

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL
INSTITUTION OF HIGHER EDUCATION
NORTH CAUCASIAN FEDERAL UNIVERSITY

Methodological guidelines

for the completion of practical work
in the discipline

"FOREIGN LANGUAGE / ИНОСТРАННЫЙ ЯЗЫК"
for students majoring in 02.04.01 Mathematics and Computer Science
profile "Training Program for Electronic Information"

Stavropol
2026

CONTENT

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INTRODUCTION

The purpose and objectives of mastering the discipline

The purpose of mastering the discipline "Foreign language / Иностранный язык in the Sphere of Professional Communication" is to acquire communicative competence by a specialist in the field of training 02.04.01 Mathematics and Computer Science, profile "Training Program for Electronic Information", the level of which at certain stages of language training allows for the practical use of a Foreign language / Иностранный язык in professional activities.

This goal defines the objectives of studying a Foreign language / Иностранный язык in higher education, and exactly:

- acquisition by students of the linguistic and communicative competence necessary for studying foreign experience in a particular field of science and technology, and
- also for establishing business contacts;
- development of skills for searching and processing information in a Foreign language / Иностранный язык;
- development of skills to construct oral and written communication in a reasoned and clear manner
- speech in a Foreign language / Иностранный язык;
- raising the level of students' general culture - the culture of thinking and communication.

List of competencies to be mastered:

Code	Formulation
UK-4	Able to use modern communication technologies, including in Foreign language / Иностранный язык(s), for academic and professional interactions

A list of planned learning outcomes for the discipline, correlated with the planned learning outcomes of the higher education program

Code, formulation of competence	Code, indicator formulation	Planned learning outcomes for the discipline, characterizing the stages of formation of competencies, indicators
UK-4 Able to apply modern communication technologies, including in Foreign language / Иностранный язык(s), for academic and professional interaction	ID-1 uses the principles of establishing different types of communication (oral, written, business, intercultural, network, etc.) when solving problems of professional activity	competently uses the principles of establishing different types communication (oral, written, business, intercultural, online, etc.) solving professional activities
UK-4 Able to use modern communication technologies, including in	ID-2 uses various types of communication technologies for	Competently applies various types communication

Foreign language / Иностранный язык(s), for academic and professional interaction	academic and professional interaction	technologies for academic and professional interaction
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Mathematics – the Queen of Science. What is a Computer?

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

– work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search) development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

Text What is a Computer?

List of tasks:

- ## 2. Reading .

1. English language – 3 Electronic resource: practical manual / T.P. Kashkarova / M.V. Sukhareva / V.I. Shemyakina / T.A. Polushkina / M.A. Volkova / E.Yu. Klepko / T.A. Kuzmina / I.N. Kurdyukova / T.Yu. Golechkova. - English language – 3, 2018-11-30. - Moscow

: Internet University of Information Technologies (INTUIT), 2016. - 111 p . - The book is in the basic version of the IPRbooks electronic library system .

[illegible]

270 pp. - The book is in the premium version of the IPR Electronic Library System BOOKS . - ISBN 978-985-536-322-5

List of sources recommended for use on this topic Main literature:

Further reading:

1. Kashparova, V.S. < BR > & nbsp ;& nbsp ;& nbsp ; English language Electronic resource: textbook / V.Yu. Sinitsyn / V.S. Kashparova. - English language, 2019-12-01. - Moscow: Internet University of Information Technologies (INTUIT), 2016. - 118 p . - The book is in the basic version of the IPRbooks electronic library system .

2. Lukina, L.V. < BR > & nbsp ;& nbsp ;& nbsp ; English language course for graduate students . Masters Course Electronic resource: study guide / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

- 136 p . - The book is in the basic version of the IPRbooks electronic library system . - ISBN 978-5-89040-515-9

3. Lychko, L. Ya. < BR > & nbsp ;& nbsp ;& nbsp ; English for postgraduate students. for Post - Graduate Students Electronic resource: Textbook and methodological manual on the English language for postgraduate students / L. Ya. Lychko, N. A. Novogradskaya-Morskaya. - Donetsk: Donetsk State University of Management, 2016. - 158 p. - The book is in the premium version of the IPR electronic library system BOOKS . - ISBN 2227-8397

4. Somko, A. S. < BR > & nbsp ;& nbsp ;& nbsp ; Professional Foreign language / Иностранный язык for specialists in the field of computer security Electronic resource / A. S. Somko, E. A. Fedorova. - Professional Foreign language / Иностранный язык for specialists in the field of computer security, 2022-10-01. - St. Petersburg: ITMO University, 2016. -

34 pp. - The book is in the premium version of the IPR Electronic Library System BOOKS . - ISBN 2227-8397

Internet resources:

1. [http:// www . englishonline . co . uk](http://www.englishonline.co.uk) - English Online resources for learning English
2. [http:// www . bbc . co . uk / home / toda y / index . shtml](http://www.bbc.co.uk/home/today/index.shtml) - BBC resources and materials
3. <http://www.oup.com/elt/oald/> – [An updated and improved version of the popular Oxford Dictionary. The](#) dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use [the word you 're looking for](#) .

A CD - ROM version is available.

Practical lesson 2.

Computer in My Life

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search) development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

List of issues to be considered on the topic:

Text Computer in My Life

Methods : reading, speaking, providing feedback, presenting educational material, combining theoretical material with specific examples.

List of tasks:

1. *Speaking* . Conversation on the topic .
2. *Reading* .
Read and translate the text.

1. English language – 3 Electronic resource: practical manual / T.P. Kashkarova / M.V. Sukhareva / V.I. Shemyakina / T.A. Polushkina / M.A. Volkova / E.Yu. Klepko / T.A. Kuzmina / I.N. Kurdyukova / T.Yu. Golechkova. - English language – 3, 2018-11-30. - Moscow

: Internet University of Information Technologies (INTUIT), 2016. - 111 p . - The book is in the basic version of the IPRbooks electronic library system .

- [illegible]

270 pp. - The book is in the premium version of the IPR Electronic Library System BOOKS . - ISBN 978-985-536-322-5

List of sources recommended for use on this topic Main literature:

Further reading:

- 1.Kashparova, V.S. < BR > & nbsp ;& nbsp ;& nbsp ; English language Electronic resource: textbook / V.Yu. Sinitsyn / V.S. Kashparova. - English language, 2019-12-01. - Moscow: Internet University of Information Technologies (INTUIT), 2016. - 118 p . - The book is in the basic version of the IPRbooks electronic library system .

2. Lukina, L.V. English language course for graduate students. Masters Course Electronic resource: study guide / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

- 136 p . - The book is in the basic version of the IPRbooks electronic library system . - ISBN 978-5-89040-515-9

3. Lychko, L. Ya. English for postgraduate students. for Post - Graduate Students Electronic resource: Textbook and methodological manual on the English language for postgraduate students / L. Ya. Lychko, N. A. Novogradskaya-Morskaya. - Donetsk: Donetsk State University of Management, 2016. - 158 p. - The book is in the premium version of the IPR electronic library system BOOKS . - ISBN 2227-8397

4. Somko, A. S. Professional Foreign language / Иностранный язык for specialists in the field of computer security Electronic resource / A. S. Somko, E. A. Fedorova. - Professional Foreign language / Иностранный язык for specialists in the field

computer security, 2022-10-01. - St. Petersburg: ITMO University, 2016. - 34 p. - The book is in the premium version of the IPR Electronic Library System BOOKS . - ISBN 2227-8397

Internet resources:

1. [http:// www . englishonline . co . uk](http://www.englishonline.co.uk) - English Online resources for learning English
2. [http:// www . bbc . co . uk / home / toda_y / index . shtml](http://www.bbc.co.uk/home/today/index.shtml) - BBC resources and materials
3. <http://www.oup.com/elt/oald/> – An updated and improved version of the popular Oxford Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use [the word you 're looking for](#) .

A CD - ROM version is available.

Practical Lesson 3.

The Most Famous Mathematicians of the Modern World

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search)
development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

Scroll under consideration questions Topics :

Text The Most Famous Mathematicians of the Modern World

Methods : reading, speaking, providing feedback, presenting educational material, combining theoretical material with specific examples.

List of tasks:

1. *Speaking* . Conversation on the topic .
2. *Reading* .

Read and translate the texts.

1. English language – 3 Electronic resource: practical manual / T.P. Kashkarova / M.V. Sukhareva / V.I. Shemyakina / T.A. Polushkina / M.A. Volkova / E.Yu. - English language – 3, 2018-11-30. - Moscow: Internet University of Information Technologies (INTUIT), 2016. - 111 p. - The book is in the basic version of the IPRbooks electronic library system .

2. Slepovich, V. S.
Electronic resource: Textbook / V. S. Slepovich. - Minsk: TetraSystems, 2012. -

270 pp. - The book is in the premium version of the IPR Electronic Library System
BOOKS . - ISBN 978-985-536-322-5

List of sources recommended for use on this topic Main literature:

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Further reading:

1. Kashparova, V.S. < BR > ; English language Electronic resource: textbook / V.Yu. Sinitsyn / V.S. Kashparova. - English language, 2019-12-01. - Moscow: Internet University of Information Technologies (INTUIT), 2016. - 118 p . - The book is in the basic version of the IPRbooks electronic library system .

2. Lukina, L.V. < BR > ; English language course for graduate students . Masters Course Electronic resource: study guide / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

- 136 p . - The book is in the basic version of the IPRbooks electronic library system . - ISBN 978-5-89040-515-9

3. Lychko, L. Ya. < BR > ; English for postgraduate students. for Post - Graduate Students Electronic resource: Textbook and methodological manual on the English language for postgraduate students / L. Ya. Lychko, N. A. Novogradskaya-Morskaya. - Donetsk: Donetsk State University of Management, 2016. - 158 p. - The book is in the premium version of the IPR electronic library system BOOKS . - ISBN 2227-8397

4. Somko, A. S. < BR > ; Professional Foreign language / Иностранный язык for specialists in the field of computer security Electronic resource / A. S. Somko, E.

A. Fedorova. - Professional Foreign language / Иностранный язык for Computer Security Specialists, 2022-10-01. - St. Petersburg: ITMO University, 2016. - 34 p. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 2227-8397

Internet resources:

1. <http://www.englishonline.co.uk> - English Online resources for learning English
2. <http://www.bbc.co.uk/home/today/index.shtml> - BBC resources and materials
3. <http://www.oup.com/elt/oald/> – An updated and improved version of the popular Oxford Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use [the word you're looking for](#).

A CD - ROM version is available.

Practical lesson 4.

Fields of Mathematics

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search)
development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

List of issues to be considered on the topic:

Text by Fields of Mathematics

Methods : reading, speaking, providing feedback, presenting educational material, combining theoretical material with specific examples.

List of tasks:

1. *Speaking* . Conversation on the topic .
2. *Reading* .

Read and translate the text.

List of sources recommended for use on this topic Main literature:

- [illegible]

Further reading:

[illegible]

2. Lukina, L.V. English language course for master's degree students. English Master's Course Electronic resource: textbook / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

- 136 p. - The book is in the basic version of the IPRbooks electronic library system. - ISBN 978-5-89040-515-9

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- ISBN 2227-8397

Internet resources:

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2. <http://www.bbc.co.uk/home/today/index.shtml> - BBC resources and materials
3. <http://www.oup.com/elt/online/> – An updated and improved version of the popular Oxford English Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use the word you're looking for.

A CD-ROM version is available.

Practical lesson 5.

What is Mathematics?

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностраннй язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search)

Internet University of Information Technologies (INTUIT), 2016. - 118 p. - The book is in the basic version of the IPRbooks electronic library system.

2. Lukina, L.V. English language course for master's degree students. English Master's Course Electronic resource: textbook / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

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4. Somko, A. S. Professional Foreign language / Иностранный язык for Computer security specialists. Electronic resource / A. S. Somko, E. A. Fedorova. - Professional Foreign language / Иностранный язык for computer security specialists, 2022-10-01. - St. Petersburg: ITMO University, 2016. - 34 p. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 2227-8397

Internet resources:

1. <http://www.englishonline.co.uk> – English Online – resources for learning English
2. <http://www.bbc.co.uk/home/today/index.shtml> - BBC resources and materials
3. <http://www.oup.com/elt/online/> – An updated and improved version of the popular Oxford English Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use the word you're looking for.

A CD-ROM version is available.

Practical Lesson 7.

Mathematics and Other Subjects

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search) development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

Mathematics and Other Subjects

combining theoretical material with specific examples.

1. *Speaking* . Conversation on the topic .

2. Reading .

Read and translate the text.

List of recommended sources for use on this topic

1. English language – 3 Electronic resource: practical manual / T.P. Kashkarova / M.V. Sukhareva / V.I. Shemyakina / T.A. Polushkina / M.A. Volkova / E.Yu. Klepko / T.A. Kuzmina / I.N. Kurdyukova / T.Yu. Golechkova. - English language – 3, 2018-11-30. - Moscow

: Internet University of Information Technologies (INTUIT), 2016. - 111 p. – The book is in the basic version of the IPRbooks electronic library system.

2. Slepovich, V. S.
Electronic resource: Study guide / V. S. Slepovich. - Minsk: TetraSystems, 2012. - 270 p. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 978-985-536-322-5.

Further reading:

[illegible]

2. Lukina, L.V. English language course for master's degree students. English Master's Course Electronic resource: textbook / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

- 136 p. - The book is in the basic version of the IPRbooks electronic library system. - ISBN 978-5-89040-515-9

3. Lychko, L. Ya. English for Post-Graduate Students. Electronic resource: Textbook on English for postgraduate students / L. Ya. Lychko, N. A. Novogradskaya-Morskaya. - Donetsk: Donetsk State University of Management, 2016. - 158 p. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 2227-8397

4. Somko, A. S. Professional Foreign language / Иностранный язык for specialists in the field of computer security Electronic resource / A. S. Somko, E. A. Fedorova. - Professional Foreign language / Иностранный язык for specialists in the field of computer security, 2022-10-01. - St. Petersburg: ITMO University, 2016. -

34 pp. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 2227-8397

1. <http://www.englishonline.co.uk> – English Online – resources for learning English

2. <http://www.bbc.co.uk/home/today/index.shtml> - BBC resources and materials

3. <http://www.oup.com/elt/oald/> – An updated and improved version of the popular Oxford English Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use the word you're looking for. A CD-ROM version is available.

Practical lesson 8.

Children and Mathematics

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search)
development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

List of issues to be considered on the topic:

Communication Situation: Children and Mathematics

Methods : reading, speaking, providing feedback, presenting educational material, combining theoretical material with specific examples.

List of tasks:

Speaking .

Conversation on the topic . Report.

List of sources recommended for use on this topic Main literature:

1. English language – 3 Electronic resource: practical manual / T.P. Kashkarova / M.V. Sukhareva / V.I. Shemyakina / T.A. Polushkina / M.A. Volkova / E.Yu. - English language – 3, 2018-11-30. - Moscow: Internet University of Information Technologies (INTUIT), 2016. - 111 p. - The book is in the basic version of the IPRbooks electronic library system.

2. Slepovich, V. S.
Electronic resource: Study guide / V. S. Slepovich. - Minsk: TetraSystems, 2012. - 270 p. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 978-985-536-322-5

Further reading:

[illegible]

Internet University of Information Technologies (INTUIT), 2016. - 118 p. - The book is in the basic version of the IPRbooks electronic library system.

2. Lukina, L.V. English language course for master's degree students. English Master's Course Electronic resource: textbook / L.V. Lukina. - Voronezh: Voronezh State University of Architecture and Civil Engineering, EBS ASV, 2014.

- 136 p. - The book is in the basic version of the IPRbooks electronic library system. - ISBN 978-5-89040-515-9

3. Lychko, L. Ya. English for Post-Graduate Students. Electronic resource: Textbook on English for postgraduate students / L. Ya. Lychko, N. A. Novogradskaya-Morskaya. - Donetsk: Donetsk State University of Management, 2016. - 158 p. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 2227-8397

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34 pp. - The book is in the premium version of the IPR BOOKS electronic library system. - ISBN 2227-8397

Internet resources:

1. <http://www.englishonline.co.uk> – English Online – resources for learning English
2. <http://www.bbc.co.uk/home/today/index.shtml> - BBC resources and materials
3. <http://www.oup.com/elt/oa/> – An updated and improved version of the popular Oxford English Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use the word you're looking for.

A CD-ROM version is available.

Practical Lesson 9.

English Scientists (Mathematicians)

Knows :

- minimum vocabulary of a Foreign language / Иностранный язык of general and professional nature;
- grammatical foundations of a Foreign language / Иностранный язык, ensuring general and professional communication without distorting the meaning in written and oral communication;
- phonetic, grammatical and lexical structures of oral and written speech in a certain volume

Can:

- work with professional literature in a Foreign language / Иностранный язык in printed and electronic form, i.e. master all types of reading (skimming, familiarization, study, search) development of vocabulary skills; repetition of vocabulary material; development and improvement of skills in working with a dictionary on a text.

List of issues to be considered on the topic:

Methods : reading, speaking, providing feedback, presenting educational material, linking theoretical material with specific examples.

1. *Speaking* . Conversation on the topic .
2. *Reading* .

List of sources recommended for use on this topic Main literature:

1. <http://www.englishonline.co.uk> – English Online – resources for learning English
2. <http://www.bbc.co.uk/home/todav/index.shtml> - BBC resources and materials

3. <http://www.oup.com/elt/oa> Id/ – An updated and improved version of the popular Oxford English Dictionary. The dictionary contains 80,000 entries. You can also find detailed explanations of phrasal verbs and idioms that use the word you're looking for.

A CD-ROM version is available.

Practical lesson 10

Topic : The United States of America. Adverbs. Continuous Tenses

1. Continuous tenses
2. Text “ The USA ”

The goal is to master the lexical and grammatical content of the topic " The USA " within the framework of texts, video and audio stories ; to develop listening, reading, speaking and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностранный язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical part.

The Progressive (Continuous) Tenses

Progressive (Continuous) *tenses consist of two parts: the variable part – the auxiliary verb to be* , which serves as an indicator of person, number and time, and the unchangeable part – **Participle I** (the so-called -ing form).

The Present Progressive (Continuous) Tense

THE PRESENT PROGRESSIVE (CONTINUOUS) TENSE	
AFFIRMATION OFFER	I am asking. He (she, it) is asking. You (we, they) are asking.
INTERROGATIVE OFFER	Am I asking? Is he (she, it) asking? Are you (we, they) asking?
NEGATIVE OFFER	I am not asking. He (she, it) is not asking. You (we, they) are not asking.

Affirmative sentences in the Present Continuous are formed using the verbs **am, is, are** (present tense forms of the verb *to be*) and a verb ending in **-ing** (*Participle I*):

I	am	reading a newspaper.
He She It My friend	is	
You We	are	

They My friends		
--------------------	--	--

Interrogative sentences are formed by placing the verbs **am, is, are** before the subject:

Am	I	reading a newspaper?
Is	He She It My friend	
Are	You We They My friends	

Is Ann reading a newspaper? – Yes, she is / No, she isn't.

The negative form is formed using the negative particle **not** , which is placed after **am, is, are.**

I	am	not	reading a newspaper.
He She It My friend	is		
You We They My friends	are		

The Use of the Present Progressive (Continuous) Tense

Cases The uses of the Present Progressive (Continuous) Tense are presented V Table No.

1.

Table No. 1. – Cases Uses of the Present Progressive (Continuous) Tense

Item No.	CASE OF USE	EXAMPLE
1	An action in progress, unfinished, occurring at the moment of speech (I have started some action, but have not finished it yet)	I am writing a letter to my sister now, don't bother me. <i>I'm writing a letter to my sister now, don't bother me.</i>
2	A continuous action taking place in the present period of time	He is writing a new book. <i>He Writes New one Book .</i> The prices are rising. <i>Prices They are growing .</i>
3	A planned, predetermined action in the near future	They are having a party next weekend. <i>They are having a party next weekend.</i>

	(usually with an adverb of time)	My wife is coming in a minute. <i>My wife will come in a minute.</i>
4	An unfinished action that is happening in the present time, but not necessarily at the moment of speaking	Tom and Ann are talking in a café. Tom says: I'm reading an interesting book at the moment. I'll lend it to you when I finish it. <i>Tom and Anna are chatting in a cafe. Tom says: I'm reading a very interesting book now. I'll give it to you when I finish.</i> (Tom started reading a book and hasn't finished it yet – an unfinished action. But at this moment he's not reading, he's in a cafe.)
5	Temporary situation	Bess is working in a café until she finds a better job. <i>Bess works in a cafe until she finds a better job.</i>
6	Expression of an emotional attitude towards an action, characteristic of a given subject (irritation, surprise, bewilderment), always with the words always, constantly, forever	He is always giving me flowers! <i>He gives me flowers all the time! (surprise)</i> You are always losing your keys! <i>You always lose your keys! (irritation)</i> She is always smiling! <i>She smiles all the time! (bewilderment)</i>
7	Expression of emotional attitude towards a person's behavior in a given situation	You Are Being Cruel . <i>You are acting cruelly (now).</i>

Verbs that Are Not Used in Progressive Tenses

Verbs expressing feelings, perceptions, and mental states are not used in the continuous tenses. These verbs cannot express an action or state as a process occurring at a specific moment. These verbs include:

to love – to love
to like – to like
to hate
to prefer – to prefer
to want – to want
to wish, to desire – to wish
to need – to be in need of something
to see
to hear – to hear
to notice
to feel – to feel
to know – to know
to understand – to understand
to remember
to forget
to think – to think

to believe – to believe
to recognize – to learn
to seem, to appear
to mean – to have V in view , that is
to possess – to own
to consist
to depend – to depend, etc.

BUT!

I think he is a good person. – I think he is a good person (opinion, fact).

I'm Thinking Of Buying A New Car . – I'm thinking about buying a new car (process).

The Past Progressive (Continuous) Tense

The formation and cases of use of the past continuous tense are given in Table No. 1 and Table No. 2.

Table No. 1 – Formation of the Past Progressive

AFFIRMATIONAL PROPOSAL	I (he, she, it) was asking. You (we, they) were asking.
INTERROGATIVE SENTENCE	Was I (he, she, it) asking? Were you (we, they) asking?
NEGATIVE SENTENCE	I (he, she, it) was not asking. You (we, they) were not asking.

Table 2. – Cases of using the Past Progressive

Item No.	CASE OF USE	EXAMPLE
1	An action in progress, unfinished, occurring at a certain point in the past	Yesterday at 6 o'clock I was writing a letter. <i>Yesterday at 6 o'clock I was writing a letter.</i>
2	An action taking place at the time when some other action occurred, expressed in the Past Simple (in subordinate clauses, usually beginning with the word when)	He was reading a book when I <i>entered</i> the room. <i>He was reading a book when I entered the room.</i>
3	Parallel actions in the past (in subordinate clauses of time, usually beginning with the word while)	I was watching TV while <i>he was looking through</i> the newspapers .
4	An action that takes place over a limited period of time (when the sentence emphasizes the duration of the process), often with the words all day long , the whole month , etc.	I was talking to him <i>from 7 till 8 o'clock last night.</i>

The Future Progressive (Continuous) Tense

The formation and cases of use of the future continuous tense are given in Table No. 1 and Table No. 2.

Table 1 – Future Progressive Tense Education

AFFIRMATIONAL PROPOSAL	I (we) shall be asking . You (he, she, it, they) will be asking .
INTERROGATIVE SENTENCE	Shall I (we) be asking ing ? Will you (he, she, it, they) be ask ing ?
NEGATIVE SENTENCE	I (we) shall not be asking . You (he, she, it, they) will not be ask ing .

Table No. 2. – Cases Uses of the Future Progressive Tense

Item No.	CASE OF USE	EXAMPLE
1	An action in progress, unfinished, which will take place at a certain point in the future.	Tomorrow at 6 o'clock I shall be writing a letter. <i>Tomorrow at 6 o'clock I will be writing a letter.</i>
2	An action that will be going on when some other action expressed in <i>the Present Simple</i> occurs .	He will be reading a book when you <i>come</i> . <i>He will be reading a book when you come.</i>

Interview questions and tasks

Reading and speaking

The United States of America is the third largest country in the world based on population and land area. The United States also has the world's largest economy and is one of the most influential nations in the world.

The original 13 colonies of the United States were formed in 1732. Each of these had local governments and their populations grew quickly throughout the mid-1700s. However during this time tensions between the American colonies and the British government began to arise as the American colonists were subject to British taxation but had no representation in the British Parliament. These tensions eventually led to the American Revolution which was fought from 1775-1781. On July 4, 1776, the colonies adopted the Declaration of Independence and following the American victory over the British in the war, the US was recognized as independent of England. In 1788, the US Constitution was adopted and in 1789, the first president, George Washington, took office.

Following its independence, the US grew rapidly and the Louisiana Purchase in 1803 nearly doubled the nation's size. The early to mid-1800s also saw growth on the west coast as the California Gold Rush of 1848-1849 spurred red western migration and the Oregon Treaty of 1846 gave the US control of the Pacific Northwest.

Despite its growth, the US also had severe racial tensions in the mid-1800s as African slaves were used as laborers in some states. Tensions between the slave states and non-slave states led to the Civil War and eleven states declared their secession from the union and formed the Confederate States of America in 1860. The Civil War lasted from 1861-1865 when the Confederate States were defeated. Following the Civil War, racial tensions remained through the 20th century. Throughout the late 19th and early 20th centuries, the US continued to grow and remained neutral at the beginning of World War I in 1914. It later joined the Allies in 1917.

The 1920s were a time of economic growth in the US and the country began to grow into a world power. In 1929 however the Great Depression began and the economy suffered until

World War II. The US also remained neutral during this war until Japan attacked Pearl Harbor in 1941, at which time the US joined the Allies.

Following WWII, the US economy again began to improve. The Cold War followed shortly thereafter as did the Korean War from 1950-1953 and the Vietnam War from 1964-1975. Following these wars, the US economy for the most part grew industrially and the nation became a world superpower concerned with its domestic affairs because public support waned during previous wars. On September 11, 2001, the US was subject to terrorist attacks on the World Trade Center in New York City and the Pentagon in Washington DC, which led to the government pursuing a policy of reworking world governments, particularly those in the Middle East.

The US government is a representative democracy with two legislative bodies. These bodies are the Senate and House of Representatives. The Senate consists of 100 seats with two representatives from each of the 50 states. The House of Representatives consists of 435 seats and are elected by the people from the 50 states. The executive branch consists of the President who is also the head of government and chief of state. On November 4, 2008 Barack Obama was elected as the first African American US president.

The US also has a judicial branch of government that is made up of the Supreme Court, the US Court of Appeals, US District Courts and State and County Courts. The US is comprised of 50 states and one district (Washington DC).

The US has the largest and most technologically advanced economy in the world. It mainly consists of the industrial and service sectors. The main industries include petroleum, steel, motor vehicles, aerospace, telecommunications, chemicals, electronics, food processing, consumer goods, lumber and mining. Agricultural production, though only a small part of the economy, includes: wheat, corn, other grains, fruits, vegetables, cotton, beef, pork, poultry, dairy products, fish and forest products.

The US borders both the North Atlantic and North Pacific Oceans and is bordered by Canada and Mexico. It is the third largest country in the world by area and has a varied topography. The eastern regions consist of hills and low mountains while the central interior is a vast plain (called the Great Plains region) and the west has high rugged mountain ranges (some of which are volcanic in the Pacific Northwest). Alaska also features rugged mountains as well as river valleys. Hawaii's landscape varies but is dominated by volcanic topography. Like its topography, the climate of the US also varies depending on location. It is considered mostly temperate but is tropical in Hawaii and Florida, arctic in Alaska, semiarid in the plains west of the Mississippi River and arid in the Great Basin of the southwest.

The country is a federal republic which consists of 50 states and District of Columbia, where Washington, DC, the capital of the country, is situated. The head of the country is the President, who is elected every four years. Every state has its own Constitution and the system of power. The supreme legislative body is Congress of the US. The members of Congress are called congressmen. Congress consists of two chambers – the House of Representatives and the Senate.

The main law of the USA is the Constitution. It was created and adapted in Philadelphia in 1787.

The population of the country is sometimes called "salad bowl", because all nations and nationalities are mixed up, though they keep their specific features. There are white people, Afro-Americans, American Indians, Puerto-Ricans, Chinese and Japanese people.

The flag of the USA has thirteen white and red stripes and 50 white stars against the blue background (one for every state).

Many famous Americans, such as Abraham Lincoln, George Washington, Benjamin Franklin, John Fitzgerald Kennedy, Franklin Roosevelt, William (Bill) Clinton, Mark Twain, O'Henry, and JD Salinger are famous all over the world.

Make a short summary of the text. Do it according to the following format.

- The title of the text is...

- The text is dedicated to...
- It consists of...
- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

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3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.

4. <http://www.lingualeo.ru> – English language online.
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6. <http://www.multitran.ru> – “Multitran” – Multimedia English-Russian and Russian-English dictionary.

Practical Lesson 11

Subject . The United States of America. Perfect Continuous

1. General Information. Text: "Some interesting facts about the USA"
Perfect Continuous Tenses

The goal is to master the lexical and grammatical content of the topics " USA facts " within the framework of texts, videos and audio stories ; to develop listening, reading, speaking and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностранный язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical part.

Time groups Perfect Continuous

The tenses in this group incorporate features of both the perfect and continuous tenses, and they describe actions that lasted for a specific period of time. The most frequently used tense is the present perfect continuous. The past is used less frequently, and the future is used even more rarely.
IN How What is Perfect Continuous?

The perfect continuous tense—what kind of beast is this? In this group, each tense has only one instance of use.

The Present Perfect Continuous describes an action that began in the past and continues in the present moment, or has just finished:

He has been working here for 2 years. - He works Here already two years .

The Past Perfect Continuous describes an action that continued in the past until another action, event, or point in time:

He had been working for two hours before his boss came.

The Future Perfect Continuous describes an action that will begin in the future and continue for some time until another action, event, or point in time:

In May he will have been working here for 2 years.

As you may have noticed, the Russian translation often adds the word "already," even though it may not be present in the English sentence. This is because the perfect continuous tense itself conveys the meaning that "the action has been going on for some time."

The structure of the perfect continuous tense

The general formula for the Perfect Continuous tense is: to have + been + V-ing.

As you can see, the tense structure of this group is quite cumbersome, so contractions of the auxiliary verb have are often used in the appropriate form (had — 'd, have — 've, has — 's). The most common markers of this tense are the prepositions for and by. Below in the table, let's review all three tenses in this group in more detail.

	Past Perfect Continuous	Present Perfect Continuous	Future Perfect Continuous
Structure	had been + V-ing	have/has been + V-ing	will have been + V-ing
Marker words	· for (during) · since (s..) · a few years · for a long time · before (before) · when	· for (during) · since (s..) · lately, recently (lately) · all morning/day/week	· for (during) · by (to) · before (before) · after · by the time, by then, by that time (by the time that)
Cases of use			
	An action that continued in the past before another action or event	The action began in the past and continues in the present moment, or has just ended	An action that will begin in the future and last until another action, event, or point in time
Example	He had been working for 2 years before his boss fired him.	He has been working here for 2 years.	In May he will have been working here for 2 years.

Remember that we can't use continuous verbs in the Perfect Continuous tenses, just like in the Simple Continuous. In such cases, we replace the Perfect Continuous tense with the Perfect tense, for example: *I haven't seen him since Monday.*

Interview questions and tasks

Reading and speaking

Football is the most popular sport. American football is the most popular spectator sport in the United States. It is a *combat* game where highly trained athletes skillfully and brutally execute strategic plans. Attending a football game often begins with a "tailgate party" in the parking lot of the stadium followed by several hours of rowdy, emotionally charged *excitement*. Most fans watch football while gathered in a local bar or at a friend's home in front of a big-screen TV.

The National Football League (NFL) consists of 32 professional teams located in major cities across the USA. Each team plays 16 games between early September and the end of December. The two best teams meet at the Superbowl near the end of January. Games are on Sunday afternoons with a few nationally televised games on Monday nights. It is difficult to get tickets for any NFL games as they are generally "sold out" before the season begins. You can sometimes *obtain* tickets through travel agents and ticket brokers at premium prices. You can almost always buy tickets, for a high price, from illegal "ticket scalpers" in front of the stadium just before a game.

At hundreds of universities across the USA, they play college football games on Saturday afternoons. Games at the "football schools" with *outstanding* teams often attract over 100,000 fans. It is difficult to obtain tickets to games at the best football schools but easy to get tickets at the less popular college games.

Baseball is the second most popular sport in the USA and it has a completely different atmosphere than football. It is a game of *intense* concentration and the near perfect execution of

playing skill. Attending a baseball game might start with a tailgate party that resembles a family picnic followed by several hours of relaxed socializing with friends while watching the game.

Safeco Field is home to the Seattle Mariners, a Major League Baseball team in the American League.

There are 30 Major League baseball teams divided into the National League and the American League. Each team plays about 160 games on weekday evenings or weekend afternoons between early spring and late fall. The best team from each league meet in late fall for the World Series games to determine the National Champion. Only the most popular games are sold out, so you can normally buy tickets to most Major League games.

Several hundred minor league baseball teams play in smaller cities across the USA and Canada. Each team is *affiliated* with one of the Major League teams and used as a training ground for future Major League players. Tickets are almost always available for minor league games.

Basketball is a very popular winter sport. Basketball combines the fast-paced excitement of football with the concentration and athletic *progress* of baseball. Basketball games can be intensely exciting but are usually less *rowdy* than football games.

The National Basketball Association (NBA) contains 29 teams from major Canadian and US cities. They play about 100 games on evenings and a few afternoons between October and May. The championship games are in June. NBA games in many cities are sold out well in advance, so it may be difficult to obtain tickets. There are ten Women's National Basketball Association teams (WNBA) in the US. Their games are not as popular as the NBA games but are just as exciting, and you can easily obtain tickets.

Hundreds of universities across the USA play college basketball. At the "basketball schools" with excellent teams ticket might be hard to find.

Hockey is not as popular as football, baseball or basketball, but it has a *loyal* following of fans in certain cities of the USA and Canada. The game has the fast paced excitement of football and basketball with plenty of *violent* body contact. Hockey games have a reputation for attracting loud, beer-drinking, rowdy fans.

The National Hockey League (NHL) has 30 teams in major cities across the USA and Canada. Each team plays about 80 games between October and April. Playoff elimination games are held after the season and the two top teams play in the "Stanley Cup" championship. Tickets are available for hockey games in most cities as only the most popular games are sold out.

Make a short summary of the text. Do it according to the following format.

- The title of the text is...
- The text is dedicated to...
- It consists of...
- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

Times Square

Times Square, the most bustling square of New York is known for its many Broadway theatres, cinemas and electronic billboards. It is one of those places that make New York a city that never sleeps.

By the end of the nineteenth century, New York City had expanded up to 42nd street and the area was becoming the center of the city's social scene. In 1904, the New York Times built the Times Tower on 43rd street just off Broadway to replace its downtown premises. The square in front of the building was called Longacre square, but was soon renamed Times Square. The name is now used for the area between 40th and 53rd street and 6th and 9th avenue.

The inauguration of the New York Times' new headquarters at 1 Times Square was celebrated with a fireworks display, starting a New Year's Eve tradition which still continues today.

The first famous ball-lowering from the 1 Times Square's rooftop pole was held on New Year's Eve 1907.

At the start of the First World War, Times Square was the center of the Theater District and attracted a large number of visitors. This made the square an ideal place for billboards. In 1917 the first large electric display billboard was installed. Eleven years later, the first running electric sign was lit for the first time, to announce Herbert Hoover's victory in the Presidential elections. The billboards have become such a tourist attraction for the area, that the zoning now requires the buildings to be covered with billboards!

In the thirties, the Great Depression led to a sharp decline in theater attendance. Many businesses had to close down, and they were quickly replaced by strip teases and peep shows. The area continued to attract visitors though and after the Second World War, the Theater District was booming again. At the end of the sixties, the area started to go downhill and by the mid-seventies, tourists avoided Times square, which had become a seedy, crime-ridden and drug-infested place.

In the 1980s redevelopment proposals were submitted, with little result. This changed a decade later, when the Walt Disney Company opened a Disney store on Times Square. This attracted more family-friendly businesses to the area, leading to a so-called 'Disneyfication'. The area was now - like most of New York City - a lot safer than in the early nineties and Times Square once again became a magnet for tourists and a center of New York's social scene.

Today Times Square is a constantly buzzing tourist magnet; the square is even one of the most visited places in the world.

For most of its existence Times Square wasn't much more than a large traffic intersection, but it is now being redeveloped into a pedestrian-friendly square with large car-free plazas replacing much of the asphalt. The redevelopment project - dubbed Times Square Transformation - started in 2012 and is expected to be completed in 2016.

Many people come to Times Square for the ambiance and the billboards spectacle, but there are also many restaurants and shops - well over 100 - in the area including some crowd-pullers such as the Disney Store and a large Toys"R"Us. But Times Square is best known for its entertainment, and plenty of visitors come here to attend a Broadway show. Times Square is also home to MTV's headquarters and ABC's 'Good Morning America' is broadcast in front of a live audience from its office at 44th and Broadway.

The most famous building at the square is undoubtedly the iconic Paramount Building. The building was home to the Paramount theater where stars such as Fred Astaire, Bing Crosby and Frank Sinatra performed in their heyday. Unfortunately the theater was demolished and the Paramount building is now merely an office tower.

Another former theater, the Embassy Theater, is now the home of Times Square's own visitors center. Here you can get information about events and Broadway shows. There's also a small museum that tells the history of Times Square.

Make a short summary of the text. Do it according to the following format.

- The title of the text is...
- The text is dedicated to...
- It consists of...
- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

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3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English language online.
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Practical lesson 12

Topic : The most important American cities.

- 1.General Information.Washington DC
2. Times Perfect Groups

The goal is to master the lexical and grammatical content of the topic " Washington DC " within the framework of texts, videos and audio clips ; to develop listening, reading, speaking, and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностранный язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical part.

Perfect tense: perfect tense

The Perfect Tense in English expresses completed actions whose results are directly related to a given moment in time. These actions have either just been completed or are currently being completed—all of these are Perfect Tenses.

From a Russian perspective, an action in the present tense cannot be completed; that's why it's called the present. If an action is completed, it must be in the past tense. English follows a different logic: in English, an action in the present can be completed, an example of which is the present perfect. An action could also have been completed long ago or never been completed at all, but it still has meaning in the present tense.

How is formed Present Perfect

Statement

The predicate in the Present Perfect consists of the auxiliary verb have (has) and the main verb. Have is used with the pronouns I, you, we, they, and plural nouns, while has is used with the pronouns he, she, and it, and singular nouns. When forming a sentence in the Present Perfect, the main verb must be in the third form: regular verbs are suffixed with -ed, while irregular verbs may have a root form.

Formula : **I / We / You / They + have + 3 - i form Verb**
Examples : I have started. — Я Started . We have gone. — We They've left . You've finished. They've come. They 've finished . They arrived .

Formula : **He / She / It + has + 3rd form verb**
Examples : He has decided. — He Decided . She has done . I did . It has turned off. — It turned off .

Negation

When constructing a negative sentence in the Present Perfect Tense, the negative particle not is placed between the auxiliary and main verbs.

Formula : **I / We / You / They + have not + 3 - form Verb**
Examples : I have not started. — Я Started . We have not gone. — We Not They left . You have not finished. They have not come. Not They arrived .

Formula : **He / She / It + has not + 3 - I form verb**
Examples : He has not decided. — He Not Decided . She hasn't done it. — She Not I did . It hasn't turned off. — It Not It turned on .

In colloquial speech, the verb to have (has) can take contracted forms. In an affirmative sentence, have (has) is combined with a pronoun; in the contracted form, have appears as "'ve,"

and has as "'s." In a negative sentence, have (has) is combined with not; the contracted forms appear as "haven't" and "hasn't."

Examples : *We've gone. He's decided. I haven't started. She hasn't done.*

Question

An interrogative sentence in the Present Perfect in English begins with an auxiliary verb, followed by a pronoun and the main verb in the third form.

Formula : **Have** + **I** / **we** / **you** / **they** + 3 - i form Verb
Examples : Have I started? — I Have we started ? Have we gone? — We Have you finished ?
Have you finished ? Have they come ? Have you arrived ?

Formula : **Has** + **he** / **she** / **it** + 3 - i form Verb
Examples : Has he decided? — He Have you decided ? Has she done it? — She Did you do it ?
Has it turned off? — It turned off ?

When is used Present Perfect

1. It's necessary to show the result of an action that has already taken place. The present perfect emphasizes the result.

Examples: *I did it.* — *I did it* (Past Simple — the action was in the past).
I have done it. — *I have done it* (Present Perfect — the action is finished, meaning there is a result).

Marker words: already, just, yet.

2. The Present Perfect in English is used when talking about the speaker's personal experience.

Example: *I've been to England but I haven't been to Scotland.* — *I have been to England, but I haven't been to Scotland* (at this point in my life, I have visited England but haven't had time to visit Scotland).

The adverbs ever and never are typical for describing life experience.

I have never tried green tea.

3. The Present Perfect is used to show a continuous action that is still ongoing: it started in the past, has a result in the present, and may continue in the future.

Examples:

We've known each other since school years.

I've studied English for 5 years. — *I started in the past, 5 years — the result is in the present.*

I've lived in the suburbs since childhood. — *I started living there as a child and, as a result, I still live in the suburbs now.*

Usually in such cases the prepositions for (during) and since (since, starting with) are used in the sentence.

How is formed Past Perfect

The past perfect tense is the past perfect tense in English. Its unique feature is that it is not used independently in speech but is always linked to another action. For example, when talking about a past event that occurred before other events mentioned.

Statement

The predicate in the Past Perfect consists of two parts: the auxiliary verb had and the third form of the main verb.

Formula : **I** / **He** / **She** / **It** / **We** / **You** / **They** + **had** + 3 - i form Verb
Examples : I had done. — Я He did . He had seen. — He Saw . She had found. — She Found it .
It had fallen. - It It fell . We had learned. — We You've learned it . You had decided. They decided .
They had gone. — They They left .

Negation

A negative sentence in the Past Perfect Tense is formed by using the negative particle not between the auxiliary verb had and the main verb.

Formula : **I / He / She / It / We / You / They + had not + 3 - I form Verb**
Examples : I had not done. — Я He did . He had not seen. — He Not Saw . She had not been found. — She Not Found it . It had not fallen. - It Not It fell . We had not learned. — We Not Learned . You hadn't decided. — You Not They decided . They hadn't gone. — They They left .

In colloquial speech, abbreviated forms are used: in an affirmative sentence, had is combined with a pronoun, in a negative sentence – with the particle not.

Examples : *I'd done. You'd decided. I hadn't done. You hadn't decided.*

Question

An interrogative sentence in the Past Perfect begins with the auxiliary verb had, followed by the subject and the main verb.

Formula : **Had + I / he / she / it / we / you / they + 3 - i form Verb**
Examples : Had I done? — I Did he do it ? Had he seen it? — He Did you see her ? Had she found her? — She Did you find it ? Had it fallen? - It Fell ? Had we learned? — We Have you learned it ? Had you decided? — You Have they decided ? Had they gone? — They Gone ?

When is used Past Perfect

1. The past perfect tense always accompanies another action in the past. This tense construction is used to describe an action that occurred before another action or a specific moment in the past. The other action in the past is most often indicated by the past simple.

Example: *We arrived at the station at 7:30, but the train had already left.* (First the train left - Past Perfect, then we arrived at the station - Past Simple).

In such a case, the following words are often used: by... (at some time/moment), after (after), before (before), when (when), earlier (earlier), first (first).

2. The Past Perfect can explain the cause: the sentence specifies that the action expressed by the Past Perfect caused another action to occur.

Example : *He was hungry. He hadn't eaten for eight hours. - He Was Hungry . He hasn't eaten for eight hours.*

3. The Past Perfect can also be used to talk about personal experiences that produced a certain result in the past.

Example: *The last week of my holidays was the worst week I had ever had.*

How is formed Future Perfect

Future Perfect is the future perfect tense in English; it shows an action that will begin in the future and end before a certain point in the future.

Statement

An affirmative sentence in the Future Perfect is constructed using the auxiliary verb have in the Future Simple tense (will have) and the third form of the main verb.

Formula : **I / He / She / It / We / You / They + will have + 3 - I form Verb**
Examples : I will have finished. — Я I'll finish . He will have decided. - He She will decide . She will have painted. Will draw . It will have produced. - It We will have arrived . We'll arrive . You will have confirmed. — Confirm . They will have received. - They They will receive .

Negation

In a negative sentence, the negative particle not appears between will and have.

Formula : **I / He / She / It / We / You / They + will not have + 3 - I form Verb**
 Examples : I will not have finished. — Я I'll finish . He will not have decided. - He Not She will not have painted . Not Will draw . It will not have produced. - It Not Will produce . We will not have arrived. — We Not We'll arrive . You won't have confirmed. — You Not Confirm . They will not have received. — They Not They will receive .

In colloquial speech, the auxiliary verb will have is more often found in a contracted form; in an affirmative sentence this form will sound like “I'll have”, in a negative sentence – “won't have”.

Examples : *She'll have painted. You'll have confirmed. It won't have produced. We won't have arrived.*

Question

An interrogative sentence in the Present Perfect Tense is formed by placing will first, then the subject, followed by have, and then the 3rd form of the main verb.

Formula : **Will + I / he / she / it / we / you / they + have + 3 - i form Verb**
 Examples : Will I have finished? — I Will he finish ? Will he have decided? - He Will she decide ? Will she have painted? - She Will he draw ? Will it have produced? - It Will we produce ? Will we have arrived? — We Will we arrive ? Will you have confirmed? - Will you confirm ? Will they have received? - They Will they receive it ?

Use Future Perfect

The Future Perfect tense shows an action that will begin in the future and also end before a certain point in the future.

Examples :

I want to quit my job in a month. I will have worked for 5 years for this company by then.
 - *I Want Through Month Quit . By that time I will have worked for this company for 5 years.*

We will have built our new house by the next year . — We will finish building our new house by next year .

In such sentences the following words can be used: by... (by some time/moment), by the time (by that time), by then (by that time), by tomorrow (by tomorrow, until tomorrow), before (before), when (when), until/till (before).

Interview questions and tasks

Reading and speaking

Washington DC

Founded on July 16, 1790, Washington DC is unique among American cities because it was established by the Constitution of the United States to serve as the nation's capital. From its beginning, it has been *embroiled* in political maneuvering, sectional conflicts and issues of race, national identity, compromise and, of course, power.

The choice of Washington's site along the Potomac and Anacostia Rivers resulted from a compromise between Alexander Hamilton and northern states who wanted the new federal government to assume Revolutionary War *debts* , and Thomas Jefferson and southern states who wanted the capital placed in a location friendly to slave-holding agricultural interests.

George Washington, the first president and namesake of the city, chose the site and appointed three commissioners to help prepare for the arrival of the new government in 1800. Pierre Charles L'Enfant designed the city as a bold new capital with *sweeping* boulevards and ceremonial spaces *reminiscent* of Paris in his native France. Benjamin Banneker, a self-taught African American mathematical genius, provided the astronomical calculations for *surveying* and laying out the city. The full development of Washington as a monumental city, however, did not

come until a hundred years later when the McMillan Commission updated its plan to establish the National Mall and monuments that most visitors to Washington now know.

During the War of 1812, most of the city was burned to the ground. British forces invaded the city and burned public and government buildings, including the White House, in response to American forces invading York, now known as Toronto, and burning most of it to the ground. However, the British left the residential areas untouched and also spared the home of the Commandant of the Marines, located on Marine Barracks, as a sign of respect. It is now the oldest government building in continuous use in the nation's capital. The Patent Office and the Post Office were also *spared* because of Dr. William Thornton, Superintendent of Patents, pleading with British officers that the knowledge lost therein would be a disservice to mankind.

As a southern city, Washington has always had a significant African American population. Before the Civil War, the city was home to a growing number of free blacks who worked as skilled *craftsmen*, hack drivers, businessmen and laborers. It also included enslaved African Americans and was the site of slave auctions before they were outlawed in the city in 1850. Slaves owned in Washington were emancipated on April 16, 1862, nine months before Lincoln's Emancipation Proclamation of Jan. 1, 1863. Washington remained home to a large African American population who created *vibrant* communities and championed civil rights despite racial segregation and *prejudice*. Duke Ellington was born and raised in Washington's Shaw neighborhood and played in his first band here.

Washington, DC was envisioned by its founders as a commercial center as well as the seat of government. The location on the Potomac River was chosen, in part, because it already included two existing port towns of Georgetown, Md., and Alexandria, Va., which served as regional shipping centers for tobacco and wheat. When Alexandria returned to Virginia in 1846, residents discussed that inclusion within the Federal District of Columbia hurt business and the city of Washington would never need that much room to grow.

But after the Civil War, Washington did grow, eventually *absorbing* Georgetown and the surrounding farms and rural areas beyond L'Enfant's original plans for the city. The initial boundary of Washington City was Florida Avenue, originally called Boundary Street. The first neighborhoods were those that grew up around the Capitol (Capitol Hill), the Center Market (Downtown), and the White House (Lafayette Square). The expansion of *streetcar* lines in the mid-19th century spurred creation of new suburbs. Two early suburbs, LeDroit Park and Anacostia, both began as developments that excluded African Americans and later became dominant African American communities.

Wars and national events have always resulted in the growth of the federal government and increases in population. During the Civil War, Washington was an armed *encampment* with soldiers *bivouacked* everywhere and public buildings serving as hospitals. Bread for soldiers was baked in ovens located on the White House grounds. During World War II, "government girls" were recruited to fill office jobs to replace men who had gone to war.

Washington is also a cosmopolitan city. While it has always had foreign delegations from the countries of the world, it also boasts an increasingly diverse ethnic population. A growing Latino population represents every Central and South American country with a particularly large community of Salvadorans. A large Ethiopian population has resulted from the political *turmoil* there. New ethnic groups have brought new restaurants, as well as new residents. While DC lost residents to surrounding suburbs in the 1990s, new housing and urban revitalization is now attracting people back to the city for a downtown renaissance of housing, offices, entertainment and nightlife.

As the capital of the world's most powerful democracy, it is ironic that residents of Washington lack full self-government and limited self-government was only restored in 1974 after nearly 100 years with an appointed commissioner system. Representation in Congress is limited

to a non-voting delegate to the House of Representatives and a shadow senator. 1964 was the first Presidential election in which Washington residents were able to vote.

After more than 200 years as the nation's capital, Washington is brimming with a unique history of its own. It has developed as a complex and layered city with multiple personalities. As home to the federal government, it has attracted a diverse mix of government workers, members of Congress from every state, foreign emissaries, lobbyists, petitioners and protestors. While elected and appointed officials come and go giving the city its reputation as a transient community, many of the city's residents have called Washington home for multiple generations. Their stories give Washington its distinctive character as both a national and local city.

Make a short summary of the text. Do it according to the following format.

- The title of the text is...
- The text is dedicated to...
- It consists of...
- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

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3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English language online.
5. <http://www.multilex.ru/online.htm> – “Multilex” – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – “Multitran” – Multimedia English-Russian and Russian-English dictionary.

Practical lesson 13

Subject . Educational structure in the USA . Time Simple groups .

- 1.General Information. Text: "Educational structure in the USA"
2. Simple tenses.

The goal is to master the lexical and grammatical content of the topic " Educational structure anthoUSA " within the framework of texts, videos, and audio clips ; to develop listening, reading, speaking, and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностранный язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical part.

Time groups Simple

we'll summarize. If No , then mercy we ask :

Present simple

Past simple

Future simple

What is Simple all about?

As you know, English tenses have four aspects: simple, continuous, perfect, and perfect continuous. Each of them covers its own territory. Simple tenses typically describe an action as a fact. We're only interested in the action itself, the fact that it happened. We're not interested in the duration or duration of the action, its result, or its connection to other actions.

Below is a table with all the main characteristics of each tense. Look at their similarities and differences, review their structure, look at examples, and finally, complete an exercise for all three tenses. This is a summary lesson.

Structure	V2 (Ved)	V (Vs in the 3rd person, singular)	will + V
Auxiliary verb	did	do/does	will
Marker words	yesterday, last week/month/year, when I was a child/at school/young	every day, usually, often, never, always, sometimes (<i>the same for regular actions in the past and future</i>)	tomorrow, next week/month/year
Forms of the verb to be	was/were	am/is/are	will be
Cases of use			
Regularly repeated actions	I ran every morning last summer.	I run every morning.	I will run every morning next summer.
A normal simple action with or without time indication	I needed your help yesterday.	I need your help.	I will need your help tomorrow.
Sequential actions	I went home, cooked dinner and watched TV.	Usually I go home, cook dinner and watch TV.	I will come home, cook dinner and watch TV.
Well-known facts, laws of nature		Two times two is four.	
Plans, forecasts, assumptions, promises			I promise I will be ready.
Cases of use			

Exercise on Simple tenses:

Translate simple sentences, choosing the correct tense. Check your answers below. Good luck!

- I get up at 7 am every day.
- He will arrive next Saturday.
- I called my parents yesterday.
- I won't be at the party next week.
- Anna will buy a new dress tomorrow.
- When I was a schoolboy, I often skipped classes.
- He thinks it will work.
- She doesn't visit us very often.
- We don't trust you.
- Mom cooked a delicious dinner last night.
- Is she Russian?
- I didn't know about Kate's birthday.

Interview questions and tasks

Reading and speaking

Preschool comprehensive es non-compulsory classroom-based early-childhood education prior to the age of five to six. Pre-kindergarten (also called Pre-K or PK) is the preschool year immediately studied before the year of Kindergarten, which is typically studied at age five to six. Preschool education may be delivered through a preschool or as a reception year in Elementary school. Head Start Program, the federally funded pre-kindergarten program founded in 1965

prepares children, especially those of a disadvantaged population, to better succeed in school. However, limited seats are available to students seeking to take part in the Head Start Program. Many community-based programs, commercial enterprises, non-profit organizations, faith communities, and independent childcare providers offer preschool education. Preschool may be general or may have a particular focus, such as arts education, religious education, sports training, or Foreign language / Иностранный язык learning, along with providing general education.

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades.

Around age six, US children begin primary school, which is most commonly called “elementary school”. They attend five or six years and then go onto secondary school.

Secondary school consists of two programs: the first is “middle school” or “junior high school” and the second program is “high school.” A diploma or certificate is awarded upon graduation from high school. After advancing high school (12th grade), US students may go on to college or university. College or university study is known as “higher education”.

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the US this includes your “grades” and “grade point average” (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

The grading system and “grade point average” in the USA can be confusing, especially for international students. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3.5 GPAs, but one student attended an average high school, while the other attended a prestigious school that was academically challenging. The university might interpret their GPAs differently because the two schools have dramatically different standards.

The school calendar usually begins in August or September and continues through May or June. The majority of new students begin in autumn, so it is a good idea for international students to also begin their US university studies at this time. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year.

The academic year at many schools is composed of two terms called “semesters.” (Some schools use a three-term calendar known as the “trimester” system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

A major characteristic of American schools is the high priority given to sports, clubs and activities by the community, the parents, the schools and the students themselves. Extracurricular Activities are educational activities not falling within the scope of the regular curriculum but under the supervision of the school. These activities can extend to large amounts of time outside the normal school day; home-schooled students, however, are not normally allowed to participate. Student participation in sports programs, drill teams, bands, and spirit groups can amount to hours of practices and performances. Most states have organizations that develop rules for competition between groups. These organizations are usually forced to implement time limits on hours practiced as a prerequisite for participation. Many schools also have non-varsity sports teams; however, these are usually afforded fewer resources and less attention.

Sports programs and their related games, especially football and/or basketball, are major events for American students and for larger schools can be a major source of funds for school districts.

The US Higher Education System. A student who is attending a college or university and has not earned a bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a bachelor's degree. You can either begin your studies in pursuit of a bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Presently, a college or university graduate with a bachelor's degree may want to seriously think about graduate study in order to enter certain professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education.

Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA.

Graduate programs in pursuit of a master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other master's programs, such as journalism, only take one year.

The majority of a master's program is spent in classroom study and a graduate student must prepare a long research paper called a "master's thesis" or complete a "master's project."

Make a short summary of the text. Do it according to the following format.

- The title of the text is...
- The text is dedicated to...
- It consists of...
- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

Listening and watching

Watch the video "How is power divided in the United States government?" and answer the questions:

1. In the late 1700's, who did the Founding Fathers not want ruling the United States?
2. When was the new constitution adopted?

3. Which branch of government is described in Article I of the Constitution?

4. Which branch of the government commands the US military?

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Practical lesson 14

Subject . The United States of America landmarks.Be. Have. Do

- 1.To Be. To Have and Have Got. There + to Be. Text: "USA landmarks"
- 2.Functions of Be, Have, Do as Auxiliary and Full Verbs.

The goal is to master the lexical and grammatical content of the topic " **US landmarks** " within the framework of texts, videos, and audio clips ; to develop listening, reading, speaking, and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностраннѣй язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical Part .

Functions of Be, Have, Do as Auxiliary and Full Verbs

Functions of the verb to be

1. To be + *circumstance* (usually expressed by a noun with a preceding preposition) acts as a semantic verb "to be", "to be" in personal and impersonal forms.

The table **is in** the **room** .

2. To be + *noun or adjective* is a linking verb in personal or impersonal form.

She **is** a girl .

She **Was** Small .

3. The be + *ing form of the semantic verb* is used to form the tenses of the *Continuous group* .

I **'m** working .

4. To be + *III form of the semantic verb* is used to form the *passive voice* .

The letter **was** finished .

5. To Be + *to (infinitive)* is a form of obligation.

I **am** Gohome . – I **need** (should) go home.

Sometimes the combination to be + *to (infinitive)* indicates an action in the future and is translated into the future tense.

The method **is to be described** in detail. - This Method Will In detail Set out .

Note : To be + *to (infinitive)* can be a compound predicate, and in such cases is translated by verbs such as "concludes", "consists in", "means", etc.

To live means to learn.

The Main Aims To Get Good Results .

Thus, to determine the function of the verb **tobe** , we need to find out what stands behind it.

Functions of the verb to have

1. Then have + *noun* acts as a semantic verb "to have".

I **have** book . – I **have a book** (I **have a book**).

2. To have + *III form* is an auxiliary verb of the *Perfect tenses group* .

I **have** I finished **my** work .

3. To have + *to (infinitive)* is a form of obligation.

I **have to go home** . – I **Must** Go Home .

Thus, to determine the function of the verb **to have** , we need to find out what stands behind it.

Functions of the verb to do

1. The semantic verb is "to do".
I **do my** work . I do Work .
2. Auxiliary verb in interrogative and negative sentences (*Present Simple and Past Simple*).
Do I work? I **don't do** work. - Job Julia ? I don't work.
3. Strengthening the verb following it in an affirmative sentence. Often translated with words like "still," "really."
Do come! – I **beg you** to come!
didn't **diddit** . – He did it **anyway** .
This Did Take Place . – This **actually happened** .
Exceptions Do , however, **occur** .
4. Replacement of the previous verb.
Do you work ? Yes , I **do** .
didn't work as well as I **did** .

No Be

The verb *To Be* is the only verb in English that has retained almost all singular and plural forms in all persons in the present tense and singular and plural forms in the past tense.

The verb **to be** has many meanings: *to be, to exist, to be located, to live, to appear*.

The verb **to be** is self-sufficient: that is, it does not need auxiliary verbs to form questions and negations; it does everything itself.

I **am** clever .

Am I clever? (simple permutation) – Am I smart?

I'm Not Clever . (The negative particle not is used immediately after the verb forms to be).
– I'm not smart.

Table 1 – Conjugation of the verb **to be** in the present tense (*Present Simple Tense*)

Affirmative sentence	Negative sentence
I am (I'm) He is (he's) She is (she's) It is (it's) We are (we're) You are (you're) They are (they're)	I am not (I'm not) He is not (he isn't) She is not (she isn't) It isn't We are not (we aren't) You are not (you aren't) They are not (they aren't)
Interrogative sentence	Short answer
Am I? Is he? Is she? Is it? Are we? Are you? Are they?	Yes, I am. Yes, he is. Yes, she is. Yes, it is. Yes, we are. Yes, you are. Yes, they are.

As the table shows, the verb has three forms in the present tense: **am** for the first person singular, **is** for the third person singular, and **are** for all persons plural. In colloquial speech, the abbreviated (reduced) forms are generally used.

I'm a student .

Am I late? – No, you **aren't** . You **are** on time.

Jane **isn't** a teacher.

Those people **aren't** English. They're Australian .

The verb "**to be**" has two forms in the past tense: "**was**" for the singular and "**were**" for the plural. The verb "**to be**" in the past tense remains self-sufficient, meaning that to form the interrogative and negative forms of the past tense, the verb "**tobe**" does not require other auxiliary verbs:

I was at the theater yesterday. - I Was Yesterday IN Theater .

Were you at the theater yesterday? - You was yesterday V theater ?

Was he at school yesterday? - He was yesterday V school ?

Were You At Sea Last Year ? – Were you at sea last year?

I wasn't at the theater yesterday. - I yesterday Not was V theater .

Sea Last Year.

Was n't Cold Yesterday.

He wasn't busy last Saturday.

Table 2 – Conjugation of the verb to be in the past tense (*Past Simple Tense*)

Affirmative sentence	Negative sentence
I was He was She was It was We were You were They were	I wasn't He wasn't She wasn't It wasn't (it wasn't) We weren't You weren't They weren't
Interrogative sentence	Short answer
Was I? Was he? Was she? Was it? Were we? Were you? Were they?	Yes, I was. Yes, he was. Yes, she was. Yes, it was. Yes, we were. Yes, you were. Yes, they were.

In the future tense, the verb is not conjugated for person or number and is not independent. Affirmative, negative, and interrogative sentences are formed using the auxiliary verbs **shall** for the first person singular and plural (*I, we*) and **will** for all others.

He **will be** back in 2 minutes. - He Will return In 2 minutes .

Will he **be** back in 2 minutes? - He will return in 2 minutes ?

He Won't Be Back In 2 minutes. - He Not will return in 2 minutes .

Table No. 3 – Conjugation of the verb to be in the future tense (*Future Simple Tense*)

Affirmative sentence	Negative sentence
I Shall Be He will be She will be It will be We shall be	I shall not be (I shan't be) He will be (he won't be) She will be (she won't be) It will be (it won't be) We shall be (we shan't be)

You will be	you will be (you won't be)
They will be	they will be (they won't be)
Interrogative sentence	Short answer
Shall I be?	Yes, I shall.
Will he be?	Yes, he will.
Will she be?	Yes, she will.
Will it be?	Yes, it will.
Shall we be?	Yes, we shall.
Will you be?	Yes, you will.
Will they be?	Yes, they will.

To Have and Have (got)

The verb **to have (has)** and the phrase **have got / has got** mean *to have, to possess, to own*

:

I **have** a car. (I **have got** a car.) – U Me Eat Car .

You **have** a car. (You **have got** a car.) – U You Eat Car .

He **has** a car. (He **has got** a car.) – U Him Eat Car .

Tim **has** two sisters. (Tim **has got** two sisters.) – U Tima (there are) two sisters .

Short version:

I've Got A Car .

He's got a car.

They've got a car. it . d .

The interrogative form of the phrase **have got/ has got** is formed by placing the verb **have/ has** before the subject:

Have you **got** a car? – U You There is car ?

Has he **got** a car? – Yes. Him Eat Car ?

The negative form is formed using the negative particle **not** , which is placed immediately after the verb **have (has)** :

I **haven't got** a car. – U Me No Cars .

He **hasn't got** a car. – U Him No Cars .

The negative and interrogative forms of the verb **to have (has)** are formed using the auxiliary verbs **do, does, did, will, shall** :

I **don't have** a car. / Tim **doesn't have** a car.

Do you **have** a car?

Does he **have** a car?

In most cases, sentences constructed using the phrase **have got/ has got** and the verbs **do/does** have the same meaning:

They **don't have** any children. = They **haven't got** any children.

U Them No Children .

Does Helen **have** a car? = **Has** Helen **got** a car? – U Helen There is car ?

However, if we are talking about the permanent presence of something, then the interrogative and negative forms of the verb *to have* are formed using the auxiliary verb **todo (does** - for the pronouns *he, she, it* and *singular nouns*):

Do you **have** time for your lessons? – U You There is time For classes ? (in general, in principle)

I Don't Always Have Time For My Lessons.

If we are talking about a single, specific case of the presence of something, then the interrogative and negative forms of the phrase **have (has) got are used** .

Have you **got** time for a game of tennis? – U You There is time For parties V tennis ?

Do you often **have** headaches? – U You Often Hurts Head ?

Have you **got** a headache? – Do you have a headache **now** ?

In some expressions, the verb "**to have**" loses its original meaning of "possession," for example: " *to have lunch*"—*to have dinner* . The interrogative and negative forms of such tense combinations are formed using auxiliary verbs:

Do you often **have** dinner at home? - You Often Having lunch At home ?

We **don't have** dinner at home on Sundays. - By Sundays We Not We're having lunch At home .

The past tense form of the verb **to have in** affirmative sentences **is had** for all persons and numbers:

I **had** dinner at 5 yesterday. – Yesterday I I had dinner At 5 o'clock .

They **Had** A Car Last Year .

The interrogative and negative forms in the past tense are formed using the auxiliary verb **did** :

Did you **have** classes yesterday? – U You Yesterday Were Classes ?

did n't have time to ask all my questions.

The future tense **to have in** affirmative, negative and interrogative sentences has the form **shall/ will have** :

I **shall have** an English lesson tomorrow. – U Me There is a lesson tomorrow . English .

They **will not have** an English lesson tomorrow. – U They (have) a lesson English Tomorrow .

Will Tim **have** an English lesson tomorrow? – U Tima There is lesson English Tomorrow ?

Table No. 1 – Conjugation of the Verb **To have in Simple Tenses**

	+	-	?
Present	I have (I've) He has (He's) She has (She's) It has (It's) We have (We've) You have (You've) They have (They've)	I have not (I haven't) He hasn't She has (She hasn't) It has (It hasn't) We have (We haven't) You have (You haven't) They have (They haven't)	Have I Has he Has she Has it Have we Have you Have they

Past	I had He had She had It had We had You had They had	I didn't have He didn't have She didn't have It didn't have We didn't have You didn't have They didn't have	Did I have Did he have Did she have Did it have Did we have Did you have Did they have
Future	I shall have He will have She will have It will have We shall have You will have They will have	I shall not have He will not have She will not have It will not have We shall not have You will not have They will not have	Shall I have Will he have Will she have Will it have Shall we have Will you have Will they have

Interview questions and tasks

Reading and speaking

Niagara Falls. More than 750,000 gallons of water per second thunder down this iconic 167-foot waterfall the most powerful on the North American continent. The falls straddles the border between the US and Canada, and though some argue that Horseshoe Falls set on the Ontario side is more spectacular than the smaller American Falls, the landmark has held a particular place in American history ever since 1901, when Michigan schoolteacher Annie Edson Taylor was the first person to go over the falls (and survive) in a barrel .

Mount Rushmore National Memorial, Keystone . Carved into a granite mountain face in South Dakota's southwesterly Black Hills, this sculpture of four of America's most influential presidents (Washington, Jefferson, Lincoln, and Theodore Roosevelt) was considered an extraordinary feat of engineering when it was completed in 1941 and it's still majestic today, bringing in more than two million visitors per year.

Golden Gate Bridge, San Francisco. Stretching 1.7 miles high above the mist-enshrouded waters of San Francisco Bay, this peaked, vermilion-painted suspension bridge (the color is officially known as International Orange) is as striking today as it was when it was completed in 1937. The natural surroundings including the coves and forested bluffs of Marin County; the island of Alcatraz; and numerous sailboats, barges, kite-surfers, and even frolic king seals can all be seen from the bridge on a clear day.

The Wave, Coyote Buttes. Set in the remote Paria Canyon-Vermilion Cliffs Wilderness on the Arizona/Utah border, this dazzling rock formation, which looks like a cresting wave frozen in time, isn't easy to access: you'll need a permit from the Bureau of Land Management, which allows only 20 people per day to visit the delicate landform. But getting to see this fiery swirls of Jurassic-age sandstone, carved by the wind more than 190 million years ago, is well worth a little advance planning.

Washington Monument, Washington, DC This stately 555-foot monument, built in the blade-like shape of an Egyptian obelisk and completed in 1884, is the most prominent structure in the American capital city. Built in honor of the nation's first president, the marble monument has been visible in the background during some of the country's most historic moments, including Martin Luther King, Jr.'s "I Have a Dream" speech and Barack Obama's presidential inauguration. It's at its most beautiful when mirrored in the Reflecting Pool at sunrise or sunset, and especially on the Fourth of July with evening fireworks bursting overhead.

Grand Central Terminal, New York City. Constructed at the beginning of the 20th century, this Beaux-Arts beauty's interior is as lovely as its exterior. Usually teeming with crowds of commuters, the cavernous main concourse is full of dazzling architectural details, including the much-photographed information booth with its four-faced clock; the domed gold-and-cerulean-blue ceiling painted with astronomical signs and studded with fiber-optic stars; and grand staircases, arched passageways, and palatial mezzanines (housing cocktail bars, where you can sip while you people-watch).

Independence Hall, Philadelphia. This stately Georgian building was erected in the 18th century and used as the meeting place for the Second Continental Congress. Not only was the Declaration of Independence adopted within these red brick walls, but the US Constitution was drafted here, too, making this immaculately maintained building a national shrine.

Clingmans Dome, Great Smoky Mountains National Park. From the overlook tower here at the highest point in the Great Smoky Mountains National Park, you can see seven states if the weather is willing to cooperate. After all, you're in the Smokies, named for the fog that often blankets the old-growth forest.

The Fountains of Bellagio, Las Vegas. From a nine-acre lake on the Vegas Strip, water shoots up to 460 feet in the air in an elaborately choreographed display complete with flashy lighting and music everything from "Singin' in the Rain" to "Viva Las Vegas," naturally. The 1,200-nozzle Fountains of Bellagio put its design firm, WET, on the map, leading to commissions for the Dubai Fountain and dozens more.

Stone Arch Bridge, Minneapolis. Consisting of 23 arches made of native granite and limestone, the bridge offers spectacular panoramas of St. Anthony Falls across the Mississippi River. Built as a railroad bridge in 1883, it's been open to pedestrians and bicyclists since 1994.

Dry Tortugas National Park/Fort Jefferson, Florida Keys. These seven islands, made from coral reefs and sand, are at the far end of the Florida Keys and closer to Cuba than the American mainland. They are notable not only for Fort Jefferson – a large 19th-century masonry fort built to guard the Gulf Coast but also for the colorful marine life best viewed while snorkeling in the pristine waters.

Brooklyn Bridge, New York City. At its completion in 1883, this engineering marvel was the world's longest suspension bridge. Even though it hasn't held that title for a while, the Brooklyn Bridge's two Gothic arched towers are an instantly recognizable symbol of New York and all its innovation.

Monument Valley. Straddling the Utah and Arizona border on a Navajo Tribal Park, this vast desert valley is punctuated by red siltstone buttes sculpted by the wind into hand-like shapes known as "mittens." Director John Ford immortalized the landscape in western films like *The Searchers*.

Bonaventure Cemetery, Savannah. Originally the Bonaventure Plantation, this 100-acre cemetery on a scenic bluff overlooking the Wilmington River oozes with southern atmosphere. Spanish moss drips from the limbs of live oak trees that line the pathways between ornate grave sculptures.

Chrysler Building, New York City. While the Empire State Building may be the tallest skyscraper in New York, this 77-story Art Deco masterpiece is certainly the prettiest with its shiny stainless-steel crown and architectural flourishes. Pay attention to the details: the big eagles on the 61st floor are modeled after the hood ornaments from a 1929 Chrysler.

Make a short summary of the text. Do it according to the following format.

- The title of the text is...
- The text is dedicated to...
- It consists of...

- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

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Methodological Literature

1. Foreign language / Иностранный язык for humanities and natural sciences: textbook / O.S. Shibkova, E.N. Khusainova, O.O. Varnavskaya, G.N. Nezhelskaya, O.V. Shcherbinina; Federal State Autonomous Educational Institution of Higher Professional Education North-Cav. federal univ - Stavropol: NCFU, 2016. - 1503 p.

Internet resources

1. <http://www.englishclub.com> – A website for learning English online.
2. http://www.native_english.ru – Materials for English language learners: articles, tests, games, idioms, proverbs, programs, audiobooks, films.
3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English language online.
5. <http://www.multilex.ru/online.htm> – “Multilex” – English-Russian and Russian-English electronic dictionary.

6. <http://www.multitran.ru> – “Multitran” – Multimedia English-Russian and Russian-English dictionary.

Practical Lesson 15

Subject . Popular US sports. Classification of verbs. Infinitive

1. Text: "USA sports"

2. General Information. Infinitive Clauses .

The goal is to master the lexical and grammatical content of the topic "**Popular US sports**" through texts, videos, and audio clips ; to develop listening, reading, speaking, and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностранный язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical part.

Infinitive: General Information

The infinitive is an impersonal verb form that only names an action without specifying person or number. The infinitive answers the questions "what to do?" "what to do?" : to read "read", " " to write, " " to buy, " " to sell, " " to sell ."

The formal marker of the infinitive is the particle "**to** ," which has no independent meaning and is not stressed. However, the particle "**to**" is often omitted before the infinitive.

The infinitive originated from a verbal noun and retained the properties of that part of speech, performing the syntactic functions of a noun in a sentence, just like the infinitive in Russian. In this regard, the functions of the infinitive are in many ways similar to those of the gerund.

The infinitive can serve in a sentence:

1. Subject to:

To Skate Is Pleasant .

2. The nominal part of the predicate:

*Your duty was **to inform** me about it immediately.*

*It was your duty **to inform** me of this immediately.*

3. Part of a compound verbal predicate:

*She began **to translate** the article. - She The beginning Transfer Article .*

4. Supplement:

*I asked him **to help** me.*

5. Definition:

*He expressed a desire **to help** me. - He Expressed Wish Help To me .*

6. Circumstance:

*I went to the station **to see off** a friend.*

*I went to the station **to see** my friend off.*

The verbal properties of the infinitive are expressed as follows:

1. The infinitive can have a direct object:

I told him to post the letter. - I Ordered To him Send Letter .

2. The infinitive can be determined by an adverb:
to speak slowly.

3. The infinitive has tense and voice forms.

In English, transitive verbs have four infinitive forms in the active voice and two forms in the passive voice.

Table No. 1 - Infinitive forms

	Active	Passive
Simple	to ask	to be asked
Continuous	to be asking	-
Perfect	to have asked	to have been asked
Perfect Continuous	to have been asking	-

Personal forms of the verb express the time of an action in the present, past, or future. For example:

He works in a bank. – He works at a bank.

He worked yesterday .

Will Work Tomorrow.

The infinitive can express time only relatively, i.e. in relation to the action expressed by the verb in the predicate.

The action indicated by the infinitive may be simultaneous with the action expressed by the verb in the predicate:

*He seemed to **be** sleeping . slept .*

*He is trying **to work**. - He Trying Work .*

The action indicated by the infinitive may precede the action expressed by the verb in the predicate:

*The rain seems to have **stopped** . stopped .*

*It is nice **to have talked** to you. - Was Nice Let's talk **WITH** By you .*

The action of the infinitive after the action of the verb in the predicate is understood from the context and meaning:

He Intends To Do It Tomorrow.

The Goods Are To Be Delivered Next Week . – The goods are to be delivered next week.

The To - Infinitive

As noted above, the infinitive is usually preceded by the particle **to** : **to speak** , **to buy** , **to read** .

If a sentence contains two infinitives connected by the conjunction **or** , the particle **to** before the second one is usually omitted:

*I intend **to call** on him and **discuss** this question.*

I intend to visit him and discuss this issue.

*I asked him **to telephone** to me on Monday or **wire** .*

I asked him to call me on Monday by telephone or by telegraph.

The particle "**to**" is sometimes used at the end of a sentence without a verb when the verb is mentioned earlier in the sentence. In this case, the particle "**to**" is stressed. This use of the particle "**to**" often follows the verbs "**to want** , " "**to wish** , " "**to mean** , " " "**to try** , " "*to attempt*," "*to attempt* , " "**to allow** , " " "**to be going** , " " "*to ought* , " " "*to have* , " "**should (would) like**," and others.

*He wants me to go there tonight, but I don't want **to** .*

*I was asked to take part in the trip, but I am not **going to** (implied : take part) .*

Infinitive Without To

Infinitive is used without particles to:

1. After modal verbs must, can (could), may (might) and need:

Must Do It At Once .

He can speak German.

2. After the verbs to make (force), to let (allow), and sometimes also after to help (especially common in the USA):

He made me read this book.

He let him go there. – I allowed him to go there.

3. In the "objective case with infinitive" phrase after the verbs to see, to watch , to hear, to feel, and some others:

saw her leave the room .

I Heard Her Sing .

Note: When the verbs listed in points 2 and 3 are used in the passive voice, the following infinitive is used with the particle to:

He was made to do it. – He was forced to do it.

He Was Seen To Leave The House .

4. After the expressions had better , would rather , would sooner would prefer:

You had better go there immediately.

Would Rather Not Tell Them About It .

For + Noun (Pronoun) + Infinitive

The action expressed by the infinitive usually refers to the subject or object of the sentence:

I want to go there tomorrow (to go refers subject I).

I want to go there tomorrow.

I asked him to come here (to come refers to To addition to him).

I asked him to come here.

The action expressed by the infinitive can also refer to a person (or object) that is not the subject or object of the sentence. In this case, the person (or object) to whom the infinitive's action refers is expressed by a noun in the common case or a pronoun in the objective case preceded by the preposition "for." The phrase "for" + "noun" (or "pronoun") + "infinitive" represents a single member of the sentence, namely: a complex subject, a complex nominal part of the predicate, a complex attribute, or an adverbial modifier. The infinitive can be used in either the active or passive voice. Such phrases are translated into Russian using an infinitive or a subordinate clause:

It is easy for you to say that (complex subject).

This is for you to decide (complex nominal part of the predicate).

The first thing I need to do is find out when the streamer arrives (complex definition).

The water was too cold for the children to bathe (complex adverbial clause expressing consequence).

Noun + Infinitive

A stand-alone infinitive phrase (Noun + Infinitive) consists of a noun in the common case and an infinitive. The noun in this phrase denotes the person or thing performing the action expressed by the infinitive, or being subject to it. This phrase is placed at the end of a sentence and is separated by a comma. It is translated into Russian as a sentence with the conjunction "moreover," in which the verb expresses an obligation. Stand-alone infinitive phrases are found in legal texts and commercial documents:

The sellers offered the buyers 5,000 tons of gas oil, with delivery to be made in October.

Interview questions and tasks

Reading and speaking

Football is the most popular sport. American football is the most popular spectator sport in the United States. It is a combat game where highly trained athletes skillfully and brutally execute strategic plans. Attending a football game often begins with a "tailgate party" in the parking lot of the stadium followed by several hours of rowdy, emotionally charged excitement. Most fans watch football while gathered in a local bar or at a friend's home in front of a big-screen TV.

The National Football League consists of 32 professional teams located in major cities across the USA. Each team plays 16 games between early September and the end of December. The two best teams meet at the Superbowl near the end of January. Games are on Sunday afternoons with a few nationally televised games on Monday nights. It is difficult to get tickets for any The National Football League games as they are generally "sold out" before the season begins. You can sometimes obtain tickets through travel agents and ticket brokers at premium prices. You can almost always buy tickets, for a high price, from illegal "ticket scalpers" in front of the stadium just before a game.

At hundreds of universities across the USA, they play college football games on Saturday afternoons. Games at the "football schools" with outstanding teams often attract over 100,000 fans. It is difficult to obtain tickets to games at the best football schools but easy to get tickets at the less popular college games.

Baseball is the second most popular sport in the USA and it has a completely different atmosphere than football. It is a game of intense concentration and the near perfect execution of playing skill. Attending a baseball game might start with a tailgate party that resembles a family picnic followed by several hours of relaxed socializing with friends while watching the game.

Safeco Field is home to the Seattle Mariners, a Major League Baseball team in the American League. There are 30 Major League baseball teams divided into the National League and the American League. Each team plays about 160 games on weekday evenings or weekend afternoons between early spring and late fall. The best team from each league meet in late fall for the World Series games to determine the National Champion. Only the most popular games are sold out, so you can normally buy tickets to most Major League games.

Several hundred minor league baseball teams play in smaller cities across the USA and Canada. Each team is affiliated with one of the Major League teams and used as a training ground for future Major League players. Tickets are almost always available for minor league games.

Basketball is a very popular winter sport. Basketball combines the fast-paced excitement of football with the concentration and athletic prowess of baseball. Basketball game can be intensely exciting but are usually less rowdy than football games.

The National Basketball Association contains 29 teams from major Canadian and US cities. They play about 100 games on evenings and a few afternoons between October and May. The championship games are in June. The National Basketball Association games in many cities are sold out well in advance, so it may be difficult to obtain tickets. There are ten Women's National Basketball Association teams in the US. Their games are not as popular as the National Basketball Association games but are just as exciting, and you can easily obtain tickets.

Hundreds of universities across the USA play college basketball. At the "basketball schools" with excellent teams ticket might be hard to find.

Hockey is not as popular as football, baseball or basketball, but it has a loyal following of fans in certain cities of the USA and Canada. The game has the fast paced excitement of football and basketball with plenty of violence body contact. Hockey games have a reputation for attracting loud, beer-drinking, rowdy fans.

The National Hockey League has 30 teams in major cities across the USA and Canada. Each team plays about 80 games between October and April. Playoff elimination games are held after the season and the two top teams play in the "Stanley Cup" championship. Tickets are available for hockey games in most cities as only the most popular games are sold out.

Make a short summary of the text. Do it according to the following format.

- The title of the text is...
- The text is dedicated to...
- It consists of...
- The first passage deals with...
- The second (third, fourth, etc.) passage deals with...
- The main idea of the text is...

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3. <http://www.english.language.ru/index.html> – Online testing. Free interactive English lessons.
4. <http://www.lingualeo.ru> – English language online.
5. <http://www.multilex.ru/online.htm> – “Multilex” – English-Russian and Russian-English electronic dictionary.
6. <http://www.multitran.ru> – “Multitran” – Multimedia English-Russian and Russian-English dictionary.

Practical lesson 16

Subject . Canada – some historical facts. The Sentence. Questions.

1.General information. Text: "FactsaboutCanada"

The goal is to master the lexical and grammatical content of the topics" Facts about Canada Financial Life in the USA"; " Information About Canada " in the context of texts, video and audio stories ; development of listening, reading, speaking and writing skills within the framework of a competency-based approach.

The relevance of the topic lies in the need to develop in students the ability to participate in a direct dialogue of cultures, improve their proficiency in a Foreign language / Иностранный язык and use it to deepen their knowledge in the area of public life related to the family, family relationships, and family ties.

Theoretical part.

English grammar uses the concept of voice. It can be either active or passive. If the subject performs the action, we classify it as active voice, for example, "mother often bakes cakes." In this sentence, it's clear who is performing the action, so we translate it into one of the active voice tenses, in this case the present indefinite tense : "mother often bakes cakes."

Now consider another sentence, for example, "I get calls often" or "I was given a bouquet of roses." In this case, it's completely unclear who exactly is performing the action—calling and giving flowers. The subject isn't the one performing the action; it's the one being acted upon by another. In the passive voice, the focus is on the result of the action.

Please note the following suggestions:

Active voice	Passive voice
	A new house is being built in
We are building a house	our area.
I wrote a letter to my sister	My sister often receives
Anna writes many letters	every day.
I sliced bread for lunch.	Anna receives many letters
	every day.
	The bread is already sliced

Actions related to the active voice are performed by the subject, while actions expressed in the passive voice do not have a performer.

How is Passive Voice formed?

To form the passive voice of the indefinite/simple tenses, we need the verb "to be" + participle II, in other words, the third form of the verb. "To be" in this case is the variable part of this formula, changing its form depending on the tense, person, and number of the subject, while the participle always remains unchanged.

The general formula for forming the passive voice:

to be + V₃

Present Simple Passive:

I am given a dollar every day – Every Day Weeks Dollar

Vegetables are grown in greenhouses – Vegetables They grow IN Greenhouses

Butter is made from milk – Butter They do From Milk

Past Simple Passive:

This house was built 100 years ago – this house was built 100 years ago back

When was the telephone invented? - When Was Invented Telephone ?

We weren't invited to the party last week.

Future Simple Passive:

The room will be cleaned tomorrow – The room They will remove it Tomorrow

All the students will be examined on Monday Students They will examine you Monday

I will be given a bicycle for my birthday – Наденродения To me They will give it to you

Bike

To form a negative sentence in the simple tenses of the passive voice, you need to put Not after the verb to be:

You will not be taken for a walk- You Not They will lead Walk

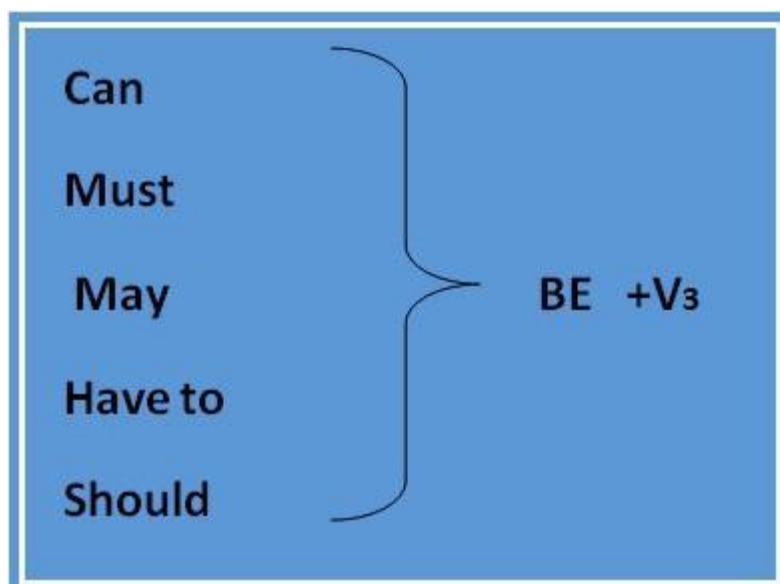
To form an interrogative sentence, we place the form to be before the subject:

Are we allowed to park here? - Us Can Here Park ?

As for the use of the present, past and future tenses of the Indefinite/Simple group in the passive voice, it completely coincides with the active voice of these tenses.

Passive voice with modal verbs

Passive constructions can be combined with all modal verbs.



She must be taken to the hospital – Not necessarily Need to Take Hospital

The dog can be fed with meat and vegetables – Dog Can Feed Meat AND Vegetables

He has to be taken to the swimming pool by car , as it is quite a long way.

This work should be done very carefully – Work It follows Do Very Carefully

Prepositions By and with in Passive Voice

When we want to say WHO or WHAT is the cause of an action, we use the preposition By.

In an English sentence with a passive construction, the preposition By can introduce:

a person/people who performed some action: – After the match, the stadium was destroyed by football fans. – This tree was planted by my grandfather.

author/authors — The books about Harry Potter were written by J.K. Rowling

Generalized actor/organization — The industry is controlled by the state. The plane was hijacked by the bandits. was captured bandits . The bill was adopted by the Parliament. was accepted parliament .

- phenomenon nature - The city was ruined by an earthquake – city was destroyed earthquake

When we want to say WHAT is the instrument of action, we use the preposition with

The note was written with a pencil – Note Was Written With a pencil

He was killed with a knife – His Killed With a knife

The following verbs are not used in the Passive Voice:

Intransitive verbs, because they do not involve an object that experiences any action (e.g. live, work, arrive)

Linking verbs be (to be) become (to become)

The verb have

Interview questions and tasks

Reading and speaking

Facts about Canada

Canada is located in the continent of North America. It is bound in the north by the Arctic Ocean, in the east by the North Atlantic Ocean, in the south by the United States of America (USA) and in the west by the North Pacific Ocean. Alaska, a state of the US lies in its north-western part. Canada is the largest, among the various nations of the world that share an international border with only one country.

The geographic coordinates of the country are 60 degrees 00 minutes north and 95 degrees 00 minutes west. The northernmost point of the country is Cape Columbia on Ellesmere Island in

northwest territory, while the southernmost point is Middle Island in Lake Erie, Ontario and the easternmost point is Cape Spear in Newfoundland, while the westernmost point is Mt. St. Elias in the Yukon territory. Canada is divided into six time zones.

The total area of Canada is 9,984,670 sq km and this makes it the second largest country in the world. Of this total the land area is 9,093,507 sq km while the remaining 891,163 sq km is covered by water.

The Rocky Mountains with their snow-capped peaks and their clear blue lakes are found in the western part of the country. The rest of the country is mostly covered with plains, however *lowlands* are found in the southeast. Due to its vast extent varied landforms like mountains, plains, deserts and *fjords*, all are found in Canada.

The highest point in the country is Mount Logan which is 5,959 m high while the lowest point is the Atlantic Ocean which lies at 0 m.

Most of northern Canada has an arctic or subarctic climate with long harsh winters, short sunny summers and little precipitation and mean temperatures below *freezing* point for about seven months in a year. While the southern part of the country has a relatively milder climate often experiencing high levels of humidity during the summer months and the temperatures rise above 30 degrees *centigrade*.

The western and south-eastern part of the country experience heavy rainfall while the *prairies* are relatively dry. Most of the country's rain and snow in the east of the Rocky Mountains is caused by *cyclonic* storms that form as a result of the mixing of air from the Arctic, Pacific and North American interior.

In general terms, four seasons can be distinguished in Canada, they are Spring (March to May), Summer (June to August/September), Autumn (September to November) and Winter (December to February or later).

Canada has immense fresh water resources and almost 9% of its territory is water. An interesting fact about Canada's hydrology is that nearly 60% of the country's rivers flow and drain towards the north; away from the nearly 90% of its population which lives in the south. The major rivers of the country are the Athabasca, Columbia, Fraser, Mackenzie, Nelson, Ottawa, St. Lawrence, Saskatchewan and Yukon. Of these the Columbia and the Yukon cross the international border into the USA, while Mackenzie is the largest river of Canada.

Canada has more lakes than any other country in the world and more than 500 lakes in the country are larger than 100 sq km. Some of the biggest lakes of Canada are Lake Superior, Huron, Great Bear, Great Slave, Erie, Winnipeg, Ontario, Athabasca and Winnipegosis. Of these, the four which form a part of the great lakes-Superior, Huron, Erie and Ontario are shared with USA.

The total estimated population of Canada for the year 2013 was about 34 million.

For the year, 2013 the estimated birthrate is 10.28 births per 1,000 and the death rate is 8.2 deaths per 1,000 members of the population, while the infant mortality rate is 4.78 deaths per 1,000 live births. The sex ratio is estimated to be 0.99 *males* for every *female* and the growth rate of the population is estimated at 0.77%.

The distribution of the population in Canada is quite *uneven*. Nearly 90% of its population is concentrated in the southern part within 160 km of the border with the US. The estimated population density for the year 2013 is four persons per sq km.

The estimated figures for the year 2013 for age structure in Canada show that 15.5% of the population consists of children between 0-14 years, 12.9% of the population is in the early working age between 15-24 years, 41.4% of the population is in the prime working age between 25-54 years, 13.3% of the population is in the *mature* working age between 55-64 years and 16.8% of the population is in the elderly age of 65 years and over.

As per the 2010 census, 81% of the total population in Canada is classified as *urban* population, while the remaining 19% is classified as rural population.

The main religion in Canada is Christianity, consisting of Roman Catholics, Protestants and other Christian sects however, the country also has Muslims and people of other unspecified faiths.

The official languages of Canada are English and French, but other languages are also spoken in the country.

The ethnic groups living in Canada include whites of British, French and other European origin, Amerindians, Asians, Africans, Arabs and others of mixed background.

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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL
INSTITUTION OF HIGHER EDUCATION
NORTH CAUCASIAN FEDERAL UNIVERSITY

Methodological guidelines

for students on organizing and conducting independent work
in the discipline "FOREIGN LANGUAGE / ИНОСТРАННЫЙ ЯЗЫК"
for students majoring in 02.04.01 Mathematics and Computer Science
profile "Training Program for Electronic Information"

**Stavropol
2026**

CONTENT

- 1. General Provisions**
- 2. The purpose and objectives of independent work**
- 3. Technological map of independent student work**
- 4. Control points and types of reporting on them**
- 5. Procedure for completing independent work by a student**
- 6. List of literature for independent work**

1. General Provisions

Independent work is the planned educational, educational and research, or scientific research work of students, carried out outside of class (in class) time, as assigned and under the methodological guidance of the teacher, but without his or her direct participation (with partial direct participation of the teacher, leaving the leading role to the students' work). To Vladislav Vyacheslavovich

Student independent work (SIW) at a university is an important form of student learning and research activity. Student independent work plays a significant role in the rating system of learning.

The main types of independent work for students include:

- formation and assimilation of the content of lecture notes based on the educational literature recommended by the lecturer, including information educational resources (electronic textbooks, electronic libraries, etc.);
- writing reports;
- preparation for seminars, practical and laboratory work, their design;
- compilation of an annotated list of articles from relevant journals in the fields of knowledge (pedagogical, psychological, methodological, etc.);
- implementation of educational and research work, project activities;
- preparation of practical developments and recommendations for solving problematic situations;
- completing homework assignments in the form of solving individual problems, performing typical calculations, computer calculations and individual work on individual sections of the content of disciplines, etc.;
- computer-based current self-monitoring and progress monitoring based on electronic training and assessment tests;
- completion of coursework (projects) within the framework of disciplines;
- completion of final qualifying work, etc.

The methodology for organizing students' independent work depends on the structure, nature, and characteristics of the discipline being studied, the number of hours for its study, the type of assignments for students' independent work, the individual qualities of students, and the conditions of educational activities.

The process of organizing students' independent work includes the following stages:

- preparatory (defining goals, drawing up a program, preparing methodological support, preparing equipment);
- basic (implementation of the program, use of techniques for searching for information, assimilation, processing, application, transfer of knowledge, recording of results, self-organization of the work process);
- final (assessment of significance and analysis of results, their systematization, assessment of the effectiveness of the program and work methods, conclusions on areas of labor optimization).

Independent work on the subject "FOREIGN LANGUAGE / ИНОСТРАННЫЙ ЯЗЫК " is aimed at developing the following **competencies** :

Code	Formulation
UK-4	Able to use modern communication technologies, including in Foreign language / Иностранный язык(s), for academic and professional interactions

2. The purpose and objectives of independent work

The main goal of organizing and implementing independent work coincides with the goal of student education – the formation of a set of general scientific, professional and universal competencies of the future bachelor.

When organizing independent work, developing the ability to work independently to acquire knowledge, skills, and the ability to organize educational and research activities is an important and essential condition. The goal of students' independent work is to master fundamental knowledge, professional skills, and relevant professional activities, as well as experience in creative and research activities. Students' independent work promotes the development of independence, responsibility, self-discipline, and a creative approach to solving academic and professional problems.

The objectives of the SRS are:

- systematization and consolidation of the acquired theoretical knowledge and practical skills of students;
- deepening and expanding theoretical knowledge;
- development of skills in using regulatory, legal, reference documentation and specialized literature;

- development of students' cognitive abilities and activity: creative initiative, independence, responsibility and organization;
- development of independent thinking, abilities for self-development, self-improvement and self-realization;
- development of research skills;
- use of material collected and obtained during independent work and laboratory classes.

3. Technological map of independent student work

Codes of implemented competencies	Type of student activity	The final product of independent work	Assessment tools and technologies	Volume of hours, including (astr.)		
				SRS	Contact work with the teacher	Total
2nd semester						
UK-4	Self-testing, preparation for testing	Testing	Test tasks	15.0	4.0	19.0
UK-4	Composing dialogues	Ready-made dialogue	Interview	15.0	4.0	19.0
UK-4	Preparation for the practical lesson	Cospit	Interview	60.0	10.0	70.0
Total for 2nd semester				90.0	18.0	108.0
Total				90.0	18.0	108.0

4. Control points and types of reporting on them

Quality control and deadlines for independent work are assessed in accordance with the academic schedule and are formatted according to the assignment. The following knowledge rating is provided:

Current control

5. Procedure for completing independent work by a student

1.1 List of discussion topics for the reports:

Basic level

My Computer

Achievements in Mathematics

The Most Famous Mathematicians Internet in our Life

Mathematicians – Nobel Prize Winners

I Dream to be a Mathematician/Programmer

Advanced level

Computer in my Life

The Latest Achievements in Mathematics

The Most Famous Mathematicians of the Modern World Internet and Study

Mathematicians – Nobel Prize Winners

I Dream to be a Mathematician/Programmer

1.2 List of discussion questions for the interview:

Base level

Speak on this topic:

Computer Literacy

What do you Know about History of Computers? Career and Life

My Future Profession is a Mathematician/Programmer

Advanced level

Write on this topic:

Computer Literacy

What do you Know about History of Computers? Career and Life

My Future Profession is a Mathematician/Programmer

2. Recommendations for types of independent work:

MESSAGE

A message is a prose work of small volume and free composition, expressing individual impressions and thoughts on a specific occasion or issue and clearly not claiming to be a definitive or exhaustive interpretation of the subject.

The purpose of the essay is to develop skills such as independent creative thinking and written expression of one's own thoughts.

Structure and plan of the message

The structure is determined by the requirements:

- I. the author's thoughts on the problem are presented in the form of brief theses (T);
- II. The idea must be supported by evidence, therefore the thesis is followed by arguments (A).

Arguments are facts, social phenomena, events, life situations and experiences, scientific evidence, references to the opinions of scientists, etc. It is best to provide two arguments in support of each thesis: one argument seems unconvincing, three arguments can "overload" a presentation written in a genre focused on brevity and imagery.

Thus, the essay acquires a ring structure (the number of theses and arguments depends on the topic, the chosen plan, and the logic of thought development):

- introduction; - thesis, arguments; - thesis, arguments; - thesis, arguments; - conclusion.

Rules for writing a message

- Of the formal rules, only one can be named - the presence of a title.
- The internal structure can be arbitrary. Since this is a short written work, a mandatory repetition of conclusions at the end is not required; they can be included in the main text or in the title.
- Argumentation may precede the problem statement. The problem statement may coincide with the final conclusion.

- Unlike an abstract, which is addressed to any reader and therefore begins with "I want to talk about..." and ends with "I have come to the following conclusions...", an essay
 - This is a remark addressed to a prepared reader (listener), that is, someone who already has a general idea of what will be discussed. This allows the author to focus on revealing new information and not clutter the presentation with unnecessary details.

INTERVIEW

An interview is a form of educational activity, a special conversation between a teacher and a student on topics related to the discipline being studied, designed to determine the extent of the student's knowledge on a specific section, topic, problem, etc., allowing for an assessment of their ability to argue their own point of view, presupposing a comprehensive discussion of any issue, problem, or comparison of information, ideas, opinions, and proposals.

REPORT

A report is a study on a specific problem. Preparing a report involves not only familiarizing yourself with the literature on the chosen topic but also independently researching specific issues.

A scientific report can be prepared for presentation at a seminar, at a conference, or as part of a round table.

Preparation of a report includes several stages of work:

1. Selecting a report topic
2. Selection of materials
3. Making a plan. Working on the text
4. Design of materials
5. Preparing for the performance

The report consists of the following parts:

- front page
- table of contents
- introduction
- main part
- conclusion
- list of references.

Introduction

The introduction must first explain the relevance of this study.

Main part

This is, in essence, your report. Typically, the main body consists of several sections (chapters, paragraphs), each devoted to a distinct aspect of the topic being studied. Each chapter, unlike the introduction and conclusion, should have its own title.

Conclusion

In the conclusion, it's important to draw general conclusions on the topic covered. These should be extremely clear and specific.

Working on the text

Developing a plan. As you gain more knowledge of the material being studied, the initial plan can be expanded, refined, and refined.

Writing the text of your future speech is one of the most difficult and crucial stages of preparing a report. It is at this stage that you must analyze and evaluate the collected material and formulate a final plan.

When starting to work on the text of the report, you should take into account the structure of its construction.

REQUIREMENTS FOR THE PRESENTATION AND REGISTRATION OF THE RESULTS OF THE SWS

After completing the independent work, students present:

- notes on grammar sections;
- the results of studying topics within the course program that are not covered in practical classes;
- completed control exercises;
- thematic reports and messages on problematic topics;
- creative translation works;
- individual dictionaries on the topics studied;
- online articles on the topic being studied;
- language portfolio.

During classroom work, testing is carried out to carry out intermediate control of the independent work system.

Structure and content of independent work

Title page - 1 page:

- 1) Name of the educational institution (centered, capital letters)
- 2) Independent work on the topic of the work. (centered)
- 3) Completed by: Full name of the author of the work, faculty, course, group
- 4) Supervisor: position and rank of the teacher, full name (left aligned)
- 5) Stavropol, 20 __ (center aligned)

Requirements for the design of the SRS

Independent work is completed by the student in English or Russian (according to the objectives of the assignments) on standard white A4 sheets of paper. The text of the work must be typed on a computer (Times New Roman font, font size - 12-14 pt). Left margin - 2.5 cm; top, right, bottom margins - 2 each.

See Alignment - by width, with all paragraphs highlighted.

All pages must be numbered at the top center. The title page is unnumbered, and the following page is numbered starting with number 2.

Line spacing is single. The total length of the work is 12-14 sheets (not including the title page).

The work is filed page by page in a plastic binder with a transparent cover. The tutor's review is filed first, followed by the title page, and so on.

Evaluation criteria:

A student receives an "Excellent" grade if they have thoroughly and thoroughly mastered the program material, present it comprehensively, consistently, clearly, and logically, are able to closely link theory with practice, handle questions and other applications of knowledge fluently, and are comfortable answering modified assignments, utilize material from monographs in their answers, correctly justify their

decisions, possess versatile skills and techniques for answering practice-oriented questions, make sound management decisions, possess practical problem-solving skills and techniques, and complete test assignments 100 percent. Learning outcomes in this discipline, as part of mastering UK-4 competencies, are achieved at a high level.

A *"good" grade is awarded to a student* if they have a solid knowledge of the material, present it clearly and to the point, avoid significant inaccuracies in answering questions, correctly apply theoretical principles to solve practical problems, possess the necessary skills and techniques for answering them, correctly apply theoretical principles to solve practical problems, possess the necessary skills and techniques for completing them, and complete 70 percent of the test assignments. Learning outcomes in this discipline, as part of mastering UK-4 competencies, are achieved at a good level.

A *"satisfactory" grade is awarded to a student* who has mastered only the core material but has not grasped its details, makes inaccuracies, uses inaccurate wording, lacks logical consistency in the presentation of the program material, has difficulty answering questions and completing practical assignments and case studies, and completes test assignments only 50 percent. The learning outcomes for this course, as part of mastering UK-4 competencies, are achieved at a basic level.

A *student receives a grade of "unsatisfactory"* if they lack a significant understanding of the curriculum material, make significant errors, answer questions with uncertainty and difficulty, make significant errors when solving practical-level assignments, and score 49 percent or less on test assignments. The learning outcomes for the course, as part of mastering UK-4 competencies, have not been achieved.

Description of the rating scale

The maximum possible score for the entire ongoing assessment is set at 55. A current assessment is considered passed if the student receives at least 60% of the maximum score established for that assessment. The rating score assigned to a student for a current assessment completed within the deadlines set in the assessment schedule is determined as follows:

Level of completion of the control task	Rating score (as a percentage of the maximum score for the test task)
Great	100
Good	80
Satisfactory	60
Unsatisfactory	0

6. List of literature for completing independent work

Main literature:

