Казахский национальный университет им. аль-Фараби

Факультет международных отношений

Кафедра дипломатического перевода

**Учебные материалы к практическим занятиям**

**English File Intermediate**

**Методические рекомендации по выполнению заданий**

Организация занятий по практике устной и письменной речи как при комплексном подходе, должна основываться на современной методической концепции, учитывающей условия обучения, личностную и индивидуальную направленность процесса обучения, отража­ющуюся в содержании и вариативности используемых технологий и обес­печивающей сочетание системности и функциональности, образовательных, воспитательных, развивающих целей обучения.

На современном этапе цель обучения иностранным языкам состоит в формировании вторичной языковой личности, готовой и способной к межкультурному иноязычному общению). Реализация конечной цели обучения должна обеспечить овладение студентами иноязычным общением во всех его функциях: познавательно-ннформационной (умение сообщить/,запросить информацию): регулятивной (выразить свое мнение, дать совет, высказать предложение и т.д.); ценностно-ориентационной (эмоционально-оценочной) умение выразить свое мнение, дать оценку и т.д.; этикетной (конвенцио­нальный) умение соблюдать общепринятые в стране изучаемого языка нор­мы речевою и неречевою поведении. Исходя из концептуальных положений органи­зация занятий по иностранным языкам должна соответствовать следующим основным требо­ваниям:

1. корректное формулирование цели и задач занятия, реализация ко­торых формирует у студентов умения иноязычного общения в рамках тема­  
тики;

2. адекватность структуры и содержания занятия цели и задачам;

3.соответствие содержания занятии типовой учебной программе и технологической карте соответствующего уровня;

4. концентричность подачи учебного материала и поэтапная органи­зация деятельности в овладении им, включающая:

этап предъявления нового языкового материала

этап тренировочной деятельности (формирование произноси­тельных, грамматических, лексических, орфографических навыков и на­выков техники чтения, умений слушания, говорения, чтения и письмен­ной речи):

этап исполнения деятельности, применения сформированных уме­ний;

этап контроля сформирования коммуникативных умении.

5. рациональное сочетание форм работы ( фронтальной, груп­повой, парной, индивидуальной) и приемов обучения, направленное на дос­тижение цели и задач;

6. соответствие последовательности упражнений, формирования языковых навыков и речевых умений;

7.взаимосвязанное обучение видам речевой деятельности, адекват­ность упражнений формируемому виду речевой деятельности;

8. создание условий для самостоятельной работы студентов, обуче­ние студентов приемам самостоятельной работы;

9.обеспечение следящего контроля над качеством формируемых зна­ний, навыков, умений;

10.соответствие объема домашнего задания нормам, предусмотрен­ным для самостоятельной работы;

11.подведение итогов занятия

Целью практических занятий по данной дисциплине является формирование умений иноязычного общения в социокультурной и профессионально-деловой сферах на начальном уровне. При этом осуществляется а) максимально возможное приобщение студентов к соответствующей культуре и таким образом расширение их кругозора, что соответствует общеобразовательной цели обучения иностранному языку, и б) приобщение к мировым знаниям в конкретной профессиональной области, что способствует (в определённой степени) совершенствованию профессиональной компетенции будущих специалистов.

Средствами иноязычного общения являются:

- языковой материал и навыки владения им (фонетические, лексические, грамматические, орфографические);

- формулы речевого общения, передающие различные коммуникативные намерения;

- различные типы текстов, содержащих информацию, воспринимаемую/порождаемую в устной и письменной форме в процессе речевой деятельности, осуществляемой в определённой сфере и в конкретных ситуациях общения.

Основным критерием отбора средств обучения является их соотнесённость с запланированной в рабочей программе тематикой, степень языковой трудности, а также соответствие требованиям лингводидактики.

В рамках данной модели предполагается овладение студентами основными умениями во всех видах речевой деятельности на начальном уровне. При этом предусматривается разное количество умений для формирования конкретных видов речевой деятельности: наибольшее для разных видов чтения и говорения в монологической и диалогической формах, наименьшее – для аудирования и письма.

Указанные умения конкретизируются по видам речевой деятельности:

*Чтение –* умения понимать информацию при чтении учебной, справочной, адаптированной научно-популярной/культурологической литературы в соответствии с конкретной целью (ознакомительное чтение, изучающее, просмотровое, поисковое).

*Говорение* - умения передавать на иностранном языке сообщения в форме монологического высказывания (в рамках указанной тематики), обмениваться информацией в процессе диалогического общения (в соответствии с целями, задачами и условиями речевого взаимодействия, а также в связи с содержанием прочитанного/прослушанного текста), осуществляя при этом определённые коммуникативные намерения в рамках речевого этикета (знакомство, представление, установление и поддержание контакта, запрос и сообщение информации, побуждение к действию, выражение просьбы, согласия/несогласия с мнением собеседника, завершение беседы и др.)

*Аудирование* - умения воспринимать на слух информацию при непосредственном и дистантном (слушание аудиотекстов, разговоре по телефону и др.) общении с носителями языка в рамках указанных сфер и тематик общения.

*Письмо* – умения передавать на иностранном языке и корректно оформлять информацию в соответствии с целями, задачами общения и с учётом адресата (фиксация информации, полученной при чтении в форме рабочих записей, плана; написание делового письма, резюме для приёма на работу, заявления, заявки; заполнение формуляров, анкет; написание личного письма и др.), осуществляя при этом определённые коммуникативные намерения.

*Перевод* – умения осуществлять перевод как средство закрепления языкового (лексико-грамматического) материала с иностранного языка на родной и с родного на иностранный; умения использовать перевод как средство контроля понимания аудио- и графических текстов.

Эти умения предусматривают владение студентами приёмами учебной деятельности, адекватными учебной задаче и индивидуальным запросам обучаемых. В число данных умений входят следующие: самостоятельно внести определённую коррекцию в результат решения учебной задачи, оценить и критически осмыслить качество своих знаний, навыков и умений, а также умение пользоваться справочной литературой.

Для достижения всех перечисленных выше целей обучения широко используются, современные технические источники информации (визуальные, аудитивные, аудиовизуальные, в том числе Интернет).

**План практических занятий**

|  |  |
| --- | --- |
| № темы | **Содержание темы** |
| **Очное обучение**  **I- Семестр** | |
| 1 | **File 1. How we met**  Grammar: Question formation. Present Perfect and Past Simple  Writing: My best friend  Vocabulary: Alphabet, numbers, dates  Speaking: Describing a close friend.  Reading: “Just good friends?”, “Flat-sharing – the inside story”, “Family fortunes”  Listening: Understanding an anecdote, dialogue, interview. |
| 2 | **File 2.The time of your life**  Grammar: Present Simple and Present Continuous  Writing: Diet in your country; A letter of apology to a friend.  Vocabulary: Common verb phrases  Speaking: Describing your lifestyle. Food and diet.  Reading: Articles: “A time for everything” , “Eat as much as you like”, “Do you really want to sleep”  Listening: Interviews with different people. |
| 3 | **File 3.The day that changed my life**  Grammar: used to + infinitive; make & do; modal verbs: can, could, be able to.  Writing: Your school; A book review; A fax to a hotel.  Vocabulary: Noun building affixes. Education: primary school. Strong adjectives. Common verb phrases.  Speaking: Changes in your life. Your childhood and education.  Reading: “The lost continent”; “At school for 17 hours a day”, “Still me”.  Listening: Interviews |
| 4 | **File 4.The good side and the bad side**  Grammar: Future forms. First, second conditional.  Writing: Job application  Vocabulary: Jobs and work. Human sounds. Money. Shops.  Reading: “Looking into the future”, “The firing line”, “Rich .. and happy”  Listening: Interviews |
|  | **II семестр** |
| 5 | **File 5.** Race through the rush hour  Grammar: Modals of obligation. Past Perfect Simple.  Writing: A nightmare journey. A letter to a friend: giving directions.  Vocabulary: Vehicles and traffic, Cars and driving.  Speaking: Transport: interviewing people. Cars and car problems.  Reading: “The rush hour Grand Prix”, “The wedding”, “Invisible pollution”  Listening: Travel programme about Lisbon, street interviews. |
| 6 | **File 6.** Set in the Wild West shot in Spain  Grammar: The passive. Comparatives and superlatives. Narrative tensesa.  Writing: A film interview.  Vocabulary: The cinema, sport, theatre.  Speaking: The cinema, sport, music.  Reading: “I just want to make the film and go home”, “Who’s the fittest?”, “Many years from now”  Listening: Understanding a conversation, radio programme, an anecdote. |
| 7 | **File 7.** Where am I?  Grammar: Modals of deduction, Reported speech.  Writing: Describing a place. A formal letter of complaint.  Vocabulary: Tourism, travel, restaurant complaints.  Speaking: Describing a tourist town. Your last holiday.  Reading: “Where am I?”, “Welcome to Britain”  Listening: Understanding conversations, dialogues, travel stories. |
| 8 | **File 1.** The true story of Titanic.  Grammar: Third conditional  Vocabulary: Ships and disasters.  Speaking: Reading and retelling  Reading: “Titanic”.  Listening: Radio story “Titanic” |

**10. План проведения СРСП Название темы СРСП**

|  |  |  |
| --- | --- | --- |
| № п/п | Тема задания. | Форма проведения СРСП. |
|  | | |
| 1 | **File 1. About my best friend** | 1.Read the given text (task I)  2. Discuss the questions  3. Retell the text 1 in the third person singular |
| 2 | **File 2**. **Sports and healthy lifestyle** | 1.Read the interview with your partner (Task II)  2. Make up a dialogue with your partner about role of sport in your country  3. Read the task III and retell. |
| 3 | **File 3**. **Sport and healthy mode of life** | 1.Discussion about sports  2. Speak about your favourite sport.  3. Make up dialogues. |
| 4 | **File 4. Job problems** | 1. Read the text  2. Name the main problems at work  3. Write letters of application. |
| 5 | **File 5. Race through the rush hour**  **Drinking and Driving** | 1. Read the text 2. Speak about transport system in your country 3. Read and retell the texts |
| 6 | **File 6. Task VI**  **West End theatre** | 1. Read about the text about theatre 2. Speak about your last cinema and theatre visit. 3. Write an essay about a theatre in your country. |
| 7 | **File 7. Where am I?**  **Tips for successful traveling abroad** | 1. Describe the place you have visited recently 2. Read the text about travelling and name types of travelling 3. Speak about advantages and disadvantages of travelling 4. Discuss the tips for successful traveling abroad |
| 8 | **File 8. The true story of Titanic.**  **My Favourite Film** | 1. Speak about the filmTitanic. 2. Read three topics on the theme: My favourite film and answer the questions 3. Discuss your favourite films. 4. Write a topic about your favourite film. |

**11.График выполнения и сдачи заданий по СРС**

|  |  |  |  |
| --- | --- | --- | --- |
| № п/п | Тема задания. | Форма контроля. | Срок сдачи. |
| (неделя) | | | |
| **Очное обучение**  **I семестр** | | | |
| 1 | Present perfect and past simple. | Learn the grammar material and do grammar exercises | 4 |
| 2 | Present simple and present continuous. | Learn the differences between Present simple and present continuous. | 7 |
| 3 | The imperative | Rules of grammar | 11 |
| 4 | Modal verbs of obligation. Comparison. | Modal verbs in English and their usage | 18 |
| **II семестр** | | | |
| 5 | Reported speech. | Doing grammar exercises | 8 |
| 6 | Gerund and infinitive. The article. | Rules of grammar and doing exercises | 8 |
| 7 | Future forms. | Leaning future tenses, rules. | 8 |
| 8 | First, second, third conditional. | Usage of first, second and third conditional sentences. | 6 |

**10.Список основной и дополнительной литературы**

**Основная литература**

1. English File. Intermediate. Student’s book.- Oxford- 1996.

**Дополнительная литература**

1. English File. Intermediate. Work book.- Oxford- 1996.
2. English Grammar in Use by R/Murphy, London 2000:
3. On Grammar. Understanding and Using. English Grammar. Betty Schr. Azar, 1998.
4. Market Leader. Pre-intermediate. Practice Business English. David Lotton, David Falvey, Simon Kent, 2006
5. Multimedia software for Learning English. Edusoft, 1998.
6. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk/)

**PRACTICAL TASKS FOR DISCUSSION AND WRITTEN WORK**

**Тема№ I:**

**ABOUT MY BEST FRIEND**

If you want a good friend, then you must be one yourself. That phrase always sticks in my mind when I remember my best friend Omar. Omar and I have been friends for over twenty years. We have done everything together since the day Omar moved to Jerusalem with his family. Omar was only eight back then and full of stories.

I especially liked the one about how women mysteriously grew babies in their stomach six month after they get married. Two years after that, we became best friends when Omar showed me one of his fathers adult magazines. We thought that women were really weird back then. We still share that secret to this day. Our friendship became much stronger during the Palestinian intifada, or uprising, of the late eighties and early nineties.

I will never forget that day in January, of 89. The day when Israeli soldiers shot me as I waited for my sister to finish school in East Jerusalem. A single shot that entered the right side of my head. I remember feeling a sting as the bullet penetrated the skin, seconds before my head exploded in uncontrollable, excruciating pain. My life was never going to be the same after that.

It was rumored twice that I died as I laid in a coma for over two weeks. I later learned that Omar was always there with me as I lay unconscious and unaware of what is taking place in the real world. Omar used to spend his days at school and his nights at my bedside talking and whispering in my ears words of love and encouragement. I can honestly say that I heard what Omar said and it gave me the strength to fight death and beat it. The first person I saw when I came out of coma was none other than my best friend.

I saw tears of joy and love in his eyes as he drew closer and kissed my bandaged head. Dont you dare do that to me again, Muamar. I cant imagine life without you. He said to me in loving compassion. I soon learned that the bullet had caused a lot of damage to the right side of my head.

Which meant that I would be paralyzed in the left side of the body. I could not imagine life without the ability to walk, play, or talk. I was never more depressed in my entire life. How can I live a normal life? Am I useless to my family? What kind of future will a crippled man have? Too many questions with no obvious answers. I can honestly say that if it were not for Omar I wouldve given up on walking.

But Omar would not allow me to have a shred of doubt in regards to my ability to walk. Be a man. Omar had shouted in my face. Dont give up and Allah will help you. And I promise to never leave you fight this alone.

I promise not to stop this fight until we walk together and run together like we used to do before. If I say that I didnt doubt Omar I would be lying. And not only did I doubt him, I doubted my ability to overcome difficulties and above all, I doubted myself. So in the beginning I decided to do what Omar wanted from me for two reasons: I did not want Omar to think that Im weak and I did not want him to be mad at me. So I did what he asked and faked enthusiasm at times just to give Omar a sense of achievement.

I also want to mention the fact that my family members did everything within their power to help me adjust to the hard reality without giving up on me. My father paid for the best care and the best doctors available and my mothers tears stopped only when I was around. My love for my family is unconditional, as is their love for me. Once I was back home, Omar would come over to my house each morning to help me get out of bed, help me bath, dress me up, and insist on making me my breakfast himself. That did not set well with my family at first because they wanted to be the ones who helped me during these difficult times, But when I insisted on having Omar and they saw the positive influence Omar had on me, they relented.

The first few months of recovery were the hardest. Omar used to take me to a secluded area and walk me for hours every day. I thought repeatedly about giving up on walking and giving up on life, but I could not allow myself to give up on Omar. And then I started to see signs of improvement and that gave me the incentive to work even harder. Then Omar took my wheelchair, over the protests of my family, and replaced it with crutches.

We would take two and three-hour walks everyday and soon I was using only one crutch. Just after I started using one crutch, my father insisted on sending me to the United States to see a specialist who had heard of me and wanted to try to help me. The specialist helped me a lot, using a new technique that restored 90% of my walking abilities without using crutches. Also in the U.S. I met a young lady, fell in love, and married her.

Soon after that I became a citizen and made the U.S. my primary residence. I called my best friend today, as I do every Sunday at noon, and spoke to Omar for over two hours. We talked about the past and discussed my biannual visit to Jerusalem that is less than two months away. I cant wait to see my best friend, to play and jog with him, and to have a lot of fun, as we always do.

As I look back at the events that took place over ten years ago I begin to understand the true meaning of friendship. Friendship is not a process were the members contribute equally. Rather, it is to love contributing and sacrificing to ensure the happiness of your friend. It is to be happy when your friend is happy and to be sad when he is sad. It is to cry when your friend is in pain and to laugh at his joke even before he finishes saying it. Friendship is what was born between Omar and I from my near death experience. A friendship that will continue forever.

**Задание №1**

**Ex.1.** Read the given text

**Ex.2.** Discuss the questions

1. “If you want a good friend, then you must be one yourself” How do you understand this proverb? Give Kazakh and Russian equivalents to the proverb.

2. What does “the friendship” mean for you? Do you have a best friend whom you can rely on?

**Ex.3.** Retell the given passage in 3-d person singular.

As I look back at the events that took place over ten years ago I begin to understand the true meaning of friendship. Friendship is not a process were the members contribute equally. Rather, it is to love contributing and sacrificing to ensure the happiness of your friend. It is to be happy when your friend is happy and to be sad when he is sad. It is to cry when your friend is in pain and to laugh at his joke even before he finishes saying it. Friendship is what was born between Omar and I from my near death experience. A friendship that will continue forever.

**Цель СРСП** – закрепление лексического материала, развитие устной речи.

**Форма контроля** – выполнение перевода с английского на русский, обсуждение, пересказ.

**Оценочный балл**- 5

**Список рекомендуемой литературы**

1. English File. Intermediate. Student’s book.- Oxford- 1996.
2. English File. Intermediate. Work book.- Oxford- 1996
3. English Grammar in Use by R/Murphy, London 2000:
4. On Grammar. Understanding and Using. English Grammar. Betty Schr. Azar, 1998.
5. Market Leader. Pre-intermediate. Practice Business English. David Lotton, David Falvey, Simon Kent, 2006
6. Multimedia software for Learning English. Edusoft, 1998.
7. [www.teachingenglish.org.uk](http://www.teachingenglish.org.uk/)

**Тема№II**

**SPORTS AND HEALTHY LIFE**

**(Interview with a Russian sportsman)**

- What role does sport play in your life?

- Although I do not go in for sports, I am fond of such activities that allow me to keep fit at home. I start with running then I take exercise programmes.

- Do your friends go in for sports?

- Some of them go in for sports and sports activities such as swimming, skiing, playing badminton, ice hockey, football or basketball. Unfortunately, public sports facilities are not always available to my friends, and they are engaged into outdoor activities. Most of them prefer running. They put on the white 'trainer' shoes and tracksuits and run through the parks or along the streets for half an hour a day.

- Do secondary schools officials pay attention to sports?

- Russian schools use sports activities as a way of teaching social values. Among these are teamwork and sportsmanship. The average secondary school offers its pupils such sports as football, basketball, track-and-field. Being intelligent and being good in sports are regarded as an ideal.

- Do you often attend a swimming pool?

- I enjoy swimming that is why twice a week I go to the swimming pool in autumn, winter and spring. In summer I swim in the lakes and rivers. But most of all I like to swim in the Black sea.

- Is the healthy life-style popular in Russia?

- Yes, certainly. Today everybody wants to be fit, feel good, look slim and stay young. Everyone who wants can participate in sports activities in our country. Many fitness clubs and public leisure centres have been built during the past years. These modern centres with their swimming pools, squash courts, gym and indoor courts for tennis are competing with cinemas and theatres as places for people to go to spend their leisure time. There one can find a leisure pool with a wave machine, water slides and tropical plants Families can spend their holidays at huge indoor water parks. In such pools people in the main splash and not swim.

- What do you know about sports in foreign countries?

- Nowadays sports and activities are fashionable in Europe and America. For example, popular marathons are now held everywhere. Lots of people want to see if they can run 42 kms and do it faster than everyone else. The big city marathons, in London and New York, are important sporting events. Television cameras and newspapers report them in detail. According to the latest figures the most popular sports in Europe and America are walking, cycling, jogging, playing football and golf. Other popular sports are bowling, badminton, tennis. Experts are asking a very important question: should sports be taken seriously or should it be just for fun?

- What do you think about it?

- I think, it depends upon the people's choice. Some people want to go in for sports seriously, others consider it to be a way to keep fit.

- What sports are British fond of?

- Sports play an important part in the life of the English people. All sports are very popular among them. The national British sports are: football, golf, cricket, table tennis, lawn tennis, snooker, steeplechase, racing, darts. The British are fond of football which is of two kinds there: association football (soccer) and rugby. Englishmen like all kinds of racing. Horse-racing, motor-car racing, boat-racing, dog-racing, donkey-racing are very popular in England.

- What sports are popular in American?

- Such sports as hockey, soccer, weightlifting, track and field, tennis, rowing, wrestling, golf, basketball, volleyball, boxing, figure-skating, cross-country skiing, swimming, judo and shooting are popular in the USA. The variety and size of the country, its different climates and the people's love of competitions of any type can explain the large choice of sports in America. The most recent unusual sport that first reached popularity in the USA is triathlon. It includes swimming, bicycle racing and long-distance running and is becoming more and more popular in Europe.

- What do you know about the Olympic games?

- The history of the Olympic games dates back to Ancient Greece. According to the legend Hercules was the founder of the first Olympic Games. An athletic festival with competitions in music and poetry began to attract the Greeks in the 8th century. The year 776 BC was established by history as the first date of the recorded Olympiad. The Olympic Games were held every five years. People dated events by the Olympiads throughout ancient period. The athletes competed in running, boxing, wrestling, horse and chariot racing. The winners were given laurel wreaths. According to the rules established at Olympia all hostilities between warring states ceased for the duration of the Olympiad. The truce was universally respected and no Greek state could break it. In the course of time the festival became so popular that not only athletes competed for the crown of wild olive but artists, poets, philosophers, orators and historians, were trying to create immortal works dedicated to the unity and splendour of Hellenic civilization. The prestige and brilliance of the Olympic Games was so great that other panhellenic festivals were instituted two centuries later - the Pythian (590 BC), the Isthmian (580 BC), the Nemean (573 BC), in honour of Apollo, Poseidon and Zeus respectively. The Olympic Games were held for nearly twelve centuries and were abolished in 394 AD by Theodosius I, the Christian Emperor, on the ground of their pagan origin. At the end of the 19-th century Baron Pierre de Coubertin revived them. In 1894 he addressed the International Congress of Athletes emphasizing the importance of sports in the peoples' life. The first modem Olympic Games were held in Athens in 1896 to signify the succession of the tradition. Since then the Games have been regularly held in different countries of the world.

- What body controls the programme of the Olympic games?

- The International Olympic Committee is responsible for the programme, the number of the participants and the city-host for the Games.

- When did Russia join the Olympic movement?

- Our country first participated in the 1952 Summer and 1956 Winter Olympic Games. The achievements of our athletes in the Olympic Games were a source of great national pride. Although athletes were technically amateurs, they were well supported by the Sports State Committee. In ice hockey, volleyball, basketball, gymnastics, track-and-field athletes, weight lifting, wrestling, and boxing our country was among the best in the world. At the 1992 Barcelona Olympics the team of our country won 45 gold medals

**Задание №2**

**Ex 1**.Read the interview with your partner.

**Ex 2.**Discuss.

What role does sport play in your life?

What do you know about “The Asian Winter Games” which will be held in our country?

**Ex 3**. Grammar. Make the given sentences into reported speech

- What do you think about it?

- I think, it depends upon the people's choice. Some people want to go in for sports seriously, others consider it to be a way to keep fit.

- What sports are British fond of?

**Цель СРСП** – закрепление лексико-грамматического материала, развитие устной речи.

**Форма контроля** – выполнение устного и письменного задания, обсуждение.

**Оценочный балл**- 5

**Список рекомендуемой литературы**

1. English File. Intermediate. Student’s book.- Oxford- 1996.
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**Тема№ III:**

**SPORT AND A HEALTHY MODE OF LIFE**

Sport is very important in our life. It is popular among young and old people.

Many people do morning exercises, jog in the morning, train themselves in clubs, in different sections and take part in sport competitions.

Other people like sports too, but they only watch sports games, listen to sports news. They prefer reading interesting stories about sportsmen. But they don't go in for sports.

Physical training is an important subject at school. Pupils have got physical training lessons twice a week. Boys and girls play volley-ball and basket-ball at the lessons. There is a sports ground near our school and school-children go in for sports in the open air.

A lot of different competitions are held at schools, a great number of pupils take part in them. All participants try to get good results and become winners. Sport helps people to keep in good health. If you go in for sports, you have good health and don't catch cold.

Children and grown-ups must take care of their health and do morning exercises regularly.

There are some popular kinds of sports in our country: football, volley-ball, hockey, gymnastics, skiing, skating. Athletics is one of the most popular kinds of sports. It includes such kinds of sports as running, jumping and others. Everybody may choose the sport he (or she) is interested in.

**Задание №3**

**Ex 1.Read the text and discuss.**

a) Nowadays it is very popular among young people to lead a healthy life style.

b) It is important to our country to hold different sport events (Olympic Games, sport events)

**Ex 2. Grammar. Write the given sentences in Past Simple Tense.**

Physical training is an important subject at school. Pupils have got physical training lessons twice a week. Boys and girls play volley-ball and basket-ball at the lessons. There is a sports ground near our school and school-children go in for sports in the open air.

A lot of different competitions are held at schools, a great number of pupils take part in them. All participants try to get good results and become winners. Sport helps people to keep in good health. If you go in for sports, you have good health and don't catch cold.

**Ex.3 Make up a dialogue with your partner** “My favorite sport”

**Цель СРСП** – закрепление лексико-грамматического материала, развитие письменных навыков.

**Форма контроля** – обсуждение, пересказ.

**Оценочный балл**- 5

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**Тема№ IV**

**JOB PROBLEMS**

MORE THAN A THIRD OF American workers complain that their jobs are harming their physical or emotional health, according to a 2001 poll conducted for a marketing company. Research also links work stress to a laundry list of disorders, including back pain, headaches, insomnia, stomachaches, impaired immunity, and even obesity.

We've identified six of the most frustrating work stressors and asked experts for tips to resolve them, so you can go from loathing your job to loving it.

Stressor #1: You Have Too Much to Do

"The truth is, everyone has too much to do," says Julie Morgenstern, a consultant in New York City and author of Time Management from the Inside Out (Owl Books, 2000). But heavy demands can help you learn a valuable life skill: how to let go of unimportant things. Manage your workload with these suggestions.

PRIORITIZE. According to one of the essential laws of economics, written more than 100 years ago by economist Vilfredo Pareto, 80 percent of the results come from 26 percent of the effort. In other words, it's not that you don't have time to do your work, but rather you may be putting too much effort--and time--into nonessential tasks. Find your lowest-priority work and do it quickly or if possible give it to someone else to do, says Alex Hiam, an Amherst, Mass.-based business consultant and author of Making Horses Drink (Amacom, 2002). If you're not sure how to rank your duties, ask your boss to help you prioritize.

GET ORGANIZED. Create routines to handle your least important tasks quickly, and you'll gain more time for important matters. For example, adopt a rule that says you'll touch an incoming piece of paper only if you make progress: File it, toss it, or act on it, rather than moving it among the piles and in-boxes on your desk. Check your email on a schedule (like every other hour). "Routines also save you a lot of aggravation as well as time because you're not worrying about what to do next," says Morgenstern.

PINPOINT YOUR ENERGY PEAKS. "The best time for managers to do their most critical work is when their energy is at its peak," says Morgenstern. Some people work better in the morning; if you fit into this group, schedule your toughest tasks accordingly. When you have a particularly large workload, consider coming in before your coworkers. That way you can get work done before other people's agendas distract you. If your energy is highest in the afternoon, do the lightweight stuff in the morning. If you're still overwhelmed, tell your boss. Morgenstern points out that bosses often aren't aware that they've overburdened employees because the bosses themselves are overwhelmed.

Stressor #2: You Are Burned-Out

When the joy or meaning is gone from your work and it's an effort to get out of bed in the morning, you're suffering from burnout. Revitalize with these tips.

RETHINK YOUR WORK. Brainstorm ways to get excited about your job again, recommends Hope Dlugozima, an Atlanta-based career and sabbatical consultant and author of Six Months Off (Henry Holt, 1996). For example, could you create a newsletter, help recruit clients, or mentor an intern? Ask your boss what's appropriate. If one of your goals is to advance in your company, be aware that taking on more responsibility can help open opportunities, adds Dlugozima.

TREAT YOURSELF RIGHT. People who are burned-out often neglect their personal needs, says Sue Frederick, founder of BrilliantWork, a career-counseling business in Boulder, Colo. For example, you may in a rush grab processed or sugary snacks and drink lots of coffee, which can lower your immunity and sap your energy. Or you may skip exercise. While taking better care of yourself certainly won't change aspects of your job, it will make you feel more invigorated and better prepared for work. Cut back on unhealthy snacks and coffee, and increase your intake of fruits, vegetables, and whole grains, which bolster your immunity and vigor. Exercise during the workday, because it lifts mood and energy levels. Walk briskly for 15 minutes in one direction and then back, or take a gym class during your lunch hour or immediately after work. If company policy permits it, pursue your favorite hobby during your lunch hour. It will break up the monotony of work and keep you upbeat throughout the day.

MIX UP YOUR ROUTINE. Sometimes small changes in your work habits can invigorate you. For example, if you usually start your day with paperwork, make important phone calls or answer important emails instead, suggests Morgenstern.

Stressor #3: You Feel Unappreciated

If you don't get enough positive feedback at work, you're not alone, reports Hiam. Managers are often under a lot of stress, so they forget to give praise or never get around to it, he says. Here's how to gently remind them.

**Задание №4**

**Ex 1.Read the text and find out main problems at work.**

**Ex 2.** **Read and translate the following paragraph.**

PRIORITIZE. According to one of the essential laws of economics, written more than 100 years ago by economist Vilfredo Pareto, 80 percent of the results come from 26 percent of the effort. In other words, it's not that you don't have time to do your work, but rather you may be putting too much effort--and time--into nonessential tasks. Find your lowest-priority work and do it quickly or if possible give it to someone else to do, says Alex Hiam, an Amherst, Mass.-based business consultant and author of Making Horses Drink (Amacom, 2002). If you're not sure how to rank your duties, ask your boss to help you prioritize.

**Ex 3. Write a letter of application and CV**

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**Тема№V**

**DRINKING AND DRIVING**

Driving while either intoxicated or drunk is dangerous and drivers with high blood alcohol content or concentration (BAC) are at greatly increased risk of car accidents, highway injuries and vehicular deaths. Possible prevention measures examined here include establishing DWI courts, suspending or revoking driver licenses, impounding or confiscating vehicle plates, impounding or immobilizing vehicles, enforcing open container bans, increasing penalties such as fines or jail for drunk driving, and mandating alcohol education. Safety seat belts, air bags, designated drivers, and effective practical ways to stay sober are also discussed.

Every single injury and death caused by drunk driving is totally preventable. Although the proportion of crashes that are alcohol-related has dropped dramatically in recent decades, there are still far too many such preventable accidents. Unfortunately, in spite of great progress, alcohol-impaired driving remains a serious national problem that tragically effects many victims annually.

It's easy to forget that dry statistics represent real people and real lives. Therefore, this page is dedicated to the memory of one randomly-selected victim of a drunk driver, young Donette Rae Jackson.

***THE FACTS***

Most drivers who have had something to drink have low blood alcohol content or concentration (BAC) and few are involved in fatal crashes. On the other hand, while only a few drivers have BACs higher than .15, a much higher proportion of those drivers have fatal crashes.

The average BAC among fatally injured drinking drivers is 16.

The relative risk of death for drivers in single-vehicle crashes with a high BAC is 385 times that of a zero-BAC driver and for male drivers the risk is 707 times that of a sober driver, according to estimates by the Insurance Institute for Highway Safety (IIHS).

High BAC drivers tend to be male, aged 25-35, and have a history of DWI convictions and polydrug abuse.

***THE SOLUTION***

Drunk driving, like most other social problems, resists simple solutions. However, there are a number of actions, each of which can contribute toward a reduction of the problem:

DWI courts, sometimes called DUI courts, sobriety courts, wellness courts or accountability courts have proven effective in reducing the crime of drunken driving (driving while intoxicated or while impaired). Such courts address the problem of hard-core repeat offenders by treating alcohol addiction or alcoholism. The recidivism or failure rate of DWI courts is very low.

Automatic license revocation appears to be the single most effective measure to reduce drunk driving.

Automatic license revocation along with a mandatory jail sentence appears to be even more effective than just automatic license revocation.

Impounding or confiscating license plates.

Mandating the installation of interlock devices that prevent intoxicated persons from starting a vehicle.

Vehicle impoundment or immobilization.

Expanding alcohol server training programs.

Implementing social norms programs that correct the misperception that most people sometimes drive under the influence of alcohol.

Passing mandatory alcohol and drug testing in fatal crashes would promote successful prosecution of drunk and drugged drivers. The National Highway Traffic Safety Administration has estimated that 18-20% of injured drivers are using drugs and although drinking is on the decline, drugging is on the increase. However, this figure appears to be much too low. For example:

A study of drivers admitted to a Maryland trauma center found that 34$ tested positive for drugs only, while 16% tested positive for alcohol only.

A study by the Addiction Research Foundation of vehicle crash victims who tested positive for either legal or illegal substances found that just 15% had consumed only alcohol.

In a large study of almost 3,400 fatally injured drivers from three Australian states, drugs other than alcohol were present in 26.7% of the cases. Fewer than 10% of the cases involved both alcohol and drugs.

NIDA’s Monitoring the Future survey indicated that in 2004, 12.7% of high school seniors in the U.S. reported driving under the influence of marijuana and 13..2% reported driving under the influence of alcohol in the two weeks prior to the survey.

In the State of Maryland’s Adolescent Survey, 26.8% of the state’s licensed, 12th grade drivers reported driving under the influence of marijuana during the year before the survey.

MADD Canada is to be commended for recognizing this serious but generally unrecognized problem and including the reduction of drugged driving as a major goal. Of course, fighting drugged driving must not detract us from working to reduce drunken driving.

Promising but inadequately evaluated measures include:

Marking the license plate to indicate ownership in the family of someone whose driver's license is suspended or revoked for alcohol offenses.

Passing and enforcing bans on open containers would probably reduce drunk driving by deterring drinking while driving. Surprisingly, some states have vehicular no open container laws.

Imposing graded or multi-tiered penalties based on BAC at the time of arrest. This policy is virtually universal with regard to speeding.

Restricting nighttime driving by young people. This appears to be effective in those states with such restrictions.

Electronically monitoring repeat DWI offenders.

Involving drivers in identifying and reporting possibly drunken drivers to law enforcement authorities by dialing 911 on their cell phones. See Help Police Stop Drunken Drivers

Requiring every state to provide adequate information on alcohol and driving to prospective drivers and adequately testing them on the subject in their driver's exams. In too many states, the subject is given only brief mention and do not include any information or testing in the process of obtaining a driver's license. Some actually provide factually incorrect information.

All of these very promising measures should be rigorously evaluated scientifically to determine their potential contribution to improving safety.

Measures of little or no value:

Incarceration. Jail or prison sentences for alcohol offenses, in spite of their great popularity, appear to be of little value in deterring high BAC drivers. In short, It appears that we can’t "jail our way out of the problem."

The perception of swift and certain punishment is more important than severity.

Large fines appear have little deterrent effect, according to research.

Increasing the cost of alcohol with increased taxation would have virtually no impact on reducing drunk driving. 25 Both research and common sense suggest that heavy drinkers are not deterred by cost and most minors who drink don’t pay for or purchase their beverages.

Improved roads and vehicles can contribute significantly to increased highway safety. Technological improvements include raised lane markers, which are easier to see and also emit a startling sound when a tire wanders over them. Similarly corrugations along the edges of roads emit a sound when driven over, thus alerting inattentive drivers to their inappropriate location. Wider roads, improved street and highway lighting, break-away sign posts, brake lights positioned at eye level, door crash bars, and many other improvements can save lives and be cost-effective.

***PROTECT YOURSELF***

While society has done much to improve highway safety, you can do much to protect yourself.

Don't drink and drive and don't ride with anyone who has too much to drink. Remember, it is usually themselves and their passengers who are harmed by drunk drivers. 2The risk of collision for high BAC drivers is dramatically higher than for a non-drinking driver.

Volunteer to be a designated driver.

Always use a safety seat belt.

Use four-lane highways whenever possible.

Avoid rural roads.

Avoid travel after midnight (especially on Fridays and Saturdays).

Drive defensively.

Choose vehicles with airbags.

Refer to safety ratings before selecting your next vehicle. See "Buying a Safer Car" (nhtsa.dot.gov/cars/testing/NCAP). "Buying A Safer Car" includes safety ratings of cars, vans, and sport utility vehicles by year, make, and model.

Never use illegal drugs. Illicit drugs are involved in a large proportion of traffic fatalities.

Never drive when fatigued. The dangers posed when fatigued are similar to those when intoxicated. A drunk or fatigued driver has slowed reactions and impaired judgment. And a driver who nods off at the wheel has no reactions and no judgment! Drivers who drift off cause about 72,500 injuries and deaths each and every year.

Don't use a car phone, put on make-up, comb your hair, or eat while driving. Drivers using cellular phones are four times more likely to have an accident than other drivers.

Steer clear of aggressive drivers. Aggressive drivers may be responsible for more deaths than drunk drivers.

If you must drive after drinking, stay completely sober:

Don't be fooled. The contents of the typical bottle or can of beer, glass of wine, or liquor drink (mixed drink or straight liquor) each contain virtually identical amounts of pure alcohol. When it comes to alcohol, a drink is a drink is a drink and are all the same to a breathalyzer. 31 For more, visit Standard Drinks.

Know your limit. If you are not sure, experiment at home with your spouse or some other responsible individual. Explain what you are attempting to learn. Most people find that they can consume one drink per hour without any ill effects. Also, experiment with the Blood Alcohol Educator, which is very informative and useful.

Eat food while you drink. Food, especially high protein food such as meat, cheese and peanuts, will help slow the absorption of alcohol into your body.

Sip your drink. If you gulp a drink, you lose the pleasure of savoring its flavors and aromas.

Don't participate in "chugging" contests or other drinking games.

Accept a drink only when you really want one. If someone tries to force a drink on you, ask for a non-alcohol beverage instead. If that doesn't work, "lose" your drink by setting it down somewhere and leaving it.

Skip a drink now and then. Having a non-alcoholic drink between alcoholic ones will help keep your blood alcohol content level down, as does spacing out your alcoholic drinks

A good general guideline for most people is to limit

consumption of alcohol beverages to one drink (beer, wine or spirits) per hour.

Keep active; don't just sit around and drink. If you stay active you tend to drink less and to be more aware of any effects alcohol may be having on you.

Beware of unfamiliar drinks. Some drinks, such as zombies and other fruit drinks, can be deceiving as the alcohol content is not detectable. Therefore, it is difficult to space them properly.

Use alcohol carefully in connection with pharmaceuticals. Ask your physician or pharmacist about any precautions or prohibitions and follow any advice received.

**Задание №5**

**Ex 1.Read the text and give the main idea.**

**Ex 2.** **Read and translate the following paragraph.**

Improved roads and vehicles can contribute significantly to increased highway safety. Technological improvements include raised lane markers, which are easier to see and also emit a startling sound when a tire wanders over them. Similarly corrugations along the edges of roads emit a sound when driven over, thus alerting inattentive drivers to their inappropriate location. Wider roads, improved street and highway lighting, break-away sign posts, brake lights positioned at eye level, door crash bars, and many other improvements can save lives and be cost-effective.

**Ex 3. Fill in suitable prepositions where necessary**

MADD Canada is to be commended for recognizing this serious but generally unrecognized problem and including the reduction \_ drugged driving as a major goal. Of course, fighting drugged driving must not detract us \_\_ working to reduce drunken driving.

Promising but inadequately evaluated measures include:

Marking the license plate to indicate ownership in the family \_ someone whose driver's license is suspended or revoked \_ alcohol offenses.

Passing and enforcing bans on open containers would probably reduce drunk driving \_ deterring drinking while driving. Surprisingly, some states have vehicular no open container laws.

Imposing graded or multi-tiered penalties based on BAC at the time of arrest. This policy is virtually universal\_\_ regard \_ speeding.

Restricting nighttime driving by young people. This appears to be effective in those states \_\_ such restrictions.

**Цель СРСП** – закрепление лексико-грамматического материала, развитие письменных навыков.

**Форма контроля** – обсуждение, пересказ.

**Оценочный балл**- 5

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**Тема№ VI**

**WEST END THEATRE**

West End theatre is a popular term for mainstream professional theatre staged in the large theatres of London's 'Theatreland,' the West End. Along with New York's Broadway theatre, West End theatre is usually considered to represent the highest level of commercial theatre in the English speaking world. Seeing a West End show is a common tourist activity in London.

History

English Renaissance theatre

Theatre in London flourished after the English Reformation. The first permanent public playhouse, known simply as The Theatre, was constructed in 1576 in Shoreditch by James Burbage. It was soon joined by The Curtain. Both are known to have been used by William Shakespeare's company. In 1599, the timber from The Theatre was moved to Southwark, where it was used in building the Globe Theatre in a new theatre district formed, beyond the controls of the City corporation. These theatres were closed in 1642 during the interregnum.

Further information: Restoration comedy and Restoration spectacular

At the restoration (1660), two companies were licensed to perform, the Duke's Company and the King's Company. Performances were held in converted buildings, such as Lisle's Tennis Court. The first West End theatre, known as Theatre Royal in Bridges Street, was designed by Thomas Killigrew and built on the site of the present Theatre Royal, Drury Lane. It opened on 7 May 1663 and was destroyed by a fire nine years later. It was replaced by a new structure designed by Christopher Wren and renamed the Theatre Royal, Drury Lane.[3][4][5]

Outside the West End, Sadler's Wells Theatre opened in Islington on 3 June 1683. Taking its name from founder Richard Sadler and monastic springs that were discovered on the property,[6][7] it operated as a 'Musick House,' with performances of opera; as it was not licensed for plays. In the West End, the Haymarket Theatre opened on 29 December 1720 on a site slightly north of its current location, and the Theatre Royal, Covent Garden opened in Covent Garden on 7 December 1732.

The Patent theatre companies retained their duopoly on drama well into the 19th century, and all other theatres could perform only musical entertainments. By the early 19th century, however, music hall entertainments became popular, and presenters found a loophole in the restrictions on non-patent theatres in the genre of melodrama. Melodrama did not break the Patent Acts, as it was accompanied by music. Initially, these entertainments were presented in large halls, attached to public houses, but purpose-built theatres began to be established in the East End at Shoreditch and Whitechapel.

The West End theatre district became established with the opening of many small theatres and halls, including the Adelphi in The Strand on 17 November 1806. South of the River Thames, the Old Vic, Waterloo Road, opened on 11 May 1818. The expansion of the West End theatre district gained pace with the Theatres Act 1843; which relaxed the conditions for the performance of plays, and The Strand gained another venue when the Vaudeville opened on 16 April 1870. The next several decades saw the opening of many new theatres in the West End. The Criterion Theatre opened on Piccadilly Circus on 21 March 1874, and in 1881, two more houses appeared: the Savoy Theatre in The Strand, built by Richard D'Oyly Carte specifically to showcase the comic operas of Gilbert and Sullivan, opened on 10 October (the first theatre to be lit by cooler, cleaner electric lights), and five days later the Comedy Theatre opened as the Royal Comedy Theatre on Panton Street in Leicester Square. It abbreviated its name three years later. The theatre building boom continued until about World War I.

Among the noted performers who began their careers in the early days of West End theatre are Robert William Elliston, John Liston, Nell Gwynne, and later Henry Irving, Ellen Terry, John Lawrence Toole, Nellie Farren, Marie Tempest, Seymour Hicks, Ellaline Terriss, and Marie Brema.

During the 1950s and 1960s, many plays were produced in theatre clubs, in order to evade the censorship then exercised by the Lord Chamberlain's Office. The Theatres Act 1968 finally abolished censorship of the stage in the United Kingdom.

Theatreland This section does not cite any references or sources.

Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. (November 2009).

**Задание №6**

**Ex 1.Read the text and answer these questions:**

When was The Theatre constructed?

Name the theatres which opened in the West End.

What famous actors begantheir careers in the early days of West End theatre?

**Ex 2. Change the following sentences into Active Voice:**

The first permanent public playhouse, known simply as The Theatre, was constructed in 1576 in Shoreditch by James Burbage. It was soon joined by The Curtain. Both are known to have been used by William Shakespeare's company.

It was replaced by a new structure designed by Christopher Wren and renamed the Theatre Royal, Drury Lane.

During the 1950s and 1960s, many plays were produced in theatre clubs, in order to evade the censorship then exercised by the Lord Chamberlain's Office.

**Ex 3. Retell the text.**

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**Тема№ VII**

**TIPS FOR SUCCESSFUL TRAVELLING ABROAD**

People have been traveling since ancient times from all over the world. Surely in those times people were traveling mostly for the need of trade, while nowadays millions of people spend their holiday traveling abroad. Children and adults are dreaming about holidays in the foreign country, because they want to visit other continents, modern cities and the ruins of the ancient towns. People travel to enjoy picturesque places or just for a change of science. It is always interesting to discover new things, different ways of life, to meet different people, to taste different food or to listen to different musical rhythms.

Those people, who live in the countryside, usually travel to big cities, because they want to feel the wing-ding of the city, so they usually spend their holiday visiting museums and art galleries, going to the shops and dinning at the exotic restaurants, meanwhile city-dwellers, on the contrary, prefer restful holiday, somewhere in a quiet place where they would be able just to bathe and laze in the sun.

**Types of traveling**

In modern-days, people needs for traveling very differ from those who lived in ancient

times. There were no cars, plains, trains or bicycles in ancient times, so people just saddled up their horses and traveled to the other city or foreign country. During all that year, since ancient times till now, technology made a huge progress and there are many ways of traveling a person can choose from. People decide which way of traveling to choose, according to their needs, wishes and destination. They can choose from:

Crossing: a boat journey to the other side of the sea.

Cruise: a holiday spent on a large ship, which visits a number of places.

Expedition: an organized journey that is made for a particular purpose such as exploration.

Flight: a journey made by flying, especially in an aero plane.

Hitch-hiking: a travel by walking, with occasional rides in passing cars.

Journey: a trip or expedition with an intended distance and date.

Package tour: a holiday, arranged by a travel company, in which your travel and accommodation are booked for you.

Tour: a journey in which a short stay is made at a number of places, the traveler usually returning finally to the place from which he had started.

Trip: a journey that you make from one place and back again.

Voyage: a voyage by see or along the river.

Hike: trip by foot.

**Advantages and disadvantages of traveling on foot**

Traveling on foot is good because it is one of the cheapest ways to get somewhere. Surely using this way of traveling you must have enough time because it is the slowest way of traveling. But if the place is 100 or more km away, then everyone prefers a faster way of traveling. Traveling on foot is good for your health, but if you have to travel about 100 or 200 km away using only your foot – it wont be very healthy for you. Anyway, everyone can try.

So traveling on foot is the best way to travel only for short distances.

**Advantages and disadvantages of traveling by ship**

Traveling by ship is one of the most interesting and romantic way of traveling. Traveling by ship is good, because you live in a cabin where a bed and bathroom is, and there you can get a good rest. You also do not need to worry about the food, because there is at least one restaurant in all cruisers. Another advantage of traveling by ship is impressions that people can receive during the trip. It is unspeakable sense to feel the deck of the ship under your feet, to see the rise and fall of the waves and to feel the fresh sea wind blowing into your face. Also, if you are traveling for a several days you can enjoy the beauty of the sunset and the sunrise; you can laze on the deck getting a sunset or just walk on the deck and do not worry by air-pockets.

Surely traveling by ship has and disadvantages too. One of this is that traveling by ship is quite expensive in comparison with traveling by bus or by train. Another bad thing about the voyage is being seasick. Lots of people get seasick, especially when the sea is rough.

Traveling by ship is the most suitable way of traveling for those people, who are romantic, like sea and do not afraid storms and getting seasick.

**Advantages and disadvantages of traveling by train**

If you are going to travel by train, you can choose from traveling by express train, local train, and slow train and through train. Traveling by train is good, because trains always run on time; furthermore, you can reserve a seat in a compartment where you can rest. With a train you have speed, comfort and pleasure combined. You can sit comfortably in a train and watch a view of the whole countryside. If you are hungry, you can have a meal in a restaurant-car. You can also meet and talk to lots of people. It is worth to travel by train for the students, because train tickets are not very expensive and, also, there is 50% discount for the tickets.

Traveling by train has disadvantages too. It is quite uncomfortable to travel with trains that have no cabins, just sitting places. Because sitting places in old trains are wooden and hard, so during a long trip you can get a backache. Another disadvantage is that all the time, during your trip, you will hear a noise, which split from the railing.

**Advantages and disadvantages of traveling by car**

This way of traveling is the most suitable way for those people, who like driving a car, wants to be independence from any travel agencies or guides, and want to make an itinerary by them. Traveling by car is very convenient, because you can change your traveling plans at any time, also, if you are tired, or want to go to the toilet, you can stop whatever you want.

There are more disadvantages than advantages of traveling by car. This way of traveling could be very dangerous, especially then the speed limit is exceeded. Also you have to follow all the signposts, if you do not want to have problems with the police. Also you could not to exceed the speed limit and not to forget to fasten in your safety-belts, because you can get a fine. Long travel by car is especially dangerous for those drivers who have not enough experience, because their reaction is slower and they can faster tire out. Traveling by car is also noisy and not good for nature.

There are better and cheaper ways of traveling, than travel by car.

**Advantages and disadvantages of traveling by plane**

If you can afford it, there is nothing better than traveling by air. It is the quickest and enough comfortable way. You board the plane and in no time you find your self in the remotest part of the world. Also there is a good staff in the plane, and stewardesses are ready to help you at any time. There are no restaurants in most plains, but you can always get something to drink and to have a snack.

The first one disadvantage is that there are no beds in the plains, and the seats, if you are not traveling in a business class, are not very comfortable. Another bad thing about planes is delays for fog or snowstorm. Air passengers often suffer such delays.

Traveling by air is the most suitable for those people who have a business trip or are traveling for long distances.

Advantages and disadvantages of hitch-hiking

Hitch-hiking has only two advantages: first it is one of the cheapest ways of traveling, and the second one is that you can meet various types of people.

Hitch-hiking has disadvantages too. This way of traveling is in particular dangerous. Also you cannot be sure that someone will stop to take you for a ride and you cannot know if the people, that took you for a ride do not have bad purposes.

**Tips for successful traveling abroad**

1. Make sure you have a signed, valid passport and visas, if required. Also, before you go, fill in the emergency information page of your passport.

2. Read the Consular Information Sheets and Public Announcements or Traveling Warnings (if applicable) for the countries you plan to visit.

3. Familiarize yourself with local laws and customs of the countries to which you are traveling. While in a foreign country, you are a subject to its laws.

4. Make two copies of your passport identification page. This will facilitate replacement if your passport is lost or stolen. Leave one copy at home with friends or relatives. Carry the other with you in a separate place from your passport.

5. Leave a copy of your itinerary with family or friends at home, so that you can be contacted in case of an emergency.

6. Do not leave your luggage unattended in public areas. Do not accept packages from strangers.

7. To avoid being a target of crime, try not to wear conspicuous clothing and expensive jewelry, and do not carry excessive amounts of money or unnecessary credit cards.

8. In order to avoid violating local laws, deal only with authorized agents, when you exchange money or purchase art of antiques.

9. If you get into trouble, contact the nearest Lithuania Republic embassy.

Survey results

According to the latest surveys, two quarters of people in Lithuania spend their holiday traveling abroad and one quarter spends their holidays traveling in Lithuania. Some people are not going abroad, because they are frighten by accidents.

Nowadays the bigger part of travelers prefer traveling by train, because if you live in a compartment you will have a good rest, and by ship, because many cruises are very popular and many people want to try it.

After some plains accidents, that had happened recently, the number of people, who prefer traveling by air has declined twice. So for this reasons traveling by air is in the third place at this moment.

Hitch-hiking is the worst estimated way of traveling by older people, but young people are ready to risk in order to have a free travel, and, maybe, a possibility to meet various new people.

Conclusion

In conclusion, every person chooses the most suitable way of traveling, according to the type of traveling they are going to, their wishes and financial opportunities. Also it depends from how long each person can spend time on the trip. Another serious criterion by which people choose the way of traveling is their fairs. So every person has the right to choose the most suitable way to travel, but it is need to say, that you have to plan your trip. Weather you are traveling overseas for business, pleasure or study, the best way to ensure carefree and relaxing trips is to prevent problems, before it had happen. The more you learn about passports, visas, customs, immunizations and other travel basics, the less likely you are to have difficulties during your travel

**Задание №7**

**Ex. 1.Read the text and answer these questions:**

A) What are the advantages and disadvantages of travelling by ship, by car, on foot etc**.**

**B)** What kind of tips consider to be successful for travelling abroad

**Ex. 2 . Translate the given sentences into Russian.**

Travelling by ship is one of the most interesting and romantic way of travelling.

Lots of people get seasick, especially when the sea is rough.

Travelling on food is good because it is one of the cheapest ways to get.

**Ex.3. Speak about advantages and disadvantages of travelling.**

**Ex.4. Discuss the tips for the successful travelling abroad**

**Цель СРСП** – закрепление лексико-грамматического материала, развитие письменных навыков.

**Форма контроля** – обсуждение, пересказ.

**Оценочный балл**- 5

**Список рекомендуемой литературы**

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**Тема№VIII**

**MY FAVOURITE FILMS (3 stories)**

**My Favourite Film(1)**

Usually we see films either in the cinema or on the TV. But from time to time I go to the cinema. My favourite film is "War and Peace". The script of the film was written by Sergey Bondar-chuk and W. Solowjew. The Leningrad (now Sankt Petersburg) ballet-dancer Ludmila Saweljiewa played the main part. She played this role wonderfully. The other parts were played by A. Ktorov (old Bolkonsky), 0. Tabakov (Nikolai), I. Skobzeva (Helena). Borodino struggle, hunting, the first ball of Natasha made a great impression on me. My favourite film is "The Fate of a Man". This film is excellent. It is difficult to find other words to describe it. It has enormous vigour and delicacy, it is full of purity and hope.

...A man is caught in the storm of war and loses everything. Black clouds surround him, and -yet he finds strength to bear up with it all; he finds strength to adopt a child, a destitute, helpless creature..." All the great events and the feelings aroused are depicted with taste, tact and restraint.

Тo wish to draw attention particularly to the extraordinary performance of the boy. Even if the film has no other merits, the child scenes, so subtle, profound and lifelike, so full of tragic vigour — these scenes alone would win Bondarchuk the reputation of a great director.

**My Favourite Film(2)**

Last Tuesday I saw the film "Romeo and Juliet" by Shakespeare. The starring was perfect. Romeo was played by Leonardo DiCaprio. And I'll try to tell you about this film. In the town of Verona there were two rich families, the Capulets and the Montagues. There was an old quarrel between those two families. One day Capulet made a great supper. At that supper Romeo saw Juliet and fell in love with her at ones. Juliet had the same feelings. Romeo asked Juliet to marry him. She agreed, but nobody knew about their plan. The next day Romeo and Juliet came to friar and he married them.

Some days passed and Juliet's father told her that she was to marry a young man whose name was Paris. Juliet didn't know what to do. But the friar helped her. He gave her medicine and told her to go home and be ready to marry Paris. But when she drinks that medicine she will sleep for forty — two hours.

Juliet did as the friar told her. Juliet's parents thought that she was dead and put her into the family tomb. When Romeo heard that Juliet was dead he bought some poison and went to the tomb of the Capulets. Paris was there and Romeo killed him.

Then Romeo kissed Juliet on the lips and drank his poison. At this moment Juliet woke up and saw that the young man was dead. Juliet took a dagger that was on the floor and killed herself.

Questions:

1. What is your favourite film?

2. Who is the producer of your favourite film?

3. Who played the main role?

4. Retell the plot of "Romeo and Juliet".

5. What do you feel when you watch this film?

**My Favourite Film(3)**

Among different types of films (that is comedy, romantic drama, western, adventure film, police drama or detective film, psychological thriller, horror film, historical film) best of all I like comedy and romantic drama, because such films are very cheerful and full of life. I don't like horror films and I find them quite disgusting.

Sometimes I may watch a police drama or a historical film, but I'm not very keen on these types of films. Now let me tell you about one of my favourite films "Gone with the wind" by the novel by Margaret Mitchell. Unfortunately, I don't remember the name of its producer, but I like the acting.

Scarlett O'Hara — there is no more lively character, which makes the reader and the spectator palpitate (in the film this role was played by Vivian Lee). Maybe the words from the Irish song are about Scarlett: "if the Irish eyes are laughing, oh, they' re stealing your heart". Scarlett goes through many trials and troubles, but her sharp and strong mind, her strong will help her to survive. And not only to survive, but to render and to develop moral values in this cruel world. Ratt was telling her in vain that they were both scoundrels. He is cynical by conviction, she is under the pressure of circumstances.

Scarlett is a symbol of wonderful America, the child, who was crippled with greed, but didn't lose inner beauty. Even her name, which was found at the last moment >n the publishing house contained the ideal and vice, innocence and regeneration. In English it sounds like Scarlett flower and illness (scarlet fever). Much in common, though their characters and fates are different, has Scarlett with the character of another film Jane Eyre.

They are too different, but at the same time too similar. Scarlett is very beautiful, flighty and noisy. Jane isn't beautiful. She is modest and peaceful. But they are both strong in the difficult minutes of the life. Skarlett and Jane for the sake of love can pass through all the difficulties. They are faithful to their men. And I like it, that they, thank to their mind and abilities reached a lot in life. And eventually people get to appreciate both of them.

**Задание №8**

**Ex.1. Read three topics on the theme: “My favorite film” and answer the questions:**

1. What is your favourite film?

2. What types of films do you know?

3. Who is the author and producer of your favourite film?

4. What other books, written by this author, are known to you?

5. For what features of character do you like or dislike the main hero?

**Ex.2. Make a dialogue in pairs**

**Ex.3. Discuss your favorite films**

**Цель СРСП** – закрепление лексического материала, развитие устной речи.

**Форма контроля** – обсуждение, пересказ.

**Оценочный балл**- 5

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6. Multimedia software for Learning English. Edusoft, 1998.
7. www.teachingenglish.org.uk

**Вопросы для рубежного контроля (РК 1)**

1. Describing a close friend and family.
2. My lifestyle.

**Вопросы для рубежного контроля (РК-2)**

1. Childhood and school life.
2. Jobs and work.
3. Shopping

**Вопросы для подготовки промежуточный аттестации**

1. Present perfect and past simple.

2. Present simple and present continuous.

3 The imperative.

4. Modal verbs of obligation.

5. Comparison.

6. Reported speech.

7. Gerund and infinitive. The article.

8. Future forms.

9. First, second, third conditional.

**Оценочный балл выполнения задания**

Оценки по текущей успеваемости складываются из оценок текущего контроля и рубежного (промежуточного) контроля.

Текущий контроль успеваемости – систематическая проверка учебных достижений студента по каждой теме учебной дисциплины, проводимая преподавателем, ведущим учебное занятие.

Рубежный контроль проводится по завершении изучения крупных разделов (модулей) учебной дисциплины.

Итоговая оценка по дисциплине включает оценки текущей успеваемости и итогового контроля. Оценка текущей успеваемости (рейтинг допуска) составляет 60% от итоговой оценки знаний по дисциплине. Оценка экзамена составляет 40% от итоговой оценки знаний по дисциплине.

Оценка знаний студента осуществляется по балльно-рейтинговой буквенной системе с соответствующим переводом в традиционную шкалу оценок.

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