in your own life where you had to introduce yourself in a formal way. What words did you use? Were you successful?
3. What is the most common mistake students make when introducing themselves in English? (e.g., handshake strength, smiling too much/too little, using "Hi" to a professor).

Практическое занятие 3. Глаголы to be, to have, to do.

1. Справочный материал (Quick Reference)

Прежде чем выполнять задания, повторите формы:

Глагол	Настоящее время (Present)	Прошедшее время (Past)	Значение / Функция
To Be	am, is, are	was, were	«быть, находиться» / связка (кто? какой? где?)
To Have	have, has	had	«иметь» / вспомогательный (Perfect)
To Do	do, does	did	«делать» / вспомогательный (вопросы и отрицания)

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2. Задания (Exercises)

Exercise 1. Вставьте правильную форму глагола to be *(am, is, are).*

1. My name __ Anna. I __ a first-year student.
2. My parents __ not at home now.
3. __ you interested in computer science?
4. The university __ very large and modern.
5. We __ happy to be here.

Exercise 2. Вставьте правильную форму глагола to have *(have, has).*

1. She __ a new smartphone.
2. They __ two lectures every day.
3. I __ a question for you.
4. He __ a sister who works as a doctor.
5. __ you got a pen? (British English вариант)

Exercise 3. Вставьте правильную форму глагола to do *(do, does, did).*

1. What __ you usually do in the evening?
2. He __ not speak French.
3. __ she go to the library yesterday?
4. Why __ you come so late last night?
5. __ your friend like rock music?

Exercise 4. Выберите правильный глагол (to be, to have, to do) в правильной форме.

1. Where __ you born? (was / did / had)
2. I __ a lot of homework yesterday. (was / did / had)
3. She __ a very intelligent person. (is / does / has)
4. They __ not understand the rule. (are / do / have)
5. __ you ready for the exam? (Do / Have / Are)

Exercise 5. Переведите предложения на английский язык.

1. У меня нет брата.
2. Где находится библиотека?
3. Что ты делаешь в свободное время?
4. Вчера погода была теплая.
5. У нее есть интересная книга? (Do/Does/Has...?)

---

3. Текстовое задание (Reading & Fill in)

**Прочитайте текст. Вставьте пропущенные слова: am, is, are, have, has, do, does, did. **

My name __ (1) Alex. I __ (2) a student at the State University. I __ (3) a busy schedule every day. My best friend __ (4) named Mike. He __ (5) not live in the dormitory; he __ (6) a flat near the campus.
"__ (7) you study every day?" Mike asked me yesterday. "Yes, I __ (8)," I said. "But yesterday I __ (9) not go to the library because I __ (10) sick."

---

4. Тест (Test)

Выберите один правильный вариант.

1. **Where __ my keys? I can't find them.**
   a) do
   b) is
   c) are
2. **She __ a lot of work to do before the exam.**
   a) has
   b) have
   c) is
3. **What time __ you usually get up?**
   a) are
   b) do
   c) does
4. **When I was a child, I __ afraid of dogs.**
   a) had
   b) did
   c) was
5. **__ you seen this film before? (Внимание: это Present Perfect, подумайте о вспомогательном глаголе)**
   a) Have
   b) Did
   c) Are

Практическое занятие 4-5. Простое настоящее время Present Simple

Module: Present Simple Tense

1. Revision: Spelling Rules (Повторение: правила правописания)

Задание: Напишите третью форму единственного числа (he/she/it) для следующих глаголов.

1. Go — _____
2. Watch — _____
3. Play — _____
4. Study — _____
5. Do — _____
6. Fix — _____
7. Cry — _____
8. Have — _____

2. Affirmative Sentences (Утвердительные предложения)

Задание: Раскройте скобки, поставив глагол в правильную форму Present Simple.

1. She (to speak) _____ three languages.
2. My brother (to work) _____ in a bank.
3. The train (to leave) _____ at 7 pm every day.
4. I (to like) _____ coffee, but my sister (to prefer) _____ tea.
5. They (to live) _____ in a big house near the river.

3. Negative Sentences (Отрицательные предложения)

*Задание: Переделайте предложения в отрицательные, используя **do not (don't)** или **does not (doesn't)** .*

1. I play computer games every day.
   - _____
2. He studies French at university.
   - _____
3. We want to go to the cinema tonight.
   - _____
4. She likes classical music.
   - _____
5. They have breakfast at 8 o'clock.
   - _____

4. Interrogative Sentences (Вопросительные предложения)

Задание: Задайте общие вопросы (Yes/No questions) к следующим предложениям.

1. You like pizza.
   - _____ you _____ pizza?
2. She drives a car.
   - _____ she _____ a car?
3. They visit their grandparents on Sundays.
   - _____ they _____ their grandparents on Sundays?
4. It rains a lot in autumn.
   - _____ it _____ a lot in autumn?
5. We have a meeting every Monday.
   - _____ we _____ a meeting every Monday?

5. Error Correction (Исправление ошибок)

Задание: Найдите и исправьте ошибки в предложениях (в каждом предложении одна ошибка).

1. He go to the gym every morning.
   - _____
2. She doesn't likes ice cream.

3. Do your mother work in a hospital?
4. They are usually play football on Saturdays.
5. What time does the film starts?

---

6. Mixed Practice (Смешанные упражнения)

Задание: Заполните пропуски, используя глаголы в скобках. Обратите внимание на тип предложения (+, -, ?).

1. A: _____ you _____ (to like) horror films?
   B: No, I _____. I (to think) _____ they are too scary.
2. A: What time _____ the shop _____ (to close)?
   B: It _____ (to close) at 9 pm, but on Sundays it _____ (not / to work) at all.
3. My father is a doctor. He _____ (to help) sick people. He _____ (not / to work) on weekends.

---

7. Speaking / Writing: About Myself and My Family (О себе и семье)

Задание: Напишите 7-10 предложений о себе, своей семье или распорядке дня, используя Present Simple. Используйте разные формы: утвердительные, отрицательные и вопросительные (хотя бы 1 вопрос).

Пример начала:
My name is Anna. I study at the university. I don't live in the dormitory; I live with my parents...

Практическое занятие 6. Степени сравнения прилагательных и их правописание, местоимения личные, притяжательные, указательные, возвратные

Exercise 1: Spelling Rules (Write the comparative and superlative forms)

Instructions: Write the comparative and superlative forms of the following adjectives. Pay attention to spelling changes (doubling consonants, changing -y to -i, etc.).

Adjective Comparative Superlative

1. big
2. happy
3. hot
4. easy
5. thin
6. busy
7. large
8. wet

Exercise 2: Fill in the Gaps (Comparative or Superlative)

Instructions: Complete the sentences with the correct form of the adjective in brackets.

1. This is _____ (interesting) book I have ever read.
2. My brother is _____ (tall) than me.
3. The weather today is _____ (bad) than it was yesterday.
4. She is _____ (smart) student in our group.
5. This task is _____ (easy) than the previous one.
6. Moscow is _____ (large) than St. Petersburg.
7. This is _____ (good) pizza I've ever tasted.
8. I think English grammar is _____ (difficult) than pronunciation.

Exercise 3: Error Correction

Instructions: Find and correct the mistake in each sentence.

1. This is the most fastest way to the city center.
2. Her English is gooder than mine.
3. This summer is hoter than the last one.
4. He is the more intelligent person I know.
5. This building is more high than that one.

Section 2: Pronouns

Exercise 4: Personal and Possessive Pronouns

Instructions: Fill in the gaps with the correct pronoun (I, me, my, mine, etc.).

1. This is _____ (I) book. It's _____ (I).
2. _____ (She) name is Anna. _____ (She) is from Russia.
3. I saw _____ (they) yesterday at the university.
4. Is this pen _____ (you)? No, it's not _____ (I).
5. _____ (We) teacher gave _____ (we) a lot of homework.
6. He loves _____ (she), and _____ (she) loves _____ (he).
7. These coats are _____ (they). The red one is _____ (she).

Exercise 5: Demonstrative Pronouns (this, that, these, those)

Instructions: Choose the correct demonstrative pronoun.

1. _____ (This / These) is my friend, Alex.
2. Look at _____ (that / those) birds in the sky. They are so high.
3. _____ (These / This) apples here are fresh, but _____ (that / those) apples over there are old.
4. _____ (That / Those) were the best days of my life.
5. Can you pass me _____ (this / these) pen next to you?

Exercise 6: Reflexive Pronouns

Instructions: Complete the sentences with a reflexive pronoun (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves).

1. I made this cake _____.
2. He introduced _____ to the group.
3. The cat is cleaning _____.
4. We enjoyed _____ at the party.
5. Girls, did you do the homework _____?
6. She looked at _____ in the mirror.
7. They built the house _____.
8. Please, help _____ to the coffee, gentlemen.

Section 3: Mixed Practice (Revision)

Exercise 7: Choose the Correct Option

Instructions: Circle the correct word or phrase to complete the sentences.

1. This is **(my / mine)** phone, not **(your / yours)** .
2. This test is **(the easiest / the most easy)** of all.
3. He lives in **(that / those)** house across the street.
4. She made the dress all by **(her / herself)** .
5. My car is **(faster / more fast)** than yours.
6. **(These / This)** shoes are too small for me.
7. He sent a letter to **(they / them)** .
8. The movie was boring. We didn't enjoy **(our / ourselves)** .

Exercise 8: Translation (English to Russian or Russian to English)

Instructor's note: If you are teaching in a Russian-speaking context, this exercise is useful. If not, you can adapt it to the students' native language.

Instructions: Translate the sentences.

1. Это моя книга. Она интереснее, чем твоя.
2. They bought a new car. It is the most expensive car in the neighborhood.
3. Посмотрите на эти цветы! Они прекрасны.
4. He cut himself while cooking dinner.
5. This is the worst film I have ever seen.

Практическое занятие 7. Предлоги времени. Рабочий день.

Теоретическая справка (Grammar Reference)

Перед выполнением заданий повторите правила:

- **AT** (в, в часах): используется с точным временем (*at 9 o'clock*), с приемами пищи (*at lunchtime*), в выражениях *at the weekend / at night / at the moment*.
- **ON** (в, во): используется с днями недели (*on Monday*), датами (*on June 1st*), конкретными днями (*on Friday morning, on the weekend* — в американском английском).
- **IN** (в, через): используется с месяцами (*in May*), временами года (*in winter*), годами (*in 2023*), частями дня (*in the morning / afternoon / evening*), кроме *at night*.

Задание 1. Заполните пропуски (Fill in the gaps)

Вставьте предлоги *at, in, on*.

1. My working day starts ... 8:30 am.
2. I usually have a cup of coffee ... the morning.
3. We don't go to work ... Sundays.
4. Our office closes ... 6 o'clock ... the evening.
5. I was very busy ... the weekend.
6. My boss goes to the gym ... Tuesday evenings.
7. Students often have lunch ... noon.
8. I was born ... September, so I celebrate my birthday ... autumn.
9. We have a meeting ... Friday.
10. I never work ... night.

Задание 2. Выберите правильный вариант (Choose the correct option)

Обведите правильный предлог.

1. I finish my work **(in / on / at)** 5 p.m.
2. Do you work **(in / on / at)** Saturdays?
3. **(In / On / At)** the afternoon I check my emails.
4. Our team has a deadline **(in / on / at)** June 15th.
5. It is very quiet **(in / on / at)** the office **in / on / at** the morning.
6. I usually have a break **(in / on / at)** midday.
7. She started her career **(in / on / at)** 2010.
8. We always have a corporate party **(in / on / at)** New Year's Eve.

Задание 3. Исправьте ошибки (Correct the mistakes)

В каждом предложении есть одна ошибка в использовании предлога времени. Найдите и исправьте её.

1. I get up at 7 o'clock **in** the morning, but **on** weekends I sleep until 10.
2. **In** Friday night we usually go to the cinema.
3. Our working hours are from 9 **on** the morning till 6 **in** the evening.
4. He doesn't like to work **in** night.
5. The meeting is **in** Wednesday, **at** 2 p.m.
6. I am very busy **on** the moment.

Задание 4. Составьте предложения о своем рабочем дне (Make sentences about your working day)

Используя предлоги *at, in, on*, напишите 5 предложений о своем расписании или расписании офисного работника.
Примеры:

1. *(At)* I have lunch at 1:00 pm.
2. *(On)* On Mondays, I have a lot of calls.
3. *(In)* In the morning, I read business letters.

Задание 5. Аудирование / Чтение: Текст «A Typical Working Day» (Read and fill)

Прочитайте текст и вставьте пропущенные предлоги *at, in, on* (некоторые пропуски могут остаться пустыми).

Alexander is a manager. He starts his working day ... 9:00 am. He usually arrives ... the office ... Monday to Friday. ... the morning, he checks his emails and plans the tasks. ... lunchtime, he often goes to a café with his colleagues. ... the afternoon, he has meetings. Sometimes he has an important meeting ... Tuesday. ... the evening, he leaves the office ... 7:00 pm. He never works ... the weekend because he likes to spend time with his family.

Задание 6. Вопросы для обсуждения (Speaking/Writing)

Ответьте на вопросы развернуто, используя предлоги времени.

1. What time does your working day start and finish? (At...)
2. What days of the week are the busiest for you? (On...)
3. When do you usually have free time: in the morning, in the afternoon, or in the evening?
4. Do you prefer to work at night or in the daytime?
5. What do you usually do at the weekend?

Практическое занятие 8. Простое продолжительное время.

Assignment 1: Revision (Formation)

Task: Open the brackets using the correct form of the verb in the Present Continuous or Past Continuous.

1. She (to read) a book now.
2. They (to play) football when I arrived.
3. I (to listen) to music at 5 o'clock yesterday.
4. Look! It (to snow) heavily.
5. What you (to do) when the accident happened?
6. Please, don't make noise. The baby (to sleep).
7. He (to cook) dinner from 2 to 4 yesterday afternoon.
8. My friends (to wait) for me at the cinema now.

Assignment 2: Distinguishing Tenses (Present Continuous vs. Present Simple / Past Continuous vs. Past Simple)

Task: Choose the correct tense form.

1. Water *boils / is boiling* at 100 degrees Celsius.
2. I *met / was meeting* an old friend while I *walked / was walking* to the university.
3. She usually *wears / is wearing* glasses, but today she *wears / is wearing* contact lenses.
4. When the teacher *came / was coming* into the classroom, the students *talked / were talking* loudly.
5. He *has / is having* a car. He *doesn't drive / isn't driving* very often.
6. I *saw / was seeing* a terrible accident yesterday.

Assignment 3: Questions and Negative Forms

Task: Make the sentences negative and interrogative.

Example: *He was sleeping at 10 am.*

- **Negative:** He was not (wasn't) sleeping at 10 am.
- **Interrogative:** Was he sleeping at 10 am?

1. They are studying in the library now.
2. She was working at that moment.
3. We are waiting for the professor.
4. He was telling a lie.
5. I am writing a test right now.

Assignment 4: Situational Context (Creative Writing)

Task 1: Describe the picture (or imagine a scene).
Look at the picture (or imagine a typical university corridor during a break). Write 5-7 sentences describing what *is happening* right now.

- *Vocabulary hints: to chat, to rush, to drink coffee, to carry books, to listen to music.*

Task 2: A Memorable Moment.
Think about a moment yesterday when something interrupted you. Write a short story (4-6 sentences) using the Past Continuous and Past Simple.

- **Example:** *Yesterday, I was walking to the university when it started to rain heavily. I was wearing my new jacket, so I was running very fast to find a shelter.*

Assignment 5: Error Correction

Task: Find and correct the mistakes in the following sentences (each sentence has one mistake).

1. Look! The students is writing a test.
2. I was play computer games when my mother came home.
3. What are you doing yesterday at 6 pm?
4. She was sleeping now.
5. They were not knowing the answer to the question.

Assignment 6: Pair Work (Role-Play)

Task: Alibi Game (Past Continuous Practice).

Situation: A crime was committed in the university library yesterday at 3:00 PM.
Instructions: Work in pairs. You and your partner are suspects. You must prove you were together at the time of the crime. Prepare your alibi. Student A asks questions, Student B answers. Then switch.

Questions to use:

- *What were you doing at 3:00 PM yesterday?*
- *Where were you sitting?*
- *What were you wearing?*
- *Who was talking to you?*
- *What was the weather like?*

Assignment 7: Translation (For Russian-speaking students)

Task: Translate into English.

1. Сейчас 10 утра. Студенты пишут тест, а преподаватель проверяет (to check) домашнее задание.
2. Вчера в 6 часов вечера я готовил ужин.
3. Когда я вошел в аудиторию, профессор объяснял (to explain) новую тему.
4. Не шумите! Я смотрю интересный фильм.
5. Что ты делал вчера в это время?

Практическое занятие 9. Простое настоящее время и простое продолжительное время; Рабочий день.

1. Распределите маркеры времени (Sort the markers)

Задание: Распределите слова-маркеры в две колонки: Present Simple / Present Continuous.

Usually, Now, Every day, At the moment, Sometimes, Look! Listen!, Always, Today, On Mondays, Right now.

Present Simple Present Continuous

---

2. Раскройте скобки (Open the brackets)

Задание: Поставьте глагол в правильную форму (Present Simple или Present Continuous).

1. My working day usually _____ (to start) at 8:00 am.
2. Look! The manager _____ (to speak) to a new client.
3. I _____ (not/to have) lunch at home, I eat in the canteen.
4. Be quiet! Our colleagues _____ (to try) to concentrate on the report.
5. He _____ (to check) his email every morning?
6. What time _____ you _____ (to finish) work today?
7. She _____ (to work) from home this week because she is ill.
8. I _____ (to think) about my project right now.
9. We often _____ (to have) meetings on Friday afternoons.
10. They _____ (to prepare) the presentation at the moment.

---

3. Опишите картинку или ситуацию (Describe the picture/situation)

Задание: Посмотрите на описание рабочего дня сотрудника Ивана. Вставьте пропущенные слова в форме Present Simple или Present Continuous.

Ivan is an accountant. He usually _____ (get up) at 7:00 am. He _____ (work) in a big office.
Usually, he _____ (sit) at his desk and _____ (analyze) data.
But today is special. He _____ (not/work) in the office today. He _____ (work) from a café.
At the moment, he _____ (drink) coffee and _____ (answer) emails on his laptop.
He _____ (wear) a casual jacket because there is no strict dress code today.

---

4. Найдите и исправьте ошибки (Find and correct the mistakes)

Задание: В каждом предложении есть одна грамматическая ошибка. Найдите и исправьте её.

1. She is working here every day.
2. Look! The boss comes.
3. I am not understanding this task right now.
4. What are you doing usually after work?
5. They are always are late for the morning shift.

---

5. Составьте предложения (Make up sentences)

Задание: Расположите слова в правильном порядке.

1. **usually / at 9:00 / starts / work / she**
2. **am / I / now / a report / writing**
3. **doing / what / you / at the moment / are**
4. **don't / on Sundays / they / work**
5. **is / in the office / speaking / he / to the director / now

---

6. Вопросы для интервью (Interview questions)

Задание: Ответьте на вопросы развернуто, используя оба времени. Затем опросите соседа по парте.

1. **About your routine (Present Simple):**
   - Where do you usually study or work?
   - What time do you have lunch?
   - How often do you check your phone during work/study hours?
2. **About right now / today (Present Continuous):**
   - What are you doing at this moment (besides this task)?
   - Are you wearing a formal outfit today?
   - What are you working on this week?

---

7. Перевод (Translation)

Задание: Переведите предложения на английский язык.

1. Я обычно проверяю электронную почту утром.
2. Сегодня мой рабочий день заканчивается в 5 часов вечера.
3. Посмотри! Он подписывает важный контракт.
4. Мы не работаем по субботам.
5. Почему ты сейчас используешь мой компьютер?

8. Ролевая игра (Role-play: A Busy Day)

Задание: Работа в парах. Представьте, что вы звоните коллеге, который сейчас на работе. Один говорит, что происходит *прямо сейчас*, другой спрашивает о *обычных* делах.

Пример диалога:

- **A:** Hi, what are you doing right now?
- **B:** I'm preparing the quarterly report. It's very difficult!
- **A:** Oh, do you usually prepare reports alone?
- **B:** No, usually my assistant helps me, but today she is sick.

Практическое занятие 10. Глагол с инфинитивом.

Task 1: Theoretical Warm-up

Match the verbs in Column A with their correct usage pattern in Column B.

Column A (Verb)	Column B (Pattern)
1. Want	A. Verb + Object + Infinitive (e.g., *I want you to go*)
2. Make	B. Verb + Infinitive (e.g., *I hope to see*)
3. Advise	C. Verb + Object + Bare Infinitive (no "to") (e.g., *I made him cry*)
4. Agree	D. Verb + Object + Infinitive
5. Let	E. Verb + Object + Bare Infinitive

Answers: 1-B, 2-C, 3-D, 4-B, 5-E

Task 2: Verb + Infinitive (Without Object)

Complete the sentences using the infinitive form of the verbs in brackets.

1. I have decided _____ (study) abroad next year.
2. She refused _____ (help) me with the project.
3. They seem _____ (be) very happy together.
4. We can't afford _____ (buy) a new car right now.
5. He pretended _____ (not/see) me when I walked in.
6. The company agreed _____ (increase) the employees' salaries.
7. I learned _____ (speak) Italian when I lived in Rome.
8. She tends _____ (forget) important details.

Task 3: Verb + Object + Infinitive

Rewrite the sentences using the structure: Verb + Object + to-infinitive.

1. *The teacher said to me: "Study harder."*
   → The teacher told me _____.

2. *My boss doesn't allow anyone to use the office phone.*
   → My boss doesn't allow _____.
3. *She convinced him. He should buy the red car.*
   → She convinced him _____.
4. *I asked my friend: "Please lend me some money."*
   → I asked my friend _____.
5. *The doctor advised me: "Take these pills twice a day."*
   → The doctor advised me _____.

Task 4: Verbs of Permission and Compulsion (Make, Let, Help)

Fill in the blanks with the correct form of the verb (with or without "to").

1. My parents never let me _____ (stay) out late when I was a child.
2. The teacher made the students _____ (rewrite) their essays.
3. Can you help me _____ (carry) these boxes? (Both forms are acceptable)
4. Don't make him _____ (do) it if he doesn't want to.
5. Her boss let her _____ (leave) work early yesterday.
6. The documentary made me _____ (realize) how serious the problem is.

Task 5: Error Correction

Find and correct the mistake in each sentence.

1. I want that you come to the party.
   Correction: _____
2. She suggested to go to the cinema.
   Correction: _____
3. He made me to laugh with his jokes.
   Correction: _____
4. They allowed us using the library after hours.
   Correction: _____
5. I look forward to see you soon.
   Correction: _____
6. She didn't let me to explain the situation.
   Correction: _____

Task 6: Mixed Exercise (Choose the correct option)

Circle the correct option (A, B, or C).

1. I don't know where she is. She seems _____.
   A. to have disappeared
   B. having disappeared
   C. disappear
2. The police warned us _____ near the building.
   A. not go
   B. not to go
   C. to not go
3. Her parents didn't allow her _____ alone.
   A. travel

B. to travel
C. travelling

4. What would you like _____ for dinner?
   A. eat
   B. eating
   C. to eat
5. He is very shy. It's difficult _____ him.
   A. to understand
   B. understanding
   C. understand

Task 7: Translation / Production

Translate the following sentences into English using the infinitive structures.

1. Я надеюсь получить эту работу.

   ---

2. Она попросила меня подождать снаружи.

   ---

3. Никто не заставлял тебя это делать.

   ---

4. Мы решили не ехать на поезде.

   ---

5. Позвольте мне помочь вам.

Практическое занятие 11. Активный и пассивный отдых..

1. Vocabulary Work: Match and Categorize

A. Match the words to make common collocations.

1. Go ___
2. Play ___
3. Do ___
4. Binge-___
5. Chill ___
6. Hit ___

a. the gym
b. extreme sports
c. video games
d. yoga
e. out on the sofa
f. the night shift (metaphorically)

B. Categorize the activities. Place the phrases into the correct column.

Hiking, scrolling social media, knitting, rock climbing, meditating, playing chess, skydiving, reading a novel, powerlifting, sleeping in.

Active Leisure (High energy)	Passive Leisure (Low energy / Sedentary)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

---

2. Reading & Speaking: Pros and Cons

Read the short texts and answer the questions.

Text A: The Adrenaline Junkie
Max is a first-year student who believes in "work hard, play hard." Every weekend, he goes rock climbing or plays a full match of football. He says active leisure helps him clear his mind and sleep better. However, he often feels too exhausted to study on Sunday evenings.

Text B: The Cozy Gamer
Emma prefers passive leisure. After lectures, she usually binge-watches series or scrolls through TikTok. She believes that university is stressful enough, so rest should be about doing nothing. While she feels relaxed, she sometimes gets annoyed that she has "no energy" even though she didn't do anything physically demanding.

Questions for discussion:

1. Who do you relate to more: Max or Emma? Why?
2. According to the texts, what is the main disadvantage of active leisure? Of passive leisure?
3. Do you believe passive leisure actually restores energy, or does it sometimes make you feel more lazy?

---

3. Grammar: Present Tenses in Context

Choose the correct option (Present Simple or Present Continuous) to complete the sentences about leisure habits.

1. Right now, I _____ (try) to decide between going for a run or watching a movie.
2. Normally, she _____ (prefer) passive activities, but this week she _____ (train) for a marathon.
3. Why _____ you always _____ (check) your phone while we are watching a film? It's so distracting!
4. My roommate _____ (believe) that binge-watching is a waste of time, so he never does it.
5. Be quiet! I _____ (try) to meditate.

---

4. Listening / Role-Play: Making Plans

Scenario: Two friends, Anna and Ben, are trying to plan their Saturday. Anna wants to do something active; Ben wants to rest.

A. (Teacher-led/Partner) Fill in the gaps with the phrases below to complete the dialogue.

"I'm not really in the mood" • "How about" • "I'd rather" • "Sounds tempting" • "count me in"

Anna: Ben, let's go hiking tomorrow! The weather is perfect.
Ben: Ugh, Anna, _____ for physical activity. I've been sitting in lectures all week.
Anna: Come on! _____ we rent some bikes and go to the park?
Ben: _____, but my legs are dead. _____ just order pizza and have a movie marathon.
Anna: You always want to stay in! Okay, what if we go bowling? It's active but indoors and fun.
Ben: Okay, okay. If it's bowling, _____.

B. Discussion: Is bowling a good compromise between active and passive leisure? Why?

---

5. Writing: Opinion Paragraph

Prompt: Some people say that modern students spend too much time on passive leisure (social media, streaming services) and not enough on active leisure (sports, outdoor activities).

Do you agree or disagree? Write a short paragraph (80-120 words) expressing your opinion.

Use at least 3 of these phrases:

- *In my opinion,*
- *On the one hand... on the other hand...*
- *To sum up,*
- *A major advantage of...*

---

6. Creative Task: The Perfect Weekend

Instructions: You have won a weekend getaway package. Design a timetable for 2 days (Saturday and Sunday) that balances **active** and **passive** leisure.

Example:

Time	Saturday (Active Focus)
9:00 AM	Morning yoga on the beach
12:00 PM	Hiking in the mountains
4:00 PM	Return to hotel, sauna (passive recovery)
7:00 PM	Fine dining

Explain your choices: Why did you choose this balance?

Практическое занятие 12. Досуг. Хобби. Активный и пассивный отдых.Задание 1.

Task 1: Vocabulary Warm-up (Mind Mapping)

Instructions: In pairs, create a mind map. Divide your page into two columns: **ACTIVE REST** (requiring physical or mental effort) and **PASSIVE REST** (relaxing with minimal effort). Add at least 5 activities to each column.

Active Rest (Energetic / Productive)	**Passive Rest (Relaxing / Receptive)**
e.g., Rock climbing, Learning guitar	*e.g., Watching Netflix, Sunbathing*

Discussion: Which column do most students your age fit into? Why?

Task 2: Reading Comprehension

Instructions: Read the text and answer the questions below.

The "Always On" Generation

For many first-year university students, free time is a paradox. They have more autonomy than ever before but often less actual free time due to academic pressure. The concept of "hobbies" has shifted. While previous generations might have built model airplanes or knitted scarves, modern students often define their leisure through digital consumption.

There is a growing debate between advocates of *active* and *passive* leisure. Active leisure, such as playing team sports, hiking, or practicing a musical instrument, is proven to reduce stress and improve cognitive function. However, after a long day of lectures, many students gravitate towards *passive* leisure: scrolling through TikTok, binge-watching series, or gaming for hours.

Sophia, a first-year law student, says, "I know I should go to the gym or read for pleasure, but after six hours of reading cases, my brain is fried. I just lie on my sofa and watch reality TV. It's the only time my brain switches off."

Conversely, Mark, an engineering student, argues that passivity is a trap. "I felt exhausted all the time until I started bouldering. It's active, but it resets my mind. When I'm on the wall, I can't think about exams. Physical exhaustion helps me sleep better than mental exhaustion does."

Experts suggest that the healthiest lifestyle is a balanced one. They recommend the "80/20 Rule": 80% of your free time should be spent on active, engaging hobbies that build skills or health, and 20% on guilt-free passive relaxation.

Comprehension Questions:

1. According to the text, why is free time a "paradox" for first-year students?
2. What are the benefits of active leisure mentioned in the text?
3. Why does Sophia prefer passive leisure after lectures?
4. How does Mark's experience with bouldering differ from Sophia's experience with TV?
5. What is the "80/20 Rule" suggested by experts?

Task 3: Grammar Focus (Gerunds vs. Infinitives)

Instructions: Complete the sentences using the correct form of the verb in brackets (Gerund V+ingV+ing or Infinitive to+Vto+V).

1. I really enjoy _____ (hike) in the mountains on weekends.
2. My roommate decided _____ (take up) photography as a hobby.
3. She can't stand _____ (watch) horror films when she is trying to relax.
4. I hope _____ (learn) how to play the guitar by the end of this semester.
5. He is considering _____ (join) the university's chess club.
6. It's important _____ (have) a balance between study and rest.

Task 4: Listening / Video Activity (Suggested for class)

Instructions: Watch a short video clip (e.g., *"How to Have a Hobby"* from a YouTube channel like *The School of Life* or a Vox video on leisure). Answer the following:

1. According to the video, what is the psychological difference between "relaxation" and "leisure"?
2. Why is it sometimes difficult for adults to start a new hobby?

Task 5: Speaking & Critical Thinking (Role-play / Discussion)

Instructions: In groups of 3-4, discuss the following scenarios. Choose one to role-play for the class.

Scenario A: The Persuader
Student 1 is a "couch potato" who only wants to play video games on the weekend.
Student 2 is a fitness enthusiast who believes active rest is superior.
Student 3 is a mediator who tries to find a compromise.
Debate: Is it okay to do nothing on weekends, or is it a waste of time?

Scenario B: The Hobby Interview
Interview your partner. Find out:

- What hobby did they have as a child that they no longer do?
- If they had one month of absolutely free time, what new skill would they learn?
- Do they consider studying a foreign language a "hobby" or "work"? Why?

Task 6: Writing Task (Opinion Essay)

Instructions: Write a short essay (150-200 words) on the following topic:

"In the digital age, passive leisure (watching videos, gaming) has replaced traditional active hobbies. Is this a negative development for young people?"

Structure:

- **Introduction:** Paraphrase the topic and state your opinion.
- **Body Paragraph 1:** Give arguments for your view (e.g., benefits of active hobbies or benefits of digital leisure).
- **Body Paragraph 2:** Acknowledge the counter-argument (e.g., "However, some might argue that...").
- **Conclusion:** Summarize your opinion and suggest a balance.

Task 7: Project (Optional / Homework)

Instructions: Create a "Leisure Infographic."
Design a poster or digital infographic titled **"The Ultimate Guide to Free Time for Students."**
Include:

1. **Top 5 Active Hobbies** available on campus or in the city.
2. **Top 5 Passive Relaxation Tips** (e.g., best podcasts, playlists, or series to unwind).
3. A **"Myth Buster"** : Is sleeping in on weekends the best way to recover? (Research sleep hygiene).

Практическое занятие 13. Особенности проживания в городе.

Task 1: Vocabulary in Context

Match the words/phrases (1–10) with their definitions (A–J).

1. Urban sprawl
2. Commute
3. Noise pollution
4. Sense of community
5. Infrastructure
6. Overcrowding
7. Pace of life
8. Affordable housing
9. Amenities
10. Gentrification

| A. The feeling of belonging to a group in a neighborhood. |
| B. The process of renovating a district so that it becomes attractive to middle-class people, often displacing the poor. |
| C. Travel to and from work, usually over a long distance. |
| D. Housing that is reasonably priced for people with low to moderate incomes. |
| E. The uncontrolled expansion of urban areas into surrounding countryside. |
| F. Features (shops, parks, cinemas) that provide comfort and convenience to residents. |
| G. The speed at which people live their lives (often fast in cities, slow in villages). |
| H. Excessive sound that harms human health or environmental quality. |
| I. The basic physical systems of a city (transport, water supply, electricity). |
| J. A situation where too many people live in one space. |

Task 2: Reading & Comprehension

Read the text and answer the questions below.

The Urban Paradox

Cities are often seen as engines of opportunity. They offer unparalleled access to education, high-paying jobs, and cultural diversity. For many students and young professionals, moving to a metropolis is the ultimate goal. However, the reality of urban living often presents a paradox: the more connected the city becomes technologically, the more isolated the individual can feel socially.

One of the most pressing issues is the **cost of living**. In major cities, rent consumes a significant portion of income, forcing residents to live in smaller apartments or further from the city center, which leads to long, stressful commutes. While cities boast world-class **amenities** like museums, nightlife, and international cuisine, these are often inaccessible to those on a tight budget.

Furthermore, the anonymity of city life can be a double-edged sword. On one hand, it allows for personal freedom—no one knows your business. On the other hand, it often erodes the **sense of community** found in smaller towns. Despite being surrounded by millions of people, urbanites frequently report feeling lonely.

Nevertheless, cities are adapting. Urban planners are focusing on creating "green spaces" and pedestrian-friendly zones to improve mental health and encourage social interaction. The future of comfortable city living lies in balancing high-tech efficiency with human-centric design.

Questions:

1. According to the text, what is the "urban paradox"?
2. Why do long commutes happen, according to the author?
3. Explain the "double-edged sword" of anonymity in the city.
4. What solutions do urban planners suggest to improve city life?
5. Do you think the advantages of city living outweigh the disadvantages? Why or why not?

Task 3: Listening / Video Activity

Suggested Video: *"The Hidden Costs of Living in a Big City"* (You can find a short 3-4 minute YouTube clip on this topic, or the teacher can read a script).

Pre-listening: What do you think "hidden costs" refers to? (e.g., mental health, time, unexpected expenses).

While listening: Fill in the gaps.
Living in a city isn't just about paying high rent. There is also the "time tax." If you spend two hours a day on (1) _____, you lose 10 hours a week that could be spent on hobbies or rest. Additionally, the constant (2) _____ from traffic and construction can lead to increased stress levels and sleep (3) _____. Finally, the temptation to order takeout or use ride-sharing apps often results in "lifestyle creep," where your (4) _____ expenses are much higher than you initially (5) _____.

Post-listening: Discuss in pairs. Do you agree that time and health are "hidden costs" of city living? How do you manage these costs?

Task 4: Speaking & Debate

Activity: The City vs. The Country

Divide into two groups: **Group A** (Pro-City) and **Group B** (Pro-Countryside).

Part 1: Preparation (10 minutes)
Prepare arguments using the following prompts:

- **Career & Education:** Opportunities, networking, universities.
- **Lifestyle:** Pace of life, stress, free time.

- **Environment:** Noise, pollution, nature, green spaces.
- **Social Life:** Entertainment, community, anonymity.

Part 2: Debate
Debate the motion: **"This house believes that cities offer a better quality of life for young people than the countryside."**

Task 5: Writing (Opinion Essay)

Prompt:
Many governments are encouraging people to move to regional towns (small cities or rural areas) to reduce the strain on major metropolitan centers. Do you think this is a good idea?

Instructions:
Write a **for-and-against essay** (200-250 words).

- **Introduction:** Paraphrase the topic and state that there are pros and cons.
- **Body Paragraph 1:** Discuss the advantages (e.g., reduced traffic, lower cost of living, revitalization of small towns).
- **Body Paragraph 2:** Discuss the disadvantages (e.g., lack of job specialization, cultural boredom, resistance from people who prefer city life).
- **Conclusion:** Give your opinion based on the arguments.

Task 6: Role-Play (Interactive Speaking)

Scenario: *The Housing Crisis*

Situation: A local city council is holding a public meeting to discuss a new development plan. There is a piece of land in the city center that used to be a park.

Roles:

1. **Student A:** A young professional. You want affordable housing built here because your rent is too high.
2. **Student B:** An environmental activist. You want the land to be restored as a public park to improve mental health and air quality.
3. **Student C:** A local business owner. You want to build a shopping mall to attract tourists and create jobs.
4. **Student D:** The Mayor. You must listen to everyone and try to find a compromise that benefits the whole city.

Task: Role-play the meeting. Try to persuade the Mayor to agree with your point of view.

Практическое занятие 14. Как спросить и указать дорогу..

Блок 1. Активная лексика (Vocabulary)

Задание 1. Соотнесите глаголы с их переводом.
Match the verbs with their translations.

Глагол	Перевод
1. Go straight	A. Свернуть
2. Turn left/right	B. Идти прямо
3. Cross the street	C. Сесть на автобус
4. Take the bus	D. Перейти улицу
5. Walk past	E. Идти мимо
6. It takes 10 minutes	F. Это займет 10 минут

Задание 2. Предлоги места.
Вставьте правильные предлоги: *on, opposite, at, between, next to, in front of.*

1. The bank is _____ the corner of Main Street and 2nd Avenue.
2. The pharmacy is _____ the supermarket and the cinema.
3. Wait for me _____ the bus stop.
4. The library is _____ the park. (напротив)
5. The coffee shop is _____ the post office. (рядом)

Блок 2. Как спросить дорогу (Asking for Directions)

Задание 3. Вежливые вопросы.
Выберите правильный вариант вопроса. Обратите внимание на вежливость.

1. **Excuse me, ___ the nearest subway station?**
   a) where is
   b) how to get to
   c) could you tell me where is
2. **___ to the museum?**
   a) How I get
   b) What is the way
   c) Which way is
3. **___ show me on the map?**
   a) Can you
   b) Do you
   c) Are you
4. Выберите **самый вежливый** вариант вопроса:
   a) Where is the hospital?
   b) I need to go to the hospital.
   c) Excuse me, could you tell me how to get to the hospital, please?

Блок 3. Как объяснить дорогу (Giving Directions)

Задание 4. Восстановите порядок слов.
Составьте предложения из слов.

1. straight / Go / for / two / blocks / .

   _____

2. right / the / traffic / Turn / at / lights / .

3. on / It's / left / your / .

4. take / the / second / Turn / street / left / .

Задание 5. Выберите правильную форму.
Прочитайте диалог и выберите верный вариант.

Tourist: Excuse me, (1) ___ (is / does) there a bank near here?
Local: Yes. Go (2) ___ (straight / right) down this road until you see a big supermarket.
Tourist: Okay, I see.
Local: (3) ___ (Take / Make) the first turning on the left after the supermarket.
Tourist: Left after the supermarket.
Local: Then, walk (4) ___ (pass / past) the church. The bank is (5) ___ (in / on) your right, opposite the library.

Блок 4. Работа с картой (Map Reading)

Задание 6. Прочитайте диалог и нарисуйте маршрут (или ответьте на вопросы).

Студенты получают простую карту (можно нарисовать на доске или раздать распечатки). Если карты нет, используйте текстовое описание:

Ситуация:
Вы находитесь на вокзале (Train Station). Вам нужно найти:

1. Ближайшую аптеку (Pharmacy).
2. Музей (Museum).

Инструкция:
Прочитайте инструкцию и определите, где находятся эти места.

Stranger: "Excuse me, where is the nearest pharmacy?"
You: "Go straight along Station Road. Take the second street on the right, that's Green Street. Walk past the post office. The pharmacy is next to the post office, on the left."

Вопросы:

1. По какой улице нужно идти сначала? (Station Road / Green Street)
2. Где находится аптека по отношению к почте? (напротив / рядом)
3. С какой стороны улицы находится аптека? (слева / справа)

Блок 5. Ролевая игра (Role-play)

Задание 7. Работа в парах.
Разделитесь на пары. Студент А — турист, Студент Б — прохожий. Составьте диалог по одной из ситуаций. Используйте лексику из заданий выше.

Ситуация 1:
Student A: You are at the university library. You need to find the nearest café because you are hungry. Ask for directions.
Student B: You are a student. You know that there is a nice café "Central Perk" behind the main building. Give directions (turn right, walk 50 meters, it's between the bookshop and the bank).

Ситуация 2:
Student A: You are lost in the city center. You need to find the metro station (underground). Ask politely.
Student B: You are a local resident. Tell the tourist that the metro is not far. Go straight, turn left at the traffic lights, it's opposite the large shopping mall.

Практическое занятие 15. оборот there is/are; неопределённые местоимения some/any/one.

Part 1. Theory Reminder (Теоретическая минутка)

Прежде чем выполнять задания, повторите правила:

1. **There is** — используется для единственного числа (ед.ч.) и неисчисляемых существительных.
2. **There are** — используется для множественного числа (мн.ч.).
3. **Some** — употребляется в утвердительных предложениях; также в вопросах, если это просьба или предложение (*Would you like some...?*).
4. **Any** — употребляется в отрицательных и вопросительных предложениях.
5. **No** — употребляется в утвердительных предложениях (по форме), но дает отрицательный смысл. После *no* артикль *a/an* не ставится.

Part 2. Fill in: there is / there are (Вставьте there is или there are)

Задание 1: Вставьте правильную форму оборота.

1. _____ a big library at our university.
2. _____ three windows in the classroom.
3. _____ some milk in the fridge.
4. _____ any students in the hall? — No, _____.
5. How many chairs _____ in the room?
6. _____ a book and two pens on the table. (Внимание: правило близости)

Part 3. Choose: some, any, no (Выберите some, any или no)

Задание 2: Выберите правильный вариант.

1. There are **some / any** interesting pictures on the wall.
2. Is there **some / any** sugar in my coffee? I prefer it without sugar.
3. I have **some / any** questions for the lecturer.
4. There is **no / any** information about this topic in the textbook.
5. Would you like **some / any** tea?
6. She doesn’t have **some / any** brothers.

Part 4. Correct the mistakes (Исправьте ошибки)

Задание 3: Найдите и исправьте ошибки в предложениях. Некоторые предложения верны.

1. There are a big table in the centre of the room.
2. Is there some money in your pocket?
3. There is no any chairs here.
4. There are some new student in our group.
5. There isn't some coffee left.

Part 5. Translation (Перевод)

Задание 4: Переведите предложения с русского на английский, используя *there is/are* и *some/any/no*.

1. В моей комнате есть несколько интересных книг.
2. В этом тексте нет трудных слов.
3. Есть ли какие-нибудь новости? (news — ед.ч., неисч.)
4. На стене висит картина и два зеркала.
5. У нас нет времени.
6. Хотите немного пиццы?

Part 6. Make up questions (Составьте вопросы)

Задание 5: Используя слова в скобках, составьте вопросы и дайте краткие ответы (краткие ответы: *Yes, there is / No, there aren't* и т.д.).

1. (any / supermarkets / near your house) — ?
2. (any / water / in the bottle) — ? (No)
3. (how many / students / in the classroom) — ?
4. (a computer / on the desk) — ? (Yes)

Part 7. Creative task: Describe the room (Творческое задание)

Задание 6: Опишите картинку (или свою комнату/аудиторию) в 5–7 предложениях. Используйте конструкции **there is/are**, **some**, **any**, **no**, предлоги места (*in, on, under, behind, next to*).

Пример начала: This is my study room. There is a comfortable armchair near the window. There are some books on the shelf...

Практическое занятие 16. Вопросительные предложения – формулы вежливости.

1. Теоретическая справка (Warm-up)

В английском языке прямое «хвостие» (Want...?) звучит грубовато. Вежливые вопросы строятся по двум основным схемам:

1. **Вводные фразы + прямой порядок слов (без инверсии):**
   - *Excuse me, could you tell me... where **the station is**?*
   - *Do you know... if **he is** here?*
   - *I wonder... what time **it starts**.*
2. **Модальные глаголы вежливости:**
   - *Could* (вместо can) – наиболее универсально.
   - *Would* (вместо will).
   - *May/Might* (очень формально).

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2. Задание 1: Перепишите, заменяя прямые вопросы на вежливые

Instruction: Transform the direct questions into polite questions using the phrases in brackets. Maintain the correct word order (subject + verb).

Direct Question	Polite Question (Start with the phrase)
What time is it?	(Excuse me, could you tell me...)
Where is the nearest ATM?	(Do you know...)
Does this bus go to the center?	(I wonder...)
How much does this suit cost?	(Would you mind telling me...)
Is Mr. Johnson in the office?	(Do you happen to know...)
Why didn't she come to the party?	(I was wondering...)

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3. Задание 2: Исправьте ошибки (Error Correction)

Instruction: Find and correct the mistakes in these polite questions. Most errors involve word order (inversion in the second part) or missing prepositions.

1. Could you tell me where is the post office?
2. Do you know what time does the library close?
3. I wonder how much does it cost?
4. Would you mind to tell me your name?
5. Can you tell me why was he late?

---

4. Задание 3: Выберите правильный вариант (Multiple Choice)

Instruction: Choose the most appropriate polite option for each situation.

1. **You are in a hotel. You want to know the Wi-Fi password.**
   a) Give me the Wi-Fi password.
   b) What is the Wi-Fi password?
   c) **Could you tell me what the Wi-Fi password is, please?**
2. **You are on the street. You need to know the way to the metro.**
   a) Where is metro?
   b) **Excuse me, do you know where the metro is?**
   c) Hey, where's the metro?
3. **You are in a restaurant. You want the waiter to bring the bill.**
   a) Bill, now.
   b) **Would you mind bringing us the bill, please?**
   c) When is the bill?

4. **You are calling a company. You want to speak to the manager.**
   a) I want to speak to the manager.
   b) **Could I speak to the manager, please?**
   c) Give me the manager.

---

5. Задание 4: Соотнесите ситуации и вопросы (Matching)

Instruction: Match the situation (1–5) with the most polite question (A–F). One is extra.

Situation	Question
1. You are late for a meeting with your boss.	A. Would you mind if I opened the window?
2. You are in a library and it's hot.	B. Excuse me, could you tell me when the next train to London leaves?
3. You are at a train station buying a ticket.	C. I'm terribly sorry, would you mind repeating that?
4. You didn't hear what your professor said.	D. Could you tell me if you have this in a larger size?
5. You are in a shop looking for a shirt.	E. I was wondering if I could leave 10 minutes early today?
	F. What is your name?

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6. Задание 5: Ролевая игра (Role-play)

Instruction: Work in pairs. Student A is a *new student* at university. Student B is an *administrator* at the dean's office. Student A needs to ask for information politely. Use the prompts below.

Student A (New student): You need to ask about:

1. The location of the library (ask politely using *Could you tell me...*).
2. The schedule for the first semester (ask using *Do you know...*).
3. How to get a student ID card (ask using *I wonder...*).

Student B (Administrator): Answer politely. Use phrases like:

- *Certainly, let me see...*
- *I'm afraid I don't know, but...*
- *Sure, you need to go to...*

---

7. Дополнительное задание (Advanced): «Светская беседа»

Instruction: Make these rude or neutral sentences into polite questions suitable for formal conversation.

1. *Give me a hand with this report.*
   ➔ _____ (Would you mind...)
2. *Let me use your computer.*
   ➔ _____ (Do you think I could...)

3. *I want a day off next Monday.*
   ➔ _____ (I was wondering if...)
4. *Tell me your phone number.*
   ➔ _____ (Could you...?)

Практическое занятие 17. Описание колледжа (здание, обстановка, условия жизни, техника, оборудование)..

Task 1: Vocabulary Match

Match the words from the box to their correct categories. Some words may fit in more than one category.

Word Box: *canteen, projector, dormitory, boiler room, Wi-Fi, auditorium, interactive whiteboard, gym, radiator, lab, ventilation, elevator, scholarship, scanner, library, security system.*

Category	Words
Building & Rooms	
Technology & Equipment	
Living Conditions / Comfort	

Task 2: Grammar Practice (There is / There are / Prepositions)

Look at the picture of a college classroom or a campus map (describe it mentally or use a provided photo). Complete the sentences with the correct form of **"there is/there are"** and a **preposition** (e.g., *in, on, at, next to, opposite, between*).

1. _____ a large notice board _____ the main entrance.
2. _____ several computer labs _____ the second floor.
3. _____ a vending machine _____ the canteen and the library.
4. _____ any lockers for students? No, _____.
5. _____ comfortable armchairs _____ the reading area.

Task 3: Reading Comprehension

Read the text about a new college campus. Then answer the questions.

Greenwood College is located in the suburbs of the city. The main building is a modern five-story structure with a glass facade. Inside, the college boasts spacious corridors and well-lit auditoriums. The learning environment is enhanced by state-of-the-art technology: every classroom is equipped with a smart board and a high-speed internet connection.

For engineering students, there are three specialized workshops and a robotics lab with 3D printers. The living conditions for non-resident students are comfortable; there is a large cafeteria offering hot meals, and a student lounge with sofas and charging stations. Although the dormitory is located 10 minutes away from the main building, it provides 24/7 security, laundry facilities, and a common kitchen.

Questions:

1. What type of facade does the main building have?
2. What technology is available in every classroom?
3. What equipment is available in the robotics lab?
4. Where is the dormitory located?
5. What facilities are available in the dormitory?

Task 4: Descriptive Writing

Choose **one** of the topics below and write a short paragraph (80-100 words). Use adjectives to describe the atmosphere (e.g., *modern, cozy, crowded, well-equipped, old-fashioned, spacious*).

- **Option A:** Describe your college classroom or auditorium. Focus on the equipment and furniture.
- **Option B:** Describe the college canteen or cafeteria. Focus on the food, atmosphere, and seating.

Task 5: Speaking / Role-Play

Work in pairs. **Student A** is a prospective student visiting the college for the first time. **Student B** is a student ambassador giving a tour.

Student A: Ask questions about:

- The size of the gym / sports facilities.
- Whether the computers in the library are new.
- The heating/air conditioning in winter/summer.
- The cost of food in the canteen.
- Where to print documents.

Student B: Answer the questions. Use the phrases below:

Useful Phrases

Let me show you around...
We are equipped with...
Students have access to...
Unfortunately, the facilities are a bit outdated, but...
The good news is that...

Task 6: Listening / Note-Taking (Teacher's Script)

The teacher reads the following text aloud. Students listen and fill in the missing information.

"Welcome to the tour of the Applied Sciences building. Unlike the main building, this one is only **1.** _____ stories tall. The highlight of this building is the **2.** _____ lab, which was renovated last year. The ventilation system here is excellent because students work with chemicals. On the ground floor, you will find the **3.** _____ where students can borrow tools for their projects. There are also **4.** _____ charging stations in the hallway for laptops. Unfortunately, there is no **5.** _____ in this building, so you have to go to the main campus for coffee."

Task 7: Group Project

“The Ideal College Campus”

In small groups, design your ideal college campus.

1. **Draw** a simple floor plan or a map.
2. **List** the facilities (e.g., *greenhouse, soundproof music rooms, nap pods*).
3. **Present** your campus to the class. Explain what equipment is available and why the living/studying conditions are good.

Presentation starter: *“In our ideal college, there is a... It is equipped with... Unlike our current college, students here can...”*

Практическое занятие 18. Наречия, обозначающие направление.

Part 1. Теория: Группы наречий направления

Прежде чем выполнять задания, повторите:

1. **Простые:** *here / there* (сюда/туда).
2. **Места и движения:** *inside / outside; upstairs / downstairs; on / off.*
3. **Географические:** *north / south / east / west; abroad.*
4. **Ключевые:** *home / away / back.*
   Важно: После этих наречий предлог **to** обычно НЕ ставится (go **home**, go **abroad**, come **back**), но может использоваться с другими (go **to** the cinema).

Part 2. Упражнения

Exercise 1. Choose the correct option (Выберите правильный вариант)

1. I don’t want to stay here. Let’s go ... (to home / home).
2. The weather is cold, so please come ... (inside / there).
3. He opened the door and went ... (out / outside).
4. Last year we went ... (abroad / to abroad) for the first time.
5. She is tired. She is going ... (to upstairs / upstairs).
6. The cat is on the roof. I don’t know how to get it ... (down / there).

Exercise 2. Fill in the gaps with the correct adverb of direction (вставьте наречия: back, away, here, there, abroad, north, downstairs*)*

1. I’m tired of this city. I want to go ... , to St. Petersburg or even further.
2. Please stay ... ! Don’t leave me alone.
3. — Where is the nearest bank? — It’s over ..., next to the post office.
4. He went to study ... in the UK for two years.
5. The party was too noisy, so I went ... to the kitchen to have some tea.
6. The thief ran ... when he saw the police.
7. This is my favourite pen. I want it ... . Please give it ... to me.

Exercise 3. Correct the mistakes (Исправьте ошибки)

1. I need to go to home immediately.
2. She looked everywhere but the keys were nowhere.
3. Let's go to abroad next summer.
4. He went to upstairs to take a shower.
5. Come to here, please. I can't hear you.
6. They drove to south last weekend.

Exercise 4. Translate into English (Переведите на английский)

1. Поверните налево, затем идите прямо.
2. Моя сестра уехала за границу в прошлом году.
3. Подожди меня здесь. Я сейчас вернусь.
4. Мы пошли наверх, чтобы посмотреть на звёзды.
5. Убирайся прочь! (Go ...) Я очень зол.
6. Как мне пройти к библиотеке?

Part 3. Творческое задание (Speaking/Writing)

Task: "My Way Home"
Представьте, что вы идете из университета домой. Используя наречия направления, опишите свой маршрут.
*Пример: I walk **out** of the university, go straight **east** along the main street. Then I turn **left** and go **downstairs** to the subway. I get **back** home at 3 o'clock.*

Part 4. Текст для чтения и анализа

Прочитайте текст. Найдите и выпишите все наречия направления.

A Strange Journey

Yesterday, Tom decided to go **home** early. He walked **out** of the office and went **downstairs** to the street. It was raining, so he wanted to go **inside** a cafe, but he had no time. He walked **east** for ten minutes, then turned **north**. Suddenly, he remembered he left his phone **there**, at work. He had to go **back**. When he finally arrived **home**, he was tired. He never wants to go **abroad** for work again; he prefers to stay **here**.

Практическое занятие 19 вопросительные предложения.

Блок 1. Общие вопросы (General Questions)

Цель: тренировка построения вопросов, требующих ответа «Да» / «Нет» с использованием вспомогательных глаголов (do/does, to be, have/has, модальные глаголы).

Задание 1. Восстановите порядок слов.

1. (like / you / do / music / pop) ?
2. (student / is / a / she / university) ?
3. (to the cinema / last night / go / you / did) ?

4. (speak / languages / can / foreign / he) ?
5. (studying / now / they / English / are) ?

Задание 2. Задайте общие вопросы к предложениям.

1. She works in a bank. → _____ ?
2. They are playing football now. → _____ ?
3. He has finished his homework. → _____ ?
4. We will go to the party tomorrow. → _____ ?
5. You can drive a car. → _____ ?

Блок 2. Специальные вопросы (Special Questions)

Цель: отработка навыка составления вопросов к конкретным членам предложения (who, what, where, when, why, how, how often и т.д.).

Задание 3. Вставьте правильное вопросительное слово.

1. ... do you live? — I live in Moscow.
2. ... is your birthday? — On the 5th of May.
3. ... are you crying? — Because I am sad.
4. ... books are on the table? — These are mine.
5. ... do you go to the gym? — Twice a week.
6. ... is that man in a black coat? — He is my professor.

Задание 4. Задайте вопросы к выделенным словам.

1. **Tom** broke the window. → *Who* ...?
2. She usually gets up **at 7 o'clock**. → *When* ...?
3. There are **five** students in the classroom. → *How many* ...?
4. He bought this book **yesterday**. → *When* ...?
5. The concert lasts **for two hours**. → *How long* ...?

Блок 3. Вопросы к подлежащему (Questions to the Subject)

Цель: разграничение вопросов к подлежащему и к дополнению. Студенты часто путают порядок слов в этом типе вопросов.

Задание 5. Выберите правильный вариант.

1. ... wants to speak to you?
   a) Who does want
   b) Who want
   c) Who wants
2. ... happened yesterday?
   a) What did happen
   b) What happened
   c) What does happen
3. ... helps you with your homework?
   a) Who helps
   b) Who do help
   c) Who does help

Задание 6. Задайте вопрос к подлежащему.

1. *Somebody* phoned me. → _____ ?
2. *My friends* are waiting for us. → _____ ?
3. *This car* costs a lot of money. → _____ ?
4. *The accident* happened near the station. → _____ ?

Блок 4. Альтернативные вопросы (Alternative Questions)

Цель: умение предлагать выбор, используя союз *or*.

Задание 7. Переделайте предложения в альтернативные вопросы.
Пример: She likes tea. (coffee) → *Does she like tea or coffee?*

1. He is a doctor. (a teacher)
2. They went to London. (Edinburgh)
3. You are studying French. (German)
4. I will buy a red dress. (a blue dress)

Блок 5. Разделительные вопросы (Tag Questions / Disjunctive Questions)

Цель: согласование вспомогательного глагола с подлежащим и правильное использование «хвостика» (положительный/отрицательный).

Задание 8. Дополните разделительные вопросы.

1. You are a student, ... ?
2. She doesn't like coffee, ... ?
3. They have finished the work, ... ?
4. Let's go to the cinema, ... ?
5. I am your friend, ... ?
6. Close the window, ... ?
7. He went to the museum yesterday, ... ?

Блок 6. Трансформация (Комплексное задание)

Цель: проверка понимания всех типов вопросов.

Задание 9. Задайте 5 типов вопросов к данному предложению.
Предложение: **My brother usually reads interesting books in the library.**

1. **Общий:** _____?
2. **Специальный (когда/где):** *When/Where* _____?
3. **Альтернативный (newspapers/books):** _____?
4. **Вопрос к подлежащему:** _____?
5. **Разделительный:** _____?

Практическое занятие 20 Виды магазинов

Task 1: Matching Vocabulary

Match the type of shop (1-10) with the product they primarily sell (A-J).

Shop	Product
1. Butcher's	A. Medicine, cosmetics, and vitamins
2. Baker's	B. Fresh fish and seafood
3. Florist	C. Electrical items (TVs, phones, computers)
4. Chemist's / Pharmacy	D. Fresh bread, cakes, and pastries
5. Ironmonger's / Hardware store	E. Meat, poultry, and sausages
6. Fishmonger's	F. Tools, paint, nails, and keys
7. Stationer's	G. Flowers and plants
8. Department store	H. Books, magazines, and newspapers
9. Bookshop	I. Pens, paper, and office supplies
10. Electronics shop	J. A wide range of goods (clothing, homeware, toys) under one roof

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Task 2: Reading Comprehension

Read the text and answer the questions below.

In the UK, there is a significant difference between **"independent shops"** and **"chain stores."** Independent shops are usually family-owned, with a single location. They often specialize in one type of product, such as a local butcher or a corner newsagent. They are valued for their personal service and expertise.

Chain stores, on the other hand, are branches of a larger company (e.g., Tesco, Zara, Waterstones). They are found in most towns and shopping centers. While they offer standardized quality and often lower prices due to economies of scale, critics argue they lack the character and personal touch of independent retailers.

Recently, the rise of **online shopping** has drastically changed the retail landscape. Many high streets (the main shopping street in a town) now have "ghost shops"—empty buildings that were once thriving businesses. However, there is a growing movement to "shop local" to support small businesses and reduce the environmental impact of shipping goods.

Questions:

1. What is the main difference between an independent shop and a chain store?
2. What are two advantages of chain stores mentioned in the text?
3. Why do some people prefer to "shop local"?
4. What does the term "ghost shops" refer to?

Task 3: Situational Dialogues

Fill in the blanks with appropriate shop-related vocabulary.

Situation A: At a _____
Assistant: Good morning! Can I help you?

Customer: Yes, please. I need a _____ **(a piece of paper for payment)** for these trousers. I'd like to _____ **(return the product for money)** them. They don't fit.
Assistant: Of course. Do you have the _____ **(proof of purchase)** ?

Situation B: At a _____
Assistant: What can I get for you?
Customer: I need a _____ **(a set amount)** of ham, about 200 grams, and four pork _____ **(pieces of meat)** , please.
Assistant: Anything else?
Customer: Yes, one kilogram of _____ **(minced meat)** for spaghetti bolognese.

Task 4: Word Formation

Complete the sentences by changing the word in brackets to fit the sentence.

1. This area is a popular shopping _____ (DISTRICT) for tourists.
2. I prefer to do my grocery shopping at a _____ (SUPER) because it has everything.
3. I need to go to the _____ (GREEN) to buy some lettuce and cucumbers.
4. There is a 50% _____ (REDUCE) on all winter coats at the mall.
5. The _____ (ASSIST) in that perfume shop was very helpful.

Task 5: Speaking / Discussion Questions

Discuss these questions in pairs or small groups.

1. **Preferences:** Do you prefer shopping in large shopping malls or in small independent shops? Why?
2. **Trends:** How has online shopping (like Wildberries, Ozon, or Amazon) changed your shopping habits?
3. **Vocabulary in Context:** If you want to buy a hammer and some nails, where do you go? If you want to buy a wedding gift for a friend, what type of shop do you choose?
4. **Role Play:** Student A is a shop assistant in a *bookshop*. Student B is a customer looking for a specific bestseller and a birthday card. Act out the conversation.

Task 6: Writing

Write a short essay (150-200 words) on one of the following topics:

1. **"The death of the high street."** Describe the situation in your town or city. What types of shops are disappearing? What types are appearing?
2. **My ideal shop.** Imagine you could open any shop. What type would it be? Describe the location, the interior, the products, and the type of customers you would attract.

Практическое занятие 21 Существительные исчисляемые и неисчисляемые

Справочный материал (Grammar Reference)

Прежде чем выполнять задания, повторите правила:

Категория	Исчисляемые (Countable)	Неисчисляемые (Uncountable)
Что обозначают	Предметы, которые можно посчитать (a pen, two books)	Вещества, абстракции, которые нельзя посчитать (water, love, air)
Форма	Ед.ч. (singular) и Мн.ч. (plural)	Только ед.ч.
Артикль	a / an (в ед.ч.)	Не употребляются с a/an (нельзя сказать *a water*)
Слова-маркеры	many, few, a few, a number of	much, little, a little, an amount of
Универсальные	some, any, a lot of, no (используются с обеими группами)	

Упражнение 1. Распределите слова по колонкам

Задание: Распределите следующие существительные в три колонки: *Countable (C)*, *Uncountable (U)*, *Both (C/U)* (в зависимости от контекста).

Слова: Advice, apple, bread, cheese, coffee, dollar, furniture, hair, information, news, paper, time, money, potato, music, luggage, fish, work.

Countable (C)	Uncountable (U)	Both (C/U)
(пример: apple)	*(пример: advice)*	*(пример: paper — газета / бумага)*

Упражнение 2. Выберите правильный вариант (a/an, some, any, much, many)

Задание: Заполните пропуски, выбрав правильное слово.

1. I need ___ advice about my career. (a / an / some)
2. How ___ money did you spend on this laptop? (much / many)
3. There aren't ___ good cafes near the university. (some / any / a)
4. She bought ___ new furniture for her room. (a / an / some)
5. He speaks English so well, he makes very ___ mistakes. (few / little)
6. We have ___ time before the train leaves. (a little / a few)
7. Can you give me ___ information about the exam? (a / any / some)
8. I have ___ euros left in my pocket. (a little / a few)

Упражнение 3. Исправьте ошибки

Задание: В каждом предложении есть одна ошибка, связанная с употреблением исчисляемых/неисчисляемых существительных. Найдите и исправьте её.

1. I would like to buy a new equipment for my gym.
2. There are too much students in the library today.
3. She gave me a very useful advice yesterday.
4. We need to buy some breads for breakfast.
5. The news are very shocking today.
6. I have a few water left in the bottle.

🍽 Упражнение 4. Вставьте предлоги и определители (Much/Many/Little/Few)

Задание: Вставьте **much, many, little, a little, few, a few**.

1. She is very busy. She has ___ free time.
2. Unfortunately, I have ___ friends in this city, so I often feel lonely.
3. Would you like ___ milk in your coffee? Just a drop.
4. How ___ languages can you speak?
5. We have ___ apples, so we can make a pie.
6. I can't help you. I have ___ money left.

🎓 Упражнение 5. Трансформация предложений (Quantifiers)

Задание: Переделайте предложения, используя данное слово в скобках так, чтобы смысл остался прежним.

1. There are a lot of tourists in the city center. **(many)**
   → There are _____ in the city center.
2. I don't have much luggage. **(little)**
   → I have _____ luggage.
3. There is some cheese in the fridge. **(a piece of)**
   → There is _____ in the fridge.
4. We don't need a lot of eggs for this recipe. **(many)**
   → We don't need _____ for this recipe.

💬 Упражнение 6. Ролевая игра / Диалог

Задание: Дополните диалог, используя *some, any, a, an, much, many, few, little*.

A: Let's make pasta for dinner.
B: Good idea! Do we have ___ (1) pasta?
A: Yes, but only ___ (2) — maybe 200 grams.
B: That's not ___ (3). How ___ (4) people are coming?
A: Just us two. We also need ___ (5) cheese.
B: There isn't ___ (6) cheese left. I'll buy ___ (7). Do we need ___ (8) onion?
A: Yes, just ___ (9) onion and ___ (10) garlic.

Практическое занятие 22-23 many, much, a lot of, little, few, a few

Exercise 1: Choose the Correct Option

Instructions: Circle the correct word to complete each sentence.

1. There isn't **many / much** time left before the exam.
2. She has very **few / little** friends in the new city, so she feels lonely.
3. How **many / much** chapters did you read for today's seminar?
4. I only need **a few / a little** minutes to finish this presentation.
5. He earns **a lot of / many** money as a software developer.
6. Unfortunately, there was **little / few** interest in the optional lecture.
7. **Many / Much** students find phonetics challenging at first.
8. Could I have **a few / a little** more sugar in my coffee, please?

Exercise 2: Fill in the Gaps

Instructions: Complete the sentences with **many, much, a lot of, (a) few, (a) little**.

1. I have _____ free time today, so we can go for a long walk. (a large quantity)
2. She speaks _____ French. It's difficult to understand her. (almost none)
3. We've got _____ apples, but we don't have _____ sugar to make the pie.
4. _____ people attended the professor's lecture because it was mandatory.
5. He is very introverted. He has very _____ close friends.
6. I need to lose weight, so I eat very _____ chocolate.
7. There were _____ chairs in the room, so we sat down comfortably. (a small but sufficient number)
8. How _____ coffee do you drink a day?

Exercise 3: Error Correction

Instructions: Each sentence contains **one** mistake related to the use of *many, much, a lot of, few, a little*. Find and correct it.

1. I have **much** homework to do tonight, but I'll manage.
   Correction: _____
2. There are **few** people in the library during the summer break. (Meaning: almost none)
   Correction: _____ (This one is correct as is? Check the meaning. If it means "almost none," it's correct. If it means "a small but sufficient number," it would need *a few*. Let's change it.)
   Better correction for a clear error: She knows **a little** Spanish words. (She knows a small number of words)
   Correction: _____
3. How **much** students are registered for the advanced grammar course?
   Correction: _____
4. There isn't **many** information available about this topic.
   Correction: _____
5. I'd like to practice speaking more, but I have **few** time.
   Correction: _____
6. He gave me **a few** good advice on writing my thesis.
   Correction: _____

Exercise 4: Situational Responses

Instructions: Respond to the questions using the quantifiers in brackets. Make your response logical.

1. **A:** Why don't you want to go to the party?
   B: (very few) _____
   Possible answer: I know **very few** people there.
2. **A:** Do you want to go out for dinner?
   B: (a little) _____
   Possible answer: I'd like to, but I only have **a little** money until payday.
3. **A:** Is the library usually crowded?
   B: (a lot of) _____
   Possible answer: Yes, there are **a lot of** students during exam season.

4. **A:** How was your presentation?
   B: (much) _____
   Possible answer: Not great. I didn't have **much** time to prepare.
5. **A:** Do you have any hobbies?
   B: (a few) _____
   Possible answer: Yes, I have **a few**, like reading and hiking.

Exercise 5: Translation / Paraphrasing

Instructions: Rewrite the sentences using the word in brackets. Keep the meaning the same.

1. I have a large quantity of work to finish by Monday. **(lot)**
   _____
2. There is almost no milk left. **(little)**
   _____
3. She has a small number of close friends. **(few)**
   _____
4. We don't have a large number of options. **(many)**
   _____
5. He has a small amount of patience. **(little)**
   _____

Практическое занятие 24 Артикли: определенный, неопределенный, нулевой; чтение артиклей

Блок 1. Теоретическая справка (Reading Rules)

Перед выполнением заданий повторите правила чтения артиклей.

1. **Неопределенный артикль (Indefinite) — a / an**
   - **[ə]** — слабая форма (в потоке речи, кроме ударной позиции): *I see **a** car.*
   - **[eɪ]** — сильная форма (под ударением, при уточнении или паузе): *It is **a**, not an apple.*
   - **[æn]** — перед гласным звуком: *An hour* [ən ˈaʊər] (обратите внимание: *hour* начинается с согласного звука, но артикль *an* из-за транскрипции).
2. **Определенный артикль (Definite) — the**
   - **[ðə]** — перед согласным звуком: *The book* [ðə bʊk].
   - **[ði]** — перед гласным звуком: *The apple* [ði ˈæpəl].
   - **[ðiː]** — эмфатическая форма (когда хотим подчеркнуть уникальность): *He is **the** expert in this field.*
3. **Нулевой артикль (Zero Article)**
   - Отсутствие артикля перед именами собственными, абстрактными существительными в общем смысле, существительными во множественном числе (если речь не о конкретных предметах).

Блок 2. Фонетическое упражнение (Reading Aloud)

Задание 1. Прочитайте вслух словосочетания, обращая внимание на произношение артиклей. Транскрибируйте артикли в скобках.

1. An umbrella (___) / A university (___)
2. The apple (___) / The table (___)
3. An honest man (___) / A house (___)
4. The only way (___) / The historical event (___)
5. A European country (___) / An FBI agent (___)

Блок 3. Лексико-грамматические задания

Упражнение 1. Выберите правильный артикль (a / an / the / —).

Заполните пропуски, объяснив выбор.

1. This is ___ interesting book. ___ book is about ___ history of ___ Russia.
2. I usually have ___ breakfast at 8 o'clock.
3. She wants to become ___ architect. She is ___ ambitious girl.
4. Could you turn off ___ lights, please?
5. He doesn't like ___ dogs, but he loves ___ cat he found in the street.
6. What ___ beautiful weather we are having today!
7. My brother is ___ student at ___ Oxford University.
8. She plays ___ guitar very well, but she doesn't play ___ tennis.

Упражнение 2. Вставьте артикль, где необходимо (the / a / an / —).

Текст для студентов 1 курса.

My friend Alice is ___ journalist. She works for ___ BBC. Every morning she goes to ___ work by ___ underground. Yesterday she had ___ unusual interview. She interviewed ___ President of ___ United States. It was ___ most exciting day of her life. After work, she went to ___ restaurant and ate ___ pizza. She never eats ___ meat because she is ___ vegetarian.

Упражнение 3. Исправьте ошибки (Error Correction).

В каждом предложении есть одна ошибка, связанная с употреблением артикля. Найдите и исправьте её.

1. I need a new information about this project.
2. The Lake Baikal is the deepest lake in the world.
3. She went to the hospital to visit her friend (she is not a patient).
4. The life is beautiful if you know how to live.
5. He is the best student in a group.
6. Let's go to the cinema. I hear there is very good film.

Блок 4. Сложные случаи (Special Cases)

Задание 1. Различие между «a» и «the» в контексте.
Объясните разницу в значении предложений.

1. a) I saw **a** cat in the garden.
   b) I saw **the** cat in the garden.
   Разница: _____

2. a) She goes to **school**.
   b) She goes to **the school**.
   Разница: _____
3. a) He is **a** second Newton.
   b) He is **the** second student to ask this question.
   Разница: _____

Блок 5. Тест на дифференциацию (Final Test)

Задание. Откройте скобки, поставив существительное с соответствующим артиклем (a/an/the/—).

1. This is (___ very important) decision.
2. (___ Earth) revolves around (___ Sun).
3. I have (___ headache). I need (___ aspirin).
4. What time does (___ train) to London leave?
5. (___ English) is (___ language) of (___ international communication).
6. We stayed at (___ hotel). (___ hotel) was very comfortable.
7. My hobbies are (___ reading) and (___ music).
8. He is in (___ prison) for robbery. (___ Prison) is located near here.

Практическое занятие 25 Арифметические действия и вычисления

Vocabulary Bank

Before starting, familiarize students with these terms:

Symbol	Operation	Verb	Result
+	Addition	add / plus	Sum / Total
-	Subtraction	subtract / minus	Difference
×	Multiplication	multiply / times	Product
÷	Division	divide / divided by	Quotient
=	Equality	equals / is	Result
%	Percentage	percent	Percentage
√	Square root	square root of	Root

Exercise 1: Read Aloud (Pronunciation Practice)

Task: Read the following equations aloud in English.

1. 15+6=2115+6=21
   *Fifteen **plus** six **equals** twenty-one.*
2. 100−27=73100−27=73
   *One hundred **minus** twenty-seven **is** seventy-three.*
3. 8×7=568×7=56
   *Eight **times** seven **equals** fifty-six.*
   *(Alternative: Eight **multiplied by** seven is fifty-six.)*
4. 144÷12=12144÷12=12
   *One hundred forty-four **divided by** twelve **equals** twelve.*
5. 52=2552=25
   *Five **squared** is twenty-five.*

6. 64=864=8
   *The **square root of** sixty-four is eight.*
7. 30% of 200=6030% of 200=60
   *Thirty **percent of** two hundred **equals** sixty.*

Exercise 2: Match the Sentence to the Symbol

Task: Draw a line connecting the written instruction to the correct mathematical expression.

Column A (Instruction)	Column B (Expression)
1. Add nine and three, then divide by four.	a. (9+3)×4(9+3)×4
2. Subtract five from twenty.	b. 20−520−5
3. Multiply the sum of nine and three by four.	c. 9+3449+3
4. Find the difference between one hundred and forty.	d. 100−40100−40

Answers: 1-c, 2-b, 3-a, 4-d

Exercise 3: Word Problems (Reading Comprehension)

Task: Read the problems below and write the mathematical equation. Then, solve it in English.

1. **Problem:** Sarah bought a textbook for $45 and a notebook for $12. What is the total cost?
   Equation: _____
   Answer: The total cost is _____.
2. **Problem:** A lecture hall has 120 seats. If 45 students are already seated, how many empty seats are there?
   Equation: _____
   Answer: There are _____.
3. **Problem:** A pack of pens costs $2.50. If a student buys 6 packs, how much do they pay?
   Equation: _____
   Answer: They pay _____.
4. **Problem:** A professor has 96 exam papers. If she wants to divide them equally among 8 teaching assistants, how many papers does each assistant get?
   Equation: _____
   Answer: Each assistant gets _____.

Exercise 4: Conversation Practice (Pair Work)

Task: Work in pairs. Student A reads the problem. Student B calculates and answers out loud.

Student A: "What is twenty-three plus seventeen?"
Student B: "Twenty-three plus seventeen equals forty."

1. **A:** What is one hundred fifty divided by three?
   B: _____
2. **A:** What is the product of twelve and eight?
   B: _____
3. **A:** What is the difference between ninety and forty-two?
   B: _____

4. **A:** What is the square root of one hundred and forty-four?
   B: _____
5. **A:** If you add twenty percent of eighty to the number, what do you get?
   B: _____

Exercise 5: Grammar Focus (Imperatives & Instructions)

Task: Unscramble the words to form correct mathematical instructions.

1. **43 / from / Subtract / 100**
   Correct: _____
2. **4 / by / 20 / Multiply**
   Correct: _____
3. **sum / Find / 5 / the / of / 15 / and**
   Correct: _____
4. **by / quotient / 10 / Divide / the / 2 / of / and**
   Correct: _____

Exercise 6: Listening and Dictation (Teacher's Script)

Task: The teacher reads the following equations. Write them down using numbers and symbols.

1. *Teacher:* "Seven squared minus the square root of forty-nine."
   Student: _____
2. *Teacher:* "Thirty percent of two hundred plus fifty."
   Student: _____
3. *Teacher:* "The sum of twenty-four and eighteen divided by six."
   Student: _____

Практическое занятие 26 Числительные порядковые и количественные

Task 1: Revision – Write the Numbers

Write the cardinal and ordinal numbers in words.

Cardinal	Word	Ordinal	Word
1	one	1st	...
2	...	2nd	...
3	...	3rd	...
5	...	5th	...
9	...	9th	...
12	...	12th	...
20	...	20th	...
21	...	21st	...
33	...	33rd	...
47	...	47th	...
100	...	100th	...
1,000	...	1,000th	...

Task 2: Choose the Correct Option

Circle the correct numeral form in the sentences.

1. I have read **three / third** books this month, and this is the **three / third** one.
2. World War II ended in **1945 / nineteen forty-five / the nineteen forty-fifth**.
3. My birthday is on **October 21 / October the 21st / 21 October**.
4. This is **a / an / one** one-way street.
5. He scored **two / second** goals in the **two / second** half of the game.
6. **Hundreds / Hundred of** people gathered in the square.
7. Louis **XVI / Louis the Sixteenth / Louis Sixteenth** was executed in 1793.
8. I need **two / second** more minutes to finish my **two / second** exercise.

Task 3: Dates and Fractions

Write the following dates and fractions in words.

Dates:

1. 12/03/1998 (British style) ->
2. 07/04/1776 (American style) ->
3. 01/01/2000 ->
4. 22nd May 1965 ->

Fractions & Decimals:

1. 1/2 ->
2. 3/4 ->
3. 2/5 ->
4. 0.5 ->
5. 3.75 ->

Task 4: Reading Large Numbers

Write how you would read these numbers aloud.

1. 3,456,789 ->
2. 1,250,000,000 (in two different ways: formal and informal) ->
3. 0.75% ->
4. $1,299.99 ->
5. 8½ ->

Task 5: Error Correction

Each sentence contains one mistake related to numerals. Find and correct it.

1. The train for London leaves from platform the three.
2. My grandmother celebrated her ninety birthday last week.
3. There are two hundreds students in the lecture hall.
4. This is my four visit to London.

5. In the 1960s, people listened to vinyl records; now it's the twenty-first century.
6. He became famous in the early 2000th.

Task 6: Translation / Transformation

Translate the phrases into English paying attention to numerals.

1. Глава 12 (the ... chapter / Chapter ...)
2. Комната 405
3. Он родился 5 июля 2001 года.
4. У меня есть 1500 рублей. (Use "fifteen hundred" or "one thousand five hundred"?)
5. Это стоило две трети моего бюджета.

Task 7: Creative Writing – "My Life in Numbers"

Write a short paragraph (5–7 sentences) about your life using at least 5 cardinal numbers and 5 ordinal numbers.

Prompts:

- Your age / birth year / birth date (ordinal).
- Your place in the family (first child, second child).
- Your phone number or house number.
- Your university course/year.
- Important years or dates.

Практическое занятие 27 Физическая культура и спорт.

Unit: Physical Culture and Sport

Section 1: Warm-Up & Vocabulary

Task 1.1: Match the Word with Its Definition.
Match the sport or fitness term on the left with its correct definition on the right.

Term	Definition
1. Endurance	A. A physical activity done to stay healthy and fit.
2. Workout	B. The ability to bend easily or move different body parts.
3. Flexibility	C. A period of light exercise before a main event to prepare the body.
4. Injury	D. The ability to sustain prolonged physical or mental effort.
5. Warm-up	E. Damage to the body caused by an accident or overexertion.

Task 1.2: Word Formation.
Complete the table with the correct noun, verb, or adjective form.

Verb	Noun (Person)	Noun (Activity/Concept)	Adjective
to compete	athlete		competitive
		fitness	
to train			
			muscular

Section 2: Reading Comprehension

Task 2.1: Read the text and answer the questions.

The Importance of Physical Culture in University Life

Physical culture is an integral part of the educational process at the university level. It goes beyond simply playing sports; it encompasses a holistic approach to health, discipline, and social integration. For first-year students, transitioning from school to higher education often involves a sedentary lifestyle due to long hours of lectures and independent study. Regular physical activity acts as a counterbalance, reducing stress, improving cognitive function, and preventing chronic diseases.

Universities typically offer a variety of options to engage students. Compulsory physical education (PE) classes provide a structured environment where students can maintain basic fitness levels. Additionally, university sports clubs—ranging from football and basketball to less traditional activities like yoga, rock climbing, or ultimate frisbee—offer opportunities for students to pursue their passions, develop teamwork skills, and build a sense of community.

The benefits are multifaceted. From a physiological perspective, regular exercise strengthens the cardiovascular system and boosts the immune system. Psychologically, it is a powerful tool against anxiety and depression, which can be common during the stressful exam period. Socially, team sports break down barriers between students from different faculties, fostering friendships that often last beyond graduation. Ultimately, fostering a habit of physical culture in university lays the foundation for a healthy and productive lifestyle in the years to come.

Questions:

1. According to the text, what does "physical culture" include besides playing sports?
2. Why is physical activity particularly important for first-year students?
3. Name two types of physical activities offered by universities mentioned in the text.
4. What are the three categories of benefits of physical activity discussed in the text?
5. What long-term purpose does physical culture serve for students?

Task 2.2: Find synonyms in the text for the following words:

- mandatory (paragraph 2)
- varied (paragraph 2)
- to encourage/promote (paragraph 3)
- obstacles (paragraph 3)

Section 3: Grammar in Context

Task 3.1: Gerunds and Infinitives.
Complete the sentences with the correct form of the verb in brackets (Gerund `-ing` or Infinitive `to + verb`).

1. Many students enjoy _____ (participate) in team sports after lectures.
2. I hope _____ (improve) my personal best in the 100-meter sprint this year.
3. Regular exercise is worth _____ (do) even if you are busy.
4. The coach made us _____ (run) five laps around the stadium.
5. He refused _____ (give up) despite the injury.

Task 3.2: Modal Verbs (Can, Could, Should, Must).
Choose the correct modal verb to complete each sentence.

1. You _____ (should / must) wear a helmet when cycling to avoid head injuries.
2. When I was younger, I _____ (can / could) run a marathon, but now I can't.
3. Athletes _____ (mustn't / don't have to) use performance-enhancing drugs; it is strictly prohibited.
4. You _____ (should / can) try yoga if you want to improve your flexibility.
5. To join the basketball team, you _____ (must / can) be able to jump at least 50 cm.

Section 4: Listening & Speaking

Task 4.1: Role-Play: "At the University Sports Centre".
Work in pairs. Student A is a university sports centre administrator. Student B is a first-year student who wants to join a sports club. Use the prompts below to create a dialogue.

- **Student A:** Greet the student, ask about their interests, explain the available clubs (e.g., swimming, football, chess, dance), ask about experience, mention schedules and fees.
- **Student B:** Explain you are new and want to stay active, ask about club schedules, ask if there are teams for beginners, inquire about the cost or if it's free for students.

Task 4.2: Discussion Questions.
In small groups or with a partner, discuss the following questions:

1. Is it better to play a team sport or an individual sport? Why?
2. Should universities make physical education classes compulsory for all students? Why or why not?
3. How do you stay motivated to exercise, especially during winter or exam periods?
4. What is more important for health: a good diet or regular physical activity?

Section 5: Writing

Task 5.1: Short Essay.
Choose ONE of the following topics and write a short essay (150-200 words).

- **Topic A:** "My Ideal Workout." Describe your perfect workout routine. Where do you do it? What exercises are involved? Why do you enjoy it?
- **Topic B:** "The Role of Sport in Building Character." Explain how participating in sports can help develop qualities like discipline, leadership, and teamwork.

Task 5.2: E-mail to a Coach.
Imagine you want to join the university's volleyball team. Write an email to the coach, Mr. Smith. In your email:

- Introduce yourself (name, faculty, year).
- Explain why you are interested in joining the team.
- Describe your previous experience (if any).
- Ask about the tryout dates and training schedule.

Практическое занятие 28 Правильное питание, названия видов спорта

Unit: Healthy Lifestyle. Food & Sports

1. Vocabulary Practice. "Food & Sports Categories"

Task 1. Match the food items with the correct category.
Food: Salmon, Olive oil, Candy, Chicken breast, Broccoli, Butter, Orange, Beef steak, Ice cream, Brown rice.

Category	Food Items
Proteins	
Complex Carbs	
Healthy Fats	
Unhealthy Fats/Sugar	

Task 2. Sort the sports.
Sports: Weightlifting, Yoga, Swimming, Sprinting, Football, Pilates, Marathon running, Gymnastics.

Category	Sports
Aerobic (Cardio)	
Anaerobic (Strength)	
Flexibility / Balance	

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2. Grammar in Context. "Modals & Conditionals"

Task 3. Fill in the gaps with the correct modal verb: *should / shouldn't / must / mustn't / can / can't* .

1. You _____ skip breakfast if you want to concentrate during the lectures.
2. Athletes _____ take performance-enhancing drugs; it is strictly prohibited.
3. If you want to build muscle, you _____ consume enough protein.
4. You _____ join a gym if you have a student discount card; it's very cheap.
5. I _____ run a marathon yet, but I hope to do it next year.

Task 4. Complete the First Conditional sentences about health.

1. If you _____ (eat) too much sugar, you _____ (have) energy spikes and crashes.
2. Unless you _____ (warm up) before a workout, you _____ (injure) your muscles.
3. She _____ (lose) weight if she _____ (stick) to a balanced diet.
4. If they _____ (not / drink) enough water during exercise, they _____ (feel) dizzy.

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3. Reading Comprehension. "The Myth of Carbs"

Read the text and answer the questions:

For decades, carbohydrates have been portrayed as the enemy of a healthy diet. Many first-year students, worried about the "Freshman 15" (the weight gain often associated with university life), tend to cut out bread, pasta, and rice entirely. However, nutritionists argue that this is a mistake.

Not all carbs are created equal. **Simple carbohydrates**, found in soda, white bread, and pastries, are digested quickly, leading to a spike in blood sugar followed by a crash. This often leaves you feeling tired and hungry shortly after eating.

On the other hand, **complex carbohydrates** are essential for energy, especially for students who play sports or lead active lives. Foods like oats, quinoa, sweet potatoes, and whole-grain pasta release energy slowly. They keep you full longer and provide the stamina needed for studying and physical activity.

Dr. Sarah Jenkins, a sports nutritionist, states, "If you are active, carbs are your fuel. Combining complex carbs with lean protein (like chicken or tofu) about two hours before a workout is the best way to boost performance."

Questions:

1. What is the "Freshman 15" mentioned in the text?
2. What is the main difference between simple and complex carbohydrates?
3. Why do students who play sports need complex carbohydrates?
4. According to Dr. Jenkins, what is the best pre-workout meal strategy?

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4. Listening & Speaking. "Role-play"

Task 5. In pairs, act out the dialogue.
Situation: You are roommates. Student A is trying to start a healthy lifestyle. Student B is giving advice.

Student A: You feel tired all the time. You eat a lot of instant noodles and fast food because you are busy. You don't do any sport.
Student B: You are a sports science major. Give advice about:

- Changing eating habits (specific food examples).
- A type of sport suitable for a beginner.
- The importance of hydration and sleep.

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5. Writing. "My Healthy Routine"

Task 6. Write a short essay (100–150 words) on one of the following topics:

1. **Option A:** Describe your ideal weekly menu. Explain why you chose these foods.
2. **Option B:** Describe a sport you would like to try. Explain why it is good for your health (physically and mentally).

Use vocabulary from the unit:

- *Balanced diet, nutrients, protein, carbs, stamina, to work out, to stay fit, endurance, flexibility.*

Практическое занятие 29 образование Множественного числ

Part 1. Basic Rules & Exceptions

Задание 1. Напишите форму множественного числа.
Обратите внимание на правописание (es, ies, ves).

1. Box —
2. Lady —
3. Knife —
4. Hero —
5. Potato —
6. Zoo —
7. Child —
8. Foot —
9. Tooth —
10. Mouse —
11. Man —
12. Woman —
13. Goose —
14. Sheep —
15. Deer —

Part 2. Borrowed Words (Latin & Greek)

Задание 2. Образуйте множественное число.
Слова, пришедшие из латыни и греческого языка, часто сохраняют оригинальные окончания (-is/-es, -um/-a, -us/-i, -on/-a).

1. Crisis —
2. Phenomenon —
3. Criterion —
4. Curriculum —
5. Datum —
6. Formula —
7. Index —
8. Analysis —
9. Thesis —
10. Bacterium —

Part 3. Compound Nouns

Задание 3. Образуйте множественное число составных существительных.
Правило: обычно изменяется главное по смыслу слово.

1. Mother-in-law —
2. Passer-by —
3. Grown-up —
4. Forget-me-not —
5. Editor-in-chief —
6. Man-of-war —
7. Toothbrush —
8. Boyfriend —
9. Merry-go-round —

10. Stepfather —

Part 4. Nouns used only in Singular / Plural

Задание 4. Выберите правильный вариант (is / are).

1. The news (is / are) very shocking.
2. My trousers (is / are) too tight. I need to buy a new pair.
3. Mathematics (is / are) my favorite subject.
4. The police (is / are) investigating the crime.
5. Scissors (is / are) on the table.
6. His advice (was / were) very helpful.
7. These goods (comes / come) from China.
8. Money (doesn't / don't) grow on trees.

Part 5. Irregular Plurals & Spelling

Задание 5. Исправьте ошибки в предложениях (каждое предложение содержит одну ошибку в форме множественного числа).

1. There are many **deers** in the forest near Berlin.
2. I bought two **loafs** of bread.
3. She has three **childs**.
4. The **thiefs** were caught by the police.
5. These **phenomenons** are difficult to explain.
6. I need to clean my **tooths**.
7. Look at those **mouse** in the lab!
8. The **crisis** in the region are becoming worse.

Part 6. Translation Practice

Задание 6. Переведите на английский язык, обращая внимание на число существительных.

1. Эти данные очень важны для моего исследования.
2. У неё две дочери и три сына.
3. Мои очки сломаны (broken). Мне нужны новые.
4. В современном мире мыши (компьютерные) заменили (replaced) многие устройства.
5. Люди (народы) разных стран должны сотрудничать.
6. Это редкое явление (phenomenon).
7. У меня болят ноги (feet) после прогулки.

Part 7. Creative Task

Задание 7. Найдите и выпишите все существительные во множественном числе из текста. Объясните, почему некоторые существительные не изменили форму.

Text:
In modern **cities**, architects face many **challenges**. They use complex **formulas** to calculate the

safety of **skyscrapers**. Interestingly, **sheep** are sometimes used to maintain grass on green roofs. Meanwhile, in **laboratories**, **scientists** study **phenomena** such as climate change. Their **analyses** show that we need to change our **lifestyles**. Different **countries** are implementing new **policies**, but the **media** often focus on negative **aspects**.

Практическое занятие 30 Заболевания и их лечение.

Task 1: Vocabulary Matching

Match the symptom (1-10) with the correct disease/condition (A-J).

Symptom	Condition
1. A high temperature, sore throat, and cough.	A. A broken leg
2. A painful, red, swollen area on the skin, often with pus.	B. Food poisoning
3. Sudden pain in the lower right part of the belly.	C. The flu (influenza)
4. Cannot stop sneezing, itchy eyes, especially in spring.	D. An abscess
5. Vomiting and diarrhoea after eating bad food.	E. Appendicitis
6. A bone is out of its normal position in a joint (e.g., shoulder).	F. Asthma
7. A crack in a bone after a fall.	G. An allergy / Hay fever
8. Difficulty breathing, wheezing, and a tight chest.	H. A dislocation
9. A severe headache, sensitivity to light, and nausea.	I. A fracture
10. Pain in the throat when swallowing.	J. Migraine

Answers: 1-C, 2-D, 3-E, 4-G, 5-B, 6-H, 7-I, 8-F, 9-J, 10-(Sore throat – not listed, but good for discussion)

Task 2: Grammar in Context – Giving Advice

Read the situations below. Use *should / shouldn't* or *must / mustn't* to give advice.

1. **Patient:** I have a terrible toothache.
   Dentist: You _____ (see) a dentist immediately. You _____ (eat) sweets until it is fixed.
2. **Patient:** I think I have a sprained ankle. It's swollen.
   Doctor: You _____ (apply) ice to it. You _____ (walk) on it for the next 24 hours.
3. **Patient:** I have a high fever and I feel dizzy.
   Nurse: You _____ (take) paracetamol. You _____ (go) to work today; you need to rest.

Task 3: Reading Comprehension – At the Pharmacy

Read the dialogue and answer the questions.

Pharmacist: Good morning. How can I help you?
Customer: Hi. I feel terrible. I think I've caught a cold. I have a runny nose, a headache, and I've been coughing all night.
Pharmacist: I see. Do you have a fever?
Customer: No, I don't think so. I took my temperature this morning, and it was normal.

Pharmacist: Okay. For the cough, I recommend this syrup. Take 10 milliliters three times a day. For the blocked nose, these nasal sprays are very effective. Also, drink plenty of water and get some rest. If your symptoms get worse or you develop a fever, you should see a doctor.
Customer: Thank you. Does this syrup cause drowsiness?
Pharmacist: Yes, it does. You mustn't drive or operate machinery after taking it.

Questions:

1. What are the customer's symptoms?
2. Does the customer have a fever?
3. How often should the customer take the cough syrup?
4. What advice does the pharmacist give besides the medicine?
5. Why shouldn't the customer drive after taking the syrup?

Task 4: Speaking / Role-Play

In pairs, act out the following situations.

Student A: You are the *patient*. Choose one of the cards below.
Student B: You are the *doctor*. Ask questions to find out the problem. Give advice and prescribe treatment.

Patient Cards:

- **Card 1:** You have a bad stomachache. You think it was the seafood you ate last night. You feel nauseous.
- **Card 2:** You fell while playing sports. Your wrist hurts a lot, and it looks swollen. You can't move it.
- **Card 3:** You have a sore throat and a fever. You have an important exam tomorrow, but you feel too weak to study.

Useful Language for the Doctor:

- *What seems to be the problem?*
- *How long have you had this?*
- *Does it hurt when I touch here?*
- *You should... / You need to...*
- *I'm going to prescribe you...*

Task 5: Listening / Video Task (Homework)

Watch a short video clip (e.g., a scene from a hospital drama like *Casualty* or a health awareness video on YouTube). Answer the following:

1. What was the patient's main complaint?
2. What was the diagnosis?
3. What treatment did the doctor suggest (surgery, medicine, rest)?

Task 6: Writing – Medical History Form

Fill out this form for yourself (or an imaginary person). Use the Present Perfect tense to describe your medical history.

Patient Information Form

Name: _____

Current Symptoms: (What is bothering you now?)

Medical History:

- **Have you ever had surgery?**
  Yes, I _____ *(have) surgery on my* _____ *in [year].*
  No, I _____ *(never / have) surgery.*
- **Have you ever had any serious illnesses?**
  _____
- **Are you allergic to any medications?**
  _____

Практическое занятие 31 Простое прошедшее время

Блок 1: Правильные глаголы (Regular Verbs)

Задание 1. Напишите вторую форму глаголов и распределите их по колонкам в зависимости от произношения окончания -ed.
to play, to watch, to visit, to study, to stop, to dance, to work, to decide, to stay, to travel.

/t/ (глухой)	/d/ (звонкий)	/ɪd/ (доп. слог)
worked	played	visited
watched	*studied*	*decided*
stopped	*stayed*	*traveled*
danced		

Задание 2. Раскройте скобки, поставив глагол в Past Simple.

1. I (watch) _____ a very interesting film yesterday.
2. She (study) _____ French at university last year.
3. They (stop) _____ the car near the park.
4. He (travel) _____ to Japan in 2019.
5. We (plan) _____ our vacation carefully.

Блок 2: Неправильные глаголы (Irregular Verbs)

Задание 3. Заполните таблицу тремя формами. (Проверка знания списка неправильных глаголов).

Infinitive	Past Simple (V2)	Перевод
to be	was / were	быть
to go	_____	идти
to have	_____	иметь
to write	_____	писать
to read	_____	читать
to see	_____	видеть
to buy	_____	покупать
to understand	_____	понимать

Задание 4. Вставьте подходящий по смыслу неправильный глагол из таблицы (в правильной форме).

1. I _____ a new phone yesterday. (buy)
2. She _____ the book in one day. (read)
3. We _____ to the cinema last night. (go)
4. He _____ a headache after the exam. (have)
5. They _____ the instructions very well. (understand)

Блок 3: Отрицательные и вопросительные предложения

Задание 5. Переделайте утвердительные предложения в отрицательные, используя *did not (didn't)*.

1. She came to the party. -> She _____ to the party.
2. We liked the food. -> We _____ the food.
3. He bought a ticket. -> He _____ a ticket.
4. They were happy. -> They _____ happy. (*Внимание: для глагола to be отрицание строится без did*).

Задание 6. Задайте общие вопросы (Yes/No questions) к предложениям и дайте краткий утвердительный или отрицательный ответ.

1. (You / visit / your grandparents) last weekend?
   Question: Did you visit your grandparents?
   Answer: Yes, _____ . / No, _____ .
2. (She / be / at home) yesterday morning?
   Question: _____ ?
   Answer: No, _____ .

Задание 7. Составьте специальные вопросы (Wh-questions). Используйте слова: Where, When, What, Why.

1. I went *to the library* after classes. (Where)
   Where did you go after classes?
2. She arrived *at 7 pm*. (When)
   _____?
3. He bought *a new laptop*. (What)
   _____?
4. They were late *because the bus didn't come*. (Why)
   _____?

Блок 4: Контекстные задания (Работа с текстом и связная речь)

Задание 8. Прочитайте текст. Вставьте глаголы в Past Simple (правильные и неправильные).

My First Day at University
Last September, I (1) _____ (start) my first year at the university. I (2) _____ (be) very nervous because I (3) _____ (not / know) anyone. I (4) _____ (wake up) early, (5) _____ (put on) my new jacket, and (6) _____ (go) to the main building. When I (7) _____ (enter) the classroom, I (8) _____ (see) a lot of new faces. During the break, I (9) _____ (meet) a friendly guy named Mike. We (10) _____ (have) lunch together and (11) _____ (talk) about our favorite music. I (12) _____ (feel) much better after that.

Задание 9. Ответьте на вопросы по тексту полными предложениями.

1. When did the author start university?
   _____.
2. Why was the author nervous?
   _____.
3. Who did the author meet during the break?
   _____.
4. Did the author feel better after lunch?
   _____.

Задание 10. Speaking / Writing: «Выходной мечты» (Dream Weekend).
Опишите, как вы провели прошлые выходные. Используйте Past Simple. Напишите 5-7 предложений. Используйте слова-маркеры: yesterday, last Saturday, in the morning, then, later, finally.

План:

1. Где вы были? (I was... / I went to...)
2. Что делали? (I visited..., I watched..., I met...)
3. Что ели/пили? (I had..., I drank...)
4. Какие эмоции испытывали? (I liked..., I enjoyed..., I felt...)

Практическое занятие 32 правильные и неправильные глаголы

Part 1. Warm-up: Three Forms (Base Form – Past Simple – Past Participle)

*Заполните таблицу. Если глагол правильный, добавьте окончание **-ed**. Если неправильный, напишите формы.*

Base Form	Past Simple	Past Participle	Translation (Russian)
to be	was/were	been	
to work			
to go			
to write			
to play			
to see			
to study			

Base Form	Past Simple	Past Participle	Translation (Russian)
to break			
to stop			
to speak			

Part 2. Grouping: -ed Pronunciation

*Разделите правильные глаголы из задания 1 на 3 группы в зависимости от произношения окончания **-ed**.*

/t/ (voiceless: worked, stopped)	/d/ (voiced: played, studied)	/ɪd/ (after t, d: wanted, needed)
1.	1.	1.
2.	2.	2.

Part 3. Grammar Drill: Past Simple vs. Present Perfect

Раскройте скобки, выбрав правильную форму глагола (правильную или неправильную).

1. Yesterday I _____ (to watch) a very interesting film.
2. She has never _____ (to be) to London.
3. They _____ (to build) this house in 1995.
4. I _____ (to lose) my keys. I can't open the door.
5. He _____ (to stop) smoking two years ago.
6. We have already _____ (to do) our homework.
7. Shakespeare _____ (to write) many sonnets.

Part 4. Error Correction

В каждом предложении есть ошибка в употреблении глагола. Найдите и исправьте её.

1. Last summer I *goed* to the seaside.
2. She has *buy* a new car recently.
3. When did you *taked* this photo?
4. He *speaked* to the professor after the lecture.
5. I *didn't went* to the party yesterday.

Part 5. Translation (Russian → English)

Переведите предложения на английский, обращая внимание на правильные и неправильные глаголы.

1. Вчера я работал в библиотеке до 8 вечера.
2. Я никогда не видел такого красивого заката (sunset).
3. Она прочитала эту книгу на прошлой неделе.
4. Мы уже обсудили этот вопрос (issue).
5. Кто разбил (to break) это окно?

Part 6. Reading and Retelling (Contextual Use)

Прочитайте текст. Выпишите все неправильные глаголы в три формы (которые встречаются в тексте), и все правильные глаголы с окончанием ***-ed.***

A Terrible Day

Yesterday was a terrible day for Tom. He *woke up* late because he *forgot* to set the alarm clock. He *ran* to the kitchen but *spilt* (spilled) his coffee on his new shirt. He *changed* his clothes quickly and *left* the house. Unfortunately, he *missed* the bus. When he finally *arrived* at the office, his boss *was* very angry. Tom *apologized* and *promised* to be more careful. In the evening, he *felt* very tired and *decided* to go to bed early.

Task:

1. **Irregular Verbs:** find 5+ verbs. (Example: wake – woke – woken)
2. **Regular Verbs:** find 5+ verbs that end with **-ed**. Write their initial form (V1).

Практическое занятие 33 used to + Infinitive structure

Exercise 1: Theory Check & Form

Task: Complete the rules and the table.

1. We use **"used to + infinitive"** to talk about:
   - Past _____ (habits/states) that are no longer true.
   - Past _____ (actions/situations) that are no longer true.
2. What is the negative form? _____
3. What is the question form? _____

	Subject	Auxiliary/	Verb
+	I / He / They	used to	_____
-	I / He / They	_____	live
?	_____	he	_____

Exercise 2: Correct the Mistakes

Task: Find and correct the error in each sentence. Not all sentences are incorrect.

1. I **used to going** to the gym every day, but now I prefer running in the park.
2. Did you **used to** play a musical instrument when you were at school?
3. She **used to be** very shy, but now she works as a sales manager.
4. We didn't **used to** have a dishwasher, so we washed everything by hand.
5. Where **used you to** live before you moved to this city?

Exercise 3: Choose the Correct Option

Task: Circle the correct option to complete each sentence.

1. When I was a child, I **would / used to / would to** believe in magic.

2. My grandfather **used to smoke / would smoke / was used to smoking** 20 cigarettes a day before he quit.
3. Last summer, we **would go / used to go / went** to the beach every weekend.
4. He **would always / used to always / was always** be late for meetings, which was very annoying.
5. I **didn't use to / wouldn't / wasn't used to** like classical music, but now I love it.

Exercise 4: From Student Life to University Life

Task: Complete the sentences about the transition from school to university. Use **"used to"** or the **Past Simple** (if it happened only once or at a specific time).

1. I _____ (wake up) at 7:00 AM sharp in high school, but now my first lecture is at 10:00.
2. Last week, I _____ (have) three exams in one day.
3. In secondary school, teachers _____ (check) our homework every day.
4. I _____ (not / live) alone before I entered the university dormitory.
5. When I _____ (be) in my final year of school, I _____ (spend) hours preparing for the entrance exams.

Exercise 5: Transformation

Task: Rewrite the sentences using **"used to"** to emphasize the contrast between the past and the present.

1. **Now:** I commute by metro.
   Past (10 years ago): I rode a bicycle everywhere.
   → *I used to ride a bicycle everywhere.*
2. **Now:** My sister is a vegan.
   Past: She ate meat and dairy products.
   → _____
3. **Now:** We have smartphones with internet.
   Past (in the 1990s): People didn't have access to the internet at home.
   → _____
4. **Now:** I work as a software developer.
   Past: I worked as a waiter during my gap year.
   → _____
5. **Now:** Students communicate via email and messengers.
   Past: They communicated by writing letters.
   → _____

Exercise 6: Speaking/Writing Practice

Task: Answer the following questions in full sentences. Use **"used to"** where appropriate. Write a short paragraph (5-7 sentences) or prepare to discuss in pairs.

1. **Childhood:** What did you use to do for fun when you were a child that you don't do now?
2. **Technology:** What technology did you use to have that seems outdated now?
3. **Taste:** Is there a food or type of music you didn't use to like but now you enjoy?
4. **Lifestyle:** How did your daily routine use to be different before you started university?
5. **Hometown:** How did your hometown use to look or feel compared to today?

Практическое занятие 34 виды путешествий Почему и как люди путешествуют

Task 1: Vocabulary Building & Mind Mapping

Objective: To classify and expand vocabulary related to travel.

1.1. Brainstorming:
In groups of 3-4, create a mind map with the central topic **"Travel."** Divide your map into three branches:

- **Reasons (Why?):** (e.g., education, relaxation, adventure)
- **Types (What kind?):** (e.g., solo, backpacking, luxury, eco-tourism)
- **Modes (How?):** (e.g., by plane, hitchhiking, cruise)

1.2. Matching Activity:
Match the type of traveler (1-6) with their primary motivation (A-F).

Traveler	Motivation
1. **Backpacker**	A. To minimize their environmental impact while exploring nature.
2. **Business traveler**	B. To attend meetings, conferences, and network with colleagues.
3. **Eco-tourist**	C. To explore a destination on a tight budget, often staying in hostels.
4. **Gap year traveler**	D. To disconnect from daily stress and be pampered in a resort.
5. **Wellness seeker**	E. To gain life experience and skills before starting university or a career.
6. **Luxury traveler**	F. To participate in yoga retreats, spa treatments, and detox programs.

Task 2: Reading & Comprehension

Objective: To practice skimming and scanning for specific information.

Read the text and answer the questions below.

The Evolution of Travel

In the 21st century, travel is more accessible than ever before, yet the reasons people pack their bags are as diverse as humanity itself. While the traditional holiday—a two-week beach vacation—remains popular, modern motivations have expanded dramatically.

One significant shift is the rise of **experiential travel**. Instead of merely sightseeing, people seek immersion. They want to cook with a local family in Tuscany, learn traditional weaving in Peru, or volunteer on a conservation project in South Africa. The goal is not just to see a place, but to understand it.

Furthermore, the digital revolution has created a new category: the **digital nomad**. Armed with only a laptop and a strong Wi-Fi connection, these individuals have decoupled work from a fixed location. They travel not for a brief escape, but as a lifestyle, often staying in destinations for months at a time.

On the other end of the spectrum, there is a growing awareness of **overtourism** and its impact on popular destinations like Venice or Barcelona. This has led to a counter-movement advocating for **slow travel**—taking trains instead of planes, staying longer in one place to reduce carbon footprint, and supporting local economies rather than international hotel chains.

Comprehension Questions:

1. According to the text, what is the main difference between "experiential travel" and a "traditional holiday"?
2. How has technology influenced the way some people travel?
3. What problem is associated with "overtourism"?
4. What are two principles of "slow travel" mentioned in the text?
5. **Vocabulary in context:** Find a word or phrase in the text that means:
    - *to separate or disconnect (paragraph 3)*: _____
    - *a short, quick trip (paragraph 4)*: _____

Task 3: Listening & Note-Taking

Objective: To develop listening skills using authentic content.

Instructions: Your teacher will play a short video or audio clip (e.g., a TED Talk excerpt about the psychology of travel, or a podcast episode about a specific journey).

- **Before listening:** Predict three reasons the speaker might mention for why people travel.
- **While listening:** Take notes using the **Cornell Method**. Divide your page into two columns: **Key Ideas/Reasons** (left) and **Details/Examples** (right).
- **After listening:** Write a one-paragraph summary of the speaker's main argument.

(Alternative: If no audio is available, students can interview each other for this task).

Task 4: Speaking & Discussion

Objective: To practice fluency, express opinions, and use target vocabulary.

4.1. Partner Discussion (Think-Pair-Share):
Discuss the following questions with a partner. Be prepared to share your partner's answers with the class.

1. What is the most memorable trip you have ever taken? What made it memorable—the destination, the company, or the reason for going?
2. If you had unlimited time and money, what type of travel would you choose (e.g., luxury cruise, round-the-world backpacking, space tourism)? Why?
3. Agree or disagree: "How you travel is more important than where you travel." Justify your opinion.

4.2. Role-Play: "The Travel Agency"

- **Student A:** You are a travel agent. Your client is a first-year student who wants to travel during the summer break. They have a budget of $1,500 and one month. Ask them questions to understand their travel style (adventure? relaxation? cultural?) and suggest a suitable trip.
- **Student B:** You are a first-year student. You are unsure about what kind of trip to take. You are open to suggestions but want something meaningful and within your budget. Discuss your preferences with the travel agent.

Task 5: Writing

Objective: To practice structured writing and persuasive argumentation.

Choose ONE of the following prompts. Write 180-220 words.

Option A: An Opinion Essay

"The best way to understand a culture is to live like a local, not to act like a tourist."

To what extent do you agree or disagree with this statement? Provide reasons and examples to support your opinion. Use at least 3 vocabulary words from Task 1.

Option B: A Personal Narrative (Blog Post)

Write a short blog post titled **"My Ideal Journey."**

Describe a journey you dream of taking. Explain:

- Where you would go and why.
- Who you would go with (or why you would go alone).
- What type of traveler you would be (e.g., eco-tourist, adventurer).
- What you hope to gain from the experience.

Практическое занятие 35 Путешествие на поезде

Part 1. Vocabulary: Types of Trains & Infrastructure

Задание 1. Match the word with its definition.

Word	Definition
1. Platform	A. A person who checks tickets on the train.
2. Timetable	B. The place at the station where you buy tickets.
3. Ticket office	C. The place where you wait for the train to arrive.
4. Carriage	D. A list of departure and arrival times.
5. Conductor	E. A single trip on a train (e.g., Moscow to St. Petersburg).
6. Journey	F. A separate section of the train where passengers sit.

Задание 2. Fill in the gaps with the correct word.
(sleeping car, single ticket, luggage rack, delay, change trains)

1. I don't want to go back, so I'll buy a _____ (one-way).
2. If you want to go from Berlin to Paris, you have to _____ in Frankfurt.
3. My train was 2 hours late due to a technical _____.
4. I have a heavy suitcase; I hope there is a large _____ in the compartment.
5. To save money on accommodation, we booked a _____ for the overnight trip.

Part 2. Grammar: Choosing the Right Tense

Задание 3. Open the brackets using Present Perfect or Past Simple.

1. I _____ (never / travel) by high-speed train before.
2. We _____ (arrive) at the station at 7:30 AM yesterday.
3. She _____ (already / buy) the tickets online.
4. They _____ (spend) their last vacation traveling across Europe by rail.
5. He is not here; he _____ (just / leave) to catch the 5:20 train.

Задание 4. Future Forms. Choose the correct option (Will, Be going to, or Present Continuous).

1. Look at the dark clouds! It _____ (rain) soon.
2. The train _____ (depart) at 10:45 PM according to the schedule.
3. I don't want to walk. I _____ (take) a taxi to the station.
4. — Why did you buy so many snacks? — Because we _____ (have) a long 8-hour journey.

Part 3. Reading: "The Trans-Siberian Railway"

Read the text and answer the questions.

The Trans-Siberian Railway is the longest railway line in the world. It connects Moscow with the Far East, covering a distance of over 9,200 kilometers. The journey from Moscow to Vladivostok takes about 6 days and 7 nights without stopping. Many tourists choose this route not just for transportation, but for the experience. Passengers often spend time in the *platskart* (open sleeping cars) meeting new people, playing games, and watching the diverse landscapes change from forests to mountains. Although the journey is long, modern trains now offer Wi-Fi and comfortable dining cars. However, experienced travelers advise bringing your own food and a good book to stay comfortable.

Questions:

1. How long does the journey from Moscow to Vladivostok take?
2. Why do tourists choose this route?
3. What modern amenities are available on the trains?
4. What advice do experienced travelers give?

Part 4. Listening Comprehension (Read by the teacher)

Teacher reads the text once. Students mark the statements as True (T) or False (F).

Text:
Last summer, I decided to visit my grandmother in a small town. I booked a ticket on the night train. I had a lower berth in a second-class compartment. At first, it was noisy because there were children in the next compartment. However, after 10 PM, it became quiet. I woke up early in the morning because the conductor knocked on the door and offered tea. I looked out the window. The sunrise over the fields was beautiful. I felt relaxed and happy that I chose the train instead of the plane.

Statements:

1. The speaker flew to visit his grandmother. (F)
2. He had a lower berth. (T)
3. It was quiet the whole time. (F)

4. The conductor brought him coffee. (F / Tea)
5. The speaker regretted taking the train. (F)

Part 5. Speaking: Role-play "At the Railway Station"

Work in pairs. Student A is a ticket seller. Student B is a passenger.

Student A (Ticket Seller): You have information about trains.

- Train 101A: Departure 10:15, Platform 3, Arrival 14:30, Price 2,500 RUB.
- Train 205B: Departure 12:00, Platform 5, Arrival 17:45, Price 3,200 RUB (Fast train with meals).
- The next train to Paris is fully booked (sold out).

Student B (Passenger): You want to buy a ticket.

- You want to go to a city (choose: St. Petersburg or Paris).
- You prefer a morning departure.
- You want a window seat.
- You ask about the price and the platform.

Part 6. Writing: An Email

Задание. You are on a train. Write an email to your friend (100-120 words). Include:

- Where you are going and why.
- What you see outside the window.
- Who you are traveling with (or who you met).
- How you feel (bored, excited, tired).

Практическое занятие 36 Инфинитив, его формы; неопределенные местоимения

Блок 1: Инфинитив (The Infinitive)

Теоретическая справка:
Инфинитив — неличная форма глагола. В русском языке соответствует начальной форме (что делать? что сделать?).

- **Simple Infinitive (Active/Passive):** *to write / to be written* (действие одновременное с действием глагола или будущее).
- **Continuous Infinitive:** *to be writing* (действие в процессе, происходит прямо сейчас).
- **Perfect Infinitive (Active/Passive):** *to have written / to have been written* (действие предшествует действию глагола).

Упражнение 1. Раскройте скобки, используя нужную форму инфинитива (Simple, Continuous, Perfect).

1. I am glad (to introduce) to you. I've heard so much about you.
2. He seems (to read) since morning. His eyes are red.
3. She pretended (to read) the book before, because she knew the plot perfectly.
4. The patient seems (to examine) by the doctor now. Please wait outside.
5. I am sorry (to disturb) you yesterday, I didn't know you were busy.
6. This letter seems (to write) by a child. The handwriting is very clumsy.

Упражнение 2. Объектный падеж с инфинитивом (Complex Object) и субъектный (Complex Subject).
Перепишите предложения, используя инфинитивные конструкции.

1. I saw him. He crossed the street. -> I saw ...
2. They think that he is a talented musician. -> He is thought ...
3. I want my sister to buy this dress. (Составьте предложение с *want*).
4. It is believed that the delegation will arrive tomorrow. -> The delegation ...

Упражнение 3. Поставьте частицу “to” там, где необходимо.

1. Let me ... help you with this heavy bag.
2. I heard her ... sing a beautiful song.
3. You had better ... go to the doctor immediately.
4. She was made ... repeat the whole story.
5. I would rather ... stay at home tonight.

Блок 2: Неопределенные местоимения (Indefinite Pronouns)

Теоретическая справка:

- **Some / Any / No:** Some — в утвердительных предложениях и вежливых просьбах; Any — в вопросах и отрицаниях (означает «какой-нибудь», «никакой»); No — означает «никакой», делает предложение отрицательным.
- **Производные:** somebody (кто-то), anybody (кто-нибудь), nobody (никто); something (что-то), anything (что-нибудь), nothing (ничего); somewhere (где-то), anywhere (где-нибудь), nowhere (нигде).
- **Every / Every-:** everybody (все), everything (всё), everywhere (везде). Эти местоимения всегда согласуются с глаголом в единственном числе.

Упражнение 4. Вставьте some, any, no или их производные.

1. There is ... in the room. I can hear steps.
2. I’m sorry, but there is ... milk left. We need to buy ...
3. Can I have ... more coffee, please?
4. He is very unsociable. He has ... friends at all.
5. If ... calls, tell them I’ll be back in an hour.
6. She didn’t tell ... about her plans. It was a secret.

Упражнение 5. Переведите на английский язык, обращая внимание на инфинитив и местоимения.

1. Мне нечего сказать. Я никогда не видел этого человека.
2. Кто-нибудь знает, как добраться до станции? Это где-то рядом.
3. Она, кажется, пишет новую книгу сейчас (используйте *seems*).
4. Все хотят, чтобы их уважали (используйте *Complex Object: want smb to be...*).
5. Никто не помогал ему. Он сделал это сам.

Блок 3: Смешанные задания (Контроль усвоения)

Упражнение 6. Найдите и исправьте ошибки в предложениях.

1. I have no something to read.
2. She made me to cry.
3. He is known to be working on this problem for two years. (Проверьте форму инфинитива, если действие длится и началось в прошлом).
4. Anybody are ready for the test.
5. I want that you help me.

Упражнение 7. Творческое задание (Письмо).
Напишите 5-7 предложений о своих планах на будущее, используя:

- Инфинитив цели (*to + verb*).
- Конструкцию *I want / I would like* + инфинитив.
- Местоимения *something, somebody, everywhere, nothing*.

Практическое занятие 37 Неопределенные местоимения

1. Разминка: Классификация (Warm-up)

Задание: Распределите местоимения по трем колонкам: Люди (People), Вещи (Things), Места (Places).

Someone, Nobody, Anything, Anywhere, Everything, Somewhere, Nothing, Everyone, Something, Anybody.

People (Кто?) Things (Что?) Places (Где?)

---

2. Выберите правильный вариант (Multiple Choice)

Задание: Выберите правильное неопределенное местоимение.

1. I'm looking for my keys. Has **anyone / no one** seen them?
2. She lives **somewhere / anywhere** near the central park.
3. The box was empty. There was **nothing / anything** inside.
4. **Everybody / Nobody** is perfect. We all make mistakes.
5. Can I have **something / anything** to drink, please?
6. The party was great. **Everyone / Someone** was dancing.
7. I don't know **nobody / anybody** in this city.

---

3. Заполните пропуски (Fill in the gaps)

Задание: Вставьте *some, any, no* или их производные.

1. I'm so hungry. I need _____ to eat.
2. He lives in a small village. There's _____ interesting to do there.
3. Did you buy _____ fruits at the supermarket?
4. The room is silent. There is _____ in the room.
5. She is very secretive. She doesn't share _____ with her colleagues.
6. Theoretically, _____ can learn to code, but it takes time.
7. I've looked _____ for my glasses, but I can't find them.

---

4. Найдите и исправьте ошибки (Error Correction)

Задание: В каждом предложении есть одна ошибка. Найдите и исправьте ее.

1. *Nobody didn't come to the meeting yesterday.*
2. *I want to go anywhere warm for my vacation.*
3. *If anyone calls, tell them I'm busy, please.*
4. *There's anything strange about him. He is very normal.*
5. *We can go nowhere you like. I'm not in a hurry.*

---

5. Перевод (Translation)

Задание: Переведите предложения на английский язык.

1. Кто-нибудь знает, где находится библиотека?
2. Я никому не сказал об этом секрете.
3. Всё в порядке. Не волнуйся.
4. Есть что-нибудь интересное в этом журнале?
5. Никто не хочет смотреть этот фильм.

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6. Творческое задание (Creative Task)

Задание: Представьте, что вы очнулись на необитаемом острове. Напишите 5-7 предложений о том, что вы видите, что у вас есть, а чего нет. Используйте как можно больше неопределенных местоимений.

Пример начала:
*When I opened my eyes, I saw **something** shining in the sand. There was **nobody** around. I felt hungry because I had **nothing** to eat, but I decided to explore **somewhere** near the forest...*

Практическое занятие 38 Образование степеней сравнения наречий

Part 1. Theoretical Reminder (Теоретическая справка)

Наречия в английском языке, как и прилагательные, имеют три степени сравнения: положительную (Positive), сравнительную (Comparative) и превосходную (Superlative).

1. Односложные наречия и наречие *early*
(быстро, громко, рано и т.д.)

fast — faster — (the) fastest
hard — harder — (the) hardest
early — earlier — (the) earliest

2. Наречия, оканчивающиеся на *-ly* (двусложные и многосложные)
(осторожно, красиво, серьезно и т.д.)

carefully — more carefully — (the) most carefully
seriously — more seriously — (the) most seriously

3. Исключения

Положительная	Сравнительная	Превосходная
well (хорошо)	**better**	**(the) best**
badly (плохо)	**worse**	**(the) worst**
much (много)	**more**	**(the) most**
little (мало)	**less**	**(the) least**
far (далеко)	**farther** (расстояние) / **further** (время, доп. информация)	**(the) farthest / furthest**

Part 2. Exercises

Exercise 1. Form the comparative and superlative degrees. (Образуйте сравнительную и превосходную степени.)

1. Fast — _____ — _____
2. Quietly — _____ — _____
3. Badly — _____ — _____
4. Early — _____ — _____
5. Politely — _____ — _____
6. Much — _____ — _____
7. Loudly — _____ — _____
8. Well — _____ — _____

Exercise 2. Choose the correct option. (Выберите правильный вариант.)

1. Could you speak a little _____ (slowly / more slowly / most slowly)? I don't understand you.
2. Who runs _____ (fast / faster / the fastest) in your group?
3. Of all the students, Ann did her homework _____ (carefully / more carefully / the most carefully).
4. The weather changed _____ (suddenly / more suddenly / most suddenly) than we expected.
5. I can't hear you. Please speak _____ (loudly / louder / the loudest).
6. He worked _____ (hard / harder / the hardest) at the end of the semester.

Exercise 3. Open the brackets using the correct form of the adverb. (Раскройте скобки, используя нужную форму наречия.)

1. Tom arrived at the party _____ (early) than Mary.
2. She speaks French _____ (fluently) in our group.
3. This car goes _____ (fast) than that one.
4. I slept _____ (badly) yesterday than the day before.
5. Could you explain it _____ (clearly), please?
6. He studies _____ (hard) of all the students I know.

Exercise 4. Correct the mistakes. (Исправьте ошибки.)

1. She sings more beautiful than her sister.
2. He did the test most quickly than me.
3. My mother works more hard than my father.
4. Who speaks English the better in your class?
5. I can't understand you. Please speak more clear.

Exercise 5. Translation. (Переведите на английский язык.)

1. Он бегает быстрее всех в команде.
2. Пожалуйста, говорите медленнее, я ничего не понимаю.
3. Она танцует лучше всех.
4. Из-за пробок (traffic jams) я добрался до дома позже обычного (than usual).
5. Чем усерднее вы работаете, тем лучших результатов вы достигаете. *(Конструкция the + comparative, the + comparative)*

Практическое занятие 39-40 Наречия места

Task 1: Theory Check & Classification

Match the adverb to its correct category.

	Adverb	**Category (Direction, Position, Distance)**
1.	Abroad	
2.	Downstairs	
3.	Nowhere	
4.	Northwards	
5.	Here	
6.	Nearby	

Answers:

1. Abroad — Direction
2. Downstairs — Position
3. Nowhere — Position/Negative
4. Northwards — Direction
5. Here — Position
6. Nearby — Distance/Position

Task 2: Fill the Gaps (Basic)

Complete the sentences using the correct adverb of place from the box.

There, upstairs, everywhere, somewhere, outside, inside

1. I'm looking for my keys. I've looked _____, but I can't find them.
2. The weather is terrible. Let's stay _____.
3. The meeting room is _____ on the second floor.
4. Put the vase _____ on the shelf, not on the floor.
5. I feel like going _____ quiet for the weekend.
6. Hello? Is anybody _____? I need help!

Task 3: Word Order (Intermediate)

Rewrite the sentences correctly. Remember: Adverbs of place usually go after the verb or after the object (if there is one).

1. *The children / in the garden / are playing.*
   → _____
2. *I / my car / nearby / parked.*
   → _____
3. *He / to London / is moving / next month / back.*
   → _____
4. *She / her phone / cannot find / anywhere.*
   → _____
5. *We / a nice café / into / ran / downtown.*
   → _____

Task 4: Confusing Pairs (Intermediate)

Choose the correct word: *Hard / Hardly*, *Near / Nearly*, *High / Highly*.

1. He lives quite **near / nearly** to the university, so he walks every day.
2. It was **hard / hardly** raining when we left, just a light drizzle.
3. She threw the ball **high / highly** into the air.
4. I **hard / hardly** know him; we've only met once.
5. This is a **high / highly** respected journal in the field of linguistics.

Task 5: Translation from Russian into English (Advanced)

Translate the following sentences into English, paying attention to the adverbs of place.

1. Он повернул налево, а затем пошел прямо.
   → _____
2. Мои родители живут за границей, но я навещаю их там каждый год.
   → _____
3. Здесь очень шумно. Давай пойдем куда-нибудь в другое место.
   → _____
4. Ты не видел мои очки? Они должны быть где-то поблизости.
   → _____
5. Пожалуйста, оставайтесь там, где вы есть. Я приду к вам.
   → _____

Task 6: Error Correction (Advanced)

Find and correct the mistakes in these sentences. Some sentences are correct.

1. He threw the paper away in the bin.
   → _____
2. I looked everywhere for my wallet, but it was nowhere.
   → _____
3. She went to the kitchen upstairs to get a glass of water.
   → _____
4. We are going abroad to study next year.
   → _____
5. He put his hands in his pockets and went away.

Task 7: Creative Writing (Bonus)

Write a short paragraph (5–7 sentences) describing how to get from your university library to the nearest cafeteria. Use at least 5 different adverbs of place (e.g., *straight, left, right, upstairs, nearby, inside*).

Практическое занятие 41 Великобритания погода и климат

1. Warm-up: Weather Vocabulary

Match the words with their definitions. Translate the phrases into Russian.

1. Drizzle
2. Fog
3. Hail
4. Breeze
5. Humidity
6. Forecast
7. Mild

| A) Small balls of ice falling from the sky. |
| B) A light, gentle wind. |
| C) A weather prediction. |
| D) Light rain with very small drops. |
| E) Not too cold, not too hot; pleasant. |
| F) A thick cloud of water droplets close to the ground. |
| G) The amount of water vapor in the air. |

Answers: 1-D, 2-F, 3-A, 4-B, 5-G, 6-C, 7-E.

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2. Reading: "The British Weather Myth"

Read the text and answer the questions.

When people think of British weather, they often imagine constant rain, grey skies, and heavy fog. While it is true that the United Kingdom is known for its unpredictable weather, the reality is more complex.

The UK has a **temperate maritime climate**. This means winters are generally **mild** (rarely below 0°C in the south) and summers are **cool** (rarely above 30°C). The weather changes frequently due to the influence of the Atlantic Ocean and the Gulf Stream.

The main characteristic of British weather is **variability**. It is common to experience "four seasons in one day." You might wake up to sunshine, face rain by midday, and enjoy a windy afternoon. Rainfall is distributed fairly evenly throughout the year, but the west (like Wales and Scotland) tends to be much wetter than the east (like East Anglia).

Contrary to the stereotype, London receives less annual rainfall than Paris, Rome, or even New York. However, the sky is often **overcast**, which is why the British tend to talk about the weather so much—it is a safe and constantly changing topic for small talk.

True or False?

1. The UK has a tropical climate.
2. Winters in the UK are extremely cold with heavy snow everywhere.
3. The weather in the UK can change very quickly.
4. The western part of the UK is drier than the eastern part.
5. The British often discuss the weather as a form of social interaction.

Answer the questions:

1. What ocean influences the British climate?
2. What does the phrase "four seasons in one day" mean?
3. Why do the British often talk about the weather?

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3. Grammar: Present Simple vs. Present Continuous & Comparatives

Task 1: Choose the correct verb form.

1. It usually _____ (rains / is raining) a lot in Manchester in autumn.
2. Look outside! It _____ (snows / is snowing) heavily at the moment.
3. The climate in the UK _____ (is becoming / becomes) warmer due to global warming.
4. I _____ (think / am thinking) the weather is terrible today.

Task 2: Make comparisons using the adjectives in brackets.

1. The west of the UK is _____ (wet) than the east.
2. July is usually _____ (warm) month of the year in Britain.
3. The weather today is _____ (bad) than it was yesterday.

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4. Listening / Teacher-led Activity: "Weather Forecast"

Teacher reads the script (or plays an audio). Students fill in the gaps.

Script:
"Good morning, here is your weather forecast for the United Kingdom. Starting in Scotland, expect heavy (1) _____ in the north, with strong winds. The temperature will be around 5 degrees. In Northern Ireland, it will be mostly (2) _____ with some sunny spells. Moving to Wales, you will see a lot of (3) _____ in the morning, but it will clear up by noon. For England, the south coast will enjoy a (4) _____ and sunny day with temperatures reaching 22 degrees. However, in London and the southeast, expect (5) _____ skies and occasional drizzle."

Gap fill answers: (1) rain/showers, (2) cloudy, (3) fog, (4) warm/mild, (5) overcast.

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5. Speaking: Discussion Questions

Work in pairs or small groups. Discuss the following questions.

1. Do you agree with the stereotype that it always rains in the UK? Why do you think this stereotype exists?
2. What is the weather like in your country? Compare it to the climate in the UK (use comparative adjectives: *colder than, sunnier than, etc.*).
3. Why do you think British people are famous for talking about the weather?
4. If you visited the UK, what would you pack in your suitcase? Why?

6. Creative Writing / Role-play

Choose one of the tasks:

Option A (Letter):
You are a first-year student from Russia studying in London. Write a short email to your family back home (150-180 words). Describe:

- What the weather is like today.
- How it is different from the climate in your hometown.
- What you usually wear to deal with the weather.

Option B (Dialogue):
Create a dialogue between two British people waiting at a bus stop. They must have a conversation *about the weather* using the following phrases:

- "Lovely day, isn't it?"
- "I can't believe it's raining again."
- "They said it would be sunny on the forecast."
- "You'd better take an umbrella."

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7. Bonus: Idioms

Match the weather idioms with their meanings.

Idiom	Meaning
1. To be under the weather	A) To save money for a difficult time
2. To rain cats and dogs	B) To feel ill or unwell
3. To have a face like thunder	C) To look very angry
4. To save for a rainy day	D) To rain very heavily

Практическое занятие 42 Государственное устройство Великобритании

Exercise 1: Key Vocabulary Matching

Match the term on the left with its correct definition on the right.

Term	Definition
1. Constitutional Monarchy	A. The upper house of Parliament, consisting of appointed members.
2. The House of Lords	B. A system where a monarch is the head of state but their powers are limited by law.
3. The House of Commons	C. The official residence and office of the Prime Minister in London.
4. The Cabinet	D. The lower house of Parliament, made up of elected Members of Parliament (MPs).
5. 10 Downing Street	E. A group of senior ministers chosen by the Prime Minister to make key decisions.

Term	Definition
6. Devolution	F. The process of transferring power from central government to local bodies (e.g., Scotland, Wales).

Answers: 1-B, 2-A, 3-D, 4-E, 5-C, 6-F

Exercise 2: Reading Comprehension

Read the text and answer the questions below.

The United Kingdom: A Constitutional Monarchy
The United Kingdom is a constitutional monarchy. This means that the official head of state is the Sovereign (the King or Queen), but the ability to make and pass legislation belongs to the elected Parliament.
Parliament is the supreme legislative body and consists of three parts: the Sovereign, the House of Lords, and the House of Commons.
The **House of Commons** is the most powerful of the two chambers. It has 650 Members of Parliament (MPs) who are elected by the public every five years. The leader of the party with the majority of seats becomes the **Prime Minister (PM)** .
The **House of Lords** is composed of life peers, bishops, and hereditary peers. Its main role is to review and amend bills passed by the Commons. Although it cannot permanently stop legislation, it acts as a revising chamber.
The **Prime Minister** is the head of government. The PM resides and works at 10 Downing Street. The PM chooses a team of ministers, known as the **Cabinet**, who are responsible for specific government departments (e.g., Health, Education).

Questions:

1. Who is the official head of state in the UK?
2. Which house of Parliament is elected by the people?
3. What is the main function of the House of Lords?
4. Where does the Prime Minister live?
5. What is the "Cabinet"?

Exercise 3: Grammar Focus (The Passive Voice)

The political system is often described using the passive voice. Rewrite the following sentences in the passive form.

1. **Active:** The public elects 650 Members of Parliament every five years.
   Passive: 650 Members of Parliament _____.
2. **Active:** The Prime Minister appoints the Cabinet ministers.
   Passive: The Cabinet ministers _____.
3. **Active:** They do not elect the House of Lords by public vote.
   Passive: The House of Lords _____.
4. **Active:** The monarch opens Parliament with a ceremonial speech.
   Passive: Parliament _____ with a ceremonial speech.

Exercise 4: Fill in the Gaps (Articles: a/an, the, or zero article)

*Politics in the UK uses specific articles. Fill in the gaps with **the** where necessary, or leave blank (-).*

1. King Charles III is _____ monarch of _____ United Kingdom.
2. She wants to become _____ Member of Parliament (MP).
3. _____ House of Commons is currently debating _____ new law on education.
4. He works as _____ civil servant in _____ Cabinet Office.
5. Scotland has its own parliament due to _____ devolution.

Exercise 5: Speaking / Discussion

Discuss the following questions in small groups or pairs. Use the vocabulary from Exercise 1.

1. **Comparison:** How is the political system of the UK different from the political system of your home country? (Consider the role of the President vs. Monarch, number of houses, etc.)
2. **Debate:** The House of Lords is unelected. In a modern democracy, do you think it is fair that people inherit seats (hereditary peers) or are appointed (life peers) to make laws? Why or why not?
3. **Role Play:** Imagine you are the Prime Minister. You need to choose a Cabinet. Which departments (Health, Economy, Defense, Environment) are most important right now and why?

Exercise 6: Crossword Puzzle

Solve the crossword using the clues below.

Across:
2. The official home of the Prime Minister (Number + Street).
4. The head of government.
5. The upper house of Parliament.

Down:

1. The head of state (King or Queen).
2. The lower house of Parliament.

Практическое занятие 43 Великобритания экономика; достопримечательности

Assignment 1: Reading & Comprehension

Topic: The Structure of the UK Economy

Task 1: Read the text.

The economy of the United Kingdom is one of the largest and most globalized in the world. Traditionally, the UK was the birthplace of the Industrial Revolution, relying heavily on heavy industry such as coal mining, steel production, and shipbuilding. However, over the last 50 years, the economy has undergone a dramatic structural transformation.

Today, the **service sector** dominates, accounting for approximately 80% of the country's Gross Domestic Product (GDP). This sector includes financial services, centered in London (the City of London), as well as insurance, tourism, and creative industries like film and music production. London is widely considered the world's leading financial center alongside New York.

Although its role has diminished, **manufacturing** remains a significant part of the economy. The UK is a leader in aerospace, pharmaceuticals, and the automotive industry. Major companies like Rolls-Royce (aerospace) and AstraZeneca (pharmaceuticals) are global leaders.

Task 2: Answer the questions (Written form).

1. What industries was the UK economy traditionally based on?
2. What is the largest sector in the UK economy today? What percentage of GDP does it represent?
3. Name two sub-sectors within the service sector mentioned in the text.
4. Besides services, what other two sectors remain significant?
5. Why is London significant in the global economy?

Task 3: Vocabulary Match.
Match the word on the left with its definition on the right.

Word	Definition
1. GDP	A. The process of making products using machinery
2. Manufacturing	B. The total value of goods and services produced by a country
3. Aerospace	C. The industry concerned with the design and building of aircraft
4. Globalized	D. Connected to the economies of countries around the world

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Assignment 2: Listening & Speaking (Role-play)

Topic: Planning a Trip to UK Sightseeing

Task 1: Listen to the descriptions (Teacher reads or students read aloud).
Match the landmark to its description.

Landmark	Description
A. Stonehenge	1. A historic castle in London where the British monarch resides. It is known for the Changing of the Guard ceremony.
B. The Tower of London	2. A prehistoric monument in Wiltshire consisting of a ring of standing stones. Its purpose remains a mystery.
C. The British Museum	3. A royal fortress and former prison. It houses the Crown Jewels.
D. Buckingham Palace	4. A museum dedicated to human history and culture. It is famous for the Rosetta Stone.

Task 2: Role-play (Pair work).
Student A: You are a **travel agent**. A foreign student wants to visit the UK for 3 days with a budget of £500. You must suggest an itinerary including at least 3 famous sights and mention how to get there (e.g., by Tube, by bus).
Student B: You are a **tourist**. Ask questions about the prices, opening times, and why these sights are famous.

Assignment 3: Grammar & Writing

Topic: Comparing Economic Sectors / Describing Landmarks

Task 1: Comparative and Superlative Forms.
Complete the sentences using the correct form of the adjective in brackets.

1. The service sector is _____ (large) than the manufacturing sector in the UK.
2. London is _____ (expensive) city in the UK to live in, but it offers _____ (good) job opportunities.
3. Stonehenge is _____ (old) than Buckingham Palace.
4. The British Museum is one of _____ (visited) tourist attractions in London.
5. Aerospace is often considered _____ (important) industry for UK exports than agriculture.

Task 2: Writing (Short Essay).
Choose **one** of the following topics and write a short paragraph (100-150 words).

Option A: **"The Changing Face of the UK Economy"**
Describe how the UK economy has changed from the Industrial Revolution to the modern service-based economy.

Option B: **"A Must-See for a Tourist"**
Imagine a friend is visiting the UK for the first time. Describe one landmark (from the list above or a real one) and explain why they must see it. Use descriptive adjectives (historic, bustling, ancient, majestic).

Assignment 4: Critical Thinking & Discussion

Topic: Economy vs. Culture

Task 1: Group Discussion.
In groups of 3-4, discuss the following questions. Prepare to present your answers to the class.

1. **Economic Impact:** Many famous landmarks in the UK (e.g., The Tower of London, Edinburgh Castle) are managed by a charity called *Historic England* or *Historic Scotland*. Do you think it is right that tourists pay high entrance fees to see these places? Why or why not?
2. **Balance:** The UK economy relies heavily on the service sector (tourism and finance). Is it risky for a country to rely so much on one sector? What could go wrong?

Task 2: Project Idea (Homework).
Create a **"Business Card"** for a UK landmark.

- **Name:** (e.g., The Edinburgh Castle)
- **Location:**
- **Historical Fact:**
- **Economic Role:** (How does it make money? Jobs? Tourism revenue?)

Практическое занятие 44 Количественные и порядковые числительные; обозначение годов, дат, времени, периодов

Section 1: Cardinal vs. Ordinal Numbers

Task 1: Write the numbers in words.

1. 105 (cardinal) → _____
2. 22 (ordinal) → _____
3. 3,000 (cardinal) → _____
4. 12th (ordinal) → _____
5. 1,000,000 (cardinal) → _____
6. 53rd (ordinal) → _____

Task 2: Choose the correct form (cardinal or ordinal).

1. I have been here (three / third) times before.
2. This is the (five / fifth) cup of coffee I've had today.
3. She lives on the (nine / ninth) floor.
4. There are (twenty / twentieth) students in the group.
5. He celebrated his (thirty / thirtieth) birthday last week.

Section 2: Years

Task 3: Read the years aloud. Write how you say them.

1. 1066 → _____
2. 1945 → _____
3. 2001 → _____
4. 2023 → _____
5. 1900 → _____
6. 2010 → _____

Task 4: Match the year to its correct reading.

	Year	Reading
1.	1492	a) twenty twenty-five
2.	1804	b) nineteen ninety-nine
3.	1999	c) eighteen oh four
4.	2025	d) fourteen ninety-two

Section 3: Dates

Task 5: Write the dates in two ways (British & American).

Example: 01/04 → British: the first of April; American: April first

1. 05/07
   - British: _____
   - American: _____
2. 22/10
   - British: _____
   - American: _____
3. 12/03

- British: _____
- American: _____

Task 6: Write the full date (in British style) for these occasions.

1. New Year's Day → _____
2. Christmas Day → _____
3. Independence Day (USA) → _____
4. Your birthday → _____

Section 4: Time

Task 7: Write the time in words in two ways (digital & traditional).

Example: 7:15 → seven fifteen / quarter past seven

1. 9:30 → _____ / _____
2. 12:45 → _____ / _____
3. 4:05 → _____ / _____
4. 6:50 → _____ / _____
5. 11:00 → _____ / _____

Task 8: Choose the correct preposition (in, at, on).

1. The lesson starts _____ 9:00 AM.
2. I was born _____ 1998.
3. Let's meet _____ Friday evening.
4. She likes to study _____ the morning.
5. The concert is _____ July 15th.

Section 5: Periods and Centuries

Task 9: Write the centuries in words and as ordinal numbers.

1. 1901–2000 → the _____ century (____th)
2. 1801–1900 → the _____ century (____th)
3. 2001–2100 → the _____ century (____st)

Task 10: Translate/Complete the sentences with the correct numerals.

1. The Roman Empire fell in the **5th** century. → The Roman Empire fell in the _____ century. (write in words)
2. World War II lasted from 1939 to 1945. It was a _____-year war. (cardinal)
3. The course lasts for _____ (90) minutes.
4. I have a lecture at half _____ (8:30) on Mondays.

Section 6: Mixed Practice (Real-Life Context)

Task 11: Correct the mistakes in these sentences.

1. She was born in the twenty-first of March.
   → _____
2. The meeting is at 9:45 – that's quarter to ten.
   → _____
3. I live in the two hundred and fifty street.
   → _____
4. The castle was built in 12th century.
   → _____

Task 12: Write a short paragraph about yourself.
Include:

- Your year of birth
- Your birthday (date)
- What time your first class starts
- How many years you have been studying English

Практическое занятие 45 артикли с географическими названиями;

Part 1: Reference Table (Theory)

Before starting, remind students of the basic rule: **No article** (ØØ) for most singular countries, cities, and streets; **The** for plural countries, unions, and geographical features (rivers, mountain ranges, oceans, etc.).

Category	Use ØØ (No article)	Use The
Countries	France, Germany, Russia, Great Britain	The United States, The Netherlands, The Philippines, The UK
Cities	London, Paris, Moscow, New York	The Hague (exceptions: The Bronx)
Regions	Western Europe, Latin America	The Middle East, The Far East, The North (of a country)
Mountains	Mount Everest, Mount Fuji	The Alps, The Urals, The Rocky Mountains
Rivers	—	The Volga, The Thames, The Amazon, The Nile
Oceans/Seas	—	The Pacific Ocean, The Black Sea, The Mediterranean
Lakes	Lake Baikal, Lake Geneva	(Usually no article, except for groups: The Great Lakes)
Deserts	—	The Sahara, The Gobi Desert
Peninsulas/Bays	Kamchatka (peninsula)	The Balkans, The Gulf of Mexico

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Part 2: Fill in the blanks (Gap-fill)

Instructions: Fill in the gaps with **the** if necessary. If no article is needed, leave it blank (ØØ).

1. My dream is to climb _____ Mount Fuji one day.
2. _____ United Kingdom consists of England, Scotland, Wales, and Northern Ireland.
3. _____ Thames flows through London.
4. Last summer we went sailing on _____ Lake Geneva.
5. What is the longest river in _____ Europe?
6. She studied at _____ Moscow State University.

7. If you go to _____ Netherlands, you must visit Amsterdam.
8. _____ Baikal is the deepest lake in the world.
9. They spent their vacation in _____ Alps.
10. I have never been to _____ South America.

Part 3: Error Correction

Instructions: Each sentence below contains **one** mistake regarding the use of articles with geographical names. Find the mistake and correct it.

1. The Lake Baikal is a popular tourist destination in Siberia.
   - *Correction:* _____
2. We flew over Andes Mountains during our flight to Chile.
   - *Correction:* _____
3. The London is famous for its double-decker buses and parks.
   - *Correction:* _____
4. The Mount Everest is getting cleaner thanks to environmental efforts.
   - *Correction:* _____
5. Mississippi River is the second-longest river in North America.
   - *Correction:* _____
6. My brother lives in United States.
   - *Correction:* _____

Part 4: Choose the correct option (Multiple Choice)

Instructions: Circle the correct option (A, B, or C).

1. Which of these is correct?
   a) I live in Moscow.
   b) I live in the Moscow.
   c) I live in a Moscow.
2. _____ Sahara is the largest hot desert in the world.
   a) A
   b) The
   c) ØØ
3. St. Petersburg is often called _____ Venice of the North.
   a) the
   b) a
   c) ØØ
4. Have you ever swum in _____ Mediterranean Sea?
   a) ØØ
   b) a
   c) the
5. _____ Russia is the largest country in the world.
   a) The
   b) A
   c) ØØ

Part 5: Creative Translation / Situational Response

Instructions: Translate the following geographical names into English, using the correct article (or no article). Then, create a true sentence about yourself using that location.

1. **Россия** → _____
   - *Your sentence:* _____
2. **Черное море** → _____
   - *Your sentence:* _____
3. **Уральские горы** → _____
   - *Your sentence:* _____
4. **Озеро Байкал** → _____
   - *Your sentence:* _____
5. **Соединенные Штаты** → _____
   - *Your sentence:* _____

Практическое занятие 46 сравнительные обороты than, as…as, not so … as

Теоретическая справка (Warm-up)

1. **Степени сравнения + *than*** (чем)
   - Используется для выражения превосходства или неравенства.
   - *Формула:* прилагательное/наречие в сравнительной степени + **than**.
   - *Пример:* Moscow is **larger than** Tver.
2. **Конструкция *as … as*** (такой же … как)
   - Используется для выражения равенства.
   - *Формула:* **as** + прилагательное/наречие в положительной степени + **as**.
   - *Пример:* This book is **as interesting as** that one.
3. **Конструкция *not so … as / not as … as*** (не такой … как)
   - Используется для выражения неравенства (менее выраженное качество).
   - *Формула:* **not so / as** + прилагательное/наречие в положительной степени + **as**.
   - *Пример:* The weather today is **not so warm as** yesterday.

Задание 1. Вставьте пропущенное слово (than, as, so)

*Заполните пропуски, используя **than**, **as** или **so**.*

1. This problem is more difficult _____ I expected.
2. His new car is _____ fast _____ a sports car.
3. The test was _____ not _____ difficult _____ the previous one.
4. She speaks English much better _____ her brother.
5. My room is not _____ big _____ yours.
6. Living in a city is more expensive _____ living in a village.
7. This film is _____ exciting _____ the book was.
8. The weather is not _____ hot today _____ it was yesterday.

Задание 2. Исправьте ошибки (Correct the mistakes)

В каждом предложении есть одна грамматическая ошибка. Найдите и исправьте её.

1. John is more tall than his father.
2. This bag is not as heavy than that one.

3. She is as cleverer as her sister.
4. The prices in this shop are cheaper so in the supermarket.
5. This task is not so easy like the last one.
6. He drives more careful than me.

Задание 3. Сравните, используя as...as или not so...as (Compare)

Составьте предложения, используя данные слова. Поставьте прилагательное в нужную форму.

1. *English / difficult / Chinese.* (not so … as)
2. *My salary / high / yours.* (as … as)
3. *The first lecture / interesting / the second one.* (not so … as)
4. *Iron / strong / steel.* (not so … as — *подсказка: steel is stronger*)
5. *His knowledge of history / deep / mine.* (as … as)

Задание 4. Переведите на английский язык (Translation)

Обратите внимание на порядок слов в сравнительных конструкциях.

1. Это общежитие не такое современное, как главное здание университета.
2. Мой друг говорит по-французски лучше, чем я.
3. Этот экзамен такой же трудный, как и предыдущий.
4. Сегодня ветер сильнее, чем вчера.
5. Уровень безработицы в этом регионе не такой высокий, как на юге.

Задание 5. Творческое задание (Speaking / Writing)

Напишите 5 предложений, сравнивая:

1. **Жизнь в студенческом общежитии и жизнь дома** (используйте *than*).
2. **Два любимых фильма или книги** (используйте *as … as*).
3. **Ваши знания английского языка сейчас и в школе** (используйте *not so … as*).

Практическое занятие 47 Прошедшее продолжительное действие

1. Формирование навыка (Formation)

Задание 1. Поставьте глаголы в форму Past Continuous.
Open the brackets using the Past Continuous tense.

1. I _____ (read) a book at 7 PM yesterday.
2. They _____ (play) football when it started to rain.
3. She _____ (not / sleep) at midnight.
4. What _____ you _____ (do) at that moment?
5. The children _____ (make) a lot of noise.

Задание 2. Найдите ошибку.
Find and correct the mistake in each sentence.

1. He were walking to the station.
2. She was cook dinner when I came.
3. They was not working yesterday morning.
4. Was you listening to the teacher?

---

2. Употребление: Длительное действие vs. Прерванное действие

(Когда одно действие (Past Simple) прерывает другое (Past Continuous))

Задание 3. Соедините части предложений.
Match the beginnings with the endings.

Beginnings	Endings
1. I was walking home...	a. when she broke her glasses.
2. He was reading a newspaper...	b. when I saw a strange man.
3. She was reading a book...	c. when the phone rang.
4. They were having dinner...	d. when he fell asleep.

Задание 4. Раскройте скобки, используя Past Continuous или Past Simple.
Open the brackets using Past Continuous or Past Simple.

1. When I _____ (come) home, my mother _____ (cook) dinner.
2. He _____ (break) his leg while he _____ (play) rugby.
3. It _____ (start) to rain while we _____ (walk) in the park.
4. I _____ (not / see) her because I _____ (look) the other way.

---

3. Контекст: Описание сцены в прошлом

(Когда несколько действий происходили одновременно)

Задание 5. Опишите картинку (или вообразите сцену).
Describe the scene. Use Past Continuous to say what people were doing.

Пример: It was a beautiful morning. The sun was shining, the birds were singing, and people were doing different things.

Ваша задача: Представьте, что вы в парке вчера в 3 часа дня. Напишите 5 предложений о том, что делали люди.
Use: a man / read a newspaper; some children / play; a dog / run; I / sit; etc.

---

4. Вопросы и диалоги

Задание 6. Составьте вопросы в Past Continuous к данным ответам.
Make questions in Past Continuous.

1. **Q:** _____
   A: I was watching a horror film.
2. **Q:** _____
   A: She was crying because she lost her phone.

3. **Q:** _____
   A: At 5 PM yesterday, they were working in the garden.

Задание 7. Диалог. Восстановите реплики.
Complete the dialogue.

A: What _____ you _____ (do) yesterday at 6 PM? I called you, but you didn't answer.
B: Really? I _____ (have) a shower. Why?
A: I _____ (walk) near your house and I saw a strange car.
B: Strange? What _____ it _____ (do) there?
A: It _____ (park) right in front of your gate, and a man _____ (look) at your windows.

---

5. Продуктивное задание (Письмо/Речь)

Задание 8. Напишите короткую историю (100-150 слов).
Write a short story starting with the sentence below. Use at least 5 verbs in Past Continuous and 3 verbs in Past Simple.

Начало:
It was a cold winter evening. The wind was blowing strongly, and I was walking home when suddenly...

---

6. Тест (Быстрая проверка)

Выберите правильный вариант:

1. While I _____ to work, I _____ an accident.
   a) drove / was seeing
   b) was driving / saw
   c) drive / saw
2. They _____ tennis from 2 to 4 yesterday.
   a) were playing
   b) was playing
   c) played
3. She _____ when I _____ her.
   a) was sleeping / called
   b) slept / was calling
   c) were sleeping / called
4. What _____ at 10 am yesterday?
   a) did you do
   b) were you doing
   c) was you doing

Практическое занятие 48. Россия Географическое положение, климат, население.

Task 1: Vocabulary Matching

Objective: To familiarize students with key terminology.

Match the word on the left with its correct definition on the right.

Term	Definition
1. Diverse	A. The usual weather conditions in a region over a long period.
2. Archipelago	B. A group of islands.
3. Permafrost	C. The total number of people living in a country.
4. Climate	D. Very cold, dry, and unproductive (referring to land).
5. Population density	E. Including many different types (e.g., of people, landscapes).
6. Harsh	F. A layer of soil that is permanently frozen.
7. Arid	G. Severe, difficult to survive in (weather/conditions).
8. Urbanization	H. The number of people per square kilometer.
9. Temperate	I. The process of people moving from villages to cities.
10. Census	J. A moderate climate, neither very hot nor very cold.

Task 2: Reading Comprehension

Objective: To practice skimming and scanning for specific information.

Text: The Russian Federation

Russia is the largest country in the world, spanning over 17 million square kilometers. It stretches across two continents, Europe and Asia, covering 11 time zones. Its geographical position is unique; it is bordered by 18 countries and has coastlines on three oceans: the Arctic, the Pacific, and the Atlantic (via the Baltic and Black Seas).

Because of its vast territory, Russia's climate is extremely diverse. Most of the country has a continental climate, characterized by long, cold winters and short, warm summers. The northern regions, such as Siberia, experience a subarctic climate with permafrost, where temperatures can drop below -50°C. In contrast, the Black Sea coast has a humid subtropical climate, with mild winters and warm summers.

As of the latest estimates, the population of Russia is approximately 146 million people. However, the population is unevenly distributed. The majority of Russians live in the European part of the country, which accounts for about 25% of the territory but contains over 75% of the population. The Asian part (Siberia and the Far East) is sparsely populated. Russia is a multi-ethnic state, with over 190 ethnic groups. While ethnic Russians make up about 80% of the population, there are significant communities of Tatars, Ukrainians, Bashkirs, and many indigenous peoples of the North and Far East.

Questions:

1. How many time zones does Russia cover?
2. What type of climate is found on the Black Sea coast?
3. Why is the climate in Siberia described as "harsh"?
4. Why is the population distribution uneven in Russia?
5. Name three non-Russian ethnic groups mentioned in the text.

Task 3: Grammar Focus – Comparison of Adjectives

Objective: To practice comparative and superlative forms in the context of geography.

Complete the sentences using the correct form of the adjective in brackets.

1. Russia is _____ (large) country in the world.
2. The winters in Siberia are _____ (harsh) than those in Moscow.
3. The population density in the Far East is _____ (low) than in the Central Federal District.
4. Sochi has a _____ (warm) climate than Oymyakon.
5. The Ural Mountains are _____ (old) mountain range in the country.
6. The Volga River is _____ (long) river in Europe.
7. Living in the tundra is one of _____ (difficult) lifestyles due to the climate.

Task 4: Listening / Speaking – Interactive Map Description

Objective: To develop oral fluency and the ability to describe spatial relationships.

Activity: *Pair Work*

Student A: You have a map of Russia (can be a blank outline or mental image). Describe the geographical location of three major cities (Moscow, St. Petersburg, Vladivostok) and two natural features (Lake Baikal, the Caucasus Mountains) to your partner. Do not show them the map. Use prepositions of place.

- *Example: "Moscow is located in the western part of the country, on the Moskva River. Vladivostok is situated in the far southeast, on the coast of the Sea of Japan."*

Student B: Listen to your partner and draw the locations on your blank map. After they finish, swap roles.

Useful Language:

- *It is located in the north/south/west/east/central part.*
- *It borders…*
- *It is situated between… and…*
- *It stretches from … to …*

Task 5: Critical Thinking – Demographic Analysis

Objective: To practice analytical skills and writing paragraphs.

Study the data below and write a short paragraph (100-150 words) explaining the challenges Russia faces regarding its population.

Data Points:

- **Birth Rate:** Low (approx. 9-10 per 1000 people)
- **Death Rate:** High (approx. 12-13 per 1000 people)
- **Life Expectancy:** Lower for men (approx. 68 years) than for women (approx. 78 years).
- **Migration:** Internal migration from rural areas to cities (Moscow and St. Petersburg).
- **Urban/Rural:** 75% Urban, 25% Rural.

Prompt: Based on the data, what are the main demographic issues? Discuss the concepts of "natural decrease" (more deaths than births) and "urbanization."

Task 6: Project-Based Learning (Homework)

Objective: To synthesize information and practice presentation skills.

Task: Create a short digital poster or a 3-slide presentation comparing and contrasting one region of Russia (e.g., the Moscow Region, Siberia, or the North Caucasus) with another country or region of your choice.

Your poster/presentation must include:

1. **Geography:** Size, borders, and main landforms.
2. **Climate:** Average winter and summer temperatures.
3. **Population:** Population size, density, and main ethnicities.
4. **Conclusion:** Which region do you think has a higher "quality of life" and why?

Практическое занятие 49. Артикли с географическими названиями

Module: Articles with Geographical Names

Theory Reminder:
In English, the definite article **the** is used with:

- **Oceans, seas, rivers, canals:** *the Pacific Ocean, the Red Sea, the Nile, the Panama Canal.*
- **Mountain ranges:** *the Alps, the Urals.* (But not with single peaks: *Everest, Mount Fuji*).
- **Groups of islands:** *the Philippines, the Canary Islands.* (But not with single islands: *Sicily, Madagascar*).
- **Countries with plural names or keywords:** *the United States, the Netherlands, the United Kingdom.*
- **Deserts:** *the Sahara.*
- **Regions:** *the Middle East, the Far East.*

No article (Ø) is used with:

- **Most continents, countries, states, cities:** *Asia, France, Texas, Paris.*
- **Single islands:** *Java, Cuba.*
- **Single mountains:** *Mount Kilimanjaro.*
- **Lakes:** *Lake Baikal, Lake Geneva.*
- **Streets, squares, parks:** *Broadway, Trafalgar Square, Central Park.*

Exercise 1: Fill in the gaps

Insert *the* where necessary. If no article is needed, write *Ø*.

1. I have always wanted to visit _____ Lake Titicaca in _____ South America.
2. _____ United Kingdom consists of _____ Great Britain and _____ Northern Ireland.
3. _____ Volga is the longest river in _____ Europe.
4. Last year we went hiking in _____ Alps.
5. My dream is to sail across _____ Atlantic Ocean.
6. She comes from _____ Netherlands, but she lives in _____ Brussels now.
7. _____ Nile flows through several countries in _____ Africa.
8. They spent their vacation on _____ Madagascar.
9. _____ Mount Everest is located in _____ Himalayas.

10. I studied at _____ Oxford University.

Exercise 2: Correct the mistakes

Find and correct the mistakes in the following sentences. Some sentences are correct.

1. We flew over Lake Baikal. It was breathtaking.
2. The London is the capital of the Great Britain.
3. The Ben Nevis is the highest mountain in the UK.
4. They traveled across the Europe last summer.
5. The Red Sea is warmer than the Baltic Sea.
6. She wants to visit the Cuba someday.
7. The Philippines are a popular tourist destination.
8. Nile is the longest river in world.

Exercise 3: Choose the correct option

Circle the correct article (or absence thereof).

1. **(Ø / The)** Lake Superior is one of **(Ø / the)** Great Lakes in **(Ø / the)** North America.
2. My brother lives in **(Ø / the)** New York, but he works in **(Ø / the)** Manhattan.
3. **(Ø / The)** Crimea is a peninsula located on **(Ø / the)** Black Sea coast.
4. We flew from **(Ø / the)** Moscow to **(Ø / the)** Philippines via **(Ø / the)** Istanbul.
5. **(Ø / The)** Vatican City is the smallest country in **(Ø / the)** world.
6. Is **(Ø / the)** Geneva in **(Ø / the)** Switzerland?
7. The ship was sailing towards **(Ø / the)** Persian Gulf.
8. They spent two weeks in **(Ø / the)** Maldives.

Exercise 4: Translation / Transformation

Translate the geographical names in brackets into English, using the correct article.

1. **(Тихий океан)** _____ is deeper than **(Северный Ледовитый океан)** _____ .
2. My relatives live in **(Соединенных Штатах)** _____ .
3. **(Эльбрус)** _____ is the highest peak of **(Кавказские горы)** _____ .
4. Is **(Байкал)** _____ the deepest lake in the world?
5. We are planning a trip to **(Объединенные Арабские Эмираты)** _____ .

Exercise 5: Creative Task

Write 5 sentences about your dream journey. Use at least 10 geographical names with correct articles.

Example:

- *I want to travel across Ø Europe by train.*
- *I would like to swim in **the** Mediterranean Sea.*
- *I hope to visit **the** Louvre Museum in Ø Paris.*

Практическое занятие 59-60 прошедшее совершенное действие

1. Теоретическая справка (Quick Reference)

Прежде чем выполнять задания, повторите правило:

- **Формула:** `had + V3` (третья форма глагола).
- **Значение:** Действие, которое завершилось **раньше** другого действия в прошлом.
- **Маркеры:** *by the time (к тому моменту), after (после того как), before (до того как), already (уже), just (только что), never (никогда), for/since (в течение/с какого-то момента в прошлом).*

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2. Exercise 1: Form Practice (Поставьте глагол в Past Perfect)

Раскройте скобки, поставив глагол в Past Perfect.

1. The lecture had already started (already/start) by the time we entered the hall.
2. She was tired because she _____ (study) all night.
3. When I arrived at the party, Tom _____ (already/go) home.
4. He _____ (never/be) to a foreign country before his trip to London.
5. I realized that I _____ (lose) my keys.
6. They _____ (finish) the project by the end of the week.

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3. Exercise 2: Past Simple vs Past Perfect (Выберите правильную форму)

Вставьте глагол в Past Simple или Past Perfect.

1. When I _____ (come) home, my mother _____ (already/cook) dinner.
2. He _____ (not/recognize) the girl because he _____ (not/see) her for ten years.
3. After they _____ (eat) all the food, they _____ (go) to the bar.
4. I _____ (feel) sick because I _____ (eat) too much chocolate.
5. The film _____ (already/begin) by the time we _____ (turn on) the TV.

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4. Exercise 3: Error Correction (Найдите и исправьте ошибки)

В каждом предложении есть одна грамматическая ошибка. Исправьте ее.

1. She had went to the supermarket before she picked up the children.
2. By the time the police arrived, the thief already escaped.
3. I didn't know who he was because I never met him before.
4. Had you ever been to Italy before you have visited Rome?
5. He told me that he has bought a new car.

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5. Exercise 4: Sequencing (Составьте сложное предложение)

Соедините два простых предложения в одно сложное, используя слова в скобках. Обратите внимание на порядок действий.

1. I finished my homework. I went for a walk. (after)

- *After I had finished my homework, I went for a walk.*

2. He read the book. He watched the movie adaptation. (before)
3. We arrived at the cinema. The film started. (by the time)
4. She studied French for 5 years. She moved to Paris. (by the time)

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6. Exercise 5: Situational Translation / Paraphrasing (Перефразирование)

Прочитайте ситуации и составьте одно предложение в Past Perfect, объясняющее причину состояния.

Example:
Situation: John came to the party. Mary left the party 20 minutes earlier.
Result: When John came to the party, Mary had already left.

1. *Situation:* I saw my friend Paul yesterday. He looked very happy. Earlier that day, he passed his driving test.
   - *Paul looked very happy because...*
2. *Situation:* The room was empty. The guests went home 10 minutes before I arrived.
   - *When I arrived,...*
3. *Situation:* I wanted to call my sister. But I lost my phone a week ago.
   - *I couldn't call my sister because...*

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7. Exercise 6: Creative Writing (Творческое задание)

Тема: "The Perfect Crime" (Идеальное преступление) или "A Missed Chance" (Упущенная возможность).

Напишите небольшой рассказ (5–7 предложений), используя Past Perfect.
План:

1. Опишите ситуацию в прошлом (Past Simple).
2. Объясните, что произошло *до* этого (Past Perfect).
3. Используйте хотя бы 3 маркера: *already, before, after, by the time, never.*

Example starter:

When the detective arrived at the scene, the situation was strange. The thief ***had already left*** *the building. He* ***had cut*** *the alarm system* ***before*** *entering, and he* ***had worn*** *gloves, so he* ***had left*** *no fingerprints.*

Практическое занятие 61 Политическое и экономическое устройство России.

Course: English for University Students

Topic: The Political and Economic System of the Russian Federation

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Exercise 1: Vocabulary Match

Match the term on the left with its correct definition on the right.

Term	Definition
1. Federal Assembly	A. The basic law of the state, adopted in 1993.

Term	Definition
2. The Constitution	B. The head of state, Commander-in-Chief of the Armed Forces.
3. The President	C. The highest executive body, headed by the Prime Minister.
4. The State Duma	D. The parliament of the Russian Federation (bicameral).
5. The Government	E. The lower house of parliament responsible for passing federal laws.
6. GDP (Gross Domestic Product)	F. A sector of the economy controlled by the state (e.g., Gazprom, Russian Railways).
7. Federalism	G. The total value of goods and services produced in the country.
8. Public Sector	H. A system of government where power is divided between a central authority and constituent units (republics, regions).

Exercise 2: Reading Comprehension

Read the text and answer the questions below.

The Russian Federation: A Political and Economic Overview

The Russian Federation is a democratic federal rule-of-law state with a republican form of government. The political system is defined by the Constitution, adopted in 1993. Power is divided into three branches: legislative, executive, and judicial.

The **legislative branch** is represented by the Federal Assembly. It consists of two chambers: the upper chamber, the Federation Council (representing the regions), and the lower chamber, the State Duma (which passes federal laws). The **executive branch** is headed by the President, who is the head of state and determines domestic and foreign policy. The President is elected for a six-year term. The Government, led by the Prime Minister, exercises executive power and manages the economy.

Economically, Russia is one of the world's leading producers of natural resources, particularly oil, natural gas, and minerals. This makes the country heavily reliant on the **extractive industries**. In recent decades, there has been an effort to diversify the economy into technology, agriculture, and manufacturing. The economic model is often described as a **mixed economy**, where a significant public sector coexists with private enterprise and state corporations.

Questions:

1. What is the supreme law of the country?
2. What are the two chambers of the Federal Assembly called?
3. What is the difference between the role of the President and the role of the Government?
4. Why is Russia considered to have a "mixed economy"?
5. What is the main challenge for the Russian economy mentioned in the text?

Exercise 3: Fill in the Gaps (Grammar Focus: Prepositions)

Complete the text with the correct prepositions: **in, of, on, to, by, for**.

The Russian political system is based ___ (1) the principle ___ (2) separation of powers. The President is elected ___ (3) popular vote ___ (4) a six-year term. According ___ (5) the Constitution, the President is the guarantor ___ (6) the Constitution and human rights. The State Duma consists ___ (7) 450 deputies, who are elected ___ (8) party lists.

Exercise 4: True or False

Correct the false statements.

1. The President of Russia is the head of the executive branch and also the head of the Government (Prime Minister).
2. Russia has a unicameral parliament.
3. The judicial branch in Russia includes the Constitutional Court, the Supreme Court, and lower courts.
4. The Russian economy is solely dependent on oil and gas, with no other significant sectors.
5. The Federation Council is considered the upper house of parliament.

Exercise 5: Discussion / Speaking Practice

In small groups or as a class, discuss the following questions. Try to use the vocabulary from Exercise 1.

1. **Checks and Balances:** How do the three branches of power interact in Russia? Do you think the system is balanced?
2. **Economic Challenges:** What are the advantages and disadvantages of having an economy heavily based on natural resources (oil and gas)?
3. **Federalism:** Russia has 89 federal subjects (republics, krais, oblasts). What are the benefits of federalism for such a large country?
4. **Future Outlook:** In your opinion, which sector (IT, agriculture, manufacturing, tourism) has the most potential for growth in the next 10 years, and why?

Exercise 6: Writing Task (Essay)

Choose one of the following topics and write a short essay (150–200 words).

Option A:
"The political system of the Russian Federation ensures stability and continuity." Do you agree or disagree? Provide arguments to support your opinion.

Option B:
Describe the structure of the Federal Assembly of the Russian Federation. Explain the functions of the Federation Council and the State Duma.

Option C:
Analyze the strengths and weaknesses of the Russian economy. Use specific terms such as *GDP*, *natural resources*, *diversification*, *public sector*, and *investment*.

Практическое занятие 62 Москва – столица России. Достопримечательности Москвы

Assignment 1: Vocabulary Building

Objective: To master key vocabulary related to the city and its landmarks.

Task 1: Match the word with its definition.

Word	Definition
1. Cathedral	A. A large, important church.
2. Kremlin	B. A public square where people walk or meet.
3. Boulevard	C. A fortress (fortified structure) within a city.
4. Skyscraper	D. A wide street lined with trees.
5. Square	E. A very tall modern building.

Task 2: Fill in the gaps using the words from the box.
(Red Square, landmark, exhibition, gallery, monument, pedestrian)

1. The Bolshoi Theatre is a famous Moscow _____.
2. VDNKh is a large _____ center with beautiful fountains and pavilions.
3. Arbat Street is a _____ zone; cars are not allowed there.
4. The _____ to Minin and Pozharsky stands in front of St. Basil's Cathedral.
5. _____ is the main square of the country.
6. The Tretyakov _____ holds a huge collection of Russian art.

Assignment 2: Reading Comprehension

Objective: To practice reading for detail and answering content-based questions.

Text: Moscow's Heart
Moscow is the political, economic, and cultural center of Russia. The heart of the city is the **Moscow Kremlin** and **Red Square**. The Kremlin is a historic fortified complex. It includes several palaces, cathedrals, and the famous **Ivan the Great Bell Tower**. Inside the Kremlin, tourists can see the **Tsar Cannon** and the **Tsar Bell**, which are remarkable for their enormous size.

Red Square is located just outside the Kremlin's eastern wall. The most recognizable symbol of Russia, **St. Basil's Cathedral**, stands on the square. It is known for its colorful, onion-shaped domes. Another significant place on Red Square is the **Kazan Cathedral** and the **State Historical Museum**, which showcases the history of the country.

If you walk north from Red Square, you will find **Manege Square** and the **Alexander Garden**, where the **Tomb of the Unknown Soldier** is located. This is a place of memory, where many people come to honor those who died in World War II.

Answer the questions:

1. What is the heart of Moscow?
2. Name two objects inside the Kremlin that are famous for their size.
3. What is St. Basil's Cathedral famous for?
4. Where is the Tomb of the Unknown Soldier located?
5. What can you see in the State Historical Museum?

Assignment 3: Grammar in Context

Objective: To practice using **Prepositions of Place** (in, on, at, opposite, near, between) and **Present Simple vs. Present Continuous**.

Task 1: Fill in the correct preposition (in, on, at, opposite).

1. Red Square is located _____ the center of Moscow.
2. The Bolshoi Theatre is _____ Theatre Square.
3. St. Basil's Cathedral is _____ Red Square.
4. The Moskva River flows _____ the city.
5. The Kremlin is _____ the Alexander Garden.

Task 2: Open the brackets using the correct tense (Present Simple or Present Continuous).

1. Every day, thousands of tourists _____ (to visit) the Tretyakov Gallery.
2. Listen! The guide _____ (to tell) an interesting legend about the Kremlin walls.
3. Usually, I _____ (to prefer) walking along the boulevards, but today I _____ (to take) the metro because it is raining.
4. The Moscow Metro _____ (to be) famous for its beautiful stations.
5. "What _____ you _____ (to do) now?" — "I _____ (to take) a photo of the Cathedral."

Assignment 4: Speaking / Discussion

Objective: To develop monologue and dialogue skills.

Task 1: Work in pairs. Ask and answer the questions.

1. Have you ever been to Moscow? If yes, what did you like most?
2. Which sight would you show to a foreign friend first? Why?
3. What is more interesting to you: historical places (like the Kremlin) or modern places (like Moscow City skyscrapers)?
4. Why is the Moscow Metro considered a tourist attraction?

Task 2: Role-play.
Student A: You are a tourist from London. You are in Moscow for the first time. You want to see the main sights, but you only have 6 hours. Ask a local (Student B) for advice.
Student B: You are a Muscovite (a person from Moscow). Recommend a route for the tourist. Explain how to get there (metro, taxi, walking).

Assignment 5: Writing

Objective: To practice descriptive writing.

Task: Choose ONE of the topics and write a short essay (100-150 words).

1. **"A Day in Moscow."** Imagine you are a guide. Describe a one-day walking tour for tourists. Mention 3-4 places you will visit and explain why they are important.
2. **My Favorite Landmark.** Describe your favorite place in Moscow (or a place you would like to visit). Describe its appearance, location, and history. Explain why you find it interesting.

Практическое занятие 63 Традиции народов России

English Language Assignments: Unit 1 - Russian Traditions

Part 1. Vocabulary: Key Terms & Definitions

Task 1: Before reading the texts, match the words on the left with their correct definitions on the right. Use a dictionary if necessary.

Word	Definition
1. **Pagan** (adj.)	A. a large outdoor fire
2. **Bonfire** (n.)	B. to eat large amounts of food
3. **Lay the table** (v. phrase)	C. a person whose religion worships many gods or goddesses
4. **Scarecrow** (n.)	D. to prepare a table for a meal (put out plates, glasses, etc.)
5. **Gorge on** (v.)	E. an object shaped like a person, placed in a field to scare birds away
6. **Leftovers** (n.)	F. food that has not been finished at a meal and is served later
7. **Set off (fireworks)** (v. phrase)	G. to cause something to explode

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Part 2. Reading: Russian National Holidays

Task 2: Read the text about Russian traditions. Pay attention to the vocabulary from Task 1.

Russian Traditions: A Cultural Blend

Russian traditions are a fascinating **blend** of Christian and **pagan** customs . Even non-religious people enjoy celebrating national holidays and performing certain rituals.

1. **New Year** is perhaps the most beloved holiday. It is associated with **laying the table** and gathering around it with loved ones. People make wishes as the Kremlin chimes ring at midnight.
2. **Maslenitsa** is also known as "the Sun Festival." This holiday marks the end of winter. The traditional attributes of Maslenitsa are: burning the **scarecrow** of Lady Maslenitsa, sleigh rides, and snowball fights. Russians bake **bliny** (thin pancakes), which are eaten in huge quantities. Families **gorge on** them with sour cream, jam, or butter .
3. **Kupala Night** (Midsummer Night) is a traditional Slavic summer holiday celebrated on the shortest night of the year. On that day, young people sing, lead **khorovods** (circle dances), and jump over the flames of **bonfires** to cleanse their souls .
4. **Victory Day** (May 9th) is the most significant date in Russia. It is a day to honor the veterans of World War II. The celebrations usually include a military parade and fireworks. In the evening, people often **set off fireworks** in their neighborhoods .

Task 3: Mark the following statements as True (T) or False (F).

1. Making wishes on New Year is uncommon in Russia.
2. Maslenitsa is a festival that celebrates the beginning of winter.
3. Bliny are a traditional food for Maslenitsa.
4. Jumping over a bonfire is a tradition associated with Kupala Night.
5. Victory Day is celebrated with fireworks and a military parade.

Part 3. Grammar in Context: Active and Passive Voice

The text about Maslenitsa often uses the **Passive Voice** to describe what happens during the festival (e.g., "The scarecrow *is burned*").

Task 4: Read the following text about Maslenitsa and **fill in the gaps** with the correct form of the verb in brackets (Active or Passive Voice, using Present Simple or Past Simple) .

Maslenitsa: A Festival of Spring

Maslenitsa (1) _____ (to celebrate) during the last week before Lent. In traditional Russia, every day of Maslenitsa (2) _____ (to have) its own name and customs. For example, on Wednesday, sons-in-law (3) _____ (to visit) their mothers-in-law for pancakes. On Sunday, which (4) _____ (to call) "Forgiveness Sunday," people (5) _____ (to ask) forgiveness from their relatives and friends. The main event on this day (6) _____ (to be) the burning of Lady Maslenitsa. Her scarecrow (7) _____ (to make) from straw and old clothes. Then it (8) _____ (to set) on fire. People (9) _____ (to gather) around the **bonfire** to say goodbye to winter.

Part 4. Speaking: Discussion Questions

Task 5: Work in pairs or small groups. Discuss the following questions .

1. **Personal Experience:** Which of the holidays mentioned in the text (New Year, Maslenitsa, Kupala Night, Victory Day) do you celebrate? What are your family's traditions for this holiday?
2. **Food Customs:** Russian cuisine is very diverse. What traditional Russian dishes do you know? Have you ever tried **bliny**, **pelmeni**, or **kvas**? Do you like them?
3. **Cultural Comparison:** How are Russian winter holidays (like New Year and Maslenitsa) similar to or different from winter holidays in English-speaking countries (like Christmas or Guy Fawkes Night)?

Part 5. Creative Writing: Composition

Task 6: Choose one of the following topics and write a short essay (100-150 words).

- **Option A:** "My Favorite Russian Holiday"
  - Describe the holiday, what people do, what they eat, and why you like it.
- **Option B:** "Tastes Differ"
  - The saying "Tastes differ" is found in almost every language . Write about the traditional foods of Russia. What do you think a foreigner might find unusual about Russian food, and what do you think they would enjoy?

Практическое занятие 64 -65 Роль иностранного языка в вашей профессии

Блок 1. Лексика и терминология (Vocabulary)

Задание 1. Соотнесите термин с определением.
Match the term on the left with its correct definition on the right.

Term	Definition
1. Debugging	A. A set of rules for communicating between programs or systems.

Term	Definition
2. Framework	B. A storage location identified by a name containing data.
3. API (Application Programming Interface)	C. The process of finding and removing errors from code.
4. Variable	D. A reusable set of libraries or classes for software development.
5. Open source	E. Software whose source code is available for modification and sharing.

Задание 2. Вставьте пропущенные слова в текст.
Fill in the gaps using the words below.
Слова: **stack overflow, legacy code, syntax, deploy, merge**

When programmers work in a team, they often use Git to _____ their changes. If they write incorrect _____, the program won't compile. Sometimes they have to work with _____, which is old and difficult to maintain. When they are ready, they _____ the application to the server. If something goes wrong, they often search for a solution on _____.

Блок 2. Чтение (Reading)

Задание 3. Прочитайте текст и ответьте на вопросы (True / False / Not stated).
Read the text and mark the statements as True, False, or Not Stated.

Why English is the Language of Code
For modern developers, English is not just a foreign language; it is a core professional tool. First, programming languages themselves are based on English keywords (`if`, `else`, `while`, `class`). This means that understanding the semantics of these words helps developers write more logical code. Second, the global IT community uses English as the *lingua franca*. Platforms like Stack Overflow, GitHub, and technical documentation are primarily written in English. A programmer who waits for a translation of a library documentation will always lag behind the market.
Finally, soft skills matter. In international companies, daily stand-up meetings, code reviews, and technical interviews are conducted in English. Thus, proficiency in English directly correlates with career growth and salary expectations.

Questions:

1. Programming languages use keywords derived from the English language.
2. You cannot become a programmer without knowing English.
3. GitHub provides official translations for all its documentation.
4. English proficiency can affect a programmer's salary.

Блок 3. Грамматика в контексте (Grammar)

Задание 4. Раскройте скобки, используя правильную видовременную форму (Present Simple / Present Continuous / Present Perfect).
Open the brackets using the correct tense.

1. I usually _____ (to write) code in Python, but this week I _____ (to work) on a Java project.
2. He _____ (already / to fix) the bug in the authentication module.
3. Every developer _____ (to need) to understand how databases work.

4. “Where is Mike?” — “He _____ (to have) a technical interview with a startup right now.”
5. They _____ (to use) this framework for several years, and it has never failed them.

Задание 5. Переведите предложения на английский язык, используя лексику по теме IT.
Translate the sentences into English using IT vocabulary.

1. Мой код не компилируется. Кажется, я пропустил точку с запятой (semicolon).
2. Документация этой библиотеки очень плохая.
3. Если бы не английский язык, я бы не понял это видео на YouTube с туториалом.
4. Важно писать чистый (clean) код, чтобы другие разработчики могли его поддерживать (maintain).

Блок 4. Развитие навыков говорения (Speaking)

Задание 6. Дискуссионные вопросы / Монологическое высказывание.
Prepare a 2-3 minute speech or discuss in pairs.

1. **The Myth of Stack Overflow:** Some people say that a programmer doesn’t need to *know* English, they just need to be able to *copy-paste* code from Stack Overflow. Do you agree? Why is understanding the context more important?
2. **AI and Language:** With the rise of AI tools like GitHub Copilot and ChatGPT, is it still necessary to learn English? Can AI replace the need for a developer to read documentation in English?
3. **Career Goals:** Imagine you want to work for a multinational company (Google, Microsoft, or a remote startup). How would you describe your level of English? What specific skills (spoken fluency, technical writing, reading) will be most important for you?

Блок 5. Письмо (Writing)

Задание 7. Напишите электронное письмо.
Write an email to your team lead (technical leader).

Ситуация: Вы стажер (intern). Вы нашли ошибку в коде, который написал другой разработчик. Вы исправили ее локально, но хотите создать «Pull Request» (запрос на включение кода). Напишите письмо на английском языке (100–120 слов), в котором:

1. Укажите, где вы нашли ошибку (в модуле авторизации).
2. Кратко опишите, в чем была проблема (неправильная валидация ввода).
3. Сообщите, что вы уже протестировали исправление.
4. Спросите, кто должен провести Code Review (проверку кода) перед тем, как вы отправите Pull Request.

Бонусное задание (Аутентичные материалы)

Задание 8. Работа с документацией.
Find the official documentation for the JavaScript method `.map()` (or any programming language/library you are studying).

1. Скопируйте ссылку на документацию.
2. Выпишите 3 незнакомых технических слова, найдите их перевод.

3. Напишите простой пример кода на английском (с комментариями на английском языке), демонстрирующий использование этого метода.

Практическое занятие 66 Специфика работы по профессии/специальности.

I. Reading & Vocabulary (Чтение и лексика)

Задание 1. Прочитайте текст. Выпишите незнакомые слова, относящиеся к профессиональной деятельности.

The Daily Routine of a Software Developer
Contrary to popular belief, a programmer's job is not just about typing code in a dark room. It involves a wide range of activities.
First, a developer starts the day with a **stand-up meeting** (daily scrum) to report progress to the team. After that, they focus on **debugging**, which is the process of finding and fixing errors in the source code. Programmers spend a significant amount of time **refactoring** (improving the code without changing its behavior) to make it more efficient.
Another crucial aspect is **code review**, where colleagues check each other's code for bugs and adherence to coding standards. Depending on the specialization, a **front-end** developer works on the user interface and visual elements, while a **back-end** developer deals with servers, databases, and application logic. A **full-stack** specialist combines both.
Soft skills are also vital. Programmers must communicate with **stakeholders** (clients or managers) to understand requirements and estimate **deadlines**.

Задание 2. Сопоставьте термин с его определением.

Термин	Определение
1. Debugging	A. A meeting where team members discuss what they did yesterday and what they will do today.
2. Stand-up	B. The process of examining code written by a peer to ensure quality.
3. Back-end	C. The process of identifying and removing errors in software.
4. Code review	D. The server-side part of a website or application (logic, databases).
5. Deadline	E. The time by which a task or project must be completed.

II. Grammar: Present Tenses (Грамматика: Настоящие времена)

Задание 3. Раскройте скобки, используя Present Simple или Present Continuous.

1. A programmer usually _____ (to use) integrated development environments (IDEs) like VS Code or IntelliJ IDEA.
2. Right now, our team _____ (to discuss) the architecture of the new microservice.
3. He never _____ (to skip) code review because it helps to avoid bugs.
4. Look! The build _____ (to fail) because of a syntax error.
5. As a software engineer, I often _____ (to communicate) with the QA department.

III. Listening / Video Comprehension (Аудирование)

Задание 4. Просмотрите видеофрагмент (или прослушайте аудиозапись) о типичном дне программиста. Ответьте на вопросы.

(Предполагается использование видео с YouTube, например, "Day in the Life of a Software Engineer", или текст, зачитываемый преподавателем).

1. What time does the programmer usually start his working day?
2. What tools (IDE, messengers, task trackers) does he mention?
3. Does he work remotely or from the office?
4. What does the acronym "WIP" (Work in Progress) mean in the context of the video?

IV. Speaking: Discussion (Устная речь)

Задание 5. Обсудите в парах или подготовьте монолог на одну из тем:

1. **Hard Skills vs Soft Skills:** What is more important for a programmer: perfect knowledge of algorithms (hard skills) or the ability to work in a team (soft skills)? Why?
2. **Remote vs Office:** What are the pros and cons of remote work for a developer?
3. **Specialization:** Which field do you find more interesting: Front-end, Back-end, Mobile Development, or Data Science? Explain your choice.

V. Writing: Business Communication (Письмо)

Задание 6. Напишите электронное письмо (e-mail) своему тимлиду (team leader).

Ситуация: Вы работаете над проектом (разработка мобильного приложения). Вы завершили свою часть (front-end), но заметили, что API (back-end), который делает ваш коллега, работает медленно, из-за чего приложение «тормозит». Вы хотите предложить встречу для обсуждения этой проблемы.

План письма:

- **Subject:** Brief and clear (e.g., *Regarding API performance issues*).
- **Greeting.**
- **Progress:** Briefly state what you have finished.
- **Problem:** Describe the issue (slow API response time).
- **Suggestion:** Suggest a meeting or a quick call to discuss it with the back-end developer.
- **Closing.**

VI. Vocabulary Extension (Расширение словарного запаса)

Задание 7. Составьте mind map (интеллект-карту) по теме «Программист».
В центре слово **Programmer**. От него должны отходить ветви:

1. **Tools** (IDE, Git, Jira, etc.)
2. **Actions** (to code, to debug, to deploy, to refactor, etc.)
3. **Types** (Front-end, Back-end, DevOps, QA, etc.)
4. **Problems** (bug, crash, deadline pressure, etc.)

Практическое занятие 67 герундий, инфинитив

Part 1: Theory Reminder

Before starting the exercises, review the basic rules.

Verb + Gerund (doing)	Verb + Infinitive (to do)	Verb + Bare Infinitive (do)
Enjoy, avoid, mind, finish, suggest, practice, consider, deny, admit, fancy, give up, put off, can't help, look forward to, be used to, be/get used to, etc.	Want, decide, hope, plan, agree, refuse, offer, promise, learn, manage, afford, seem, appear, pretend, etc.	Modal verbs (can, must, should, may), let, make, had better, would rather.

Verbs with a change in meaning:

- **Stop** *doing* = quit / **Stop** *to do* = pause in order to do something else.
- **Remember/Forget** *doing* = memory of a past action / **Remember/Forget** *to do* = remember a task that needs to be done.
- **Try** *doing* = experiment / **Try** *to do* = attempt (difficult).

Part 2: Exercises

Exercise 1: Choose the Correct Form (Gerund or Infinitive)

Underline the correct option.

1. I enjoy **(to listen / listening)** to classical music while I study.
2. She decided **(to move / moving)** to another city for work.
3. We are looking forward to **(see / seeing)** you at the conference.
4. He can't afford **(to buy / buying)** a new car right now.
5. Please stop **(to make / making)** so much noise; I'm trying to concentrate.
6. They refused **(to help / helping)** us with the project.
7. Do you mind **(to close / closing)** the window? It's cold in here.
8. I promised my mother **(to call / calling)** her every Sunday.

Exercise 2: Fill in the Gaps (Verbs with Prepositions)

Complete the sentences using the gerund form of the verb in brackets.

1. She is thinking about _____ (study) abroad next semester.
2. I apologize for _____ (be) late to the lecture.
3. He is used to _____ (work) long hours at the office.
4. They insisted on _____ (pay) for the dinner.
5. What are the advantages of _____ (live) in a big city?
6. She succeeded in _____ (pass) the exam with flying colors.

Exercise 3: Put the Verb in Brackets into the Correct Form (Gerund, Infinitive, or Bare Infinitive)

Write the correct form of the verb.

1. You should _____ (study) more if you want to pass.
2. I suggest _____ (take) a break; we've been working for three hours.
3. Let me _____ (explain) the rules to you again.
4. She seems _____ (be) very happy with her results.
5. We had better _____ (leave) now to avoid the traffic.
6. He pretended _____ (not / hear) the question.
7. I can't help _____ (laugh) when I watch that comedy show.

8. Would you like _____ (come) to the museum with us?

Exercise 4: Error Correction

Each sentence contains one mistake. Find it and correct it.

1. I look forward to meet you next week.
   Correction: _____
2. She avoided to answer my question.
   Correction: _____
3. He didn't let me to use his laptop.
   Correction: _____
4. I regret to tell you that I forgot doing my homework yesterday.
   Correction: _____
5. It's no use to cry over spilled milk.
   Correction: _____

Exercise 5: Translation / Paraphrasing (Focus on Meaning)

Rewrite the sentences using the word in brackets. Change the structure as needed.

1. "I will pay for the tickets," he said. **(offered)**
   He offered _____.
2. I have a memory of visiting Paris when I was five. **(remember)**
   I _____ *when I was five.*
3. I quit smoking last year. **(stopped)**
   I _____ *last year.*
4. It is difficult to learn a new language. **(find)**
   I _____ *a new language.*

Практическое занятие 68 -69 грамматические структуры, типичные для научно-популярных текстов

Module: Grammar of Popular Science Texts

Goal: To analyze and use grammatical structures that make scientific writing objective, concise, and logically precise.

Part 1. The Passive Voice (Страдательный залог)

In scientific popularization, the focus is on the phenomenon, not the doer.

Task 1.1. Restore the text.
Open the brackets using the correct form of the Passive Voice.

How the Pyramids ____ (to build)
For centuries, it was a mystery how the ancient Egyptians ____ (to design) such precise structures. It is now believed that the stones ____ (to transport) over the Nile by boats. Recently, a papyrus ____ (to find) that describes this process. The ramps and tools ____ (to discover) by archaeologists near the quarries. It ____ (to estimate) that the Great Pyramid ____ (to complete) in just 20 years.

Task 1.2. Transform the sentences.
Change the following active sentences into passive constructions to make them sound more objective (like in a textbook).

1. Scientists have recently discovered a new species of frog in the Amazon.
   -> A new species of frog...
2. We don't know exactly how the universe began.
   -> It...
3. They will launch the new telescope into orbit next year.
   -> The new telescope...
4. Historians often compare this invention to the internet revolution.
   -> This invention...

Part 2. Complex Subject / Nominative with the Infinitive

This structure is very common in English scientific media to show reported information or objective statements.

Task 2.1. Match the halves.
Combine the columns to make typical scientific phrases.

Column A (Introductory verb)	**Column B (Infinitive)**
1. The planet Mars is believed...	a. to have caused the extinction of dinosaurs.
2. Dark matter is thought...	b. to be the oldest structure in the city.
3. The asteroid is considered...	c. to contain millions of undiscovered species.
4. The ocean depths are known...	d. to be the best candidate for past life.

Task 2.2. Paraphrase the sentences.
Use the structure: *Subject + is said / believed / considered + to + infinitive*.

1. People say that the Earth is 4.5 billion years old.
   -> The Earth...
2. Experts consider the Higgs boson to be a fundamental particle.
   -> The Higgs boson...
3. They report that the expedition has reached the South Pole.
   -> The expedition...

Part 3. Modal Verbs of Probability and Certainty (Модальные глаголы)

In popular science, we often express hypotheses (might, may, could) and proven facts (must, cannot).

Task 3.1. Fill in the gaps.
Choose between *must, might, could, can't*.

1. The fossil is perfectly preserved. It _____ be millions of years old; it looks like it was formed yesterday. (Impossibility)
2. The data is inconclusive. The results _____ change after the second trial. (Possibility)
3. All the tests show the same result. The theory _____ be correct. (Strong logical conclusion)
4. This bacteria _____ survive in extreme temperatures; that is a proven fact. (Ability/General truth)

Task 3.2. Rewrite the sentences using modals.

1. *Perhaps the climate changed because of volcanic activity.*
   -> The climate...
2. *It is impossible that humans lived here 10,000 years ago because there is no water.*
   -> Humans...
3. *I am almost sure that the scientist made a mistake in the calculation.*
   -> The scientist...

Part 4. Participial Constructions (Причастные обороты)

Used to combine information concisely, avoiding too many short sentences.

Task 4.1. Combine the sentences using Present Participle (V-ing) or Past Participle (V3).

1. **Model:** *The experiment was conducted in a vacuum. It yielded unexpected results.*
   -> *Conducted in a vacuum, the experiment yielded unexpected results.*
2. The telescope orbits the Earth. It captures images of distant galaxies.
   -> ...
3. The researcher was surprised by the results. He decided to repeat the test.
   -> ...
4. The volcano erupted violently. It sent ash thousands of meters into the sky.
   -> ...

Part 5. Conditional Clauses (Type 0 and Type 1)

Used to describe general scientific facts (If + present, present) and real future possibilities (If + present, will).

Task 5.1. Classify and complete.
Determine if the sentence describes a **general truth (0)** or a **real possibility (1)** . Open the brackets.

1. If you _____ (heat) ice, it _____ (melt). (___ type)
2. If the rover _____ (find) organic molecules on Mars, it _____ (be) a major discovery. (___ type)
3. If the population _____ (continue) to grow, we _____ (need) more sustainable energy sources. (___ type)

Part 6. Complex Object (Сложное дополнение)

Used with verbs of perception and mental activity (expect, consider, know) in scientific context.

Task 6.1. Translate the fragments into English.

1. Scientists expect **(температуру возрасти)** dramatically by 2050.
2. We consider **(этот метод быть)** the most effective.
3. They observed **(спутник войти)** the atmosphere.

Part 7. Integrated Task: Error Correction

Find and correct the grammatical mistakes in this popular science paragraph.

The Future of Energy

Wind turbines *are used* for centuries to generate electricity. A lot of research *is doing* to improve battery storage. If we *will find* a way to store energy efficiently, we *can* completely switch to renewable sources. New solar panels *consider* to be more efficient than old ones. *Having been tested* in the desert, the new technology *is believed to*

Практическое занятие 70 Основные понятия вашей профессии

Task 1: Vocabulary Matching

Objective: To learn key professional terms.

Match the term on the left with its correct definition on the right.

Term	Definition
1. Algorithm	A. A set of instructions written in a programming language.
2. Bug	B. A person who tests software to find flaws.
3. Code	C. A step-by-step procedure for solving a problem.
4. Debugging	D. A mistake or flaw in a program that causes unexpected results.
5. Frontend	E. The process of finding and removing errors.
6. Backend	F. The part of the website users interact with (UI/UX).
7. QA Tester	G. The server-side logic and database management.
8. IDE	H. A software application that provides tools for coding (e.g., Visual Studio Code).

Follow-up: Choose 3 terms and write your own sentences about your future career.

Task 2: Reading Comprehension

Objective: To practice scanning for information and understanding job requirements.

Read the text:

Who is a Programmer?

A programmer, or software developer, is a specialist who writes, tests, and maintains code. The profession requires not only technical skills but also soft skills.

Hard skills include proficiency in programming languages (such as Python, Java, or C++), understanding of data structures, algorithms, and version control systems like Git.

Soft skills are equally important. Programmers rarely work in isolation; they work in teams using Agile methodologies. Therefore, communication skills are crucial. Critical thinking helps them solve complex problems, while patience is necessary for debugging code.

The working environment varies. Some programmers work remotely, while others work in office hubs. The salary depends on experience, specialization, and the company.

Decide if the statements are True (T) or False (F):

1. Programmers only need to know how to write code; communication is not important. (T/F)
2. Git is an example of a version control system. (T/F)
3. The text states that all programmers work in an office. (T/F)
4. Patience is a soft skill useful for fixing bugs. (T/F)
5. Salary is determined only by the programming language used. (T/F)

Task 3: Grammar in Context (Modal Verbs)

Objective: To use modal verbs (must, have to, should, can) to express rules, advice, and ability in the IT field.

Complete the sentences with the correct modal verb: **must, mustn't, should, shouldn't, can, or can't.**

1. You _____ write clean, readable code so that other team members understand it. (advice)
2. A programmer _____ ignore security protocols; it could lead to data leaks. (prohibition)
3. In many companies, you _____ work remotely, but you _____ attend the daily stand-up meeting. (ability / obligation)
4. If you want to be a backend developer, you _____ understand how databases work. (strong necessity)
5. You _____ test your code before pushing it to the main repository. (advice/strong recommendation)

Task 4: Listening / Video Task

Objective: To practice listening for specific details.

Instructions: Watch a short video (e.g., "A Day in the Life of a Software Engineer" on YouTube or a tech career overview). If a video is not available, the teacher can read the following transcript aloud.

Transcript (Teacher's copy):

"Hi, I'm Alex. I'm a full-stack developer. My day usually starts with a stand-up meeting at 10 AM where we discuss what we did yesterday and what we plan to do today. After that, I spend about three hours coding. Right now, I'm working on a new feature for the user profile page. In the afternoon, I usually have code review. That's when my colleagues look at my code to check for errors and suggest improvements. Around 3 PM, I often have a meeting with the QA team to discuss bugs they found. Honestly, debugging is the hardest part of the job."

Answer the questions:

1. What time is the stand-up meeting?
2. What is Alex working on currently?
3. What happens during a "code review"?
4. Who does Alex meet with at 3 PM?
5. According to Alex, what is the hardest part of the job?

Task 5: Speaking & Role-Play

Objective: To practice professional communication and interview skills.

Scenario: You are a first-year student attending a career fair. You meet a recruiter from a large IT company.

Student A (Recruiter): Ask questions about the student's skills, why they chose programming, what languages they are learning now, and what kind of projects they hope to work on in the future.
Useful phrases: "What programming languages are you currently studying?", "What interests you about this field?", "Where do you see yourself in 5 years?"

Student B (Student): Answer the recruiter's questions. Explain your motivation, your current studies, and your career goals (e.g., Frontend, Backend, GameDev, AI).
Useful phrases: "I'm passionate about...", "I'm currently focusing on...", "My goal is to become a..."

Task 6: Writing (Email)

Objective: To practice formal writing and summarizing information.

Instructions: You missed a lecture on "Version Control Systems." Write a short, polite email (100-150 words) to your professor (or a classmate) asking for the notes.

Include:

- A clear subject line.
- A reason why you missed the class.
- A polite request for the materials or a summary of the main concepts (mention Git, repositories, commits).

Практическое занятие 71-72 Промышленные технологии

Assignment 1: Core Terminology and Workshop Practice

This assignment focuses on the foundational vocabulary and tools used in manufacturing and fitting workshops. It is based on typical first-semester content .

Task 1: Vocabulary Building
Match the following terms with their correct definitions. Write the letter of the definition next to the term.

Term	Definition
1. Assembly	A. A person who checks or works with technical equipment.
2. Machinery	B. The process of putting together the parts of a machine.
3. Technician	C. A building or set of buildings where products are made.
4. Factory	D. Machines, especially large ones, considered as a group.
5. Quality Control	E. The process of ensuring products meet the required standards.

Task 2: Reading and Comprehension
Read the text below about workshop tools and answer the questions.

In a typical fitting shop, a **vice** is one of the most common holding tools. It is essential to secure it firmly to the workbench before use and to avoid over-tightening, which can damage both the workpiece and the vice. For shaping and finishing, **files** are used. A file has several parts: the **tang** (the pointed end where a handle is attached), the **face** (the broad cutting surface), and the **heel** (the part next to the tang). When using a file for **cross filing**, you move it diagonally across the workpiece to remove material quickly. For a smoother finish, **draw filing** is employed, where the file is held with both hands and moved perpendicular to the workpiece's length.

1. What are two precautions to take when using a vice?
2. What is the purpose of the "tang" on a file?
3. What is the key difference between "cross filing" and "draw filing"?

Task 3: Writing (Short Answer)
Explain the difference between a **tap** and a **die**. Give one example of a situation where each would be used.

Assignment 2: Technical Processes and Instructions

This assignment aims to develop the ability to understand and write technical instructions and descriptions of processes .

Task 1: Understanding Process Descriptions
The text below describes the mechanics of chip formation in machining. Fill in the blanks with the words from the box.

Continuous Elastic Plastic Shearing

The process of chip formation begins with _____ deformation of the workpiece material. This is followed by _____ deformation. Finally, _____ occurs, and the chip moves up the rake face of the tool. This process is _____ and results in the formation of a chip.

Task 2: Classifying Industrial Revolutions
Match the key technological changes to the correct industrial revolution.

1st Industrial Revolution	2nd Industrial Revolution	3rd Industrial Revolution	4th Industrial Revolution

- **a.** Steam energy and engines
- **b.** Cyber-physical systems and fast information flow
- **c.** Mass production and assembly lines
- **d.** The introduction of computers and automation (robots)

Task 3: Writing (Instructions)
A new student has broken a tap while threading a hole. Write a short list of instructions (4-5 points) explaining how to avoid this problem. Use the following prompts to help you:

- `start with / alignment`
- `not / apply excessive force`
- `always / use lubrication`

- make sure / tap is sharp

Assignment 3: Professional Communication and Product Design

This assignment focuses on the professional skills needed to discuss and present industrial products

.

Task 1: Terminology in Context
Choose the correct word from the brackets to complete each sentence.

1. The new factory will **...** state-of-the-art robotics to increase production efficiency. (equipment / install / composite)
2. The designer chose a carbon-fiber **...** for the frame because it is both light and strong. (synthetic / compound / composite)
3. Before a product can be sold, it must pass rigorous **...** . (workforce / quality control / assembly)

Task 2: Listening / Speaking (Role-Play)
Imagine you are an industrial engineer presenting a new product to a client. You will present a **3D-printed polycarbonate helmet** for industrial use. Prepare a short presentation (5-7 sentences) that covers the following points:

- **Material:** Polycarbonate (strong, lightweight, impact-resistant)
- **Manufacturing Process:** 3D printing (additive manufacturing)
- **Key Benefit:** Can be customized to fit each worker perfectly, improving safety and comfort.
- **Target Use:** Construction sites, heavy machinery operation.

Task 3: Reading and Summarizing
Read the abstract from a research study about teaching technical English . Then, answer the questions.

Abstract
Introduction: Interpreting technical texts is a professional competence taught in English for Specific Purposes (ESP) courses. This study explores non-native English speakers' ability to interpret technical texts with and without technological aids such as online dictionaries and translators. Methodology: The study involved 44 Chilean first-year university students from the Industrial Mechanics program who undertook their first English as Foreign Language (EFL) course. Results and discussions: Results indicated that 72.7% of participants (32 out of 44) successfully interpreted technical texts independently in the post-test without technological assistance. Conclusion: The findings suggest that focused reading strategy instruction can effectively improve professional English reading skills.

1. What was the main goal of the study described?
2. How many students took part in the study?
3. What does the conclusion suggest about how

Практическое занятие 73-75 Лексика:
машины и механизмы (machinery, enginery, equipment etc.)
промышленное оборудование (industrial equipment, machine tools, bench etc.)

Section 1: Vocabulary Introduction & Matching

Exercise 1: Match the Term to the Definition
Match the word on the left with the correct definition on the right.

Term	Definition
1. Machinery	A. A powered tool used for cutting, shaping, or forming materials, typically metal.
2. Equipment	B. A sturdy table used for assembly, repair, or manual work in a workshop.
3. Engine	C. A collective term for machines, their parts, and moving parts.
4. Machine Tool	D. The set of tools, devices, and machinery needed for a specific purpose.
5. Workbench	E. A machine that converts energy (e.g., fuel, electricity) into mechanical motion.

Exercise 2: Categorizing Vocabulary
Place the following words into the correct category: **Industrial Equipment**, **Hand Tools**, or **Power Tools**.

Lathe • Hammer • Conveyor belt • Drill press • Screwdriver • Welding apparatus • Vice • Robotic arm

Industrial Equipment	Hand Tools	Power Tools
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____		

Section 2: Collocations and Word Combinations

Exercise 3: Complete the Phrases
Choose the correct verb to complete the common technical collocation.

1. To **operate / build** a machine tool safely, you must wear protective gear.
2. Technicians regularly **maintain / break** industrial equipment to prevent breakdowns.
3. The engineer will **assemble / draw** the components on the workbench.
4. We need to **install / destroy** the new conveyor belt system next week.
5. Before starting, always **check / ignore** the safety guards on the machinery.

Exercise 4: Adjective + Noun Matching
Match the adjective on the left to the noun on the right to form common technical phrases.

Adjective	Noun
1. Heavy-duty	A. tools
2. Automated	B. machinery
3. Precision	C. equipment
4. Hydraulic	D. assembly line
5. Protective	E. press

Section 3: Reading Comprehension

Exercise 5: Read the Text and Answer the Questions

The Heart of the Workshop

In modern manufacturing, the distinction between simple **equipment** and complex **machinery** is crucial. A typical engineering workshop is divided into two main areas. The first area contains **machine tools** such as lathes, milling machines, and grinding machines. These are used for cutting and shaping metal with high **precision**. Operators must have technical skills to set up and **operate** these machines.

The second area is the assembly and fitting section. Here, the central feature is the heavy **workbench**. Fitters use hand tools like files, hammers, and vices to assemble components that have been machined elsewhere. While **industrial equipment** in the machining area is often automated and powered by electricity or hydraulics, the workbench relies on manual skill.

Safety is paramount in both areas. **Protective equipment** such as goggles, gloves, and ear defenders is mandatory. Regular **maintenance** of all machinery ensures that production runs smoothly and accidents are avoided.

Questions:

1. What is the main purpose of machine tools like lathes and milling machines?
2. Where do fitters typically assemble components?
3. Name two types of protective equipment mentioned in the text.
4. Why is regular maintenance important?

Section 4: Grammar in Context (Passive Voice & Modals)

Technical English often uses the passive voice to focus on the action rather than the person, and modals to express necessity or ability.

Exercise 6: Rewrite in the Passive Voice
Rewrite the sentences to focus on the equipment (use the passive voice).

1. **Active:** Technicians calibrate the machine tools every month.
   Passive: The machine tools _____ every month.
2. **Active:** Engineers designed this robotic arm for welding.
   Passive: This robotic arm _____ for welding.
3. **Active:** The operator feeds raw material into the lathe.
   Passive: Raw material _____ into the lathe.

Exercise 7: Fill in the Blanks with Modals (must, should, can, may)
Choose the correct modal verb to complete the safety instructions.

1. Operators _____ wear safety goggles at all times in the machining area. (obligation)
2. You _____ not use the lathe without completing the safety training. (prohibition)
3. This industrial saw _____ cut through steel up to 5 cm thick. (ability)
4. You _____ check the oil levels daily to prevent engine damage. (advice/recommendation)

Section 5: Speaking & Writing (Production)

Exercise 8: Role-Play (Pair Work)
Student A: You are a senior technician. A new intern (Student B) will start working with a **lathe**

(machine tool). Explain the safety rules. Use vocabulary: *protective equipment, loose clothing, emergency stop, maintenance*.
Student B: You are the intern. Ask questions about how to operate the machine safely. Use vocabulary: *start up, feed rate, shut down, hazard*.

Exercise 9: Writing Task
Write a short paragraph (5-7 sentences) describing a workshop or factory floor. Use at least 5 of the following terms:

- *industrial equipment*
- *machine tools*
- *workbench*
- *assembly*
- *precision*
- *maintenance*
- *protective equipment*

Практическое занятие 76-77 Работа на производстве

Task 1: Vocabulary Matching

Match the IT production terms (1–10) with their definitions (A–J).

Term	Definition
1. **Deployment**	A. A set of instructions for a computer to follow.
2. **Code**	B. The process of releasing software to users.
3. **Debugging**	C. A test to check if a specific part of the software works.
4. **Version control**	D. The physical parts of a computer or server.
5. **Unit test**	E. Finding and removing errors in the source code.
6. **Hardware**	F. The management of changes to documents and code.
7. **Agile**	G. A method of project management using short development cycles.
8. **Sprint**	H. A person who ensures the quality of the product.
9. **QA Engineer**	I. A fixed period of time to complete a set of work.
10. **Backend**	J. The server-side part of an application.

Task 2: Reading Comprehension

Read the text and answer the questions below.

Life in IT Production
Working in IT production is not just about writing code. It involves a complex ecosystem of teams working together. The process usually starts with a **Product Owner** who defines the features needed. Then, the **Development team** (frontend and backend engineers) writes the code.
Once the code is written, it goes through **Continuous Integration** (CI). This means that every change is automatically tested. **QA Engineers** (Quality Assurance) perform manual and automated testing. If bugs are found, they are logged in a **bug tracker**.
After successful testing, the code moves to **staging** (a test environment that mirrors the real world). Finally, it is **deployed** to production. Modern companies use **DevOps** practices to automate deployment, allowing them to release updates several times a day rather than once a month.

Questions:

1. What is the role of a Product Owner?
2. What does "Continuous Integration" ensure?
3. What is the difference between "staging" and "production"?
4. Why do modern companies use DevOps practices?
5. According to the text, is IT production only about writing code?

Task 3: Grammar Focus (Passive Voice)

In IT production, the *passive voice* is very common because the action is often more important than who does it.
*Example: The code **is tested** by QA. (Passive)*

Exercise: Rewrite the following sentences in the Passive Voice. Omit the agent if it is obvious.

1. **Active:** The developer writes the unit tests.
   Passive: _____.
2. **Active:** DevOps engineers deploy the application to the cloud.
   Passive: _____.
3. **Active:** The Product Owner prioritizes the backlog.
   Passive: _____.
4. **Active:** They will fix the bug tomorrow.
   Passive: _____.
5. **Active:** We have completed the sprint successfully.
   Passive: _____.

Task 4: Grammar Focus (Modals of Obligation and Necessity)

Choose the correct modal verb to complete the sentences about IT workplace rules.

1. You **must / can** wear a suit to work in an IT startup; it's usually very casual.
2. Code **must / might** be reviewed by a senior developer before it is merged into the main branch. (It is a rule).
3. You **don't have to / mustn't** commit code that breaks the build; it is strictly forbidden.
4. You **should / have to** document your code so that others can understand it easily. (It's good advice).
5. In Agile methodology, the team **has to / can** hold a daily stand-up meeting every morning.

Task 5: Listening / Video Script Role-Play

Scenario: A Daily Stand-up Meeting (Scrum)
In pairs, read the dialogue aloud. Then, answer the questions.

Scrum Master: Good morning, team. Let's start the daily stand-up. Anna, what did you work on yesterday?
Anna (Backend): I finished the API for the user authentication module. But I ran into an issue with the database connection.
Scrum Master: Okay. What are you working on today?
Anna: Today, I will debug the connection issue and write integration tests.
Scrum Master: Any blockers?
Anna: Yes, I need access to the test database server. I don't have the credentials yet.
Scrum Master: I'll help you get those from the DevOps team after the meeting. Mark, what about

you?
Mark (Frontend): Yesterday, I updated the UI components based on the designer's feedback. Today, I'm going to connect the frontend to Anna's API. No blockers.

Questions:

1. What is Anna's blocker?
2. What will Mark do today?
3. What is the purpose of a "stand-up" meeting?

Task 6: Speaking (Discussion)

Discuss the following questions in small groups or pairs. Use vocabulary from Task 1.

1. **Remote vs. Office:** Do you think IT production is better done in an office or remotely? Why?
2. **Soft Skills:** Besides coding, what soft skills (communication, teamwork, time management) are important for working in IT production?
3. **The Future:** AI tools like Copilot and ChatGPT are writing code now. How do you think the role of a human developer will change in the next 5 years?

Task 7: Writing (Email)

You are a junior developer. You have a problem with your local development environment (it crashes when you try to run the project). Write a **short professional email** to your **Tech Lead** (Mr. Smith) asking for help.

In your email:

- **Subject:** Include the topic.
- **Greeting:** Be polite.
- **Problem:** Describe what happens (crashes on startup, error code XYZ).
- **What you tried:** Mention you restarted the computer and reinstalled the dependencies.
- **Request:** Ask for a quick call or guidance.

Практическое занятие 78 Технический прогресс: перспективы и последствия.

1. Warm-up / Vocabulary (Лексика)

Match the words to form collocations (Соедините слова, чтобы составить словосочетания):

1. Artificial | a) footprint
2. Renewable | b) unemployment
3. Carbon | c) intelligence (AI)
4. Technological | d) energy
5. Mass | e) singularity
6. Ethical | f) dilemma

Complete the sentences with the collocations above:

1. Many factories are switching to _____ to reduce pollution.
2. The development of _____ raises concerns about job automation.
3. Scientists argue whether the _____ will happen in this century.
4. Using self-driving cars can help reduce the _____ of transport.
5. Creating a robot that can make life-or-death decisions is an _____.

---

2. Reading: "The Paradox of Progress" (Чтение)

Read the text. Some sentences are missing. Choose the correct sentence (A-D) for each gap (1-3).

The Paradox of Progress
We live in an age of unprecedented technological advancement. From artificial intelligence diagnosing diseases to smartphones connecting billions, technology promises a future of convenience and longevity. However, this progress comes with a paradox. **(1)_____**.
Take the labor market. While automation creates new jobs in tech sectors, it simultaneously renders traditional roles obsolete. The rise of self-checkout machines and AI customer service means that millions of low-skilled workers face an uncertain future. **(2)_____**.
Furthermore, the environmental cost is staggering. The production of billions of devices requires rare earth metals, mining of which devastates ecosystems. Meanwhile, data centers that power the "cloud" consume as much electricity as small countries.
(3)_____. We are more connected than ever, yet studies show a global increase in loneliness. The algorithms designed to keep us engaged often create echo chambers, deepening political divides and spreading misinformation. The question remains: are we controlling technology, or is it controlling us?

Options:
A. Secondly, the social impact of the digital age is deeply contradictory.
B. As a result, the gap between the rich and the poor continues to widen.
C. The more technology solves our old problems, the more complex new problems it creates.
D. Therefore, governments should ban the use of AI immediately.

---

3. Grammar: Modal Verbs of Probability (Модальные глаголы)

Complete the sentences using *must*, *may/might*, or *can't*.

1. Look at that self-driving car. It _____ be expensive — it's covered in sensors.
2. He _____ be a programmer; he doesn't even know how to turn on a computer.
3. I'm not sure where the professor is. He _____ be late for the lecture due to a technical glitch.
4. You've been coding for 10 hours. You _____ be exhausted.
5. This new virtual reality headset _____ change the way we study, but it's too early to tell.

---

4. Listening / Video Activity (Аудирование)

Watch a short clip (or read the transcript) about "Smart Cities". Answer the questions:

1. What are three main features of a "smart city" mentioned?
2. What are the risks regarding privacy in a fully connected city?
3. Do the experts believe smart cities will save money or increase costs in the long run?

(Для преподавателя: рекомендуется видео от BBC или TED-Ed на тему "The promises and dangers of smart cities")

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5. Speaking: Discussion (Устная речь)

Work in pairs or groups. Discuss the following questions. Use the phrases from the box.

| Useful Phrases: | *From my perspective...* | *There's no denying that...* | *On the one hand..., on the other hand...* | *The main drawback is...* |

1. **Prospects:** What technological breakthrough (AI, Biotech, Space Exploration) will have the biggest impact on our lives in the next 20 years? Why?
2. **Consequences:** Is it ethical to replace human workers with robots to increase profit? Why or why not?
3. **Your life:** Could you live without your smartphone for a month? What would be the hardest part?
4. **Global issue:** How can we ensure that technology helps the environment instead of destroying it?

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6. Writing: Essay (Письмо)

Choose one of the topics and write a short essay (150–180 words).

Option A: *"Technology has made our lives better, but it has also made us more isolated." To what extent do you agree or disagree?*

Option B: *Imagine you are an advisor to the government. Write a proposal for implementing AI in education. Mention 2 advantages and 1 potential risk.*

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7. Bonus: Role-Play (Дополнительно)

Situation: A company wants to build a 5G tower in a small town.

- **Student A:** You are a representative of the tech company. Persuade the residents that 5G is safe and necessary for progress.
- **Student B:** You are a resident. You are worried about health risks, the ugly design of the tower, and the lack of public voting.

Практическое занятие 79 страдательный залог

Section 1: Theory Reminder (Brief)

Before starting, remember:

- **Form:** Subject + **to be** (in the correct tense) + Past Participle (V3)
- **Tense Changes:** Only the verb "to be" changes tense.
  - *Present Simple:* is/am/are + V3
  - *Past Simple:* was/were + V3
  - *Future Simple:* will be + V3
  - *Present Continuous:* is/am/are being + V3
  - *Present Perfect:* have/has been + V3

- *Modals:* can/must/may + be + V3

Section 2: Transform the Sentences (Active to Passive)

Task: Change the following sentences from Active Voice to Passive Voice. Omit the agent (by...) if it is unimportant or obvious.

1. **Shakespeare** wrote *Hamlet*.
   → *Hamlet* _____.
2. The chef is preparing a special dish for the guests.
   → A special dish _____.
3. They will announce the results tomorrow.
   → The results _____.
4. A famous architect designed this bridge.
   → This bridge _____.
5. Someone has stolen my wallet.
   → My wallet _____.
6. They are building a new campus near the river.
   → A new campus _____.
7. The company must sign the contract today.
   → The contract _____.
8. They were repairing the road when the accident happened.
   → The road _____.

Section 3: Choose the Correct Option

Task: Circle the correct verb form (Active or Passive).

1. This room **cleans / is cleaned** every day by the staff.
2. I **was given / gave** a beautiful gift for my birthday.
3. The letters **will send / will be sent** by courier tomorrow.
4. Why **did you go / were you gone** to the police station yesterday?
5. Don't touch the fence! It **has just painted / has just been painted**.
6. The problem **is discussing / is being discussed** by the committee right now.
7. When I walked into the room, I realized that I **was following / was being followed**.
8. This book **was written / wrote** in 1897.

Section 4: Rewrite the Sentences (with two objects)

Task: Some verbs (like *give, tell, send, offer, show*) can have two objects (Indirect: person / Direct: thing). Rewrite the sentences in the Passive Voice in **two ways**.
Example: They gave her a prize.

- *Way 1 (Start with the person):* **She was given a prize.**
- *Way 2 (Start with the thing):* **A prize was given to her.**

1. The company offered him a job.
   - Way 1: _____.
   - Way 2: _____.
2. They sent us an invitation.
   - Way 1: _____.

- Way 2: _____.

3. The teacher told the students a funny story.
   - Way 1: _____.
   - Way 2: _____.

Section 5: Error Correction

Task: Each sentence below contains one mistake in the Passive Voice. Find the mistake and correct it.

1. The letter **is send** every Monday morning.
   → *Correct:* _____
2. The windows **was broken** during the storm.
   → *Correct:* _____
3. This exercise **can done** easily.
   → *Correct:* _____
4. The documents **are been checked** by the manager now.
   → *Correct:* _____
5. I **am interested in** apply for this position.
   → *Correct:* _____
6. The party **will held** in the garden.
   → *Correct:* _____

Section 6: Translation / Situational Response

Task: Translate the sentences into English using the Passive Voice. (This section can be adapted to the students' native language; here it is given as English prompts for a monolingual classroom).

1. **My phone was stolen yesterday.** (Explain how you feel).
2. **This film is based on a true story.** (Talk about a film you know).
3. **Students are required to attend all lectures.** (What are the university rules?)
4. **The project must be finished by Friday.** (What does your boss say?)

Section 7: Creative Writing (Contextual Use)

Task: You are a journalist writing a short news report. Use the prompts to create sentences in the Passive Voice.

Headline: HISTORIC CITY PARK IN DANGER

1. **The park / close / to the public / last week**
   → _____.
2. **A new shopping mall / design / by architects / at the moment**
   → _____.
3. **No decision / make / by the council / yet**
   → _____.
4. **A petition / sign / by thousands of residents / yesterday**
   → _____.
5. **The old trees / must / protect / by environmentalists**
   → _____.

Практическое занятие 80-81 Современные информационные технологии

Unit: Modern Information Technologies

1. Vocabulary Practice / Лексика

A. Match the terms with their definitions:

1. Artificial Intelligence (AI) a) A global network connecting millions of computers.
2. Cloud Computing b) Software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer.
3. Malware c) The practice of using a network of remote servers hosted on the Internet to store, manage, and process data.
4. Big Data d) The simulation of human intelligence in machines.
5. The Internet e) Extremely large data sets that may be analyzed computationally to reveal patterns.

B. Fill in the gaps with the correct word (hardware, software, cybersecurity, virtual reality, encryption):

1. You need to install antivirus _____ to protect your computer.
2. _____ is the practice of protecting systems, networks, and programs from digital attacks.
3. _____ immerses users in a simulated environment, often used for gaming and training.
4. _____ refers to the physical components of a computer, such as the monitor and motherboard.
5. _____ is the process of converting information into a code to prevent unauthorized access.

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2. Reading Comprehension / Чтение

Read the text and answer the questions:

The Internet of Things (IoT)

The Internet of Things, or IoT, refers to the billions of physical devices around the world that are now connected to the internet, collecting and sharing data. Thanks to the arrival of super-cheap computer chips and the ubiquity of wireless networks, it is possible to turn anything, from a pill to an aeroplane, into a part of the IoT.

This connectivity adds a level of digital intelligence to devices that would otherwise be "dumb," enabling them to communicate real-time data without involving a human being. For instance, a smart thermostat can adjust the temperature based on your habits, and a factory machine can predict its own maintenance needs.

However, the IoT presents significant challenges. The increase in connected devices creates more entry points for cybercriminals. Many IoT devices lack basic security measures, making them vulnerable to hacking. As we connect more of our lives to these devices, the risk of privacy breaches and data theft grows exponentially.

Questions:

1. What two factors have made the widespread adoption of IoT possible?
2. Give two examples of how IoT devices can act "intelligently" without human involvement.
3. What is the main security risk associated with the Internet of Things?
4. Find a synonym in the text for "weakness" (paragraph 3).
5. Why does the author call non-IoT devices "dumb"?

3. Grammar Focus / Грамматика

A. Passive Voice (Present and Past Simple)
In technical fields, we often focus on the action rather than the person doing it. Rewrite the sentences in the Passive Voice.

1. Engineers design new software to solve specific problems.
   New software _____.
2. Hackers attacked the corporate server last night.
   The corporate server _____.
3. They are developing a new encryption algorithm (Present Continuous Passive).
   A new encryption algorithm _____.

B. Gerund vs. Infinitive
Complete the sentences using the correct form of the verb in brackets.

1. The technician managed _____ (fix) the bug before the launch.
2. This device is used for _____ (scan) fingerprints.
3. Users are considering _____ (switch) to a different operating system.
4. It is important _____ (update) your passwords regularly.

4. Speaking / Устная речь

A. Discussion Questions:
Work in pairs or small groups. Discuss the following questions:

1. **AI in Daily Life:** Do you use voice assistants (Siri, Alexa, Google Assistant)? Do you think they make life easier or invade our privacy?
2. **Social Media:** How has social media changed the way we communicate? What are the pros and cons?
3. **Future Predictions:** What technology that exists today do you think will be obsolete (out of use) in 10 years? Why?
4. **Digital Footprint:** Is it possible to have complete anonymity on the internet? Should governments have the right to monitor online activity?

B. Role-Play: "The Tech Support Call"
Student A: You are a user. Your laptop is slow, you keep getting pop-up ads, and you think you have a virus. Call tech support. Explain the problem.
Student B: You are a tech support specialist. Ask questions about what happened before the problem started (e.g., "Did you download any software recently?"). Give instructions on how to solve the problem (run antivirus, delete temporary files, etc.).

5. Writing / Письмо

Choose one of the following topics (120-150 words):

Option 1: Formal Email
You are a first-year student. Write a formal email to the IT department of your university. Explain that you are having trouble connecting to the university's Wi-Fi network (eduroam) on your laptop. Describe the problem and suggest a time when they can contact you.

Option 2: Opinion Essay
Write a short essay expressing your opinion on the following statement:

"Technology is creating more problems than it solves in modern society."

Do you agree or disagree? Provide at least two arguments to support your opinion (e.g., privacy, social isolation vs. convenience, medical advances).

Практическое занятие 82 -83 ИКТ в профессиональной деятельности

Theme: Information Technologies in Professional Activities

1. Vocabulary Building: Key Terms

Task 1: Match the term with its definition.

Term	Definition
1. Hardware	A. A set of instructions that tells a computer what to do.
2. Software	B. The physical components of a computer system.
3. Network	C. The practice of protecting systems from digital attacks.
4. Database	D. A group of interconnected computers that share resources.
5. Cybersecurity	E. An organized collection of structured information or data.

Task 2: Complete the sentences with the words from the box.
(cloud computing, big data, automation, digital literacy, interface)

1. Using _____, employees can access files and applications from anywhere without installing them on a local computer.
2. The user _____ of a professional application should be intuitive to increase productivity.
3. Modern manufacturing relies heavily on _____ to perform repetitive tasks with high precision.
4. Analyzing _____ allows companies to understand customer behavior and predict market trends.
5. In today's workplace, _____ is as essential as reading and writing.

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2. Reading Comprehension: The Role of IT in Different Professions

Read the text and answer the questions.

Information technology is no longer confined to the IT department. It has become a critical tool across all professional fields. For **engineers**, specialized software like CAD (Computer-Aided Design) allows for the creation of detailed 3D models and simulations, reducing the need for physical prototypes. In **medicine**, IT enables telemedicine, where doctors can consult with patients remotely, and AI assists in analyzing medical images with high accuracy. For **financial specialists**, algorithms perform high-frequency trading and fraud detection systems monitor transactions in real-time. Even in **education**, Learning Management Systems (LMS) like Moodle or Canvas allow educators to manage courses, distribute materials, and assess student work online. The ability to adapt to new software and understand data security principles is now a universal job requirement.

Questions:

1. According to the text, what is the main advantage of CAD software for engineers?

2. Give two examples of how IT is used in the medical field.
3. What is a universal job requirement mentioned in the text?
4. Find a synonym in the text for "from a distance."
5. What does LMS stand for?

---

3. Grammar Focus: Modal Verbs (Can, Must, Should) in a Professional Context

Task: Choose the correct modal verb to complete each sentence.

1. A system administrator **must / can** ensure data backups are performed daily to prevent data loss. (Obligation)
2. You **mustn't / don't have to** share your password with colleagues; it is a violation of security policy. (Prohibition)
3. Employees **should / can** use the company Wi-Fi for personal tasks, but it is not recommended. (Possibility/Choice)
4. To access the server remotely, you **must / can** use a VPN (Virtual Private Network). (Necessity/Rule)
5. This new AI tool **can / must** analyze thousands of documents in a few seconds. (Ability)

---

4. Listening & Speaking: Role-Play

Scenario: You are a junior specialist who is having trouble with a new software program (e.g., a CRM system or a new project management tool like Asana/Trello). Your colleague is an experienced user.

Task: In pairs, act out the conversation. The junior specialist should ask for help using polite requests. The experienced colleague should explain the steps.

Useful phrases:

- *Asking for help:* "Could you show me how to...?" / "I'm having trouble with..." / "Could you clarify how this feature works?"
- *Giving instructions:* "First, you need to..." / "Make sure you..." / "The key is to..." / "If I were you, I would..."

---

5. Writing: Email to the IT Support Team

Task: You are working from home and your laptop will not connect to the company's virtual private network (VPN). You need this connection to access important files for a meeting in one hour. Write a short, professional email to the IT Support Team.

Include:

- A clear subject line.
- A polite greeting.
- A description of the problem (what you are trying to do and what error message you see).
- The urgency (mention the meeting).
- Your contact information.

---

6. Critical Thinking / Discussion: The Future of Work

Task: Discuss these questions in a group or write a short essay on one of them.

1. **AI in the Workplace:** Many repetitive professional tasks are being automated. Do you think AI will create more jobs than it replaces in your future profession? Why or why not?
2. **Digital Dependency:** What are the potential risks of a company relying completely on digital systems (e.g., cloud storage, automated customer service)?
3. **Soft Skills vs. Hard Skills:** In the IT sector, which is more important for a successful career: deep technical knowledge (hard skills) or the ability to communicate and work in a team (soft skills)?

Практическое занятие 84-87 Известные ученые и их открытия в России

Part 1. Dmitri Mendeleev

Text 1: Pride of Russian Science

In 1999 we celebrated the 130th anniversary of the publication of the Periodic Law of Elements by Mendeleev. Mendeleev, the outstanding Russian scientist, was born in Tobolsk in 1834. In 1850 at the age of 16 he entered the Pedagogical Institute in Petersburg to study chemistry. Five years later he graduated from it as an A-student and was invited to lecture on theoretical and organic chemistry at Petersburg University.

To continue his studies and research, Mendeleev was sent to Germany. In 1859 while living abroad he made a number of important investigations. The year of 1868 was the beginning of his highly important work "Fundamentals of Chemistry." When working at the subject, Mendeleev analyzed an enormous amount of literature, made thousands of experiments and calculations. This tremendous work resulted in the Table of Elements consisting of vertical groups and horizontal periods.

Mendeleev was the first one who suggested a system of classification in which the elements are arranged in order of increasing properties with the increase of the atomic weights. Arranging all the existing elements in the Table, Mendeleev had to overcome great difficulties as a considerable number of elements were unknown at that time and the atomic weights of 9 elements (out of 63) were wrongly determined. Due to these investigations, Mendeleev was able to predict not only the existence of a few unknown elements but also their properties as well. Later these elements were discovered.

Mendeleev was engaged not only in the study of chemistry. His more than 350 works deal with many subjects. Combining theory with practical activity, he carried out great research in coal, petroleum, iron and steel industries in Russia. He died in 1907 at the age of 73. Time is the most severe judge in science. After 130 years of its existence, the Periodic Law has preserved its full value and is being constantly developed with each new discovery.

Task 1. Answer the questions.

1. Where and when was Mendeleev born?
2. What institute did he enter?
3. What subjects did he study at the institute?
4. When did he graduate from it?
5. When was he sent abroad?
6. What was his most important discovery?
7. Were the unknown elements discovered?

8. When did Mendeleev die?

Task 2. Translate into English.

1. Выдающийся русский химик Менделеев родился в 1834, а умер в 1907 году.
2. В 16 лет он поступил в педагогический институт в Петербурге.
3. В 1859 году Менделеев был отправлен в Германию для продолжения исследований.
4. Прежде чем открыть свою периодическую таблицу, Менделеев проделал много экспериментов.

Task 3. Translate into Russian.

- to study chemistry
- theoretical and organic chemistry
- important investigations
- fundamentals of chemistry
- thousands of experiments
- vertical groups and horizontal periods
- system of classification
- increasing atomic weights

Part 2. Mikhail Lomonosov

Text 2: The Father of Russian Science

Mikhail Vasilyevich Lomonosov (1711–1765) was a Russian scientist and writer who made important contributions to literature, education and science. Among his discoveries was the atmosphere of Venus. His interests lay in chemistry, physics, optics, geography, history and art. His poetry helped to develop the modern Russian language.

Lomonosov was born in the village of Denisovka (now Lomonosovo) near Kholmogory in the far north of Russia. His father, first a fisherman, eventually bought a ship and began transporting goods from Arkhangelsk to other places. When Mikhail was ten, his father decided that the boy was old enough to help him.

However, young Lomonosov was not interested in the family business. Learning was what he wanted. His neighbor had taught him to read and he spent as much time as he could with books. The knowledge he got at home was not enough for Lomonosov and in 1730, at nineteen, he left the village and joined a caravan traveling to Moscow.

Here he entered the Slavic Greek Latin Academy and lived on bread and water for quite a long time but made rapid progress as a student. He completed a twelve-year study course in only five years and graduated from the Academy with brilliant results. A fantastic student, he was given an opportunity to go to Saint Petersburg University and later to the University of Marburg in Germany.

Task 4. Fill in the gaps with the words from the box.

Words: *boundaries, pursue, poor, widely, accomplishments, scholarship, inspiration, significant*

Mikhail Lomonosov was a Russian scientist, writer and artist who lived in the 18th century. He is _____ regarded as one of the most prominent figures of the Russian Enlightenment. Despite being born into a _____ family and lacking formal education, Lomonosov managed to make _____ contributions to fields such as chemistry, physics, astronomy and geology.

Lomonosov's story is an _____ to many people because of his determination to overcome obstacles and _____ his dreams. He had a thirst for knowledge and a passion for learning that drove him to teach himself various subjects. His hard work eventually paid off, and he was awarded a _____ to study at the Academy of Sciences in St. Petersburg.

Throughout his life, Lomonosov continued to push the _____ of knowledge and make new discoveries. In addition to his scientific _____ , Lomonosov was also a gifted writer and artist.

Task 5. Choose the right answer.

1. Lomonosov was born...
   a) in Moscow
   b) in the province of Arkhangelsk
   c) in St. Petersburg
2. He traveled to Moscow...
   a) by train
   b) on foot
   c) by ship
3. He was sent abroad to complete his studies in...
   a) 1730
   b) 1736
   c) 1740
4. Lomonosov made...
   a) a car
   b) a telescope
   c) a factory
5. Lomonosov was the founder of...
   a) the first Russian University
   b) the Academy of Sciences
   c) the first Russian school

Task 6. Complete the sentences using the information from the text.

a) Lomonosov is the father of Russian _____.
b) He liked to spend his time _____.
c) In 1736 he was sent _____.
d) Lomonosov made a _____ to observe stars and planets.
e) The first Russian University is named after _____.

Part 3. Valery Kubasov (Space Explorer)

Text 3: The Soviet Cosmonaut

Valery Kubasov was an outstanding Soviet cosmonaut. His name belongs to the first generation of cosmonauts. He is known as a space engineer who made three flights into space. He was one of the participants of the famous "Soyuz-Apollon" program, in which the Soviet and American crews cooperated in experiments.

Valery Nikolaevich Kubasov was born in the small Russian town of Vyazniki on January 7, 1935. Since childhood, he dreamed of building planes, so after school he entered the Moscow Aviation Institute. After graduating from it, he became an aviation engineer. He was engaged in designing the spacecraft "Voskhod."

On October 11, 1969, in the spaceship Soyuz-6, Valery Kubasov with another Soviet cosmonaut Georgy Shonin flew into space. During this flight, he made welding work in space. The experiment was extremely dangerous. Any error could turn into a disaster, but the crew coped with the task successfully. After this flight, Kubasov was named a Hero of the Soviet Union.

His next flight was an epochal event. Valery Nikolaevich became a participant of the first international project, known as the "handshake in space." The Soviet spaceship Soyuz-19 was launched into orbit on July 15, 1975. A few hours later, the spacecraft Apollo went to the stars in the USA. For the first time in the history of mankind, two manned ships from different countries were docked.

Task 7. Match the words with their meanings.

1	**flight**	**A**	**a spaceship**
2	generation	B	to finish studying
3	graduate	C	to send off a rocket
4	capable	D	a journey through space
5	spacecraft	E	all people of the same age
6	launch	F	gifted; able
7	to carry out	G	manage successfully
8	cope	H	fulfill; do as required

Task 8. Complete the statements.

1. Valery Nikolaevich Kubasov was...
   a) a famous cosmonaut
   b) a space welder
   c) an aviation engineer
2. During his first flight, Kubasov...
   a) made chemical experiments
   b) made welding work in space
   c) docked with American spacecraft
3. The Soviet spaceship Soyuz-19 was docked with...
   a) the American "Apollo"
   b) the Hungarian spacecraft
   c) "Soyuz-36"
4. For his successful flights, Kubasov was awarded...
   a) one Gold Star of the Hero of the Soviet Union
   b) two Gold Stars of the Hero of the Soviet Union
   c) the Order of Lenin

Task 9. Answer the questions.

1. When was Valery Kubasov born?
2. What was he interested in since childhood?
3. How many times did Kubasov fly into space?
4. What dangerous experiment did he perform during his first flight?
5. What was the "handshake in space" program?

Part 4. Vladimir Vernadsky

Task 10. Open the brackets using the correct verb form.

Vladimir Vernadsky, born March 12, 1863, in St. Petersburg, (to die) January 6, 1946, in Moscow. He was a pioneering geochemist, mineralogist, and crystallographer. After (to graduate) from St. Petersburg University (1885) he did graduate work there and in Munich and Paris (1888-1889).

He (to teach) at Moscow University (1891-1911) and (to be) a member of the Russian State Council (1906-1911). In 1921 Vernadsky (to return) to Petrograd and (to organize) the Radium Institute there. In 1922 he (to go) to Paris to work with M. Curie and lecture at the Sorbonne.

Vernadsky's ideas (to become) the core of new directions in geology and mineralogy, and he (to regard) as the founder of Soviet geochemistry and biogeochemistry. Vernadsky's findings universally (to be recognize).

Task 11. Ask 5 questions about the text "Vladimir Vernadsky."

Part 5. Grammar Review

Task 12. Choose the correct option.

1. If I _____ French, I would understand the joke.
   a) have known
   b) know
   c) knew
   d) had known
2. She never _____ computer.
   a) uses
   b) using
   c) having used
   d) use
3. You will travel _____ train.
   a) with
   b) by
   c) on
   d) as
4. New Orleans is a city _____ older traditions can still be seen.
   a) where
   b) which
   c) that
   d) those
5. I like _____ cinema _____ television.
   a) either...or
   b) neither...nor
   c) both...and
   d) so...that

Task 13. Translate into English.

1. Она не сделала ни одной ошибки в сочинении.
2. Он сказал, что пишет новую статью.
3. Он был первым, кто рассказал мне об этом.
4. Становится холодно.
5. Мои друзья чинят велосипед.

Практическое занятие 88-90 Известные ученые и их открытия за рубежом

Part 1. Reading & Matching (Чтение и сопоставление)

Task 1. Match the scientist with their discovery/invention. There is one extra.

Scientist	Discovery / Invention
1. Isaac Newton (England)	A. The theory of evolution by natural selection.
2. Alexander Fleming (Scotland)	B. The telephone.
3. Charles Darwin (England)	C. The law of gravity and the three laws of motion.
4. Alan Turing (England)	D. Penicillin (the first antibiotic).
5. Alexander Graham Bell (Scotland/USA)	E. The theory of relativity.
6. Albert Einstein (Germany/USA)	F. The concept of the modern computer (Turing machine).
	G. The light bulb.

Part 2. Vocabulary (Лексика)

Task 2. Fill in the gaps with the correct word from the box.
(achievement, breakthrough, research, experiment, discovery, invention)

1. Alexander Fleming's _____ of penicillin was accidental but life-saving.
2. Thomas Edison's most famous _____ was the phonograph and the electric light bulb.
3. Conducting an _____ in a laboratory requires precision and patience.
4. The theory of gravity was a major scientific _____ of the 17th century.
5. Marie Curie (who worked in the US and France) conducted _____ on radioactivity.
6. Winning a Nobel Prize is considered a great scientific _____.

Part 3. Grammar: Passive Voice (Страдательный залог)

В науке мы часто говорим о том, *что было сделано*, а не о том, *кто сделал*. Используйте Passive Voice.

Task 3. Open the brackets using the verbs in the correct passive form (Past Simple or Present Perfect).

1. The structure of DNA _____ (discover) by Francis Crick and James Watson in 1953.
2. Many important scientific experiments _____ (conduct) in Cambridge over the last century.
3. The first successful airplane _____ (invent) by the Wright brothers in America.
4. Since 1901, the Nobel Prize in Physics _____ (award) to many British and American scientists.
5. The polio vaccine _____ (develop) by Jonas Salk in the 1950s.
6. "What _____ this medicine _____ (make) from?" — "Various herbs."

Part 4. Listening / Video Comprehension (Аудирование)

Task 4. You will hear/will read a short text about Stephen Hawking. Decide if the statements are True (T) or False (F).

Текст для учителя (можно прочитать вслух или раздать):
Stephen Hawking was an English theoretical physicist, cosmologist, and author. He was born in Oxford in 1942. Despite being diagnosed with a motor neuron disease at the age of 21, which left him almost completely paralyzed, he made groundbreaking contributions to science. He is best known for his work on black holes and the theory of Hawking radiation. His book "A Brief History of Time" became an international bestseller, making complex science accessible to the public.

1. Stephen Hawking was born in the United States.
2. He was diagnosed with a serious illness when he was a teenager.
3. He is famous for his research on black holes.
4. His book was only popular among professional scientists.
5. Hawking radiation is one of his key theories.

Part 5. Speaking: Discussion (Устная речь)

Task 5. In pairs or small groups, discuss the following questions.

1. **Which scientist from the list do you admire most and why?** (Use phrases: *I admire... because... / What I find fascinating about... is...*)
2. **Why do you think so many important scientific discoveries were made in England and America?** (Think about education, history, funding).
3. **Can you name a modern scientist or inventor?** What problem are they trying to solve?
4. **Is it more important for a scientist to make a theoretical discovery (like Newton) or a practical invention (like Bell)?**

Part 6. Writing: Mini-essay (Письмо)

Task 6. Choose one British or American scientist. Write a short paragraph (100–120 words) about them. Include:

- Name, nationality, field of science.
- What they are famous for (discovery/invention).
- An interesting fact about their life or work.

Useful phrases:

- *...is known for...*
- *...was born in...*
- *...made a significant contribution to...*
- *Thanks to ... we can now...*