

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ ЗАБАЙКАЛЬСКОГО КРАЯ

Государственное профессиональное образовательное учреждение

«Забайкальский государственный колледж»

АНГЛИЙСКИЙ ЯЗЫК

Методические рекомендации

к практическим занятиям

(1 часть) для студентов 2 курса

специальности

43.02.15. «Поварское и кондитерское дело»



Чита 2021

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Чита 2021

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АНГЛИЙСКИЙ ЯЗЫК - Методические рекомендации

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«Поварское и кондитерское дело»(1 часть).

Данное учебное пособие содержит рекомендации по выполнению практического задания. Пособие содержит задания для выполнения практической работы, теоретический материал, критерии оценивания, список рекомендуемой литературы. Пособие может быть использовано студентами очной и заочной форм обучения.

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ВВЕДЕНИЕ

Основной целью практического курса обучения иностранному языку является формирование у студентов иноязычной коммуникативной компетенции и развитие личности обучающегося, способного и желающего овладеть иностранным языком средством общения и обучения, а также совершенствоваться в области иностранного языка в профессиональной сфере.

Формирование иноязычной коммуникативной компетенции предусматривает отбор, методическую организацию и включение в учебный процесс образцов отечественной и зарубежной культуры. Последнее обуславливает включение в содержание обучения комплекса лингвострановедческих и страноведческих знаний о национально-культурных особенностях и реалиях страны (стран) изучаемого языка (безэквивалентной лексики, фразеологизмов, пословиц, афоризмов, географии и истории, национальных традиций и праздников, других особенностей страны изучаемого языка), минимум этикетных форм иноязычной речи для общения в социально-культурной сфере.

Задачи пособия:

- способствовать выработке у студентов базовых умений и навыков по основным видам речевой деятельности;
- развивать технику чтения и умение понимать аутентичный текст;
- развивать навыки письменной речи;
- развивать навыки самооценки образовательной деятельности.

ТЕМАТИЧЕСКИЙ ПЛАН ПРАКТИЧЕСКИХ ЗАНЯТИЙ

№ темы или раздела	Вид, название и краткое содержание задания	Количество часов	Форма отчетности и контроля
Тема №1 Знакомство, визитная карточка	ПЗ №1 Из истории английского языка, его фонетические особенности, основные правила чтения.	2	Упражнение на знание букв и звуков, правил чтения связное сообщение с четкой структурой и логикой изложения
	ПЗ №2 Формы этикета: приветствие, прощание, вежливые формы обращения.	2	Упражнение на правописание слов, упражнение на употребление глагола - связки предназначенных для продуктивного усвоения. Аудирование. Диалоги по данной теме.
	ПЗ №3 Описание внешности человека, личностных качеств.	2	Подготовленное сообщение (краткое, развернутое)
	ПЗ №4 Основные биографические данные, жизненные события.	2	различного характера (описание, повествование), чтение с извлечением необходимой информации, упражнение по грамматике
	ПЗ №5,6 Основные биографические данные, жизненные события	4	Чтение с извлечением необходимой информации, упражнение по грамматике Диалоги
	Самостоятельная работа : «Моя визитная карточка»	2	Контроль аудирования на основе критериев оценки аудирования Заполнение формуляров

Тема №1 Знакомство, визитная карточка

Практическое занятие №1

Из истории английского языка, его фонетические особенности, основные правила чтения.

Цель: совершенствование и развитие произносительных навыков, а также же навыков чтения, письменной и устной речи на английском языке. Практическое применение знаний. Повторение букв и звуков английского языка, транскрипционных знаков, правил чтения. Английский язык в специальных текстах.

Приобретаемые умения и навыки:

Знание: о целях и задачах изучения иностранного языка, как языка международного общения и средство познания международных культур, об основных вариантах английского языка их сходства и различия, о роли английского языка при освоении специальностей СПО.

Умение: составить связное сообщение с четкой структурой и логикой изложения.

Формируемые компетенции: ОК 01- ОК 11.

Норма часов рабочего времени: 2 час

Оснащение рабочего места: раздаточный материал, видеозаписи, инструкционные карты.

Литература:

1. Агабекян И.П. Английский язык для средних профессиональных заведений. Ростов-на-Дону: Феникс, 2020. – 319 с.

2. Безкоровайная Г.Т., Соколова Н.И., Койранская Е.А. и др. Planet of English: Учебник английского языка для учреждений НПО и СПО: (+CD): Рекомендовано ФГАУ «Фиро», 2019. - 256

3. Интернет ресурсы

1. [http:// enghelp.ru](http://enghelp.ru) Все для изучающих английский язык

2. <http://www.2uk.ru/slang>

Содержание работы

I. Repetition of letters and sounds of the English language. Повторение букв и звуков английского языка

Алфавитное название буквы	В конце слова			
	гласная	согласная	гласная + r	гласная +re (+ согласная)
	I	II	III	IV
А а [eɪ]	[eɪ] take	[æ] cat	[a:] car	[ɛə] care
О о [əʊ]	[əʊ] rose	[ɔ] dog	[ɔ:] for	[ɔ:] more

U u [ju:]	[ju:] use	[ʌ] cup	[ə:] fur	[uə] sure
E e [i:]	[i:] me	[e] pet	[ə:] her	[iə] here
I i / Y y [ai / wai]	[ai] bike [ai] fly	[i] pig [i] system	[ɜ:] sir	[aiə] tyre

2. Arrange the words in columns with the appropriate sound. Расставьте слова в колонки с соответствующим звуком.

a			o		
[ei]		[æ]	[əu]		[ɔ]
●	cat	●	●	rose	●
●	Kate	●	●	stop	●
●	skate	●	●	Tom	●
●	hat	●	●	no	●
●	plate	●	●	not	●
●	has	●	●	hello	●
●	Jane	●	●	shone	●
●	plan	●	●	on	●
●	map	●	●	Rose	●
●	date	●	●	pot	●
●	name	●	●	cock	●

3. Pronounce words with vowels in an open syllable. Произнесите слова с гласными в открытом слоге.

1. Am date face gate name plate game bake escape
2. see he she we be Pete tea sea theme
3. dive five mine site bike line wide tie
4. go hope, note, code nose rose so stone
5. cube cute flute music tune fume, June, huge
6. byte dry type sky spy, cry

4. Pronounce words with vowels in a closed syllable. Произнесите слова с гласными в закрытом слоге.

1. at hat apple cap back map cat Pat flag pan
2. egg leg red ten end pet met net pen hen
3. tip six pin film win kiss is pig big him his it win

5. Произнесите слова с гласными в закрытом слоге

1. stop dog not hot mob hop mom clock sock

2. gyp Syn syntax lynx myth
 3. bus but nut cut sun hug ugly -[ʌ]
 4. put bull pull Ку Клux Klan push - [u]

Контрольное задание на все типы слогов.

I. place, may, bottle, sort take, button, hot
 me, tea, true, truly, pure, tie, nice, tiny not
 bone, toe, pearl, turn, but, go, bag, pattern, flag, exam
 bed, message, first, him, pretend, met, hop, Syn, are, car, far, card

II. pin, must, fur, bus, dirt, his, box, map, mom, sir, corn
 tip, pistol, six, hat, win, it, stop, dog, force, serve, girl, port
 at, apple, circle, cap, back, cat, flag, kiss, is, afford [ə'fɔ:d]
 byte, cute, spy, flute, music, tune, sky, June, huge, film, big

III. egg, party, curl, leg, red, ten, end, net, pen, verb
 Syntax, burn, bird, push, myth, clock, church [tʃɜ:ʃ]
 Storm, ordinary, ugly, put, bull, pull, cry, dry
 Bus, but, cut, sun, hug, march, park, dark, type

IV. hare [hɛə] here [hɪə] interfere [,ɪntə'fɪə]
 mere [mɪə] hire ['haɪə] tyre ['taɪə] dire ['daɪə]
 byre ['baɪə] tire wire fire mire care prepare
 lyre ['laɪə] core [kɔ:] dare [dɛə] adore [ə'dɔ:]

V. forehead note cure score pure shore more [mɔ:]
 sure [ʃuə] date code stone Pete mine rose tea site wide line
 am go face gate nose name plate game bake escape
 see he she bike we be sea theme so tie hope five

II. Английский язык в профессии повара, кондитера.

Tastes differ

1. Прочитайте , переведите и перескажите текст. Ответьте на вопрос письменно.

Tastes differ. It concerns food in the first place. A Frenchman will eat a fried frog with pleasure but a Russian would choose something different. Pigs are not eaten in Moslem countries though Europeans are fond of pork. A sandwich of raw meat is a delicacy for a German while in other countries it is not served. One may give many other facts to illustrate the above saying. What explanations can you give to these customs?

2. Ответьте на вопросы по образцу.

Образец: Have you had any vegetables? (fruit)- I haven't had any vegetables. I have just had some fruit.

1. Has he had any beans? (peas)
2. Have they had any coffee? (tea)
3. Have you had any apples? (peaches)
4. Have I had any cabbage? (lettuce)
5. Have you had any beer? (wine)
6. Has he had any lamb? (beef)
7. Have they had any tea? (milk)

8. Has she had any meat? (vegetables)

9. Have you had any chicken? (steak)

3. Согласитесь или опровергните следующие утверждения.

1. Sandwich is a hot meal which we eat at dinner for the first course.

2. We have lunch in the evening before going to bed.

3. Englishmen usually do not have porridge in the morning.

4. Doctors usually recommend people to have heavy supper.

5. If you want to reduce your weight (to become slim) you must eat a lot of bread.

6. Tarts and cakes and fruit are usually served at the beginning of a meal.

Критерии самооценки выполненной работы:

	Very well	OK	A little
Содержание текста			
Организация текста			
Лексика			
Грамматика			
Орфография и пунктуация			
Устная речь			

Практическое занятие №2

Формы этикета: приветствие, прощание, вежливые формы обращения.

Цель: Введение лексического материала по теме, работа с текстом «Good friends». чтение, перевод. Работа с диалогами «В ресторане», чтение, перевод, составление и инсценировки диалогов. Выполнение лексико-грамматических упражнений.

Приобретаемые умения и навыки:

Знание: этикетных норм в профессионально-направленном общении, знание языкового материала по теме.

Умение: правописание слов, предназначенных для продуктивного усвоения. понимать информацию на слух, составлять диалоги по данной теме.

Формируемые компетенции: ОК 01- ОК 11.

Норма часов рабочего времени: 2 час

Оснащение рабочего места: раздаточный материал, видеозаписи, инструкционные карты.

Литература:

Список рекомендуемой литературы:

II. Агабекян И.П. Английский язык для средних профессиональных заведений. Ростов-на-Дону: Феникс, 2020. – 319 с.

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IV. Интернет ресурсы

1. [http:// enghelp.ru](http://enghelp.ru) Все для изучающих английский язык

2. <http://www.2uk.ru/slang>

Содержание работы

1. Read the text, translate it orally Прочитайте текст, переведите его устно.

Friendship plays a very important role in our life. People usually make friends when they go to the same school, work together or live nearby. It's difficult to explain how two quite different persons make friends. You can have a lot of acquaintances but only a few true friends. It depends on many things. Among them are age, social status, mutual interests and sometimes personal qualities. It is easier to make friends with persons who are much alike you, though sometimes these factors are of no importance.

Now I want to tell you about people whom I consider to be my friends. One of them is Nick. He is an old friend of mine. We went to the first form together because he lived next door to me. Now he is a tall young man with dark hair, blue eyes and oval face. He is rather strong and well-built because he is a sportsman. He played volleyball well in our school team.

He is going to enter the Mathematical faculty of the University this year. He was always strong in mathematics and he helped me very often with my home tasks. I think he will be able to pass his entrance examinations and become a student.

My another best friend is Marina. She is a very pretty girl. She has big blue eyes, fair hair and a nice smile. She is a schoolgirl now. She studies well and she wants to become a doctor. She will try to enter the Medical Institute next year and I hope her first attempt will be successful. I'm sure she will make a good doctor.

I often meet my friends. We talk about our school life and our schoolmates. I like to spend my free-time-with my friends.

2. Make up questions and ask your interlocutor about his friends. Use the exercise as a support. Составьте вопросы и расспросите своего собеседника о его друзьях. Используйте упражнение в качестве опоры.

Do you have many friends?

Yes, I have several friends that keep friendship for many years. We should have something in common, such as life values, interests, etc. So every time we meet, we have a lot of topics to share.

How often do you see your friends?

As often as I can... we enjoy each other's company, so we see each other almost daily... what's more, we live very close, so it's easy for us to meet up.

Is there anything special about your friends?

Oh, that's an interesting question. I guess there are lots of things. For instance, my best friend can draw an unbelievable art, good enough to sell. And my other friend is really keen on cooking. But most importantly, they are people, who are near and dear to my heart

For how long have you known them?

I've known my friends since my childhood. We've been through thick and thin together. Probably that's why we're so close now.

Describe a friend who has played an important part in your life.

How you met this person

How long you have known them

The kind of thing you do or did with them

Why they have been important in your life

I spend a lot of time with my best friend... I've known him/her since primary school where we were in the same class. When we are together, we always play lots of sports like football and tennis. As we live in a small town there aren't many places to go so we normally hang out at the sports centre or in the big park near my house. We're both big film buffs so we go to the cinema quite often and we get a student discount. I really like spending time with... He/she is such a nice person and very friendly. I always have a good time when we are together and he/she never fails to make me laugh. In fact, I think she/he is a funniest person I know.

Do you think friendship is important nowadays?

Yes, certainly. Without my friends I'd be very sad and lonely, but they cheer me up and help in every way possible. Of course, all relationships have their ups and downs, but we should definitely try not to lose touch with our friends.

Is it important to stay in touch with your friends throughout the years?

Surely, everyone changes and even close friends can drift apart. But, in my opinion, friends are second family and we should highly appreciate them.

1. 2. Read the dialogues "In the restaurant", translate orally, stage. Прочитайте диалоги «В ресторане», переведите устно, инсценируйте.

Waiter: Hi. How are you doing this afternoon?

Customer: Fine, thank you. Can I see a menu, please?

Waiter: Certainly, here you are.

Customer: Thank you. What's today's special?

Waiter: Grilled tuna and cheese on rye.

Customer: That sounds good. I'll have that.

Waiter: Would you like something to drink?

Customer: Yes, I'd like a coke.

Waiter: Thank you. (returning with the food) Here you are. Enjoy your meal!

Customer: Thank you.

Waiter: Can I get you anything else?

Customer: No thanks. I'd like the check, please.

Waiter: That'll be \$14.95.

Customer: Here you are. Keep the change!

Waiter: Thank you! Have a good day!

Customer: Goodbye.

Диалог между официантом и компанией друзей

Вариант диалога, когда вы идете покушать с друзьями в ресторане:

Kevin: The spaghetti looks really good.

Alice: It is! I had it the last time I was here.

Peter: How is the pizza, Alice?

Alice: It's good, but I think the pasta is better. What would you recommend?

Waiter: I'd recommend the lasagna. It's excellent!

Alice: That sounds great. I'll have that.

Waiter: Fine. Would you like an appetizer?

Alice: No, lasagna is more than enough for me!

Kevin: I think I'll have the lasagna as well.

Waiter: Right. That's two lasagnas. Would you care for an appetizer?

Kevin: Yes, I'll take the calamari.

Peter: Oh, that sounds good! I can't decide between the chicken marsala and grilled fish.

Waiter: The fish is fresh, so I'd recommend that.

Peter: Great. I'll have the fish. I'd also like a salad.

Waiter: What would you like to drink?

Kevin: I'll have water.

Alice: I'd like a beer.

Peter: I'll take a glass of red wine.

Waiter: Thank you. I'll get the drinks and the appetizers.

Kevin: Thank you.

ГРАММАТИКА

Упражнение 1. Complete what Brenda says about herself. Use **am**, **is** or **are**.

My name (1) _____ Brenda Foster. I (2) _____ on the left in the picture. I (3) _____ ten years old and I (4) _____ in the fifth form. My birthday (5) _____ on the first of January. I (6) _____ from Santa Monica, California, USA. I (7) _____ American. My phone number (8) _____ 235-456-789. I live at 16 Park Street. My post code (9) _____ LA 30 SM. I've got a sister and a brother. Their names (10) _____ Gina and Paul. Gina (11) _____ 16 years old and Paul (12) _____ only three. I've also got a dog. His name (13) _____ Spot. He (14) _____ on the right in the picture. My Mum (15) _____ a doctor. She works at a hospital. My Dad (16) _____ a driver. He works in Los Angeles. We (17) _____ all friendly in our family.

Критерии самооценки выполненной работы:

	Very well	OK	A little
Содержание текста			
Организация текста			
Лексика			
Грамматика			
Орфография и пунктуация			
Устная речь			

Практическое занятие №3

Описание внешности человека, личностных качеств

Цель: Тренировка языковых знаний по теме ««About myself» «My future profession». Составить описание знаменитой личности с использованием лексических единиц и речевых образцов по теме. Местоимения.

Приобретаемые умения и навыки:

Знание: грамматического материала: различные виды предложений, понятие глагола – связки, порядок слов в них, лексический материал по теме.

Умение: делать подготовленное сообщение (краткое, развернутое) различного характера (описание, повествование), соблюдать структуру и логику изложения с применением экспрессивных средств, вводных

конструкций и необходимой лексики. Умение читать с извлечением необходимой информации.

Формируемые компетенции: ОК 01- ОК 11.

Норма часов рабочего времени: 2 час

Оснащение рабочего места: раздаточный материал, видеозаписи, инструкционные карты.

Литература:

Список рекомендуемой литературы:

- I. Агабекян И.П. Английский язык для средних профессиональных заведений. Ростов-на-Дону: Феникс, 2020. – 319 с.
- II. Безкоровайная Г.Т., Соколова Н.И., Койранская Е.А. и др. Planet of English: Учебник английского языка для учреждений НПО и СПО: (+CD): Рекомендовано ФГАУ «Фиро», 2019. - 256
- III. Интернет ресурсы
 1. [http:// enghelp.ru](http://enghelp.ru) Все для изучающих английский язык
 2. <http://www.2uk.ru/slang>

Содержание работы

Write down the words, tell them off: Спишите слова, отчитайте их:

- 1 name – имя
- 2 surname (last name) – фамилия
- 3 first name – имя (без фамилии)
- 4 initials – инициалы
- 5 title – обращение (Например, Mr/Ms/Dr и т.п.)
- 6 age – возраст
- 7 sex – пол (male/female)
- 8 marital status – семейный статус (married/single/divorced/widow/widower)
- 9 data of birth – дата рождения
- 10 village, town or city of birth – деревня, поселок или город, в котором вы родились
- 11 nationality – национальность
- 12 National insurance number – номер страховки
- 13 country of birth – страна, в которой вы родились
- 14 next of kin – ближайший [родственник](#)
- 15 address – адрес
- 16 postcode – почтовый код
- 17 daytime telephone number – номер телефона, по которому с вами можно связаться в дневное время
- 18 mobile phone number – номер мобильного телефона
- 19 e-mail address – электронный адрес

PERSONAL DATA

- 1 name
- 2 surname / family name
- 3 first name
- 4 initials
- 5 title
- 6 age
- 7 sex
- 8 marital status
- 9 date of birth
- 10 village, town or city of birth
- 11 nationality
- 12 National Insurance number
- 13 country of birth
- 14 next of kin
- 15 address
- 16 postcode
- 17 daytime telephone number
- 18 mobile phone number
- 19 e-mail address

Application Form Please complete all of the items on the form to the best of your knowledge. Use blue or black ink only.

1 Surname SMITH 2

First name JOHN 3 Initials JS 4

Title MR 5 Age 25 6 Sex Male 7 Female (please tick)

8 Marital status single married divorced widow/widower (please tick)

Date of birth day month year 07 MAY 1985 9 Village, town or city of birth BRISTOL 10

Nationality BRITISH 11

National Insurance number 12

Country of birth UNITED KINGDOM 13

14 Next of kin

Address 23 SOUTHFIELD ROAD 15
PURBEY
WESTSHIRE Postcode PU23 4HJ 16

Daytime telephone number 0560 17 152439 Mobile phone number 18

E-mail address jamith@internetsp.com 19

Read the text, translate: Прочитайте текст, переведите:

My name is Alice and I'd like to tell you about my profession. I've chosen a profession of a cook because I have been interested in cooking since childhood. I used to watch my mom cooking different tasty things and asked her to teach me. She agreed with pleasure. Of course, at first I could do only simple dishes such as an omelet, macaroni and cheese,

When I grew older I began to cook more serious dishes, such as apple pie, soups, baked pudding and so on. So cooking became my hobby.

After my graduation from school there was a question what to do next. I didn't think a lot and decided to continue my cooking learning. My parents supported me and now I'm a college student. This profession is very popular nowadays because there are a lot of cafes, restaurants which need good specialists. I like my studying at college because the teachers are experienced and always ready to help. I like cooking at our canteen.

In conclusion I would like to say that I like my profession very much. My parents also like it because I often cook for them at home and they enjoy it!

Task 1 true or false:

- Alice is a college teacher.
- She has been hated cooking since childhood.
- At first she could cook simple food.
- Her parents don't like her profession.
- Her teachers are helpful.

Task 2 Answer the questions:

- What are the reasons of choosing her profession?
- Why this profession is popular nowadays?
- Who taught Alice cooking at home?
- Does Alice like studying at college?
- Can she bake a pie?

Text 2. “My plans for the future”**Прочитайте, переведите текст.**

It's not an easy thing to choose the right job out of more than 2000 existing in the world. Many roads are opened for a school-leaver: vocational and technical schools, different colleges and universities. Those who are kind, unselfish, good at Chemistry and Biology and ready to devote themselves to people's health can enter Medical Colleges. Those who love children, want them to be well-educated, well-informed and brought up can enter Teachers' Training Colleges. Shortly speaking there are many noble and useful jobs.

As the years passed I changed my mind a lot of times about which science or field of industry to specialize in. It was difficult to make up my mind and choose one of the hundreds jobs to which I might be better suited.

I made up my choice not long ago and decided to become a cook. I like to cook different dishes at home so I decided to turn professional. Cooking makes food taste better. Cooking also guards our health because the heat destroys the parasites and bacteria. I think it is one of the interesting professions in the world because you are always to create something tasty.

I think my future profession will always be in demand because people cannot do without food and eating. Life seems impossible without cooking today. Yet there was a time when man didn't even cook his food. Then Greek civilization advanced cooking to a stage of great luxury. After the Middle Ages Italy, Spain and France were proud of having a more refined taste than England and Germany where people ate chiefly meat. Nowadays we have a lot of famous restaurants, thousands of cook clubs and millions of people who are proud of being able to cook well.

I was always fond of cooking. I liked to know everything about cooks' occupation. So I entered this vocational school to get a profession of a cook. I can also get the third or the fourth category after my graduating from there. It will depend on my level of acquired skills. I will also be able to work as a confectioner in my future.

The course of study at our vocational school lasts for three years. We are taught many special subjects such as cooking equipping, the art of cooking, industrial training, sanitation and hygiene and others. We are also taught the main qualities of a cook: tidiness, cooking skills, politeness, communication.

So, I can say, there are a lot of employment opportunities in my field. I don't worry about finding a job. The most important thing for me now is to study well and to graduate from the vocational school. I want to become a skilled worker on my graduating from here. I find my future profession interesting and I hope it will be well-paid.

Спишите слова: Words:

job — работа, дело

to proud of – гордиться чем-либо

vocational schools — ПУ

refined taste – утонченный вкус

to be good at... — хорошо разбираться в чем-либо

restaurant - ресторан

to devote oneself to ... — посвятить себя чему-либо

occupation – дело, занятие

to enter — поступать (в университет, институт)

to graduate from - закончить
 well-educated — хорошо образованный
 to depend on – зависеть от...
 well-informed — эрудированный
 acquired skills – полученные навыки и умения
 well-brought up — хорошо воспитанный
 confectioner – кондитер
 useful jobs - полезные виды трудовой деятельности
 the course of study – курс обучения
 to make up one's mind/choice — сделать свой выбор
 to last for - длиться
 to specialize in – специализироваться в...
 cooking equipping – кулинарное оборудование
 to choose - выбирать
 the art of cooking – искусство кулинарии
 to suit - подходить
 industrial training – производственное обучение
 cook - повар
 sanitation and hygiene – санитария и гигиена
 dish - блюдо
 tidiness - опрятность
 to turn professional – стать профессионалом
 employment - трудоустройство
 health - здоровье
 to worry about – беспокоиться о...
 to create – творить, создавать
 skilled - квалифицированный
 to be in demand – быть востребованным
 well-paid – хорошо-оплачиваемый

Put the correct indefinite pronoun. Поставьте верное неопределенное местоимение.

We haven't got ... (some/any/no) toilet paper.

I am going to buy ... (some/any/something) olive oil for the salad.

Is there ... (some/any/anything) petrol in our car?

Sorry. We don't have ... (some/any/no) free time now.

Would you like ... (something/anything/nothing) to drink?

Is there ... (somebody/anybody/everybody) in the house?

You can wish ... (something/anything/nothing) you want on your birthday.

... (somebody/everybody/nobody) knows that two plus two is four.

Does ... (someone/anyone/nobody) know the name of this film?

It's very cold here, so ... (somebody/anybody/nobody) wants an ice-cream.

... (somebody/anybody/everybody) phoned you while you were in the bathroom.

Your face seems familiar to me. Have I seen you ... (somewhere/anywhere/nowhere) before?

The café is closed. Can we eat ... (somewhere/anywhere/nowhere) else?

What would you like for dessert? - ... (something/anything/nothing). I don't mind.

It was raining cats and dogs. ... (somebody/anybody/nobody) was outside.

Translate the sentences, paying attention to the reflexive pronouns. Переведите предложения, обращая внимание на возвратные местоимения.

I devoted myself to painting.

Make yourselves comfortable and help yourselves to the biscuits.

He found himself alone in a deep forest.

John defended himself with all his might.

Anna herself knitted a sweater.

Критерии самооценки выполненной работы:

	Very well	OK	A little
Содержание текста			
Организация текста			
Лексика			
Грамматика			
Орфография и пунктуация			
Устная речь			

Практическое занятие №4

Основные биографические данные, жизненные события

Цель: Формирование и развитие языковой компетенции посредством выполнения упражнений, направленных на улучшение лексических, орфографических и произносительных навыков.

Приобретаемые умения и навыки:

Знание: основных грамматических структур построения высказывания, лексического материала по теме,

Умение: делать подготовленное сообщение (краткое, развернутое) различного характера (описание, повествование), соблюдать структуру и логику изложения с применением экспрессивных средств, вводных конструкций и необходимой лексики. Умение читать с извлечением необходимой информации.

Формируемые компетенции: ОК 01- ОК 11.

Норма часов рабочего времени: 2 час

Оснащение рабочего места: раздаточный материал, видеозаписи, инструкционные карты.

Литература:

1. Агабекян И.П. Английский язык для средних профессиональных заведений. Ростов-на-Дону: Феникс, 2020. – 319 с.

2. Безкоровайная Г.Т., Соколова Н.И., Койранская Е.А. и др. Planet of English: Учебник английского языка для учреждений НПО и СПО: (+CD): Рекомендовано ФГАУ «Фиро», 2019. - 256

3. Интернет ресурсы

1. [http:// enghelp.ru](http://enghelp.ru) Все для изучающих английский язык

2. <http://www.2uk.ru/slang>

Содержание работы

Read the text about the famous British pastry chef. Прочитайте текст об известном британском кондитере.

The story of the success and work of a talented pastry chef.

Emma Jane was born in South Wales, United Kingdom, and was educated in fine arts and portraiture. At first, Emma made cakes for her children, then began experimenting with edible paints and various edible materials. So unbeknownst to herself, she became interested in creating cakes. Making cakes for her turned into an art, and she went beyond the traditional cake and began to create whole sculptures. A few years ago, Emma Jane appealed to the organizers of the Cake International Show with a request to place her competitive work. And since her cake was an incredible piece, Cake International found a place for her exhibit, so Emma Jane's installations appeared at the exhibition. The popularity of the pastry chef brought cakes made in the form of dogs, thanks to them, in just two years, the woman became known throughout the country. Now she makes cakes in the form of not only animals, sculptures of people, but also household items and even a wedding dress.

Emma Jane likes to create not only "funny" works, but also works that make you think Emma Jane likes using different colors and techniques. Her unexpected styles inspire many of the students she teaches around the world.



Prepare a description of your idol (cook, pastry chef). Приготовьте описание своего кумира (повара, кондитера)

ГРАММАТИКА

1. Fill in the gaps with suitable personal pronouns. Заполните пропуски подходящими личными местоимениями.

Н-р: John drinks apple juice because ... likes (Джон пьет яблочный сок, потому что ... любит) – John drinks apple juice because **he** likes **it**. (Джон пьет яблочный сок, потому что **он** любит **его**.)

My uncle has a new car, but ... doesn't drive

Anna has three sons. ... often goes skiing with ... in winter.

That's my notebook. I want to have ... back, please?

Sara's teacher is Mr. Bond. ... likes ... very much.

Kate lives near her parents. ... visits ... at weekends.

Tom buys a newspaper every morning and ... reads ... in the bus.

This is a photo of ... and my friends.

Mary and I finish our work at 5 p.m. Then ... have dinner in a pub.

Where is Jane? Have you seen ... ?

Peter and I are going to the night club. Let's go with

2. Put the demonstrative pronoun this or these. Translate the sentences. Поставьте указательное местоимение **this или **these**. Переведите предложения.**

Jack, ... is my wife. And ... are my children.

How much are ... roses?

I don't like ... magazine.

Sam, take ... suitcases into the car.

... test is very difficult.

Is ... spoon yours? And are ... plates yours too?

3. Put the demonstrative pronoun that or those. Translate the sentences. Поставьте указательное местоимение **that или **those**. Переведите предложения.**

Do you know ... singer?

How much are ... teapots?

Is ... your sister over there?

Look at ... wonderful birds!

Are ... shoes yours?

Do you see ... strange house?

4. Transform sentences with possessive pronouns according to the pattern.

Преобразуйте предложения с притяжательными местоимениями по образцу.

Н-р: It's **our** college. (Это наш колледж.) – The college is **ours**. (Колледж наш.)

It's **my** wallet. (Это мой бумажник.)

This is **our** present. (Это наш подарок.)

They are **her** sunglasses. (Это ее солнечные очки.)

It's **his** bike. (Это его байк.)

These are **your** jeans. (Это твои джинсы.)

They are **their** train tickets. (Это их билеты на поезд.)

These are **my** trainers. (Это мои кроссовки.)

They are **her** children. (Это ее дети.)

Критерии самооценки выполненной работы:

	Very well	OK	A little
Содержание текста			
Организация текста			
Лексика			
Грамматика			
Орфография и пунктуация			
Устная речь			

Практические занятия №5,6

Основные биографические данные, жизненные события

Цель: Формирование и развитие языковой компетенции посредством выполнения упражнений, направленных на улучшение лексических, орфографических и произносительных навыков.

Приобретаемые умения и навыки:

Знание: основных грамматических структур построения высказывания, лексического материала по теме,

Умение: делать подготовленное сообщение (краткое, развернутое) различного характера (описание, повествование), соблюдать структуру и логику изложения с применением экспрессивных средств, вводных конструкций и необходимой лексики. Умение читать с извлечением необходимой информации.

Формируемые компетенции: ОК 01- ОК 11.

Норма часов рабочего времени: 4 часа

Оснащение рабочего места: раздаточный материал, видеозаписи, инструкционные карты.

Литература:

1. Агабекян И.П. Английский язык для средних профессиональных заведений. Ростов-на-Дону: Феникс, 2020. – 319 с.

2. Безкорвайная Г.Т., Соколова Н.И., Койранская Е.А. и др. Planet of English: Учебник английского языка для учреждений НПО и СПО: (+CD): Рекомендовано ФГАУ «Фиро», 2019. - 256

3. Интернет ресурсы

1. [http:// enghelp.ru](http://enghelp.ru) Все для изучающих английский язык
2. <http://www.2uk.ru/slang>

Содержание работы

Task 1. Read and translate the text. Задание 1. Прочитайте и переведите текст.
Hi Matvei!

Thank you for your letter and invitation to stay with your family. I would come to you with great pleasure.

As you know, I am 18 years old. I am a student in Chicago Foreign Languages University. I want to become a Russian teacher in Great Britain. I am also a member of the local theatre club. I like playing main parts.

My family is small. There are three of us: my mother, my father and me.

Our family is very united. We have a lot of relatives. But we are very friendly and get on with each other very well. We don't spend a lot of time together because we live in different cities.

My father's name is Bob. He is a pilot; he spends a lot of time onboard. He is a real professional.

My mother's name is Betty. She is a doctor. She does a lot of work about the house.

She cooks very well. She is very kind but strict with me. She arranges my free time, so I am always busy. She is fond of reading.

I have my duties about the house. I clean my room and wash the dishes.

I am looking forward to see you soon.

Best regards,

Pete.

Задание 2. Answer the questions in the text. Ответьте на вопросы по тексту.

Is Pete a university student?

Where is he from?

Do his parents work at the museum?

What duties does Pete have about the house?

Who arranges his free time?

Задание 3. Определите, правдивы ли утверждения (True or False).

Pete has a younger brother.

Pete studies in a medical college.

His father spends a lot of time with the family.

Pete has a lot of relatives.

Pete's mother doesn't cook.

Pete has a lot of free time.

Pete is a member of a local Russian club.

Pete's mother's name is Bella.

Pete's mother likes to read.

Pete goes shopping.

Задание 4. Describe the person from the picture. Опишите человека по картинке.

1.



2.



Задание 6. Pick up the words and their meanings. Подберите слова и их значения.

1.	grandmother	a.	daughter of your brother or sister
2.	mother-in-law	b.	mother of your wife or husband
3.	nephew	c.	brother of your mother or father
4.	grandson	d.	one of two children born at the same time

5.	niece	e.	son of your brother or sister
6.	great-grandfather	f.	daughter of your grandson or granddaughter
7.	uncle	g.	father of your grandfather or grandmother
8.	twin	h.	sister of your father or mother
9.	great-granddaughter	i.	mother of your mother or father
10.	aunt	j.	son of your son or daughter

Задание 7. Составьте предложения с подходящими по смыслу словами.

a.	cleans the room	1.	Welcome to my home! ...!
b.	fond of chatting	2.	My sister is ... over the phone.
c.	feel at ease	3.	Our relatives are ...
d.	considerate and helpful	4.	My mother is very ..., she is the brain of our family.
e.	have my duties about the house	5.	Our parents arrange ...
f.	to be tidy	6.	My friend ... me everything I do.
g.	a professional	7.	In my family the elder children ... the younger ones.
h.	look after	8.	All members of our family ..., so we are always very busy.
i.	supports	9.	My favorite pastime is ...
j.	do a lot of work about the house	10.	Anna seldom ... on Sundays.
k.	to go shopping	11.	We like our house ...
l.	intelligent	12.	Our college group is ...
m.	united		
n.	east or west, home is best.		
o.	our free time		

Задание 7. Read about the food traditions in the family. Do the exercises. Прочитайте о традициях питания в семье. Сделайте упражнения. My meals

1. Прочитайте и переведите текст.

It goes without saying that I prefer to have meals at home. At the weekend I like to get up late and have a good breakfast of scrambled eggs, or pancakes, or something like that. But on weekdays I'm always short of time in the morning. So I just have a cup of strong tea or coffee and a couple of sandwiches.

As I spend a lot of time at school (usually eight or nine hours) it's necessary to have a snack at midday just to keep me going. That's why I have to go to the school canteen to have lunch. Our school canteen leaves much to be desired. It has become a tradition with our canteen to serve chops and watery mashed potatoes every day with a glass of cocoa or stewed fruit.

But I enjoy my evening meal at home. My mother is a wonderful cook and her dinners are always delicious and various.

To begin with, we usually have some salad — tomato and cucumber salad or mixed salad (I like it very much). For the first course we have some soup — noodle, mushroom or cabbage soup, or maybe some fish soup for a change. For the main course we have meat, chicken or fish dishes, for example, steak or fried fish with

spaghetti or potatoes (boiled or fried). We also have a lot of vegetables — green peas, carrots, tomatoes, cucumbers. I prefer meat to fish but my mother makes me eat fish from time to time. She says it's good for my brains.

For dessert we have some fruit, fruit juice or just a cup of tea with a slice of cake.

On Sundays we sometimes go to McDonald's. I like everything there: cheeseburgers, hamburgers and Big Macs, apple pies and fruit cocktails. But unfortunately we can't afford to go there very often, because it's rather expensive for a family and besides, they say it's not very healthy to eat at McDonald's.

Vocabulary

it goes without saying - и без слов понятно

scrambled eggs - яичница болтунья

short of time - мало времени (нехватка времени)

couple - пара

sandwich - бутерброд

2. Answer the questions in writing. Ответьте на вопросы письменно.

- 1 How many meals a day do you usually have?
2. What do you usually have for breakfast?
3. Where do you have lunch (dinner)?
4. How many courses does your lunch (dinner) usually consist of?
5. What is your favourite dish?
6. What vegetables do you like?
7. What do you usually have for dessert?
8. How often do you eat out?
9. Have you ever eaten at McDonald's?
10. Some people say that eating at a restaurant is a waste of money. Do you agree?

Задание 8. Tell us how your day/your family's day is going (8-10

sentences). Расскажите, как проходит ваш день/день вашей семьи (8-10 предложений).

Read the dialogues, prepare your dialogues based on them. Прочитайте диалоги, на их основе приготовьте свои диалоги.

Dialogue: Family

Jane: What is your name and where are you from?

Sarah: I am Sarah and I'm from Canada.

Jane: What are you and how old are you?

Sarah: I'm a student and I'm twenty.

Jane: Sarah, do you have a family?

Sarah: Certainly. I have my parents and a younger sister Jennifer. She is seventeen. She goes to senior high school. I also have grandparents on my mother's side. So, I have a big family.

Jane: What does your father do?

Sarah: My father has a café. It is our family business. He runs this café for more than twenty years. He was born in Milan and his café is a pizzeria.

Jane: How old is he now?

Sarah: My father is fifty-six.

Jane: And what about your mother?

Sarah: My mother is fifty-one and she is a painter. She is painting beautiful landscapes.

Jane: What is your mother`s origin?

Sarah: She is Irish. And she can`t forget the beauty of her native land. I`m also very influenced by her.

Jane: Do you have any relatives in Italy and in Ireland?

Sarah: Yes, I have them. My grandpa on my father`s side lives in Brescia. And my grandparents of my mother`s side live in Dublin. They are very old now and I try to visit them more often.

Jane: And what about your younger sister which is seventeen now? Is she doing well?

Sarah: Yes. She is a very clever and self-sufficing girl. I suppose she will succeed in life.

Jane: Do you like to be a senior sister?

Sarah: It is not difficult and it is very nice. My younger sister is independent and she doesn`t need to rely on me much. But I always wanted to be the youngest child in my family.

Jane: Is your relationship with your younger sister friendly?

Sarah: When I was a little girl my sister used to follow me everywhere. She always wanted to do that what I was doing. Then I didn`t want her to follow me. Now I enjoy her company and I like our conversations.

Jane: Does your sister show her respect to you?

Sarah: She enjoys being together with me.

Jane: You are happy.

№2/ **Lunch**

1. Read the dialogue, observing the intonation. Translate it. Прочитайте диалог, соблюдая интонацию. Переведите.

Frank: In English a meal that you eat in the middle of the day is named as lunch.

Jane: Everyone knows that. And how do you call your lunch if it is for business purposes?

Frank: You may have a business lunch, may be in a restaurant where people have lunch together and discuss business matters

Jane: I know that sometimes people just have a packed lunch, or, in other words, some cold food, such as sandwiches, fruit, coffee, etc. You can have a packed lunch. It may be also called dry rations. Do you know that, Frank

Frank: Yes, I do.

Jane: Usually one hour off is given to a person for lunch!

Frank: In other words, a lunch may be a light and quick meal in a cafe or in some other place. So you go out for lunch, you may, for example, go to a restaurant to eat.

Jane: Are there any fixed word combinations to describe situations with the word lunch?

Frank: Yes, there are. They are known as collocations.

Jane: Can you give an example?

Frank: Some of them are as follows

- you have/eat lunch every day.
- You may think in advance what you may have for lunch.
- People go out for lunch at a certain time

Some people like to take smb out to lunch.

Jane: Well, now I know quite well all the expressions with the word “lunch”.

Критерии самооценки выполненной работы:

	Very well	OK	A little
Содержание текста			
Организация текста			
Лексика			
Грамматика			
Орфография и пунктуация			
Устная речь			

Самостоятельная работа №1

Самостоятельная работа : «Моя визитная карточка»

Цель: Систематизация языковых знаний по теме.

Знать: лексический и грамматический материал по теме, нормы этикетного характера.

Уметь: понимать и выделять основные факты из прослушанного текста, уметь выделять информацию по видам, обобщать, заполнять формуляры.

Норма времени: 2 часа

Оснащение: инструктивные кары, словари.

Критерии и шкала оценивания аудирования

Оценка	Критерии
Оценка «5»	поняты основные факты, умеет выделить отдельную, значимую информацию, догадывается о значении части незнакомых слов по контексту, может использовать информацию для решения поставленной коммуникативной задачи, определить тему/проблему, обобщить содержащуюся в прослушанном тексте информацию, ответить на поставленный вопрос, используя факты и аргументы из прослушанного текста, оценить важность, новизну информации, выразить свое отношение к ней.
Оценка «4»	ставится студенту, который понял не все основные факты, но сумел выделить отдельную, значимую информацию, догадался о значении части незнакомых слов по контексту, сумел использовать информацию для решения поставленной коммуникативной задачи, определить тему/проблему, обобщить содержащуюся в прослушанном тексте информацию, ответить на поставленный вопрос, используя факты и аргументы из прослушанного текста, оценить важность, новизну информации, выразить свое отношение к ней. При решении коммуникативной задачи он использовал только 2/3 информации.
Оценка «3»	свидетельствует, что студент понял только 50% текста. Отдельные факты понял неправильно. Не сумел полностью решить поставленную перед ним коммуникативную задачу. Студент догадался о значении только 50% незнакомых слов по контексту, сумел использовать информацию для решения поставленной задачи только частично, с трудом сумел определить тему или проблем. Он не сумел обобщить

	содержащуюся в прослушанном тексте информацию, смог ответить на поставленный вопрос только с посторонней помощью при указании на факты и аргументы из прослушанного текста, не сумел оценить важность, новизну информации, выразить свое отношение к ней. При решении коммуникативной задачи он использовал только 1/2 информации.
Оценка «2»	ставится, если студент понял менее 50% текста и выделил из него менее половины основных фактов. Он не смог решить поставленную перед ним речевую задачу.

Лексико-грамматический тест на остаточные знания, тест на понимание устного и письменного текстов (аудирование и чтение)

% правильно выполненного задания	Оценка
91 – 100 %	«5»
75-90%	«4»
60 – 74 %	«3»
менее 50%	«2»

**Письмо: заполнение анкет (формуляров) документации
Критерии и шкала оценивания письменной речи**

Оценка	Критерии
Оценка «5»	<p>ставится студенту, который сумел:</p> <ol style="list-style-type: none"> заполнить / составить документы (анкеты, автобиографии и др.); сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка. <p>Языковые средства были употреблены правильно, отсутствовали ошибки, нарушающие коммуникацию, или они были незначительны (1-4). Используемая лексика соответствовала поставленной коммуникативной задаче. Демонстрировалось умение преодолевать лексические трудности. Содержание документации было понятно носителю языка.</p>
Оценка «4»	<p>ставится студент, который сумел:</p> <ol style="list-style-type: none"> заполнить / составить документы (анкеты, автобиографии и др.); сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка. <p>Языковые средства были употреблены правильно. Однако наблюдались некоторые языковые ошибки, не нарушившие понимание содержания (допускается 5-8). Используемая лексика соответствовала поставленной коммуникативной задаче. Демонстрировалось умение преодолевать лексические трудности. Содержание документации было понятно носителю языка.</p>
Оценка «3»	<p>ставится студент, который сумел:</p> <ol style="list-style-type: none"> заполнить / составить документы (анкеты, автобиографии и др.); сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка. <p>Студент сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен. Были допущены ошибки (9-12), нарушившие понимание составленной документации</p>

Оценка «2»	ставится студенту, который не сумел: 1. заполнить/составить документы; 2. сообщить общие сведения о себе в соответствии с формой, принятой в стране изучаемого языка. Студент сумел в основном решить поставленную речевую задачу, но диапазон языковых средств был ограничен. Были допущены многочисленные ошибки, нарушившие понимание составленной документации.
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Содержание

Аудирование текста об истории появления визитных карточек.

Now you are going to listen to a story in English. Try to understand it well. You will have to answer some questions about it. You will hear the story twice.

Перед первым предьявлением:

1) What is the story about? (It's about the history of visiting cards.)

A visiting card, also known as a calling card, is a small paper card with one's name printed on it. They first appeared in China in the 15th century, and in Europe in the 17th century. The footmen of aristocrats and of royalty would deliver these first European visiting cards to the servants of their prospective hosts solemnly introducing the arrival of their owners.

Visiting cards became an indispensable tool of etiquette, with sophisticated rules governing their use. The essential convention was that one person would not expect to see another person in her own home (unless invited or introduced) without first leaving his visiting card for the person at her home. Upon leaving the card, he would not expect to be admitted at first, but might receive a card at his own home in response. This would serve as a signal that a personal visit and meeting at home would not be unwelcome. On the other hand, if no card was forthcoming in return, or if a card were sent in an envelope, a personal visit was thereby discouraged.

As an adoption from French and English etiquette, visiting cards became common amongst the aristocracy of Europe, and also in the United States. The whole procedure depended upon there being servants to open the door and receive the cards and it was, therefore, confined to the social classes which employed servants. Some visiting cards included refined engraved ornaments, embossed lettering, and fantastic coats of arms. However, the standard form visiting card in the 19th century in the United Kingdom was a plain card with nothing more than the bearer's name on it. Sometimes the name of a gentlemen's club might be added, but addresses were not otherwise included. Visiting cards were kept in highly decorated card cases.

The visiting card is no longer the universal feature of upper middle class and upper class life that it once was in Europe and North America. Much more common is the business card, in which contact details, including address and telephone number, are essential. This has led to the inclusion of such details even on modern domestic visiting cards, a practice endorsed by modern books of etiquette, such as Debrett's New Etiquette.

Перед вторым предьявлением:

1. What is the visiting card?
2. What is its origin? / Where did it come from?

3. When did it appear in Europe?
4. What were they used for?
5. How could the visiting cards be decorated?
6. What is the business card?

2.

Критерии самооценки выполненной работы:

	Very well	OK	A little
Содержание текста			
Организация текста			
Лексика			
Грамматика			
Орфография и пунктуация			
Устная речь			

