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Приложение 2 к рабочей программе
дисциплины

**«Иностранный язык в профессиональной
деятельности»**

ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«ВОЛЖСКИЙ ИНСТИТУТ ЭКОНОМИКИ, ПЕДАГОГИКИ И ПРАВА»

Волжский социально-педагогический колледж

**Фонд оценочных средств
по дисциплине
«Иностранный язык в профессиональной деятельности»**

Специальность:
38.02.08 Торговое дело

Уровень образования:
среднее профессиональное образование

Квалификация выпускника:
специалист банковского дела

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1 Перечень результатов освоения дисциплины, описание показателей, критериев оценивания, описание шкал оценивания

Перечень компетенций	Показатели оценивания результата освоения	Критерии оценивания результатов освоения	Шкала оценивания
ОК 01. Выбирать способы решения задач профессиональной деятельности применительно к различным контекстам ОК 02. Использовать современные средства поиска, анализа и интерпретации информации и информационные технологии для выполнения задач профессиональной деятельности ОК 04 Эффективно взаимодействовать и работать в коллективе в команде ОК 05. Осуществлять устную и письменную коммуникацию на государственном языке Российской Федерации с учетом особенностей социального и культурного контекста ОК 09. Пользоваться профессиональной документацией на государственном и иностранном языках.	Знает: - актуальный профессиональный и социальный контекст, в котором приходится работать и жить; - основные источники информации и ресурсы для решения задач и проблем в профессиональном и/или социальном контексте; - структуру плана для решения задач; - порядок оценки результатов решения задач профессиональной деятельности - приемы структурирования информации. - психологические основы деятельности коллектива, - психологические особенности личности. - особенности социального и культурного контекста; - правила оформления документов и построения устных сообщений - правила построения простых и сложных предложений на профессиональные темы; - основные общеупотребительные глаголы (бытовая и профессиональная лексика); - лексический минимум, относящийся к описанию предметов, средств и	Умеет по инструкции преподавателя : - распознавать задачу и/или проблему в профессиональном и/или социальном контексте; - анализировать задачу и/или проблему и выделять её составные части; - выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; - составлять план действия; - определять необходимые ресурсы; - реализовывать составленный план; - оценивать результат и последствия своих действий (самостоятельно или с помощью наставника) - определять задачи для поиска информации; - определять необходимые источники информации; - планировать процесс поиска; - структурировать получаемую информацию; - выделять наиболее значимое в перечне информации; - оценивать практическую значимость результатов поиска; - оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач. - организовывать работу коллектива и команды;	зачтено

	процессов профессиональной деятельности; особенности произношения; правила чтения текстов профессиональной направленности - лексический и грамматический минимум, необходимый для чтения и перевода текстов профессиональной направленности (со словарем); - общеупотребительные глаголы (общая и профессиональная лексика); - правила чтения текстов профессиональной направленности; - правила построения простых и сложных предложений на профессиональные темы; - правила речевого этикета и социокультурные нормы общения на иностранном языке; - формы и виды устной и письменной коммуникации на иностранном языке при межличностном и меж культурном взаимодействии	взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы Умеет на основе типовых примеров: распознавать задачу и/или проблему в профессиональном и/или социальном контексте; анализировать задачу и/или проблему и выделять её составные части; выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; составлять план действия; определять необходимые ресурсы; реализовывать составленный план; оценивать результат и последствия своих	зачтено
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действий (самостоятельно или с помощью наставника)
определять задачи для поиска информации;
определять необходимые источники информации;
планировать процесс поиска;
структурировать получаемую информацию;
выделять наиболее значимое в перечне информации;
оценивать практическую значимость результатов поиска;
оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач.
организовывать работу коллектива и команды;
взаимодействовать с коллегами, руководством, клиентами в ходе профессиональной деятельности
грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе
понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые),
понимать тексты на базовые профессиональные темы;
участвовать в диалогах на знакомые общие и профессиональные темы;
строить простые высказывания о себе и о своей профессиональной деятельности;
кратко обосновывать и объяснять свои действия (текущие и планируемые);

	писать простые связные сообщения на знакомые или интересующие профессиональные темы	
	Умеет самостоятельно: - распознавать задачу и/или проблему в профессиональном и/или социальном контексте; - анализировать задачу и/или проблему и выделять её составные части; - выявлять и эффективно искать информацию, необходимую для решения задачи и/или проблемы; - составлять план действия; - определять необходимые ресурсы; - реализовывать составленный план; - оценивать результат и последствия своих действий (самостоятельно или с помощью наставника) - определять задачи для поиска информации; - определять необходимые источники информации; - планировать процесс поиска; - структурировать получаемую информацию; - выделять наиболее значимое в перечне информации; - оценивать практическую значимость результатов поиска; - оформлять результаты поиска, применять средства информационных технологий для решения профессиональных задач. - организовывать работу коллектива и команды; - взаимодействовать с коллегами, руководством, клиентами в ходе	зачтено



	профессиональной деятельности грамотно излагать свои мысли и оформлять документы по профессиональной тематике на государственном языке, проявлять толерантность в рабочем коллективе понимать общий смысл четко произнесенных высказываний на известные темы (профессиональные и бытовые), понимать тексты на базовые профессиональные темы; участвовать в диалогах на знакомые общие и профессиональные темы; строить простые высказывания о себе и о своей профессиональной деятельности; кратко обосновывать и объяснять свои действия (текущие и планируемые); писать простые связные сообщения на знакомые или интересующие профессиональные темы	
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2 Типовые контрольные задания, необходимые для оценки результатов обучения, характеризующих формирование компетенций в процессе освоения образовательной программы

2.1 Типовые контрольные задания, используемые для проведения входного контроля

Тестирование

English Placement test (English Unlimited)

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1. Where ___ from? - I'm from Russia.
A you are B you C are you
2. We have ___ house in Moscow.
A any B a C an
3. I have two ___: a boy and a girl.
A sons B daughters C children
4. I work in a ___. I'm a doctor.
A hospital B hotel C supermarket
5. This is my brother. ___ name's Paul.
A Her B His C He's
6. ___ five people in my family.
A They are B There is C There are
7. I get up ___ 7 o'clock in the morning.
A for B at C in
8. I like apples, but I ___ bananas.
A don't like B like C do like
9. Excuse me, ___ speak French?
A do you B you do C you
10. How much are ___ shoes?
A this B these C that
11. Where are my glasses? - They're ___ the table.
A at B on C in
12. My sister ___ tennis very well.
A plays B play C playing
13. I usually go to work ___ train.
A on B with C by
14. I don't see my parents very often ___ they live in South Africa.
A so B but C because
15. Rosie stayed ___ home yesterday afternoon.
A in B at C to
16. Last night I ___ to the cinema.
A went B did go C was
17. The ___ is quite expensive but the food there is excellent.
A film B restaurant C book
18. Do you want to listen to music or ___ TV?
A see B look C watch
19. I was in Scotland. ___ were you at the weekend?
A When B Where C What
20. Yes, it was fun. ___ you have a good time at the party?
A Did B Were C Had
21. Are you ___ English teacher?

- A Maria B Marias' C Maria's
22. Bob will meet ____ at the airport.
A us B we C our
23. I'm going to a concert tonight. ____ you like to come?
A Do B Are C Would
24. ____ use your dictionary? - Sure. Here you are.
A Could I B Could you C Do I
25. I like this apartment but the ____ is too expensive for me.
A money B rent C cost
26. Excuse me, how do I ____ to the bus station?
A come B get C arrive
27. Do you sell stamps? - Yes, we do. How ____ do you want?
A any B many C much
28. Sorry I'm so late. - That's ____.
A OK B great C right
29. I'd like ____ milk in my coffee, please.
A some B any C a
30. ____ a bus stop near my flat.
A It's B Here's C There's
31. Is this a good time to talk? - Sorry, no. I ____ dinner.
A cook B am cooking C cooking
32. I think cycling is more dangerous ____ driving.
A As B like C than
33. We ____ going to the theatre next Saturday.
A will B do C are
34. ____ meet for coffee some time soon.
A Let's B Do you C Shall they
35. Kamal has got a holiday home near ____ sea.
A a B the C some
36. If you've got a headache, you ____ go home.
A should B did C had
37. ____ ever been to New York?
A Have you B Are you C Did you
38. I only get about five hours' sleep a night. - That's not ____.
A enough B lot C too much
39. Did Amina finish the report? - No. She ____ it tomorrow.
A finishes B is going to finish C finished
40. Paula ____ loves working with children.
A very B really C much
41. Is Ottawa the capital of Canada? I think ____.
A is B yes C so D right
42. We never ____ a television when I was a child.
A have had B hadn't C had D didn't have
43. We paid the restaurant bill ____ credit card.
A to B with C on D by
44. The last time I ____ Joanna was in Paris.
A have seen B saw C see D was seeing
45. If you ____ money from a friend, you should always pay it back promptly.
A borrow B earn C spend D lend
46. Can I make myself a cup of coffee? - Of course. You ____ to ask.
A haven't B mustn't C needn't D don't have
47. I ____ a lot of sport in my free time.

- A do B practise C make D exercise
48. ___ anywhere interesting recently?
A Do you go B Have you been C Are you going D Will you go
49. It's Walter's birthday on Friday. He ___ be 30, I think.
A should B can C will D shall
50. Learning the piano isn't as difficult ___ learning the violin.
A like B so C than D as
51. If the weather ___ bad tomorrow, we can go to a museum.
A will be B was C is D would be
52. About a billion cans of Coca-Cola ___ drunk around the world every day.
A is B are C was D were
53. My mum's not very well. – Oh, ___
A it doesn't matter B I do apologise C sorry to hear that D not bad, thanks.
54. Hans isn't here. He ___ to see his grandmother. He'll be back tomorrow.
A has gone B had been C has been D had gone
55. Would you mind changing my appointment? ___ time on Friday is fine.
A Next B All the C Every D Any
56. When I was a child, I ___ climb the wall and jump into our neighbours' garden.
A would B did C have D used
57. Have you finished ___ the wall yet?
A paint B to paint C painting D painted
58. Lena used to find work boring ___ she became a nurse.
A unless B until C if D since
59. Can you help me? I've tried ___ hotel in the city and can't find a room.
A many B any C every D all
60. If I ___ closer to my office, I could walk to work.
A lived B would live C had lived D live
61. I ___ outside the cinema when suddenly a police car arrived.
A stood B was standing C have stood D am standing
62. Shall we go to The Riceboat for dinner? - It ___ be fully booked. They're sometimes busy on Monday.
A will B may C can D must
63. We've ___ come back from a trip to India. It was amazing.
A already B yet C just D only
64. I've got to be at work in five minutes. - Don't worry, I ___ you a lift if you want.
A give B am giving C 'll give D 'm going to give
65. My doctor advised me ___ more exercise.
A take B taking C having taken D to take
66. I couldn't ___ up with the noise in the city, so we moved to the countryside.
A put B live C set D take
67. There's no name on this dictionary. - It ___ be mine then. Mine's got my name on the front.
A might not B mustn't C won't D can't
68. Julia ___ married since she was 20.
A is B was C has been D is being
69. Don't worry if I ___ late tonight. I'm going to the gym after work.
A am B will be C would be D was
70. I've got a terrible headache, and it won't go away. - Have you tried ___ some aspirin?
A to take B take C took D taking
71. Boxing is a sport ___ requires a lot of speed and fitness.
A it B that C what D where
72. Jon ___ working on this project for a couple of months so he hasn't made much progress yet.
A is only B has only been C was only D had only been

73. I was wondering ____ I could ask you some questions. - Sure, go ahead.
A what B if C that D how
74. What clothes should I pack for a trip to Boston? - Well, it depends ____ the time of year that you go.
A on B with C up D to
75. Do you ever ask your neighbours to do favours ____ you?
A for B to C with D about
76. Some married couples seem to get more ____ over time.
A alike B same C like D equal
77. I don't know how much this card costs. The price label's ____ off.
A gone B taken C done D come
78. I've finished this salad and I'm still hungry. I ____ ordered something more filling.
A must have B would have C should have ____ D may have
79. Ben got the job because he ____ a very good impression at his interview.
A made B did C put D took
80. Salsa music always ____ me of my trip to Cuba.
A remembers B realises C recognizes D reminds
81. I ____ to be picking Tom up at the station but I've lost my keys.
A am supposed B am requested C am intended D am obliged
82. How about going to Colours nightclub? - There's no ____ I'm going there. It's awful!
A hope B way C time D opportunity
83. By the age of 18, I ____ not to go to university.
A had decided B decided C have decided D was deciding
84. I'm afraid your car ____ repaired before next week.
A hasn't been B wasn't C wouldn't be D can't be
85. The amount of organically grown food on sale has ____ enormously in recent years.
A raised B lifted C increased D built
86. Can you believe it? A woman has been ____ for hacking into the computer of her online virtual husband.
A accused B suspended C arrested D suspected
87. You may borrow my laptop ____ you promise to look after it.
A unless B in case C as long as D Although
88. It's a huge painting. It ____ taken ages to complete.
A must have B can't have C should have D won't have
89. Pierre tends to put ____ dealing with problems, rather than dealing with them immediately.
A down B off C over D away
90. If the taxi hadn't stopped for us, we ____ standing in the rain.
A were still B would still be C are still D will still be
91. My mother's Italian, so ____ the language has been quite easy for me.
A to learn B learn C having learned D learning
92. ____ I had the talent, I still wouldn't want to be a movie star.
A In case B Even if C Provided that D However much
93. The factory workers threatened ____ on strike if they didn't get a pay rise.
A going B to go C that they go D to have gone
94. I was about to go to sleep when it ____ to me where the missing keys might be.
A remembered B happened C appeared D occurred
95. There's going to be a new department at work. They've asked me to ____ it up.
A take B set C put D bring
96. If the film is a ____ success, the director will get most of the credit.
A big B high C large D good
97. By the end of today's seminar I will ____ to each of you individually.
A speak B have spoken C be speaking D have been speaking

98. This is a photo of my little sister ____ ice cream on the beach.

A eat B eating C was eating D having eaten

99. Our students take their responsibilities very ____.

A considerably B thoroughly C seriously D strongly

100. Pia was ____ delighted with the birthday present.

A very B completely C fairly D absolutely

Примерные вопросы для устного собеседования

Introductory questions

What's your name? How do you spell your surname? Where are you from?

Did you learn English at school? For how many years?

Starter

1. What do you do? Do you work or are you a student?

2. Tell me about your family.

3. What do you do in your free time? (Do you play football or any sports?)

4. What do you do every day? What time do you get up / start work?

5. Tell me about the town where you live.

Elementary

6. Tell me about something you can do well. (Can you swim? Can you cook?)

7. How often do you usually see your friends? (What do you do together?)

8. Where do you live? Tell me about your home.

9. What are you going to do at the weekend?

10. Have you been to an English-speaking country? Tell me about your visit. (OR Tell me about an interesting place you have been to.)

Pre-intermediate

11. Tell me about something that you did with your friends/family recently. Why did you enjoy it?

12. Tell me about the weather in your country. Which is your favourite season and why do you like it?

13. Imagine that I am a visitor to your country. What advice would you give me?

14. Can you tell me about an object that is special for you? Why is it special?

15. Where do you live - in a house or an apartment? What's it like?

Intermediate

16. What sort of television programmes do you like?

17. How do you keep in touch with your friends and family (by phone/email)? How do you think communication might change in the future?

18. Tell me about the last film you saw at the cinema (or the last book you read). Would you recommend it?

19. Think about an interesting person you have met. What is he/she like?

20. Have you ever been on a journey where something went wrong?

Upper-intermediate

21. Tell me about something you are good at.

22. Can you tell me about a famous landmark/person in your country? What do you know about it/them?

23. What do you use the internet for? Do you think it will ever replace books and newspapers? Why / why not?

24. If an English person wanted to learn your language, how should they do this and why?

25. Where do you see yourself in five years' time?

2.2 Типовые контрольные задания, используемые для текущего контроля по дисциплине

2.2.1 Методические материалы, используемые для текущего контроля знаний по дисциплине

Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
Контрольный опрос	Контрольный опрос – это метод оценки уровня освоения компетенций, основанный на непосредственном (беседа, интервью) или опосредованном (анкета) взаимодействии преподавателя и студента. Источником контроля знаний в данном случае служит словесное или письменное суждение студента	Примерный перечень вопросов к зачету и экзамену Вопросы, выносимые на самостоятельное изучение Задания для самостоятельной работы
Эссе	Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме	Тематика эссе
Тестовые задания	Тестирование - удовлетворяющая критериям исследования эмпирико-аналитическая процедура оценки уровня освоения компетенций студентами	Тесты по дисциплине
Самостоятельное решение задач	Метод, при котором обучающиеся приобретают навыки творческого мышления, самостоятельного решения проблем теории и практики.	Типовые задания
Контрольная работа	Эффективный метод проверки знаний обучающихся, полученных ими на определённом этапе. Основная задача контрольных работ - выявить, какие изученные темы вызывают затруднения и в последствие искоренить недостатки	Задания для контрольной работы
Интерактивное решение задач	Метод модерации, при котором при решении задач принимают участие все обучающиеся под руководством преподавателя-модератора	Методика проведения интерактивного решения задач Типовые задания
«Мозговой штурм»	Метод модерации стимулирования творческой активности	Методика проведения «мозгового штурма» Примерный перечень вопросов к зачету и экзамену Вопросы, выносимые на самостоятельное изучение Задания для

Наименование оценочного средства	Краткая характеристика оценочного средства	Представление оценочного средства в фонде
		самостоятельной работы
Работа в малых группах	Метод, направленный на участие обучающихся в работе, развитие навыков сотрудничества, межличностного общения	Методика организации работы в малых группах Типовые задания

2.2.2. Задания для самостоятельной работы

Тема 1. Вводно-коррективный курс

Работа с текстом.

Importance Of English Language

The English Language is becoming more and more common in the world. As a result, increasingly people are dedicating time to study English as their second language. In fact, many countries include it in their school syllabus to teach children this language from a young age. However, the true value of this language is that it helps remove many barriers from our life. Whether it is to find a new job or travel the world. In other words, it helps to progress in life both on a personal and professional level. Thus, the Importance of English Language Essay will help you understand all about it.

Importance Of English Language

Language is our major means of communication; it is how we share our thoughts with others. A language's secondary purpose is to convey someone's sentiments, emotions, or attitudes. English is one such language in the world that satisfies both the above purposes. English has been regarded as the first global Lingua Franca. It has become part and parcel of almost every existing field. We use it as the international language to communicate in many fields ranging from business to entertainment. Many countries teach and encourage youngsters to acquire English as a second language. Even in nations where English is not an official language, many science and engineering curriculum are written in English.

English abilities will most certainly aid you in any business endeavours you choose to pursue. Many large corporations will only hire professional employees after determining whether or not they speak good English. Given the language's prominence, English language classes will be advantageous to you if you want to work for a multinational organization and will teach you the communication skills needed to network with professionals in your area or enhance your career.

The English Language opens an ocean of career opportunities to those who speak this language anywhere in the world. Similarly, it has turned into an inevitable requirement for various fields and professions like medicine, computing and more.

In the fast-evolving world, it is essential to have a common language that we can understand to make the best use of the data and information available. As a result, the English Language has become a storehouse of various knowledge ranging from social to political fields.

Reasons to Learn the English Language

As the importance of the English Language is clear now, we move on to why we must learn the English Language. First of all, it is a global language. It is so common that one out of five people can speak or understand this language.

Further, learning the English Language can help in getting a job easily. As it has become the language of many fields, it automatically increases the chances of landing a good job in a good company.

In addition, it helps with meeting new people. As it is the official language of 53 countries, learning it helps to break the language barriers. Most importantly, it is also the language of the Internet.

Another important reason to learn this language is that it makes travelling easier. Being a widely used language globally, it will help you connect with people easily. Similarly, it is also essential in the world of business.

It does not matter whether you are an employee or employer, it benefits everyone. Students who wish to study abroad must definitely study this language. Many countries use their schools and universities. So, it can offer a good opportunity for students.

Why and where do we need the English language?

- **Use of English on the Internet** – Because of the tremendous rise of information technology, particularly the internet, English is the language of choice for Internet users. The internet has also played an important role in promoting and spreading the English language throughout the world, as more and more people are exposed to it, and English has also become the language of the internet.

- **Use of English in Education** – English has become one of the majorly used languages to understand, learn and explain concepts from various fields of knowledge. The majority of instructional tools, materials, and texts are written in English. The global educational systems at colleges all over the world need English as a foreign language.

- **Use of English for Travel purposes** – As we all know, English has been named as the official language of 53 countries and over 400 million people in the world speak English, the English language comes in handy for communicating with everyone when anyone travels around the world be it for tourism, job opportunity, settlement, casual visits, etc.

- **Use of English for Communication** – The most important function of a language is to allow people to communicate effectively. For many years, English has been the most widely known and valued language on the planet. In other words, English becomes an efficient tool for communicating with people all over the world.

Conclusion of Importance Of English Language Essay

We use the English Language in most of our international communications. While it is not the most spoken language in the world, 53 countries have named it their official language. Moreover, about 400 million people globally use it as their first language. Thus, being the most common second language in the world, it will be beneficial to learn this language to open doors to new opportunities.

FAQ on Importance Of English Language Essay

Question 1: How does the English Language help you get a job?

Answer 1: the English Language is the language of many things like science, aviation, computers, diplomacy, and tourism. Thus, if you know English, it will increase your chances of landing a good job in an international company.

Question 2: Does the English Language help in connecting with people globally?

Answer 2: Yes, it does. It is because English is the official language of 53 countries and we use it as a lingua franca (a mutually known language) by people from all over the world. This means that studying English can help us have a conversation with people on a global level.

Тема 2. Россия, ее национальные символы, государственное и политическое устройство
Выполнение тренировочных лексических и лексико-грамматических упражнений.

1. Раскройте скобки, употребляя глаголы в Present Continuous, Present Simple или в Future Simple.

1. I (to play) chess tomorrow. 2. I (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to go) to the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. You (to come) to my place next Sunday? 14. You (to read) this book next week? 15. You (to read) books every day? 16. You (to read) a book now? 17. I (not to see) him tomorrow. 18. What you (to do) tomorrow? 19. What your friend (to do) tomorrow? 20. Where you (to go) next summer? 21. Where you (to go) every morning? 22. Where you (to go) now? 23. Look! Mary (to dance). 24. She (to dance) every day. 25. She (to dance) tomorrow?

2. Раскройте скобки, употребляя глаголы в Present, Past или Future Simple.

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 14. You (to have) a PT lesson yesterday? — No, I... 15. What you (to buy) at the shop yesterday? — I (to buy) a book. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

3. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present Continuous, Present Simple, Past Simple или Future Simple.

1. He (to spend) last summer in the country. 2. He (not to spend) last summer in the country. 3. He (to spend) last summer in the country? 4. Where he (to spend) last summer? 5. She (to help) mother yesterday. 6. She (not to help) mother yesterday. 7. She (to help) mother yesterday? 8. How she (to help) mother yesterday? 9. Kate (to cook) dinner every day. 10. Kate (to cook) dinner tomorrow. 11. Kate (to cook) dinner now. 12. Kate (to cook) dinner yesterday. 13. I (not to eat) ice-cream every day. 14. I (not to eat) ice-cream now. 15. I (not to eat) ice-cream tomorrow. 16. I (not to eat) ice-cream yesterday. 17. You (to go) to school every day? 18. You (to go) to school now? 19. You (to go) to the south next summer? 20. You (to go) abroad last summer? 21. What your brother (to do) every day? 22. What your brother (to do) now? 23. What your brother (to do) tomorrow? 24. What your brother (to do) yesterday?

Сравните употребление Past Simple и Past Continuous

Обратите внимание на обстоятельства времени, характерные для Past Continuous:

at ___ o'clock yesterday when mother came home from 5 till 6 yesterday the whole evening

Обратите также внимание на следующие два предложения:

We played chess in the evening (вечером)

Past Simple We were playing chess the whole evening

(весь вечер) — Past Continuous

4. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present Simple, Past Simple, Present Continuous, Past Continuous.

1. Nina (to celebrate) her birthday yesterday. Her room looked beautiful, there (to be) many flowers in it. When I (to come) in, somebody (to play) the piano, two or three pairs (to dance). 2. Listen! Somebody (to play) the piano. 3. I (to like) music very much. 4. When I (to look) out of the window, it (to rain) heavily and people (to hurry) along the streets. 5. What you (to do) at seven o'clock yesterday? — I (to have) supper. 6. When I (to come) home yesterday, I (to see) that all my family (to sit) round the table. Father (to read) a letter from my uncle who (to live) in Kiev. 7. Where you (to be) yesterday? — I (to be) at home the whole day. — How strange. I (to ring) you up at two o'clock, but nobody (to answer). — Oh, I (to be) in the garden. I (to read) your book and (not to hear) the telephone. 8. What you (to do) at five o'clock yesterday? — I (to work) in the library. — I (to be) there, too, but I (not to see) you. 9. Yesterday I (to work) at my English from five till seven. 10. It (to rain) the whole day yesterday. 11. Where your sister (to be) now? — She (to be) in her room. She (to do) her homework.

5. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present, Past, Future Simple; Present, Past Continuous.

1. Look at these children: they (to skate) very well. 2. You (to skate) last Sunday? — Yes, we (to skate) the whole day last Sunday. We (to skate) again next Sunday. 3. My brother can skate very well. He (to skate) every Sunday. 4. What you (to do) now? — I (to wash) the dishes. 5. What you (to do) at three o'clock yesterday? — I (to have) dinner. 6. You (to have) dinner now? 7. Where your brother (to work)? — He (to work) at an institute. 8. Your grandmother (to sleep) when you (to

come) home yesterday? 9. What your brother (to do) tomorrow? 10. I (not to go) to the shop yesterday. I (to go) to the shop tomorrow. 11. Where Kate (to go) when you (to meet) her yesterday? 12. Every day the boss (to enter) the office at nine o'clock. 13. Yesterday the boss (to enter) the office at half past nine. 14. When the secretary (to come) tomorrow? 15. At six o'clock yesterday we (to listen) to a very interesting lecture. 16. When I (to enter) the office, the secretary (to type) some letters. 17. My friend (to ring) me up at eight o'clock yesterday.

Запомните типичные для **Present Perfect** обстоятельства: **already, not yet, just, ever, never.**

Сравните также:

I have bought a book **today (this week,**

This month) не истекший отрезок времени —

Present Perfect I bought a book yesterday (last week,

last month) истекший отрезок времени — Past Simple

Запомните также следующие предложения

I have never been to France.

Have you ever been to London?

I haven't seen you for ages.

I haven't met him for a long time.

I haven't been to Moscow since last year

6. Раскройте скобки, употребляя глаголы в Present Perfect, Present Continuous, Present Simple или Past Simple.

1. Please give me a pencil, I (to lose) mine. 2. I (not to meet) Peter since Monday. 3. Nina just (to finish) work. 4. Where Sergei (to be)? — He (to go) home. He (to leave) the room a minute ago. 5. What you (to read) now? — I (to read) «Jane Eyre» by Charlotte Bronte. 6. They (to read) «Ivanhoe» by Walter Scott a month ago. What about you? You (to read) «Ivanhoe»? 7. My watch (to stop). There (to be) something wrong with it. 8. You (to see) Jack today? — Yes, I (to see) him at the institute. 9. You (to hear) the new symphony by M.? — Yes, I _____. — When you (to hear) it? — I (to hear) it last Sunday. 10. You (to change) so much. Anything (to happen)? 11. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report. — And when you (to write) your composition? — I (to finish) it two days ago. 12. I say, Tom, let's have dinner. — No, thank you, I am ready (to have) dinner. 13. What the weather (to be) like? It still (to rain)? — No, it (to stop) raining.

7. Раскройте скобки, употребляя глаголы в Present Perfect, Present Simple, Present Continuous, Past Simple или Past Continuous.

1. They (to go) to the Hermitage last week. 2. They (to be) to the Hermitage twice this week. 3. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 4. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I..., I (to be) too busy. 5. With whom you (to discuss) this question yesterday? 6. I (to see) this film this week. I like it very much. 7. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 8. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). «What (to happen)? Why you (to cry)? You (to hurt) yourself?» I asked. 9. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 10. When I (to come) home yesterday, the children (to run) and (to sing) merrily. «We (to learn) a new song!» they cried. 11. When the young man (to enter) the room, she (to look) at him in surprise.

8. Раскройте скобки, употребляя глаголы в Present Perfect, Past Simple, Past Continuous или Past Perfect.

1. Only when she was going to bed, she remembered that she (to forget) to ring up her friend. 2. We already (to study) seven English tenses. 3. He (to spend) two weeks in Scotland two years ago. 4. I (to buy) a lovely fashionable dress. Now I shall look smart at the party. 5. He (to learn) English before he (to go) to the USA. 6. When she (to spend) all her money, she (to go) home. 7. I (to speak) to my friend yesterday. 8. Look! Kate (to wash) all the dishes. 9. Your mother (to return) from work?

Can I speak to her? 10. She (to do) her flat the whole day on Saturday. 11. The cat (to drink) all the milk which I (to give) it. 12. You ever (to be) to Piccadilly Circus? 13. He (not to read) Turgenev since he was a pupil. 14. They (to reach) the river by sunset. 15. I (not yet to receive) an answer to my letter. 16. She is very happy: her son (to finish) school. 17. My brother (to train) at the stadium from six till eight yesterday. 18. My sister (to buy) a pair of nice model shoes this month. 19. I (not to dance) for ages. 20. When Nick (to come) from school, his friends (to play) in the yard. 21. When your sister (to go) to London? 22. My friend just (to recover) after a serious illness. 23. I never (to be) to the Bahamas. 24. At this time yesterday we (to talk) about you.

9. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect.

1. We (to go) to school every day. 2. Nick (to do) his home-work by seven o'clock yesterday. 3. You (to help) your father tomorrow? 4. We (to bring) a lot of berries from the wood. Now we shall make jam. 5. Look! Jane (to swim) across the river. 6. What you (to do) at six o'clock yesterday? 7. You ever (to see) the Pyramids? 8. I (to go) to the Caucasus two years ago. 9. When Nick (to come) home yesterday, his mother (to return) and (to cook) dinner in the kitchen. 10. When I (to go) to school yesterday, I suddenly (to remember) that I (to forget) to take my English exercise-book. 11. Yesterday grandfather (to tell) us how he (to work) at the factory during the war.

10. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect

1. I always (to come) to school at a quarter to nine. 2. Yesterday I (to come) to school at ten minutes to nine. 3. Tomorrow Nick (not to go) to the cinema because he (to go) to the cinema yesterday. He already (to be) to the cinema this week. Look! He (to cry). 4. What your brother (to do) now? 5. My friend (to like) pies. He (to eat) pies every day. When I (to meet) him in the street yesterday, he (to eat) a pie. He (to tell) me that he (to buy) that pie at the corner of the street. Look at my friend now! He (to eat) a pie again.

11. Раскройте скобки, употребляя глаголы в одном из следующих времен: Present, Past, Future Simple; Present, Past Continuous; Present, Past Perfect.

1. When you (to come) to see us? — I (to come) tomorrow if I (not to be) busy. 2. I (not to like) apples. 3. He (to come) home at five o'clock yesterday. 4. I (to ring) you up as soon as I (to come) home tomorrow. 5. I (to show) you my work if you (to like). 6. He (to come) home by six o'clock yes today. 7. Pete certainly (to help) you with your English if you (to ask) him. 8. This little boy never (to see) a crocodile. 9. Send me a telegram as soon as you (to arrive). 10. Let's go for a walk. The rain (to stop) and the sun (to shine). 11. If you (to help) me, I (to do) this work well. 12. I always (to get) up at eight o'clock, but tomorrow I (to get) up a little later. 13. What you (to read) now? — I (to read) Tom's book. I (to be) in a hurry. Tom soon (to come), and I (to want) to finish reading the book before he (to come). 14. As soon as you (to see) your friend, tell him that I (to want) to see him. 15. When I (to come) home yesterday, my brother (to sleep).

12. Раскройте скобки, употребляя глаголы в одном из будущих времен: Future Simple, Future Continuous или Future Perfect.

1. I (to do) my homework tomorrow. 2. I (to do) my homework at six o'clock tomorrow. 3. I (to do) my homework by six o'clock tomorrow. 4. When I come home tomorrow, my family (to have) supper. 5. When you come to my place tomorrow, I (to read) your book. I (to do) my homework by the time you come. 6. Don't come to my place tomorrow. I (to write) a composition the whole evening. 7. I (not to go) to the cinema tomorrow. I (to watch) TV the whole evening. 8. What you (to do) tomorrow? 9. What you (to do) at eight o'clock tomorrow? 10. You (to play) volley-ball tomorrow? 11. You (to do) this work by next Sunday? 12. When you (to go) to see your friend next time? 13. How many pages you (to read) by five o'clock tomorrow? 14. Tomorrow I (to begin) doing my homework as soon as I come from school. I (to do) my homework from three till six. My father (to come) home at seven o'clock tomorrow. I (to do) all my homework by the time he comes, and we (to go) for a walk together.

Тема 3. Установление контакта

Составление монологического высказывания на тему «Я и моя профессия».

Тема 4. Розничная торговля

Выполнение тренировочных лексических и лексико-грамматических упражнений.

Тема 5. Коммуникации в коммерческой деятельности

Выполнение тренировочных лексических и лексико-грамматических упражнений.

Тема 6. Деловой этикет

Чтение и перевод текста.

The Russian Federation and Its Economic Trends

The economy of the Russian Federation is based on the rapid development of the most profitable sources of overall revenue, which is funded by the government. It means that the official policy of the country is the main driver of its future successes in this respect. The initial examination of this field showed that the evolving spheres of the economy mainly include oil and natural gas exportations, steel and aluminum, and other valuable resources. However, it is unclear how these aspects are changing at present. Therefore, this report aims to demonstrate the connection between the previous findings regarding the economic situation in Russia and its current trends, which are primarily related to international trade, gas exports, and GDP growth.

The first area, which explicitly shows the needs emphasized by the Russian government, is international trade. According to the recent data from official sources, it is oriented toward the production and realization of gas (Polonskaya, 2021). Thus, the ongoing construction of the Nord Stream 2 pipeline for delivering gas to Germany proves the significance of this field for the country (Polonskaya, 2021). Hence, the economic meaning of this policy is conditional upon the attempts of Russia to strengthen its positions on the world market by ensuring a direct connection with strategically important regions. From this perspective, this article underpins the findings, according to which natural gas exportations are the prevailing income resources, and allows viewing the implemented measures as long-term initiatives.

The second article on the discussion of trade opportunities and Russia and Moldova adds to the above conclusion. As per this source, the two countries consider lifting trade restrictions in order to benefit from the involvement of the Transnistria region in the process (Russia Briefing, 2021). Even though the described cooperation is aimed at improving the economic situation in several places, it serves as evidence for the principal orientation of the Russian government on international relations. It also confirms their reliance on others for improving economic indicators and, consequently, the overall wellbeing of its citizens. These findings also signify the meaning of restrictions for the country's prosperity since they seem one of the major obstacles to it.

The third source, which is directly connected to GDP, narrates about a shift in the outlook concerning the policy of the Russian economy ministry and its results. As per this article, it is linked to the attempts to forecast the patterns of economic growth of the country, which indicates a high probability of strengthening its currency, ruble, in the future (Reuters Staff, 2021). The prospects of this outcome are explained by fast paces of recovery after the previous decline, and they are conditioned by high prices for oil and, subsequently, greater opportunities for exports (Reuters Staff, 2021). In this way, the economic capability of Russia is gradually increasing, and world trends facilitate this process.

To summarize, the situation with international trade, gas exports, and GDP growth of Russia seems favorable from the perspective of future improvements. This conclusion is underpinned by the government's actions, which include the expansion of international trade through lifting restrictions and cooperating with new regions, as well as positive forecasts from official sources. These factors allow considering the country as a rapidly developing economic entity, which gains more influence through successfully negotiating with other regions and ensuring the advantages for future growth.

Тема 2. Управление компанией

Выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и грамматического материала.

Тема 3. Внешняя торговля

Чтение, перевод текстов по теме. Ответы на вопросы по текстам.

New Inventions and Discoveries of Science in 21st Century

Despite the decadent sentiments, inventions and discoveries of science in the 21st century did not slow down and made significant progress in fundamental disciplines. Physics and biotechnology are developing most dynamically, where scientists have achieved successes that can claim the title of revolutionary. In the long term, it can significantly affect the quality of life of every person. What is it worth only obtaining stem cells from the skin of an adult, which makes it possible to grow the vital organs without using embryonic cells! The fundamental discovery of gravitational waves gives humanity hope for travel between the stars, and the new material, graphene, will soon be used to produce ultra-high-capacity batteries. However, first things first: in the ranking below, we have tried to systematize the most important scientific discoveries of the 21st century in terms of their significance for humanity. Follow the technology road and learn about the important inventions of the 21st century.

1. Hydrogen cars

Hydrogen cars are one of the most important inventions of the 21st century. This invention is great news for the fight against global warming. This fantastic creature does not consume any fuels, which means that carbon monoxide is never rereleased. These cars run on renewable fuel and do not emit anything but water vapor. The fuel for these cars is obtained by electrolysis, etc. The invention is expected to reduce the burning of fossil fuels in the world drastically. The 2015 Toyota Mirai is one of the first hydrogen-fueled vehicles commercially sold to this day. The Mirai concept is based on the Toyota FCV.

2. Genetic engineering

Genetic engineering is the manipulation of the DNA structure of an organism using biotechnology. It has benefited the fields of medicine, pharmacology, reproduction, technology, and more. Improved crops and modern drugs are some of the notable advances in genetic engineering.

3. Renewable energy

Energy, as we all know, is vital to human survival. People have been living on different forms of energy since they came into existence. In the past, fossil fuels have become the main source of energy. The development of technology has allowed us to use alternative energy sources. We can use wind, geothermal heat, water, and even the sun as a source of energy. Free energy or thermodynamic energy develops. It is expected to prove a necessary and most efficient form of energy for the future.

4. Artificial intelligence

Artificial intelligence is evolving to establish connections between humans and technology. In today's world, robots, toys, and computers follow human orders and respond to needs according to their wishes. Even the iPhone is equipped with artificial intelligence in the famous "SIRI" form.

5. Mind-reading device

Mind reading is a term used by psychologists to imply the subconscious detection and analysis of non-verbal cues, such as facial expressions or head movements. These signals help people understand each other's emotional state. This invention is the brainchild of three scientists at the MIT Media Lab. A mind-reading machine scans the user's brain signals and notifies those with whom they are communicating. The device can be used to work with artists.

6. Nanotechnology

Nanotechnology is the manipulation of matter at the atomic, molecular, and supramolecular levels. The invention of nanotechnology allows us to transform complex technology into a simple, compact form. While there is still much potential for discovery, nanotechnology has undoubtedly added new chapters to human life. Nanotechnology permeates everything from DVDs to hotel pools to your sunglasses.

7. Human cloning

One of the most significant discoveries of the 21st century was creating genetically identical copies of humans. Human cloning was a groundbreaking discovery. With the application of this discovery, scientists now see the prospect of tackling life-threatening problems such as heart attack, cancer,

treating or growing new organs, selectively selecting genes in newborns, and even eliminating diseases in infants ahead of time.

8. Bioprosthesis are designed, controlled by the power of thought

Until recently, lost limbs were replaced by plastic dummies or even hooks. In the past two years, science has made huge strides in creating bioprosthesis controlled by the power of thought and transmitting sensations from artificial fingers to the brain. In 2010, the British firm “RSL Steeper” presented a bioprosthetic arm, with which a person can open a door with a key, break eggs into a frying pan, withdraw money from an ATM and even hold a plastic cup. It can be crushed with excessive force, but scientists have achieved that the force of grip of the fingers can be varied. In 2016, a prosthesis was created that can be controlled not only by the power of thought but the product is equipped with sensitivity sensors connected to the nerve endings of the stump. Thus, feedback is created, the patient can feel the warmth. While such prostheses are pretty expensive, soon, we can count on their wider availability.

9. Tablet with a camera

With this pill, you can diagnose cancer at the earliest stages. The device was created to produce high-quality color images in confined spaces. The chamber pill can detect signs of esophageal cancer; its size is approximately equal to the width of an adult’s nail and twice as long.

10. Antigravity

The first person to be on the moon had an idea of antigravity. Others, however, perceived this as deception rather than reality. After years, scientists are now on the verge of making it a reality. Antigravity is the idea of creating a place free of gravity. Imagine traveling by air without going into slow traffic or seniors floating in the air regardless of their weight! Lifting heavy things in the construction industry will be more accessible, and life will be easier and faster with anti-gravity technology.

11. The world’s first synthetic bacterial cell was created.

In 2010, a team of scientists led by Craig Venter made a breakthrough in an ambitious project to create new life. Biologists took the genome of the bacterium *Mycoplasma genitalium* and systematically removed the genes from it to determine the minimum cell count required for life. It turned out that it must include 382 genes that make up the basis of life. After that, they “from scratch” made an artificial genome, which was transplanted into the cell of the used bacteria, from which their DNA complexes were removed. The artificial cell, which received its name Cynthia, became viable and began to divide actively. This makes it possible to create more complex organisms with given parameters (production of vaccines, even fuel for cars); in the future, creating a cell that absorbs carbon dioxide.

12. Automation

Automation was discovered during the development of robots. There is still room for significant improvement. Automation has propelled the manufacturing industry forward by facilitating assembly processes. Home automation is also a part of our daily life, like district heating, cooling, and safe locks for doors and gates. Automation has made it easier for people to work and can bring great benefits to humanity.

13. Stem cells are obtained not from embryos, but from mature tissues

In 2012, the Nobel Prize in Physiology or Medicine was awarded to the English biologist John Gordon and his Japanese colleague Sina Yamanaka. They made a splash among biotechnologists, creating stem cells from ordinary cells, i.e., capable of constituting any organs. To do this, scientists introduced only 4 genes into the cells of the connective tissue of the mouse, and as a result, fibroblasts turned into immature stem cells with all the properties of embryonic ones. Any organ can be grown from such material – from the liver to the heart. Thus, researchers theoretically and practically proved the reversibility of cell specialization, which cannot be overestimated. Until recently, it was believed that stem cells could only be obtained from embryos or umbilical cord blood. The first is ethically questionable, and the second forced people (mostly wealthy) to make a stem cell bank immediately after the birth of a child so that they could use it for treatment in the future. The discovery of physiologists has removed these restrictions, and now every person (at least

theoretically) has access to stem cell treatment and cloning of organs containing the body's "native" DNA.

14. Robotics

Robotics is a branch of science developing in the 21st century. The biggest contribution it has made is the human-shaped machine commonly known as the "Robot." The device operates according to its programmed intelligence and thoughts artificially implanted in it and performs automatic functions. Robots are used in manufacturing, defense, services, intelligence, and security. The difference between robots and humans is blurring at a rapid pace as robots further develop and improve. One of the best robots was ASIMO. HONDA developed it. ASIMO can differentiate and interact with people and is currently featured at Disneyland.

15. Hypersonic transport

Scientists have put a lot of time and effort into achieving time efficiency. They have developed technologies that provide the least time consumption with more productivity. Hypersonic transportation is one of the greatest inventions of the 21st century towards efficiency. Hypersonic transport has enabled mobility at an incredible pace. These vehicles are capable of covering long distances at speed 4 times faster than sound.

16. Eye painter

This device is designed to help people who are bedridden in communication. The Eye Recorder is a joint creation of researchers from the Ebeling Group, Not Impossible Foundation, and Graffiti Research Lab. The technology is based on cheap, eye-tracking glasses equipped with open-source software. These glasses allow people with the neuromuscular syndrome to communicate by drawing or recording on the screen by capturing eye movements and converting them into lines on the display.

17. Exoskeleton eLEGS

The eLEGS exoskeleton is one of the most impressive inventions of the 21st century. It is easy to use and can be worn by patients in the hospital and at home. The device allows you to stand, walk and even climb stairs. The exoskeleton is suitable for people with a height of 157 cm to 193 cm and weighing 100 kg.

18. Chemists have developed prototypes of batteries for vehicles that will replace lithium.

Scientists have presented the prototypes of sodium-ion batteries, which promise to become an alternative to more expensive lithium-ion batteries and lead-acid batteries due to their greater energy intensity. If this technology is introduced, developers will not have to buy batteries abroad for electric vehicles, industrial robots, and energy storage systems. Sodium is easy to mine, unlike lithium, and its salts cost less than lithium. Although the first work in sodium-ion batteries appeared at about the same time as lithium, the latter were distinguished by higher capacity and power, so scientists and manufacturers focused on them. However, studies in recent years have demonstrated the possibility of obtaining characteristics of sodium-ion batteries, which are almost as good as lithium "competitors." Researchers investigated many materials for the cathode and anode of sodium-ion batteries. They found that many of them show capacities comparable to those of materials of lithium-ion batteries, and sodium cations in them were more mobile than lithium. In addition, scientists have found that it is possible to replace the heavy and expensive copper collector with a cheaper and lighter aluminum one, which will help reduce the cost of batteries and improve their safety. Now researchers are optimizing the composition of the main components of sodium-ion batteries, studying the performance of prototype batteries, their safety, and frost resistance. Several chemical and energy companies became interested in the development and acted as co-investor of the project.

19. Scale model developed for studying climate and weather prediction.

Scientists have created a unique three-dimensional dataset on the state of the atmosphere in the North Atlantic for over 40 years. The model based on which this array was created allows reproducing about 200 basic atmospheric parameters with high resolution, making it possible to observe extreme atmospheric events, such as thunderstorms and typhoons, and assess their role in Earth's global climate system. Scientists plan to "expand the geography" of their model so that such phenomena can be studied worldwide and even forecast the weather for a longer period than now. Over the past few decades, numerical modeling has helped predict the weather, study the climate and its changes.

Global models of the general circulation of the atmosphere and ocean cover the entire planet with a “network,” at each node of which parameters are known – pressure, temperature, air humidity, wind speed, and others. They allow you to study past events and make predictions of the future. But these models do not show small-scale phenomena, which, nevertheless, make a significant contribution to the dynamics of both the atmosphere and the ocean. To study them, you have to build separate local “maps.” The researchers’ new model overcomes this obstacle and sees all events in the ocean – the spatial resolution reaches 14 kilometers, making it possible to “detect” small cyclones, intense atmospheric fronts, showers, typhoons, etc. The data makes it possible to analyze about 200 parameters of the surface and the free atmosphere – pressure, temperature, air humidity, electrical indicators, and others – every 3 hours from 1979 to the present. A database of atmospheric reanalyses was used to build such a model – combined observations of the atmosphere collected from satellites, aircraft, and ground and water weather stations worldwide. The model now shows the situation over the North Atlantic over the past 40+ years. This region is considered the “kitchen of the weather” for the entire Northern Hemisphere, and the processes occurring at the boundary between the ocean and the atmosphere affect, among other things, the climate over the continents. However, in the future, scientists plan to expand the “geography” of their model and study in detail how it can contribute to the prediction of local processes of interaction between the ocean and the atmosphere in the formation of the Earth’s climate.

20. Proteins found in plants will help create more nutritious and hypoallergenic varieties.

Type 2 diabetes, Alzheimer’s disease, and a host of other conditions are associated with the abnormal production of amyloid proteins. However, humans, animals, fungi, and bacteria also have amyloids involved in vital processes in the cell. Recently, scientists first discovered such proteins in plants and found that they are responsible for the “conservation” of nutrients inside the seeds. This discovery could help create varieties of legumes with less allergenic seeds. Already, researchers are working to develop more nutritious plant varieties that have fewer amyloids. So, one of the most powerful food allergens for humans is vicilin. Various legumes have it, including peanuts and peas. A study showed that this protein forms most of the amyloids in pea seeds, explaining their allergenic properties. Amyloids are incredibly stable: they are preserved when the seeds are preserved and heat treated. In this case, plants, in turn, need amyloids for nutrition and protection against pathogens. The extreme stability of amyloids also explains the ability of seeds to survive various adverse conditions and germinate after many years. In the future, the study of the molecular mechanisms of the formation of amyloids in seeds, which is being carried out now, will help create more nutritious varieties of various plants, including peas and peanuts. Researchers have already begun work to create plant varieties with fewer amyloids. Scientists today are striving to make the design more compact and train it to recognize more substances.

21. Memories are recorded and rewritten in the brain for the first time.

In 2014, researchers from the University of Massachusetts succeeded in implanting false memories into the memory of experimental mice. They were implanted in their heads with fiber optic wires connected to the brain regions responsible for memory formation. Scientists used them to send laser signals that affected certain areas of neurons. As a result, it was possible to achieve both the erasure of some of the memories of the mice and the formation of false ones. For example, rodents forgot that they once had pleasant meetings with females in a particular part of the cage and no longer wanted to go there. At the same time, scientists managed to create new memories that the “dangerous” cell compartment is attractive, and the mice tried to be there. At first glance, these results look like child’s play, and even with dubious ethical implications. Meanwhile, neurophysiologists found the parts of the brain responsible for memory (hippocampus and prefrontal cortex) and created, albeit primitive, methods of influencing them. This provides broad prospects for improving the ways of affecting the brain, and in the future, it will allow the treatment of phobias and mental disorders. It is not excluded that in the foreseeable future, it will be possible to create devices for batch uploading data into the human brain for rapid learning of sciences that require memorizing a large amount of data; for example, it will be possible to master a foreign language in the shortest possible time.

22. Ultra-durable graphene material created.

Graphene is a unique material in strength and many other properties, which Russian physicists first obtained (working in Britain) Konstantin Novoselov and Andrei Geim in 2004. 6 years later, scientists were awarded the Nobel Prize for this, and today graphene is actively studied and already used in some products. The uncommonness of the material lies in several of its features at once. First, it is the second strongest (after carbide) of the currently known materials. Secondly, graphene is an excellent conductor with which unique electronic effects can be achieved. Thirdly, the material has the highest thermal conductivity, which allows it to be used in semiconductor electronics without fear of overheating. Particular hopes are pinned on graphene in its use in super-capacity batteries, which are lacking in electric vehicles. In 2017, Samsung introduced one of the first graphene-based batteries with 45% more capacity than its comparable lithium-ion counterpart. But the most important thing is that the new battery charges and delivers a charge 5 times faster than usual. It is noteworthy that this is not a complete graphene battery but a hybrid battery, where an innovative material is used as an auxiliary one. More precisely, when developers create a complete graphene battery, it will become a real revolution in energy. The main problem in the widespread use of graphene is the high cost of its production and drawbacks in technologies that do not yet allow obtaining a homogeneous material. However, already now, the number of applications for patents using graphene has gone off-scale for 50 thousand, so there is no doubt that.

Тема 7. Услуги

Выполнение тренировочных лексических и лексико-грамматических упражнений на закрепление активной лексики и грамматического материала.

2.2.3 Тесты по дисциплине

Вариант 1

1. I didn't go to see the film because I ... it before.
a) saw b) had seen c) seen
2. Tom stopped ... on his doctor's advice.
a) to smoke b) smoking c) smoke
3. Unfortunately the train ... by the time we reached the railway station.
a) has left b) left c) had left
4. We watched the clown ... in the street.
a) perform b) performing c) to perform
5. I saw the boy ... off the roof.
a) fall b) to fall c) falling
6. I'm sorry I didn't hear the bell
a) ring b) rings c) rang
7. Jane doesn't mind ... up very early in the morning.
a) get b) to get c) getting
8. I want him ... back soon.
a) to come b) come c) coming
9. I felt Nick ... his hand on my shoulder.
a) to put b) put c) putting
10. The teacher expected the children ... this difficult question.
a) to answer b) answer c) answering
11. Would you like me ... for you?
a) to wait b) wait c) waiting
12. I hate you ... late.

- a) to be b) be c) being
13. Did you notice anyone ... ?
- a) to go out b) go out c) went out
14. The girl began ... at night.
- a) cry b) to cry c) crying
15. Boris telephoned yesterday and ... a message.
- a) left b) has left c) leaves
16. Where is Ann? She ... a bath.
- a) has b) is having c) had had
17. My brother now works ... at his English than before.
- a) hard b) harder c) hardly
18. The wedding party ... before I arrived.
- a) has begun b) had begun c) begins
19. I don't know when he ... a new house.
- a) will buy b) buys c) would buy
20. I can't hear what you are saying. Can you ... louder?
- a) say b) speak c) tell
21. You are making too much noise. Stop ... at once.
- a) to talk b) talking c) talk
22. Who is that girl ... over there?
- a) stood b) stands c) standing
23. Everybody expected her ... Pete.
- a) marry b) marrying c) to marry
24. I didn't ring him up before I ... the work.
- a) had finished b) finished c) has finished
25. They ... two English books by the end of the month.
- a) read b) had read c) has read

Вариант 2

1. You are making too much noise. Stop ... at once.
- a) to talk b) talking c) talk
2. My parents want me ... a doctor.
- a) to become b) become c) becoming
3. I'd like
- a) that you help me b) you help me c) you to help me
4. Would you mind ... the window?
- a) to open b) opening c) open
5. I don't play hockey, but I like to watch others
- a) to play b) play c) the play
6. I've just finished ... my shopping.
- a) did b) to do c) doing
7. They went on ... though it was late.

- a) to work b) to have worked c) working
8. Everybody expected her ... Pete.
a) marry b) marrying c) to marry
9. The wedding party ... before I arrived.
a) has begun b) had begun c) begins
10. After John ... his clothes, he began to study.
a) had washed b) washed c) washes
11. Betty saw her little brother ... after his dog.
a) run b) runs c) ran
12. I didn't go to see the film because I ... it before.
a) saw b) had seen c) seen
13. Would you like me ... for you?
a) to wait b) wait c) waiting
14. I hate you ... late.
a) to be b) be c) being
15. The girl began ... at night.
a) cry b) to cry c) crying
16. The teacher expected the children ... this difficult question.
a) to answer b) answer c) answering
17. Unfortunately the train ... by the time we reached the railway station.
a) has left b) left c) had left
18. I didn't ring him up before I ... the work.
a) had finished b) finished c) has finished
19. They ... two English books by the end of the month.
a) read b) had read c) has read
20. I don't know when he ... a new house.
a) will buy b) buys c) would buy
21. I can't hear what you are saying. Can you ... louder?
a) say b) speak c) tell
22. We have ... classes on Friday, than on Monday.
a) less b) fewer c) few
23. Tom stopped ... on his doctor's advice.
a) to smoke b) smoking c) smoke
24. By the time we all returned from holiday father and Bob ... redecorating the kitchen.
a) finished b) have finished c) had finished
25. I'm sorry I didn't hear the bell
a) ring b) rings c) rang

Вариант 3

1. Hurry up! The ... train leaves in half an hour.
a) last b) latest c) least d) latter
2. How long ... here? – Fifteen years.

- a) have you been b) you had been c) are you d) are you being
3. The old woman ... in the accident was taken to hospital.
a) injuring b) injured c) being injured d) being injuring
4. He's written 10 novels already. His ... novel's being published next week.
a) last b) least c) latest d) at last
5. How many years is your ... brother ... than you?
a) elder, elder b) older, older c) elder, older d) older, elder
6. ... gathered in the garden.
a) Smith's b) The Smith's c) Smith d) The Smiths
7. I didn't go to see the film because I ... it before.
a) saw b) had seen c) seen d) had been seen
8. Please ask ... and see me.
a) to Bill to come b) to Bill come c) Bill come d) Bill to come
9. She's got 3 children, and her ... has just started school.
a) oldest b) eldest c) the oldest d) the eldest
10. Who is that girl ... over there?
a) stood b) stands c) standing d) stand
11. Would you like me ... for you?
a) to wait b) wait c) waiting
12. I hate you ... late.
a) to be b) be c) being
13. The girl began ... at night.
a) cry b) to cry c) having cried
14. Have you been to the United States? – Yes, I have. I ... in 1977.
a) went here b) went there c) came here d) came there
15. You are making too much noise. Stop ... at once.
a) to talk b) talking c) talk
16. My parents want me ... a doctor.
a) to become b) become c) that I become
17. I'd like
a) that you help me b) you helping me c) you help me d) you to help me
18. Would you mind ... the window?
a) to open b) opening c) open
19. I must go to the doctor. My toothache ... worse.
a) had got b) was getting c) is getting d) gets
20. I've just finished ... my shopping.
a) to make b) to do c) doing d) making
21. They went on ... though it was late.
a) to work b) to have worked c) working d) to working
22. Everybody expected her ... Pete.
a) marry b) marrying c) to marry d) to marrying
23. We ... to Bielany for the last three months.

- a) weren't b) haven't been c) didn't be d) hasn't been
24. By the time we all returned from holiday father and Bob ... redecorating the kitchen.
a) finished b) have finished c) had finished
25. Have you ever seen them ... chess.
a) playing b) to play c) play

Вариант 4

1. I can still hear ... it. I'll never forget it.
a) her to say b) she saying c) she say d) her say
2. When I first met him I was sure he ...to Cairo many times.
a) had been b) went c) has gone d) was going
3. My new job is far better than the old one. I work ... hours and earn more.
a) fewer b) less c) fewest d) much less
4. You are making too much noise. Stop ... at once.
a) to talk b) talking c) talk
5. My parents want me ... a doctor.
a) to become b) become c) becoming d) that I become
6. Can you tell me when ... John?
a) did you see b) you saw c) saw you d) had you seen
7. The capital of the USA is
a) New York b) Washington c) Boston d) Philadelphia
8. By the time we all returned from holiday father and Bob ... redecorating the kitchen.
a) did finish b) did have finished c) have finished d) had finished
9. Jill felt something ... her on the shoulder.
a) to touch b) touches c) to touching d) touch
10. I'd like
a) that you help me b) you helping me c) you help me d) you to help me
11. I was no more interested in his story. I realized I ... that place myself.
a) saw b) would have seen c) have seen d) had been to
12. Would you mind ... the window?
a) to open b) opening c) open
13. Dick is ... than both Tom and Adam.
a) more fat b) fatter c) the fattest d) as fat
14. Betty saw her little brother ... after his dog.
a) run b) runs c) ran
15. Last Sunday we visited the village where we ... as children.
a) had lived b) lived c) have lived d) have been living
16. I must go to the doctor. My toothache ... worse.
a) had got b) was getting c) is getting d) gets
17. I've just finished ... my shopping.
a) to make b) to do c) doing d) making
18. I don't play hockey, but I like to watch others

- a) to play b) play c) the play d) to playing
19. He didn't want to ... us about his adventure.
a) say with b) talk to c) tell to d) speak
20. Mount Everest is ... mountain in the world.
a) high b) highest c) the higher d) the highest
21. After John ... his clothes, he began to study.
a) had washed b) washed c) was washing d) washes
22. They went on ... though it was late.
a) to work b) to have worked c) working d) to working
23. Everybody expected her ... Pete.
a) marry b) marrying c) to marry d) to marrying
24. Please ask ... and see me.
a) to Bill to come b) to Bill come c) Bill come d) Bill to come

Вариант 5

Выберите подходящий модальный глагол в скобках.

1. You ... (don't have to/must not) go to school if you have a high temperature.
2. The exam is next week. So you ... (must/can) study hard.
3. I will cook everything for the party, so you ... (don't have to/mustn't) bring any food.
4. He needs more exercise, he ... (should/can) go to a gym.
5. Women ... (are allowed to/have to) cover their heads in a church.
6. I ... (can't/can) speak Italian very well because I didn't learn it at school.
7. We ... (could/couldn't) sleep last night because of the storm.
8. Sam ... (must/had to) leave the party early because his wife disappeared.
9. If you train more you ... (could/will be able to) run faster.
10. I was ... (ought to/able to) buy a dishwasher with my credit card.
11. You ... (ought/can) to apologize.
12. We ... (needn't/mustn't) book a room in advance. They always have some vacant rooms.
13. Your hair looks awful. You ... (can/should) get it cut.
14. I am exhausted. I ... (am able to/need to) get some rest.
15. When they were rich they were ... (able to/allowed to) travel abroad every month.
16. Visitors of our hotel ... (may/can) use the car park.
17. Dogs ... (aren't allowed to/aren't able to) get inside.
18. I'm not sure but Bob ... (could/must) be in England now.
19. ... (Must/May) I use your mobile phone?
20. Tom doesn't answer the phone. His car ... (should/must) be in a tunnel now

2.2.4 Типовые задания

1. Выберите правильный вариант.

1. I want to tell you ... interesting.
a) some, b) something, c) somebody, d) somewhere.
2. ... postman comes every morning.

- a) — , b) a, c) an, d) the.
3. Mike is a careless driver, he drives ... than you.
a) good, b) better, c) bad, d) worse.
4. Look ... the window. Is it raining outside?
a) at, b) to, c) out of, d) through.
5. You ... leave earlier today if you want.
a) may, b) must, c) have to, d) should.
6. Sam had to take his exam one more time, ... he?
a) had, b) hadn't, c) did, d) didn't.
7. In the sitting room there ... a table, four chairs, a TV set and a sofa.
a) is, b) are, c) has, d) have.
8. How many ... pages must I translate?
a) yet, b) still, c) more, d) other.
9. I watch the news ... on TV at 9 o'clock regularly.
a) showing, b) shown, c) showed, d) having shown.
10. He didn't expect... such a question.
a) to ask, b) asking, c) to be asked, d) being asked.
11. She ... in the library the whole evening yesterday.
a) works, b) is working, c) has worked, d) was working.
12. We shall go to the country if the weather ... fine.
a) is, b) was, c) will be, d) has been.
13. I hope they ... my telegram by tomorrow morning.
a) receive, b) will receive, c) have received, d) will have received.
14. She ... before Mother came back.
a) left, b) has left, c) had left, d) was left.
15. He ... to tell the truth.
a) asked, b) asks, c) was asking, d) was asked.

2. Прочитайте текст и ответьте на вопросы.

At a school examination the teacher handed out the question papers to all the children, looked at her watch and said that they were to finish their work in an hour. The children read the question papers and started writing the answers. At ten o'clock the teacher collected the papers and saw that one of the children hadn't written anything and was still reading his question paper. "Is any question troubling you?" the teacher asked. "Not at all," he answered, "it's the answers that are troubling me."

Вопросы:

1. What time did the written examination begin?
2. Why didn't the pupil write anything?

3. Поставьте вопрос к подчеркнутому члену предложения.

At ten o'clock the teacher collected the papers.

4. Раскройте скобки, употребив правильную глагольную форму.

Isaac Newton so much (1 — interest) in different problems that he (2 — become) quite absentminded. One day a gentleman (3 — come) to see him, but he (4 — tell) that Sir Isaac Newton (5 — be) busy in his study and that nobody (6 — allow) to disturb him.

As it (7 — be) dinner time, the visitor (8 — sit) down in the dining room (9 — wait) for the scientist. The servant (10 — come) in and (11 — place) on the table a (12 — boil) chicken under a cover. An hour (13 — pass) but Newton not (14 — appear). The gentleman (15 — feel) hungry, (16 — eat) the chicken, and (17 — cover) up the skeleton. He (18 — ask) the servant to prepare another one for his master.

Before the second chicken (19 — cook), however, the scientist (20 — enter) the room and (21 — apologize) for his delay. Then he (22 — add), "As I (23 — feel) rather tired and hungry, I (24 — hope) you (25 — excuse) me a little longer, while I (26 — take) my dinner, and then I (27 — be) at your service." With these words he (28 — lift) the cover, and without emotion (29 — turn) round to the gentleman and (30 — say), "See how strange scientists (31 — be). I quite (32 — forget) that I (33 — dine) already."

At this moment the servant (34 — bring) in the other chicken. The visitor (35 — explain) how matters (36 — stand). After he (37 — laugh) heartily, the hungry scientist (38 — sit) down and (39 — eat) his dinner.

5. Translate the text and do the tasks:

Years ago it was important to have large families. The best Victorian mother was the mother who had the most children. The best Victorian father was the father who had the most sons. It was important to have many children. If you were rich, you needed sons to inherit your land, houses and money. If you were poor, you needed sons to help you with your work. Rich or poor, you needed daughters to help you with a large household. Not only children were important. Everybody in the family was important. The large family gave people a sense of stability.

Now things are different. Young people leave the place where they lived with their parents and take their own families (wife and children) with them. Their own family becomes more and more important as they forget their other relatives. In Britain, families are getting smaller and smaller. People have fewer children because children are expensive. Who can afford more than three children? Who can afford a large house for them? Many people believe that two children will be ideal for an English family.

There is another problem now. Britain is a small country where 56 million people live. Seven million of those live in London. People can't have big families when they live in a small country.

Now people get more and more isolated. Sometimes they live very close to other people but don't know them. They have only each other to talk to. What is the future of the family?

Tasks:

1. List the following items in the order in which they come in the text:

1. The large family made people feel proud and happy.
2. In Britain families are getting smaller and smaller.
3. Years ago it was important to have large families.
4. Britain is a small country where 56 million people live.
5. Young people leave the place where they lived with their parents and take their own families with them.

6. People have fewer children because children are expensive.

2. *Choose the right variant*

1. Many people believe that:

- a) one child will be ideal for an English family.
- b) two children will be ideal for an English family.
- c) three children will be ideal for an English family.

2. London is a big city where:

- a) seven million people live.
- b) eight million people live.
- c) nine million people live.

3. People can't have large families:

- a) when they live in a small country.
- b) when they live in a small town.

3. *Say which of the following statements are true:*

- 1. Years ago it was important to have small families.
- 2. The best Victorian father was the father who had no sons
- 3. Everybody in the family was important.
- 4. Now people forget their other relatives.
- 5. Now people get more and more close.

4. *Choose the title that best suits the text:*

- a) British families.
- b) The future of the family.
- c) Some problems connected with the family in Britain

6. Работа с текстом: чтение, перевод, ответы на вопросы.

1. Read and translate the text:

Years ago it was important to have large families. The best Victorian mother was the mother who had the most children. The best Victorian father was the father who had the most sons. It was important to have many children. If you were rich, you needed sons to inherit your land, houses and money. If you were poor, you needed sons to help you with your work. Rich or poor, you needed daughters to help you with a large household. Not only children were important. Everybody in the family was important. The large family gave people a sense of stability. Now things are different. Young people leave the place where they lived with their parents and take their own families (wife and children) with them. Their own family becomes more and more important as they forget their other relatives. In Britain, families are getting smaller and smaller. People have fewer children because children are expensive. Who can afford more than three children? Who can afford a large house for them? Many people believe that two children will be ideal for an English family. There is another problem now. Britain is a small country where 56 million people live. Seven million of those live in London. People can't have big families when they live in a small country. Now people get more and more isolated. Sometimes they live very close to other people but don't know them. They have only each other to talk to. What is the future of the family?

2. Tasks:

1. List the following items in the order in which they come in the text:

1. The large family made people feel proud and happy.
2. In Britain families are getting smaller and smaller.
3. Years ago it was important to have large families.
4. Britain is a small country where 56 million people live.
5. Young people leave the place where they lived with their parents and take their own families with them.

6. People have fewer children because children are expensive.

2. Choose the right variant:

1. Many people believe that:
 - a) one child will be ideal for an English family.
 - b) two children will be ideal for an English family.
 - c) three children will be ideal for an English family.
2. London is a big city where:
 - a) seven million people live.
 - b) eight million people live.
 - c) nine million people live.
3. People can't have large families:
 - a) when they live in a small country.
 - b) when they live in a small town.

3. Say which of the following statements are true:

1. Years ago it was important to have small families.
2. The best Victorian father was the father who had no sons
3. Everybody in the family was important.
4. Now people forget their other relatives.
5. Now people get more and more close.

4. Choose the title that best suits the text:

- a) British families.
- b) The future of the family.
- c) Some problems connected with the family in Britain

1. Read and translate the text:

The Japanese Family Work plays a very important role in Japan. A Japanese says —I belong to my company, not —I work for my company. Because work is so important, a child, especially a boy, must work very hard indeed. He begins to study seriously as soon as he starts going to school, because if he doesn't pass all his exams he can't go to a good school. If he doesn't go to a good school he can't go to a good university – and so he can't get the good job that he needs! A Japanese mother usually helps her children so that they will pass their school exams. Because of this system Japanese children don't have as much time to play as children in many other countries. A lot of Japanese parents —arrange marriages for their children. This is because they feel that marriage does not only affect the young couple, but that it affects the whole family. They believe that it is important

that the young couple have the same interests and that they come from the same social background. Sometimes parents go to a —matchmaker|. A matchmaker's job is to find two similar young people and arrange for them to meet. If they like each other, a marriage is arranged for them.

2. Answer the questions:

1. What role does work play in Japan?
2. What must a child do because of it?
3. When does he begin to study seriously?
4. What'll happen if he doesn't?
5. Who helps the children to pass their school exams?
6. Do Japanese children have as much time to play as children in other countries?
7. How is a Japanese marriage —arranged|? Why?
8. What is important to make a good marriage?
9. What is the job of a —matchmaker|?
10. Japanese parents pay no attention to the young people's feelings, do they?

Economy of Great Britain

About 25% of Britain's land is arable (пахотный, обрабатываемый, культивируемый), and almost half is suitable for meadows (луга, пойменная земля) and pastures (пастбища). Its agriculture is highly mechanized and extremely productive; about 2% of the labor force produces 60% percent of the country's food needs. Barley, wheat, rapeseed, potatoes, sugar beets, fruits, and vegetables are the main crops. The widespread dairy industry produces milk, eggs, and cheese. Beef cattle and large numbers of sheep, as well as poultry and pigs, are raised throughout much of the country. There is also a sizable fishing industry, with cod (треска), haddock (пикша), mackerel (макрель, скумбрия), whiting (мерланг (рыба)), trout (форель), salmon (лосось, сёмга), and shellfish (моллюски, ракообразные) making up the bulk of the catch.

Great Britain is one of the world's leading industrialized nations. It has achieved this position despite the lack of most raw materials needed for industry. It must also import 40% of its food supplies. Thus, its prosperity has been dependent upon the export of manufactured goods in exchange for raw materials and foodstuffs. Within the manufacturing sector, the largest industries include machine tools; electric power, automation, and railroad equipment; ships; aircraft; motor vehicles and parts; electronic and communications equipment; metals; chemicals; coal; petroleum; paper and printing; food processing; textiles; and clothing.

During the 1970s and 80s, nearly 3.5 million manufacturing jobs were lost, but in the 1990s over 3.5 million jobs were created in service-related industries. By the early 21st cent., banking, insurance, business services, and other service industries accounted for almost three fourths of the gross domestic product and employed 80% of the workforce. This trend was also reflected in a shift in Great Britain's economic base, which has benefited the southeast, southwest, and Midlands regions of the country, while the north of England and Northern Ireland have been hard hit by the changing economy.

The main industrial and commercial areas are the great conurbations, where about one third of the country's population lives. The administrative and financial center and most important port is Greater London (Большой Лондон (особая административно-территориальная единица, состоит из Лондона и его пригородов)), which also has various manufacturing industries. London is Europe's foremost financial city.

Great Britain has abundant supplies of coal, oil, and natural gas. Production of oil from offshore wells in the North Sea began in 1975, and the country is self-sufficient (самостоятельный, автономный, независимый) in petroleum. Other mineral resources include iron ore, tin, limestone, salt, china clay, oil shale (нефтеносный/битуминозный/горючий сланец), gypsum, and lead.

The country's chief exports are manufactured goods, fuels, chemicals, food and beverages, and tobacco. The chief imports are manufactured goods (промышленные товары, товары промышленного производства), machinery, fuels, and foodstuffs. Since the early 1970s, Great Britain's trade focus has shifted from the United States to the European Union, which now accounts for over 50% of its trade. The United States, Germany, France, and the Netherlands are the main trading partners, and the Commonwealth countries are also important.

«Education in the United Kingdom»

The system of education in the United Kingdom is based on a well-developed approach that allows children to gain knowledge stepwise. There are four stages of education in this country: primary education (from 4 or 5 up to 11 years old), secondary education (from 11 up to 16 years old), further education, and higher education. Children are obliged to attend primary (or elementary) and secondary schools to develop the proper communication and learning abilities, organizational skills, self-discipline, and enthusiasm. Further education and higher education are not compulsory.

The primary school divides students into two levels: infants, aged 5-7, and juniors, aged 7-11. At this stage, the major goal is to give children the very basics of education. Kids learn to read, write, and do sums.

The secondary school differs from the primary school as its program is more complicated. Several subjects should be studied by all students, including English, Mathematics, Social Sciences, Humanities, and Modern Languages and Literature. Moreover, there are optional subjects for every student depending on their interests. They include various Arts and Sciences categories of studies.

In this country, both free and paid schools are available. State schools are financed by the government, and students do not pay for their education. Independent schools require parents to pay for their children's classes.

One can find certain differences in the overall functioning of the system of education in England, Scotland and Wales, because of different schooling policies that affect this scheme.

Children should pass a standard exam after high school graduation. The results of the examination will show their eligibility to continue their education in universities.

Further education includes all types of college-level programs and courses chosen by a student after the completion of the period of compulsory education. At this stage, students are offered basic skills training options, and vocational education necessary for employment in a selected occupation. The key goal is to prepare young people both for their future job and for their application for a higher education institution if they wish to.

The higher level of education incorporates university courses that give students a chance to get their diplomas and national certificates. There are different levels of courses related to the study in universities, namely, postgraduate (Bachelor's, Master's, and Ph.D. degrees) and undergraduate courses.

In general, the UK education system has gained a good reputation worldwide due to the highest educational standards and quality of knowledge it provides to students and the entire community.

Read questions 1 – 6 and find answers to them in texts A – G. One text is odd. Where can a visitor to London

1. see beautiful English lawns and enjoy flowers?
2. open a bank's account or withdraw money from it?
3. see a masterpiece of the famous English architect of the 17th century?
4. buy souvenirs or visit the largest London department stores?
5. see graves of outstanding people of Great Britain?
6. go to see the place where bills are introduced and debates are held?

A.

The historical center of London is now a relatively small area still known as the City, which covers only about 1 sq mile. Most of the financial activities are crowded along Threadneedle Street, near the intersection known as the Bank, which includes the huge Bank of England complex, the Royal Exchange, and the Stock Exchange. The permanent residential population of the City is now less than 6000, but about 350,000 commute here daily to work.

B.

Located just west of Soho and Covent Garden in the West End is a more residential area. The relatively dense development of this area is broken up by a series of Royal Parks, areas once owned by the Crown, including Hyde Park, Kensington Gardens, and Regent's Park.

C.

The most prominent landmark of the City is Saint Paul's Cathedral, designed by the English architect Christopher Wren to replace the original church, which was destroyed during the Great Fire of London in 1666.

D.

Some of the City's traditional functions have disappeared. The newspaper industry was concentrated in the Fleet Street area for centuries, but during the 1980s the Times and other papers moved to highly automated quarters at the Docklands in the East End. The old wholesale fish market, Billingsgate, located for centuries on the river between the Tower and London Bridge, also moved to the Docklands.

E.

The City of Westminster, about two miles upstream from the city of London, emerged as England's political and religious centre of power after the 11th century. At the heart of Westminster is Westminster Abbey, begun by Edward the Confessor in the 11th century and rebuilt in the 13th century. It has always been closely associated with the monarchy and is used for such state occasions as coronations and royal funerals. It is also a giant mausoleum, and more than 3000 notable people are buried there. Statues and monuments line the magnificent nave.

F.

Virtually across the street are the Houses of Parliament, officially called the New Palace of Westminster. Farther west is the monarch's permanent residence in London, Buckingham Palace.

G.

To the west and north of Trafalgar Square is the West End, which is usually regarded as the centre of town because it is London's shopping and entertainment hub. The busiest shopping area is Oxford Street, where such large department stores as Selfridges, John Lewis, and Marks and Spencer are located. Other well-known shopping areas include Knightsbridge, the location of Harrods department store; and Piccadilly, where Fortnum and Mason specializes in fine food.

Answer Key

1 B; 2 A; 3 C; 4 G; 5 E; 6 F.

Тест: Современный мир профессий

Раздел 1. Чтение.

A1

Задание 1

Прочитайте текст. Определите, какие из приведённых утверждений **A7–A14**

соответствуют содержанию текста (1–**True**), какие не соответствуют (2–**False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3–**Not stated**).

Second Career

Jeff Statham: This is my car that I've had for years now, made in Canada. I worked in the automotive industry for about the last 12 or 13 years, a plant in Whitby. We produced the seats for the cars built here in Oshawa. Continuous layoffs - and eventually I got hit by them - and now I'm here. I'm currently in the Second Careers program here at Durham College. I'm in the law and security administration program and my ultimate goal is to become a police officer. It's been great. I love the program.

Ted Dionne (*Instructor, Durham College*): It gives someone like Jeff an opportunity to do something that he may have wanted to do. He probably had it in the back of his mind that he wanted to do something different visualizing what you want to do in the future ...

Jeff Statham: I've wanted to go back to school for years but with shifts it's hard to do. Money is not always there to do it so this Second Careers covers my schooling and it's a perfect opportunity for me.

Jeanette Barrett (*Second Career rep*): The Second Career provides financial support to go back to school to do up to a 2-year program. Our Second Career advisor keeps in touch with them.

Jeff Statham: I've never really had report cards at work worthy of putting on the fridge, but at the end of my first semester I ended up on the dean's list, so now my mother finally has a report card on her fridge.

John Milloy (*Minister of Training, Colleges & Universities*): For workers like Jeff, Second Career is ideal. We have a network of service providers throughout the province called Employment Ontario and they serve as an entry point for anyone who is looking for a job in the province. We work with them to find the best course of action.

Jeff Statham: We have two kids at home that we have to make sure get their homework done, so I'll make sure I'll get my homework done as well. Just being in school now I feel a hundred times better, so I'm really looking forward to whatever the future holds.

A 7 Jeff Statham has lost his job in the car industry.

- 1) True 2) False 3) Not stated

A 8 Jeff Statham has been studying to get a new profession.

- 1) True 2) False 3) Not stated

A 9 Jeff Statham finds the Second Career program difficult to cope with.

- 1) True 2) False 3) Not stated

A 10 The Second Career program gives a chance to take up a profession of a dream.

- 1) True 2) False 3) Not stated

A 11 Jeff Statham wanted to work at school.

- 1) True 2) False 3) Not stated

A 12 Jeff Statham can only cover the schooling program in the Second Career.

- 1) True 2) False 3) Not stated

A 13 One should have a financial support from his company to do in the Second Career.

- 1) True 2) False 3) Not stated

A 14 Jeff Statham has turned out to be an A student.

- 1) True 2) False 3) Not stated

KEYS: A7 – 1; A8 – 1; A9 – 3; A10 – 1; A11 – 2; A12 – 2; A13 – 2; A14 – 3.

Раздел 2. Лексико-грамматический раздел.

B1

Задание 3.

Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами, обозначенные номерами **B4–B12** так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B4–B18.

Requirements for Animal Trainers

Although in most cases animal trainers need **B4** _____ (**HAVE**) a high school diploma or general equivalency diploma (GED) equivalent, some animal trainers must have a **B5** _____ (**BACHELOR**) degree and additional skills. Marine mammal trainers, for example, generally **B6** _____ (**NEED**) a bachelor's degree in biology, marine biology, animal science, psychology, or a **B7** _____ (**RELATE**) field. Animal trainers must be patient and sensitive. Experience with problem-solving and animal obedience **B8** _____ (**REQUIRE**). Several organizations offer **B9** _____ (**TRAIN**) programs and voluntary certification for those who **B10** _____ (**WANT**) to enter this field. Demand for animal trainers will grow much **B11** _____ (**FAST**) than average for all occupations through 2018 as pet owners utilize **B12** _____ (**THEY**) services. Demand for marine mammal trainers, however, should grow slowly.

One New York graduate who wished to work in a top **B13** _____ (**ADVERTISE**) agency Googled the names of the creative directors of these agencies and then spent just six dollars on a set of Google ads that were triggered when the **B14** _____ (**DIRECT**) searched for their own names. The **B15** _____ (**ADVERTISE**) said “Hey, (directors name), Googling yourself is **B16** _____ (**REAL**) a lot of fun. Hiring me is fun, too” Of the five **B17** _____ (**CREATE**) directors he targeted, four gave him an interview and two offered him a **B18** _____ (**POSE**) in their office.

Keys: **B4** – to have; **B5** – bachelor's; **B6** – need; **B7** – related; **B8** – is required; **B9** – training; **B10** – want; **B11** – faster; **B12** – there. **B13** – advertising; **B14** – directors; **B15** – advertisement; **B16** – really; **B17** – creative; **B18** – position.

Раздел 3. Перевод.

B2

Задание 1.

Переведите данные предложения на русский язык.

1. Alfred was very ambitious and wanted to become a successful and rich businessman.
2. Her career plan was to start in a small company and then work for a larger company as she had more experience.
3. The job needs having an interest in sales and marketing.
4. The finance department of the company has come up with a budget for the new project.
5. In banking as in every other business good management is very important.
6. The administration and personnel department of the company is very well organized.
7. Toshiba is increasing production of its popular line of laptop computers.
8. The Research and Development department of our company has brought out a new project.
9. Jerry shows respect to his superiors at work.
10. Only twelve people attended the meeting.
11. The company organizes many social functions, such as parties every year.

12. The company has a small team of experienced sales people.
13. The more qualifications you have, the easier it is to find a job.

Возможные варианты:

1. Альфред был очень целеустремленным и хотел стать успешным и богатым бизнесменом.
2. Ее карьерный план состоял в том, чтобы начать в небольшой компании, а затем работать в более крупной компании, поскольку у нее было больше опыта.
3. Работа требует наличия интереса к продажам и маркетингу.
4. Финансовый отдел компании составил бюджет для нового проекта.
5. В банковском деле, как и в любом другом бизнесе, очень важно хорошее управление.
6. Администрация и отдел кадров компании очень хорошо организованы.
7. Toshiba наращивает производство своей популярной линейки портативных компьютеров.
8. Отдел исследований и разработок нашей компании представил новый проект.
9. Джерри проявляет уважение к своему начальству на работе.
10. На собрании присутствовало всего двенадцать человек.
11. Компания ежегодно организует множество общественных мероприятий, таких как вечеринки.
12. В компании работает небольшая команда опытных продавцов.
13. Чем больше у вас квалификаций, тем легче найти работу.

Задание 2.

B1

Заполните пропуски в телефонном разговоре данными выражениями: *can you send, can I call you, can you hear, can I help you, don't have, can't tell, could I speak to, could you hold, could you repeat, could you speak, could you tell me.*

Jon: Good morning, the Tech Store, this is Jon speaking.

Sara: (1) _____ someone in Customer Services, please?

Jon: Er. Yes, of course, I'll put you through.

Mark: Customer Services, Mark speaking, how (2) _____?

Sara: I'm calling about your new Samsung DVD players. (3) _____ if you have any in stock?

Mark: I'll just go and see. (4) _____ the line please?

Sara: Yes, no problem, I'll wait.

Mark: Hello? I (5) _____ any on the shelves. I'll need to check the order status on the computer. (6) _____ back?

Sara: Certainly. My name is Sara Hall and my telephone number is 0582 1067.

Mark: Sorry, (7) _____ up? It's a terrible line.

Sara: Is that better? (8) I _____ me now?

Mark: Yes, that's much better. (9) _____ the number please?

Sara: Of course, It's 0582 1067. I'll be on this number all morning.

Mark: Sorry, (10) I _____ you if we've got any DVDs in stock right now, but I'll get back to you as soon as I have information. Was there anything else?

Sara: Er, yes, (11) _____ send me a copy of your latest catalogue?

Mark: Of course, I'll put one in the post to you today. What's your address?

Sara: It's 25 Ridley Lane, Lower

Ответы:

(1) *could I speak to*, (2) *can I help you?* (3) *Could you tell me.* (4) *Could you hold*
(5) *don't have* (6) *can I call you* back? (7) *could you speak* (8) *can you hear* me now? (9)
could you repeat the number please? (10) *can't tell* (11) *can you send* me

2.3 Типовые контрольные задания, используемые для промежуточной аттестации по дисциплине

2.3.1 Примерный перечень вопросов к зачету по дисциплине

1. Спряжение глагола to be в настоящем времени. Причастие I. Настоящее время группы Continuous.

2. Настоящее время группы Indefinite. Наречия неопределенного времени.

3. Вопросы к подлежащему или его определению. Типы вопросов.

4. оборот to be going to для выражения намерения в будущем времени.

5. Объектный падеж местоимений. Притяжательные местоимения.

6. Much, little, many, few. Предлоги места и направления

7. Прошедшее время группы Indefinite.

8. Прошедшее время группы Indefinite глагола to be.

9. Глагол to have и оборот have (has) got.

10. Неопределенные местоимения some, any.

11. оборот there is (there are) в настоящем и прошедшем временах группы Indefinite.

12. Модальный глагол can и оборот to be able to

13. Понятие о причастии II. Настоящее время группы Perfect.

14. Выражение долженствования в английском языке.

15. Вопросительно-отрицательные предложения. Сложноподчиненные предложения.

16. Будущее время группы Indefinite.

17. Определительные придаточные предложения

2.3.2 Примерное задание на зачет по дисциплине

1. Complete the sentences with mustn't or needn't

1. I've bought everything, so you ... go shopping. 2. She has recovered and ...stay in bed. 3. Tom gave me a letter to post. I... forget to post it. 4. Shall I turn on the light? – No, you It's still light in the room. 5. The work isn't urgent. You ... do it today. 6. Must he speak to the manager? – No, he.... The matter isn't very urgent. 7. The meeting is very important. We ... be late. 8. You ... take an umbrella. It isn't going to rain. 9. Look after the books, please. You ... lose them, 10.1... forget my keys or I won't get in. 11. You ... bring sandwiches. We can stop at a cafe. 12. You ... wear your best clothes. You can wear what you like. 13. You ... make any noise going into the house. It's very late and everybody's asleep. 14. My room is a mess, but I... clean it before I go out tonight. I can do it in the morning. 15. Bill is in the darkroom developing the negatives of the photos he took on his last trip to Pern. You ... open the door because the light will ruin the pictures. 16. You ... exert yourself. You're still not fully recovered from your surgery. 17. Thanks goodness we ... eat fish again tonight. Dad didn't catch any today. 18. He has retired. He ... work any more. 19. We ... check the figures again. I think they are right.

2. Complete the following sentences with some/any/no.

1. I'll lend you ... tie except the red one. 2. I haven't got... money on me. 3. Do you learn ... foreign languages? 4. ... people don't need an alarm clock in the morning. 5. Both the girls have ...

relatives here. 6. John gave me ... good advice, but I didn't take ... notice. 7. I didn't get... letters yesterday. 8.... books are lying on the table, but there are... magazines there. 9. We haven't got ... time left. 10. I asked all the students in the class, but none of them answered ... of the questions. 11. He couldn't find ... books on geography at the local library. 12.... time ago I read about it in a magazine. 13. He wants ... more pudding. You can take it away. 14. There isn't... milk in the fridge but there is ... cream. 15. Most people like Tom but... don't. 16.... people are early risers. 17. What book shall I take? – ... you like. 18. The race will be held in ... weather. 19. I went to the manager to get ... information. 20. Go and ask him for ... paper. I haven't got ... in my desk.

3. Complete the sentences with much, many, a lot of.

1. There isn't... international news in the local paper. 2. In the last twenty-four hours too ... things happened. 3. There is too ... sugar in my coffee. 4. Are there ... students among your friends? 5. I don't have ...patience with incompetence. 6. His work is well-paid but doesn't give him ... satisfaction. 7. Martin spent... time in hospital last year. 8. You'll have to work at English as ... as possible. 9. Does she have ... spare time now? 10. I haven't... time for study and that's why I have so ... mistakes in my homework. 11. Please don't make so ... noise. Father is working. 12. There isn't ... furniture in the flat. 13. Have you got... work to do tonight? 14. I have so ...things to do that I don't know which to do first. 15. I haven't met... of these people. 16. He didn't earn ... money and lived in a small house. 17. How ... of these books have you read? 18. There are too ... things he can't explain. 19. There isn't... time to catch the train. 20. He didn't earn ... money and couldn't rent a big flat

4. Complete the following sentences.

1. Most people go out... Friday night but I have to be in bed ... 11 o'clock. 2. My brother is a doctor. He often comes home late ... night. 3. Where's George? He is still at work. He will stay there ... 5 o'clock. 4. It happened ... the war: ... August 1943 to be precise. 5. You must finish this work ... the end of the week. 6. I took my English exam the day ... yesterday. 7. A notice at the door read «Opening hours: ... 7 a.m. ... 5.30 p.m.». 8. Do sit down. Mr. Brown will join you ... a moment. 9. Could you come to see me ... Saturday morning? 10. My parents have lived in this city ... five years already. 11. The train leaves ... five minutes. 12. ... Saturday I am at home ... five o'clock. 13. I haven't driven a car ... autumn. 14. He's been interested in music ... quite a long time. 15. Are you doing anything special... the weekend? 16. There was a storm ... the night: it rained ..three or four hours. 17. The film started ... seven and ended ... nine. 18. Sorry, I haven't written to you ... such a long time. 19. The wedding took place ... the middle of June. 20. We'll arrive in New York ... three hours.

5. Translate from Russian into English:

1. Я могу читать по-английски, но не могу писать. 2. Я не могу ответить на этот вопрос. 3. Я плохо себя чувствую. Я должен пойти к врачу. 4. Во время экзаменов вы не должны задавать вопросов. 5. Мне пришлось остаться в городе прошлым летом. 6. Ему не нужно было говорить с ней об этом. 7. Вам следует записывать лекции профессора Петрова. 8. Петру не следует пропускать так много лекций. 9. Мне выучить эти слова? – Нет, не надо. 10. Он не в состоянии сделать это сейчас 11. В нашем городе много школ и пять институтов. 12. В прошлом году в нашем классе было двадцать учеников, а сейчас только пятнадцать. 13. На том столе много журналов? – Нет, только два. 14. В этой комнате два окна. 15. У меня на столе интересная книга. На столе есть интересная книга. 16. В центре города находится театр. Театр находится в центре города. 17. Журнал лежит на том стуле. На том стуле нет никаких журналов.

6. Translate the sentences into Russian:

1. That made me change my mind.
2. I watched the young girl playing the piano.
3. We saw Peter writing something.
4. Do you want us to meet in the evening?
5. We didn't expect them to notice us.

7. Translate the sentences into English:

1. We saw a man in the shop. (И он тоже)

2. My husband found the play interesting. (И я тоже)
3. My friends didn't like the film. (И моя жена тоже)
4. I have never heard you singing. (И мой брат тоже)
5. Peter will come tomorrow. (И Джек тоже)
6. We saw a man in the shop. (И они тоже)
7. My husband found the play interesting. (И я тоже)
8. My friends didn't like the film. (И моя жена тоже)
9. I have never heard you singing. (И мой брат тоже)
10. Peter will come tomorrow. (И Джек тоже)

8. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news.
2. I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old.
3. I (change) _____ my job three times this year.
4. I (change) _____ my job three times last year.
5. The weather was hot and dry for many weeks. But two days ago it (rain) _____.
6. Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg.
7. Are you going to finish your work before you go to bed? — I (finish) _____ it (already). I (finish) _____ my work two hours ago.

9. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. I (have, just) _____ a nice pot of coffee. Would you like a cup?
2. I (see, not) _____ Steve this morning yet.
3. Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school.
4. Maria (have) _____ a lot of problems since she (come) _____ to this country.
5. I (go) _____ to Paris in 2003 and 2006.
6. A car came round the corner and I (jump) _____ out of the way.
7. Don't throw the paper away because I (not to read) _____ it yet.
8. Is Jim going to eat lunch with us today? — No. He (eat) _____ (already). He (eat) _____ lunch an hour ago.
9. Since we (start) _____ doing this exercise, we (complete) _____ some sentences.
10. I (be) _____ never to Italy

10. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1. You (ever work) _____ in a shop?
2. I (work) _____ at my uncle's shop when I was younger.
3. It's the first time I (be) _____ on a ship.
4. Ann is looking for her key. She can't find it. She (lose) _____ her key.
5. How many symphonies Beethoven (compose) _____?

6. Look! Somebody (spill) _____ ink on the notebook.
7. You (have) _____ a holiday this year yet?
8. You (see) _____ any good films recently?
9. He (have, not) _____ any problems since he (come) _____ here.

11. Раскройте скобки, употребляя глаголы в Past Simple или Present Perfect

1. I (cut) _____ some flowers from my garden yesterday. I (cut) _____ lots of flowers from my garden so far this summer.
2. I (not / see) _____ Tom lately.
3. The artist (draw) _____ a picture of sunset yesterday. She (draw) _____ many pictures of sunsets in her lifetime.
4. I (feed) _____ birds at the park yesterday. I (feed) _____ birds at the park every day since I (lose) _____ my job.
5. Ann (wake up) _____ late and (miss) _____ her breakfast on Monday.
6. I (forget) _____ to turn off the stove after dinner. I (forget) _____ to turn off the stove a lot of times in my lifetime.
7. The children (hide) _____ in the basement yesterday. They (hide) _____ in the basement often since they (discover) _____ a secret place there.
8. The baseball player (hit) _____ the ball out of the stadium yesterday. He (hit) _____ a lot of homeruns since he (join) _____ our team.
9. We first (meet) _____ in 2001. So we (know) _____ each other for 8 years.

12. Поставьте глагол в форму Present Continuous, Past Continuous или Future Continuous.

To shine

1. The sun ... yesterday morning.
2. The sun ... brightly now.
3. Tomorrow the sun ... all day long.

To write

4. I ... a postcard at the moment.
5. I ... a postcard when you phoned.
6. I ... a lot of Christmas cards tomorrow evening.

To sit

7. We ... in the garden at 3 o'clock yesterday afternoon.
8. This time tomorrow we ... in the garden.
9. We ... in the garden now.

13. Раскройте скобки, употребив глагол в форме Present Continuous, Past Continuous или Future Continuous.

1. I ... (study) Japanese online from 5 till 6 tomorrow evening.
2. Listen! Why the dogs ... (bark)?
3. She ... (wear) a yellow coat when I saw her.

4. They ... (take) their driving test next Monday.
5. I dropped my wallet when I ... (get) on the bus.
6. What you ... (do) in my office yesterday?
7. Bob ... (feel) much better today.
8. The kids ... (watch) cartoons in their room now.
9. I'm afraid she ... (sleep) in ten minutes.
10. We ... (have) tea soon?

14. Read and translate the text:

In some ways people all over the world are alike. They eat, they sleep, they work, they play, they laugh, and they cry. But in other ways they are different. The way they look at the world is different. Their points of view differ. Let's take time, for example. If a North American makes an appointment with someone in an office for 11.00 a. m., she will probably come to the office early - maybe about five minutes before eleven. She will tell the secretary that she has an appointment for 11.00, and she will wait. But after ten minutes she will become uncomfortable. In many other countries it is different. If a person makes an appointment with someone for 11.00 a. m., there he may not come to the office until 11.15 or 11.30. He will not be surprised if he has to wait until 11.45.

The idea of what is early and what is late differs from country to country. We also have different ideas about space. North Americans like to stand about eighteen to twenty inches from each other when they talk. People from many other countries like to stand twelve -to fourteen inches from each other when they talk. When a North American talks to someone from one of these countries, everyone feels uncomfortable. The North American thinks that the person is trying to be too close. The other person thinks that the North American is too unfriendly, too far away. When he stands in a line, he will stay about eighteen inches away from the next person, if it is possible. When he is on a bus, he will try to find a seat far from everyone. In many other countries people do not make lines when they wait for a bus. They stand in a group. When they sit on a bus, they sit close to each other.

To express the idea that everyone has his own point of view, the English say, "To each his own".

Do the tasks:

1) Choose the right variant:

1. A North American will become uncomfortable if the person she has an appointment with is:
a) five minutes late c) fifteen minutes late b) ten minutes late d) fifty minutes late
2. North Americans like to stand from each other:
a) about 13 to 15 inches c) about 30 to 40 inches b) about 18 to 20 inches d) about 12 to 14 inches
3. When he is on a bus, a North American will try to find a seat:
a) close to the window c) far from everyone b) close to other people d) far from the door

2) The idea of the text is:

- a) People all over the world are alike.
- b) To each his own.
- c) People have different ideas about space.
- d) People have different ideas about time.

3) Say which of the following statements are true:

1. a) A North American who has an appointment usually comes five minutes earlier.
b) A North American who has an appointment usually comes ten minutes earlier.
c) A North American who has an appointment usually comes at the exact time.
2. a) In many countries people make lines when they wait for bus.
b) In many other countries people don't make lines when they wait for a bus.
c) People in North America don't make lines when they wait for a bus.
3. a) People have the same idea about space.
b) People have no idea about space.
c) People have different ideas about space.
4. a) The idea of what is early and what is late differs from country to country.
b) The idea of what is late differs from country to country.
c) The idea of what is early and what is late is the same in every country.

4). Answer the questions:

1. In what ways are people alike?
2. In what ways do people differ?