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УТВЕРЖДАЮ

Проректор по учебной работе

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ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ)

Методические указания по организации самостоятельной работы
по дисциплине «Иностранный язык (английский)»
студентов очной и заочной формы обучения
направления подготовки 38.05.02 «Таможенное дело»

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Иностранный язык (английский) : методические указания по организации самостоятельной работы по дисциплине «Иностранный язык (английский)» студентов очной и заочной формы обучения направления подготовки 38.05.02 Таможенное дело / Юго-Зап. гос. ун-т; сост. Л.А. Чернышёва. - Курск, 2021. - 20 с.: Библиогр. с. 20

Методические указания включают рекомендации по организации самостоятельной работы студентов в рамках изучения дисциплины «Иностранный язык (английский)», материалы для изучения иностранного языка, задания для самостоятельной работы, а также лексико-грамматические упражнения.

Предназначены для студентов, обучающихся по направлению подготовки 38.05.02 Таможенное дело.

Методические указания соответствуют требованиям программы, составленной в соответствии с Федеральным государственным образовательным стандартом высшего образования по направлению подготовки 38.05.02 Таможенное дело.

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ВВЕДЕНИЕ

Роль иностранного языка как средства общения и взаимопонимания становится в настоящее время еще более значимой вследствие определенных факторов, характерных для современного общества: расширение международных экономических, политических и культурных связей; развитие международных средств массовой коммуникации; открытость политики государства мировому сообществу.

Прагматический аспект изучения иностранного языка тесным образом связан с наличием потребности его применения в повседневной жизни и в ситуациях профессионального общения.

Изучение иностранного языка – это осознанная целенаправленная деятельность, ориентированная на усвоение структурных характеристик иностранного языка, таких как фонетика, лексика, грамматика. Данные методические указания ставят своей задачей помочь студентам направления подготовки «Таможенное дело» найти наиболее эффективные пути формирования умений и навыков языковой компетенции, необходимых для осуществления профессиональной коммуникации.

В условиях реализации новой модели образования самостоятельная работа студентов наряду с практическими занятиями составляют важную часть теоретической и профессиональной практической подготовки обучающихся. Она позволяет не только углублять, расширять, систематизировать знания, полученные во время аудиторных занятий, но и самостоятельно овладевать новым учебным материалом.

Методические указания по подготовке к практическим занятиям по дисциплине «Иностранный язык (английский)» являются составной частью УМК для специальности 38.05.02 Таможенное дело.

Задачи и содержание дисциплины, требования текущего, промежуточного и итогового контроля соответствуют Рабочей программе учебной дисциплины «Иностранный язык (английский)».

РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Для организации эффективной самостоятельной работы над иностранным языком необходимо научиться следующему:

- планировать собственную учебную деятельность;
- выбирать наиболее оптимальные средства решения поставленных учебных задач;
- использовать различные виды работ со справочной и учебной литературой в процессе выполнения учебной задачи;
- осуществлять самоконтроль в процессе учебной деятельности.

Работа над текстом – один из важнейших компонентов познавательной деятельности, который направлен на извлечение информации из письменного источника. Рекомендуется следующий порядок действий:

1. Просмотрите текст и постарайтесь понять, о чем идет речь.
2. При повторном чтении разделите сложносочиненные или сложноподчиненные предложения на самостоятельные и придаточные, выделите причастные обороты или другие конструкции.
3. Найдите подлежащее и сказуемое и, поняв их значение, переведите последовательно второстепенные члены предложения.
4. Если предложение длинное, определите слова и группы, которые можно временно опустить для выяснения основного содержания предложения. Не ищите в словаре сразу все незнакомые слова, попробуйте догадаться об их значении по контексту.
5. Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. При этом обратите внимание на то, какой частью речи являются такие слова.
6. Слова, оставшиеся непонятными, ищите в словаре.

Работа со словарем

1. Повторите английский алфавит. Это поможет находить слова не только по первой букве, но и по всем остальным.
2. Запомните обозначения частей речи:
n – noun - имя существительное
v – verb - глагол
adj. – adjective – имя прилагательное и т.д.
3. Из нескольких значений слова в словарной статье постарайтесь подобрать близкое по смыслу, связав с общим смыслом предложения.
4. Помимо словарей общеупотребительной лексики пользуйтесь терминологическими словарями по своей специальности.

Работа над лексикой

Запоминание лексики обычно бывает основной трудностью при изучении иностранного языка. Без знания слов не может быть знания языка. Нужно проделать большую и осознанную работу, прежде чем будет усвоен необходимый словарный минимум профессиональных терминов.

Встречая новое слово, всегда анализируйте его, обращая внимание на написание, произношение и значение. Часто можно найти сходство с аналогичным или сходным русским словом, например, *passenger* – пассажир и др. Важно также научиться подмечать родство новых слов с уже известными. Однако, есть слова, не поддающиеся никакому анализу. Их надо постараться запомнить, но механическое повторение не всегда эффективно. Попробуйте следующий порядок работы:

- произнесите новое слово сначала изолированно;
- произнесите словосочетание из текста с новым словом;
- подберите к новому слову синонимы или антонимы (если это возможно);
- выполните письменно лексические упражнения после текста.

Работа над грамматикой

Формирование речевого грамматического навыка предполагает воспроизведение различных грамматических явлений в ситуациях, типичных для профессиональной коммуникации и адекватное грамматическое оформление высказываний. Работая над грамматикой, следует придерживаться следующих действий:

- прочтите развернутый теоретический материал по изучаемой теме в учебнике по грамматике английского языка;
- изучите справочную таблицу в приложении к данному пособию;
- найдите в тексте урока изучаемую грамматическую структуру;
- обозначьте имеющиеся грамматические ориентиры;
- сделайте письменно упражнения;
- варьируйте содержание предложений в имеющихся моделях, заменяя слова в зависимости от меняющейся ситуации;
- сопоставьте / противопоставьте изучаемую структуру ранее изученным;

Переход от навыков к умениям обеспечивается посредством активации новых грамматических структур в составе диалогических и монологических высказываний по определенной теме. Включайте освоенный материал в беседы и высказывания по пройденным темам.

UNIT 1 INTRODUCTION

Ex. 1 Read the information about Lisa and complete the questions about her.

Surname	Jefferson
First name	Lisa
Country	The USA
Job	journalist
Address	89, Franklin Street, Cambridge, Boston
Phone number	(616) 326 1204
Age	26
Married	No

- 1) What`s _____ surname?
- 2) _____ her first name?
- 3) _____ she from?
- 4) _____ job?
- 5) _____ address?
- 6) _____ phone number?
- 7) How old _____?
- 8) Is she _____?

Ex. 2 Match the questions with the answers:

- | | |
|----------------------------|-------------------------|
| 1. How do you do? | a. You too! |
| 2. How are you? | b. New Jersey. |
| 3. What's your first name? | c. How do you do? |
| 4. What's your surname? | d. Lisa. |
| 5. Where are you from? | e. I'm fine, thank you! |
| 6. Nice to meet you! | f. No, but I'm engaged. |
| 7. Are you married? | g. Jefferson. |

Ex. 3 Lisa has a brother. Write questions about him.

She is from Russia and she is a student. Her address is...

Is this Anna?

Right you are!

Grammar

1. Вставить форму глагола "to be":
 1. Where ... you from?
 2. How old ... you? How old ... your friend?

3. What ... your aunt's name?
4. I ... glad to see you. How ... you?
5. The cat ... in the garden.
6. Tom's parents ... travel agents.
7. ... your father a driver? - No, he ...
8. John ... (not) a student, he ... a doctor.
9. That book ... not very interesting. Take this one.
10. The best seats ... 10\$.

UNIT 2 MY FAMILY

Ex. 1 Talk about all kinds of family issues using these conversation starters. Ask any other questions.

1. Do you come from a large family?
2. How many people are there in your nuclear family?
3. What do your parents do?
4. Do you have a big “extended” family (including aunts, uncles, cousins, nephews and nieces)?
5. How many people are there in your extended family?
6. What are the advantages of living with your grandparents?
7. Do you resemble (look like) one of your parents or grandparents?
8. How far back do you know your family tree (grandparents, great grandparents)?
9. How many children does an average family have in your country?
10. Who makes the big decisions in your family?
11. What responsibilities does each member of your family have?
12. How often do you have big family get-togethers?
13. What do you and your family like to do together?
14. Do any of your relatives live in other countries?

Ex. 2 Write a similar letter telling about your family and / or friends.

Ex. 3 Write a name of your friend or relative. Ask and answer questions with your partner.

Who is she?

She is my friend.

What does she do?

She is a journalist.

Where does she work?

She works for a newspaper.

What does she like doing in her free time?

She likes listening to music.

Grammar

1. Open the brackets, using the correct form of the verb:

1. I'm tired. I (go) to bed.
2. It's late. I think I (take) a taxi.
3. I (answer) the question?
4. We don't know their address. What (we / do)?
5. Our test (not / take) long.
6. I'm afraid they (not / wait) for us.
7. Diana (come) to the party tomorrow?
8. You (arrive) in Paris tomorrow evening.
9. The boy (remember) this day all his life.
10. Perhaps they (buy) a new house this year.
11. He (be) fourteen next year.
12. I'm not sure I (find) Jim at the hotel.

UNIT 3 MY WORKING DAY

Ex. 1 Read, translate and reproduce the dialogue:

- Hello, Nick! Did you have a good day?
- Not bad! The usual sort of thing. Practical classes, lectures. You know.
- Did you try to take your English exam ahead of time?
- Well, I did. But the teacher advised me to get ready for English better.
- I see.
- After classes I went to the reading-room. It took me an hour to make an abstract of the paper recommended by our teacher of physics. And then Kate turned up. As usual.
- So, what did you do?
- We had a long talk.
- Oh, yes. What about?
- Oh, this and that things. You know. Then we had a lunch.
- Where did you go? Somewhere nice?
- No, just the cafe round the corner. Then I returned to the University and stayed at the reading-room till 17 (5 p.m.)
- Sounds like a boring day.
- I don't think so. There is a very good proverb: «Never put off till tomorrow what you can do today».
- I think you are right.

Ex. 2 Make up questions and give short answers.

Model: *Doctors/ treat people?* → *Do doctors treat people?* – *Yes, they do.*
Cooks/ sell food? → *Do cooks sell food?* – *No, they don't.*

A blogger/ choose what to write about? → Does a blogger choose what to write about? – Yes, he (she) does.

A housewife/ work in the office? → Does a housewife work in the office? – No, she doesn't.

1. A zoologist/ study animals? _____
2. A journalist/ write news stories and articles? _____
3. Accountants/ keep financial records? _____
4. Pilots/ drive trains? _____
5. An engineer/ paint buildings? _____
6. Architects/ design buildings? _____
7. A blogger/ maintain an online journal? _____
8. A vet/ treat people? _____
9. Receptionists/ clean hotel rooms? _____
10. Psychologists/ study the human mind and behavior? _____

Ex. 3 Complete the sentences

- | | |
|-------------------------|---------------------------|
| 1. At 7 o'clock I | 9. At 2:30 I |
| 2. At 7:15 I | 10. At 3 o'clock I |
| 3. At 7:30 I | 11. At 6 o'clock I |
| 4. At 7:45 I | 12. At 7 o'clock I |
| 5. At 7:50 I | 13. At 8 o'clock I |
| 6. At 8 o'clock I | 14. At 9 o'clock I |
| 7. At 8:30 I | 15. At 10 o'clock I |
| 8. At 2 o'clock I | |

Put the word-combinations into the columns

To get up; to have supper; to help about the house; to watch TV; to have breakfast; to go to school; to go to bed; to have dinner; to play games; to do morning exercises; to go for a walk; to wash; to make bed; to do lessons; to go shopping.

Ex.4 Write an e-mail to your “pen friend” from another country telling about

- a typical weekend;
- what you do in the evenings on weekdays;
- the working day of any member of your family;
- the best day during your long / winter vacations (long vacation – брит. летние каникулы в университете).

UNIT 4 MY FLAT

Ex.1 Learn the following dialogue

- A. Well, here is our new flat.
B. When did you move in?
A. About two weeks ago. Last Saturday we had a housewarming party.
B. Do you like your new flat?

A. Yes. It's a nice flat of three rooms with all modern conveniences. Just a moment, this must be the wrong key, it doesn't fit into the keyhole... Now it's all right... Just walk in.

B. Oh, the hall is rather large.

A. Let me help you off with your coat, hang your hat on that peg up there... Now I'll show you round the flat. This door leads to the living-room.

B. A rather large room, I should say. What's the floor space?

A. About 23 square metres, I believe.

B. I like the wall-paper.

A. There is not enough furniture. We want to buy a coffee-table and two or three armchairs to make the room look cosy.

B. The windows face south-west, don't they?

A. So they do. We have sunshine the greater part of the day. Now, this glassed door opens on the balcony.

B. Oh, what a fine view you get from here! That building on the left is a school, I believe.

A. Right you are. And on the right you will see a supermarket. So we needn't go far to do our shopping.

B. That's fine. It saves a lot of time, doesn't it?

A. Now here is one of our bedrooms. Would you like to see it?

Ex.2 Answer the following questions.

1. Do you prefer living in a flat or in a house?
2. Do you live in a house or in a block of flats?
3. Do you live a long way from the centre?
4. You don't live a long way from the centre, do you?
5. How many storeys are there in your house?
6. How many flats are there on your landing?
7. Which floor is your flat on?
8. Do you live on the ground floor or on the top floor?

Ex.3 Describe your house or your flat.

UNIT 5 WEATHER AND CLIMATE

Ex. 1 Match the descriptions with the following countries. There is one extra country in the list.

Countries: Spain Germany Britain Greece

Text A: This country enjoys a Mediterranean climate for most of the year, with warm to hot days and mild nights. However, in the middle of summer, it can be unbearably hot and stuffy and winter can be chilly. December and January can be very cold and in February it is often rainy. April can be changeable with sunny days interrupted by windy showery weather.

Text B: Most of this country is always warm from April to October though it can occasionally be cold and rainy in the north, especially in the mountains. The south is amazingly mild throughout the year-it hardly has a winter. Although the Atlantic lies only a few miles away, the climate is more like the Mediterranean.

Text C: The country has a very changeable climate, both from day to day and from place to place. Although long periods of fine weather occur each year, it is not easy to forecast the weather accurately and you can be soaked during any season. The north of the country is much colder and windy in winter, often with quite heavy snowfalls. The southwest has a milder climate.

Ex. 2 Read the forecast abstracts for Spain, Greece and Great Britain and pay attention to the phrases in bold.

... it's December in Spain and **it is going to be cold** the whole month. But you can enjoy skiing in the mountains in the north...

... it is a wonderful spring in Greece! **We are going to have** warm days and mild nights and **the season is going to start** just in a few weeks! ...

... this year April is gorgeous and **everyone is going to enjoy** fine weather! But be careful and take an umbrella! In Britain you can be soaked during any season! ...

Ex. 3 Make questions with *going to*.

1. It's unexpectedly hot today. (what / you / wear?) _____
2. David has given me his latest painting. (where / you / hang it?) _____
3. I've decided to sell this house. (what / you / buy / instead?) _____
4. I've found a little puppy in the park. (what/ you/ do/ with/ it?) _____

Ex. 4 Choose one city and check the weather in it for today: Amsterdam, London, Buenos Aires, Sidney, Moscow, Vladovostok, Reykjavik, New York, Lisbon, Cairo. Make phone calls to your friends in their cities and find out about the weather.

**UNIT 6
MY SPORTS WEEKENDS**

Ex.1 Have a talk with your group mates. Find out which sports they like.

1. Do you like athletics?
2. Do you like watching judo?
3. What kind of sport are you keen on?

4. Do you do sport all year round or you prefer summer kind of sports?

Ex.2 Have you ever heard about underwater hockey? Read these statements. Do you think they are true (T) or false (F)?

1. It is similar to normal hockey but underwater.
2. Flippers are good for swimming quickly.
3. Players use very long sticks.
4. Only good swimmers play it.

Ex.3 Complete the sentences with these words. Then guess the sports.

in, into (x 2), on, over (x 2), to, with (x 3)

1. You play _____ a pool and you have to hit a puck _____ a stick.
2. You use your feet to pass the ball _____ another player or try to get it _____ the goal.
3. You play _____ a court and you have to hit a ball _____ the net.
4. You run _____ the ball and try to get _____ a line to score.
5. You hit the ball 300 or 400 metres _____ a stick and try to get it _____ a small hole.

Ex.4 Do you like watching sports on TV? Think about a game or sporting event you saw on TV recently. Have a conversation with your friend about this sport event?

- what happened
- who was in it
- who won
- who played well/badly
- your opinions about it

Ex.5 Answer the following questions.

- Can you swim and do the basic strokes?
- Do you like swimming?
- How old were you when you learned to swim?
- How long can you hold the breath under the water?
- Have you ever taken swimming lessons and received a certificate of completion?
- How long did it take you to learn to swim?

UNIT 7 STUDYING ABROAD

Ex. 1 Fill in the gaps with the nationality or country word.

1. Robert lives in Spain. He is _____ .
2. Paul lives in _____ . He is Egyptian.

3. Henrich and Marta live in Germany. They are _____ .
4. Sophie lives in _____ . She is French.
5. We live in _____ . We are Japanese.
6. Akiko lives in China. She is _____ .
7. Do you live in _____ ? Are you Mexican?

Ex. 2 Read the text and say if the statements are *true* or *false*. Correct the false ones.

Potential Advantages Of Intensive Language Abroad Programs

The principal advantage of language study abroad programs is chronological repetition by practicing the language more frequently and immersing yourself in another language and another culture. In intensive language learning, the shortened cycles between classes may equip you with the benefits of a truly holistic educational experience. You may volunteer with local organizations, live with host families, study with native students, explore the language through cultural excursions. In essence, the community may become your classroom to help you develop fluency in a second language while heightening your perception of a different culture and its people.

Meeting with other students day-to-day may offer a plethora of new vocabulary and grammar and a chance to master the intricate grammatical compositions that distinguish a native-sounding speaker from an amateur. This potentially once in a lifetime experience may be a highly challenging way for the dedicated student to perfect a second language.

1. The main benefit of language studying abroad is immersion into a foreign culture.

2. You can't stay with a host family during your intensive language courses. _____
3. Communicating with students helps to widen your vocabulary. _____
4. You can't master your grammar skills whilst studying abroad. _____
5. This experience is an easy way to improve your second language. _____

Ex. 3 Make up sentences to complete the dialogues. Use the verbs in *the Present Continuous*.

- 1
A: I saw Brian a few days ago.
B: Oh, did you. _____ (do) these days?
A: He's at university.
B: _____ (study)?

A: Psychology.

B: _____ (enjoy) it?

A: Yes, he says it's a very good course.

2

A: Hi, Liz. How _____ (get on) in your new job?

B: Not bad. It wasn't so good at first, but _____ (get) better now.

A: What about Jonathan? Is he OK?

B: Yes, but _____ (not/enjoy) his work at the moment. He's been in the same job for a long time and _____ (begin) to get bored with it.

Ex. 4 Discuss the following:

- a) Have you seen any foreign students in your university?
- b) What nationalities are most of them?
- c) Are there any foreign students in your group?

**UNIT 8
ALMA MATER**

Ex.1. Choose the most suitable verb.

1. There is/are several universities in our town. 2. There is/are a branch of Vladimir state University and two branches of Moscow Universities in this town. 3. There is/are three departments at this Institute. 4. There is/are a full-time department, an evening department and a correspondence one. 5. There is/are students who pay for their education. 6. There is/are three faculties at our university. 7. There is/are a machine-building faculty, a radio-engineering faculty and a humanity one. 8. There is/are many specialties at each faculty. 9. There is/are eleven specialties at the humanity faculty. 10. There is/are a dean at each faculty.

Ex.2. Fill in the gaps with the correct form of the structure there is (there are) in Present, Past, Future: is/are; was/were; will be.

1. There _____ many students at our university. 2. There _____ two faculties at this university some years ago. 3. There _____ more students at our university next year. 4. There _____ two departments at our university several years ago. 5. There _____ more specialties at the humanity faculty soon. 6. There _____ many specialties at the radio-engineering faculty. 7. There _____ no students who paid for their education many years ago. 8. There _____ one Institute in Kursk some years ago. 9. There _____ a full-time department and an evening one some years ago. 10. There _____ three faculties at our university. 11. There _____ a day-time department, an evening department and a correspondence one at our university now. 12. There

___ more books in the institute library soon. 13. There ___ less free time when you become a first year student. 14. There ___ four specialties at the humanity faculty some years ago. 15. There ___ many smart students at our university.

Ex.3. Translate the following sentences into English.

1. В нашем университете есть несколько отделений. Это – дневное, вечернее и заочное отделения. 2. В МГУ есть дневное, вечернее и заочное отделения. 3. В университете есть студенты, которые не платят за обучение. 4. В этом университете есть несколько факультетов, такие как: машиностроительный, радиотехнический и гуманитарный факультет. 5. В нашем университете есть факультет государственного управления и международных отношений. 6. На каждом факультете имеется много специальностей. 7. На гуманитарном факультете есть девять специальности. Среди них: юриспруденция, экономика и менеджмент. 8. В нашем городе есть филиалы нескольких Московских университетов. 9. В университете есть студенты, которые не платят за учёбу. 10. На нашем факультете есть специальность – таможенное дело

**UNIT 9
HIGHER EDUCATION**

Ex.1 What does a term “Fresher” mean? Choose the correct answer:

- a) a first-year undergraduate;
- b) a student who continues studies after graduation;
- c) a student of college;
- d) senior student of university.

Ex.2 Answer the following questions:

- a) Do you remember your first week at university?
- b) What was it like?
- c) Was it easy for you to settle into university life?

Ex.3 Here are some tips for freshers. Read them and decide which are the most important in your opinion? Prepare 5 top tips for University Freshers to help them.

- a) Be polite and friendly!
- b) Get involved in your students' societies in as much as possible.
- c) Be aware of social etiquette.
- d) Be hospitable.
- e) Be sociable.
- f) Don't rush into the decision to move in with a group of people.
- g) Talk to as many random students as you can.
- h) Try not to moan about things.
- i) Go to your department and hall socials.

- j) Smiling a lot will make you seem more approachable.
- k) Try not to worry if everyone isn't as friendly as you are!
- l) Don't say anything too controversial.
- m) Explore your daily routine.
- n) Keep your future in mind.

Your 5 top tips for University Freshers

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Ex.4 Tell about:

- How do you think your education prepares you for your future profession?
- Why did you choose your major?
- Do you plan to continue your education? ... etc.

Grammar

Ex.1 Read the conversation between two university freshers. Choose the correct alternative.

Noemi: Hi! Nice to meet you! Are you a fresher here? Victor: Yes, I am. And you?

Naomi: Just the same about me. What **(are you studying/do you study)**?

Victor: Political Science.

Noemi: **(I study/ I am studying)** Social Anthropology. Where **(do you come /are you coming)** from?

Victor: I'm from Coimbra, in Portugal.

Noemi: How many hours of classes **(do you have/are you having)** a day?

Victor: **(it depends/it depended)** on the day, but usually four. **(will you go/ are you going)**

to the party tonight?

Noemi: **(do you mean/are you meaning)** the one for new students? I can't, because I need to get organized tonight. **(I move/ I am moving)** to a rented flat tomorrow.

Victor: Where **(do you live/ are you living)** at the moment?

Noemi: **(I stay/I am staying)** in a bed and breakfast. Victor: What **(do you do/ are you doing)** on Sunday afternoon? If you want, we could meet and look around the city.

Noemi: **(I meet/ I am meeting)** some friends in the afternoon. What about Sunday morning? Victor: Fine. Where shall we meet?

UNIT 10
WELCOME TO FOREIGN RUSSIA

Grammar

Ex.1 Fill in the gaps with the following modal verbs *must, should, have to* or their forms:

1. Your aunt is ill. I'm sure you _____ visit her!
2. I'm going to buy a car, so I _____ get a driving license.
3. The secretary _____ answer lots of emails.
4. We _____ leave at 6 a.m. to catch the train.
5. Perhaps, you _____ be more careful.
6. We _____ buy a present for Sam's birthday!
7. I think you _____ go and see your dentist.
8. Yesterday he _____ sit up late with the project.
9. I think you _____ go to Russia in January. It's too cold there!
10. We _____ call on our Granny. We haven't seen her for ages!
11. We can go to a café. I _____ work this Saturday.

Ex. 2 Are the underlined verbs used right or wrong? Correct the wrong ones.

1. Last night my sister fell ill. We had to call the doctor. _____
2. Jane must wear glasses. She has bad eyesight. _____
3. I can fix the car myself. I have to take it to a motor repair shop. _____
4. I couldn't join you last Friday night. I didn't have to work late. _____
5. The government should do something about the rising prices. _____
6. I think you should give up smoking. _____
7. You mustn't tell them what you have seen! It's my private life! _____

UNIT 11
MORE THAN JUST A CITY

Ex. 1 Read the text and choose A, B or C.

Going to school in the Australian Outback

The places in Australia that are very far away from the city are called the Australian Outback. In the Australian Outback, children don't walk to school. They don't even take the bus or the train. This is because the school is more than 300 kilometres away.

So how do these children get an education? The answer is simple. These children don't go to school at all! They have lessons on their home computer and speak to their teachers through a web camera.

Children in the Australian Outback are very good students. Maybe this is because it is easier to study away from the hustle and bustle of a big city or maybe computer lessons are more fun than normal lessons. Whatever the reasons, children

in the Australian Outback seem to enjoy “school” more than any other children in the world.

1. The Australian Outback is close to the sea.
A True B False C Doesn't say
2. Children in the Australian Outback don't get an education.
A True B False C Doesn't say
3. The students study online.
A True B False C Doesn't say
4. The students don't speak to their teachers.
A True B False C Doesn't say
5. School is more fun for children in the Australian Outback.
A True B False C Doesn't say

Grammar

Ex.2 Fill in the gaps with the adjectives in the comparative or superlative.

1. Our hotel is _____ than all the others in the town. (cheap)
2. The United States is very large, but Russia is _____. (large)
3. What's _____ country in the world? (small)
4. I wasn't feeling very well yesterday, but I feel a bit _____ today. (good)
5. It was a good day. It was _____ day of my life. (good)
6. What's _____ sport in your country? (popular)
7. We had a great holiday. It was one of _____ holidays we've ever had. (enjoyable)
8. What's _____ way of getting from here to the station? (quick)
9. What's _____ – the bus or the train? (quick)

Ex.3 Revision. Fill in the gaps with the verbs in the Present Simple or the Present Continuous.

Catherine Bloomwood _____ (*come*) from England. She _____ (*take*) a course on cakes and pralines with soft gelato at Carpigiani Gelato University in Bologna, Italy.

“I _____ (*enjoy*) the course so much! Every day I _____ (*learn*) lots of new and interesting information! I _____ (*like*) both my teachers and groupmates. They are warm and friendly. I _____ (*live*) on a campus. It takes me five minutes to walk to the city centre, where I can shop or go to cafés and clubs. I often _____ (*play*) sport here – football and tennis. I _____ (*think*) of starting my own ice-cream parlour when I finish the course. Maybe here in Italy. Who knows?”

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