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АНГЛИЙСКИЙ ЯЗЫК

**Учебное пособие для специалистов направления
«Транспортный и промышленный дизайн»**

Часть 2



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Учебное пособие по английскому языку предназначено для студентов 2 курса бакалавриата, обучающихся по направлению «Транспортный и промышленный дизайн». Учебное пособие рекомендовано для студентов данного направления подготовки в качестве основной литературы на занятиях по иностранному языку.

Тексты для чтения и анализа собраны из аутентичных англоязычных источников для развития умений критического осмысления информации, исследовательской деятельности и сопровождаются профессионально ориентированными заданиями, направленными на развитие созидательных способностей студентов с целью их подготовки к эффективному решению профессионально коммуникативных задач.

В пособии предлагаются упражнения, направленные на развитие межкультурной иноязычной профессионально ориентированной коммуникативной компетенции студентов. С этой целью пособие совмещает традиционные пред-текстовые, текстовые и после-текстовые упражнения с элементами геймификации, такими как ролевые и деловые игры и др. Особое внимание уделяется развитию навыков устного общения в профессиональном контексте, для чего в пособии отрабатываются различные стратегии профессионально-ориентированного общения.

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Модуль 1.

Проектирование железнодорожных путей. Railway track design

1. Запишите данные слова и словосочетания в тетрадь и запомните их.

railway track design – проектирование железнодорожных путей

crucial – ключевой

urban planning – городское планирование

transportation infrastructure – транспортная инфраструктура

maintenance – обслуживание, содержание

signaling systems – системы сигнализации

facilities – удобства, приспособления, оборудование

to ensure safe and efficient operation of trains – обеспечение безопасной и эффективной эксплуатации поездов

to take into account – принять во внимание

various factors – разнообразные факторы

topography – топография

population density — плотность населения

land use – землепользование

traffic patterns – модели трафика

future growth projections – прогнозы будущего роста

the alignment of the tracks – рихтовка пути

gradient – степень уклона

curve – кривизна

elevation changes – перепады высот

the physical layout – физическое расположение

passenger amenities – удобства для пассажиров

sustainability – устойчивость

2. Распределите слова по ассоциативным группам.

Слова: comfort, tracks, congestion, transit network, convenience, concentration, Geology, stations, gradients, integration, signaling systems, Geography, land features, curves, infrastructure, timing, alignment, elevation, terrain, urbanization, demographics, urban growth, flow, routes, energy efficiency, emissions, reduction, disabilities, amenities, inclusivity, equal access, signaling, operations, safety, efficiency, growth, prosperity, Investment, job creation, well-being, community development.

Группы: Railway design, Engineering, Topography, Population density, Traffic patterns, Sustainability, Accessibility, Communication systems, Economic development, Quality of life.

Railway design_____

Engineering_____

Topography_____

Population density_____

Traffic
patterns_____

Sustainability_____

Accessibility_____

Communication systems_____

Economic development_____

Quality of life_____

3. Подберите к данным словам и словосочетаниям соответствующие определения. Слова и словосочетания: railway track design, crucial, urban planning, transportation infrastructure, maintenance, signaling systems, facilities, ensure, safe and efficient operation of trains, various factors, topography, take into account.

Определения: 1)The process of planning and creating the layout of railway tracks to ensure safe and efficient operation of trains; 2)The process of designing and organizing the development of cities and towns; 3) Extremely important or essential; 4) The process of keeping something in good condition through regular repairs and upkeep; 5) The system of roads, railways, airports, and other facilities needed for the movement of people and goods; 6) Buildings, structures, or services that are used or provided as part of a particular activity or operation; 7) The equipment and procedures used to control the movement of trains on railway tracks; 8) The goal of railway track design to ensure that trains can operate without accidents and delays; 9) To make certain that something will happen or be the case; 10) Different elements or aspects that need to be considered in railway track design; 11) Consider or include in the planning process; 12) The physical features of a landscape, such as hills, valleys, and slopes.

4. Прочитайте текст и выполните задания после него.

Railway design

Railway design is a crucial aspect of urban planning and transportation infrastructure. It involves the planning, construction, and maintenance of railway tracks, stations, signaling systems, and other facilities to ensure safe and efficient operation of trains.

The design of a railway system takes into account various factors such as topography, population density, land use, traffic patterns, and future growth projections. Engineers must consider the alignment of the tracks, gradients, curves, and elevation changes to maximize the speed and efficiency of train operations.

In addition to the physical layout of the railway tracks, designers also focus on station design, platform layout, passenger amenities, and accessibility for people with disabilities. Signaling and communication systems are also crucial components of railway design to ensure safe and smooth operations, prevent accidents, and manage train traffic effectively.

Sustainability is an increasingly important consideration in railway design, with a focus on energy efficiency, reduction of emissions, and integration with other modes of transportation to create a seamless and interconnected transit network.

Overall, railway design plays a fundamental role in shaping the way people and goods move within and between cities, contributing to economic development, sustainability, and improved quality of life for communities.

5. Выберите правильный вариант ответа:

1) What are some factors considered in the design of a railway system?

- A) Population density
- B) Traffic patterns
- C) Future growth projections
- D) All of the above

2) What is the purpose of railway signaling systems?

- A) To enhance passenger amenities
- B) To prevent accidents and manage train traffic
- C) To increase energy efficiency
- D) To reduce emissions

3) Why is sustainability important in railway design?

- A) To increase speed and efficiency of train operations
- B) To reduce emissions and energy consumption
- C) To create a seamless transit network
- D) To enhance passenger comfort

6. Определите, правильное это высказывание или нет. True or False: 1) Railway design does not consider topography when planning the alignment of tracks. 2) Railway design takes into consideration factors such as topography, population density, and future growth projections.

7. Вставьте подходящее слово из текста. Fill in the blank: 1) Railway design contributes to economic development, ____, and improved quality of life for communities. 2) Railway design is crucial in urban planning and transportation infrastructure as it involves the planning, construction, and maintenance of railway tracks, stations, signaling systems, and other facilities to ensure ____ and ____ operation of trains.

8. Составьте из слов правильное предложение. Rearrange the words to form a correct sentence:

safety / efficiency / tracks / the / designers / of / must / in / and / railway / the / consider / design

9. Выберите правильное слово, чтобы дополнить предложение. Choose the correct word to complete the sentence:

Engineers must consider the_____ of the tracks, gradients, curves, and elevation changes to maximize the speed and efficiency of train operations.

- a) colors
- b) alignment
- c) temperatures

10. Опишите важность системы сигнализации и связи в проектировании и эксплуатации железных дорог. Describe the importance of signaling and communication systems in railway design and operations based on the text.

11. Прочитайте об основных составляющих проектирования железнодорожных путей. Выберите один из компонентов, в разработке которого вы бы хотели участвовать, и объясните, почему. Read about the main components of railway track design.

Train tracks are designed to provide a stable and secure pathway for trains to travel on. The design of train tracks involves several key components:

1. Rails: Train tracks are typically made of two parallel steel rails that are laid on a bed of wooden or concrete ties. The rails are secured to the ties with metal spikes or bolts.

2. Ballast: The area between the rails is filled with a layer of gravel or crushed rock called ballast. The ballast helps to stabilize the tracks and provide drainage.

3. Trackbed: The foundation of the tracks is called the trackbed, which is typically made of compacted soil or gravel. The trackbed provides support for the rails and helps to distribute the weight of the trains.

4. Curves and gradients: Train tracks are designed with carefully calculated curves and gradients to allow trains to navigate corners and changes in elevation smoothly. Curves are usually banked to help trains stay on the tracks at high speeds.

5. Crossings and switches: Train tracks are designed with crossings and switches to allow trains to change tracks and merge onto different paths. Crossings are equipped with warning signals and gates to prevent collisions with vehicles.

6. Signals and signs: Train tracks are lined with signals and signs to communicate important information to train operators, such as speed limits, upcoming hazards, and track switches.

Overall, the design of train tracks is a complex process that involves careful planning and engineering to ensure the safety and efficiency of train travel.

12. Деловая игра «Лучший проектировщик года». Business game “The best designer of the year”.

1 шаг. Учащиеся делятся на группы из 4 человек (designer 1, designer 2, designer 3, designer 4). Каждый из проектировщиков читает и переводит свою речь designer 1, designer 2, designer 3, designer 4 соответственно (см. ниже). Используя выражения из своей речи, каждый проектировщик готовит новую речь про разработку одного из основных компонентов проектирования ж/д путей (signals and signs, crossings and switches, curves and gradients, trackbed, ballast, rails).

2 шаг. Происходят заседания групп из 4 человек. Каждый участник рассказывает про свою разработку. Остальные участники ставят ему баллы от 1 до 5. Самим себе баллы не ставятся. По результатам выбирается лучший проектировщик.

3 шаг. Все участники игры слушают доклады лучших проектировщиков и выбирают победителя.

Designer 1. From the London Underground to high speed rail in Canada or the Hong Kong Metro, we understand the role that rail design plays as a recognised image of a city or a country. We pride ourselves on working in close collaboration with our clients to accelerate innovation and translate visions of the future into tangible projects that improve the lives of passengers and positively impact brand perception. We have expertise in designing every type of rail vehicle, whether we're designing a new train set from scratch, or adapting existing vehicles to create a customised vision for a client. We also excel at creating visions and concepts for future services, and work closely with our inhouse visualisation team to bring these visions to life, by way of animations, movies, exhibitions or VR experiences.

Designer 2. I have vast experience designing transport interiors both across new trainsets and refurbishment projects. Our work in the rail industry benefits greatly from our experience across other modes of transport, including aviation. We know how to design interiors that make the best use of space, create an inviting, comfortable and flexible passenger environment for all customers, whilst considering maintenance and in-service use. We are able to draw on our global supplier networks to ensure that interiors reflect the local setting, sometimes creating bespoke patterns and designs for the interiors, whilst still ensuring all specifications meet regulatory certification and safety standards.

Designer 3. Our designs are rooted in strategy and the real life experience of your products or brand from the point of view of your customer. From there, we will work closely together with you to analyse your competition, outline the brief and set the benchmark for delivering a great customer experience, both physical and digital. Identifying and applying insight rooted in what customers value and how they behave is key to unlocking commercial opportunities and delivering sustainable business growth.

Designer 4. Design thinking is fundamental to delivering innovative customer solutions: it drives efficiency and value, ensuring that customer and business needs are prioritised. Our design team regularly develops concepts designed to address issues the industry faces, from accessibility to overcrowding. This drive to push the boundaries of innovation within rail has been instrumental to establishing our expertise as leaders in customer-focused products that add value to the passenger experience and deliver great return on investment for operators.

Модуль 2.

Проектирование железнодорожных транспортных средств

Railway vehicle design

1. Запишите данные слова и словосочетания в тетрадь и запомните их.

the Transmashholding Group - Группа Трансмашхолдинг

a wide range of - широкий ассортимент

to meet the country's transportation needs – удовлетворять транспортные потребности страны

rolling stock - подвижной состав

locomotives - локомотивы

passenger cars – пассажирские вагоны

freight cars – грузовые вагоны

maintenance vehicles – вагоны (поезда) технического обслуживания

reliable - надежный

robust construction - прочная конструкция

to withstand - противостоять

ongoing advancements in technology - постоянное развитие технологий

evolving needs - развивающиеся потребности

2. Найдите синонимы. Find the synonyms: railway, design, railroad, plan, Russia, history, Russian Federation, engineers, past, rolling stock, technicians, train, locomotives, engines, coaches, cargo cars, passenger cars, freight cars, maintenance vehicles, robust, technology, service vehicles, strong, high-speed, innovation, fast, Sapsan, Allegro, Peregrine, lively, transportation, advancements, transit, developments.

3. Найдите антонимы. Find the antonyms: design, Russia, history, disorder, foreign country, future, engineers, rolling stock, amateurs, stationary, passengers, pedestrians, maintain, neglect, robust, high-speed, fragile, slow, Sapsan, Allegro, turtle, dull, transportation, setbacks, immobility, advancements.

4. Прочитайте текст и опишите основные черты проектирования железнодорожных транспортных средств в России. Read the text and get ready to describe the main features of railway vehicle design in Russia.

Railway vehicle design in Russia has a long and illustrious history, dating back to the early days of the Russian Empire. Over the years, Russian engineers and designers have developed a wide range of railway vehicles to meet the country's transportation needs.

One of the most well-known Russian railway vehicle manufacturers is the Transmashholding Group, which produces a variety of rolling stock, including locomotives, passenger cars, freight cars,

and maintenance vehicles. The company has a reputation for producing high-quality, reliable trains that are used both domestically and internationally.

Russian railway vehicles are known for their robust construction, able to withstand harsh weather conditions and rough terrain. In addition, Russian trains often feature innovative technology, such as regenerative braking systems, energy-efficient propulsion systems, and advanced safety features.

In recent years, Russia has also been investing in the development of high-speed trains, with the introduction of the Sapsan and Allegro trains, which connect major cities such as Moscow, St. Petersburg, and Helsinki. These trains are designed to operate at speeds of up to 250 km/h, offering passengers a fast and efficient mode of transportation.

Overall, railway vehicle design in Russia continues to be a key focus for the country's transportation industry, with ongoing advancements in technology and design to meet the evolving needs of the railway sector.

5. Добавьте недостающее слово. Put in the right word from the text.

1) Russian engineers and designers have a long history of creating innovative_____vehicles that have contributed to the country's transportation system.

2) The Transmashholding Group is renowned for its production of high-quality_____stock that is used both domestically and internationally.

3) Russian trains are known for their_____construction that enables them to withstand challenging weather conditions and rough terrain.

4) The introduction of the Sapsan and Allegro trains represents Russia's commitment to developing_____transportation options for connecting major cities.

5) The innovative technology found in Russian trains, such as regenerative braking systems, showcases the country's dedication to_____and safe railway designs.

6. Найдите правильное определение для следующих слов и словосочетаний. Find the right definitions of the words collocations.

Слова и словосочетания: rolling stock, robust construction, regenerative braking systems, energy-efficient propulsion systems, advanced safety features, high-speed trains, Sapsan and Allegro trains.

Определения:

1) Refers to all the vehicles that move on a railway, including locomotives, passenger cars, and freight cars. 2) Refers to strong and durable building methods that make a railway vehicle sturdy and able to withstand tough conditions. 3) Braking systems that use the energy generated during braking to recharge the vehicle's batteries or power other systems. 4) Engines and systems that are designed to use fuel or electricity efficiently to power the railway vehicle. 5) Innovative technologies and systems that enhance the safety of passengers and crew while traveling on the railway vehicle. 6) Trains designed to operate at speeds higher than conventional trains, offering faster travel times between

destinations. 7) Two examples of high-speed trains in Russia that connect major cities at speeds of up to 250 km/h.

7. Разделите слова и словосочетания по категориям. Divide the words and word collocations into the categories.

Слова и словосочетания: railway, vehicle, design, Russia, history, empire, engineers, manufacturers, Transmashholding Group, rolling stock, locomotives, passenger cars, freight cars, maintenance vehicles, robust, construction, weather conditions, terrain, technology, regenerative braking systems, energy-efficient, propulsion systems, safety features, high-speed trains, Sapsan, Allegro, Moscow, St. Petersburg, Helsinki, speeds.

Категории. Categories:

1. Countries_____
2. Parts of a train_____
3. Technology_____
4. Speed_____
5. Construction_____
6. Companies_____

8. Vocabulary Quiz.

1) What is the term used to describe the process of creating the structure and features of railway vehicles?

- A) Architecture
- B) Design
- C) Engineering
- D) Technology

2) Which Russian company is well-known for producing a variety of rolling stock for railways?

- A) Transmashholding Group
- B) Russian Empire Group
- C) Moscow Engineering Company
- D) St. Petersburg Railway Manufacture

3) Russian railway vehicles are known for their _____ construction that can withstand harsh weather conditions and rough terrain.

- A) Delicate
- B) Fragile
- C) Robust
- D) Weak

4) What innovative technology is often featured in Russian trains for improved energy efficiency?

- A) Solar panels
- B) Regenerative braking systems
- C) Fuel-guzzling engines

D) Traditional brakes

5) Which of the following cities are connected by the high-speed trains Sapsan and Allegro?

- A) Moscow, Berlin, Istanbul
- B) St. Petersburg, Tokyo, Dubai
- C) Helsinki, New York, London
- D) Moscow, St. Petersburg, Helsinki

6) Fill in the blank: Russian railway vehicle design has a long and illustrious history dating back to the early days of the _____ Empire.

- A) Chinese
- B) British
- C) Russian
- D) Ottoman

9. Деловая игра «Лучшая новость в сфере проектирования железнодорожных средств передвижения». Business game “The best news in railway vehicle design”.

1 шаг. Каждый учащийся выбирает одну из пяти новостей, описанных ниже, или ищет свою новость о проектировании железнодорожных средств передвижения в интернете.

Участники игры читают, переводят свою новостную заметку, записывают 3-4 предложения на карточку, по которой готовят краткий пересказ своей новости. Во время пересказа разрешается смотреть на свою карточку.

2 шаг. Участники работают группами по пять человек. Каждый пересказывает свою новость, все слушатели после каждого пересказа высказывают своё мнение по поводу того, как и где это новшество можно использовать в нашей стране. Выигрывает та новость, у которой было больше комментариев со стороны слушателей.

News 1. French architect Maxime d'Angeac reveals how his redesign of the historic Orient Express train aims to create "a new embassy of French luxury". Launching in 2025, the interiors of the train cars were revealed in an immersive virtual reality (VR) exhibition called Orient Express Revelation, displayed during Paris art week between 17 to 21 October 2022. The first Orient Express train was designed by Belgian civil engineer Georges Nagelmackers 140 years ago. Since then, the train received its first and only redesign in 1924, making D'Angeac's reinterpretation the first in almost 100 years. "We have two versions of the Orient Express," explained D'Angeac in the video. "One in 1833, and one extremely famous that you could see in the movies of James Bond and of Sidney Lumet, which was the Orient Express 1924." "Since 1924, nothing happened, so we've redone everything 100 years later." The new design is informed by 19th-century French design and is characterised by "contemporary luxury". It features rosewood details, marble-covered tables and bronze column capitals. "This is the reinterpretation of a legendary train, conceived as a new embassy of French luxury, sublimated by the know-how and talents of the best French craftsmen," said D'Angeac. The Dining Car features a mirrored ceiling punctuated by a series of arches, dining tables and cosy wraparound armchairs, as well as lampshades that pay homage to the original lights found in the train. The boarding suites feature a material palette of wood and leather with accents of mother pearl and bronze. Panels taken from the original train, which feature Lalique's Blackbirds & Grapes design, are used throughout the rooms.

News 2. Industrial design studio Priestman Goode has created the interiors for a fleet of trains in Canada, which have a focus on accessible design. The London-based studio designed the interiors for a fleet of trains called Corridor that is run by rail transport company VIA Rail Canada.

Corridor trains will travel through the Quebec City – Windsor corridor, a route that spans one of Canada's most industrial regions. Described by PriestmanGoode as "barrier-free", the inside of each train is intended to be an accessible environment for all passengers, with comfortable seats and spacious footwells. Key design elements include five mobility aid spaces and onboard wheelchair lifts. Corridor trains also feature clear wayfinding devices in each carriage, such as glowing overhead screens and clearly signposted seat numbers listed on the top lip of each chair. Information is also presented in braille for blind and partially sighted passengers. A grey colour palette is combined with a Canadian maple hue to give the interior a touch of warmth, used in different shades on ceilings, carpets and seats. Train seats in both business and economy class are fitted with headrests and armrests, as well as coat hooks, tables and charging units. Accessibility was also considered in the train galleys, which were created as wide-open spaces that allow staff to serve refreshments with ease.

News 3. Industrial design studio PriestmanGoode has revised its Island Bay train seating to make it easier for London commuters to social distance following the coronavirus pandemic.

PriestmanGoode has adapted its 2016 Island Bay seat design, which was initially designed to increase capacity on trains, to expand on-board bike storage. Spaces that were designed for extra seating, which would be blocked off due to Covid-19, have been now be used to store passengers' bicycles. The studio believes this will help enable commuters to complete journeys between their home and workplace at either end on bike. This takes into consideration that, once in London, travellers will aim to avoid other forms of public transportation like buses and tubes. The interior solution follows announcements made in the UK that rail networks will be re-starting services as lockdown conditions are lifted, but will be reducing capacity onboard down to as little as 10 per cent. "As transport designers, the 'first and last mile' have always been important considerations for us as our design approach considers the entire customer journey," said PriestmanGoode founder Paul Priestman. "People typically use their own car, buses or underground services to start and end their journey, but many would prefer to use bikes as a lower-cost and more flexible alternative," he continued. "We have found a way to adapt our Island Bay seating design so that more bikes can be easily and safely accommodated onboard commuter trains." As Priestman explains, the Island Bay design was originally part of a brief that was set and funded by the Rail Safety and Standards Board (RSSB), which tasked the company with finding innovative solutions for overcrowding on suburban services. The original layout offers a conventional, double-seat layout during off-peak times, which can be folded up to increase seating and standing space during peak hours. "The flexible nature of the design has allowed us to adapt it very quickly to a different set of circumstances and accommodate bikes safely within each carriage as well as restricting seating to enforce social distancing measures," added Priestman. "By installing flexible seating, train operators are able to adapt to changing customer needs from extra space needed for luggage, bikes or buggies to extra standing space at peak time."

News 4. Pritzker Prize-winning architect Kazuyo Sejima has designed the Laview commuter train with huge passenger windows and a curved glass nose, which is now in operation between Tokyo and Saitama. The trains designed by Tokyo-based architect Sejima, who heads up SANAA with Ryue Nishizawa, have been running on the line between Tokyo's Ikebukuro station and Chichibu in neighbouring Saitama prefecture since earlier this year. Sejima said that she was asked to design "as never seen before", and opted for the curved design with giant windows for passengers to enjoy the view. "This is my first time to design a train and the most obvious difference with building design is

that the train can move to different places," explained Sejima. "This train moves through the city to the mountains of Chichibu and I thought it would be nice for the train to be able to respond and blend into the surroundings in a soft way," she continued. Windows are placed along each carriage at regular intervals. Each passenger window is 135 centimetres by 158 centimetres and the bottom of each pane falls well below the usual point on regular commuter trains, to allow passengers to enjoy "large panoramic views". Each train has eight cars, with a total capacity of 422 seats. Sejima has designed both the design concept, exterior and interior of the carriages, with sofa-like seats upholstered in a bright yellow material. Sejima intended the carriages to make the passengers feel relaxed, as if they were at home rather than travelling on public transport. "I wanted to make a train which feels like a living room where passengers can freely relax and feel motivated to ride the train," she explained.

News 5. Swedish train operator SJ Railways has become the latest company to adopt technology that reads microchips embedded in the body, and is using it as an alternative to printed rail passes. Implanted into the hand, the microchip is scanned by the conductor to validate tickets. The system works by registering each passenger with a membership number, which is stored in the microchip, and monitored and updated via an app on the customer's smartphone. The microchip and app exchange information using near-field communication (NFC) – the same wireless data transfer technology used by Apple Pay, Android Pay and Amiibo. As the conductor moves through the train to check tickets, passengers are able to simply hold out their hand for the conductor to scan and check ticket information. SJ Railways claims it is the first travel company in the world to offer this service.

Модуль 3. Часть 1.

Запуск дизайн-продукта в сфере автомобильного и железнодорожного транспорта.

Road and rail transport design product launch

1. Запишите данные слова и словосочетания в тетрадь и запомните их.

engrossing – захватывающий

emotionally charged - эмоционально заряженный

downright scary - просто страшно

give due diligence – проявить должное усердие

come up with a strong presentation - подготовить сильную презентацию

a brief overview - краткий обзор

encounter – сталкиваться

critiques – критические отзывы

internal creative discussions - внутренние творческие дискуссии

semi-initiated – наполовину осведомленные

a pitch to potential clients – презентация для потенциальных клиентов

mandate collaborative teams – требовать работы совместных команд

garner various opinions - собирать различные мнения

peers - коллеги

empathize with your peers – сопереживать своим коллегам

work on – работать над

achieve the enhancement - добиться улучшения

key stakeholders - основные заинтересованные стороны

an industrial enterprise - промышленное предприятие

sanction your effort – санкционировать (поддерживать) ваши усилия

underestimated – недооцененные

design savvy – разбирающийся в дизайне

show qualitative and quantitative measurements of success - показать качественные и количественные показатели успеха

maintain the respect, credibility, and trustworthiness - сохранить уважение, авторитет и достоверность

gain alignment – добиться согласия

capture the imaginations - захватывать воображение

salesmanship - умение продавать

have merit – иметь заслуги

align with a story - связать с рассказом (связать со сторителлингом)

separation - разлука

transition – превращение

reintegration – воссоединение

digress into subplots - отвлечься на подсюжеты

succinct – краткий

nail your point – обозначить свою точку зрения

2. Переведите следующие слова и словосочетания.

Team, communication, function, the communication of an idea to the public, presentations, critiques and constructive discussions.

3. Найдите синонимы в данной цепочке слов.

Engross, appreciate, face, cooperating, present, diligence, absorb, appropriate, evaluate, due, launch, effort, release, encounter, pitch, collaborative.

4. Найдите антонимы в данной цепочке слов.

Due, diligence, fear, laziness, lengthy, destructive, misunderstand, mismatch, unsuitable, flatteries, courage, brief, critiques, empathize, constructive, align with.

5. Прочитайте следующие предложения и переведите их на русский язык.

1) One never gets a second chance at a first impression. 2) However, if the designer has given due diligence to the creative process and maximizes every step along the way, coming up with a strong presentation and communicating the product should be easy. 3) Though they have different objectives and outcomes, all the three types of presentations are built around the idea of effectively communicating and telling the story of your design. 4) In spite of what the media and press would have you believe, vehicle design in a professional context is very much a team sport, much more akin to soccer than a solo endeavor like golf or tennis. 5) It's essential to work effectively together and garner various opinions when making an important decision on how to move the product forward. 6) As one would imagine, a design presentation for a luxury sedan in a company like Lexus may be orchestrated very differently than in a company like Mercedes, even though the products may have a good deal of similarity. 7) It has been proven time and time again that the way to generate interest in any idea is to align it with a story.

6. Переведите слова в скобках на английский язык, используя активный словарь из первого задания, поставьте их в нужную грамматическую форму и допишите предложения.

1) However, if the designer (проявил должное усердие) to the creative process and maximizes every step along the way, (подготовить сильную презентацию) and communicating the product should be easy. 2) The first most common type of presentations involves the following: (критические замечания) and (внутренние творческие дискуссии). 3) It's essential to work effectively together and (собирать различные мнения) when making an important decision on how to move the product forward. 4) As designers, we provide a service to (промышленное предприятие). 5) (Чтобы сохранить уважение, авторитет и достоверность), it is helpful to (показать качественные и количественные показатели успеха). 6) It has been proven time and time again that the way to generate interest in any idea is (связать с рассказом о продукте).

7. Работайте командами по три человека.

7.1. Прочтите текст «Launch successfully means telling the story properly» и ответьте на следующие вопросы:

1) Why is design a team sport?

2) What three types of presentations are mentioned in the text?

2) What idea are the three types of presentations built around?

7.2. Каждый член команды читает свой текст об одном из видов презентации (*Text for Student 1, 2, 3*) и выполняет следующие задания: - выписывает слова, которые есть и в его тексте, и в первом упражнении, - составляет план проведения того типа презентации, о котором он прочитал, и пересказывает свой текст, опираясь на план и выписанные слова, своей команде.

Launch successfully means telling the story properly

In spite of how emotional and personally engrossing the creative process may be, design is very much a team sport. And good communication is essential for any team to function successfully.

Added to this, the communication of an idea to the broader public and consumers can be crucially important to launching a vehicle. One never gets a second chance at a first impression. It is crucial to communicate the key aspects of the design effectively, giving potential users the opportunity to appreciate what went into the vehicle. This is a hugely important point in the creative journey as well. It's the moment that all of the work which has gone before is finally shared with the public. For obvious reasons this can be emotionally charged and often downright scary. However, if the designer has given due diligence to the creative process and maximizes every step along the way, coming up with a strong presentation and communicating the product should be easy. In any case, one has to face the fear, and LAUNCH!

Not all presentations are the same. Having a good feel for the different types is part of being a successful designer. This chapter will provide a brief overview of the typical ones that you might encounter, and how to organize them effectively. The first most common type involve the following: critiques and internal creative discussions, in which case, you're effectively preaching to your choir, although teaching them to sing a new song. It's very much about how you relate to your colleagues. The second most common is really about presenting to the semi-initiated. People who don't know specifically about your proposal but may not be completely clueless either. This is really about transferring key messages. The third type has to do with pitching to potential clients, customers, and users. The main objective here is not only to communicate key messages but also to sell new viewers on your specific idea. Though they have different objectives and outcomes, all three are built around the idea of effectively communicating and telling the story of your design.

Text for Student 1. Critiques and constructive discussions

Any design is a result of a series of decisions. Decisions are the by-product of discussions and dialogue. In spite of what the media and press would have you believe, vehicle design in a professional context is very much a team sport, much more akin to soccer than a solo endeavor like golf or tennis. An individual may score, but it takes a team to win. Not only is the process quite lengthy, but vehicles at the same time can also be complex, mandating collaborative teams. It's essential to work effectively together and garner various opinions when making an important decision on how to move the product forward. Productive critiquing with peers is at the core of the creative dialogue. Critiques are a two-way street. When participating as an evaluator, it is important to keep a few things in mind as well. On the flip side, always strive to empathize with your peers, be a good listener and aim to assist. Understand that this is a human process; it is important to be sensitive to individual strengths and weaknesses. We all have our strong points and things we need to work on.

Respectively it also helps to understand the unique challenges of a project. With this in mind, attempt to offer objective measurable items to be improved, with steps on how you would achieve the enhancement. And finally, when asked for an opinion, always give an honest one.

Critiques and constructive discussions are essential for any design project to move forward.

Engage in them regularly with partners that you trust to add value. They are an enriching and informative exercise for both the designer and evaluator.

Text for Student 2. Presenting to Clients, Management, and Key Stakeholders

Another type of common presentation involves reviewing and sharing ideas with clients, management and key stakeholders. In much the same way a design project cannot proceed without an in-depth understanding of the user, these undeniably important presentations cannot be formed without an understanding of the customer. In this case, the term refers to the client, management, or key stakeholders. As designers, we provide a service to an industrial enterprise. Get to know and understand as much as possible about who is sanctioning your effort. This will not only inform your work but how you present it. The personalities and unique individual preferences of your customer should never be underestimated. Design can quite often be a subjective exercise so expect that personal taste will weigh in. To that end, ethnic and cultural biases are also very important to consider. For example, a good deal of study has concluded Asian organizational structures are composed quite differently than European ones. As one would imagine, a design presentation for a luxury sedan in a company like Lexus may be orchestrated very differently than in a company like Mercedes, even though the products may have a good deal of similarity. Finally, as with all forms of show business, good timing is essential. A presentation that is too short quite often won't do the work justice, whereas one that is too long will make even the most exciting subject seem boring.

When presenting to clients, management, and key stakeholders, designers are ultimately looking to move the proposal forward in a productive manner. Your customer may not be design savvy or understand aesthetic principles; after all, this is why they hired you. To maintain the respect, credibility, and trustworthiness, it is helpful to show qualitative and quantitative measurements of success. This will ultimately keep the presentation focused on sharing information and gaining alignment.

As with almost all presentations, it helps to structure the information in a flow from beginning to middle, to end. Starting with a recap of the business objectives and the specific design brief can remind the viewer of the goals. In this regard, it helps to orient the viewer/audience in the overall timeline of the project. This can help to give context and efficiency to the discussion. Then briefly explain the methodologies and design work you're pursuing, relating specifically to that point of the process. For example, early on, the focus would be on research and idea generation, whereas later on in the process, the focus would be on detailed model-making. Finally, in closing, explain how the project is unique and how you are exploring innovative solutions to meet the challenges. With respect to this, always save room for dessert. Everyone loves a pleasant surprise. A small, charming, charismatic addition can almost always lighten the mood, making the presentation even more enjoyable for the viewer.

Text for Student 3. Pitching to Prospective Users, Selling New Viewers on an Idea

The third most common type of presentation for a designer to master involves capturing the imaginations of new clients and customers, prospective users, and completely uninitiated viewers of the idea. In a sense, this is good old-fashioned salesmanship at its best. This may not come naturally to all. In reality, the act of presenting your design work to someone and convincing them that it has merit not only can be challenging but also downright scary. However, few can argue with the fact that whether it's mastering a kick-starter campaign, an elevator pitch to a would-be client, or

presenting a vehicle at a global motor show to the international press, there is great value in being able to present a design effectively. Although this type of presentation may seem the most daunting, it's actually the easiest. This is because the structure of the presentation is derived from the narrative that you established early on in the conceptual development phase of your project. Furthermore, everything about this type of presentation should ideally relate to storytelling. It has been proven time and time again that the way to generate interest in any idea is to align it with a story. In fact, everything about your pitch can be derived from the basic three-part structures used in almost all storytelling.

The Three-Act Structure

For example, step one: your user as you defined them experiences a want or need. Step two: they are confronted with an obstacle or difficulty in fulfilling that want or need. Step three: your product is introduced to them and gives them satisfaction. This is a very common three-phase structure that is composed around the idea of: (1) separation; (2) transition; and (3) reintegration. Simply use the beginning, middle, and an end three-part pattern known as a Three-Act Structure.

1) Act I: Set up, most importantly *why* the unmet goal and need of the user.

2) Act II: Confrontation, *what* your product is and the design execution.

3) Act III: Resolution, *how* it's differentiated and meaningful.

When developing the presentation, there are also some things to bear in mind in terms of how to best deliver the story. The narrative should always align with your goal. This is commonly referred to as "staying on message," so be careful not to digress into subplots or examples that are not relevant.

Furthermore, the protagonist or hero you are talking about should have some connection with the audience you are presenting to. This is how empathy is established, making it easier for you to hold their interest. Also, be conscious of timing. Most basic narratives can truly be communicated in two or three minutes. To this point, the narrative does not have to run the entire length of your presentation. It's important to not come across as long-winded or boring the listener with unnecessary detail or information. This is particularly important when pitching a new idea to a prospective client or anyone who might be short on time or attention. Always attempt to be succinct, nailing your point and then moving on. Refine and reduce so only the important details that help paint a picture, give definition and clarity to the visuals. And, finally, relax and be comfortable. Rehearse the presentation as many times as needed to become completely at ease with delivering the information. The viewer will respond to your confidence as well as the content being communicated.

8. Conversation Skills. How prepare a pitch in English (Как подготовить презентацию на английском). Прочтите план действий по подготовке к презентации, выпишите и выучите наизусть выражения. Работайте командами по три человека. Выберите один из видов презентаций по запуску нового средства передвижения (см. предыдущее упражнение) и, используя эти план и выражения, подготовьте и представьте свою презентацию запуска инновационного средства передвижения в сфере автомобильного или железнодорожного транспорта.

1) Introduce yourself or your team:

- Good morning/afternoon everyone and welcome to my presentation. First of all, let me thank you for coming here today.

- Let me start by saying a few words about my own background.

- As you can see on the screen, our topic today is...

- My talk is designed to act as a springboard for discussion.

- This morning/afternoon I'm going to take a look at the recent developments in...

2) Structure your presentation:

- In my presentation I'll focus on three major issues.

- This presentation is structured as follows...
- The subject can be looked at under the following headings...
- We can break this area down into the following fields...
- 3) Comply with the time limit:
 - It will take about 10 minutes to cover these issues.
- 4) Distribute the handouts:
 - Does everybody have a handout/copy of my report?
 - I'll be handing out copies of the slides at the end of my talk.
 - I can email the PowerPoint presentation to anyone who would like it.
 - Don't worry about taking notes, I've put all the relevant statistics on a handout for you.
- 5) Welcome questions:
 - If you have any questions, I am happy to answer them.
 - If you don't mind, I'd like to leave questions until the end of my talk/there will be time for a Q&A session at the end...
- 6) Sequence your ideas:
 - My first point concerns...
 - First of all, I'd like to give you an overview of...
 - Next, I'll focus on ... and then we'll consider ...
 - Then I'll go on to highlight what I see as the main points of ...
 - Finally, I'd like to address the problem of ...
 - Finally, I'd like to raise briefly the issue of ...
- 7) Highlight the information:
 - I'd like to put the situation into some kind of perspective.
 - I'd like to discuss in more depth the implications of ...
 - I'd like to make more detailed recommendations regarding ...
 - I'd like you to think about the significance of this figure (picture, table, data, ...) here ...
 - Whichever way you look at it, the underlying trend is clear...
- 8) Make the conclusion and compliment your audience:
 - I'd just like to finish with the words of a famous scientist/politician/author ...
 - Now let's go out and create opportunities for ...!
 - To conclude ...
 - To recap ...
 - To wrap up my presentation ...
 - Thanks for having listened to me! You are a great audience!
- 9. Прочитайте текст и дополните пропуски (from 1 to 8) словосочетаниями (from A) to H))
A) socio-technological trend; B) new communication technologies, new interaction norms, and a globalized economy; C) general public; D) Unlike traditional media; E) based on the dialogic principles "ease of interface" and "usefulness of information"; F) broader; G) to leverage the social capital of these networks of actors; H) organizations must constantly and actively decide which conversations to enter.

Organization-stakeholder interactions in the age of social media

While traditionally, stakeholder management has paid particular attention to primary stakeholders (such as employees, customers, or suppliers), social media have significantly strengthened the role of secondary stakeholders (such as related communities or ---1)). Further, social

media technology has made direct organization-stakeholder interactions on broader social, political, and environmental issues commonplace. This ---2) relates to a longer development starting in the 1960s by which organizations are increasingly pressured to address social, political, and environmental issues in order to provide more than merely an economic justification for their conduct. Such ---3) corporate social responsibility (CSR) is argued to “offer a remarkable long-term fiscal advantage” for organizations. By actively communicating, not only about ‘core business’, but also about its societal and environmental impact more generally, organizations aspire to manage their reputations and gain legitimacy by co-creating norms of acceptable organizational behavior with their relevant stakeholders.

Perpetuated by institutional factors such as ---4), there has been a steady growth of outreach efforts to stakeholders on environmental, social and governance issues through online and offline channels. Specifically, the probability of stakeholder interference has become more pronounced through social media, as more members of an organization are exposed to communication about the organization and engage in communication for the organization. Since the advent of the Internet as social software has made networks more transparent, structural positions traditionally held by incumbent actors have become more open. ---5) which are relatively hierarchical and unidirectional in that messages are sent from a sender to a receiver, social media technologies enable motivated individuals and organizations to create content and respond in new ways.

Online conversations that occur via social media can be understood as a constantly negotiated framework among actors who are embedded in networks of different, sometimes contradicting, possibilities and constraints. Conflicting voices and moral pressure aimed at delegitimizing corporations enter the public debate and trigger pressure on the organization. Organizational outreach into social media should thus be understood as continuously emerging and changing in a dynamic, media-based interplay between several actors. Organizations aim ---6) and achieve a prominent structural position within them.

In constructing a typology scientists established conversational and interactional features to distinguish different forms of online interaction and dialogue by organizations. Dialogue is based on collaboration and mutuality between the involved actors. Such mutuality creates propinquity among actors, leading to rhetorical exchange. Empathy and commitment nurture this exchange and imply a willingness to accept the outcome's risks. Based on their open results, dialogues are potentially harmful to participating parties. By entering into a dialogue, all parties acknowledge each other's vulnerability as a common basis for a respectful conversation. Websites are potential platforms for such dialogues and weblogs and social media—in theory—provide even greater potential for dialogue. Forms of moderation, e.g., ---7) influence the dialogic relationship with users or stakeholders. Dimensions such as “generation of return visits” and “dialogic loops” are also used to describe the dialogic momentum of online conversations.

In summary, social media allows stakeholders to enter or initiate the conversation on almost any issue. Thus, --- 8) whom to engage and to what degree to interfere with, manage or control these conversations—all these activities can be summarized as moderation. However, such strategies remain empirically under-investigated in CSR contexts and their effects on stakeholders online, which could affect organizational legitimacy, remain largely unknown.

10. Ответьте на вопросы.

1)How does the degree to which organizations moderate online conversations about social and environmental issues affect stakeholder's perceptions of the organization?

2) How do different levels of moderation in online stakeholder dialogues affect stakeholder attitudes, commitment, and trust towards as well as satisfaction with the organization?

11. Прочитайте текст, составьте его план и перескажите текст по плану.

The role of Moderation in the Process of Launching

Controlled vs. crowdsourced: distinguishing levels of online moderation. In this research, we look specifically at styles of moderation as an essential feature of online stakeholder dialogues. Moderation, as such, describes the efforts of an organization to steer the conversation and its outcomes in some way. This understanding of moderation can be related to discussions on different types of communication. Earlier stakeholder outreach communication was often based on a one-way transmission model of communication as a tool for disseminating information about an organization's (allegedly positive) environmental, social and governance activities. The communication was also more reactive, relied heavily on organizations' cost-benefit analyses and was rarely convincing for critical stakeholders. Such models of mere information and one-way 'asymmetrical' communication represent low inclusivity and participation and very intense levels of steering and control. Accordingly, there have been calls for more authenticity and more participatory models of stakeholder communication. Some propose a stakeholder involvement strategy comprising frequent and systematic negotiation with stakeholders to explore mutually beneficial actions. In an age where issue advocates can easily gain access to the public agenda, identifying interest groups, evaluating the validity of their demands and engaging in more open, two-way communication is increasingly important. Such models of more two-way 'symmetrical' communication aim to foster understanding between an organization and its stakeholders.

In essence, asymmetrical communication is characterized by low inclusiveness and high moderation and control. The organization limits access to the conversation, directs its topics and maintains authority over ending engagements. Symmetrical forms of communication can inversely be understood as techniques that use high inclusiveness and low moderation. Typically, the efforts and resources necessary to enable symmetrical forms of communication are very high, and this technique is usually only employed for very critical issues and antagonistic conflicts.

Some found that corporations that effectively engage in online dialogue with stakeholders use four different approaches: (1) directing conversations, (2) moderating conversations, (3) building open-script conversations, and (4) crowdsourcing conversations. Drawing on their research, we distinguish conversational logics for different levels of moderation.

Conversational logics of high moderation. High moderation is common in "directed conversations", where only a few counterparts are allowed to converse, actors only have a voice within a selected framework and dissent is not allowed. Further, high moderation is typical for "moderated conversations" in which the organization sets the topic, keeps the conversation under control and is not open to dissent. Extreme examples of such conversations can be found, e.g., in the pharma industry, where companies are legally highly restricted and must be in control of exactly what is said. Such conversational styles are also typical for corporate social media sites (owned media) where critical issues are often deleted or framed very particularly. We refer to conversations with high levels of moderation as 'controlled conversations'.

Conversational logics of low moderation. Low moderation is typical for “open script conversations” in which stakeholders are allowed to answer freely on predefined questions and dissent is theoretically possible. These strategies appear to be applied more often for special interest topics with rather low interest from the general public. Further, low moderation is common in “crowdsourced conversations” in which an organization's influence is limited as a (potentially) large number of stakeholders set the topic and may lead the conversation. Such conversations can result in dissent and were found, e.g., in the context of the banking and telecommunications sector. Such interactions closely resemble ‘symmetrical’ forms of dialogue discussed above and are more rarely employed. High commitment from all actors is demanded to find a mutual solution. We refer to conversations with low levels of moderation as ‘crowdsourced conversations’.

Similar discussions on levels of moderation can also be found in the organizational communication literature. Some describe dialogues as a form of collective thinking expressed through a singular, unified or blended voice. A *singular voice* is used in conversations when expert opinion is required to support an idea. This approach could be considered a form with high moderation, specifically involving low inclusiveness (low number of participants). A *unified voice* is used to show the determination of a group to ensure a single voice does not dominate, representing as well a form of high moderation but with relatively high inclusiveness. *Blended voices* include a variety of opinions (low moderation) and consist of a large circle of actors. Different levels of moderation allow for managing centripetal and centrifugal forces during conversations.

12. Ответьте на вопросы и выполните задания.

- 1) Among dependent factors there are commonly discussed outcomes of stakeholders outreach communication. Search CSR literature, derive from it some examples and report back.
- 2) Speak about the effects of such communication which can be coarsely divided into internal and external outcomes and exist on three basic levels: organization, stakeholder, and issue.
- 3) Why are attitude, level and trust relevant internal outcomes of outreach communication?
- 4) What are held as the antecedents for external stakeholder behavior?
- 5) Attitude summarizes the emotional (favorable) relationship with an organization based on environmental, social, and governance activities and the stakeholder's awareness of it. Describe all these elements using examples.
- 6) What does it imply if the public expresses positive attitudes towards an organization? How can you prove that the organization maintains a generally positive image in the eyes of its stakeholders?
- 7) More informed stakeholders or less informed stakeholders are more likely to have positive attitudes? Why?
- 8) What organizations are in a better position to create favorable attitudes towards their organization? If an organization is open to dialogue, how can it improve the situation?

13. Прочитайте текст и найдите соответствия между объяснениями (the explanations:

from 1 to 5) и выводами (the conclusions: from a to e).

The explanations

1) Additionally, on the stakeholder level, satisfaction and commitment are important targets in managing organization-stakeholder relationships. Satisfaction describes the extent to which stakeholder groups believe that an organization performs its' activities according to the expectations. Stakeholders' fulfillment assessments and existing sense of pleasure as a result of an interaction with an organization greatly determine stakeholder satisfaction. An essential prerequisite for satisfaction is relationship maintenance and whether it is perceived positively by the other party or not. Conversational logic involving high levels of moderation potentially restricts parties in their expression of concerns and unease.

2) On the organizational level, attitude and trust are relevant internal outcomes of outreach communication. These dimensions are held as the antecedents for external stakeholder behavior. Attitude summarizes the emotional (favorable) relationship with an organization based on environmental, social, and governance activities and the stakeholder's awareness of it. If the public expresses positive attitudes towards an organization, it implies that an organization maintains a generally positive image in the eyes of its stakeholders. More informed stakeholders are more likely to have positive attitudes; hence, organizations that are open to dialogue are in a better position to create favorable attitudes towards their organization.

3) Different communication styles on social media may affect stakeholder trust. Trust is described as the “confidence and willingness to open oneself to the other party”. It is based on integrity, dependability, and competence. These dimensions require a certain mutuality among the involved actors, where no actor dominates the other. They also require companies to acknowledge and protect their stakeholder's interests. High levels of moderation may be associated with an imbalance of mutuality and, as a result, impose the dominance of an organization over its stakeholders.

4) Finally, control mutuality denotes the degree to which discourse parties perceive participants' power to influence each other. Though some imbalance is common and often accepted in organization-public relationships, clearly one-sided efforts by the organization to exercise control are problematic and associated to low satisfaction and often increased levels of activism against the organization.

5) Moreover commitment is the extent to which a participant in a discourse thinks that the relationship is worth the cost and effort invested in it. To communicate commitment to their stakeholders, organizations emphasize their desire to build and maintain relationships with their stakeholders in the future, as well as the importance of the quality of the relationships between the parties. Commitment is based on continuance and emotional orientations. High levels of moderation are likely to affect the continuance of dialogues, as they undermine communicative engagement of stakeholders. Further, a conversational logic with high levels of moderation can lead to frustration among stakeholders, as they are likely to feel ignored.

The conclusions

- a) Thus, we conclude that high moderation has a negative effect on trust in the organization.
- b) Thus, we propose that high moderation has a negative effect on satisfaction with the organization.
- c) Thus, we propose that high moderation has a negative effect on attitude toward the organization.
- d) Thus, we conclude that high moderation has a negative effect on perceived commitment.
- e) Based on this, we assume control mutuality to be directly impacted by an organizations decision to moderate a conversation online, specifically that high moderation has a negative effect on control mutuality.

14. Принимаем профессиональные решения. Ознакомьтесь с таблицей, которая описывает стили беседы и соответствующие им уровни модерации и дополните таблицу перечисленными ниже пояснениями (from 1 to 6). Изучите сайты железнодорожных и автомобильных организаций, опишите стили модерации, которые используют на одном из этих сайтах и прокомментируйте, каким образом используемый стиль модерации влияет на успешный запуск новых продуктов и услуг.

Level of moderation

Controlled

Crowdsourced

Initiation	a)	d)
Empowerment/tolerance	b)	e)
Termination	c)	f)

1) There is a definite end of the conversation imposed by the organization (following critique or based on time/resource constraints); 2) There is freedom and equality in dialogue as well as in decisions; 3) The conversation is initiated by the organization; 4) The conversation is initiated by stakeholders; 5) The organization dominates the dialogue and decisions (deletion of comments); 6) Critical or aggressive comments or the length do not prompt the organization to close a thread.

15. Учебная профессиональная деловая игра “Launch a new rail compartment car. Moderation”.

Вы являетесь представителями железнодорожной компании, которая готовится к запуску нового купейного вагона. Ваша задача – проанализировать требования, существующие в компании к размещению рекламы на своем сайте и решить, какие требования надо изменить

или отменить и какие требования надо добавить. Работайте командами по 5 человек. Прочтите три существующих требования к контенту, внесите необходимые изменения. Каждая команда готовит свой макет рекламной странички нового купейного вагона и представляет её, рассказывая о новом списке требований к содержанию контента и принципах модерации, которых вы собираетесь придерживаться.

Content requirements

1. You cannot use personal identification in your ad. For example, “Are you 36?”, “Is your child 5 years old?”, “Alina, this offer is for you”, “T-shirt for Vladimir”. At the same time, ads with an appeal of the format “For mothers of the Zavodskoy district” work well. That is, such a less personalized format is allowed.
2. Ads that use an incorrect comparison of the advertised product with the goods and services of competitors may not pass moderation. At the same time, it is not specified by what criteria this “incorrectness” is determined. In such cases, the fate of the announcement depends on the moderator, who will check it.
3. You can not use profanity, mention of any tragic events - death, terrorist attacks, disasters, murders, mutilations, funerals. Exceptions may be for movie trailers, subject to other requirements for advertising of this kind (age restrictions and targeting to the appropriate audience).

Модуль 3. Часть 2.

Запуск дизайн-продукта в сфере автомобильного и железнодорожного транспорта. Road and rail transport design product launch

1. Запишите данные слова и словосочетания в тетрадь и запомните их.

implications - последствия

focus (plural: foci) – фокус, сфера сосредоточения внимания

formulate a clear position on the issue - сформулировать четкую позицию по вопросу

make their values and beliefs transparent - сделать свои ценности и убеждения прозрачными

avoid public disaccord – избежать общественного неодобрения

manage the discussion network – управлять сетью участников обсуждения

consider the actual value and capacity to moderate discussions online - учитывать реальную ценность и возможность модерировать онлайн-дискуссии

corporate social responsibility (CSR) - корпоративная социальная ответственность

2. Переведите следующие слова и словосочетания.

the perspective of organizational practice, moderating a discussion, formulate, synchronize, a detailed understanding of the competencies, dialogic activities, new social media infrastructure.

3. Найдите синонимы в данной цепочке слов.

Transparent, societal, expensive, shallow, clear, public, connections, a standpoint, capacity, position, ties, power, costly, surface.

4. Найдите антонимы в данной цепочке слов. Transparent, outside, cheap, meaningless, internal, optimism, profound, obscure, inside, costly, external, shallow, cynicism, meaningful.

5. Прочитайте следующие предложения и переведите их на русский язык.

1) Often organizations do not publicly promote particularly strong beliefs in order to avoid public disaccord. 2) However, only a standpoint that is revealed and clearly expressed can be challenged by the public and evolve into a standpoint that is shared by the community. 3) Formulating clear propositions can also contribute to making the organization more personable which positively influences stakeholder engagement on social media. 4) These voices should represent relevant perspectives on the issue at hand and do not necessarily need to be *part* of the organization (such as members or employees), including e.g., both critical consumers as well as ‘faith-holders’ when critically engaging on an issue. 5) In most cases, shallow engagement, ‘lurking’ and monitoring on social media, focused on gaining stakeholder insights, may be seen as more valuable to manage organizational reputation.

6. Переведите слова в скобках на английский язык, используя активный словарь из первого задания, поставьте их в нужную грамматическую форму и допишите предложения.

1) In order to make conversations meaningful, the organization needs (сделать свои ценности и убеждения прозрачными). 2) Often organizations do not publicly promote particularly strong

beliefs in order to (избежать общественного неодобрения). 3) In light of launching a new product, organizations must (учитывать реальную ценность и возможность модерировать онлайн-дискуссии). 4) The fact that on many (корпоративная социальная ответственность) issues the level of dialogical social media engagement is comparatively low, signals that for most organizations, the value of such engagement is still at least unclear.

7. Прочитайте текст и перескажите его, используя активный словарь из первого задания в качестве плана.

Practical Implications of Managing Conversational Logics during Launch

From the perspective of organizational practice, scientific findings suggest three main foci for managing conversational logics: first, moderating a discussion may increase the demand to formulate a clear position on the issue; second, managing access to the discussion requires a network of relevant and credible participants that are willing to engage; third, and in light of launching a new product, organizations must consider the actual value and capacity to moderate discussions online.

Formulating clear positions. In order to make conversations meaningful, the organization needs to make their values and beliefs transparent. Often organizations do not publicly promote particularly strong beliefs in order to avoid public disaccord. However, only a standpoint that is revealed and clearly expressed can be challenged by the public and evolve into a standpoint that is shared by the community. If done properly, moderation can ensure that an organization synchronizes their beliefs with the public in an engaging and transparent process. Moral reasoning will allow to create new positions created out of the corporations and societal expectations. Formulating clear propositions can also contribute to making the organization more personable which positively influences stakeholder engagement on social media.

Managing the discussion network. There is value in including various voices in the conversation. These voices should represent relevant perspectives on the issue at hand and do not necessarily need to be *part* of the organization (such as members or employees), including e.g., both critical consumers as well as ‘faith-holders’ when critically engaging on an issue. Internal networks tend to have high density that allow information to travel fast but such networks rarely create new and/or diverse ideas. External networks usually have lower densities and weaker ties, but these kinds of connections are suitable for bringing in new thoughts and ideas into the network. Thus, a discussion network management process demands a detailed understanding of the competencies that are inside and outside the organization. Internal participants of a public conversation, as for example a product designer, may also need additional help on communicating their ideas adequately. External participants that are included into the conversation need a clear briefing about their role and the nature of conversation.

Will and capacity to moderate. In case of a large corporation, dialogic activities would require new social media infrastructure and perhaps dozens of people working specifically in social media. Such a decision cannot be easily made and demands a clear understanding of the actual benefits and strategic value of communicating dialogically via social media. The fact that on many CSR (corporate social responsibility) issues the level of dialogical social media engagement is comparatively low, signals that for most organizations, the value of such engagement is still at least unclear. In most cases, shallow engagement, ‘lurking’ and monitoring on social media, focused on gaining stakeholder insights, may be seen as more valuable to manage organizational reputation. This is not only because

of potentially costly investments in social media dialogues on CSR, but likely also relates to a comparatively low interest among stakeholders in really engaging on CSR issues on social media, likely reflecting stakeholder cynicism of CSR communication more generally—which may add to the reasons to question the utility of social media for more open and dialogical stakeholder engagement.

8. Ответьте на вопросы.

1. What three foci does the text mention?
2. What does it mean to formulate a clear position on the issue? What can it contribute to?
3. How can we manage the discussion network? Why do we need to do it?
4. What are the ways to moderate discussions online?
5. What would dialogic activities require in case of a large corporation?

9. Принимаем профессиональные решения. Работайте командами по три человека. Студент1 читает свой текст и затем отвечает на вопросы студента2 и студента3. Студент2 читает свой текст и отвечает на вопросы студента1 и студента3. Студент3 читает свой текст и отвечает на вопросы студента1 и студента2.

После ответа на вопросы каждая команда дает определение понятию «CSR» и объясняет, зачем необходимо следовать принципам CSR (корпоративной социальной ответственности) для успешного запуска нового дизайнерского продукта в сфере автомобильного и железнодорожного транспорта.

Text for Student 1. Lessons on corporate social responsibility from new public-private transportation partnership.

In today's cities, advances in technology are redefining urban mobility. The competition to be the dominant player in the transportation industry is fierce. A cohort of tech titans and automobile companies are vying to develop the platforms that will power future infrastructure and change how residents get around. Look no further than the spat between Waymo, Google's former self-driving car project, and Uber over alleged intellectual property theft. Despite the cut-throat competition, unique partnerships have been forged between groups that had not, until recently, worked collaboratively toward common interests. These joint ventures are not just between competing private firms, but public and nonprofit entities as well—city governments specifically. At the heart of these partnerships is the principle that companies can “do well while doing good.” In other words, that they can pursue profitability while producing public benefit. This unprecedented dynamic is exemplified in the recently announced public-private partnership between Ford, ride-hailing companies Uber and Lyft, the nonprofit organization SharedStreets, and more than 30 cities worldwide. Through the partnership, business and government will focus on rethinking the future of transportation through the use of shared data. Uber, Lyft, and SharedStreets will work in tandem to share anonymized data on curbside pick-ups and drop-offs to help public officials see where mobility services are in high demand. Another important focus, for Uber specifically, is to dive into the data to spot speeding trends among drivers. The partnership is a great illustration of a cooperative driven by corporate social responsibility, as well as a commitment to produce benefits for stakeholders beyond those with a financial interest in these firms' success.

Questions which Student 1 will ask Student 2: 1) What does corporate social responsibility refer to? 2) How does the Ford/Uber/Lyft partnership approach social responsibility? **Questions which Student 1 will ask Student 3:** 1) Whose partnership is based on a mutual recognition of the universal value of safe and frictionless urban transportation networks for all stakeholders? 2) What are pre-competitive to the firms partnering with SharedStreets?

Text for Student 2. But what is corporate social responsibility exactly?

Corporate social responsibility (CSR) refers to a business model whereby for-profit companies deliberately seek ways of producing social benefits while pursuing institutional goals, like growth and maximizing shareholder value. Yet, how companies realize their aims for CSR—and the underlying reason for their interest in CSR—can take many different forms. The Ford/Uber/Lyft partnership approaches social responsibility from the unique angle that information-sharing between groups that would otherwise be competitive can serve a greater purpose without compromising profitability. It is a creative and concerted engagement of companies fiercely competing in an industry that is rapidly evolving: autonomous vehicles and mobility services. At the heart of this cross-sector relationship is a strong and mutual interest in ensuring safe and efficient urban transportation networks as autonomous vehicles gain traction. Though it remains to be seen what public impact the initiative will have, the partnership illustrates how even companies that are sparring for market share recognize the importance of coordination and public engagement for the greater good.

Questions which Student 2 will ask Student 1: 1) Is the competition to be the dominant player in the transportation industry fierce? 2) What principle is at the heart of these unique partnerships which have been forged between groups? **Questions which Student 2 will ask Student 3:** 1) What becomes a comparative advantage? 2) What will surely be to the detriment of their competitors?

Text for Student 3. Principles that come before market competition.

The partnership touches on a prominent theme in the online course Sustainable Business Strategy, taught by Harvard Business School Professor Rebecca Henderson. As illustrated through the example of Unilever's push for sustainable palm oil as an industry standard—a business case explored in Henderson's course—there are rules and practices opposing firms can adopt that can be considered “pre-competitive,” or “off the table,” in matters of competitive business. Unilever recognized it would face a cost disadvantage if it pursued sustainable palm oil alone. Buy-in and mutual understanding from Unilever's competitors on the importance of sustainability was critical. A similar understanding coalesced between Ford, Uber, and Lyft in their partnership with SharedStreets and municipalities: one based on a mutual recognition of the universal value of safe and frictionless urban transportation networks for all stakeholders. Reducing carbon emissions, improving mobility in urban areas, and making streets safer for all residents are goals that, to the firms partnering with SharedStreets, are pre-competitive. Sustainable Business Strategy asks learners whether purpose-driven firms can help solve the greatest problems of our time and be the catalysts for a sustainable society. As Henderson shares, this reality hinges on companies working in unison to establish a reinforcing cycle, whereby operating with the purpose of social benefit becomes a comparative advantage. As Ford, Uber, Lyft, and its nonprofit and public partners work toward a shared vision for a safe and efficient future with autonomous vehicles, it will surely be to the detriment of their competitors to dismiss the importance of putting social responsibility above beating the opposition.

Questions which Student 3 will ask Student 1: 1) What public-private partnership has been recently announced? 2) What will business and government focus on through the partnership? **Questions which Student 3 will ask Student 2:** 1) What is in the heart of this cross-sector relationship? 2) What does this partnership illustrate?

(Adopted from Matt BlackbournStaff. <https://online.hbs.edu/blog/post/corporate-social-responsibility-examples-transportation>)

10. Переведите предложения на английский язык, используя активный словарь из первого задания и словарь из грамматического раздела «Способы выражения сравнения в английском языке». 1) Эта железнодорожная станция находится дальше, чем автобусная остановка. 2) Дальнейшие исследования подтвердили необходимость учитывать реальную ценность и возможность модерировать онлайн-дискуссии. 3) Его старшая сестра на два года старше моей старшей сестры, которая работает дизайнером в РЖД уже десять лет. 4) В этом локомотивном депо меньше транспортных единиц, чем в нашем депо. 5) Он сформулировал более четкую позицию по этому вопросу.

11. Прочитайте текст, раскройте скобки и поставьте слова в скобках в нужную форму. Выпишите все словосочетания со степенями сравнения и переведите их на русский язык. Дайте определение понятию «Sentiment analysis» (анализ настроений), объясните, как возможно использовать этот инструмент в целях организации запуска нового дизайнерского продукта в сфере транспорта.

How social media can help improve and redesign transport systems

"Fab, can't wait to travel home: the northbound London to Birmingham line is (block) due to a (break) down freight train." "On way to Aberdeen and what's this? Oh, another stagecoach bus has broken down." These are just two of the thousands of tweets and Facebook statuses (send) every day by people commenting on Britain's transport systems: an outpour of sentiment, (primary) negative though not (exclusive) so. Perhaps it makes the smartphone user feel a bit better for a moment, but what use is it? The more sentiments come from passengers, the more complaints the transport companies have. This is where sentiment analysis and sentiment mapping come in, a concept being (explore) by the Royal College of Art, startup Commonplace and the UK's technology and innovation centre, Transport Systems Catapult. The designers from this college are the most prominent in the country. They are twice as social media savvy as the graduates from other colleges.

Sentiment analysis (originate) in the automatic analysis of texts by computers in order to discover whether the text was (broad) positive or negative. It built on a long history of trying to get machines to understand the content and tone of documents. More recently, it has been (apply) to social media, and it is big business. Why? Because the value of brands lies in the positive sentiment (attach) to them, and companies want to understand what impact their products, announcements – everything that is (know) publicly about the company – have on their brand reputation. This is why a company like Topsy, which specialises in sentiment analysis, was (buy) by Apple for more than \$200m last year. This price is \$50m bigger than the price paid for advertising.

This way of thinking about commercial, societal and technological problems interests the Transport Systems Catapult, (create) last year by the Technology Strategy Board (TSB). So far, the TSB has launched seven projects in areas such as cell therapy, offshore renewable energy and future cities and there are more to come. The aim is to apply the best research, whether academic or commercial, to key areas of potential economic growth, creating new products and services. The TSB is the younger of the two companies.

(Enlighten) transport operators are now taking close notice of what their customers say on social media, and in some cases also analysing sentiment. Sentiment mapping adds location to sentiment analysis. By knowing the places that tweets or other sources of sentiment are (utter) from, or the names of places they refer to, it is possible to build a map of the areas where anger is running higher or where travellers are happier.

Are transport providers now turning to sentiment mapping to improve their services? There are potential benefits both for businesses and for the travelling customer. For example, the company may already know where their vehicles are and which are failing to keep to schedule, but with this technology it can also get the traveller's perspective on the problem too. If the firm is (sufficient) responsive – and that is a big if – it may be able to solve the problem more quickly, or even just provide better information to its customers as the problem is taking place.

Perhaps more importantly, operators can map the pattern of problems and fix over time. Instead of taking a blunderbuss approach to improving their service, perhaps at huge cost in terms of engineering, they can plan more (intelligent) and intervene more (selective) in a knowledge-led approach to the problem. During last week's taxi protest in London, it was easy to see how sentiment was neutral or positive for tubes and trains, while buses, snarled up in the taxi-filled streets, saw rising levels of negative sentiment. Negative sentiments were three times as numerous as positive.

One of the greatest ambitions for sentiment mapping is to break down the antagonism between transport providers and the public; to redefine their relationship as (aspiration) and (construction), and for mutual benefit. Perhaps a few years from now, travellers will be able to make their own contribution to improving transport services, identifying waste and promoting efficient, (sustain) solutions. Commonplace are enabling communities to gain better control over planning in their local neighbourhoods. In future they, and companies like them, may enable us to co-design the transport systems we need.

(Adopted from Stephen Boyd Davis and Mike Saunders. <https://www.theguardian.com/sustainable-business/social-media-redesign-transport-systems-cities>)

12. Conversation Skills. Как правильно общаться в деловой среде на английском языке. How to convince the interlocutor that you are right (Как убедить собеседника в своей правоте).

Прочтите выражения, выпишите их на карточки и выучите наизусть.

Работайте командами по четыре человека.

Прочтите интервью и составьте на основе этого интервью беседу между ведущими специалистами мирового уровня в сфере транспорта: Chris Smith, Nigel Hanwell, Caroline Mchali и Darren Matthews. Каждый из участников беседы начинает с выражений из раздела How to convince, затем использует реплики из How to give examples, потом обязательно

уступает собеседнику, чтобы продемонстрировать свое уважение к нему (How to concede points), но все же настаивает на своем.

Каждая команда разыгрывает этот разговор перед всей группой.

How to convince

There's no doubt that...

It's undeniable that...

No one can dispute the argument that...

I'm sure you can all agree that...

The facts speak for themselves, don't they?

It's incredible what this can do.

Surely/ Clearly/Obviously...

Как убедить собеседника

Нет сомнений, что...

Несомненно, что...

Никто не может оспорить довод, что...

Я уверен, все согласны с ...

Факты говорят сами за себя, не так ли?

Невероятно, что это может сделать.

Очевидно/Ясно/Несомненно...

How to give examples

Let me give you an amazing statistic. Позвольте мне привести удивительную статистику.

I'd like to give you one other striking example... Я бы хотел дать вам поразительный пример.

Как приводить примеры

How to concede points

I accept that...

There may be some truth in the argument...

There is an argument that...

To some extent this is true, but...

However...

Как уступить собеседнику

Я допускаю, что...

Возможно, этот довод правильный.

Существует довод, что...

До некоторой степени это правда, но...

Однако...

An interview with Chris Smith, Nigel Hanwell, Caroline Mechai и Darren Matthews. New ideas: are the roles of social media and the commercial vehicle sector mutually exclusive?

Do you think social media and the commercial vehicle sector are mutually exclusive? If so, perhaps you should think again. Many companies are using the new media on the web to keep in touch with their customers, communicate new product ideas and updates as well as receiving feedback.

While the idea of communicating through a medium where you are restricted to 140 characters might sound inane, most companies use the text simply for a headline and then have a link to a story or a video on the web for full information.

One brand that has been using Twitter to great effect is tyre giant Michelin. The firm launched a dedicated Twitter account for commercial vehicle operators three years ago, and the company's online presence now boasts nearly 3,000 followers. Chris Smith, Head of Trucking Marketing at Michelin, says, "Provided you use it in the right way, Twitter can be a great business tool. It's particularly effective at bringing the Michelin brand closer to some of our smaller customers. Only last month we had a guy in the UK with a bespoke expedition truck tweeting us for advice on what pressures to run his new Michelin XZT tyres at. We were able to reply promptly, putting him in direct contact with one of our Technical Managers – the same Technical Manager who works with some of our largest national fleet customers. The customer was understandably very pleased he'd Tweeted us."

As well as using the account to share news, views and provide best practice tyre tips, Michelin runs exclusive competitions to reward followers with a chance to win free Michelin merchandise. One such competition this year attracted more than 500 entries.

“We also like to engage with issues the industry is talking about,” adds Smith. “The golden rule is remembering that Twitter is not the place for endless sales messages. It’s a powerful conversational tool with an engaged audience and needs to be treated as such.”

Information videos are an important part of the scenery on the digital landscape. According to Volvo Trucks’ UK Press Officer Nigel Hanwell, social media, of which the firm’s *YouTube* Channel is a part, is playing an important role in gathering and disseminating customers’ and drivers’ stories about their trucks and their life in the transport industry.

He says, “We are very pleased that so many people are engaging with the channel. It testifies to the fact that our messages are relevant and have contributed enormously to a new way of seeing B2B communication.”

Visitors can watch videos on subjects that include truck launches, road shows, and driver information videos. The latter includes a series of short CPC training films presented by trucking journalist Brian Weatherley. However, the most viewed film is called *The Epic Split* where a man stands astride two moving trucks to demonstrate the tracking control of the vehicles.

Taking video stunts one step further, Renault has commissioned creative agency We Are Social to make a parody of the *Knight Rider* opening sequence using a charcoal grey Trafic van. The business case for spending time and money on what sounds like a frivolous project is not simply to amuse subscribers – rather it is to get the brand recognised and talked about in those ‘water cooler’ moments with people who may not have ever previously thought about the VM’s vans.

Caroline Mechai, Global Advertising and Media Director at Renault, says, “The intention is to give Trafic a more dynamic image and reach out to a broader audience than simply business users.”

Darren Matthews, Business Development Analyst for freight and logistics software house WiseTech Global believes that using social media can bring benefits, but if done incorrectly can cause problems.

“The ‘Customer Experience’ is ingrained into many industries already, and while they may not always get it right, the retail, telecommunications, and even tourism industries, are investing time and effort into enhancing the customer experience,” he comments.

“In the technological times we live, the fallout from poor customer service is reflected online through social media. 51% of Facebook users expect a response to their complaints within a day, and 52% of Twitter users expect one within a two-hour period!” he exclaims. “It stands to reason that if customers are using technology to make their complaints known, then we ought to use technology to prevent the complaint in the first place.”

So, if you are thinking of delving into the realm of social media, be sure that you follow up any ‘live’ issues on the comments. However, don’t let this put you off using these exciting and free new media to drive your business forward.

(Adopted from <https://www.smmmt.co.uk/2014/09/new-ideas-role-social-media-transport-sector/>)

13. Учебная деловая профессиональная игра ‘Transport Innovations Launch Template’ (Шаблон запуска инновационного продукта в транспорте).

Работайте командами по три человека. Вы дизайнеры компании Nokia, которые готовят запуск нового инновационного продукта в сфере транспорта. Задача вашей команды – выслушать

доклады о инновациях, готовых к запуску, выбрать одну из них и подготовить ‘Rail Way Innovations Launch Template’ (Шаблон запуска инновационного продукта в транспорте).

Каждый из студентов читает ‘Transport Product Launch Template’ (Шаблон запуска транспортного продукта) и свой текст про инновацию в сфере транспорта. Члены команды пересказывают друг другу свои тексты и выбирают инновацию, про которую они вместе готовят шаблон запуска. В шаблоне запуска можно оставить только те пункты, про которые вы считаете необходимым рассказать. Каждая команда представляет свой шаблон перед всей группой.

По желанию студенты могут выбрать другой инновационный проект в сфере транспорта и составить по нему шаблон запуска.

Transport Product Launch Template

1)The Product

- a description of the product;
- what challenges it solves for the customer;
- what the features and benefits are;
- the target price range for the product;
- the financial investment to date;
- the team members involved in the product launch and they are responsible for.

2)The Customer

- a description of the target customer and relevant market segments (include customer personas if you have them) with cases (where the product can help, what job it can do).

3)The Goals

- what are the key goals for the product (revenue, market presence, adoption, etc.)?
- how will you monitor and measure your goals?

4)The Launch Events

- the budget for the activities;
- the vision and description of the product launch (what you will cover, speakers, presenters, etc.);

5)The Timeline and Milestones of the Product Launch

- list the activities with the deadlines for completion (this should include the most pertinent elements to ensure a successful launch);
- when you will bring the internal teams together to discuss the progress and updates (routine meetings and updates will keep the teams aligned).

6)The Product Marketing and Communication Plan

- what are the core messages that you want the customers to know?
- what channels will you use?
- what marketing collateral do you need to create (brochures, press releases)?

Designer 1. Espoo, Finland – Nokia today announced the deployment of its Scene Analytics solution for Baselland Transport AG (BLT) in Münchenstein, Switzerland. The AI-based system applies computer vision and machine learning technologies for real-time monitoring and analysis, to ensure the safety of railroad crossings. As the first deployment of this kind in Europe, Nokia’s collaboration with Schweizer Electronics and BLT demonstrated the reliability of AI-based railroad safety solutions for daily use. Safety of passengers and vehicles at level crossings remains a concern for rail authorities due to the threat of serious injury or loss of life in these areas. Statistics from the European Union identified around 250 fatalities and 300 serious injuries related to level crossings in

the EU-28 countries in 2018. Even the best warning systems can be bypassed, and crossings obstructed, making it essential for train operators to be alerted of issues in real-time. Integrating Nokia Scene Analytics, BLT can use machine learning algorithms based on CCTV data to continually learn what is “normal” or anomalous. In addition to reporting anomalies to railway security in real-time, the AI-based platform detects the object type, which provides a more complete picture of the situation at hand. Event based video clips, images and associated data are stored, enabling post-incident forensic analysis.

Designer 2. Espoo, Finland – Nokia has successfully completed the Ceneri Base Tunnel project for AlpTransit Gotthard AG, providing control technology management, monitoring and operations support systems in Ticino, Switzerland. Completion follows on from Nokia’s delivery work for the Gotthard Base Tunnel communications system, which has been merged with the Ceneri system. Over a six-year contract, Nokia services experts completed all Ceneri Base Tunnel control systems project delivery milestones on time, including overall final delivery in advance of the tunnel’s official opening. In its project delivery role, Nokia was responsible for supplier and interface management, requirement management processes, as well as comprehensive system and project documentation. Nokia also deployed an operations support system that identifies and consolidates events throughout the communications infrastructure of both base tunnels and performs root cause analysis for the rail-related services.

Designer 3. Espoo, Finland – Odakyu Electric Railway Co., Ltd. announced that it is carrying out trials of Nokia’s SpaceTime scene analytics in order to identify ways of enhancing rail crossing safety. With testing underway at Tamagawa Gakuenmae No.8 railroad crossing in Machida City, Tokyo, Nokia’s scene analytics can detect abnormal events by applying machine-learning based artificial intelligence to available camera images. Trials will be conducted from February 14 into March. Analyzing available image feeds generated by conventional railroad crossing cameras, scene analytics identifies potential issues in real-time. Running on edge computing resources, it can also greatly reduce required bandwidth at remote sites, which may have limited connectivity. The Odakyu Electric Railway is committed to advancing innovative technology in order to make the Odakyu Line the safest rail company in Japan, enabling its customers to travel with complete peace of mind. One of the leading private railway operators in Japan, Odakyu Electric Railway currently has 229 crossing points across 120.5 kilometers of rail track, with 137 radar systems for object detection.

(Adopted from: <https://www.nokia.com/networks/industries/railways>)

Контрольные задания по профессиональной коммуникации

Задание 1. Ситуация: как убедить коллег в преимуществах вашего дизайна. Работайте по два человека. Один из вас *убедительно предлагает* инновационную идею, которую он использовал в дизайне (см. текст Innovations to choose – ниже), второй *почти соглашается*, но *просит привести* пример.

Для предложения своей идеи используйте: There's no doubt that... It's undeniable that... No one can dispute the argument that... I'm sure you can all agree that... The facts speak for themselves, don't they? It's incredible what this can do. Surely/ Clearly/Obviously...

Второй дизайнер почти согласен: I accept that... There is an argument that... There may be some truth in the argument... To some extent this is true, but... However... Но просит привести примеры: Could you give me a specific example? Could you be more specific? Could you explain that in more details? Sorry, I don't know what you mean. What do you mean by...?

Первый дизайнер дает пояснения, используя: Let me give you an amazing statistic. I'd like to give you one other striking example...

Каждый студент должен предложить три инновационных идеи. Студенты меняются ролями и повторяют эту же стратегию общения.

Задание 2. Ситуация: как правильно представить новый дизайнерский продукт перед его запуском. Ваша задача представить новый продукт для целевой аудитории. Работайте командой по три человека. Каждый из вас по очереди готовит короткую презентацию нового средства передвижения (см. текст Innovations to choose – ниже), а остальные изображают целевую аудиторию, реагируя на презентацию. Дизайнер, представляющий новый продукт использует: Good morning/afternoon everyone and welcome to my presentation. First of all, let me thank you for coming here today. In my presentation I'll focus on ... This presentation is structured as follows... It will take about 3 minutes to cover these issues. Don't worry about taking notes, I've put all the relevant statistics on a handout for you. If you don't mind, I'd like to leave questions until the end of my talk/there will be time for a Q&A session at the end... My first point concerns... Next, I'll focus on ... and then we'll consider ... I'd like to put the situation into some kind of perspective... -THE MAIN BODY OF THE PITCH-... Now let's go out and create opportunities for ...! Thanks for having listened to me! You are a great audience!

Аудитория реагирует, используя: This is simply gorgeous. This is really lovely. That's fantastic. That is the most amazing speech ever. It was very enjoyable. I had a great time. That was really great, Ann. You outdid yourself. Thank you very much for all those lovely ideas. Докладчик-дизайнер реагирует, используя: Thanks. I'd really appreciate that. Thanks a million. I really appreciate it. Thanks. You are too kind. Thank you very much. You are wonderful. Thank you for coming. You're always welcome.

Студенты меняются ролями и повторяют эту же стратегию общения.

Innovations to choose (для контрольных заданий 1 и 2)

1. **Tramformer.** The National Center for Industrial Design and Innovation 2050.LAB has created a new design concept - the city tram Tramformer. When creating the concept, design studio 2050.LAB conducted a study of urban transport development trends. In addition to traditional comfort and safety, today's commuters appreciate the versatility, innovation and visual appeal of public transport. The main distinguishing feature of the Tramformer is the screen in the full size of the mask (front of the cab). Huge LED areas allow you to display any kind of content - text and graphic information, dynamic stylized elements, thematic images. Important design features of the

tram, in addition to the huge mask-screen, are low-voltage lighting, futuristic exterior, and laconic appearance. Thus, Tramformer opens up a new harmonious language of communication with any architectural space and environment.

2. **"Admiral"**. Trolleybuses "Admiral" 6281.01 with an increased autonomous course were produced at the Engels Electric Transport Plant (part of the "PK Transport Systems"). According to the international classification, it belongs to electric buses with dynamic charging. The presence of a unique traction battery adapted to Russian operating conditions allows the vehicle to travel autonomously without connecting to a contact network from 12 to 30 kilometers (depending on road and weather conditions, as well as the weight transported). The weight of the energy storage system is 100 kilograms less compared to foreign counterparts. By reducing the weight of the battery pack and its compact placement on the roof, a serious reduction in passenger capacity has been avoided. Ergonomic bright interior, 100% low-floor, additional lighting of spacious storage areas, three wide doorways, modern multimedia systems, USB sockets for charging mobile gadgets, as well as advanced automatic climate control systems provide passengers with a high level of comfort. At the same time, PK Transport Systems uses only environmentally friendly electric heating systems, in contrast to the diesel stoves used today in most Russian electric buses.
3. **A power station car**. Tver Carriage Works (TVZ, part of Transmashholding JSC) presented to the experts a new development - a power station car mod. 61-4551, designed for operation as part of passenger trains. The main task of the new power station car is to provide electricity to passenger trains operated on non-electrified sections of railways with a gauge of 1520 mm. For this purpose, the car uses a diesel-electric station with a total capacity of 1350 kW, consisting of three diesel-electric units. The developer of the design documentation for the power station car is the Central Design Bureau of Transport Engineering together with OOO TMH Engineering that is the only developer and largest manufacturer of passenger rolling stock in Russia. The holding's enterprises produce DC and AC electric trains, as well as rail buses (diesel trains) and locomotive-hauled passenger cars; passenger electric locomotives (direct and alternating current, two-system), diesel locomotives. Work on the creation of new product samples is carried out by the largest engineering center in Russia, TMH Engineering, operating within the TMH Group, whose divisions are located in 9 cities and have a total of more than 1,100 employees.
4. **A track repair complex**. PRL-M brand vehicles are a modern type of universal loading complex - track repair flyer. The uniqueness of the developed loading complex lies in its high carrying capacity - 110 tons, which is 1.6 times more than the obsolete track repair yards. Thanks to a simple and at the same time bold decision - the placement of cranes at opposite ends of two coupled platforms, it is possible to quickly load the rails from either side of the track without additional manipulations (on PRL-4, the cranes were located in the center of the platforms, which created difficulties with choosing the side of loading, as well as additional operations for the introduction of rails under the cranes). Jib cranes can rotate both synchronously and separately with a rotation of 360 degrees. In addition to high load capacity and work in both directions, platforms can be operated not only in a coupled, but also separately. The control is carried out from a compact radio remote control, so only one person is required to control the complex. The new complex will be used in the repair and current maintenance of the railway track, and is designed to improve the efficiency of repair, transportation of rails, wooden and reinforced concrete sleepers within the distance of the track on closed sections.
5. **A locomotive**. Russian design concept of a four-axle shunting two-diesel locomotive is developed in partnership with the national Russian center for industrial design and innovation 2050.LAB. It

is an efficient, economical and smart machine that opens up a unified platform for next-generation shunters. The locomotive is one of the most technologically advanced shunting diesel locomotives in the world. It is built on a modular basis; this facilitates service and reduces the downtime of the locomotive. Thanks to its modular design and platform solutions, this locomotive is transformed to suit a variety of scenarios. It can work both on two power plants, and on one. This saves fuel in low-traffic areas. The locomotive can be equipped with the Avtomashinist system which will allow you to control the locomotive remotely. Due to maintenance-free equipment and an asynchronous drive, the locomotive enters the depot for maintenance less often, that is 2.4 times compared to modern serial diesel locomotives.

(Adopted from <https://vgudok.com/novosti/transkonteyner-zapustil-novy-regulyarnyy-servis-iz-krasnoyarska-na-dalniy-vostok>)

Грамматический тренажер

Видо-временная система. Present Indefinite, Present Continuous, Present Perfect Continuous – приложение 5

Ех. 1. Вспомните, как образуются видо-временные формы: Present Indefinite, Present Continuous и Present Perfect Continuous и раскройте скобки, поставив глагол в нужную форму: 1) I often (go) to bed at nine. I (go) to bed now. I (go) to bed since nine o'clock. 2) He seldom (speak) to Pete. He (speak) to Pete. He (speak) to Pete for two hours. 3) They already (look) at me for an hour. They never (look) at him. They (look) at her now. 4) She always (open) the shop in the morning. She already (open) the shop for five minutes. She (open) the shop now. 5) It's five. We (skate). We (like) skating in the afternoon. We usually (skate) on the lake. We (skate) since afternoon. 6) He (skate) and (go) home. 7) They (kiss). He (like) kissing at night. 8) She seldom (take) my book and (give) it to Nick. 9) You already (meet) us for an hour. 10) I (finish) my test. She (help) me.

Ответы: 1) I often go to bed at nine. I am going to bed now. I have been going to bed since nine o'clock. 2) He seldom speaks to Pete. He's speaking to Pete. He has been speaking to Pete for two hours. 3) They have already been looking at me for an hour. They never look at him. They are looking at her now. 4) She always opens the shop in the morning. She has already been opening the shop for five minutes. She's opening the shop now. 5) It's five. We are skating. We like skating in the afternoon. We usually skate on the lake. We have been skating since afternoon. 6) He skates and goes home. 7) They are kissing. He likes kissing at night. 8) She seldom takes my book and gives it to Nick. 9) You have already been meeting us for an hour. 10) I'm finishing my test. She is helping me.

Ех. 2 Дополните следующие предложения наречиями частотности и обстоятельствами времени, которые даны в скобках: 1) I like looking at the lake (often, in the evening). 2) Eve has been skating (since 2012, in the morning). 3) You have been finishing the test (already, for two hours). 4) He likes meeting us (never, at night). 5) We speak to you (seldom, in the afternoon). 6) She goes to bed (at ten, on Monday, sometimes). 7) They have been testing the plane (since Tuesday, already). 8) He does it (on Thursday, in May, always). 9) She likes helping him to shave (in the evening, often). 10) I need to help you (always).

Ответы: 1) I often like looking at the lake in the evening. 2) Eve has been skating in the morning since 2012. 3) You have already been finishing the test for two hours. 4) He never likes meeting us at night. 5) We seldom speak to you in the afternoon. 6) She sometimes goes to bed at ten on Monday. 7) They have already been testing the plane since Tuesday. 8) He always does it on Thursday in May. 9) She often likes helping him to shave in the evening. 10) I always need to help you.

Ех. 3. Переведите следующие предложения на английский язык, используя видо-временные формы: Present Indefinite, Present Continuous, Present Perfect Continuous: 1) Я катаюсь на коньках. 2) Я катаюсь на коньках уже с пяти часов. 3) Обычно он открывает книгу вечером. 4) Сейчас он открывает книгу утром. 5) Она помогает нам уже час. 6) Она всегда помогает нам. 7) Они заканчивают тест. 8) Они обычно заканчивают тест в три часа в понедельник. 9) Я редко бываю дома по выходным. 10) Он часто бреется утром.

Ответы: 1) I am skating. 2) I have already been skating since five o'clock. 3) He usually opens a book in the evening. 4) He is opening a book in the morning now. 5) She has already been helping

us for an hour. 6) She always helps us. 7) They are finishing a test. 8) They usually finish a test at three on Monday. 9) I am seldom in at weekends. 10) He often shaves in the morning.

Ex.4. Ролевая игра. Грамматика: Present Indefinite, Present Continuous, Present Perfect Continuous.

1 этап: Разделитесь на пары. Перед вами два набора карточек. Выберите три карточки из первой группы и три карточки из второй группы. Используя слова на карточках, составьте и запишите три предложения (например: *I take a bag at five o'clock; I am taking a bag now; I have been taking a bag since Monday*) и покажите их преподавателю для проверки.

2 этап: Прочитайте проверенные предложения вслух другим парам. Играющие из других пар должны повторить ваши предложения (например: *She takes a bag at five o'clock; She is taking a bag now; She has been taking a bag since Monday*) и перевести их на русский язык. За каждое правильно повторенное предложение – 1 балл, за каждое правильно переведённое предложение – 1 балл. Та команда, которая правильно повторила и перевела наибольшее количество предложений, побеждает!

Карточки (первая группа): *take a bag give a friend a book help to learn new words*

live in Moscow sing a nice song shave well visit friends

test a bath work well meet the wife finish the test.

Карточки (вторая группа): *now at five o'clock sometimes since Monday*

for three hours every day for a long time now

now on Thursday in the afternoon for five minutes

since eight o'clock often in the morning now

Прямые вопросы и отрицательные предложения (Present Indefinite, Present Continuous, Present Perfect Continuous) – приложение 8

Ex.5. Образуйте отрицательные и вопросительные (общий вопрос) предложения из следующих утвердительных предложений:

Part 1: видо-временная форма: Present Indefinite:

1) He likes milk in the evening. 2) We like tea in the morning. 3) They often help us. 4) You seldom meet her. 5) She finishes her tests at seven o'clock. 6) I need your help. 7) He never speaks to me. 8) They seldom see us. 9) She sometimes opens the bag. 10) You have a good pet.

Ответы: 1) He doesn't like milk in the evening. Does he like milk in the evening? 2) We don't like tea in the morning. Do we like tea in the morning? 3) They don't often help us. Do they often help us? 4) You don't seldom meet her. Do you seldom meet her? 5) She doesn't finish her tests at seven o'clock. Does she finish her tests at seven o'clock? 6) I don't need your help. Do I need your help? 7) He never speaks to me. – Это предложение уже отрицательное. Does he speak to me? 8) They don't seldom see us. Do they seldom see us? 9) She doesn't sometimes open the bag. Does she sometimes open the bag? 10) You don't have a good pet. Do you have a good pet?

Part 2: Present Continuous, Present Perfect Continuous:

1) I am speaking to you now. 2) You are doing it well. 3) We are meeting Pete and Steve. 4) He is helping me. 5) She is looking at you. 6) They are speaking to us about books. 7) I have been skating for two hours. 8) You have been visiting them since Friday. 9) He has been sleeping for two days. 10) She has been doing it since six o'clock.

Ответы: 1) I am not speaking to you now. Am I speaking to you now? 2) You aren't doing it well. Are you doing it well? 3) We aren't meeting Pete and Steve. Are we meeting Pete and Steve? 4) He isn't helping me. Is he helping me? 5) She isn't looking at you. Is she looking at you? 6) They aren't speaking to us about books. Are they speaking to us about books? 7) I haven't been skating for two hours. Have I been skating for two hours? 8) You haven't been visiting them since Friday. Have you been visiting them since Friday? 9) He hasn't been sleeping for two days. Has he been sleeping for two days? 10) She hasn't been doing it since six o'clock. Has she been doing it since six o'clock?

Part 3: Present Indefinite, Present Continuous, Present Perfect Continuous:

1) I always help him. 2) He often helps her. 3) We are skating on the lake. 4) She sometimes skates on the lake. 5) He is skating now. 6) They have been looking at me for five minutes. 7) She has been testing my car since eight o'clock. 8) I am finishing the test. 9) He seldom sees us in the evening. 10) You are usually in on Wednesday.

Ответы: 1) I don't always help them. Do I always help them? 2) He doesn't often help her. Does he often help her? 3) We aren't skating on the lake. Are we skating on the lake? 4) She doesn't sometimes skate on the lake. Does she sometimes skate on the lake? 5) He isn't skating now. Is he skating now? 6) They haven't been looking at me for five minutes. Have they been looking at me for five minutes? 7) She hasn't been testing my car since eight o'clock. Has she been testing my car since eight o'clock? 8) I am not finishing the test. Am I finishing the test? 9) He doesn't seldom see us in the evening. Does he seldom see us in the evening? 10) You aren't usually in on Wednesday. Are you usually in on Wednesday?

Ex. 6. Дайте краткие утвердительные и отрицательные ответы на следующие общие вопросы:

1) Do you usually like tea? 2) Does your friend help you to learn new words? 3) Do your friends have pets? 4) Does your friend have interesting books? 5) Does your friend often give you an interesting book to read? 6) Are you reading now? 7) Is your friend reading now? 8) Are your friends looking at you now? 9) Are you shaving now? 10) Does your friend like milk in the evening?

Проверьте себя по ответам, исправьте свои ошибки и сделайте это же упражнение ещё раз парами: один максимально быстро отвечает, другой проверяет. Поменяйтесь.

Ответы: 1) Yes, I do. No, I don't. 2) Yes, he (she) does. No, he (she) doesn't. 3) Yes, they do. No, they don't. 4) Yes, he (she) does. No, he (she) doesn't. 5) Yes, he (she) does. No, he (she) doesn't. 6) Yes, I am. No, I am not. 7) Yes, he (she) is. No, he (she) isn't. 8) Yes, they are. No, they are not. 9) Yes, I am. No, I am not. 10) Yes, he (she) does. No, he (she) doesn't.

Ex. 7. Ролевая игра. Грамматика: краткие положительные и отрицательные ответы на общие вопросы.

1 этап: Разделитесь на две команды (от двух до пяти человек в каждой). У каждой команды есть список своих общих вопросов и кратких ответов к ним. Каждая команда знакомится со своим списком, по очереди читая вслух и переводя вопросы и ответы.

2 этап: Команды зачитывают друг другу свои вопросы, и дают на них краткие ответы. Вопросы зачитываются каждым членом команды по очереди, и отвечают на них члены

другой команды по очереди. Преподаватель фиксирует правильные ответы и ставит за каждый 1 балл.

3 этап: Команда называет одного игрока из другой команды, который должен отвечать на вопросы. Команда зачитывает вопросы по очереди, а отвечает на них выбранный игрок. Этот этап можно повторить несколько раз.

Вопросы и ответы для первой команды:

- | | |
|--|--|
| 1) Do you work? | Yes, I do (No, I don't). |
| 2) Do you usually work well? | Yes, I do (No, I don't). |
| 3) Do like working? | Yes, I do (No, I don't). |
| 4) Does your friend work well? | Yes, she (he) does. (No, she doesn't). |
| 5) Does your friend often visit you? | Yes, she does (No, she doesn't). |
| 6) Are you idle? | Yes, I am (No, I am not). |
| 7) Is your friend idle? | Yes, she is (No, she isn't). |
| 8) Are you working now? | Yes, I am (No, I am not). |
| 9) Are your classmates asking you questions? | Yes, they are (No, they are not). |
| 10) Are you a president? | Yes, I am (No, I am not). |

Вопросы и ответы для второй команды:

- | | |
|---|----------------------------------|
| 1) Do you feel well? | Yes, I do (No, I don't). |
| 2) Do you have a pet? | Yes, I do (No, I don't). |
| 3) Does your friend have a pet? | Yes, she does (No, she doesn't). |
| 4) Do you need to have a pet? | Yes, I do (No, I don't). |
| 5) Does your friend need to have a pet? | Yes, she does (No, she doesn't). |
| 6) Are you looking at me? | Yes, I am (No, I am not). |
| 7) Am I looking at you? | Yes, you are (No, you are not). |
| 8) Is your friend looking at us? | Yes, she is (No, she isn't). |
| 9) Is your friend a president? | Yes, she is (No, she isn't). |
| 10) Do you want to be a millionaire? | Yes, I do (No, I don't). |

Ex. 8. Задайте специальные вопросы к следующим предложениям, используя вопросительные слова в скобках, и дайте на них ответы:

1) He is meeting us (What? – что (делает)? Who? – кого?). 2) They usually go to the lake in the evening. (Where? – куда? When? – когда?). 3) I have been working since eleven o'clock (How long? – сколько?, как долго?). 4) She likes working well (How? – как?). 5) He has been testing my car for four hours (How long? – как долго? What? – что?). 6) You are always in at weekends (When? – когда?). 7) He usually speaks to them in the morning (When? – когда? Who...to? – с кем?).

Ответы: 1) What is he doing? Who is he meeting? 2) Where do they usually go in the evening? When do they usually go to the lake? 3) How long have you been working? 4) How does she like working? 5) How long has he been testing my car? 6) When are you always in? 7) When does he usually speak to them? Who does he usually speak **to** (предлог остаётся при своём глаголе) in the morning?

Ex. 9. Ролевая игра. Грамматика: специальные вопросы, видо-временные формы: Present Indefinite, Present Continuous, Present Perfect Continuous. Формируется умение задавать специальные вопросы в трёх видо-временных формах: Present Indefinite, Present Continuous, Present Perfect Continuous.

Каждый участник получает одно словосочетание с глаголом. Преподаватель может выбрать свои глаголы или воспользоваться следующим списком: learn new words (учить новые слова), work a lot (много работать), sing well (хорошо петь), speak to friends about a party (говорить с друзьями о вечеринке), help his wife (помогать своей жене), shave badly (плохо побриться), go to the lake (идти на озеро), go to bed (ложиться спать), sleep like a log (спать без задних ног). Участники игры должны каждый раз использовать своё словосочетание (изменяя только видо-временную форму своего глагола), отвечая на вопросы других участников. Каждый из участников должен задать своему собеседнику *три вопроса*.

Первый вопрос в Present Continuous: What are you doing? Пример ответа: I am learning new words.

Второй вопрос в Present Perfect Continuous: How long have you been learning new words?

Пример ответа: I have been learning them since three o'clock.

Третий вопрос в Present Indefinite: When do you usually learn new words?

Пример ответа: I usually learn them on Monday.

Участники свободно перемещаются по классу, задавая друг другу по три вопроса и запоминая ответы. В конце игры все садятся на свои места и пересказывают ответы, которые они успели получить. Выигрывает тот, кто успел опросить наибольшее количество игроков.

Составное именное сказуемое (Present Indefinite) и простое глагольное сказуемое (Present Indefinite, Present Continuous, Present Perfect Continuous) – приложение 5

Ex. 10. Повторите по таблице, как образуются видо-временные формы: Present Indefinite, Present Continuous и Present Perfect Continuous в утвердительных, вопросительных и отрицательных предложениях. Раскройте скобки в следующих предложениях, поставив глагол в нужную форму:

Part 1. Составное именное сказуемое (глагол to be + имя существительное), Present Indefinite:

1. I (be) a designer. You (be) a computer programmer. We (be) artists. She (be) a business woman. He (be) a doctor. They (be) nurses.
2. I (not be) an accountant. You (not be) a secretary. We (not be) lawyers. She (not be) a lawyer. He (not be) an accountant. They (not be) businessmen.
3. I (be) a housewife? You (be) a student? We (be) workers? She (be) a teacher? He (be) a lawyer? They (be) accountants?

Part 2. Простое глагольное сказуемое (Present Indefinite, Present Continuous, Present Perfect Continuous):

<i>usually</i>	<i>now</i>	<i>since Monday</i>
4. I (work) with laws.	I (work) with laws.	I (work) with the laws.
5. You (study) laws.	You (study) laws.	You (study) laws.
6. We (work) in the plant.	We (work) in the plant.	We (work) in the plant.
7. She (teach) our children.	She (teach) our children.	She (teach) our children.
8. He (study) and (work).	He (study) and (work).	He (study) and (work).
9. They (treat) patients.	They (treat) patients.	They (treat) patients.
10. I (not paint).	I (not paint).	I (not paint).
11. You (not draw).	You (not draw).	You (not draw).
12. We (not design).	We (not design).	We (not design).
13. She (not work).	She (not work).	She (not work).

14. He (not write) letters.	He (not write) letters.	He (not write) letters.
15. They (not teach).	They (not teach).	They (not teach).
16. I (help) the chief?	I (help) the chief?	I (help) the chief?
17. You (study) laws?	You (study) laws?	You (study) laws?
18. We (design) the flat?	We (design) the flat?	We (design) the flat?
19. She (draw)?	She (draw)?	She (draw)?
20. He (paint)?	He (paint)?	He (paint)?
21. They (work) at home?	They (work) at home?	They (work) at home?
22. What you (do)?	What you (do)?	What you (do)?
23. What he (do)?	What he (do)?	What he (do)?
24. What a lawyer (do)?	What a lawyer (do)?	What the lawyer (do)?
25. Where they (work)?	Where they (work)?	Where they (work)?
26. When you (go) to work?	What you (do) at work?	How long you (work)?
27. Why she (teach)?	Why she (teach)?	Why she (teach)?
28. Who you (work) with?	Who you (work) with?	Who you (work) with?
29. Who Eve (work) with?	Who Eve (work) with?	Who Eve (work) with?
30. You (like) working?	They (work) well?	How long he (work)?

Проверьте друг друга по ответам, и сделайте это упражнение ещё раз в быстром темпе, стараясь имитировать вашу обычную непринуждённую речь.

Ответы: 1. I am a designer. You are a computer programmer. We are artists. She is a business woman. He is a doctor. They are nurses.

2. I am not an accountant. You aren't a secretary. We aren't lawyers. She isn't a lawyer. He isn't an accountant. They aren't businessmen.

3. Am I a housewife? Are you a student? Are we workers? Is she a teacher? Is he a lawyer? Are they accountants?

<i>usually</i>	<i>now</i>	<i>since Monday</i>
4. I work with laws.	I am working with laws.	I have been working with the laws.
5. You study laws.	You are studying laws.	You have been studying laws.
6. We work in the plant.	We are working in the plant.	We have been working in the plant.
7. She teaches our children.	She is teaching our children.	She has been teaching our children.
8. He studies and works.	He is studying and working.	He has been studying and working.
9. They treat patients.	They are treating patients.	They have been treating patients.
10. I don't paint.	I am not painting.	I haven't been painting.
11. You don't draw.	You aren't drawing.	You haven't been drawing.
12. We don't design.	We aren't designing.	We haven't been designing.
13. She doesn't work.	She isn't working.	She hasn't been working.
14. He doesn't write letters.	He isn't writing letters.	He hasn't been writing letters.
15. They don't teach.	They aren't teaching.	They haven't been teaching.
16. Do I help the chief?	Am I helping the chief?	Have I been helping the chief?
17. Do you study laws?	Are you studying laws?	Have you been studying laws?
18. Do we design the flat?	Are we designing the flat?	Have we been designing the flat?
19. Does she draw?	Is she drawing?	Has she been drawing?
20. Does he paint?	Is he painting?	Has he been painting?
21. Do they work at home?	Are they working at home?	Have they been working at home?
22. What do you do?	What are you doing?	What have you been doing?
23. What does he do?	What is he doing?	What has he been doing?
24. What does a lawyer do?	What is a lawyer doing?	What has the lawyer been doing?
25. Where do they work?	Where are they working?	Where have they been working?
26. When do you go to work?	What are you doing at work?	How long have you been working?
27. Why does she teach?	Why is she teaching?	Why has she been teaching?

28. Who do you work with?	Who are you working with?	Who have you been working with?
29. Who does Eve work with?	Who is Eve working with?	Who has Eve been working with?
30. Do you like working?	Are they working well?	How long has he been working?

Ex.11. Прочитайте следующие предложения и разбейте их на четыре группы: 1 группа (составное именное сказуемое), 2 группа (простое глагольное сказуемое, постоянное повторяющееся действие или последовательные действия), 3 группа (простое глагольное сказуемое, временное процессуальное действие), 4 группа (простое глагольное сказуемое, длительное незаконченное действие). Переведите предложения на английский язык: 1. Я – адвокат. Я работаю с законами. Сейчас я помогаю Петру. Пётр учится в университете. 2. Ева – домашняя хозяйка. Она работает дома и иногда её дети помогают ей. Сегодня они с утра готовят яблочный пирог. 3. Это – мои друзья. Ник – рабочий, а Анна – студентка. Они никогда не сидят без дела. Мы любим кататься на коньках и лыжах. Сейчас мы катаемся на коньках на озере. 4. Что ты делаешь? – Я художник. Я рисую красками и карандашами. Я работаю над этим рисунком уже три часа. 5. Что ты делаешь? – Я читаю книгу. Она интересная? – Да. Я обычно читаю интересные книги. 6. Сколько времени он пишет письмо? – С девяти часов. Я всегда помогаю ему, но сейчас я работаю с документами. 7. Ты дома? – Да. Я помогаю маме. 8. Как долго ты работаешь? – Я работаю с трёх часов. 9. Когда она обычно ходит на работу? – В восемь часов утра. 10. Кем работают твои родители? – Мама – медсестра, а отец – бухгалтер.

Ответы (анализ предложений): 1. Я – адвокат (составное именное). Я работаю с законами (прост.гл., пост.повт.). Сейчас я помогаю Петру (прост.гл., врем.проц.). Пётр учится в университете (прост.гл., пост.повт.). 2. Ева – домашняя хозяйка (составное именное). Она работает дома и иногда её дети помогают ей (прост.гл., пост.повт.). Сегодня они с утра готовят яблочный пирог (прост.гл., длительное незак.). 3. Это – мои друзья (составное именное). Ник – рабочий, а Анна – студентка (составное именное). Они никогда не сидят без дела (составное именное). Мы любим кататься на коньках и лыжах (прост.гл., пост.повт.). Сейчас мы катаемся на коньках на озере (прост.гл., врем.проц.). 4. Что ты делаешь? (Чем занимаешься?) – Я художник (составное именное). Я рисую красками и карандашами (прост.гл., пост.повт.). Я работаю над этим рисунком уже три часа (прост.гл., длительное незак.). 5. Что ты делаешь (прост.гл., врем.проц.)? – Я читаю книгу (прост.гл., врем.проц.). Она интересная (составное именное)? – Да. Я обычно читаю интересные книги (прост.гл., пост.повт.). 6. Сколько времени он пишет письмо (прост.гл., длительное незак.)? – С девяти часов. Я всегда помогаю ему (прост.гл., пост.повт.), но сейчас я работаю с документами (прост.гл., врем.проц.). 7. Ты дома (составное именное)? – Да. Я помогаю маме (прост.гл., врем.проц.). 8. Как долго ты работаешь (прост.гл., длительное незак.)? – Я работаю с трёх часов (прост.гл., длительное незак.). 9. Когда она обычно ходит на работу (прост.гл., пост.повт.)? – В восемь часов утра. 10. Кем работают твои родители (прост.гл., пост.повт.)? – Мама – медсестра, а отец – бухгалтер (составное именное).

Ответы (перевод): 1. I am a lawyer. I work with laws. I'm helping Pete now. Pete goes to university (studies at a university). 2. Eve is a housewife. She works at home and her children sometimes help her. They have been cooking an apple pie since morning today. 3. These are my friends. Nick is a worker and Ann is a student. They are never idle. We like skating and skiing. We are skating on the lake now. 4. What do you do? – I'm a painter. I paint and draw. I have already been working at this picture for three hours. 5. What are you doing? – I'm reading a book. -Is it interesting? – Yes, it is. I usually read interesting books. 6. How long has he been writing the letter? – He has been writing the letter since nine o'clock. I always help him, but I'm working with

documents now. 7. Are you in? – Yes, I am. I'm helping the mother. 8. How long have you been working? – I have been working since three o'clock. 9. When does she usually go to work? – She goes to work at eight o'clock. 10. What do your parents do? – The mother is a nurse and the father is an accountant.

Ex.12. Ролевая игра. *Лексика:* работа. *Грамматика:* вопросы и ответы в Present Indefinite (отработка построения вопросов и ответов для третьего лица ед.числа), Present Continuous, Present Perfect Continuous.

1 этап. Каждый из игроков выбирает себе одну карточку. Важно, чтобы карточки не повторялись, поэтому, лучше, если их распределит преподаватель. На карточках находится информация о коллеге игрока. Игроки знакомятся с информацией на карточках, после чего они свободно перемещаются по классу и расспрашивают друг друга о своих коллегах.

Каждый из игроков должен задать следующие вопросы:

1. What is your colleague's name?
2. What does he (she) do?
3. When does he (she) start working?
4. When does he (she) finish working?
5. What is he (she) doing at the moment?
6. How long has he (she) been working with you?
7. Does he (she) like working?

2 этап. Игроки возвращаются на свои места. Теперь каждый должен рассказать только об одном человеке, информацию о котором он запомнил, но при этом рассказчики не должны повторяться, т.е. коллега, о котором рассказывает следующий игрок должен быть с другой карточки. Если вам не повезло, и вы ничего не помните о следующем коллеге, вы можете задать ваши вопросы снова (но при этом вы получаете штрафное очко). Вся группа слушает рассказы и исправляет неточную информацию, если она возникает (тем, кто сообщает неправильную информацию также ставятся штрафные очки). Побеждает тот, кто не получил ни одного штрафного очка.

Карточка 1: Your colleague's name is Peter. He is a designer, he designs houses and flats. He starts working at nine in the morning and he finishes working at six in the evening. He's designing your friend's flat now. He has been working with you for ten years. He likes working very much.

Карточка 2: Your colleague's name is Nick. He is a worker, he works in the plant. He starts working very early and finishes working very late. He sometimes works at night. He's having a rest now. He has been working with you since last year. He doesn't like working very much.

Карточка 3: Your colleague's name is Eve. She is a nurse, she treats patients in the hospital. She starts working at six in the morning and finishes working at nine in the evening. She likes working but she is on holiday now. She has been working with you for all your life.

Карточка 4: Your colleague's name is Ann. She is a doctor and she treats her patients well. She wants to start working in the morning, but she usually starts working in the afternoon. She finishes working at eight o'clock. She has been working with you for a week. She is treating you now. She likes working and reading.

Карточка 5: Your colleague's name is Mike. Mike is a good kind man, he often helps you to test planes. He is an engineer. He has a wife and five children and he likes working and painting with his children. He's painting a nice picture now. He starts working at ten in the morning and finishes working at seven in the evening. He has been working with you for a year.

Карточка 6: Your colleague's name is Steve. Steve is a programmer. He is crazy about computers. He works at home and he never finishes working. He works in the morning, in the afternoon, in the evening and at night. He has been working with you since December.

Карточка 7: Your colleague's name is Helen. She is a dancer and a singer. She likes dancing and singing very much. She works at night. She is sleeping at home now. She has been working with you for eight years.

Карточка 8: Your colleague's name is Ted. Ted is a teacher and he works with children. He teaches Russian very well. He starts working at eight and finishes working at four. He likes children and always helps them. He's teaching your daughter now. He has been working with you for three years.

Карточка 9: Your colleague's name is Kate. Kate is a business woman. She works in business. She doesn't like working but she likes when she has a lot of money (when she earns a lot). She starts working early in the morning and finishes working at ten in the evening. She is looking at her computer now. She has been working with you for a fortnight.

Карточка 10: Your colleague's name is Jane. Jane is a housewife. She works at home. She cleans the house and cooks pies for her children and her husband. She likes working at home but she wants to work in business too. She is speaking to her husband now. She often starts working at six and finishes working at ten. You don't really work with her. She isn't your colleague, she is your aunt. She has been working at home since 1999.

Притяжательный падеж имён существительных

Ex.13. Вспомните, как образуется притяжательный падеж имён существительных в английском языке. Образуйте из следующих словосочетаний словосочетания в притяжательном падеже, где возможно. Обратите внимание на артикли! Помните о том, что артикль перед существительным в притяжательном падеже относится именно к этому существительному: a dog of my brother, the cat of my sister, a wall of the flat, a toy of the cousin, the car of an officer, children of the teacher, four legs of the table, the pets of a housewife, clean bottles of the sad men, beautiful flowers of the nice girls;

Раскройте скобки в следующих предложениях: 1) Whose son is he teaching now? – He's teaching (a small son of the accountant). 2) Whose books do you usually read? – I usually read (interesting books of a foreign author). 3) Whose letters does your aunt often write? – My aunt often writes (the important letters of our strict chief). 4) Whose trees can you see from here? – I can see (beautiful green trees of a reach businessman). 5) Whose friend does he sometimes go to school with? – He sometimes goes to school with (a friend of my dear uncle). 6) Whose songs can you sing well? – I can sing (songs of a good singer) well. 7) Whose cat are we looking at? – We are looking at (a black cat of the best lawyer). 8) Whose children has she been speaking to for an hour? – She has been speaking to (the children of a school teacher) for an hour. 9) Whose car do you like going in to work? – I like going in (a car of the father). 10) Whose bag does she never take to work? – She never takes (a bag of the cousin) to work.

Ответы: my brother's dog, my sister's cat, a wall of the flat, the cousin's toy, an officer's car, the teacher's children, four legs of the table, a housewife's pets, the sad men's clean bottles, the nice girls' beautiful flowers.

1) Whose son is he teaching now? – He's teaching the accountant's small son. 2) Whose books do you usually read? – I usually read a foreign author's interesting books. 3) Whose letters does your aunt often write? – My aunt often writes our strict chief's important letters. 4) Whose trees can you see from here? – I can see a reach businessman's beautiful green trees. 5) Whose friend does he

sometimes go to school with? – He sometimes goes to school with my dear uncle's friend. 6) Whose songs can you sing well? – I can sing a good singer's songs well. 7) Whose cat are we looking at? – We are looking at the best lawyer's black cat. 8) Whose children has she been speaking to for an hour? – She has been speaking to a school teacher's children for an hour. 9) Whose car do you like going in to work? – I like going in the father's car. 10) Whose bag does she never take to work? – She never takes the cousin's bag to work.

Ex.14. Переведите на английский язык следующие предложения: 1) Чья это ручка? – Это ручка Ника. 2) Чью ручку ты обычно берёшь? – Я обычно беру ручку Анны. 3) Чья это кровать? – Это кровать моей замечательной сестры. 4) Что делает твоя сестра? – Она – художник. Сейчас она рисует друга моего отца. 5) Чей это брат? – Это брат Петра и Елены. 6) Чьи это машины? – Это машины наших бухгалтеров. 7) Чью сумку ты мне отдаёшь? – Я отдаю тебе твою сумку. 8) Чей это ребёнок? – Это ребёнок учительницы. Она учит вашу дочь. 9) Это красивое пальто твоей жены? – Да, это пальто моей красивой жены. 10) Где зелёная шляпа твоего друга? – Она на столе адвокатов.

Ответы: 1) Whose pen is this? – It's Nick's pen. 2) Whose pen do you usually take? – I usually take Ann's pen. 3) Whose bed is that? – It's my nice sister's bed. 4) What does your sister do? – She's a painter. She is painting my father's friend now. 5) Whose brother is that? – He's Pete and Helen's brother. 6) Whose cars are these? – These are our accountants' cars. 7) Whose bag are you giving me? – I'm giving you your bag. 8) Whose child is this? – This is the teacher's child. She teaches your daughter. 9) Is it your wife's beautiful coat? – Yes, it is. It's my beautiful wife's coat. 10) Where is your friend's green hat? – It's on the lawyers' desk.

Ex.15. Ролевая игра. Грамматика: притяжательный падеж имён существительных.

Играющие разбиваются на команды по два человека. Каждый игрок берёт одну карточку. Игроки должны заполнить прочерки на своих карточках словом или словосочетанием, обозначающим принадлежность. Для этого игроки по очереди задают друг другу вопрос:

Whose car is this? Whose desks are these? (для двух последних словосочетаний на карточках надо будет задать вопросы: **What walls are these?** и **What floor is that?**).

Игроки начинают заполнять карточки по команде преподавателя. Выигрывает та команда, которая заполнит обе карточки быстрее остальных.

Когда все команды закончат заполнять карточки, проводится фронтальный опрос: все по цепочке задают по одному вопросу по любой карточке (Whose или What), на который отвечает следующий учащийся.

Card 1: Карточка для первого игрока:

--- car Pete's bag the chief's money --- children a man's hat

your children's toys --- --- --- parents --- desks --- --- idea

--- --- --- song tall men grey coats happy girls' pink dolls their parents

your sad song crazy programmers' computer beautiful Kate's red dress --- --- dress

their bad idea --- --- houses walls --- --- --- the floor --- --- ---

Card 2: Карточка для второго игрока:

Ann's car --- bag -- --- money our children --- --- hat
--- --- toys Eve and Nick's parents lawyers' desks my good idea
the black cat's song --- --- --- coats --- --- --- dolls --- parents
--- --- song --- --- computer --- --- --- dress her black dress
--- --- idea idle millionaires' houses walls of the office the floor of the tram

Выражение have got (has got)

Ex. 16. Сравните глагол: to have (has) и глагольное выражение: to have (has) got. Замените в следующих выражениях глагол to have (has) на to have (has) got, производя все необходимые изменения: 1) He has blue eyes and dark hair. 2) Does she have a nice skirt? – Yes, she does. 3) Does he have a big family and many children? – No, he doesn't. He's divorced. 4) What clothes does he have? – He has only shorts and t-shirts. 5) Do you have a tall handsome friend? – Yes, I do. 6) Does she have a dress? Why does she always wear jeans? 7) He doesn't have a suit. He's wearing my suit now. 8) Do you have a granddaughter and a grandson? – No, I don't. I have a niece. 9) Does your grandmother have a sweater or a blouse? 10) What haircut does he have?

Ответы: 1) He has got blue eyes and dark hair. 2) Has she got a nice skirt? – Yes, she has. 3) Has he got a big family and many children? – No, he hasn't. He's divorced. 4) What clothes has he got? – He has got only shorts and t-shirts. 5) Have you got a tall handsome friend? – Yes, I have. 6) Has she got a dress? Why does she always wear jeans? 7) He hasn't got a suit. He's wearing my suit now. 8) Have you got a granddaughter and a grandson? – No, I haven't. I have got a niece. 9) Has your grandmother got a sweater or a blouse? 10) What haircut has he got?

Ex. 17. Вспомните и переведите на русский язык следующие вопросы: *What is he like? What does he look like? What does he like (doing)? What does he usually wear? What is he wearing now?* Переведите на английский язык следующие предложения, уделяя внимание словам, описывающим внешность и характер, и выражению have got (has got): 1) Ты знаешь Петра? – Да. Мы работаем с ним вместе уже три года. – Какой у него характер? – Он трудолюбивый и скромный. – Как он выглядит? – Он высокий, у него короткие и тёмные волосы, светлые глаза. Он всегда одет в джинсах и свитере. 2) Мой дядя интересный человек. Он женат, у него двое детей. Он врач, очень дружелюбный и умный. 3) Твоя тётя замужем? – Нет, она разведена. – Как она выглядит? – Она низенькая и полная, у неё светлые длинные волосы и большие тёмные глаза. Обычно она носит яркие платья. 4) Сколько лет твоему брату? – Двадцать восемь. – Чем он занимается? – Он бизнесмен. – Какой он? – Он весёлый и дружелюбный, но иногда бывает очень ленивым. 5) Какие глаза у твоей сестры? – Светлые, небольшие. Какие у неё волосы? – У неё короткая стрижка, а волосы тёмные. 6) Что обычно носит твой дедушка? – Он любит костюмы. – В чём он одет сейчас? – Сейчас он в шортах и футболке. 7) Ты знаешь вон того полного красивого мужчину? – Да, это племянник нашего адвоката. – Какой у него характер? – Он довольно скромный. 8) Ты замужем? – Да, у меня муж и ребёнок. 9) Ты разведён? – Нет, я женат. 10) Тебе нравятся высокие смелые мужчины? – Да, и мне нравится, когда у мужчины голубые глаза и тёмные волосы.

Ответы: 1) Do you know Pete? – Yes, I do. We have already been working with him for three years. – What is he like? – He's hard-working and shy. – What does he look like? – He's tall, he has got dark short hair and light eyes. He always wears jeans and a sweater. 2) My uncle's an interesting man. He's married and he's got two children. He's a doctor, very friendly and clever. 3) Is your aunt married? – No, she isn't. She's divorced. – What does she look like? – She's short and overweight, she's got fair hair and big dark eyes. She usually wears bright dresses. 4) How old is your brother? – He's twenty eight. – What does he do? – He's a businessman. What is he like? – He's cheerful and friendly but he is sometimes very lazy. 5) What eyes has your sister got? – She's got light small eyes. – What hair has she got? – She's got a short haircut and her hair is dark. 6) What does usually your grandfather wear? – He likes suits. – What is he wearing now? – He's wearing shorts and a t-shirt now. 7) Do you know that handsome overweight man? – Yes, I do. He is our lawyer's hephew. – What is he like? – He's quite shy. 8) Are you married? – Yes, I am. I've got a husband and a child. 9) Are you divorced? – No, I am not. I'm married. 10) Do you like brave tall men? – Yes, I do. And I like when a man's got blue eyes and dark hair.

Ex. 18. Ролевая игра. *Лексика:* описание характера и внешности. *Грамматика:* оборот have (has) got.

1 этап. Каждый из игроков получает одну карточку, на которой находится описание одного человека и вопрос о другом человеке, например: Do you know Ben?. Игрок должен найти своего партнёра, у которого есть на карточке описание Ben. Игра начинается с того, что каждый игрок задаёт всем по очереди вопрос, записанный у него на карточке, пока он не находит своего партнёра. Например: вопрос: Do you know Ann? Ответ: -Yes, I do (No, I don't).

2 этап. После того, как учащиеся нашли свою пару, они расспрашивают друг друга о людях, информация о которых находится на их карточках. Каждый из них должен задать следующие вопросы:

What is she (he) like?

What does she (he) look like?

What does she (he) do?

Has she (he) got a family?

Has she (he) got any children?

Has she (he) got any grandparents?

What does she (he) like (doing)?

3 этап. Задача играющих рассказать информацию, которую они собрали, всей группе с максимально правильной английской интонацией. Интонация оценивается по шкале от одного балла до трёх. Дополнительные баллы можно получить, внимательно слушая рассказы других и задавая им дополнительные вопросы о внешности или характере тех, про кого они рассказывают.

По желанию преподавателя можно ввести ещё одно правило: Играющие должны использовать только оборот *have got (has got)* и не имеют права использовать глагол *have (has)*. За каждое нарушение этого правила выставляются штрафные баллы.

Card 1: Вам надо найти Ann и узнать, какой она человек. Вам надо описать Kate тому человеку, который её ищет.

Задайте всем вопрос: Do you know Ann? Описание Kate: Kate's a very intelligent girl. She's cheerful and sometimes chatty. She is good-looking. Kate has got brown hair and green eyes. She's an accountant. The girl hasn't got a family because she isn't married yet. She hasn't got any

children but she has a grandfather and a grandmother. She likes skating in winter and swimming in summer.

Card 2: Вам надо найти Kate и узнать, какой она человек. Вам надо описать Ann тому человеку, который её ищет.

Задайте всем вопрос: Do you know Kate? Описание Ann: Ann is a shy girl. She doesn't like talkative people. She's a very kind nurse and she likes treating her patients. Kate has got nice face with big dark eyes and long black hair. She has got a mother, a father, a sister, a brother and grandparents. Kate hasn't got any children yet.

Card 3: Вам надо найти Peter и узнать, какой он человек. Вам надо описать Nick тому человеку, который его ищет.

Задайте всем вопрос: Do you know Peter? Описание Nick: Nick has got a very good character and he's handsome. But he doesn't like working and he's out of work now. He likes playing computer games and chatting with friends. He has four grandparents. His parents and grandparents work very well. Nick has a girl-friend but they haven't got any children yet.

Card 4: Вам надо найти Ann и узнать, какой она человек. Вам надо описать Kate тому человеку, который её ищет.

Задайте всем вопрос: Do you know Steve? Описание Eve: Eve's brave and talkative. She's quite good-looking. Eve likes cooking but she works in business. She has got two children and two grandmothers and two grandfathers. She hasn't got a husband because they are divorced. Her family helps her with the children.

Card 5: Вам надо найти Nick и узнать, какой он человек. Вам надо описать Peter тому человеку, который его ищет.

Задайте всем вопрос: Do you know Nick? Описание Peter: Peter's got three brothers. He and his brothers are happy people because they have got nice families and good work. They are lawyers. They are all tall with fair hair and quite overweight. Peter's married and he loves his wife very much. They have got five children and eight nephews and nieces. His grandparents are seventy years old and they are well. Peter likes playing with his children after work and at weekends.

Card 6: Вам надо найти Eve и узнать, какой она человек. Вам надо описать Steve тому человеку, который его ищет.

Задайте всем вопрос: Do you know Eve? Описание Steve: Steve's a handsome man with a lot of dark hair and beautiful light grey eyes. He is never lazy. He works in the morning, in the afternoon and at night. He doesn't like sleeping. Steve's a computer programmer. His wife's a computer programmer too. Their children are computer programmers too. But their grandparents are engineers.

Card 7: Вам надо найти Stepan Petrovich и узнать, какой он человек. Вам надо описать Anastasia Pavlovna тому человеку, который её ищет.

Задайте всем вопрос: Do you know Stepan Petrovich? Описание Anastasia Pavlovna: Anastasia Pavlovna is quite shy and intelligent. But she likes dancing very much and when she dances, she's cheerful and brave. She works with financial documents and she often helps her children and grandparents to clean the house and to cook. She usually wears bright red dresses and likes Spanish dances.

Card 8: Вам надо найти uncle Tom и узнать, какой он человек. Вам надо описать Cowboy John тому человеку, который его ищет.

Задайте всем вопрос: Do you know our uncle Tom? Описание Cowboy John: Cowboy John likes animals very much. He's a hard-working farmer. He has got twenty cows and a little child. He isn't

a very handsome man but he's kind and always helps his wife. He hasn't got any grandparents. He likes drinking beer on Saturday after work.

Card 9: Вам надо найти Anastasia Pavlovna и узнать, какой она человек. Вам надо описать Stepan Petrovich тому человеку, который его ищет.

Задайте всем вопрос: Do you know Anastasia Pavlovna? Описание Stepan Petrovich: Stepan Petrovich is the husband of Anastasia Pavlovna. He doesn't like dancing, he seldom helps his children and grandparents because he hasn't got free time. He's an army officer and serves Russia well. He likes speaking to his wife about global problems. He's short and slim but he's very brave.

Card 10: Вам надо найти Cowboy John и узнать, какой он человек. Вам надо описать uncle Tom тому человеку, который его ищет.

Задайте всем вопрос: Do you know Cowboy John? Описание uncle Tom: Uncle Tom is an American businessman. He can work as a clever secretary and as an accountant too. He's short and fat. He has got red hair and cheerful eyes. He likes singing loud songs and often plays noisy games. His family's very big and friendly. He has got ten children and his grandparents visit his family on Sunday.

Little, a little, few, a few, many, much, a lot of – приложение 9

Ex.19. Вспомните, с какими именами существительными в английском языке используют слова: little, few, many, much, a lot of. Какие из этих слов могут описывать действия (например, «много работать»)? Раскройте скобки, выбрав правильное слово: 1) I've got (few, little) bread. Can you give me some? 2) He's got (many, much, a lot of) interesting books and (few, little) computer games. 3) Does she have (many, much, a lot of) ideas? – No, she doesn't. She doesn't think (many, a lot). 4) We don't like working (many, much). 5) They have (few, little) free time. 6) (Few, little) people like working with him. 7) My uncle hasn't got (much, many) children. 6) I have (little, few) problems. I'm happy very (a lot of, much). 7) Does she have (much, many) work? – Yes, she does. 8) Do you know (much, many) songs? – Yes, I do. I know (a lot of, much) beautiful songs. 9) We have (few, little) salt and (little, few) apples at home. 10) She usually works very (few, little) and rests (a lot, many).

Ответы: 1) I've got little bread. Can you give me some? 2) He's got a lot of interesting books and few computer games. 3) Does she have many ideas? – No, she doesn't. She doesn't think a lot. 4) We don't like working much. 5) They have little free time. 6) Few people like working with him. 7) My uncle hasn't got many children. 6) I have few problems. I'm happy very much. 7) Does she have much work? – Yes, she does. 8) Do you know many songs? – Yes, I do. I know a lot of beautiful songs. 9) We have little salt and few apples at home. 10) She usually works very little and rests a lot.

Ex. 20. Переведите следующие предложения на английский язык: 1) У нас мало хлеба. 2) У вас много соли? – Нет, у нас мало соли. 3) Я вижу мало людей на улице. 4) У него мало работы и много проблем. 5) У тебя много проблем? – Нет, мало. 6) У них мало времени. 7) У тебя мало карандашей. Я могу дать тебе один карандаш. 8) Он мало любит работать. 9) Вы всегда много работаете и мало отдыхаете. 10) Он обычно пишет много писем и читает мало книг.

Ответы: 1) We have got little bread. 2) Have you got much salt? – No, we haven't. We have got little salt. 3) I see few people in the street. 4) He has got little work and a lot of problems. 5) Have you got many problems? – No, I haven't. I have got few problems. 6) They have got little time. 7) You've got few pencils. I can give you a pencil. 8) He likes working little. 9) You always work a lot and rest little. 10) He usually writes a lot of letters and reads few books.

Ех. 21. Ролевая игра. *Лексика:* little, few, many, much, a lot of. *Грамматика:* исчисляемые и неисчисляемые имена существительные и употребление с ними слов: little, few, many, much, a lot of.

Перед вами две карточки. Группа делится на две команды, каждая из которых должна заполнить свою карточку, правильно используя слова: little, few, many, much, a lot of.

Та команда, которая заполнила свою карточку быстрее, получает один балл.

После окончания заполнения обеих карточек, учащиеся зачитывают по очереди те предложения, которые у них получились, а преподаватель за каждое правильное предложение ставит одно очко.

Карточка 1

1. We always buy **много** wine and **мало** apples.
2. Do you buy **много** water?
3. Does she know **много** teachers? - No, she doesn't. She knows **мало** teachers.
4. Have you been working **много** since Thursday?
5. He has been thinking **мало** for the weekend.
6. I like sleeping very **много** but I usually sleep **мало**.
7. He has **много** money and **мало** time.
8. She is good-looking. She hasn't got **много** problems in life.
9. He's lazy. He's often idle but he likes playing computer games **сильно**.
10. She is overweight, but she doesn't have **много** vegetables and **много** fruit.

Карточка 2

1. They seldom have **мало** carrots and **мало** fruit.
2. Do you like windsurfing **сильно**?
3. He takes **мало** pens and **много** paper.
4. We don't often see **много** hard-working people.
5. **Мало** people know about it.
6. I have been working **мало** since Monday.
7. He has been running **много** for two hours.
8. Have you got **много** interesting ideas? – Yes, I have **много** very interesting ideas.
9. Has she got **мало** time? – Yes, she has. She has got very **мало** time and very **мало** chances.
10. I'm happy very **сильно**.

Ответы. Карточка 1.

1. We always buy a lot of wine and few apples.
2. Do you buy much water?
3. Does she know many teachers? - No, she doesn't. She knows few teachers.
4. Have you been working much since Thursday?
5. He has been thinking little for the weekend.
6. I like sleeping very much but I usually sleep little.
7. He has a lot of money and little time.
8. She is good-looking. She hasn't got many problems in life.
9. He's lazy. He's often idle but he likes playing computer games a lot.
10. She is overweight, but she doesn't have many vegetables and much fruit.

Ответы. Карточка 2.

1. They seldom have few carrots and little fruit.
2. Do you like windsurfing much?
3. He takes few pens and a lot of paper.
4. We don't often see many hard-working people.
5. Few people know about it.

6. I have been working little since Monday.
7. He has been running a lot for two hours.
8. Have you got many interesting ideas? – Yes, I have a lot of very interesting ideas.
9. Has she got little time? – Yes, she has. She has got very little time and very few chances.
10. I'm happy very much.

Ех. 22. Переведите следующие предложения на английский язык, используя слова little (a little), few (a few): 1) – У вас много сыра? – Нет, у нас мало сыра. 2) У тебя мало времени. А у меня есть немного времени. 3) У меня мало интересных книг. Он может дать мне какую-нибудь книгу? 4) У меня есть немного интересных книг. Я могу дать ему какую-нибудь книгу. 5) Ты мало работаешь. 6) Моему сыну пятнадцать лет, но он уже немного работает. 7) У неё мало времени. 8) У нас есть немного времени. 9) Мало людей могут ответить на твой вопрос. 10) Я вижу в комнате немного людей.

Ответы: 1) – Do you have much cheese? – No, we don't. We have little cheese. 2) You have little time. But I have a little time. 3) I have few interesting books. Can he give me a book? 4) I have got a few interesting books. I can give him an interesting book. 5) You work little. 6) My son's fifteen but he already works a little. 7) She has little time. 8) We have a little time. 9) Few people can answer your question. 10) I see a few people in the room.

Ех. 23. Ролевая игра. Лексика: little (a little), few (a few), some, any. Грамматика: исчисляемые и неисчисляемые имена существительные, составное модальное сказуемое (глагол can) в вопросах и ответах.

Каждый играющий получает одну карточку, где указано его имя, профессия, то, чего у него мало (little, few) и то, чего у него немного, но есть (a little, a few). Учащиеся свободно перемещаются по аудитории или работают со своими соседями, рассказывая им про себя и слушая их рассказы. Задача каждого учащегося: найти и записать на своей карточке тех людей, которые дадут ему то, чего у него мало, и тех, которым он сам может что-то дать. В начале встречи с новым собеседником надо задать следующие вопросы: 1. What is your name? 2. What do you do? 3. What do you have? 4. What else can you tell me? (Что ещё вы можете мне сказать?) 5. Вопросы, записанные на карточке.

В конце игры каждый учащийся рассказывает о том, кто и что ему дал. Выигрывает тот, кому удалось помочь наибольшему количеству участников.

Карточка 1: Your name is Ann. You are an accountant. You have got little paper and few pencils. (*попросите у своих товарищей:* Can you give me any paper and pencils?)

You have got **a** little wine and **a** few apples. There are **a** few cigarettes in your bag, but you don't smoke. (*предложите своим товарищам:* I can give you some wine and apples. I can offer you a few cigarettes).

Карточка 2: Your name is Pete. You are a programmer. You have got little time and few computers. (*попросите у своих товарищей:* Can you give me a computer?) You want to drink anything very much. (*попросите у своих товарищей:* Can you give me any wine?)

You have **a** little paper on your table. Your brother has got **a** few cats and **a** little salt. (*предложите своим товарищам:* I can give you some salt and a cat and a little paper).

Карточка 3: You are Nick. You work in the plant. You have got few cigarettes and little money. (*попросите у своих товарищей:* Can you give me any money and some cigarettes?)

There are a few pencils on your table. There are two old computers under the table. You've got **a** few matches and **a** little time. (*предложите своим товарищам:* I can give you some time, some matches and a computer. I can offer you a few pencils too).

Карточка 4: You are Mary. You are a cook. You've got little fruit and few vegetables. You don't have much time. (*nonprocите у своих товарищей:* Can you give me some fruit and some vegetables? Can you give me a few minutes of your time?)

You've got **a** few pies and **a** little tea. (*предложите своим товарищам:* I can give you an apple pie and some tea).

Карточка 5: Your name is Steve. You are a lawyer. You have got few friends and little love. You don't have any pets. You are hungry and you don't have any tea. (*nonprocите у своих товарищей:* Can you be my friends? Can you love me? Can you give me a cat? Can you offer me anything to eat and a cup of tea?)

Your sister has got **a** few ideas and **a** little time. (*предложите своим товарищам:* My sister can give you some nice ideas and she can help you, because she has a little time).

Карточка 6: Your name is Henry. You work in business. You've got few business partners and little money. (*nonprocите у своих товарищей:* Can you be my business partner and can you give me any money?)

Your business is fruit and vegetables. You have a little fruit and a few vegetables today. Your grandfather has **a** few cars and **a** little land (земля). Your grandfather can be a good friend.

(*предложите своим товарищам:* I can give you a little fruit and a few vegetables. My grandfather can give you a car and some land).

Карточка 7: Your name is David Copperfield. You are an actor. You have few assistants and little imagination (воображение). You are often ill. (*nonprocите у своих товарищей:* Can you give me your life and can you be my assistant? Can you treat me?)

You have got **a** few big houses and **a** little green money. You have a lot of magic. (*предложите своим товарищам:* I can give you some money and a house. I can help you to be happy and successful).

Карточка 8: Your name is Stas. You are a doctor. You've got few nurses and little blood (кровь). (*nonprocите у своих товарищей:* Can you give me any blood and can you be my nurse?)

You've got **a** little time to treat your patients. Your nurses are very kind and they have **a** little love. You can be a good husband and a father. (*предложите своим товарищам:* I can treat you if you are ill. My nurse can be a good wife. She can love you a little. I can be a good father.)

Карточка 9: Your name is Alla Pugatcheva. You are a star. Your daughter has got few children and little success (успех). Your cook doesn't have any salt in the kitchen. (*nonprocите у своих товарищей:* Can you give my daughter any success and a child? Can you give my cook a little salt?)

You've got **a** few millions and **a** little kindness (доброта). You have a lot of good blood because you are healthy. (*предложите своим товарищам:* I can give you a million. I can give doctors a little blood to help people).

Карточка 10: Your name is Boris. You live in London. You've got few wives and little happiness (счастье). (*nonprocите у своих товарищей:* Can you be my wife? Can you give me a little happiness?)

You have a lot of sons and daughters. They are out of work. They can be good assistants, nice business partners and wonderful nurses. You've got **a** few problems and **a** little work.

(*предложите своим товарищам:* My children can work with you and can help you at work. I can give you some problems to solve (решить) and some work to do).

Видо-временная система. Present Indefinite, Past Indefinite – приложение 5

Ex.24. Переведите следующие предложения на английский язык, используя видо-временную форму Past Indefinite:

Part 1 (правильные глаголы): 1) Он закрыл дверь минуту назад. В прошлый понедельник он не закрыл дверь. Он закрыл дверь вчера? 2) В прошлом году она хорошо готовила. Она не готовила в прошлом году. Она хорошо готовила в прошлом году? 3) Мы закончили тест утром. Они закончили тест утром? Вы не закончили тест утром. 4) Я много путешествовал в прошлом месяце. Вы много путешествовали в прошлом месяце? Ты не путешествовал в прошлом месяце. 5) Доктор хорошо лечил пациентов на прошлой неделе. Медсестра не лечила пациентов на прошлой неделе. Доктора и медсёстры лечили пациентов на прошлой неделе?

Ответы: 1) He closed the door a minute ago. He didn't close the door last Monday. Did he close the door yesterday? 2) She cooked well last year. She didn't cook last year. Did she cook well last year? 3) We finished the test in the morning. Did they finish the test in the morning? You didn't finish the test in the morning. 4) I travelled a lot last month. Did you travel a lot last month? You didn't travel last month. 5) The doctor treated patients well last week. The nurse didn't treat patients last week. Did the doctors and nurses treat patients last week?

Part 2 (неправильные глаголы): 1) Ты был дома вчера? Он не был болен два дня назад. Я была на работе в прошлый четверг. 2) Они были грустными. Вы не были счастливы. Где она была пять минут назад? 3) Кого учила твоя сестра в 1987 году? Она не учила меня. Моя жена всё время меня учила в прошлом году. 4) Вчера они поехали на машине? Они не поехали на машине, они поехали туда на поезде. В прошлом году он обычно ходил на работу утром. 5) Ты видел этих людей? Я не видел их. Она видела этих людей три часа назад. Что ты видел? 6) Кого они встретили? Они встретили меня сегодня утром. Я не встречал их два года назад. 7) Сегодня днём он взял твою сумку. Вчера я не брала твою футболку. Почему они взяли наши цветы? 8) На прошлой неделе у меня не было большой семьи и много детей. Два часа назад у меня была новая машина. Вчера у него была эта книга? 9) Минуту назад он спел красивую песню. Мы отдали деньги вчера. Он прочёл эту книгу и отдал её мне. 10) В прошлый вторник мы говорили с ними об этом. Он написал много писем пять минут назад. Он пришёл домой и лёг спать. Когда он учился в школе, он бегал быстро.

Ответы: 1) Were you in yesterday? He wasn't ill two days ago. I was at work last Thursday. 2) They were sad. You weren't happy. Where was she five minutes ago? 3) Who did your sister teach in 1987? She didn't teach me. My wife always taught me last year. 4) Did they go by car yesterday? They didn't go by car, they went by train there. He usually went to work in the morning last year. 5) Did you see these people? I didn't see them. She saw these people three hours ago. What did you see? 6) Who did they meet? They met me this morning. I didn't meet them two years ago. 7) He took your bag this afternoon. I didn't take your t-shirt yesterday. Why did they take our flowers? 8) I didn't have a big family and many children last week. I had a new car two hours ago. Did he have this book yesterday? 9) He sang a beautiful song a minute ago. We gave the money yesterday. He read this book and gave it to me. 10) We spoke to him about it last Tuesday. He wrote a lot of letters five minutes ago. He came home and went to bed. When he went to school, he ran quickly.

Ex.25. Раскройте скобки, работая с предложениями по строчкам:

Present Indefinite

1. I always (kiss) my mother.
2. We (like) sledging.
3. She (like) skating.
4. He (like) painting.
5. They often (help) us.
6. You seldom (look) at me.
7. We usually (greet) our guests.
8. She (live) in Moscow.
9. He (serve) Russia well.
10. I (be) in now.
11. You (be) at work today.
12. She (be) sad.
13. He (work) well.
14. I (not like) drawing.
15. She (not like) travelling.
16. you often (help) them?
17. he (need) our help?
18. they sometimes (visit) the grandparents?
19. you (be) an accountant?
20. I (be) a hard-working man?
21. He (not be) idle.
22. Where you usually (go)?

Past Indefinite

1. I (kiss) my mother yesterday.
2. We (like) sledging last year.
3. She (like) skating last year.
4. He (like) painting at school.
5. They often (help) us last month.
6. You seldom (look) at me yesterday.
7. We usually (greet) our guests last year.
8. She (live) in London two years ago.
9. He (serve) Russia well when he (be) an officer.
10. I (be) in yesterday.
11. You (be) at work last Friday.
12. She (be) sad then.
13. He (work) well then.
14. I (not like) drawing.
15. She (not like) travelling.
16. you often (help) them last month?
17. he (need) our help yesterday?
18. they sometimes (visit) the grandparents?
19. you (be) an accountant?
20. I (be) a hard-working man?
21. He (not be) idle.
22. Where you usually (go)?

Проверьте себя по ответам. Затем ещё раз выполните упражнение, работая парами на скорость.

Ответы:

Present Indefinite

- I always kiss my mother.
We like sledging.
She likes skating.
He likes painting.
They often help us.
You seldom look at me.
We usually greet our guests.
She lives in Moscow.
He serves Russia well.
I am in now.
You are at work today.
She is sad.
He works well.
I don't like drawing.
She doesn't like travelling.
Do you often help them?
Does he need our help?
Do they sometimes visit the grandparents?
Are you an accountant?
Am I a hard-working man?
He isn't idle.
Where do you usually go?

Past Indefinite

- I kissed my mother yesterday
We liked sledging last year.
She liked skating last year.
He liked painting at school.
They often helped us last month.
You seldom looked at me yesterday.
We usually greeted our guests last year.
She lived in London two years ago.
He served Russia well when he was an officer.
I was in yesterday.
You were at work last Friday.
She was sad then.
He worked well then.
I didn't like drawing.
She didn't like travelling.
Did you often help them last month?
Did he need our help yesterday?
Did they sometimes visit the grandparents?
Were you an accountant?
Was I a hard-working man?
He wasn't idle.
Where did you usually go?

Ex.26. Ролевая игра. *Лексика:* правильные и неправильные глаголы. *Грамматика:* видо-временная форма: Past Indefinite.

1 этап. Класс делится на команды из трёх человек. Каждый из играющих выбирает себе карточку. На карточках находятся три правильных глагола и один неправильный глагол. Играющие должны прочесть эти глаголы, перевести их, написать три формы этих глаголов и транскрипцию. Особое внимание надо обратить на произношение окончаний правильных глаголов в Past Indefinite (/d/, /t/ или /ɪd/). Транскрипция проверяется преподавателем. За правильную транскрипцию, написанную для каждого из четырёх глаголов, ставится 1 балл.

2 этап. Играющие задают членам своей команды вопрос: *What did you do yesterday (last year)?*

И отвечают на него, используя глаголы на своих карточках, например: *I visited my parents yesterday.*

3 этап. Играющие меняются местами с членами других команд и задают им этот же вопрос: *What did you do yesterday?* Задача играющих опросить как можно большое количество других игроков и запомнить (записать) их ответы.

4 этап. Команды вновь собираются вместе. Каждый из игроков, по очереди, по одному предложению сообщает то, что он узнал, например: *Kate skated yesterday.* Преподаватель обращает внимание на грамотность высказывания и на правильное произнесение окончаний у правильных глаголов. За каждую ошибку – снимается один балл. Когда все предложения произнесены, подсчитываются баллы внутри каждой команды.

Card 1: close the door, look at the flowers, visit my grandparents; write a book.

Card 2: cook an apple cake, rent a flat, open a shop; go to the cinema.

Card 3: greet our French friends, skate on the lake, kiss my daughter; come home.

Card 4: like playing football, help my friend to shave, test your plane; take some cake.

Card 5: finish our English test, study at school, paint a very beautiful picture; see a dream.

Card 6: design our teacher's flat, create computer images, cook some fish; think about my life.

Card 7: rest at home, help my sister, learn new English words; have some tea.

Card 8: say interesting words, jump very high, treat patients, know everything.

Card 9: travel around the world, finish the letter, need a lot of money; wear jeans.

Card 10: work a lot, live in a very big house, visit a millionaire; read a newspaper.

Видо-временная система. Present Indefinite, Present Continuous, Past Indefinite - приложение 5

Ex. 27. Ролевая игра. *Лексика:* профессии, вопросы: How many, How much? *Грамматика:* Past Indefinite, Present Indefinite, Present Continuous.

1 этап. Команды по два человека. Каждый берёт карточку (одну из шести) и знакомится со своей ролью. При выборе карточки следите за тем, чтобы внутри команды они бы не повторялись. Играющие задают друг другу вопросы:

What do you do? What are you doing now?

How much money do you get at work?

How many friends do you have at work?

When did you start working here?

How long have you been working here?

What did you do ten years ago?

2 этап. Команды меняются игроками. Каждый из игроков рассказывает своему новому собеседнику о своём предыдущем собеседнике, отвечая на вопросы:

What does he (she) do? What is he (she) doing now?

How much money does he get at work?

How many friends does he have at work?

When did he start working there?

How long has he been working there?

What did he do ten years ago?

3 этап. Если остаётся время можно ещё раз поменяться и ещё раз задать эти же вопросы, но уже другому человеку. Если время заканчивается, то преподаватель задаёт эти же вопросы, но уже по одному по очереди про разных участников игры на свой выбор. Например: What does Paul do? What did Alice do ten years ago? What is Kate doing?

Тот, кто отвечает на большое количество таких вопросов преподавателя, выигрывает.

Card 1: Your name's Alice. You are an architect. You are designing a big house now. You get 1000 \$ a month. You don't have any friends at work. You started working for the company five years ago. You have been working here for five years. You drew houses ten years ago because you were a painter.

Card 2: Your name is Paul. You are a scientist. You are working in the lab now. Your salary is very good but you don't want to tell about it. You have three friends at work. You started working here many years ago. You have been working here for many years. You treated patients ten years ago because you were a doctor.

Card 3: Your name's Andrey. You are a policeman. You are helping people now in the street. You started working as a policeman when you were eighteen. You have been working as a policeman since you were eighteen. You were a policeman ten years ago. Your salary isn't big but you've got a lot of friends.

Card 4: Your name's Olga. You are a fire fighter. You are having your English classes now. You get 500 \$ a week. You've got a few friends at work. You started working here in 2003. You have been working here since 2003. You worked in business ten years ago.

Card 5: Your name's Thomas. You are a politician. You are giving an interview now. You get 2 million \$ a year. You can't have any friends at all. You have been working as a politician since you started doing it eight years ago. You worked in the plant ten years ago.

Card 6: Your name is Kate. You are a hairdresser. You are cutting a client's hair now. You were a mechanic ten years ago and you liked your profession very much. You have been working as a hairdresser for six years. You don't get little money and you don't have few friends.

Видо-временная система. Present Indefinite, Past Indefinite, Past Continuous – приложение 5

Ex. 28. Сравните видо-временные формы: Past Indefinite (постоянно повторяющееся действие в прошлом, точечное действие в прошлом или последовательные действия в прошлом) и Past Continuous (временное процессуальное действие в прошлом). Переведите следующие предложения на английский язык: 1) Я закрыл дверь пять минут назад. Я закрывал дверь пять минут назад. 2) Вчера мы приготовили торт. Мы готовили торт, когда ты пришёл. 3) Много лет назад мы снимали квартиру, много работали и мало отдыхали. Вчера в три часа мы не отдыхали, мы работали. 4) Он потёр руки и ушёл на работу. Когда ты потирала руки, он уходил на работу. 5) Мы встретили его, он поприветствовал нас, и мы были счастливы. Когда он приветствовал нас, мы были счастливы. 6) Он заканчивал тест, когда ты сказал это. 7) Вы рисовали, а мы учили новые слова. 8) Она разрабатывала дизайн нового дома, когда я

помог ей. 9) Мы путешествовали, а она навещала наших родителей. 10) Они попутешествовали, а потом навестили наших родителей.

Ответы: 1) Точечное в прошлом: I closed the door five minutes ago. Временное процессуальное: I was closing the door five minutes ago. 2) Точечное в прошлом: We cooked a cake yesterday. Временное процессуальное + точечное в прошлом: We were cooking a cake when you came. 3) Постоянно повторяющиеся в прошлом: We rented a flat, worked a lot and rested little many years ago. Временные процессуальные в прошлом: We weren't resting, we were working at three yesterday. 4) Последовательные в прошлом: He rubbed his hands and went to work. Процессуальные в прошлом: When you were rubbing your hands, he was going to work. 5) Последовательные в прошлом: We met him, he greeted us and we were happy. Временное процессуальное в прошлом + состояние в прошлом: When he was greeting us, we were happy. 6) Временное процессуальное в прошлом + точечное в прошлом: He was finishing the test when you said it. 7) Процессуальные в прошлом: You were drawing and we were learning new words. 8) Процессуальное + точечное в прошлом: She was designing a new house when I helped her. 9) Процессуальные в прошлом: We were travelling and she was visiting our parents. 10) Последовательные в прошлом: They travelled and visited our parents then.

Ех. 29. Раскройте скобки, проверьте себя по ответам и выполните упражнение ещё раз, увеличив скорость, и проверяя друг друга по ответам:

<i>Present Indefinite</i> often	<i>Past Indefinite</i> last December	<i>Past Continuous</i> at the moment
1. I (go) to work by car.	I (go) to work by car.	I (go) to work by car.
2. We (go) home by tram.	We (go) home by tram.	We (go) home by tram.
3. He (go) home by car.	He (go) home by car.	He (go) home by car.
4. You (take) your seat.	You (take) your seat.	You (take) your seat.
5. She (take) her seat.	She (take) her seat.	She (take) her seat.
6. They (take) their seats.	They (take) their seats.	They (take) their seats.
7. I (buy) a return ticket.	I (buy) a return ticket.	I (buy) a return ticket.
8. We (buy) a return ticket.	We (buy) a return ticket.	We (buy) a return ticket.
9. He (buy) a return ticket.	He (buy) a return ticket.	He (buy) a return ticket.
10. I (not leave).	I (not leave).	I (not leave).
11. You (not leave).	You (not leave).	You (not leave).
12. She (not leave).	She (not leave).	She (not leave).
13. He (leave) early.	He (leave) early.	He (leave) early.
14. they (come) home?	they (come) home?	they (come) home?
15. she (come) home?	she (come) home?	she (come) home?
16. you (come) home?	you (come) home?	you (come) home?
17. he (come) by train?	he (come) by train?	he (come) by train?
18. Why we (come) here?	Why we (come) here?	Why we (come) here?
19. When she (go) there?	When she (go) there?	When she (go) there?
20. Who (go) to work?	Who (go) to work?	Who (go) to work?

Ответы:

<i>Present Indefinite</i> often	<i>Past Indefinite</i> last December	<i>Past Continuous</i> at the moment
1. I go to work by car.	I went to work by car.	I was going to work by car.
2. We go home by tram.	We went home by tram.	We were going home by tram.
3. He goes home by car.	He went home by car.	He was going home by car.

4. You take your seat.	You took your seat.	You were taking your seat.
5. She takes her seat.	She took her seat.	She was taking her seat.
6. They take their seats.	They took their seats.	They were taking their seats.
7. I buy a return ticket.	I bought a return ticket.	I was buying a return ticket.
8. We buy a return ticket.	We bought a return ticket.	We were buying a return ticket.
9. He buys a return ticket.	He bought a return ticket.	He was buying a return ticket.
10. I don't leave.	I didn't leave.	I wasn't leaving.
11. You don't leave.	You didn't leave.	You weren't leaving.
12. She doesn't leave.	She didn't leave.	She wasn't leaving.
13. He leaves early.	He left early.	He was leaving early.
14. Do they come home?	Did they come home?	Were they coming home?
15. Does she come home?	Did she come home?	Was she coming home?
16. Do you come home?	Did you come home?	Were you coming home?
17. Does he come by train?	Did he come by train?	Was he coming by train?
18. Why do we come here?	Why did we come here?	Why were we coming here?
19. When does she go there?	When did she go there?	When was she going there?
20. Who goes to work?	Who went to work?	Who was going to work?

Ех. 30. Ролевая игра. Кто взял алмаз? Who took the diamond? *Грамматика:* Past Indefinite + Past Continuous. Past Indefinite как описание точечного или постоянно повторяющегося действия в прошлом, которое происходит на фоне процессуального действия в прошлом, выраженного Past Continuous. Например: *I took the book when he was writing a letter.*

Игра рассчитана на восемь игроков (первые восемь карточек – обязательные, поэтому если игроков меньше восьми, один человек должен взять себе по две карточки-роли). Если в группе больше восьми человек, то для этого случая есть две дополнительные карточки-роли (Card 9 и Card 10).

Задача игроков – найти человека, который украл алмаз, опросив участников игры о событиях в прошлом.

1 этап. Каждый из игроков получает карточку с описанием его действий в прошлом.

Отвечать на вопросы надо, используя эти описания. У одного из игроков (игрок-вор - **Thief**) на карточке находится описание его реальных действий (версия 2) и описание того, что он говорит другим, пытаясь скрыть свои нечестные действия (версия 1). Игрок-вор должен отвечать на вопросы, используя только выдуманную версию 1. Если ему приходится сознаваться в чём-то, то тогда он использует версию 2.

Все игроки задают друг другу следующие вопросы:

What is your name?

When did you come?

What were the people doing when you came?

Did you see the diamond? Where did you see it?

В процессе расследования, некоторым игрокам понадобится также вопрос: Are you tall and slim? (или: Is she tall and slim?)

Игроки также могут задавать и свои вопросы под контролем преподавателя.

Задача первого этапа – составить расписание событий (кто и когда приходил и т.д.). Для этого каждый игрок должен составить протокол событий этого дня.

2 этап. Игроки делятся на группы по три человека и обсуждают возможную кандидатуру вора, сопоставляя свои протоколы и отвечая на вопросы: Who could take the diamond? Why do you think so? (Кто мог взять алмаз? Почему ты так думаешь?)

3 этап. Группы вместе обсуждают подозреваемых, а потом преподаватель зачитывает правильный ответ.

Card 1 You are Mr Smith.

You came at six.

When you came, Mr Bush was playing the piano, Ms White and Ms Black were listening to him. When you came, your wife was coming into the room from the garden. You were very happy to meet her. You didn't see the diamond.

Card 2 Версия 1 (ложь – a lie)

You are Ms Smith. You are not very tall and slim. You don't know anything. You didn't see the diamond.

When you and your husband came, Mr Bush was playing the piano, Ms White and Ms Black were listening to him.

Версия 2 (правда – the truth)

You are Ms Smith. You are tall and slim. You are the thief. You need a lot of money to run away from your husband. You want to sell (продать) the diamond.

You came early. You saw nobody in the room. You took the diamond. It is in your bag now. You went to the garden and spoke with the gardener about beautiful roses. When your husband came you were coming into the room from the garden.

Card 3 You are Mr Bush. You live in this house. You have a very big garden. Your friends visited you yesterday. You are a very rich person and you have a beautiful diamond. Yesterday a thief took the diamond and you are very sad now.

You came home at three o'clock. When you came, the cook was cooking pies, meat and soup, the gardener was cutting roses, the servant was cleaning the house. You saw the diamond on the piano.

Card 4 You are Ms White. You are tall and slim. You came at five. When you came, the gardener was giving Mr Bush beautiful roses in the garden. You didn't see the diamond. You have got very few diamonds at home. You want to have many diamonds.

Card 5 You are Ms Black. You are short and slim. You like when people say that you are tall. You came at five fifteen. When you came, Mr Bush and Ms White were dancing in the room. You saw beautiful roses on the piano, but you didn't see the diamond.

Card 6 You are a cook. Your name is Ben. You started working in this house only two days ago. You came in the morning. You cooked from nine till four. You saw the diamond in the room. When you came into the room at three twenty five, you saw a lady but you didn't know her and you couldn't see her face and hair. The lady was looking at the diamond. She was tall and slim.

Card 7 You are a servant. Your name's Alice. You are tall and slim. You came at ten in the morning. When you came, Mr Bush was working, he wasn't in. The cook was cooking. You saw beautiful roses in the garden. You saw the diamond on the piano. It was very nice.

Card 8 You are a gardener. Your name's Paul. You came at eleven. When you came, the servant was cleaning the room and the diamond was on the piano. You went to the garden and treated your beautiful roses. Later (позже) you saw Mr Bush and Ms Smith in the garden.

Card 9 You are Mr Black. You came at seven. When you came your wife was singing. You saw Mr Bush, Mr Smith, Ms Smith, Ms White. They were drinking and speaking. You didn't see the diamond.

Card 10 You are Mr White. You came at seven twenty. When you came, the people were singing, Mr Black was playing the piano. You wanted to see the beautiful diamond but you couldn't. You asked Mr Bush about the diamond and Mr Bush was shocked because the diamond wasn't on the piano!

Ответ: The thief is Ms Smith. Ms Smith came early (between 3 and 5 o'clock). The cook saw her in the room at three twenty five. When she came, she didn't see any people in the room. She saw

only the diamond. It was on the piano. She took it. (It is in her bag now.) Then she went to the garden to see the roses and to speak with the gardener. When her husband came, she came into the room too and greeted him.

Видо-временная система. Present Perfect - Past Indefinite, Present Continuous - Present Perfect Continuous – приложение 5

Ex. 31. Вспомните, как образуются, и какие действия описывают видо-временные формы: Past Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous. Проанализируйте и переведите следующие предложения на английский язык:

Part 1. - Точечные действия в прошлом (Past Indefinite) и результат на сейчас (Present Perfect): 1. Я написала письмо. Я написала письмо пять минут назад. 2. Он уже прочитал книгу. Он прочитал эту книгу вчера. 3. Мы приготовили пирог. Мы приготовили пирог утром. 4. Она уже увидела твою кухню? Она увидела мою кухню на прошлой неделе. 5. Ты встретила своих друзей? Я встретила моих друзей в пять часов. 6. Он ещё не помог мне сегодня. Он помог мне час назад. 7. Они ещё не пришли домой. Они уже пришли домой. Они пришли домой, когда ты уходил на работу. 8. Он ещё не был на новой квартире. Он уже был на новой квартире. Он был на новой квартире вчера. 9. Я уже закончила работу. Я ещё не закончила работу. Я закончила работу уже два дня назад. 10. Когда ты взял этот ковёр? Ты взял ковёр? Он уже взял ковёр?

- Проверьте себя по ответам, а затем поработайте парами. Прочитайте друг другу вслух некоторые русские предложения из первой части упражнения, так чтобы ваш собеседник перевёл их на слух, проверьте, правильно ли он это сделал. Поменяйтесь ролями.

- Теперь прочитайте друг другу некоторые английские предложения из ответов и переведите их на русский язык.

Ответы: 1. Результат: I have written the letter. (I've written the letter.) Точечное: I wrote the letter five minutes ago. 2. Результат: He has already read the book. (He's already read the book.) Точечное: He read this book yesterday. 3. Результат: We have cooked the pie. (We've cooked the pie.) Точечное: We cooked the pie in the morning. 4. Результат: Has she already seen your kitchen? Точечное: She saw my kitchen last week. 5. Результат: Have you met your friends? Точечное: I met my friends at five. 6. Результат: He hasn't helped me today yet. Точечное: He helped me an hour ago. 7. Результат: They haven't come home yet. Результат: They've already come home. Точечное + процессуальное: They came home when you were leaving for work. 8. Результат: He hasn't been to the new flat yet. Результат: He has already been to the new flat. Точечное: He was in the new flat yesterday. 9. Результат: I've already finished working. Результат: I haven't finished working yet. Точечное: I already finished working two days ago. 10. Точечное: When did you take this carpet? Результат: Have you taken the carpet? Результат: Has he taken the carpet yet?

Part 2. Результат на сейчас (или итог на сейчас) (Present Perfect), длительное незаконченное действие (Present Perfect Continuous) и временное процессуальное действие (Present Continuous): 1. Ты закрыл дверь? – Нет. – Сколько времени ты закрываешь дверь? 2. Она сняла квартиру? – Да. Она живёт в ней уже два месяца. 3. Он открыл школу? – Да. Мои дети ходят туда с понедельника. 4. Ты уже видел её сегодня? – Да. Я смотрю на неё уже пять минут. 5. Он уже побрился, и мы завтракаем. 6. Они ещё не навестили своих родителей. Они навещают свою бабушку с трёх часов. 7. Ты закончил работать? – Да. Сегодня я работаю с девяти часов. 8. Сколько времени ты живёшь в Москве? – С 1998 года. 9. Сколько времени

ты прожила здесь? – Уже пять лет. 10. Сколько времени он проработал с вами? – Восемь месяцев. А как долго она работает с ними? – Со вчерашнего дня.

Ответы: 1. Результат: Have you closed the door? – No, I haven't. Длительное-незак: – How long have you been closing the door? 2. Результат: Has she rented a flat? – Yes, she has. Длит-незак: She has already been living in it for two months. 3. Результат: Has he opened the school? – Yes, he has. Длит-незак: My children have been going there since Monday. 4. Результат: Have you seen her today? – Yes, I have. Длит-незак: I have already been looking at her for five minutes. 5. Результат + процессуальное: He has already shaven and we are having breakfast. 6. Результат: They haven't visited their parents yet. Длит-незак: They have been visiting their grandmother since three o'clock. 7. Результат: Have you finished working? – Yes. Длит-незак: I have been working since nine o'clock today. 8. Длит-незак: How long have you been living in Moscow? – I've been living here since 1998. 9. Итог на сейчас: How long have you lived here? – I've already lived here for five years. 10. Итог на сейчас: How long has he worked with you? – He's worked with us for eight months. Длит-незак: – How long has she been working with them? – She's been working with them since yesterday.

Ех. 32. Раскройте скобки. Проверьте себя по ответам и выполните упражнение ещё раз с максимальной скоростью. Кто из группы сможет повторить эти предложения быстрее всех и без ошибок?

Present Perfect

1. you (be) to Paris? – Yes, I ().
2. she (be) to Moscow? – Yes, she ().
3. they (be) to the cinema? – Yes, they ().
4. he (be) to America? – Yes, he ().
5. we (have) breakfast yet? – Yes, we ().
6. I (have) tea yet? – Yes, you ().
7. she (have) dinner yet? – Yes, she ().
8. he (have) lunch yet? – Yes, he ().
9. they (have) supper yet? – Yes, they ().
10. your father (have) a shower yet? – Yes, he ().
11. you (come) home? – Yes, I ().
12. he (go) by car? – Yes, he ().
13. we (sing) this song? – Yes, we ().
14. he (tell) the story? – Yes, he ().
15. She (be) to London.
16. We (not be) to Africa.
17. He (not be) to the cinema today.
18. They (not come) by train.
19. You already (take) your bag.
20. She already (cook) the cake.

Ответы:

Present Perfect

1. Have you been to Paris? – Yes, I have.
2. Has she been to Moscow? – Yes, she has.
3. Have they been to the cinema? – Yes, they have.
4. Has he been to America? – Yes, he has.
5. Have we had breakfast yet? – Yes, we have.
6. Have I had tea yet? – Yes, you have.

Past Indefinite

- I (be) in Paris in 2011.
She (be) in Moscow in 2010.
They (be) there yesterday.
He (be) in America three years ago.
We (have) breakfast five minutes ago.
You (have) tea in the dining room.
She (have) dinner with our guests.
He (have) lunch with us at two o'clock.
They (have) supper an hour ago.
He (have) a shower in the bathroom.
I (come) home ten minutes ago.
He (go) by car to work.
We (sing) the song very well.
He (tell) us the story last Saturday.
She (not be) in London last November.
We (not be) in Africa last year.
He (not be) there yesterday.
They (not come) by train last month.
You (take) your bag yesterday.
She (cook) the cake in the morning.

Past Indefinite

- I was in Paris in 2011.
She was in Moscow in 2010.
They were there yesterday.
He was in America three years ago.
We had breakfast five minutes ago.
You had tea in the dining room.

- | | |
|--|---------------------------------------|
| 7. Has she had dinner yet? – Yes, she has. | She had dinner with our guests. |
| 8. Has he had lunch yet? – Yes, he has. | He had lunch with us at two o'clock. |
| 9. Have they had supper yet? – Yes, they have. | They had supper an hour ago. |
| 10. Has your father had a shower yet? – Yes, he has. | He had a shower in the bathroom. |
| 11. Have you come home? – Yes, I have. | I came home ten minutes ago. |
| 12. Has he gone by car? – Yes, he has. | He went by car to work. |
| 13. Have we sung this song? – Yes, we have. | We sang the song very well. |
| 14. Has he told the story? – Yes, he has. | He told us the story last Saturday. |
| 15. She hasn't been to London. | She wasn't in London last November. |
| 16. We haven't been to Africa. | We weren't in Africa last year. |
| 17. He hasn't been to the cinema today. | He wasn't there yesterday. |
| 18. They haven't come by train. | They didn't come by train last month. |
| 19. You have already taken your bag. | You took your bag yesterday. |
| 20. She has already cooked the cake. | She cooked the cake in the morning. |

Ex. 33. Ролевая игра. Грамматика: использование видовременной формы Present Perfect для введения новой информации и Past Indefinite для уточнения деталей.

Каждый из играющих работает со списком, состоящим из пятнадцати стран. Необходимо выяснить, кто из играющих побывал в указанных странах и когда они там были.

Список 15 стран: France, England, America, India, Egypt, Turkey, Poland, Germany, China, Korea, the Arctic, Spain, Brazil, Cuba, Italy.

1 этап. Преподаватель диктует каждому из играющих 3 названия тех стран (из общего списка), где он побывал с указанием дат (например: China (1987), Turkey (two days ago), Germany (yesterday)). Даты учащиеся могут придумать сами.

Играющий записывает предложения, используя видо-временные формы: Present Perfect и Past Indefinite, например: 1. *I have been to China. I went to China in 1987.*

2. *I have been to Turkey. I was in Turkey two days ago.*

3. *I have been to Germany. I was in Germany yesterday.*

Преподаватель проверяет составленные предложения.

2 этап. Играющие расспрашивают своих соседей о том, где и когда они побывали, задавая следующие вопросы:

Which country have you been to?

When did you go there?

В процессе опроса, учащиеся заполняют данные по разным странам с указанием имени человека, который там побывал и даты его поездки.

Кто и когда побывал в этих странах:

France:

England:

America:

India:

Egypt:

Turkey:

Poland:

Germany:

China:

Korea:

The Arctic:

Spain:

Brazil:

Cuba:

Italy:

3 этап. Преподаватель задаёт всем учащимся следующие вопросы о странах из списка:

Which of you has been to France, England, ...?

When did you go there?

Учащиеся отвечают по очереди, используя информацию из заполненного списка стран.

Те, кто отвечают правильно получают 1 балл за каждое предложение, те, кто не успели собрать нужную для ответа информацию или отвечают с ошибками, не получают баллов.

4 этап. Учащиеся рассказывают, про то, в каких странах и когда они на самом деле побывали.

Предложения о наличии чего-либо (формальное подлежащее *there*) – приложение 10

Ex.34. Переведите следующие предложения на английский язык, используя оборот *there is* (*there are*) в настоящем времени и оборот *there was* (*there were*) в прошедшем времени: 1. В гостиной четыре стула, два кресла и круглый стол. В гостиной четыре стула? В гостиной нет стола. 2. Сколько комнат в твоей квартире? – В моей квартире коридор, гостиная, спальная комната, кухня и ванная. 3. В кабинете есть письменный стол? – Да. В кабинете есть письменный стол и много книжных полок. 4. В середине комнаты, между гардеробом и кроватью, стоит торшер. 5. Где находится стиральная машина? – Она в углу ванной комнаты. 6. Справа от телевизора был удобный диван. 7. Над столом лампа, а под столом ковёр. 8. За столом было несколько комнатных растений, а перед диваном журнальный столик. 9. Что было в этой комнате год назад? – Здесь было много мебели. 10. В твоей сумке были книги? – Да, там была одна ручка и книги.

Ответы: 1. *There are four chairs, two armchairs and a round table in the sitting room. Are there four chairs in the sitting room? There isn't a table in the sitting room.* 2. *How many rooms are there in your flat? – There is a hall, a sitting room, a bedroom, a kitchen and a bathroom.* 3. *Is there a desk in the study? – Yes, there is. There is a desk and a lot of bookshelves.* 4. *There is a floor lamp between the wardrobe and the bed in the middle of the room.* 5. *Where is there a washing machine? – It's in the corner of the bathroom.* 6. *There was a comfortable sofa on the right of the TV.* 7. *There is a lamp above the table and there is a carpet under it.* 8. *There were a few houseplants behind the table and there was a coffee table in front of the sofa.* 9. *What was there in the room a year ago? – There was a lot of furniture here.* 10. *Were there any books in your bag? – Yes, there were. There was a pen and some books there.*

Ex. 35. Ролевая игра. Грамматика: *there is, there are.*

Группа делится на пары. Каждый игрок читает свой текст, потом игроки задают друг другу вопросы, используя оборот *there is, there are* или *there was, there were*, пытаясь найти 15 отличий в описаниях домов.

Например:

-Were there three trees near the house? – No, there weren't. The trees were in the forest.

По желанию можно нарисовать один из вариантов дома (план первого этажа и план второго этажа). Преподаватель выбирает более точный рисунок.

Побеждает тот, кто быстрее найдёт 15 отличий.

В конце игры все участники по очереди называют эти десять отличий.

Text 1

There were three trees near the house. The house was green and the trees were green too. I have painted my house and now it's bright red. And the trees are yellow and red now because it's autumn. There are two floors in my house. There is a big hall, a bathroom, a toilet, a nice sitting and dining room on the ground floor. There was a big cactus in the middle of the hall, but I have given it to my friend. There are four armchairs, a comfortable sofa and a square table in the room. There isn't any dust in it. Everything is very clean. There are a lot of pictures on the walls on the first floor. You can see giraffes and elephants in them. There aren't many beds in my bedroom, because I am not married yet. There is a very attractive study. You can write and read there because there is a good desk, a lamp above it and a standard lamp between the bookcase and the houseplant. I want to sell my houseplant and buy an armchair. I need to clean my house every day. Can you help me?

Text 2

There weren't three trees near the house. The trees were in the forest. The house was green and the trees in the forest were green too. I have painted my house and now it's bright yellow. And the trees are yellow, red and a little green now because it's autumn. There were two floors in my house. There are three floors in it now. There is a big hall, a bathroom, a toilet, a nice sitting and dining room on the ground floor. There was a big cactus in the corner of the hall, but I have bought two more. There are four armchairs, a comfortable sofa and a round table in the room. There isn't any dust in it. Everything is very clean. There are a few pictures on the walls on the first floor. You can see hedgehogs in them. There are two beds in my bedroom, because I am married. There is a very attractive study. You can write and read there because there is a good desk, a lamp on it and a standard lamp between the bookcase and the houseplants. I want to sell my houseplants and buy two armchairs. I don't need to clean my house every day. My wife usually helps me.

Безличные предложения (формальное подлежащее it) – приложение 10

Ex.36. Определите значение действия и переведите следующие предложения на английский язык, используя подлежащее it и глаголы rain, snow. В 10, 11, 12, 13, 14 предложениях используйте глаголы start или stop (после этих глаголов используется герундий, т.е. stop raining или start snowing): 1. Осенью здесь обычно идёт дождь (снег). 2. Когда здесь обычно идёт дождь (снег)? 3. Летом здесь не бывает дождя (снега). 4. Сейчас идёт дождь. 5. Идёт снег? 6. Сейчас тепло и снег не идёт. 7. Дождь идёт с пяти часов. 8. Вчера шёл снег. 9. Я встретила его, когда шёл дождь. 10. Снег перестал идти пять минут назад. 11. Начался дождь? 12. Снег уже перестал идти. 13. Когда начался дождь? 14. Когда перестал идти снег, начался дождь. 15. Летом здесь тепло, иногда идёт дождь. 16. На улице много снега.

Ответы: 1. Постоянно повторяющееся: It usually rains (snows) here in autumn. 2. Постоянно повторяющееся: When does it usually rain (snow) here? 3. Постоянно повторяющееся: It doesn't rain (snow) here in summer. 4. Временное процессуальное: It's raining now. 5. Временное процессуальное: Is it snowing now? 6. Временное процессуальное: It's warm and it isn't snowing now. 7. Длительное незаконченное: It has been raining since five o'clock. 8. Точечное в прошлом: It rained yesterday. 9. Точечное в прошлом + временное процессуальное в прошлом: I met him when it was raining. 10. Точечное в прошлом: It stopped snowing five minutes ago. 11. Результат на сейчас: Has it started raining? 12. Результат на сейчас: It has already stopped snowing. 13. Точечное в прошлом: When did it start raining? 14. Последовательные действия в прошлом: When it stopped snowing, it started raining. 15. Постоянно повторяющееся: It's warm

and it sometimes rains here in summer. 16. Предложение о наличии снега – подлежащее *there*:
There is a lot of snow in the street.

Ex. 37. Ролевая игра. What is the weather like?

Лексика: глаголы *to rain, to snow, to stop, to start*. Грамматика: видо-временные формы *Present Indefinite, Past Indefinite, Present Perfect, Present Perfect Continuous*.

Все играющие разбиваются на пары. Каждый играющий в паре получает свою карточку с описанием погоды. Задача – выяснить, какая погода описана на карточке соседа.

Для этого необходимо задать следующие вопросы:

1. Is it raining (snowing)?
2. When did it start raining (snowing)?
3. How long has it been raining (snowing)? (если дождь или снег ещё идут)
4. Are there many puddles (лужи) outside? (если речь идёт о дожде)
4. Is there much snow outside? (если речь идёт о снеге)
5. Does it usually rain (snow) here?
6. Do you like when it rains (snows)?

Ответы своего партнёра надо запомнить и пересказать их или рассказать наизусть преподавателю. Тот, кто сделает при этом меньше ошибок – победил.

Card 1: It's raining. It started raining at eleven o'clock. It has already been raining for six hours.

There are a lot of puddles outside. There isn't any snow. It often rains here in spring.

Card 2: It isn't snowing. It has already stopped snowing. It started snowing in the morning and it stopped snowing a minute ago. There is a lot of snow outside. We can go sledging. It doesn't usually snow here in autumn.

Some, any, no, somebody, anybody, nobody, something, anything, nothing

Ex. 38. Вспомните, с какими именами существительными мы не можем употреблять неопределённые местоимения *some, any* в значении некоторого количества. Дополните предложения словами: *some, any, no* или неопределённым артиклем *a* по смыслу: 1. There were --- wild animals in the forest but he was afraid only of --- policeman. 2. I want to give you --- knife, but I know that you can't use --- knives. 3. We have --- big kettle and --- jam in the kitchen. You can have --- cup of tea. 4. I saw --- matches near the cooker and took them from his bag. 5. My colleagues always need --- cheese, bread, butter and --- apple in the morning. 6. A nurse was listening to --- music when the doctor came. 7. Are there --- armchairs, --- sofa and --- cushions in the sitting room? – Yes, there are ---. 8. Have you heard --- decisions at the meeting? 9. She usually gives me --- documents. 10. Does --- mechanic often have --- expensive cars?

Ответы: 1. There were some wild animals in the forest but he was afraid only of a policeman. 2. I want to give you a knife, but I know that you can't use any knives. 3. We have a big kettle and some jam in the kitchen. You can have a cup of tea. 4. I saw no matches near the cooker and took them from his bag. 5. My colleagues always need some cheese, bread, butter and an apple in the morning. 6. A nurse was listening to some music when the doctor came. 7. Are there any armchairs, a sofa and any cushions in the sitting room? – Yes, there are some. 8. Have you heard any decisions at the meeting? 9. She usually gives me some documents. 10. Does a mechanic often have any expensive cars?

Ex. 39. Дополните предложения словами: *somebody, anybody, nobody, something, anything, nothing*. В некоторых случаях вторая часть слова уже написана, и надо добавить только первую часть слова (т. е. *some, any, no*): 1. Is there --- or --- in the room? 2. Do you often see ---

body here? 3. I like looking at ---thing interesting in the forest. 4. ---body can be here at night. 5. I can see ---thing in the room. 6. Can ---body help me? 7. --- came up to me and helped me. 8. There was --- red under the table. 9. ---thing can help you. 10. I know --- bad about you but I don't want to tell ---body.

Ответы: 1. Is there anybody or anything in the room? 2. Do you often see anybody here? 3. I like looking at something interesting in the forest. 4. Nobody can be here at night. 5. I can see nothing in the room. 6. Can anybody help me? 7. Somebody came up to me and helped me. 8. There was something red under the table. 9. Nothing can help you. 10. I know something bad about you but I don't want to tell anybody.

Ex. 40. Переведите следующие предложения на английский язык, используя слова *somebody, anybody, nobody, something, anything, nothing, some, any*: 1. В вашей семье кто-нибудь работает в бизнесе? 2. В ванной комнате нет мыла, но есть чистые полотенца. 3. Кто-нибудь видел ложки? – Никто их не видел, но я могу дать тебе одну. 4. В микроволновке ничего нет. Ты можешь взять её. 5. Никто не боялся нашего адвоката. 6. Здесь есть рыба или мясо? – Нет, но ты можешь взять бутылку молока. 7. Кто-то смотрит на меня. – На тебя никто не смотрит. 8. Ничто и никто ему не сможет помочь. 9. Он всегда о чём-то говорит с мамой. 10. На столе стоял чайник, а под столом лежало что-то яркое.

Ответы: 1. Does anybody work in business in your family? 2. There isn't any soap but there are some clean towels in the bathroom. 3. Has anybody seen any spoons? – Nobody has seen them but I can give you one (a spoon). 4. There isn't anything in the microwave. You can take it. 5. Nobody was afraid of our lawyer. 6. Is there any fish or meat here? – No, there isn't. But you can take a bottle of milk. 7. Somebody is looking at me. – Nobody is looking at you. 8. Nothing and nobody can help him. 9. He always speaks to mother about something. 10. There was a kettle on the table and there was something bright under it.

Ex. 41. Ролевая игра. Грамматика: слова *somebody, anybody, nobody, something, anything, nothing, some, any* в вопросах и ответах.

1 этап. Играющие делятся на пары. Каждая пара берёт одну карточку (либо только первую, либо только вторую). Один из пары зачитывает вопрос, другой старается запомнить этот вопрос на слух, и, не подглядывая, отвечает на него (и утвердительно и отрицательно), произведя все необходимые изменения в грамматической структуре. Партнёр слушает ответ и исправляет ошибки. Затем второй человек из пары зачитывает второй вопрос и т.д.

2 этап. Преподаватель формирует пары из партнёров с разными карточками. Играющие зачитывают друг другу вопросы со своих карточек и отвечают на вопросы с других карточек.

Вопросы необходимо воспринимать только на слух! Можно прослушать вопрос два или три раза, пока всё не станет понятно. Можно попросить объяснить какое-то непонятное слово, но стараться не подглядывать в карточку.

Во время второго этапа партнёры исправляют друг друга и, если была ошибка, ставят один минус своему партнёру. В конце подсчитывают минусы.

3 этап. Преподаватель зачитывает отдельные вопросы с карточек, а учащиеся по очереди отвечают. У кого меньше ошибок?

Card 1

1. Are there any glasses and any bottles in the kitchen? – Yes, there are some glasses and some bottles in the kitchen. No, there aren't any glasses and any bottles in the kitchen.
2. Is there anybody in the house? – Yes, there is somebody in the house. No, there isn't anybody in the house.

3. Are there any lorry drivers and a mechanic in the hall? – Yes, there are some lorry drivers and a mechanic in the hall. No, there aren't any lorry drivers and a mechanic in the hall.
4. Can anybody fly? – Yes, somebody can fly. No, nobody can fly.
5. Did you see anybody when you came home? – Yes, I did. I saw somebody. No, I didn't. I didn't see anybody.
6. Can anything help you? – Yes, something can help me. No, nothing can help me.

Card 2

1. Is there anybody in the bathroom? – Yes, there is somebody in the bathroom. No, there isn't anybody in the bathroom.
2. Can you help any colleagues and a chief? – Yes, I can. I can help some colleagues and a chief. - No, I can't. I can't help any colleagues and a chief.
3. Do we have any cheese, bread and a lemon? – Yes, we do. We have some cheese, some bread and a lemon. - No, we don't. We don't have any cheese, any bread and a lemon.
4. Can you hear anybody here? – Yes, I can. I can hear somebody here. No, I can't. I can't hear anybody here.
5. Can anybody hear us? – Yes, somebody can hear us. - No, nobody can hear us.
6. Is there anything interesting in your bag? – Yes, there is something interesting in my bag. –No, there isn't anything interesting in my bag.

Видо-временная система. Present Indefinite, Past Indefinite, Present Continuous, Past Continuous, Present Perfect – приложение 5

Ex. 42. Проанализируйте значение действий в следующих предложениях. Переведите их на английский язык: 1. Вечерами он обычно играет на гитаре и поёт. 2. Вчера он громко играл на гитаре, а я пела песни. 3. Что ты вчера делал? – Пришёл домой, поиграл на гитаре и лёг спать. 4. Когда мы ходили в театр? – Мы ходили в театр в прошлую субботу. 5. Мы давно не были в кино. 6. Что она делает по выходным? – Выращивает цветы и овощи. Она занимается садоводством уже десять лет. 7. Когда мы катались на роликах, дети смотрели телевизор. 8. Я встретила его, когда он шёл в спортивный зал. 9. Я не болтаю по телефону, я говорю с тобой, а ты меня не слушаешь. Ты редко меня слушаешь. 10. Ты сфотографировала цветы? – Да, я сейчас фотографирую снег за окном.

Ответы: 1. Постоянно-повторяющееся действие: He usually plays the guitar and sings in the evenings. 2. Временные процессуальные действия в прошлом: He was playing the guitar loudly yesterday and I was singing songs. 3. Точечное действие в прошлом: What did you do yesterday? – Последовательные действия в прошлом: I came home, played the guitar and went to bed. 4. Точечное действие в прошлом: When did we go to the theatre? – We went to the theatre last Saturday. 5. Результат на сейчас: We haven't been to the cinema for ages (for a long time). 6. Постоянно-повторяющееся действие: What does she do at weekends? – She grows flowers and vegetables. Длительное незаконченное действие: She has already been gardening for ten years. 7. Процессуальные действия в прошлом: When we were roller-skating, the children were watching TV. 8. Точечное действие в прошлом + временное процессуальное: I met him, when he was going to the gym. 9. Временные процессуальные действия: I'm not chatting on the phone, I'm speaking to you, but you aren't listening to me. You seldom listen to me. 10. Результат на сейчас: Have you taken any photos of the flowers? – Yes, I have. Временное процессуальное: I'm taking some photos of the snow outside now.

Ex.43. Вспомните, как переводятся выражения: *to be fond of doing, to be interested in doing, to like doing*. Переведите следующие предложения, используя видо-временные формы Present

Indefinite (пост.-повт.), Past Indefinite (пост.-повт. в прошлом), Present Perfect (итог): 1. Я не люблю читать журналы и газеты. Это скучно. 2. В прошлом году я обожала выращивать цветы. Это восхитительно. 3. Сколько времени ты увлекаешься (интересуешься) подлёдным ловом? – Я увлекаюсь подводным ловом с прошлой зимы. 4. Мой друг интересуется выращиванием овощей уже три года. 5. Ты уже позанималась в спортивном зале? – Да, сейчас я смотрю телевизор. 6. Он любит кататься на роликах. Но иногда это опасно. 7. Чем она увлекалась в прошлом году? – Она любила заниматься спортом. 8. Что ты любишь делать зимой? – Зимой я люблю ходить в театр. 9. Что они любили делать летом? – Они увлекались плаванием. 10. Сколько времени ты интересуешься рыбалкой? – Я люблю рыбалку всю свою жизнь.

Ответы: 1. I don't like reading magazines and newspapers. It's boring. 2. I was fond of growing flowers last year. It's exciting. 3. How long have you been interested in ice-fishing? – I've been interested in ice-fishing since last winter. 4. My friend has already been interested in growing vegetables for three years. 5. Have you gone to the gym yet? – Yes, I have. I'm watching TV now. 6. He likes roller-skating. But it's sometimes dangerous. 7. What was she fond of last year? (What was she interested in last year?) – She was fond of going in for sports. (She was interested in going in for sports, She liked going in for sports). 8. What do you like doing in winter? – I like going to the theatre in winter. 9. What did they like doing in summer? – They liked swimming. 10. How long have you been interested in fishing? – I've been interested in fishing for all my life.

Ex. 44. Ролевая игра. Лексика: увлечения; выражения: *to be fond of doing, to be interested in doing, to like doing*. Грамматика: Present Indefinite, Past Indefinite, Present Perfect (итог).

Играющие делятся на команды из двух (для группы из восьми человек) или трёх человек (для группы из двенадцати человек). Каждая команда отвечает за определённое время года. Задача каждой команды – задать всей группе свои четыре вопроса и составить отчёт об увлечениях группы в определённое время года.

Каждая команда берёт свою карточку и распределяет вопросы между своими игроками. Затем они задают эти вопросы всем, кому успеют, за пять – десять минут, в зависимости от желания преподавателя.

Потом команды собираются вместе и составляют отчёты, которые они зачитывают вслух. Например: Helen and Pete like skating in winter. They have been interested in skating for twenty years. They liked skiing last winter. They were fond of skiing very much...

Команда, которая опросила наибольшее количество играющих, побеждает.

Для **ответов на вопросы** можно выбрать глаголы из следующего **списка**: *play the guitar (the drum, the piano), sing songs, dancing, taking photos, watch TV, go to the cinema (the theatre), roller-skate, skate, ski, sledge, go for a walk, fish, ice-fish, grow flowers, grow vegetables, chat on the phone, go in for sports, go to the gym, read novels (newspapers, magazines, detective stories), go abroad (travel), play computer games, play hockey (football), do nothing, relax*.

Card1: What do you like doing in winter when it snows?

How long have you been interested in doing it?

What did you like doing last winter?

Were you fond of doing it very much?

Card 2: What are you usually fond of in summer when it doesn't rain?

How long have you been fond of doing it?

What were you interested in last summer?

Did you like doing it very much?

Card 3: What are you usually interested in in spring when it doesn't snow?

How long have you been fond of doing it?
What did you like doing last spring?
Were you very interested in doing it?
Card 4: What are you fond of in autumn when it rains?
How long have you been fond of doing it?
What were you interested in last autumn?
Did you like doing it very much?

Модальные глаголы *can, may* – приложение 7

Ex. 45. Переведите на английский язык, уделяя внимание модальным глаголам *can* (в значениях – способности что-то делать или возможности по обстоятельствам) и *may* (в значениях – разрешения или предложения что-то сделать) в настоящем или прошедшем временах:

Part 1: 1. Я умею плавать. Она может поплавать? (разрешение). 2. В прошлом году он не умел кататься на роликах. Ей можно было плавать вчера? 3. Твой ребёнок умеет кататься на коньках? – Нет. Мы можем пойти и покататься на коньках (предложение что-то сделать). 4. Ему можно уходить домой. Уже поздно. Я могу поиграть на пианино, если вы можете послушать меня. 5. Она хорошо катается на коньках. Она может заодно поиграть с нами в хоккей. 6. Ты можешь посмотреть на меня? 7. В конце концов, мы не могли сверлить дыру в полу. Родители были дома. 8. Почему ты не могла поговорить со мной об этом? 9. Я мог навестить тебя вчера, или твой муж не хотел меня видеть? 10. Он может заодно понять тебя и помочь.

Ответы: 1. Способность: I can swim. Разрешение: May she swim? 2. Способность: He couldn't roller-skate last year. Разрешение: Might she swim yesterday? 3. Способность: Can your child skate? – No, he can't. Предложение: We may go and skate as well. 4. Разрешение: He may go home. It's already late. Предложение + возможность по обстоятельствам: I may play the piano if you can listen to me. 5. She skates well. Предложение: She may as well play football. 6. Возможность по обстоятельствам: Can you look at me? 7. Возможность по обстоятельствам: After all we couldn't cut the hole in the floor. Our parents were at home. (Our parents were in). 8. Возможность по обстоятельствам: Why couldn't you speak to me about it? 9. Разрешение: Might I visit you yesterday or didn't your husband want to see me? 10. Предложение: He may as well understand you and help you.

Part 2: 1. Мне можно войти? – Нет, нельзя. (Да, можно).
2. Ему можно покататься на коньках? – Нет, нельзя. (Да, можно).
3. Мы можем заодно пойти погулять. – Давай, пойдём погуляем!
4. Ей можно было поиграть вчера на барабанах? – Нет, нельзя. (Да, можно).
5. Он может поиграть на пианино и спеть. – Да, пусть он поиграет.
6. Ты можешь заниматься спортом? – Да, могу.
7. Она умела читать? – Да, умела.
8. Мне можно ответить на вопрос? – Да, можно. (Нет, нельзя).
9. Ты можешь помочь мне? – Да. (Нет).
10. Ей не разрешают плавать, потому что она не умеет плавать.

Ответы: 1. May I come in? – No, you can't. (Yes, you may).
2. May he go skating? (May he skate?) – No, he can't (No, he may not). (Yes, you may).
3. We may (as well) go for a walk. – Yes, let's go!
4. Might she play the drum yesterday? – No, she couldn't. (Yes, she might).

5. He may (as well) play the piano and sing. – Yes, let him play.
6. Can you go in for sports? – Yes, I can.
7. Could she read? – Yes, she could.
8. May I ask the question? – Yes, you may. (No, you can't).
9. Can you help me? – Yes, I can. (Sorry, I can't).
10. She may not swim because she can't swim.

Повелительное наклонение

Ex. 46. Переведите следующие предложения на английский язык, используя повелительное наклонение: 1. Пошли гулять! Не ходи гулять. Пусть она идёт гулять. Давай не пойдём гулять. 2. Занимайся в тренажёрном зале! Не занимайся в тренажёрном зале. Пусть они занимаются в тренажёрном зале. Давай не будем заниматься в тренажёрном зале. 3. Поиграй на гитаре! Давай он сыграет на гитаре, а мы, давай, споём! Пусть она поиграет на гитаре. Давай я сыграю на гитаре. 4. Давай споём! – Давай. 5. Пусть он расскажет нам эту историю. – Давай попросим его. 6. Задай вопрос! – Хорошо! 7. Помоги мне! – Да, с удовольствием. 8. Прочитай этот журнал. – Нет, не буду. 9. Пусть они не играют на барабанах так громко. 10. Пойдём в кино! – Да, пойдём.

Ответы: 1. Let's go for a walk. Don't go for a walk. Let her go for a walk. Don't let us go for a walk. 2. Go to the gym. Don't go to the gym. Let them go to the gym. Don't let us go to the gym. 3. Play the guitar. Let him play the guitar and let's sing. Let her play the guitar. Let me play the guitar. 4. Let's sing! – Yes, let's. 5. Let him tell the story. – Yes, let's ask him. 6. Ask the question! – Yes, I will. 7. Help me! – Yes, I will, with pleasure. 8. Read the magazine! – No, I will not. (No, I won't). 9. Don't let them play the drum so loudly. 10. Let's go to the cinema! – Yes, let's.

Ex. 55. Ролевая игра. Лексика: увлечения. Грамматика: повелительное наклонение, модальные глаголы: *can, may*.

Играющие делятся на пары. Каждый играющий выбирает одну карточку с тремя глаголами (или словосочетаниями). С **каждым** из этих глаголов он задаёт своему собеседнику два вопроса, например: **Can you swim?** (Ты умеешь плавать?) **May you swim?** (Тебе можно плавать?) И, выслушав ответы, предлагает что-нибудь сделать: **We may as well go swimming.** (Мы можем сходить поплавать). **Let's go swimming.** (Давай сходим поплавать!) Его собеседник должен ответить на вопросы, например: *Yes, I can. Yes, I may.* и согласиться (или отказаться от предложения что-то сделать), например: *Yes, let's. Let's go swimming. (No, I'm afraid, I can't или: Sorry, I can't).*

Когда все пары приготовят свои диалоги, они должны повторить их наизусть. Другие пары слушают диалог, записывают ошибки (которые они заметят) и оценивают диалог от одного до трёх баллов (учитывая интонацию, выразительность и темп речи выступающих). Потом определяется пара-победитель с наибольшим количеством баллов и с наименьшим количеством ошибок.

Card 1: play cards for money, swim in the sea, learn new English words

Card 2: be idle, rest after a hard day's work, sit on the sofa and watch TV

Card 3: relax in the bath, go for a walk in the park, look at the moon

Card 4: eat apples, drink red wine, sleep a lot

Card 5: visit friends, give parties, dance at night

Card 6: help children to learn English, tell funny stories, listen to music

Card 7: go roller-skating, play football, go ice-fishing

Card 8: sing loud songs, joke cheerfully, laugh at your friends

Card 9: go to the gym, go to the theatre, dream at night

Card 10: meet a millionaire, marry a millionaire, have a billion dollars

Будущие действия. Future Indefinite, Present Continuous, to be going to – приложение 6. Придаточные времени и условия

Ex. 47. Раскройте скобки, поставив глагол в одну из следующих видо-временных форм:

Future Indefinite, Present Indefinite, Past Indefinite: 1. We often (play) football last October. 2. they sometimes (go) to the theatre last year? 3. I (not like) roller-skating in 1998. 3. He never (go) to the cinema with us this year. 4. You always (sing) loud songs at work and our chief is angry with you. 5. She (not help) children to learn English because she is usually busy. 6. your uncle (go) to the gym on Saturday this year? 7. I (not be) sad in the future. 8. He (be) happy in a month. 9. they (go) abroad next week? 10. You (work) well if your chief (give) you a lot of money the day after tomorrow. 11. She (not tell) funny stories tomorrow if you (not ask) her. 12. we (go) for a walk in an hour if it (rain)? 13. When my brother (come) home in a minute, I (go) swimming. 14. your sister (help) him when he (visit) you next Thursday? 15. it (finish) snowing when I (go) to work next morning? 16. you (be) afraid of dogs five years ago? 17. I (not be) surprised at all, everything (be) fine today. 18. If you (be) late, I (help) you in a minute. 19. She (not be) hungry but we wanted to have dinner. 20. I (feel) sorry for a bright butterfly when I (be) a child many years ago.

Ответы: 1. We often played football last October. 2. Did they sometimes go to the theatre last year? 3. I didn't like roller-skating in 1998. 3. He never goes to the cinema with us this year. 4. You always sing loud songs at work and our chief is angry with you. 5. She doesn't help children to learn English because she is usually busy. 6. Does your uncle go to the gym on Saturday this year? 7. I won't be sad in the future. 8. He will be happy in a month. 9. Will they go abroad next week? 10. You will work well if your chief gives you a lot of money the day after tomorrow. 11. She won't tell funny stories tomorrow if you don't ask her. 12. Will we go for a walk in an hour if it rains? 13. When my brother comes home in a minute, I will go swimming. 14. Will your sister help him when he visits you next Thursday? 15. Will it finish snowing when I go to work next morning? 16. Were you afraid of dogs five years ago? 17. I am not surprised at all, everything is fine today. 18. If you are late, I will help you in a minute. 19. She wasn't hungry but we wanted to have dinner. 20. I felt sorry for a bright butterfly when I was a child many years ago.

Ex.48. Переведите следующие предложения на английский язык, используя выражение *to be going to* или видо-временную форму Present Continuous для глаголов, которые не используются с этим выражением (например, глагол *to go*): 1. Я собираюсь всё объяснить ему. 2. Ты собираешься что-нибудь объяснить? 3. Она не собирается ничего объяснять. 4. Куда вы собираетесь сходить завтра? 5. Почему он не собирается сходить с нами в кино? 6. Они собираются съездить за границу в будущем году. 7. Я собираюсь пообедать, потому что я голоден. 8. Они собираются продолжать свой рассказ? 9. Когда она собирается рассказать нам что-нибудь? 10. Я не собираюсь влюбляться.

Ответы: 1. I'm going to explain everything to him. 2. Are you going to explain anything? 3. She isn't going to explain anything. 4. Where are you going to tomorrow? 5. Why isn't he going to the cinema with us? 6. They are going abroad next year. 7. I'm going to have dinner, because I'm hungry. 8. Are they going to continue their story? 9. When is she going to tell anything to us? 10. I am not going to fall in love.

Ex. 49. Переведите следующие предложения на английский язык, используя видо-временные формы Present Continuous (запланированное будущее действие), Future Indefinite (спонтанное будущее действие) или выражение *to be going to* (намерение): 1. Это жестоко. Я позову на

помощь! 2. Мы купили бумаги и завтра напишем письма. 3. Они собираются потратить деньги на детскую одежду. 4. Послезавтра она идёт в кино. Ты пойдёшь с ней? – Да. 5. Он будет доволен, когда ты придёшь к нам. 6. Я прочту эту книгу вечером. Вечером у меня не будет работы. 7. Я думаю, что завтра будет дождь. 8. Если ты будешь голоден, я дам тебе хлеба и сыра. 9. Он собирается всё объяснить нам на конференции. 10. Наш ребёнок станет врачом.

Ответы: 1. It's cruel. (Спонтанное действие) I will cry for help! 2. We have bought some paper and (Запланированное действие) we are writing the letters tomorrow. 3. (Намерение) They are going to spend the money on children's clothes. 4. (Намерение) She is going to the cinema the day after tomorrow. (Спонтанное действие) Will you go with her? – Yes, I will. 5. (глагол не исп. в Continuous) He will be satisfied when (Придаточное времени) you visit us. 6. (Запланированное действие) I am reading the book in the evening. (Глагол не исп. в Continuous) I won't have any work then. 7. (Спонтанное предположение) I think that it'll rain tomorrow. 8. (Придаточное условия) If you are hungry, (Спонтанное действие) I'll give you some bread and cheese. 9. (Намерение) He's going to explain everything to us at the conference. 10. (Спонтанное предположение) Our child will become a doctor.

Ex. 50. Раскройте скобки, поставив глагол в нужную форму, в зависимости от значения будущего действия: **Part 1:** 1. Запланированное действие: They (go) to the meeting tomorrow. 2. Намерение: She (not go) to the cinema with us next Sunday. 3. Запланированное действие: you (collect) nuts in the forest next week? 4. Спонтанное действие: I (go) to the meeting with you. 5. Намерение + спонтанное действие: He (attract) a lot of children the day after tomorrow, but I think he (not do) it. 6. Спонтанное действие: She says that her chief (be) satisfied with the meeting. 7. Запланированное действие + спонтанное действие: you (advertise) our firm in an hour? We (go) with you. 8. Намерение: She (advertise) new cars next month. 9. Спонтанное действие: you (go) the theatre instead of me? I can't go. 10. Намерение: I (attract) local people to this shop very soon.

Part 2: Придаточные времени и условия. 1. If she (be) hungry in two hours, she (go) to the café (Спонтанное действие в главном предложении). 2. When he (come) soon, we (go) for a walk (Запланированное действие в главном предложении). 3. What you (do) if it (rain) tomorrow? (Намерение в главном предложении). 4. When it (snow) next winter, I (ski) a lot (Намерение в главном предложении). 5. I (not be) satisfied, if she (fall) in love with him (Спонтанное действие в главном предложении). 6. I think that he (fall) in love with my sister if they often (go) for a walk together (Спонтанное действие в главном предложении). 7. it (attract) local people if we (advertise) the shop well? (Спонтанное действие в главном предложении). 8. I (not spend) the money on clothes when I (go) abroad in three days (Намерение в главном предложении). 9. What we (do) when you (come) home? (Спонтанное действие в главном предложении). 10. If she (not be) well in an hour, I (call) the doctor (Спонтанное действие в главном предложении).

Ответы. Part 1: 1. They are going to the meeting tomorrow. 2. She isn't going to the cinema with us next Sunday. 3. Are you collecting nuts in the forest next week? 4. I will go to the meeting with you. 5. He is going to attract a lot of children the day after tomorrow, but I think he won't do it. 6. She says that her chief will be satisfied with the meeting. 7. Are you advertising our firm in an hour? We will go with you. 8. She is going to advertise new cars next month. 9. Will you go the theatre instead of me? I can't go. 10. I am going to attract local people to this shop very soon.

Part 2: 1. If she is hungry in two hours, she will go to the café. 2. When he comes soon, we are going for a walk. 3. What are you going to do if it rains tomorrow? 4. When it snows next winter, I am going to ski a lot. 5. I won't be satisfied, if she falls in love with him. 6. I think that he will fall in love with my sister if they often go for a walk together. 7. Will it attract local people if we advertise the shop well? 8. I am not going to spend the money on clothes

when I go abroad in three days. 9. What will we do when you come home? 10. If she isn't well in an hour, I will call the doctor.

Ex. 51. Ролевая игра. Грамматика: Present Perfect (результат), будущие действия (to be going to (намерение)).

1 этап. Играющие делятся на пары. Задача играющих – выяснить, что случилось с собеседником и что он собирается теперь делать. Каждый из играющих получает свою карточку с событием, которое произошло и с намерением что-то сделать. Партнёры задают друг другу вопросы: **What has happened?** и **What are you going to do?** Выслушав ответ, партнёры реагируют на услышанное, выбирая подходящую реплику из списка:

It's good. It's bad. It's exciting. It's cruel. It's bad luck. It's good luck. It's dangerous.

2 этап. Работа всей группой. Каждый из игроков пересказывает то, что он узнал от своего собеседника, а вся группа старается правильно среагировать на услышанное, используя фразы из списка.

3 этап. Придумайте свои события (Present Perfect) и расскажите о своих намерениях (to be going to). Составьте свой собственный диалог, используя эти видо-временные формы.

Card 1: Somebody has stolen your car. You are going to call the police.

Card 2: Somebody has set fire to your house. You are going to call an ambulance driver.

Card 3: Somebody has grown very beautiful flowers in your garden. You are going to ask your friends about it.

Card 4: Your wife has spent all your money on clothes. You are going to divorce.

Card 5: Your son has broken your favourite car. You are going to speak to him about it.

Card 6: Your daughter has painted a very interesting picture. You are going to sell it.

Card 7: Your friends have bought a new bike for you. You are going to drive it.

Card 8: You have bought a ticket to Australia. You are going there.

Card 9: Your friend has broken his leg. You are going to visit him.

Card 10: Your chief has fallen in love with you. You aren't going to work.

Ex. 52. Ролевая игра. Грамматика: будущие действия Present Continuous (запланированное действие), Future Indefinite (спонтанное действие).

Все играющие разбиваются на команды по три человека (игрок 1, 2, 3). Один из троих (игрок 1) должен уговорить как можно большое количество людей присоединиться к нему. Игроки 2 и 3 работают по карточкам.

1 этап. Игрок 1 задаёт двум своим собеседникам (игроки 2 и 3) вопросы:

What are you doing next week?

What are you doing next Monday?

What are you doing next Tuesday?

What are you doing next Wednesday?

What are you doing next Thursday?

What are you doing next Friday?

What are you doing at the weekends?

Его собеседники по своим карточкам рассказывают о своих планах.

Игрок 1 слушает ответы и комментирует их, используя следующие выражения: *It's great. It's very interesting. It's very important. It's good. It's exciting. You work very hard. You work very well. You need a good rest.*

Выслушав ответы, игрок 1 рассказывает о своих планах (используя карточку игрока 1) и предлагает присоединиться к нему, например: *We are going to Spain at the weekends. Will you go with us?*

Игроки 2 и 3 могут согласиться: - *Yes, I will, with pleasure.*

Или не согласиться: - *Sorry, I won't. I am very busy.* или *I don't want to go to Spain.*

2 этап. Игроки 1 меняют свои команды и начинают беседовать с другими играющими, которых они тоже должны уговорить присоединиться к ним.

Выигрывает тот игрок 1, который уговорит большее количество людей присоединиться к нему.

3 этап. Все играющие работают вместе, рассказывая, кто и куда согласился поехать и почему.

4 этап. Играющие рассказывают о своих планах на следующую неделю, используя Present Continuous, а затем предлагают друг другу присоединиться к какому-нибудь из их планов, используя Future Indefinite.

Card 1 (игрок 2): You are a director of the plant. You are speaking at the meeting next Monday. You are going on a business trip to France next Tuesday and Wednesday. You are having dinner with your partners next Thursday. You are working with financial documents next Friday. You don't know what to do at the weekends but you need to relax very much.

Card 2 (игрок 3): You are an ambulance driver. You are driving the doctors and nurses next Monday, Tuesday, Thursday, Friday and next Sunday. You are sleeping next Wednesday and Saturday.

Card 3 (игрок 2): You are the mother of five children. You are working at home next week. You are taking your children to school and to the swimming pool next Monday, Thursday, Friday and Saturday. You are helping your husband to build your new house next Sunday. You think that you will go to the cinema next Tuesday and to the birthday party of your mother next Wednesday.

Card 4 (игрок 3): You are a crazy computer programmer. You aren't doing anything next week because you aren't working next Monday and Tuesday. You are playing computer games at night next Wednesday, Thursday, Friday and Saturday. You are visiting your friend to play computer games next Sunday.

Card 5 (игрок 2): You are a director of the zoo. You are helping the bear to swim and the fox to eat next Monday and Tuesday. You are dancing with the monkey on Wednesday. You are playing football with squirrels on Thursday. You will have free time next Friday but you can relax only together with the lion because the lion doesn't have home. You are going to the lake to find some food for the animals at the weekends.

Card 6 (игрок 3): You are a director of an advertising agency. You are advertising the zoo on Monday. You are advertising the plant on Tuesday. You are advertising cars on Wednesday. You aren't advertising computers because your secretary is doing it on Thursday. You are idle on Saturday and Sunday.

Card 7 (игрок 1): Выберите один из следующих вариантов:

- 1) We (my wife and I) are going to the USA at the weekends. The trip will be very interesting. You can see a lot and visit very many places of interest. The tickets are very cheap. Will you go with us?

-2) I am going to my friend's party next Friday. The people will be very nice. They are joking and laughing a lot. You can drink a lot of champagne, have very tasty cakes. I will play the piano and you can sing and dance. We will have a lot of fun. Will you go with me?

-3) My children and I are going to the zoo at the weekends. The zoo is very big and exciting. There are a lot of animals there. You can see an elephant, a monkey, squirrels and a fox. There will be a lion there if the director wants to bring the lion from home. Will you go with us?

Модальные глаголы долженствования **must, should, have to, shall** – приложение 7

Ex. 53. Вспомните значения модальных глаголов: *to have to* (необходимость по обстоятельствам), *should* (целесообразность), *must* (субъективная необходимость).

Проанализируйте следующие предложения и переведите их на английский язык: **Part 1:** 1.

Мне надо это сделать. Мне следует это сделать. Мне приходится это делать. 2. Тебе нельзя туда ходить. Тебе можно и не работать. Тебе не следует много работать. 3. Почему она должна об этом рассказывать? Почему ей следует рассказать об этом? Почему ей приходится об этом рассказывать? 4. Ему приходится быть грубым. 5. Им не следует много гулять. 6. Вы должны попробовать наш пирог. 7. Завтра мне придётся рано встать. 8. Твой сын может и не ложиться спать рано сегодня. 9. Почему мне нельзя взять эту сумку? 10. Тебе не следует грустить.

Ответы: 1. Субъективная необходимость: I must do it. Целесообразность: I should do it.

Необходимость по обстоятельствам: I have to do it. 2. Запрет: You mustn't go there.

Необходимость по обстоятельствам (её отсутствие): You don't have to work.

Целесообразность: You shouldn't work a lot. 3. Субъективная необходимость: Why must she tell about it? Целесообразность: Why should she tell about it? Необходимость по

обстоятельствам: Why does she have to tell about it? 4. Необходимость по обстоятельствам: He has to be rude. 5. Целесообразность: They shouldn't go for a walk a lot. 6. Субъективная необходимость: You must try our pie. 7. Необходимость по обстоятельствам: I will have to get up early tomorrow. 8. Необходимость по обстоятельствам (её отсутствие): Your son doesn't have to go to bed early today. 9. Запрет: Why mustn't I take this bag? 10. Целесообразность: You shouldn't be sad.

Part 2: 1. Они должны быть завтра на работе. 2. Она должна помогать своей бабушке. 3. Мы должны были написать эти письма. 4. Я должен отдохнуть. 5. Ты должен отдохнуть. 6. Вы должны прийти ко мне на вечеринку. 7. Мне надо погулять. 8. Мне надо встретить своего друга на станции. 9. Нам надо быть дружелюбными. 10. Ей надо было помочь начальнику.

Ответы: 1. Необходимость по обстоятельствам: They have to be at work tomorrow. 2.

Целесообразность: She should help her grandmother. 3. Необходимость по обстоятельствам: We had to write the letters. 4. Субъективная необходимость: I must have a rest. 5.

Целесообразность: You should have a rest. 6. Субъективная необходимость: You must come to my party. 7. Субъективная необходимость: I must go for a walk. 8. Необходимость по обстоятельствам: I have to meet my friend at the station. 9. Целесообразность: We should be friendly. 10. Необходимость по обстоятельствам: She had to help her chief.

Ex. 54. Переведите следующие предложения, употребив глагол *have to* в Present Indefinite, Past Indefinite или в Future Indefinite: 1. Нам всегда приходится много работать. 2. Вчера ей пришлось долго слушать его. 3. Завтра мне придётся поехать за город. 4. Когда ему пришлось помогать тебе? 5. Почему ей приходится его слушать? 6. Если вы будете хорошо работать, нам не придётся помогать вам. 7. Два года назад он мог и не навещать тебя. 8. Кому обычно приходится мыть посуду? 9. Ей не придётся грустить. 10. Я могу и не помогать тебе. 11. Нам придётся помочь ему завтра? – Да.

Ответы: 1. We always have to work a lot. 2. She had to listen to him for long yesterday. 3. I will have to go to the country tomorrow. 4. When did he have to help you? 5. Why does she have to listen to him? 6. If you work well, we won't have to help you. 7. He didn't have to visit you two

years ago. 8. Who usually has to wash the dishes? 9. She won't have to be sad. 10. I don't have to help you. 11. Will we have to help him tomorrow? –Yes, we will.

Ех. 55. Ролевая игра. Грамматика: модальные глаголы *must, should, have to*.

Играющие разбиваются на пары. Каждый играющий берёт свою карточку. Задача играющих:

1) выяснить какая профессия у их собеседника, 2) узнать, есть ли у него проблема, и дать свой совет.

1 этап. Игроки каждой пары расспрашивает друг друга про рабочие обязанности и по ответам пытаются угадать, какая профессия у их собеседника.

Необходимо задать следующие вопросы:

- 1.What do you have to do at work? What mustn't you do at work?
- 2.What did you have to do at work yesterday?
- 3.What will you have to do at work tomorrow?
4. Are you a painter? Are you a nurse? Этот же вопрос задаётся про другие профессии, пока не отгадают правильную профессию.

2 этап. После того, как профессия отгадана, игроки задают друг другу вопрос:

What is your problem? Выслушав ответ, игроки дают друг другу совет, выбрав один или два из списка советов (см. ниже).

3 этап: Каждая пара инсценирует получившийся диалог перед всей группой. Служащие (вместе с преподавателем) выставляют парам баллы по следующей системе: от 1 до 5 баллов за грамотность, от 1 до 5 баллов за выразительность и правильную английскую интонацию, от 1 до 3 баллов за правильные советы.

Советы (advice):

- 1.You should buy a dog and it will help you.
- 2.You should ask your husband to help you.
- 3.You should be shy.
- 4.You should entertain your husband.
- 5.You should relax after work.
- 6.You shouldn't use matches and cigarette lighters.
- 7.You should see the doctor.
- 8.You shouldn't dream about it.
- 9.You shouldn't work with dogs, you should work with cats.
- 10.You should sometimes go to the cinema with your husband.
- 11.You should ask your patients to help nurses.
- 12.You shouldn't have so many patients because you don't have time to treat them all well.
- 13.You should go in for sports to be healthy.
- 14.You should stop thinking about advertising.
- 15.You shouldn't smoke. You should give up smoking. (*give up - бросить*)
- 16.You shouldn't eat very much. You should eat a lot of vegetables and fruit.
- 17.You shouldn't cut hair. You should become a mechanic.

Card1: 1) Good morning! My name is Kate. I have to work every day. I have to write letters, help my chief and work with a computer. I mustn't smoke at work. Yesterday I had to write twenty letters. I will have to write ten letters tomorrow. What is my job? (*You are a secretary*).

2) I have got a problem: I want to smoke all the time.

Card 2: 1) How do you do! My name is Pete. I don't have to work in the morning. I have to work in the afternoon and in the evening. I have to be polite and have to serve our clients well. I mustn't be

rude with our clients. I had to serve fifteen tables yesterday. I won't have to serve any tables tomorrow because tomorrow is my day off (*You are a waiter*).

2) I have got a problem: I am always very tired after work.

Card 3: 1) Hi! It's nice to see you! My name is Alice. I have to be very beautiful, because it's my job. I have to wear fashionable clothes at work. I don't have to be very clever and intelligent. I have to smile a lot and sometimes to dance. I mustn't take home the clothes from work. I didn't have to do anything yesterday because I stayed at home and relaxed. I will have to lose some weight tomorrow because I have had a lot of cakes and ice-cream today (*You are a model*).

2) My problem: I like sweets, chocolate, ice-cream but I mustn't eat all this stuff.

Card 4: 1) Hello! How are you? My name is Sandra. I have to dust the furniture and to clean the floors. I always have to wash the dishes after breakfast, lunch, dinner and supper. I often have to cook. I went shopping yesterday and I had to buy a lot of food. I will have to wash my children's clothes tomorrow (*You are a housewife*).

2) There is a problem: my husband comes home very late. He often works at weekends.

Card 5: 1) How do you do! My name is Paul and I have to do a lot of important work. I often have to speak on TV and sometimes I have to give an interview. I have to make laws and to listen to our people when they have problems. I had to be polite yesterday when a man shouted at me in the street because he doesn't have any work and money to live on. But I don't have to give any money to this man. I will have to go on a business trip abroad tomorrow to meet my colleagues in the USA (*You are a minister*).

2) There is only one problem: I want to be the president.

Card 6: 1) Good evening! My name is Steven. I have to entertain people. I have to surprise them. I mustn't hurt people but my tricks can be dangerous. I had to hide cards yesterday at work and the people were very glad because they couldn't find them. I will have to entertain children at school tomorrow (*You are a magician*).

2) I have a problem: I'm afraid of dogs but I sometimes have to work with them.

Card 7: 1) How do you do! I'm Nick. I'm very strong and tall and handsome. I have to help people around the world if they have any problems with matches or something like that. I have to drive car very well and quickly. I mustn't be late for work. I had to help some children yesterday. I will have to help their cats or dogs when they are in trouble tomorrow (*You are a firefighter*).

2) I haven't got any problems. I just hate matches and cigarette lighters. Is it ok?

Card 8: 1) Hi! I'm glad to see you. My name is Alex. I'm very friendly and hard-working. I have to cut your hair and I have to create beautiful hair styles. I mustn't be choosy at work. I had to repair my car yesterday because I like and know cars very well. I will have to cut flowers in the garden tomorrow because I will have to decorate my client's room (*You are a hairdresser*).

2) I haven't got any problems but I've got two questions to you: Why can't I stop repairing cars? Why don't I like cutting hair?

Card 9: 1) How do you do! My name is Oleg. I have to work hard. I have to work in the morning, in the afternoon, in the evening and even at night. I mustn't sleep at work. I had to treat a lot of patients yesterday and I'll have to treat more patients tomorrow (*You are a nurse*).

2) My problem isn't big: I need five nurses to help me.

Card 10: 1) Hello! How are you? I'm Eve. I have to dance, I have to sing, I have to entertain people on TV and in the streets. I mustn't be lazy and idle at work. I had to drive a new car at work yesterday. I'll have to advertise a new show on TV tomorrow (*You are an advertising agent*).

2) I've got a problem: I can't sleep at night well because I continue working even in my dreams.

Ex. 56. Part 1. Переведите предложения на английский язык, используя подходящий модальный глагол (can, could, may, have to, had to, will have to, should, must, shall) или повелительное наклонение: 1. Мы можем заодно сходить в магазин. Давай ходим в магазин. Мы можем и не ходить в магазин. Сходи в магазин! Сходить в магазин? 2. Ты должен помогать родителям. Завтра мне придётся помочь ему. Нам пришлось помогать им. Мне помочь им? 3. Тебе не следует говорить с ними. Вчера я могла с ними поговорить. Вы можете поговорить с ним (*разрешение*). Поговорить с ними? 4. Ты должна прийти к нам на вечеринку. Дети должны рано ложиться спать. Я должен приходить на работу в восемь часов. 5. Она может сходить в кино (*предложение*). Ей можно сходить в кино (*разрешение*)? После работы она может сходить в кино (*по обстоятельствам*). Пусть она ходит в кино. 6. Она умела плавать, когда её было семь лет. Он не мог говорить по-английски тогда. Ты мог мне помочь вчера? 7. Я могу не ехать на работу на машине. Я могу пойти пешком. Не иди пешком! 8. Он не может ехать на машине. Он должен её проверить. Пусть он не едет на машине. 9. Вы обязательно должны поехать с нами на машине. Вы не должны ехать на машине, когда устали. Он водитель и должен каждый день ездить на машине. 10. Вы не могли навестить его позавчера? Вы должны были работать? Пусть они навестят его сегодня. Навестить их?

Ответы: 1. We may go shopping (as well). Let's go shopping. We don't have to go shopping. Go shopping! Shall I go shopping? 2. You should help your parents. I will have to help him tomorrow. We had to help them. Shall I help them? 3. You shouldn't speak to them. I could speak to them yesterday. You may speak to him. Shall I speak to them? 4. You must come to our party. Children should go to bed early. I have to come to work at eight o'clock. 5. She may go to the cinema (as well). May she go to the cinema? She can go to the cinema after work. Let her go to the cinema. 6. She could swim when she was seven. He couldn't speak English then. Could you help me yesterday? 7. I don't have to go by car to work. I can go on foot (I can walk). Don't go on foot! 8. He can't go by car. He has to check it. Don't let him go by car. 9. You must go by car with us. You shouldn't go by car when you are tired. He's a driver and he has to go by car every day. 10. Could you visit him the day before yesterday? Did you have to work? Let them visit him today. Shall I visit them?

Part 2. 1) Проверьте себя по ответам, объясните свои ошибки. 2) Работайте парами: пусть один из вас считает про себя от одного до десяти. Когда другой человек говорит "Stop", первый называет цифру, на которой он остановился. На эту цифру его собеседник зачитывает русские предложения из упражнения, которые надо перевести в быстром темпе на английский язык. Тот, кто зачитывает русские предложения, проверяет правильность перевода по ответам.

Ex. 57. Ролевая игра. Грамматика: модальные глаголы в вопросах и ответах (can, could, may, have to, had to, will have to, should, must, shall).

Разбейтесь на две команды. Одна команда берёт карточку 1, вторая – карточку 2.

1 этап. Каждая команда читает вслух и переводит на русский язык вопросы на своей карточке. Затем каждый из команды по цепочке читает один вопрос, а следующий игрок отвечает на него (необходимо дать на каждый вопрос краткий ответ, используя правильный вспомогательный глагол). Остальные игроки проверяют ответы по ключам.

2 этап. Когда первый круг вопросов завершён, команда по цепочке задаёт эти же вопросы ещё раз, но уже каждый игрок должен ответить на три вопроса подряд в быстром темпе.

3 этап. Команды работают вместе. Каждая команда задаёт другой команде вопросы со своих карточек. Если игрок во время ответа ошибается во вспомогательном глаголе, команда

получает штрафное очко. В конце игры побеждает команда с наименьшим количеством штрафных очков.

Card 1. Could you help me an hour ago?	Yes, I could (No, I couldn't).
May I go to the cinema?	Yes, you may (No, you may not/No, you can't).
Should children smoke?	No, they shouldn't.
Do you have to work little?	Yes, I do (No, I don't).
Does your friend have to live abroad?	Yes, he (she) does (No, he (she) doesn't).
Shall I write these words?	Yes, please/Do, please (No, you don't have to).
Shall I go to the theatre now?	Do/Yes, please (No, you don't have to do it).
Should I be good?	Yes, you should (No, you shouldn't).
Did you have to speak English much yesterday?	Yes, I did (No, I didn't).
Can you tell me an interesting story?	Yes, I can (No, I can't).
Card 2. Shall I give you my pen?	Yes/Do, please (No, thanks).
Shall I kiss you?	Do/Yes, please (No, thanks).
Must I work now?	Yes, you must (No, you don't have to).
Could you read when you were three?	Yes, I could (No, I couldn't).
Should your friends help you to answer the questions?	Yes, they should (No, they shouldn't).
Did you have to sleep little yesterday?	Yes, I did (No, I didn't).
May your friend go to bed late at night?	Yes, he (she) may (No, he may not/can't).
Does your teacher have to listen to you?	Yes, she (he) does.
Do you have to go to work on Monday?	Yes, I do (No, I don't).
Will you have to marry me?	Yes, I will (No, I won't).

Косвенные вопросы (в настоящем времени). Повелительное наклонение в косвенной речи

Ex. 58. Переведите следующие предложения на английский язык:

Part 1. Используйте глаголы: *wonder, ask*, выражение: *want to know*: 1. Она интересуется, сколько времени мы работаем. 2. Мне интересно, работает ли он в Москве или Лондоне. 3. Они хотят узнать, работаю ли я сейчас. 4. Нам интересно, хорошо ли ты поработал сегодня. 5. Она спрашивает, пришёл ли он домой. 6. Я спрашиваю, когда он обычно уходит на работу. 7. Ты спрашиваешь, где мы работаем? 8. Она интересуется, почему я отвечаю уже три часа. 9. Он спрашивает, где я живу? 10. Я спрашиваю, сколько ему лет.

Ответы: 1. She wonders how long we have been working. 2. I wonder whether he works in Moscow or in London. 3. They want to know if I am working now. 4. We wonder if you have worked well today. 5. She asks if he has come home. 6. I ask when he usually goes to work (leaves for work). 7. Do you ask where we work? 8. She wonders why I have already been answering for three hours. 9. He asks where I live. 10. I ask how old he is.

Part 2. Используйте глаголы: *tell, ask, suggest, offer* (в словосочетаниях типа: *ask smb to do, tell smb to do, suggest doing, offer to do*): 1. Я прошу тебя не читать эту книгу. 2. Она просит меня не приходить домой поздно. 3. Ты говоришь, чтобы они сходили в магазин? 4. Ты просишь его не приходить домой поздно? 5. Он просит, чтобы ты купила хлеба. 6. Я прошу тебя заплатить кредитной картой. 7. Они говорят, чтобы вы подошли к кассе. 8. Она говорит, чтобы он не платил наличными. 9. Я предлагаю пойти в кино. 10. Она предлагает выпить кофе. 11. Они предлагают сходить в ресторан? 12. Ты предлагаешь не работать завтра? 13. Он предлагает не продавать машину. 14. Он предлагает взять тележку для покупок. 15. Я

предлагаю заплатить наличными. 16. Она предложила мне чашечку кофе. 17. Ты предлагаешь мне помочь?

Ответы: 1. I ask you not to read this book. 2. She asks me not to come home late. 3. Do you tell them to go shopping? 4. Do you ask him not to come home late? 5. He asks you to buy some bread. 6. I ask you to pay by credit card. 7. They tell you to come up to the checkout. 8. She tells him not to pay in cash. 9. I suggest going to the cinema. 10. She suggests having some coffee. 11. Do they suggest going to the restaurant? 12. Do you suggest not working tomorrow? 13. He suggests not selling the car. 14. He suggests taking a trolley. 15. I suggest paying in cash. 16. She offered me a cup of coffee. 17. Do you offer to help me?

Part 3. Просмотрите предложения из первой части упражнения и переделайте косвенные вопросы в прямые.

Ответы: 1. How long have you been working? 2. Does he work in Moscow or in London? 3. Are you working now? 4. Have you worked well today? 5. Has he come home? 6. When does he usually leave for work? 7. Where do you work? 8. Why have you already been answering for three hours? 9. Where do you live? 10. How old is he?

Part 4. Просмотрите предложения из второй части упражнения и переделайте их в повелительные предложения.

Ответы: 1. Don't read this book. 2. Don't come home late. 3. Go shopping, please. 4. Don't come home late. 5. Buy some bread, will you? 6. Pay by credit card, will you? 7. Come up to the checkout, please. 8. Don't pay in cash. 9. Let's go to the cinema. 10. Let's have some coffee. 11. Let's go to the restaurant. 12. Don't let's work tomorrow. 13. Don't let's sell the car. 14. Let's take a trolley. 15. Let's pay in cash. 16. Have a cup of coffee (Would you like a cup of coffee?). 17. Let me help you (May I help you?).

Ex. 59. Ролевая игра. Грамматика: прямые и косвенные вопросы в настоящем времени.

Играющие разбиваются на пары. Один берёт карточку 1 (игрок 1), второй – карточку 2 (игрок 2). Игроки читают информацию на своих карточках. Игрок 1 начинает диалог.

Этап 1. Вначале игрок 1 задаёт свои прямые вопросы игроку 2, который должен **повторить** эти вопросы в косвенной речи, и затем **ответить** на них (используя информацию на карточке 2). Игрок 1 проверяет, правильно, ли повторены вопросы в косвенной речи, используя подсказку на своей карточке 1.

Этап 2. Затем игрок 2 задаёт прямые вопросы игроку 1, который повторяет их в косвенной речи и отвечает на них, используя информацию на своей карточке 1.

Этап 3. Вся группа по цепочке пересказывает свои диалоги, например: *Аня спрашивает меня, хочу ли я продать машину. Я отвечаю, что хочу. (Ann asks me if I want to buy my car. I answer that I do.)* и т.д. Тот, кто ошибётся при пересказе, получает штрафной балл.

Этап 4. Каждая команда предлагает свой конец этой истории (1-3 предложения). Все слушают получившиеся истории и решают, какая самая интересная.

Card 1

Прямые вопросы:

Do you want to sell your car?

How much is your car?

Did you have an accident?

Describe the accident, will you?

Were you ill after the accident?

How long have you been well?

How long have you had this car?

Косвенные вопросы (для проверки вашего собеседника):

Do you ask me if I want to sell my car?

Do you ask me how much my car is?

Do you want to know if I had an accident?

Do you ask me to describe the accident?

Do you wonder if I was ill after the accident?

Do you want to know how long I have been well?

Do you ask me how long I have had it?

Can you drive the car now?

Do you wonder if I can drive it now?

Card 1

Your name is Peter. You want to buy the car which Alice has. You don't have five million\$. You like the car very much. You must buy this car because two years ago you were going along the country road when you saw this car. It was cold, it was snowing and you were wearing a fur coat. There was a girl in the car, she looked at you and jumped out of the car but the car continued to go to you very fast. You were very afraid, you didn't want to die. But suddenly the car stopped and it saved your life. This car is very clever. Now, when you have found the car, you will go to the bank and take 5 million\$.

Card 2

Your name is Alice. You want to sell your car. It's very expensive. You think it is 5 million\$. You had a very bad accident two years ago. You were going by car in the country, when you saw a big bear on the road. You were very afraid and jumped out of the car. The car stopped because it's very smart and it stops every time when the driver isn't in. You were very ill after the accident. You've been well only for a week. You can't drive your car and you can't even see it now. You have had it for eight years.

Прямые вопросы:

Косвенные вопросы (для проверки вашего собеседника):

Do you want to buy my car?

Do you wonder if I want to buy your car?

Do you have five million\$?

Do you ask me if I have 5 million\$?

Do you like the car?

Do you ask me if I like the car?

Why must you buy my car?

Do you ask me why I must buy your car?

Where can you take the money?

Do you want to know where I can take the money?

Повторение

Ex. 60. Переведите на английский язык следующие диалоги: 1) Что вы обычно едите на ланч? – Я ем одно яйцо, хлеб и выпиваю кружку кофе. 2) Что есть в меню? – Здесь есть салаты, курица, бифштекс, рис. 3) Я могу принять ваш заказ сейчас? – Да. 4) Что вы решили (хотите) заказать? – Я бы хотел курицу и рис. А на закуску я возьму зелёный салат. 5) Приятного аппетита! ... – Спасибо. Еда нам очень понравилась. Салат очень вкусный. 6) Давай пойдём в ресторан! – Давай. А потом мы можем заодно купить еду домой. 7) Что вы хотите купить? – Пакет сахара, упаковку мороженого, две плитки шоколада и коробку хлопьев. 8) Давай возьмём тележку или корзину для покупок. – Давай, нам надо купить много еды. 9) Ты где? – Я около кассы. Здесь есть пакеты для покупок. 10) Ты заплатишь наличными или кредитной карточкой? – Продавец просит меня заплатить наличными.

Ответы: 1) What do you usually have for lunch? – I usually have an egg, some bread and a mug of coffee. 2) What is on the menu? – There are some salads, chicken, beefsteak, rice. 3) Can I take your order now? – Yes, you can. 4) What would you like to have? – I would like to have some rice and chicken. I'll have as a starter the green salad. 5) Enjoy your meal! ...- Thank you. We've enjoyed our meal. The salad is very delicious. 6) Let's go to the restaurant! – Yes, let's. And we may as well buy some food home after that. 7) What would you like to buy? - A bag of sugar, a tub of ice-cream, two bars of chocolate and a box of cereal. 8) Let's take a trolley or a basket. – Yes, let's. We have to buy a lot of food. 9) Where are you? – I'm near the checkout. There are some carrier bags here. 10) Will you pay in cash or by credit card? – The shop-assistant asks me to pay in cash.

Ex. 61. Ролевая игра. Which waiter is the best? *Лексика:* как заказать еду в ресторане.

Грамматика: повторение. Игроки разбиваются на команды по четыре человека. В каждой

команде должны быть следующие роли: Игрок1 – посетитель ресторана 1 (карточка 1), игрок 2 – посетитель ресторана 2 (карточка 2), игрок 3 – официант ресторана 1 (карточка 3), игрок 4 – официант ресторана 2 (карточка 4). Задача команд – решить, какой официант лучше. На роль официантов подойдут наиболее сильные и азартные учащиеся.

1 этап. В каждой команде происходит работа по парам: игрок 1 с игроком 3, игрок 2 с игроком 4. Используя реплики со своих карточек (первая команда: 1+3 и вторая команда: 2+4), игроки **составляют диалоги**, выучивают свои роли, а затем инсценируют их.

2 этап. Внутри каждой команды игроки меняются официантами: игрок 1 с игроком 4, игрок 2 с игроком 3. Игроки-официанты должны придумать новые реплики, так как многие из реплик на карточках уже не будут подходить. Преподаватель проверяет получившиеся диалоги и игроки инсценируют их.

3 этап. Команды меняются официантами. На этом этапе игры официанты должны реагировать на вопросы и требования клиентов из других команд, не пользуясь подсказками.

4 этап. Преподаватель вызывает одного официанта и одного клиента (из любых команд), которые должны изобразить сценку «В ресторане» перед всей группой. Именно на этом этапе выставаются баллы каждому из официантов (за грамотность – от 1 до 5; за правильную английскую интонацию – от 1 до 5). Когда баллы подсчитаны, становится ясно, кто оказался лучшим официантом.

Card 1: - Good evening! I am very happy to have a meal in this restaurant.

-Yes, please! What is on the menu?

-No, thank you. I'm sorry but I don't eat meat. I'm a vegetarian. I can have only fruit and vegetables, you know...

-Thank you very much. I would like to have a green salad as a starter, mushrooms as a main course and chocolate ice-cream as a dessert.

-Nothing, thank you. I can't drink at all. Doctors say that I may not drink.

- A glass of orange juice, then.

-Thank you very much. The food is delicious! I've enjoyed my meal!

Card 2: - Waiter! Waiter! Where is a waiter?

-You are so stupid! And you are so lazy! How can you be idle at work?

- What is on the menu?

-It's very bad. Your restaurant is like a canteen. I don't want to order anything!

-OK, don't be so stupid again. I don't want to eat. What can you offer me to drink?

-No, I don't drink any wine, fruit juice and beer.

- I'll take a glass of mineral water. And it must be still, no lemon, no ice! Do you understand me?

-It was a joke! You can drink it yourself. I don't want anything and I won't give you any tips.

Good-bye!

Card 3: - Hello! I'm happy to see you here! I'm your waiter today.

-Would you like to see our menu?

-We have wonderful beefsteaks and terrific chicken.

-Oh, never mind. We have a vegetarian menu in our restaurant. Here it is.

-Very well. And what are you going to drink?

-Oh, I see! That is why you look so nice and healthy. I can offer you some mineral water, fruit juice, tea, coffee.

-Here you are... Do you like your meal? Is everything OK? Can I offer you anything else?

Card 4: -I'm coming. I'm coming. Sorry, can I take your order now?

-Sorry, again, but my work is very hard. And you are very rude.

-We have some meat, fish, chicken, a lot of salads, potatoes, rice, wonderful melon, fantastic grapes...

- I am very sorry, sir, but I will have to call the police, because people mustn't be rude and cruel in our restaurant. And I'm afraid you will have to go *not* to the canteen but to prison.

-We can offer some delicious wine, fresh beer, different fruit juices.

-Yes, I do, sir. I understand you very well.

-Here is your water.

- Police! Police!

Ex.62. Ролевая игра. *Грамматика:* Повторение (видо-временные формы: Present Indefinite, Present Continuous, Present Perfect, Present Perfect Continuous, Past Indefinite, Past Continuous, Future Indefinite, to be going to; модальные глаголы: can, may, must, should, shall, have to; повелительное наклонение; прямые вопросы и вопросы в косвенной речи; формальные подлежащие: it и there; придаточные времени и условия). Играть можно командами от двух до четырёх человек.

Для этой игры потребуются кости и фишки (либо игроки по очереди ходят только на один ход). Если играющий делает ошибку, то он пропускает ход. Выигрывает тот, кто быстрее всех достигнет финиша. В конце игрового поля есть ключи к некоторым заданиям.

Grammar Game

START (1) Задайте своим соседям следующие 3 вопроса:

Do you work every day?

Are you looking at me now?

How long have you been playing this game?

(2) Составьте вопросы к следующим 3 ответам:

- Yes, I do. I live in Moscow.

- No, he doesn't. My uncle doesn't work every day.

- I am reading *an interesting* book now.

(3) Исправьте в каждом предложении одну ошибку:

When I will go to school, I will get up early.

We are going play football in a minute.

Am she going abroad tomorrow?

(4) Переведите на русский язык:

Мне купить хлеба?

Ему не следует быть грубым.

Тебе пришлось ему помочь?

Ты должен прийти к нам.

(5) Вернитесь на три хода назад.

(6) Спросите у соседа:

Why will you have to speak English well?

When do you have to work?

Who did you have to go to school with?

(7) Переделайте следующие вопросы в косвенные, и задайте их соседу:

Has your friend answered question 6?

How long have you been answering this question?

Were you dancing with him at midnight last Saturday when I saw you?

Did you dance well last Saturday?

(8) Исправьте в каждом предложении одну ошибку:

Does there often snow here?

There were a table and five chairs in the room.

Is there any pets there?

(9) Повторите исправленные предложения из предыдущего (8)

задания 3 раза в быстром темпе.

(10) Вернитесь на три хода назад.

(11) Переведите на английский язык и

задайте эти вопросы соседу:

Тебе можно в кино?

Ты можешь меня выслушать?

Ты умела читать и писать в школе?

(12) Повелительное наклонение:

1. предложите соседу сходить в кино,
2. попросите соседа дать вам ручку,
3. скажите, чтобы они купили молока,
4. скажите, чтобы он хорошо работал,
5. скажите, чтобы вам разрешили спеть.

(13) Исправьте ошибки в следующих предложениях:

He asks you are going to the theatre tomorrow.

I ask you go to the theatre tomorrow.

She tell me not to go to the theatre without her.

They suggest go to the theatre.

(14) Переведите следующие предложения:

Где ты работаешь?

Сколько лет ты работаешь?

Что ты сейчас делаешь?

Что ты сделал сегодня?

(15) Задайте своему соседу вопросы:

What will you do when you are 60?

When and where are you going on holiday?

If you speak English well, what city will you go to?

FINISH (Congratulations!)

Ответы к некоторым заданиям (Ex.62): (2): Do you live in Moscow?

Does your uncle work every day?

What book are you reading?

(3): When I go to school, I will get up early.

We are going to play football in a minute.

Is she going abroad tomorrow?

(4): Shall I buy any bread?

He shouldn't be rude.

Did you have to help him?

You must visit us.

(7): I wonder if your friend has answered question 6.

I wonder how long you have been answering this question.

I wonder if you were dancing with him at midnight last Saturday when I saw you?

I wonder if you danced well last Saturday?

(8): Does it often snow here?

There was a table and five chairs in the room.

Are there any pets there?

(11): May you go to the cinema?

Can you listen to me?

Could you read and write at school?

(12): Let's go to the cinema!

Give me a pen, will you? (Can you give me a pen?)

Let them buy some milk.

Let him work well.

Let me sing.

(13): He asks if you are going to the theatre tomorrow.

I ask you to go to the theatre tomorrow.

She tells me not to go to the theatre without her.

They suggest going to the theatre.

(14): Where do you work?

How many years have you been working? (How long have you been working?)

What are you doing now?

What have you done today?

Приложения

Приложение 1. Порядок слов в английском повествовательном предложении

1 место	2 место	3 место	4 место
Подлежащее	Сказуемое	Дополнение	Обстоятельство
Он	знает	английский язык	хорошо
He	knows	English	well

Приложение 2. Английские личные и притяжательные местоимения

Именительный падеж	Объектный падеж	Притяжательные
I /aɪ/ я	me /mi:/ мне, меня, обо мне и т.д.	my /maɪ/ мой
We /wi:/ мы	us /ʌs/ нам, нас, о нас и т.д.	our /'aʊə/ наш
You /ju:/ ты, вы	you тебе, тебя, к тебе и т.д.	your /jɔ:/ твой, ваш
He /hi:/ он	him /hɪm/ ему, для него, о нём и т.д.	his /hɪz/ его
She /ʃi:/ она	her /hɜ:/ ей, для неё, с ней и т.д.	her /hɜ:/ её
It /ɪt/ оно, это	it ему, ей, на нём и т.д.	its /ɪts/ero, её (для неод.)
They /ðei/ они	them /ðem/ им, о них, с ними и т.д.	their /ðə/ их

Приложение 3. Формы глагола to be в настоящем (Present Indefinite) времени

утвердительное предложение	отрицательное предложение	вопросительное предложение
I am / æm/ fine	I am not fine	Am I fine?
You (we, they) are / ɑ:/ fine	You aren't fine	Are you fine?
He (she, it) is / ɪz/ fine	He isn't fine	Is he fine?

Приложение 4. Алгоритм выбора артикля

Каждый раз, выбирая артикль для имени существительного, отвечайте на следующие вопросы:

1) Ваш собеседник слышит об этом объекте **не впервые?** (есть лимитирующий контекст?)

Ваш собеседник знает, что этот объект **единственный** в данной ситуации (в отличие от одного из)? Для имён существительных во множественном числе этот вопрос можно сформулировать так: **Выделены** ли объекты в данной ситуации из ряда им подобных? (есть лимитирующая ситуация?)

2) Есть ли при данном объекте описание, которое делает его **единственным** для вашего собеседника? Для имён существительных множественного числа этот вопрос можно сформулировать так: Есть ли при данных объектах описание, которое **выделяет** их из ряда им подобных? (**есть лимитирующее определение?**)

Если вы ответили утвердительно хотя бы на один из этих вопросов, то артикль – **the**.

Если вы ответили на все вопросы отрицательно, то артикль – **a** для имени существительного в единственном числе и **нулевой** для имени существительного во множественном числе или для неисчисляемого имени существительного.

Особенности применения нулевого артикля! Нулевой артикль устойчиво употребляется

- 1) с именами собственными: Pete, Moscow, Mr.Smith.
- 2) с существительными, определяемыми местоимениями: this plan, these hands.
- 3) с существительными, за которыми следует количественное числительное, обозначающее номер: size ten, flat five.

Приложение 5. Образование видо-временных форм в настоящем плане

Для русских глаголов в настоящем времени:

	Present Indefinite первая форма, + s (3 лицо, ед. число) постоянно-повторяющиеся (в вопросах и отрицаниях: do или does)	Present Continuous is (am, are) + ing временные-процессуальные	Present Perfect Continuous have (has) been + ing длительные незаконченные с указанием длит.
I	help, do Am	am helping	have been helping
We, you, they	help, do Are	are helping	have been helping
He, she, it	helps, does is	is helping -----	has been helping -----

Для русских глаголов в прошедшем времени:

	Past Indefinite 2-ая форма (в вопросах и отрицаниях: did + инфинитив для всех глаголов, кроме to be и модальных) постоянно-повторяющиеся точечное в прошлом последовательные	Past Continuous was (were) + ing временные-процессуальные в прошлом	Present Perfect have (has) + третья форма результат «на сейчас» итог «на сейчас»
I	danced did was	was dancing was doing -----	have danced have done have been
We, you, they	danced did were	were dancing were doing -----	have danced have done have been

He, she, it	danced	was dancing	has danced
	did	was doing	has done
	was	-----	has been

Приложение 6. Будущие действия

спонтанное действие	запланированное действие	намерение
Future Indefinite will (won't)+ начальная форма	Present Continuous am, are, is + ing	«собираться» to be going to
I will tell you everything.	I am buying a car tomorrow.	I am going to play football.

Приложение 7. Модальные глаголы (can, may, must, have to, should)

Глагол:	Can (could)	may (might)	may as well
Значение:	<i>могу, умею</i> I can read and write.	<i>могу, можно</i> May I come in?	<i>могу заодно сделать</i> We may as well go to the cinema.
Глагол:	must	have to (has to, had to)	should
Значение:	<i>должен,</i> (потому что я так считаю)	<i>приходится, должен</i> (по обстоятельствам)	<i>следует, должен</i> (целесообразность)
Вспомогат. гл.:	нет	do, does, did	нет
	Must I do it? I must do it.	Do I have to do it? He had to do it.	Should she help me? I should help her.
Отрицание:	<i>нельзя</i>	<i>может и не делать</i>	<i>не следует</i>
	A child mustn't do it.	You didn't have to do it.	I shouldn't do it.

Приложение 8. Порядок слов в прямом английском вопросе

1 место	2 место	3 место	4 место	5 место	6 место
Группа вопроси- тельных слов (только для спец.вопроса)	вспомога- тельный глагол	подле- жащее	остальная часть сказуе- мого	допол- нения	обстоя- тельства

Present Indefinite

Why **do** they read books here?
Почему они читают здесь книги?

Does he read newspapers at home?
Он читает газеты дома?

Past Indefinite

Where **did** you read the book yesterday?
Где ты вчера читала книгу?

Did you read the book at home?
Ты читала книгу дома?

Глагол to be (составное именное сказуемое)

Present Indefinite

When **are** you in ?
Когда ты бываешь дома?

Is he ill?
Он болен?

Where **am** I ?
Где я?

1 место	2 место	3 место	4 место	5 место	6 место
---------	---------	---------	---------	---------	---------

Past Indefinite

Why **was (were)** he (you) sad?
Почему он (ты) был грустным?

Present Continuous

Where **is** she skating now?
Где она катается сейчас на коньках?

Are we singing a good song ?
Мы поём хорошую песню?

What **am** I doing ?
Что я делаю?

Past Continuous

What **were (was)** you (he) doing at five o'clock?

Что ты (он) делал в пять часов?

Present Perfect

Have you done it?

Вы сделали это?

How long **has** he been ill?

Сколько времени он болел? (до настоящего момента)

Present Perfect Continuous

How long **has** he **been** living in Moscow ?

Сколько времени он живёт Москве?

Have you **been** singing for two hours?

Вы поёте два часа?

Приложение 9. Таблица выбора слов: few, little, many, much

Значение	Тип предложения	с исчисляемым существ.	с неисчисляемым существ.	с глаголом
много	повеств.	a lot of	a lot of	a lot
сильно	вопрос, отриц.	many	much	much
очень много	любое предл.	very many	very much	very much
очень сильно				
мало	любое предл.	few	little	little
(негатив.)				
немного	любое предл.	a few	a little	a little
(позитив.)				

Приложение 10. Алгоритм выбора английского подлежащего

1) Есть ли в предложении подлежащее?

2) Если подлежащее есть, то чем оно выражено?

Если оно выражено инфинитивом или придаточным предложением, то в начале предложения ставим it.

3) Если подлежащее выражено существительным и означает наличие (отсутствие) этого существительного, то в начале предложения ставим there.

4) Если подлежащее выражено существительным и не означает его наличие или отсутствие, то в начале предложения ставим это существительное.

5) Если подлежащего нет, то предложение безличное и в начале предложения ставится *it*. Обычно это предложения о состоянии окружающей среды, погоде, времени и расстоянии.

Приложение 11. Алгоритм выбора английского сказуемого (настоящий временной план) для русскоязычных глаголов в настоящем и прошедшем времени

Для того чтобы правильно построить ваше высказывание в настоящем временном плане, для каждого предложения надо:

1. Определить, какой тип сказуемого содержит ваше высказывание:

- составное именное (описывает состояние и не содержит смыслового глагола)
- простое глагольное (содержит смысловой глагол)

Если **составное именное** – то используем глагол *to be*:

- состояние в настоящем – *am, are, is* (Present Indefinite глагола *to be*)
- состояние в прошлом – *was, were* (Past Indefinite глагола *to be*)
- итог на сейчас – *have been, has been* (Present Perfect глагола *to be*)

2. Если **простое глагольное**, определить значение действия:

- постоянно-повторяющееся – в настоящем – Present Indefinite
в прошедшем – Past Indefinite
- последовательные – в настоящем – Present Indefinite
в прошедшем – Past Indefinite
- точечное в прошлом – Past Indefinite
- временное-процессуальное – в настоящем – Present Continuous
в прошедшем – Past Continuous
- результат «на сейчас» (что **сделал?**) – Present Perfect
- итог «на сейчас» (с указанием времени, что **сделал?**) – Present Perfect
- длительное-незаконченное (что **делает?**) – Present Perfect Continuous

Приложение 12. Неправильные глаголы

buy – bought /bɔ:t/ - bought	покупать
can – could /kʊd/ (модальный глагол, имеет только вторую форму)	мочь, уметь
come – came /keɪm/ - come	приходить
cut – cut – cut	резать
do – did /dɪd/ – done /dʌn/	делать
draw – drew /dru:/ – drawn /drɔ:n/	рисовать (карандашом)
dream – dreamt /dreɪmt/ - dreamt	видеть во сне, мечтать
drink – drank /dræŋk/ – drunk /drʌŋk/	пить
eat – ate /et/ – eaten /i:tn/	есть
find-found-found	находить
get-got-got	получать, добираться
give – gave /geɪv/ – given /'gɪvən/	давать
go – went /went/ – gone /gɒn/	идти, ехать, лететь, плыть
grow – grew /gru:/ – grown /grəʊn/	расти, выращивать
have – had /hæd/ - had	иметь
know – knew /nju:/ – known /nəʊn/	знать
learn – learnt /lɜ:nt/ - learnt	учить
leave – left /left/ - left	покидать, оставлять
may – might /maɪt/ (модальный глагол, имеет только вторую форму)	мочь

meet – met /met/ - met	встречать
read /ri:d/ – read /red/ – read /red/	читать
run – ran /ræn/ - run	бегать
say – said /sed/ - said	сказать (что-то)
see – saw /sə:/ – seen /si:n/	видеть
sing – sang /sæŋ/ – sung /sʌŋ/	петь
sit – sat /sæt/ - sat	сидеть
sleep – slept /slept/ - slept	спать
speak – spoke /spəʊk/ – spoken /'spəʊkən/	говорить
take – took /tʊk/ – taken /'teɪkən/	брать
teach – taught /tɔ:t/ - taught	учить
tell – told /təʊld/ - told	сказать (кому-то)
think – thought /θɔ:t/ - thought	думать
understand – understood /,ʌndə'stʊd/ - understood	понимать
wake – woke /wəʊk/ – woken /'wəʊkən/	просыпаться
wear – wore /wɔ:/ - worn /wɔ:n/	носить (об одежде)
write – wrote /rəʊt/ – written /'rɪtn/	писать

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