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«Норильский государственный индустриальный институт»
Политехнический колледж

МЕТОДИЧЕСКИЕ УКАЗАНИЯ
по выполнению практических работ по дисциплине
«ИНОСТРАННЫЙ ЯЗЫК»
3 курс

Для специальностей:

13.02.01 Тепловые электрические станции

13.02.11 Техническая эксплуатация и ремонт электрического и электромеханического оборудования (по отраслям)

15.02.07 Автоматизация технологических процессов и производств (по отраслям)

23.02.03 Техническое обслуживание и ремонт автомобильного транспорта

Методические указания по выполнению практических работ по учебной дисциплине «ИНОСТРАННЫЙ ЯЗЫК» разработаны на основе рабочей программы дисциплины в соответствии с требованиями Федерального государственного образовательного стандарта для специальностей среднего профессионального образования 13.02.01 Тепловые электрические станции, 13.02.11 Техническая эксплуатация и ремонт электрического и электромеханического оборудования (по отраслям), 15.02.07 Автоматизация технологических процессов и производств (по отраслям), 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта.

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Рассмотрены на заседании цикловой комиссии общеобразовательных дисциплин

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1. ВВЕДЕНИЕ

Методические указания по выполнению практических заданий по дисциплине «Иностранный язык (английский)» предназначены для обучающихся дневной формы обучения по специальностям СПО 13.02.01 Тепловые электрические станции, 13.02.11 Техническая эксплуатация и ремонт электрического и электромеханического оборудования (по отраслям), 15.02.07 Автоматизация технологических процессов и производств (по отраслям), 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта.

Предложенные практические задания обучающийся выполняет в ходе практических занятий по дисциплине совместно с преподавателям, либо самостоятельно, следуя инструкциям преподавателя.

Целью проведения практических занятий является:

- систематизация и активизация языковых и речевых знаний, умений и навыков;
- развитие навыка работы с литературой профессиональной направленности на английском языке;
- организация активной познавательной деятельности обучающихся во время занятий;
- развитие навыков самостоятельной работы обучающихся.

Более того, практические занятия являются активной формой работы обучающихся и направлены на формирования необходимых знаний, умений и навыков для развития следующих общих компетенций:

ОК 1. Понимать сущность и социальную значимость своей будущей профессии, проявлять к ней устойчивый интерес.

ОК 2. Организовывать собственную деятельность, выбирать типовые методы и способы выполнения профессиональных задач, оценивать их эффективность и качество.

ОК 3. Принимать решения в стандартных и нестандартных ситуациях и нести за них ответственность.

ОК 4. Осуществлять поиск и использование информации, необходимой для эффективного выполнения профессиональных задач, профессионального и личностного развития.

ОК 5. Использовать информационно-коммуникационные технологии в профессиональной деятельности.

ОК 6. Работать в коллективе и в команде, эффективно общаться с коллегами, руководством, потребителями.

ОК 7. Брать на себя ответственность за работу членов команды (подчиненных), за результат выполнения заданий.

ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации.

ОК 9. Ориентироваться в условиях частой смены технологий в профессиональной деятельности.

Предложенные в данных методических указаниях задания направлены на формирование речевой и коммуникативной компетенции обучающихся в разных видах речевой деятельности: чтение, аудирование, письмо и говорение; дифференцированы по уровню сложности и систематизированы по принципу презентации, отработки и закрепления изученного материала в ходе учебного занятия.

2. ФОРМЫ КОНТРОЛЯ И КРИТЕРИИ ОЦЕНКИ

В процессе изучения дисциплины предусмотрены следующие формы контроля по овладению необходимыми знаниями и умениями, и формируемыми на их основе общими компетенциями: текущий контроль, промежуточный контроль и итоговый контроль.

Текущий контроль осуществляется в течение семестра в виде устного фронтального и индивидуального опроса студентов на практических занятиях, а также проверке выполненных в ходе занятий письменных работ по текущему материалу. Оценки доводятся до сведения обучающихся и отражаются в учебном журнале группы.

Промежуточный контроль осуществляется в форме письменных контрольных работ или тестирования по пройденному материалу раздела или темы в зависимости от содержания.

Итоговый контроль проводится в форме дифференцированного зачёта по окончании изучения дисциплины в устной или письменной форме на усмотрение преподавателя с целью проверки уровня усвоения студентами пройденного материала по дисциплине. Итоговая оценка выводится в виде среднего балла за весь период обучения.

Критерии оценивания:

«отлично» - обучающийся практически не допускает ошибок при чтении англоязычных материалов, свободно и уверенно переводит текст с опорой на изученный лексический материал в темпе нормальной речи с соблюдением литературных норм без существенной потери информации, допуская не более 1-2 смысловых ошибок; показывает хорошо сформированные навыки чтения (поискового, изучающего и т.д.) и аудирования; демонстрирует качественное владение лексическим и грамматическим материалом; быстро ориентируется в процессе работы с новым материалом.

«хорошо» - обучающийся допускает ошибки при чтении сложных и незнакомых слов, медленно, но уверенно переводит текст с опорой на изученный лексический материал, допуская неточности в переводе, не искажающие смысловое содержание текста; показывает средний уровень сформированности навыков чтения (поискового, изучающего и т.д.) и аудирования; демонстрирует владение лексическим и грамматическим материалом; ориентируется в процессе работы с новым материалом.

«удовлетворительно» - обучающийся допускает множественные ошибки при чтении, переводит текст только при помощи словаря либо

электронного переводчика, при самостоятельном переводе текста допускает существенные смысловые ошибки и фактические ошибки в лексико-грамматическом материале, и показывает только общее понимание содержания текста; демонстрирует слабо сформированные навыки чтения (поискового, изучающего и т.д.) и аудирования; демонстрирует низкий уровень владения лексическим и грамматическим материалом; слабо ориентируется в процессе работы с новым материалом.

«неудовлетворительно» - обучающийся демонстрирует не сформированные навыки чтения и аудирования; не способен перевести текст без применения электронного переводчика; показывает полное непонимание содержания текста; не владеет необходимым лексическим и грамматическим материалом; не ориентируется в процессе работы с новым материалом.

Виды ошибок:

– смысловая ошибка - существенное искажение смысла, опущение важной информации, привнесение неверной информации.

– неточность - опущение несущественной информации, привнесение лишней информации, не приводящее к существенному изменению смысла; не совсем точное толкование текста, не ведущее к его искажению.

– грамматическая ошибка - ошибка в передаче значения или применении той или иной грамматической формы / структуры (несогласование членов предложения, неправильное оформление временных форм глагола), нарушение установленного порядка слов в предложении.

– лексическая (терминологическая) ошибка - ошибка в передаче контекстуального значения слова, не носящая стилистического характера, некорректное использование термина (слова) в предложенном контексте.

– стилистическая ошибка - отступление от стилистических норм языка или предложенного в оригинале стиля речи.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО РАБОТЕ СО СЛОВАРЁМ

При изучении иностранного языка необходимо уметь пользоваться словарём. Словари бывают разные: двуязычные, толковые, словари синонимов, страноведческие словари и т.д. При выполнении предложенных ниже практических заданий достаточно наличия двуязычного (англо-русского и русско-английского) словаря. Для оптимального использования словаря в первую очередь необходимо владеть английским алфавитом. Поскольку слова в словаре расположены в алфавитном порядке, что относится не только к первой букве, но и ко всем последующим, то поиск слова в словаре включает несколько этапов: открыть словарь на той букве, с которой начинается слово; открыть страницу, где начинается вторая буква слова; затем искать по алфавиту третью букву и т.д.

Перед началом работы необходимо ознакомиться с принятой в выбранном словаре системой сокращений и условных обозначений. Нельзя ограничиваться только первым значением слова, указанным в словарной статье, следует прочитать статью до конца и выбрать наиболее подходящее по контекста значение искомого слова.

При работе со словарем также важно уметь определить какой частью речи является слово:

– имя существительное - обозначается прописной литерой *n*, зачастую употребляется с артиклем *a/an* или *the*, слово *plural / singular* в скобках рядом с существительным обозначает в каком числе употребляется та или иная его форма;

– глагол - обозначается прописной литерой *v*, зачастую употребляется с частицей *to*, указывающей на начальную форму глагола, может иметь отделяемые и неотделяемый приставки (напр. *re-read*, *pre-heat*, *rewrite* и т.д.), меняет значение в устойчивых сочетаниях с определёнными предлогами (напр. *give up*, *work out*, *turn into* и т.д.);

– прилагательное - обозначается прописными литерами *adj*, может иметь отделяемые и неотделяемый приставки (напр. *inimitable*, *non-renewable*, *unbreakable* и т.д.);

– наречие - обозначается прописными литерами *adv*, может являться производной от глагола или прилагательного;

– предлог - может состоять из одного или нескольких устойчиво связанных слов и существенно изменять своё значение в зависимости от употребления в том или ином контексте.

Если в словаре нет подходящего по контексту значения слова, ваша задача, пользуясь данным в словаре общим значением, подобрать самостоятельно такое русское слово, которое более всего отвечает общей мысли данного предложения, характеру текста и стилистике речи.

При помощи словаря также можно избежать ошибок при прочтении новых и незнакомых слов, уделяя достаточное внимание транскрипции слова, приведённой рядом в квадратных скобках.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К РАБОТЕ НАД ПЕРЕВОДОМ ТЕКСТА

Прежде чем приступить к переводу, рекомендуется сначала прочесть весь текст и понять его общее содержание. Далее следует выполнить грамматический (определить в каком времени написан текст и какие грамматические структуры для него характерны) и стилистический анализ текста. Правильный грамматический анализ способствует корректности и точности перевода. Правильный перевод иностранного текста заключается в как можно более точной передаче содержания на русском языке при соблюдении литературных и стилистических норм.

Для каждого языка характерны свои особенности в построении предложений. Порядок слов и оформление одной и той же мысли в русском и английском языках довольно часто не совпадают. В связи с чем не следует переводить текст дословно, строго придерживаясь порядка слов переводимого языка. Буквальный перевод часто ведет к неточности в передаче мысли и смысловым искажениям. Правильному пониманию и переводу текста способствует внимательный и тщательный анализ предложения, а периодически и целого абзаца.

Не начинайте выписывать из текста все незнакомые слова подряд. Внимательно присмотритесь к словам, имеющим знакомые вам корни, суффиксы, приставки. Обращайте внимание на то, какой частью речи является слово. Постарайтесь определить значение слова по контексту. Слова, оставшиеся непонятными, ищите в словаре, соотнося их значение с контекстом. В переводе необходимо соблюдать единообразие терминов.

Аббревиатуры (сокращения), встречающиеся в оригинале, должны быть по возможности расшифрованы. В тексте перевода употребляются общепринятые и специальные сокращения. Если в переводе приходится пользоваться сокращениями, принятыми только для данного текста, то они должны быть расшифрованы при первом упоминании. Если аббревиатура не поддается расшифровке, то ее оставляют на языке оригинала.

Способ передачи имен собственных зависит от вида и назначения переводимого текста. В большинстве случаев, если нет особых указаний, все имена собственные и адреса нужно транслитерировать (т.е. буквы одной письменности передаются посредством схожих по звучанию букв другой письменности).

Работайте постепенно. Только добившись правильного перевода одного предложения, приступайте к переводу следующего. При вторичном прочтении определите тип предложения, вызывающего затруднения, и функции всех его составляющих. При наличии сложносочиненного или сложноподчиненного предложения разделяйте его на самостоятельные и придаточные предложения и разберите каждое по-отдельности. Если предложение длинное, определите слова и группы слов, которые можно временно опустить для выяснения основного содержания предложения.

При использовании автоматизированных средств перевода, необходимо внимательно вычитать приведённый текст, проверить соответствие употребляемой в нем терминологии, правильность грамматических конструкций и соблюдения стилевой окраски текста оригинала.

МЕТОДИЧЕСКИЕ УКАЗАНИЯ К РАБОТЕ С ТЕКСТОМ

При необходимости полного понимания разбираемого текста:

1. Прочтите текст, стараясь понять общее содержание и вывести из контекста значение незнакомых слов.
2. Обратитесь к словарю, чтобы найти значения незнакомых слов.
3. Проработайте новый лексический материал.
4. Прочтите текст медленно вслух, обращая особое внимание на произношение новых слов и стараясь запомнить информацию.
5. Составьте вокабуляр.
6. Выберите из текста список ключевых слов и фраз, который будет отражать общую канву содержания.

При изучающем и ознакомительном чтении необходимо:

- понять, о чём говорится в тексте на основе знакомых языковых явлений и большого контекста;
- максимально использовать контекстуальную и языковую догадку;
- определять исходную форму незнакомых слов с помощью различных трансформационных операций;
- уметь подбирать синонимы и антонимы.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПОДГОТОВКЕ УСТНОГО СООБЩЕНИЯ

Первоначально, необходимо определиться с содержанием устно сообщения по интересующей теме (напр. пересказ, доклад и т.д.). После чего следует соотнести замысел высказывания со собственными возможностями и теми языковыми средствами, которыми вы располагаете. Воспроизвести в памяти или на бумаге нужные речевые образцы, слова, словосочетания необходимые для передачи замысла сообщения. При подготовке можно обратиться к тексту или упражнениям, в которых отражена выбранная или близкая к ней по смыслу тема, и использовать имеющийся материал для сообщения. После отбора нужных речевых образцов и конструкций следует составить письменный план сообщения. С целью качественного запоминания материала необходимо несколько раз проговорить своё сообщение в соответствии с составленным планом.

ПРАКТИЧЕСКАЯ РАБОТА № 1

Тема: Travelling

Цель: формировать и развивать коммуникативную и социокультурную компетенции. Научиться выражать свою точку зрения по теме «Путешествие», рассказывать о своем последнем путешествии, используя ЛЕ занятия

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием;
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважения к стране изучаемого языка; воспитание культуры языкового общения, речи, поведения; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Look at the picture and answer the questions.

- What do you see in the picture?

- What do you associate with the picture?
- Where do the sights you see in the picture come from?
- What are the feelings you have while looking at the picture?



Task№2. Think over and name all means of transport you can remember

Task№3. Tell something about your last holiday according to the plan.

The plan:

1. I traveled by ...
2. I went to ... / I spent my holiday ...
3. Describe your favorite activities and feelings during your holiday.
 - I was ... / I traveled / I visited / I saw / I stayed in ...

Task№4. Look at the pictures and fill in the gaps.

Task№5. Make up your own sentences on topic “Travelling” with the words from Task№4. Use the Model given below

HOLIDAYS

1/ Transport



P _ _ _



C _ _



B _ _ / C _ _



S _ _ _



T _ _ _



F _ _ _

2/ Places



by the L _ _ _



by the S _ _ _



in the M _ _ _



in the C _ _ _ _ _



in the C _ _ _ _



at the C _ _ _ _

3/ Verbs

I was ... (we were!)

I travelled ...

I visited ...

I went to ...

I went with ...

I liked ...

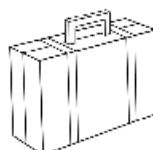
I arrived ...

I packed ...

I saw ...

I stayed in ...

4/ Things



S _ _ _ _



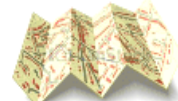
T _ _ _ _



P _ _ _ _



T _ _ _ G _ _ _



M _ _



M _ _

Task №6. Do the quiz “Do you like travelling?”

1. How often do you travel?

2. What is something you never travel without?

3. Have you ever visited another country?

Yes/ No. If so, which one(s)? _____

4. Which three cities do you like most?

_____, _____, _____ ?

5. Which country would you like to visit? Why?

6. Which country would you NOT like to visit? Why?

7. How long do you usually go on holiday?

8. Do you try the local food when you travel? (Yes / No)

9. What is your favourite cuisine?

10. Which cuisine would you like to try? Why?

11. Have you ever travelled alone? (Yes / No)

12. Have you ever travelled by any UNUSUAL means of transport? (Yes / No)

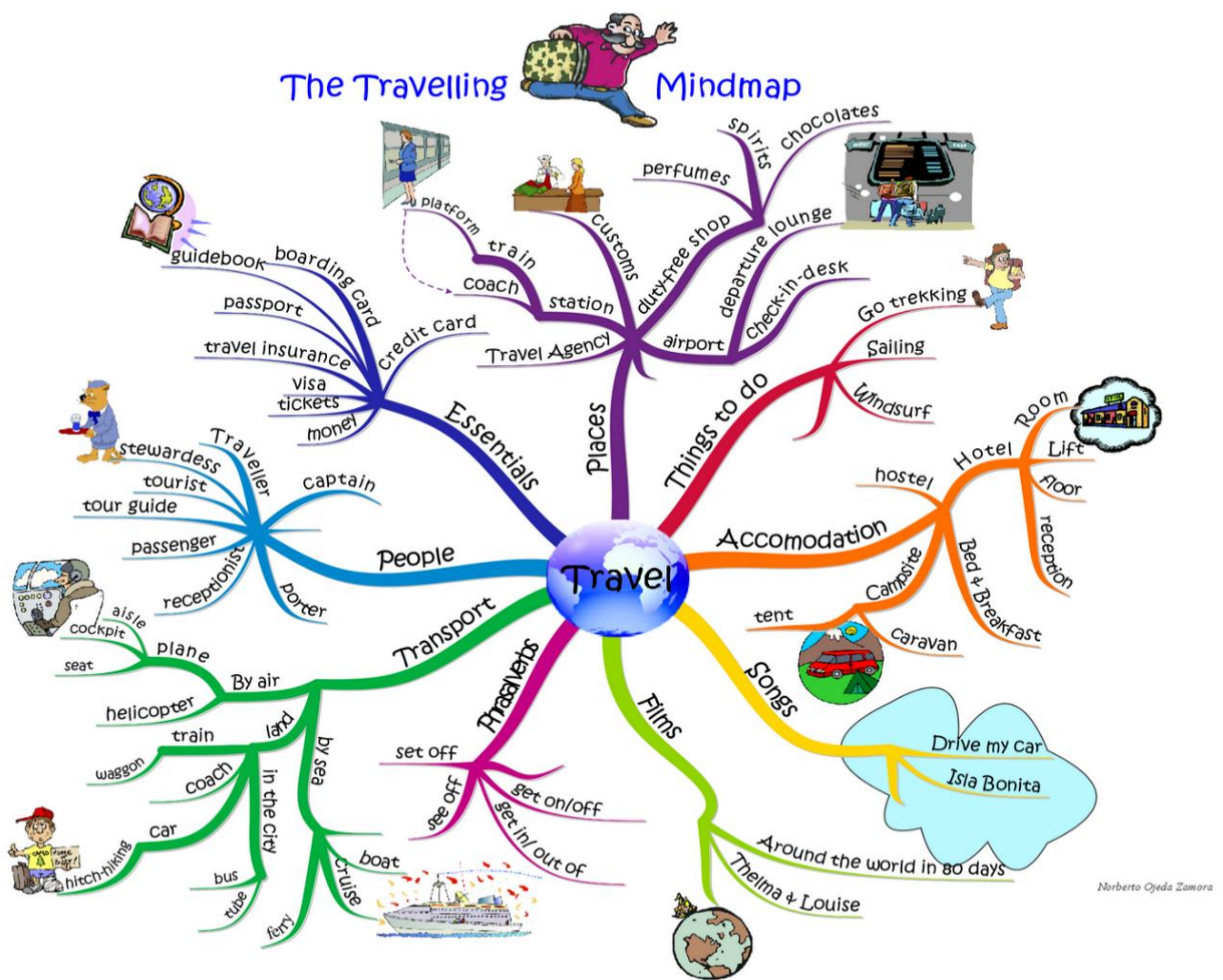
13. Would you like to try a new extreme sport? (Yes / No) If so, what is it?

Task №7. Look at the mind map. Make up as many sentences as possible. Use the Model.

Model:

- On holiday we / people / I ...

- visit / go / see / buy / use / travel / have / experience...



Task №8. Read the text “A brief history of tourism” and translate it.

A tourism is 2000 years old. It started when rich people of ancient Rome didn't want to stay in the city during hot summers. They took trips to the countryside and the coast. People who lived in the countryside worked for the Roman “tourists”. They cooked for them or even built new houses for them. When Roman Empire collapsed Roman tourism stopped.

During the medieval era, pilgrims appeared. Pilgrims were people who wanted to visit holy places. People built simple inns near the roads to these holy places. The pilgrims slept and ate in those inns. Many of those people had a good time during their travel or pilgrimages.

But it was in the eighteenth century when tourism became popular. Rich people in Europe started to travel because of health and culture. They visited spas and seaside towns and they enjoyed fresh air. Rich English people liked to travel to Italy. They studied Italian paintings, sculptures, and architecture. They wished to be cultural.

In the twentieth century a lot of Europeans got richer and wanted to travel. Soon there were hotels almost everywhere. In the 1960s tourists started to travel by

plane because it was cheap, fast and comfortable. People discovered countries like Spain and France.

Today Spain, Italy and France are still popular with tourists. The USA and exotic destinations attract a lot of people too.

Task№9. Read the text once again and choose the right option. Say (T) for True, (F) for False, (NS) for Not Stated.

1. Tourists lived also in Roman Empire. _____
2. Rich Romans travelled abroad. _____
3. Pilgrims travelled in winter. _____
4. Pilgrims wanted to enjoy fresh air and study paintings. _____
5. In the 18th century people wanted to be healthy. _____
6. Italy was a country with rich English people. _____
7. It wasn't expensive to travel by plane in the 1960th. _____
8. In the 1960th people didn't want to visit Spain. _____
9. Today good hotels are easy to find. _____

Task№10. Read the text again and find the right key word to the word groups given below.

1. hundred years;
2. a place where a traveler can eat and sleep;
3. a place between sea and land;
4. a larger area near the sea;
5. a traveler who walks a long way to visit a holy place;
6. something which a lot of people like;
7. a different word for to travel;
8. a place where you feel very well;
9. very interesting.

Task№11. Read the first part of the text and mind the Active Vocabulary. Translate it.

Active Vocabulary

- | | |
|--|--|
| - without - без (чего-либо) | - to remind smb. of smth - напоминать кому-либо о чем-либо |
| - highly developed - высокоразвитый | - a city-dweller - городской житель |
| - provide smb. with - снабжают чем-либо / (предоставляют что-либо) | - take photos of - делать фотографии |
| - security - безопасность | - the sights = places of interest |
| - make a choice - сделать выбор | picturesque areas - живописные уголки |
| - It's up to you - это зависти от тебя. | - give a good opportunity to do smth. - давать прекрасную возможность что-то сделать |
| - to decide - принять решение (решить) | - customs - обычаи |
| - a great variety of - огромный выбор чего-либо | - In other words - другими словами, ... |
| - shop window - витрина | - broaden one's mind - расширять чей-либо кругозор |
| - to dine - ужинать | - a traveller - путешественник |
| - a church - церковь | |

Task№12. Read the text and answer the questions. Mind the Active Vocabulary

Active Vocabulary

- NASA ['næsə] - National Aeronautics and Space Administration (НАСА, Национальное агентство по авиации и исследованию космического

пространства (государственная организация США, занимающаяся исследованием космоса)

- despite reluctance - несмотря на нежелание / вопреки нежеланию
- Space Station - Международная космическая станция, МКС
- lucrative ['lu:kɹətɪv] = profitable - прибыльный, выгодный, доходный, рентабельный
- a vehicle is a machine with an engine, for example a bus, car, or truck, that carries people or things from place to place.
- on the verge of taking off - накануне взлёта

Astronauts are not only people travelling to space anymore. Everyone can buy a ticket and spend their holiday in space, as long as they have the money.

Make your reservations now. The space tourism industry is officially open for business, and tickets cost at least 20 million dollars for a one-week stay in space. Despite reluctance from NASA, Russia made American businessman Dennis Tito the world's first space tourist. Tito flew into space aboard a Russian Soyuz rocket that arrived at the International Space Station on April 30, 2001.

The second space tourist, South African Shuttleworth, took off on April 25, 2002, also bound for the ISS. Greg Olsen, an American businessman, became tourist to the ISS on October 1, 2005. On September 18, 2006, Anousheh Ansari, a telecommunication entrepreneur, became the first female space tourist and the fourth space tourist overall. She was also the first person of Iranian descent to make it into space.

Charles Simony, a software architect, became the fifth space tourist on April 7, 2007. Space tourism will be one of the most lucrative industries in the 21st century. There are already several space tourism companies planning to build suborbital vehicles and orbital cities within the next two decades. These companies have invested millions, believing that the space tourism industry is on the verge of taking off.

Task №13. Read the text again and correct the statements given below.

1. A ticket to space costs 20 million dollars max.
2. Only men are allowed to travel to the outer space.
3. Anousheh Ansari, a telecommunication entrepreneur, became the first space tourist in the world.
4. Space tourism will be one of the least profitable industries in the 21st century.

Task №14. Match the English equivalents with the Russian ones.

1	a ticket	A. - стать космическим туристом
2	a vehicle	B. - забронировать
3	to make a reservation	C. - инвестировать
4	lucrative	D. - накануне взлёта
5	to invest millions	E. - билет

6	to become a space tourist	F. - прибыльный, выгодный
7	on the verge of taking off	G. - транспортное средство

Task №15. Watch the video “My last holiday” and be ready to choose the right option. Say YES or NO. Mind the Active Vocabulary.

Active Vocabulary

- | | |
|--|--|
| -my last vacation= my last holiday | -show the sights of the local area |
| -Vietnam [ˌvi:et'næm] | -to give a standard rate- стандартный тариф |
| - <u>diverse</u> [daɪ'vɜ:s]- <u>various</u> - | оплаты (работы, услуг) |
| многообразный, разнообразный | -a cash machine - a machine that |
| - the South / the North | automatically provides cash and performs |
| - swimming in the ocean | other banking services |
| - to the mountains | -an <u>expensive</u> trip (=it costs a lot of money) |
| - go hiking | - a trip is a journey that you make to a |
| -scenery ['si:nəri] = a landscape - пейзаж; | particular place. ((короткое) путешествие, |
| ландшафт | поездка) |
| - beautiful / picturesque scenery | -a three week holiday |
| - work in the rice field | -the cost for the flight |
| - to have a tour guide (an employed person | - accommodation [əˌkɒmə'deɪʃ(ə)n]= place to |
| who shows tourists around places of interest) | stay (board and lodging- a place to stay and |
| - <u>delicious</u> food= tasty | have a meal) |
| - get sick= get ill- have some health problems | - to arrive in a new city (to come) |

1. According to the video, the trip was:

- totally boring
- stressful
- fantastic
- a real disaster

2. What destination did the speaker choose?

- America
- Vietnam
- Taiwan
- Thailand

3. One of these five words doesn't appear in the video.

- diverse
- an accommodation
- scenery
- landscape
- sights

4. How does the speaker describe the cuisine there?

- too spicy
- very fresh and delicious
- very fried
- very fatty

5. Which accommodation wasn't mentioned in the video?

- a hostel
- a cheap hotel
- a cheap hostel
- an apartment

Task№16. What did you learn about this country?

- Is it expensive to spend a holiday there?
- Is it a good place for tourists to escape from everyday problems?
- How difficult it is to find accommodation in Vietnam?
- What do tourists can do there?
- Would you recommend your friend to spend a vacation there?
- Would you like to go there one day?

Grammar Section

The Present /Past/Future Simple Tense
(Настоящее / Прошедшее /Будущее простое время)

Task№17. Translate the sentences. Mind the Present Simple.

- | | |
|----------------------------------|---|
| Do I make ugly crafts? | Do Brian and Amanda look after people in different hospitals? |
| Do we go the right way? | Does Christian go away four times a year? |
| Does Lisa drink milk very often? | Do you know much about politics? |
| Does rice grow in warm climate? | |

Task№18. Translate the sentences. Mind the Present Simple.

- | | |
|-----------------------------------|-------------------------------------|
| How do I speak Italian? | What does this word mean? |
| What do you prefer for lunch? | When do we go to the swimming pool? |
| What sport does Ryan like? | Where do your parents live? |
| How often does Margaret watch TV? | |

Task№19. Read the sentences and use another pronoun he or she as a subject according to the Model.

Model: I go to the office every day. - He goes to the office every day.

1. I write many letters every day. 2. I read books from the library. 3. I study grammar rules by heart 4. I usually go to work by bus. 5. I often meet my friends on the way to work. 6. I work in an office. 7. I come home very late. 8. I have dinner (supper) at 9 o'clock. 9. I go to bed at 12 o'clock. 10. I sleep very badly. 11. I often send emails in the evening. 12. I play the guitar every day.

Task№20. Use *don't* or *doesn't* in the sentences given below.

1. Mary takes the dog for a walk in the evenings. 2. Peter buys a morning newspaper every day. 3. I come to every lesson. 4. We go to the seaside every summer. 5. You go shopping on Saturday mornings. 6. Peter plays the piano very well. 7. The sun

rises in the west. 8. My big brother knows everything. 9. **Dogs** like cats. 10. Some **children** like chocolate. 11. It rains very often in summer.

Task№21. Make the sentences interrogative. Use the Wh-words given in the brackets.

1. Ann watches TV. (How often?)...
2. I write emails to my parents. (How often?)...
3. They have dinner in the evening. (What time/usually?) ...
4. Tom works. (Where?) ...
5. Mark and his sister go to the cinema. (How often?)...
6. People do stupid things. (Why?) ...
7. The car breaks down. (How often?) ...

Task№22. Open the brackets and put the verbs in the Past Simple.

Olly and I 1. went (go) to a lovely old village last weekend. It 2. _____ (not be) very far away. We 3. _____ (buy) some cheese, bread and fruit, and we 4. _____ (think) about having a picnic near the river. We 5. _____ (not have) very much water. Olly 6. _____ (see) a shop but it 7. _____ (be) closed. We 8. _____ (eat) our food and 9. _____ (fall asleep) under the trees.

Task№23. Match the questions to the answers

- | | |
|-----------------------------|---|
| 1. Where did you go? | a. No, I didn't. I bought a model dinosaur. |
| 2. What did you see? | b. I met a scientist. |
| 3. Did you buy a postcard? | c. We went to the museum. |
| 4. Who did you meet? | d. Yes, we had a great day! |
| 5. What did you learn? | e. We saw a dinosaur skeleton. |
| 6. Did you have a good day? | f. We learnt about dinosaurs. |

1	2	3	4	5	6
c					

Task№24. Put the words in the right order according to the Model.

Model: you / eat / did / what - **What did you eat?**

1. Henry and Andy / where / have lunch / did -
_____.
2. why / Max / buy / did / ten postcards -
_____.
3. the money / where / did / find / they -
_____.
4. you / learn / did / about rocks and plants / what -
_____.

5. you / did / hear / when / the good news -
_____.
6. which / the class / go to / did / part of the coast -
_____.

Task №25. Put the missing verbs in the Past Simple.

She got up at 7 o'clock.
 She _____ a big breakfast.
 She _____.
 It _____ to get to work.
 _____ at 8.45.
 _____ lunch.
 _____ at 5 o'clock.
 _____ tired when _____ home.
 _____ a meal yesterday evening.
 _____ out yesterday evening.
 _____ at 11 o'clock.
 _____ well last night.

Task №26. Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I **took** off my coat. (take)
2. The film wasn't very good. I *didn't enjoy* it very much. (enjoy)
3. I knew Sarah was very busy, so I _____ her. (disturb)
4. I was very tired, so I _____ the party early. (leave)
5. The bed was very uncomfortable. I _____ very well. (sleep)
6. The window was open and a bird _____ into the room. (fly)
7. The hotel wasn't very expensive. It _____ very much. (cost)
8. I was in a hurry, so I _____ time to phone you. (have)
9. It was hard carrying the bags. They _____ very heavy. (be)

Task №27. Put the verbs in the Present / Past / Future Simple Tense. Translate the sentences into English.

1. I (to do) morning exercises.
2. He (to work) at a factory.
3. She (to sleep) after dinner.
4. We (to work) part-time.
5. They (to drink) tea every day.
6. Mike (to be) a student.
7. Helen (to have) a car.
8. You (to be) a good friend.
9. You (to be) good friends.
10. It (to be) difficult to remember everything.

Task №28. Open the brackets and use the verbs in the Past Simple Tense.

Last Tuesday Lisa 1. **flew** (fly) from London to Madrid. She 2. _____ (get) up at six o'clock in the morning and 3. _____ (have) a cup of coffee. At 6/30 she 4. _____ (leave) home and 5. _____ (drive) to the airport. When she 6. _____ (arrive), she 7. _____ (park) the car and then 8. _____ (go) to the airport café where she 9. _____ (have) breakfast. Then she 10. _____ (go) through passport control and 11. _____ (wait) for her flight. The plane 12. _____ (depart) on time and 13. _____ (arrive) in Madrid two hours later. Finally she 14. _____ (take) a taxi from the airport to her hotel in the center of Madrid.

ПРАКТИЧЕСКАЯ РАБОТА № 2

Тема: Different types of travelling

Цель: формировать и развивать коммуникативную и социокультурную компетенции. Научиться выражать свою точку зрения по теме «Путешествие», рассказывать о преимуществах и недостатках путешествия в группе и самостоятельно; выражать свою точку зрения о своих предпочтениях касаясь видов транспорта с приведением аргументов и использованием лексических единиц по теме «Путешествие».

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщение по теме «Мой любимый вид транспорта» с приведением аргументов.
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважения к стране изучаемого языка; воспитание культуры языкового общения, речи, поведения; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись

СОДЕРЖАНИЕ РАБОТЫ

Task1. Answer the questions on topic “Travelling”

- What is travelling for you?
- How often do you travel?
- Who do you prefer to travel with?
- Do you have any places you would like to visit? What are they?
- What things do you always take with you when you go on holiday?
- What things do you never take with you when you go on holiday? Why?
- What is the place you would never visit to spend your summer holiday?
- Give some phrases which may help you abroad to survive when you are on holiday?
- What means of transport do you know?

Task№2. Read the text and translate it.

People on our planet cannot live without travelling now. Tourism has become a highly developed business. There are express trains, cars and jet-air liners all of that provide you with comfort and security. What choice to make? It is up to you to decide. There is a great variety of choice available for you.

Those who live in the country like going to a big city, visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a holiday by the sea or in the mountains.

Most travellers carry a camera with them and take photos of everything that interests them - the sights of a city, old churches, castles, mountains, lakes, waterfalls, forests, trees, flowers and plants, animals and birds. Later, perhaps years later, the photos will remind them of the happy times they have had.

If you travel for pleasure you would like all means to enjoy picturesque areas you are passing through, you would like to see the places of interest in the cities, towns and countries. Travelling gives us a good opportunity to see wonderful monuments, cultural and historical places, to learn a lot about the history of the country you visit, about the world around us, to meet people of different

nationalities, to learn a lot about their traditions, customs, culture. In other words, you will broaden your mind.

Task№3. Read the first part of the text again and make up new groups of words. Translate them into Russian.

1	a city	a. - churches	
2	a great	b. - photos of	
3	art	c. - nationalities	
4	highly	d. - dweller	
5	a shop	e. - of a city	
6	exotic	f. - variety of	
7	old	g. - areas	
8	take	h. - window	
9	different	i. - galleries	
10	picturesque	j. - developed	
11	the sights	k. - restaurants	бк.- экзотические рестораны

Task№4. Read the second part of the text. Mind the Active Vocabulary.

Nowadays people travel not only for pleasure but also on business. You have to go to other countries to take part in different negotiations, to sign contacts, to participate in different exhibitions, in order to push the goods produced by your firm or company. Travelling on business helps you to get more information about achievements of other companies» which will make your own business more successful.

There are a lot of means of travelling: by sea, by plane, by car, on foot. Tastes differ. That is why it is up to you to decide which means of travelling you would prefer. All means of travelling have their advantages and disadvantages. And people choose one according to their plans.

No wonder that one of the latest means of travelling is travelling by plane. It combines both comfort and speed and you will reach the place of destination very quickly.

Before boarding the plane you must check in at the airport. You are required to have your baggage weighed. Each passenger is allowed 20 kilograms of baggage free of charge. But if your baggage is heavier you must pay an extra charge.

Before the plane takes off the stewardess gives you all the information about the flight, the speed and altitude. She asks you to fasten the belts and not to smoke. She will take care of you during the flight and will help you to get comfortable in your seat. Inside the cabin the air is always fresh and warm. During the flight you can take a nap or have a chat, you can read and relax. In some planes you can watch video or listen to the music.

When the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes. While travelling by plane you fly past various villages and cities at the sight of which realize how majestic and tremendous our planet is. No doubt, travelling by air is the most convenient and comfortable means of travelling.

But if you are airsick the flight may seem not so nice to you. Unfortunately sometimes the flights are delayed because of unfavourable weather conditions, and one more inconvenience is jet-lag.

Active Vocabulary

- | | |
|--|---|
| - travel for pleasure - путешествовать ради удовольствия | - to prefer - предпочитать |
| - travel on business - ездить по делам | - advantages - преимущества |
| - to take part in negotiations - принимать участие в переговорах | - disadvantages - недостатки |
| - to participate in exhibitions - принимать участие в выставках | - check in at the airport - зарегистрироваться в аэропорту |
| - in order to - чтобы | - you are required - вам необходимо |
| - to push the goods - продвигать товар | - baggage free of charge - бесплатный багаж |
| - achievements - достижения | - the plane takes off - самолет взлетает |
| - successful - успешный | - altitude - высота |
| - means of travelling - способы путешествия | - to fasten the belts - пристегнуть ремни |
| - Tastes differ. - О вкусах не спорят. | - to get comfortable in one's seat - устроиться удобно в кресле |
| - to enjoy the wonderful scenery- насладиться прекрасным видом | - take a nap - вздремнуть |
| - the flights are delayed - рейсы откладываются | - have a chat - поговорить |
| | - the most convenient - самое удобное |
| | - be airsick - укачивает |
| | - jet-lag - опоздание самолета |

Task№5. Read the whole text again and translate the sentences given below.

Use the Active Vocabulary

1. Люди путешествуют не только ради удовольствия, но и по делам. 2. Я хочу ездить в другие страны, чтобы принимать участие в разных переговорах и подписывать контракты. 3. Мой друг часто участвует в выставках с целью рекламы товаров. 4. Существует много способов путешествия: на машине, по морю, пешком, самолетом. 5. О вкусах не спорят. (Вкусы различны). 6. Все способы путешествия имеют свои преимущества и недостатки. 7. Путешествие самолетом - самый современный способ путешествия. 8. Он сочетает в себе комфорт и скорость. 9. Перед посадкой на самолет вы должны зарегистрироваться в аэропорту. 10. Вам необходимо взвесить багаж. 11. Перед отправлением самолета стюардесса проинформирует вас о полете. 12. Она попросит вас пристегнуть ремни. 13. Во время полета я обычно люблю вздремнуть или поговорить. 14. Мои родители обычно читают в самолете. 14. Без сомнения, путешествие самолетом - самое удобное и комфортное средство передвижения. 15. К сожалению, иногда рейсы задерживаются.

Task№6. Answer the questions. Work in pairs. Use the Active Vocabulary

1. What means of travel do you know?
2. Why are many people fond of travelling?
3. Why do some people like travelling by train?
4. Do you like travelling by train? What makes you like/dislike it?
5. What are the advantages of a sea-voyage?
6. What are the advantages of hitch-hiking?
7. What kind of people usually object to travelling by sea?
8. What are the advantages and disadvantages of travelling by air? Have you ever travelled by air? How do you like it?
9. What do you think about walking tours?
10. What is, in your opinion, the most enjoyable means of travel?
11. What way of travelling affords most comfort for elderly people? (Give your reasons.)
12. Do you think travelling helps a person to become wiser?

Task №7. Read and translate the text. Arrange the titles in the right order. Mind the Active Vocabulary

The Active Vocabulary

1. an organized tour- организованная поездка
2. compute [kəm'pjʊ:t] - вычислять, производить вычисления
3. a package tour ['pækɪdʒtuə]- турпутёвка, включающая проезд, проживание, питание, экскурсии
4. travel independently- путешествовать самостоятельно
5. travel on your own- путешествовать самостоятельно
6. itinerary [aɪ'tɪn(ə)r(ə)rɪ] -курс, маршрут, путь
7. venture ['ventʃə]- отважиться, решиться / рисковать (чем-л.); ставить на карту
8. scam [skæm] -афера, жульничество, мошенничество
9. to swindle out of his money -обманом взять у кого-л. деньги
10. vendor ['vendɔ:] = vender - продавец; торговец, продающий товар вразнос
11. to get / receive a visa -получать визу
12. luxurious [lʌg'zju(ə)rɪəs], ['zjuər-] - богатый, пышный, роскошный; дорогой

1. Travel time 2. Places 3. Safety 4. Scams 5. Documents 6. Insurance 7. Price

Joining a tour by a travel agency or travelling on your own are your considerations before computing your travel budget.

You have booked an air ticket and filed your holiday leave. You have searched the tourist spots and read the travel guide. Now, you should search and ask online users especially the locals in online travel forums about the average cost of food, basic needs and transportation, so you can compare these to what travel agencies and hotels can offer.

Travelling on your own means time within your hands while travelling in a group tour provides you an organized trip. You can just leave the itinerary to your travel agency's hands.

If you and your members are only few, it will be cheaper to travel independently because you can choose accommodation, transportation and food to

eat. While if you travel in a big group, it will be cheaper to book a tour with a travel agency. Your group will be more manageable if you choose an organized tour. If you travel on your own, just purchase a guide book, learn the prices and then, off you go.

In a group tour or travel agency, you can just visit places indicated in the travel package while on your own you can visit places everywhere. A tour guide is knowledgeable in places but you cannot change plans in a group tour.

If the destination is not using your native language as their second, just get an interpreter or a tour guide so you will be sure that you will not be fooled and you can complain to the travel agency if something bad happens during your trip.

Travelling independently means you must be more cautious and you have to rely on your own while on a group tour you can feel more secured. Better to choose an organized tour if you think you will find it hard to find ground transportation and venturing to unknown places.

It depends on the situation. Just be careful. Know if the travel agency is legitimate and be sure they will not swindle your money while if you are on your own, trust your instincts and do not be scammed by vendors.

Before buying travel deals on a website, check if the travel agency is real by searching its address in your country and the travel destination, contact details so you can inquire and complain, doing a reverse image of the hotel's pictures and knowing the travel agency's history by reading reviews or contacting partner establishments.

Travelling independently means you must have your own travel and medical insurance. If getting an organized trip provided by the agency, check if the travel package includes insurance. If not, it's up to you if you are willing to upgrade the travel package.

On your own, getting documents will be cheaper but complicated while with a travel agency, processing visas will be easier. Sometimes, you don't need to have a visa on your own because travel agencies will just get a group visa so everyone can enter the country.

For example: You can easily visit Shenzhen when you join a travel agency because they have obtained a group visa and then if you go from Shenzhen to Hong Kong, you can just travel on your own.

You can either enjoy luxurious trip or being a backpacker on your own trip. If with a travel agency, you will just have to enjoy the trip and worry nothing because a bus or van will be organized for you. You can have a free breakfast if you have booked a tour with a travel agency. You don't need to ask directions to strangers.

Whatever you choose, make a right choice. In case you are planning to have longer trips, it will be best if you'll get a group tour to some places and then for remaining last days, you travel on your own because you probably are now familiar with nearby places and countries.

Task№8. Read the text again and find the English equivalents to the Russian ones.

Туристическое агентство; сделать правильный выбор; бесплатный завтрак; путешествовать самостоятельно; быть знакомым с...; турист; будет организован; дешевле, но сложнее; получить визу; производить вычисления бюджета; бронировать авиабилет; средняя цена; могут предложить; предоставляет вам; организованное путешествие; будет дешевле путешествовать независимо; обзавестись переводчиком; что-то плохое произойдет; ты должен быть более осторожным; полагаться на (кого-либо); медицинская страховка; обманом взять у кого-л. деньги

Task №9. Read the text once again and complete the table.

Travelling on your own		Buying a package tour (and travelling in a group)	
Pros	Cons	Pros	Cons

Task №10. Read the text. Translate it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|---|--|
| - fast - быстрый, скорый | - spin - короткая прогулка; быстрая езда (на автомашине, велосипеде, лодке) |
| - disadvantage - недостаток | - magnificent - великолепный, величественный; производящий впечатление, внушительный |
| - nuisance - досада; неприятность | - experience - опыт; случай, событие; впечатление, переживание |
| - pleasant - приятный; радостный | - round-about - окольный путь, обход; объезд |
| - flat tyre - сдутая шина | - jam, hold-up - «пробка», затор (в уличном Движении) |
| - speed - скорость; темп | |
| - joy - радость, счастье; восторг | |
| - to get stuck in the mud - завязнуть в грязи | |
| - bumpy - ухабистый, тряский (о дороге) | |

There is nothing better than travelling by a fast car. It is a more personal experience, for there you can drive yourself. You can go as slowly or as fast as you wish, stop when and where you choose. You park the car on the side of the road, get out and go wherever you like.

It is (quite) true that driving a car has some disadvantages. In a town, it is rather a nuisance with all those traffic «jams» or «hold - ups», roundabouts, and so on. It is not pleasant at all when you ride on a bumpy road or get a flat tyre, or still worse, when you get stuck in the mud. Besides, you have to pay for car park and petrol. Cars are less comfortable than trains. You can't sleep when you drive, you can't relax. Cars pollute the air more than trains and planes.

But what can be better than a spin in a car on a weekend with your friend or family? As soon as you get out of the crowded town you can see a long wide road in full view. What a thrill it is to feel the wind in your face, to see houses, trees and to feel the real joy of speed.

Then, of course, you see much more of the country than you do in a plane. Despite the all disadvantages, I prefer car to bus or train, because I regard it as the most comfortable. I know that when I am older and have my own car, I will be a good and attentive driver.

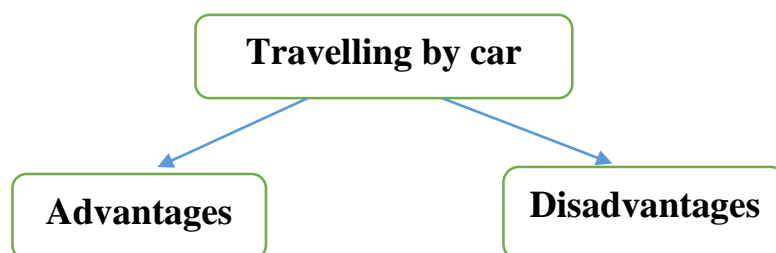
Task№11. Read the text “Travelling by car” again. Answer the questions:

1. What are advantages of travelling by car?
2. What are disadvantages of driving a car?
3. Why are the impressions of a spin in a car unforgettable?

Task№12. Read the text once again and answer the question.

- What is your favorite means of transport? Why?
- What way do you like to travel? Give reasons.

Task№13. Read the text once again and complete the spidergram.



Grammar Section

Modal Verbs: can / must/ should / have to
(Модальные глаголы и их эквиваленты)

Task№14. Read the sentences given below and translate them. Mind the modal verb *can*.

1. I can run very fast. 2. He can speak French. Can he do sums? 3. You can get there by bus. 4. You can come at any time. 5. Can I have a cup of coffee? 6. You can't cross the street here. 7. This job cannot be done in time. 8. Electronic machines can add, subtract, multiply and divide much quicker than man. 9. She can use different methods in her research work. 10. Can you help me? 11. Kids can sleep for hours. 12. You can solve this problem on your own. 13. Your glass is empty. Can I refill it? 14. Can I introduce Mr. Brown to you?

Task№15. Read the sentences given below and translate them. Mind the modal verb *must*.

1. We must study hard. 2. I must buy some bread. 3. You must go there at once. 4. You must see the doctor immediately. 6. You mustn't smoke here. 7. 1. We must use new methods in our research work. 8. The conference on economic problems in Russia must take place next month. 9. Most people must work in order to earn their living. 10. The students must explain how the economic system works. 11. We must explain the work of this system. 12. You must stop smoking. 13. Actors may learn a lot of dialogues by heart. 14. You mustn't read in bed.

Task№16. Read the sentences given below and translate them. Mind the modal verb *should*.

1. You should turn off the light before you leave the room. 2. One should study hard to be a good specialist. 3. We should be prepared for scientific study of management in industry. 4. I should discuss it with you. 5. I'm sorry, you didn't invite me to your birthday party. 6. You should invite me next time. 7. You should open the window. 8. He should dress formal if he goes to school.

Task №17. Put the words in the right order and make up interrogative sentences. Answer the questions.

1. our brother/ play/ table tennis/ can? – Yes, he...
2. your cousin/ can/ ride a horse? – No, he...
3. may/ go to/ I / the cinema/ – Yes, you...
4. late/ may/ come home/ she – No, she...
5. learn this poem/ must/ she/ by heart? – Yes, she...
6. books/ how many/ they/ must/read? – Only two.
7. wear/ smart clothes/ for the party/ should/ they? – Yes,...
8. salt/ how much/ should/ put in the dish/ I ? – Just a little.
9. the student/ mobile/ phones/ use/ can/ at the exams? – No, they...
10. children/ come to school / in time/ must? – Yes, they...

Task №18. Complete the sentences. Use the modal verbs: must, mustn't, have to, don't have to or doesn't have to. Translate them.

1. It's a secret. You ... tell it to anyone.
2. You ... respect your parents.
3. She is very rich. She ... go to work.
4. This party is free. You ... buy any tickets.
5. This is the last bus for Paris and we ... miss it.
6. You ... be on time for the exam.
7. They ... eat too much cake.
8. We're going to the restaurant, so our mother ... cook tonight.
9. You ... forget to turn off the light before you leave.
10. It's getting late. I think I ... go now.
11. Boys and girls, you ... hand in your essays by Thursday.
12. Tom ... take a bus because his dad drives him to school every morning.
13. You ... tell me lies. It's just awful.
14. We ... tidy up our room because our sister did it yesterday.
15. You ... smoke on board the plane.

ПРАКТИЧЕСКАЯ РАБОТА № 3

Тема: Geographical position and climate pattern of the United Kingdom of Great Britain and Northern Ireland

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

1. учебная: развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.

2. познавательная: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием;

4. воспитательная: способствовать привитию учащимся интереса и уважения к стране изучаемого языка; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись
- географическая карта Великобритании

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Answer the questions. Use the Model.

Model: I associate ... with Great Britain.

I know that Great Britain is ...

I want to know about ...

I would like to learn some facts about ...

Questions:

- What do you associate with Great Britain? What is Great Britain for you?
- What do you know about that country?
- What do you want to learn about the United Kingdom of Great Britain and Northern Ireland?

Task№2. Find on the map of the United Kingdom of Great Britain and Northern Ireland the following information about the country and write it down. (See Appendix№1.)

1. Great Britain is situated on the _____.
2. It is washed by _____ oceans and _____ seas.
3. Great Britain has _____ mountains, _____, rivers, _____ lakes.
4. The country has _____.
5. It is a _____.

Task№3. Look at the map and try to guess the Country you see in the picture. Name each part. Use the geographical names given to you. And match them with their capitals.



A.

- **Scotland**
- **England**
- **Wales**
- **Northern Ireland**

B.

- **London**
- **Belfast**
- **Cardiff**
- **Edinburgh**

Task№4. Read the first part of the text “Great Britain, its Geographical position and climate pattern”. Mind the Active Vocabulary



Active Vocabulary

- The British Isles - Британские острова
- Paleolithic remains - останки (окаменелости) эпохи Палеолита
- river Dee - (is located in Wales and England and is 110 km long)
- river Mersey - (has its mouth in Liverpool Bay (Irish Sea), it is 112 km long.
- Lancashire - графство Ланкашир
- the Tall Ships Race - Парусная регата
- the Lake District - Озерный край (горный регион в Северо - Западной Англии, в графстве Камбрия, живописное место с множеством озер
- deeply indented coastline - глубоко изрезанная береговая линия
- a compass - пределы, границы, окружность
- the Fens - болотистая низина
- a blaze of colour - великолепие цветов
- heather [ˈheɪə] - вересковая пустошь
- splendid - блестящий, великолепный
- owing to - по причине \ благодаря \ из-за
- to facilitate - способствовать \ содействовать
- inlet - узкий морской залив (пролив), небольшая бухта
- the Pennines- Пеннинские горы
- Cumbrian Mountains - Горы Камбрии
- the Cheviot Hills - горы Чевииот (район Великобритании, известный своим производством английской мясошерстной породой овец)
- precursor [ˈpɹɪˈkɜːsə] - предшественник, предтеча
- vegetation - растительность, флора
- estuary - широко устье (на река)
- temperate - умеренный
- for two days running - два дня подряд
- damp - влажный
- sticky - душный
- chilly - холодный
- intractable - неподатливый;
- flawless - безупречный
- forest clearance - вырубка леса
- off (*prep.*) - от
- to consist of - состоять из
- adjacent (to) - расположенный рядом \ прилегающий
- to make up - составлять
- abundant - (из)обилен; \ богат
- extensive - обширен, просторен; широк
- settlement - поселение; село
- witness - свидетельство, доказательство
- to invade - завладеть
- scenery - пейзаж, природа
- compass - граница, обхват, предел
- desolate - заброшенный, пустынный
- a cultivator - земледelec
- chalk cliffs - меловые скалы
- shallow water - мелкая вода
- tulip - тюльпан
- mainland - суша, континент
- strait - *geogr.* пролив
- cliff - утес, береговая скала
- moor - болото
- shallow - мелководье \ мель
- shore - берег (моря)
- harbour - гавань, порт; убежище
- loch - озеро
- distinct - удаленный
- upland - гористая часть страны
- hill - холм
- in the estuary of - в устье \ дельте
- to wander - скитаться
- outline - очертание
- wheat - пшеница
- ploughland - пахотная земля
- sugar beet - сахарная свекла
- to flow (into) - впадать (о реке)
- district - область, район
- oak - дуб
- clay - глина
- lead - олово
- ore - руда
- frost - мороз

I. «The British Isles» is a traditional term used to identify the group of islands off the northwest coast of Europe consisting of two large islands - Great Britain and Ireland, and many smaller adjacent islands. These islands form an archipelago with total area of 315,134 km² (121,674 square miles). The Ireland is made up of the Republic of Ireland and Northern Ireland. The United Kingdom is made up of England, Wales, Scotland and Northern Ireland.

The British Isles have abundant Paleolithic remains dating back to over 250,000 years ago. Neolithic cultivators came from the southeast, while extensive settlements occurred in the Bronze Age producing Stonehenge and other megalithic monuments as witness to the rich cultures. Celtic peoples invaded Britain in the 6th century B.C, giving lots of hill and river names. They were the precursors of many of the peoples now living in the mountain areas of the west.

Britain is comparatively small, but there is hardly a country in the world where such a variety of scenery can be found in a so small compass. There are wild desolate mountains in the northern Highlands of Scotland - the home of the deer and the eagles - which are as lonely as any in Norway. There are flat tulip fields round the Fens - a blaze of colour in spring, that would make you think you were in Holland. Within a few miles of the dirt and smoke of Manchester and Sheffield you can be in glorious heather covered moors.

The North Sea and the English Channel separate the British Isles from the European continent. Once the British Isles were part of the mainland of Europe - the nearest point is across the Strait of Dover, where the chalk cliffs of Britain are only twenty-two miles from those of France. The Atlantic Ocean and the Irish Sea wash the western coast of Great Britain.

The seas round the British Isles are shallow. The North Sea is nowhere more than 182.88 meters (600 feet) deep, so that if St. Paul's Cathedral were put down in any part of it some of the Cathedral would still be above the water. This shallowness is in some way some advantages. Shallow water is warmer than deep water and helps to keep the shores from extreme cold. It is also the home of millions of fish. More than a million tons of fish are caught every year.

Task№5. Read the first part of the text once again and find the English equivalents to the Russian ones.

Прилегающие острова; два больших острова; группа островов; формируют архипелаг; состоит из; республика; останки (окаменелости) эпохи Палеолита в изобилии; Бронзовый век; памятники; кельты; захватывать (территории); предшественники; горные районы; сравнительно небольшая; разнообразие пейзажей и ландшафтов; безлюдные горы; горная местность в Шотландии; олени и орлы; поля, засаженные тюльпанами; в зоне нескольких миль; великолепная вересковая пустошь; отделяет от континента; ближайшая точка; меловые скалы; западное побережье; мелкие (не глубокие); над водой; глубокий; мелководье; преимущества; теплее; побережье (взморье); собор; сильный холод; ловят каждый год.

Task№6. Complete the words. Mind the Active Vocabulary

British I__les, ar__ __ipela__o, rep__blic, S__otland, Nor__ __ern __reland, t__lip
 fi__lds, m__ __nt__ins, shall__ __, sho__es, ca__ __edral, adv__nta__e, a var__
 __ty of s__enery, glor__ __us he__t__er

Task№7. Match the English equivalents with the Russian ones.

1	a coast	a. -Ирландское море
2	The Atlantic Ocean	b.-век
3	advantage	с.- земледелец
4	an eagle	d.- береговая линия или полоса
5	to cover	е. -Атлантический океан
6	century	f.-мелкая вода
7	Holland	g.- предшественник
8	The Irish Sea	h. -побережье
9	a cultivator	i. -орел
10	coast line	j. -рубить (о лесе)
11	a precursor	к. - плавить свинец
12	shallow water	l. -покрывать
13	to fell	m. -преимущество
14	to smelt lead	n. -Голландия

Task№8. Read the second part of the text and translate it.

II. You have noticed on the map how deeply indented the coastline is. This indentation gives a good supply of splendid harbors for ships; and you will note, too, that owing to the shape of the country there is no point in it that is more than 112, 66 km (seventy miles) from the sea - a fact that has greatly facilitated the export of manufactures and has made the English race a sea-loving one.

On the north-west the coasts are broken by high rockies. This is especially noticeable in north-west of Scotland, where they have long winding inlets, called "lochs", and many great islands.

In Scotland you have three distinct regions. There are, firstly, the Highlands, and then there is the central plain or Lowlands. Finally, there are the southern uplands, "the Scott country" with their gently rounded hills where the sheep wander. Here there are more sheep to the square mile than anywhere in the British Isles.

In England and Wales all the high land is in the west and northwest. The south-eastern plain reaches the West Coast only at one or two places - at the Bristol Channel and by the mouths of the rivers Dee and Mersey. In the 18th century, the Mersey Docks in Liverpool were one of Britain's busiest ports. Salt from Cheshire, coal from Lancashire, pottery from Staffordshire, metal from Birmingham and sheep

from Wales were all transported out of the country on ships from the Mersey Docks. Every year the Tall Ships Race takes place on the River Mersey.

In the north you can find the Cheviots, separating England from Scotland, the Pennines going down England like a backbone and the Cumbrian Mountains of the Lake District, one of the loveliest (and the wettest) parts of England. In the west are the Cambrian Mountains, which occupy the greater part of Wales.

The south-eastern part of England is a low-lying land with gentle hills and a coast which is regular in outline, sandy or muddy, with occasional chalk cliffs, and inland a lovely pattern of green and gold - for most of England's wheat is grown here - and brown ploughland with pleasant farms and cottages in their midst. Its rich brown soil is deeply cultivated - much of it is under wheat; fruit growing is extensively carried on. A quarter of the sugar used in the country comes from sugar beet grown there, but the most important crop is potato.

Task№9. Read the second part of the text once again and find the English equivalents to the Russian ones.

Вы заметили; на карте; отдельные регионы; превосходные гавани; благодаря очертанию; английская нация; морелюбивый; способствовал; на северо-западном побережье; извилистые заливы; острова; высокогорная местность; центральная равнина; высокие скалистые горы; во-первых; низина; южная нагорная часть страны; устье рек; пахотная земля; уголь; глиняные изделия; гуляют овцы; особенно заметно; на кораблях; век; самые востребованные порты; вывозились за пределы страны; самый влажный;

Task№10. Read the first and the second parts of the text. Find and write down all the verbs used in the following Tenses. Complete the table.

Present Simple Active	Present Simple Passive	Past Simple Active	Past Simple Passive	Present Perfect Active

Task№11. Read the first and the second parts of the text. Find and write down all the sentences where modal verbs and their equivalents are used.

Task№12. Listen to the third part of the text and fill in the gaps. Use the words given in the box below.

rivers	ports	vegetation	waterways	mountains	cloudy
medieval times	centuries	climate	heat or cold	frosty	

The position of the _____ naturally determined the direction and length of the _____, and the longest rivers, except the Severn and Clyde, flow into the North Sea, and even the Severn flows eastward or south-east for the greater part of it.

The rivers in Britain are of no great value as _____ - the longest, the Thames, is a little over 321,87 km (200 miles) - and few of them are navigable except near the mouth for anything but the smaller vessels. In the estuaries of the Thames, Mersey, Tyne, Clyde, Tay, Forth and Bristol Avon are some of the greatest_____.

Very little of the present _____, which makes the British scene so green and attractive, is natural; it has been modified, if not promoted, by the activity of man. Even before _____, forest clearance had spread to the damp oak woods on the intractable clays of southern England, large areas were felled by the Romans to smelt lead and other ores, and much forest clearance was carried on for naval purposes four _____ ago.

The mountains, the Atlantic Ocean and the warm waters and Gulf Stream influence the _____ of the British Isles. The climate of Britain is temperate, and although variations are noticeable, the country does not usually experience any extremes of _____ . The British never know what their weather is going to be like for two days running. Winter weather can be _____, damp and warm, sunny with frost and snow, or _____ and foggy. Summer weather can be chilly and damp, or hot and sticky, or, on a few glorious days each year, brilliantly sunny and warm with a flawless blue sky.

Task№13. Read the whole text again and answer the questions

1. What parts do the British Isles consist of?
2. What is the total area of the British Isles?
3. What kind of scenery does one can find in Britain?
4. Have the British Isles always been separated from the mainland of Europe?
5. What are the seas round the British Isles and what are their peculiarities?
6. What is the advantage of shallow water?
7. Describe the British coastline and discuss its advantages.
8. What is characteristic of the north-west coast of Britain?
9. What is the relief of England, Scotland and Wales?
10. Where are the main mountains in Britain found? (the Cheviots, the Pennines, the Cumbrian, and the Cambrian Mountains)
11. What do you know about the south-eastern part of England?
12. What usually determines the direction and the length of rivers?
13. Where do the longest rivers in Britain flow into?
14. Is the present British vegetation only natural?
15. Describe the climate in Britain.

Task№14. Read the whole text again and complete the phrases with proper prepositions.

1. the group __ islands;
2. consist __ two large islands;
3. the Ireland is made up __;
4. occurred __ the Bronze Age;
5. the south-eastern part __ England;
6. you have noticed __ the map;
7. a quarter __ the sugar;
8. __ the loveliest parts;
9. __ the west and northwest;
10. __ their gently rounded hills

Task№15. Read the whole text again and complete the table.

The total area of the British Isles	Some facts about the origin of the British Isles	The seas of Great Britain	The diversity of flora and fauna	Climate peculiarities	The mountains and rivers

Task№16. Do the Quiz on topic «Great Britain».

1. The British Isles is a traditional term used to identify the group of islands ___ the northwest coast of Europe consisting of two large islands - Great Britain and Ireland, and the many smaller adjacent islands.
2. The Ireland is made up ___ the Republic of Ireland and Northern Ireland.
3. Great Britain consists ___ England, Scotland and Wales and doesn't include Northern Ireland.
4. Britain is comparatively small, but there is hardly a country in the world where such a variety of scenery can be found ___ a so small compass.
5. There are wild desolate mountains ___ the northern Highlands of Scotland - the home of the deer and the eagles - which are as lonely as any in Norway.
6. There are flat tulip fields round the Fens - a blaze of colour ___ spring, that would make you think you were in Holland.
7. ___ a few miles of the dirt and smoke of Manchester and Sheffield you can be in glorious heather covered moors.
8. The North Sea and the English Channel separate the British Isles _____ European continent.
9. Once the British Isles were part ___ the mainland of Europe.
10. The coasts of the British Isles are washed ___ the Atlantic Ocean and the North and Irish Seas.
11. On the northwest the coasts are broken ___ high rocky cliffs.
12. This is especially noticeable ___ northwest Scotland, where you have long winding inlets, called "lochs", and a grate many islands.
13. ___ Scotland you have three distinct regions. There are, firstly, the Highlands, and then there is the central plain or Lowlands.
14. Finally there are the southern uplands, "the Scott country" ___ their gently rounded hills where the sheep wander.
15. Here there are more sheep ___ the square mile than anywhere in the British Isles.
16. In England and Wales all the high land is ___ the west and northwest.

17. The southeastern plain reaches the West Coast only at one or two places - at the Bristol Channel and ___ the mouths of the rivers Dee and Mersey.
18. In the north you find the Cheviots, separating England from Scotland, the Pennines going down England like a backbone and the Cumbrian Mountains ___ the Lake District, one of the loveliest (and the wettest) parts of England.
19. The position of the mountains naturally determined the direction and length of the rivers, and the longest rivers, except the Severn and Clyde, flow ___ the North Sea.
20. Even the Severn flows eastward or south-east ___ the greater part of it.
21. The rivers in Britain are of no great value as waterways - the longest, the Thames, is a little ___ 200 miles and few of them are navigable except near the mouth for anything but the smaller vessels.
22. ___ the estuaries of the Thames, Mersey, Tyne, Clyde, Tay, Forth and Bristol Avon are some of the greatest ports.

Task №17. Read some interesting facts about Great Britain

1. The United Kingdom has a very long history. Many times it was invaded by conquerors from abroad: the Romans, the Vikings, et cetera. It was waged many wars, has had a very strong army and especially navy, and has always played an important part in world politics.

2. England was added to the Roman Empire in 43 AD. Under Queen Elizabeth I (second half of 16. century) Britain became a major sea power. Large parts of Africa and Asia were added to the empire during the reign of Queen Victoria (second half of the last century).

3. The Constitution of the UK is unwritten; it is based on custom, tradition and common law. The main body is Parliament. It consists of the House of Commons and the House of Lords. British parliamentary system is one of the oldest in the world (13th century) The Prime Minister appoints a team of main ministers as the Cabinet. There are two main political parties: the Labour Party (left) and the Conservative Party (right).

4. Great Britain has some mineral resources, first of all, the deposits of coal and iron ore, which were the basis of British industrial revolution. Vast deposits of oil and gas were discovered in the North Sea.

5. Great Britain is one of the leading states of the world. Among its biggest industrial cities London comes first. It is the main centre of the industries producing clothing, food and drinks and many other specialized goods. It is an important centre for light engineering and chemicals and has some heavy engineering plants. London is a great port with numerous docks. It is also a centre of commerce.

6. To the north-west of London are the Midlands, an important industrial district known as the "Black country". Birmingham, the centre of the district,

produces iron goods, machinery, chemicals, etc. Nearby are the largest coal and iron fields in Britain.

7. Further north is Manchester, the centre of the cotton industry. It is connected with Liverpool, the second largest port in Britain, by a canal through which ocean-going steamers carry raw cotton to the cotton mills of Manchester and finished products to every part of the world. The Black Country is also the main centre of armaments production.

8. To the east of Manchester is the city of Sheffield, famous for its steel manufacture, tool industry and heavy engineering. A short railway journey to the northeast will take you from Manchester to Leeds, the chief centre of the woollen industry. Further to the north on the North Sea coast is Newcastle, famous for its shipbuilding yards and its export of coal.

9. In Scotland the Lowlands are by far its richest part. Here are coal and iron fields and the largest shipbuilding yards. Glasgow is the largest city, seaport and trading centre of Scotland.

10. The south of England is rural. Here we find fertile valleys with well-cultivated fields and pastures. The southeastern coast is celebrated for its picturesque scenery and mild climate and a number of popular resorts. On the southern coast of England we find many large ports: Portsmouth, Plymouth and others.

Active Vocabulary

to border (on, upon) - граничить с	fertile valleys - долины с плодородными землями
coal - каменный уголь	resort - курорты
steamer - пароход	be celebrated for - be well-known for - be famous for
raw - сырец \ сырьё	Portsmouth - г. Портсмут
armament - вооружение \ оружие	Plymouth - г. Плимут
pasture - пастбища	

Task №18. Read the text once again and express your opinion according to the plan

- I read a text about ...
- I learnt that ...
- I didn't know that ...
- It was interesting to know that ...
- It was interesting to know about the fact that ...
- Now I know that ...

Grammar Section

Present and Past Simple Passive

(Простое настоящее и Простое прошедшее время в Пассивном залоге)

Task№19. Make up interrogative sentences. Put the sentences in the Present Simple Passive

Model: Why are the windows washed?

	the windows	to check up?
Why	your homework	to keep?
Where	rare animals	to sell?
When	these houses	to serve?
How	milk	to make of?
By whom	dinner	to build?
What	tea	to protect?
	envelopes	to grow?
		to wash?

Task№20. Write questions to the sentences Use the Model from task№19.

- The park is situated in the centre of the city, (what, where)
- The statue is made by a famous sculptor, (disjunctive)
- Demonstrations are held in this square, (what, where)
- The square is planned round the monument. (general)
- The obelisk is decorated with figures, (how)
- The tent is put up on a rock, (alternative)

Task№21. Change the verbs from Active into Passive.

Model: The teacher helps¹ the pupils. - The pupils are¹ helped³ by the teacher.

They grow¹ rice in India. - Rice is¹ grown³ in India.

1. I take books at the library.
2. Boys play football.
3. We clean our classroom after the lessons.
4. The postman brings newspapers every day.
5. They show American films every Sunday on TV.
6. We keep the dog in the yard.
7. We give milk to our cat every day.
8. We usually pick apples in September.
9. He shows me his stamps each time when I come to his place.
10. They use disks for storing information.
11. They discover new planets every day.
12. People give presents at Christmas.
13. They speak Spanish in Peru.
14. They tidy the classroom every day.

Task№22. Read and translate the sentences. Mind the Present and Past Passive Voice.

A) 1. This translation was done by the students yesterday. 2. Her articles are often published in the magazine. 3. The article was translated by me. 4. She was given a few articles to translate. 5. The words were reviewed by her twice. 6. St. Petersburg was founded by Peter I. 7. London is situated on the river Thames. 8. The house was surrounded by a high wall. 9. The room is cleaned every day.

B) 1. I often invite my friend to the theatre. I am often invited to the theatre. 2. I often see him in the library. He is often seen there. 3. I told her to come here. She was told to come here. 4. He helps me with my work. I am often helped with my

work. 5. If you read little, you will forget the new words. This story was forgotten. 6. Is this expression often used in the language? Did you use a dictionary when you were translating the article? 7. I introduced my friend to my parents. The young man was introduced by me to my parents.

C) 1. She is liked by everybody. 2. You are asked on the telephone. 3. You were looked at. 4. He was understood by us. 5. The book is much spoken about. 6. We were told to take part in the conference. 7. He was listened to attentively. 8. She will be followed. 9. The doctor was sent for. 10. She will be met at the station. 11. The man was taken to the hospital at once. 12. Tom was offered an interesting job. 13. I was given two hours to make my decision. 14. They were paid \$100 to do the work.

Task№23. Open the brackets and choose the right option between the verbs in the Past Active or Passive Voice.

1. The Cape of Good Hope ... (discovered / was discovered) by Bartolomeo Dias.
2. The clown ... (entertained / was entertained) the public.
3. We ... (arrived/ were arrived) at the camp in time.
4. Many experiments ... (did/ were done) under water.
5. Many people ... (invited / were invited) to the festival.
6. They ... (discussed / were discussed) many exciting things.
7. I ... (learnt / was learnt) many interesting things in this unit.
8. What artist ... (painted / was painted) this picture?

Task№24. Read the text. Put the verbs in brackets in Past Simple Passive. Guess the famous object.

This old building is in one of the countries of Europe. It's not a natural object. It 1 _____ (to make) by man a long time ago. Now it 2 _____ (to see) as a tourist attraction. It's a famous old building. It 3 _____ (not to build) by the Romans. Galileo, the famous scientist, dropped heavy objects from this building to make his experiments. The upper floor 4 _____ (to complete) in 1319. It 5 _____ (to build) by Tommaso Pisano. The largest bell of the building 6 _____ (to install) in 1655. The bell-chamber 7 _____ (to add) in 1372.

Task№25. Read and translate the sentences given below.

1. Minsk was founded in 1067. 2. Ancient Troy was found by German archaeologist Heinrich Schliemann in 1870. 3. The first English settlement was founded in Virginia in 1607. 4. The first Olympic Games were held in Greece in 776 BC. 5. Swedish Vikings were invited to rule Russia in 860. 6. St. Petersburg was founded by Peter the Great in 1703. 7. The first jeans were made by Oscar Levi Strauss in the USA in 1850.

Task№26. Write sentences. Use the Past Simple Passive.

1. my laptop / steal / last week.
2. the men / arrest / by the police
3. the painting / sell / for £500
4. the goal / score / by Raul
5. these cars / make / by robots

Task №27. Write the sentences in the Passive Voice.

Model: Olga sent me a postcard. (2)

I was sent a postcard. / - A postcard was sent to me by Olga.

1. I told him you were here.
2. A boy showed me the way. (2)
3. The waves carried the boat away.
4. The Great Fire of London burnt many houses.
5. The teachers told us something interesting.(2)
6. Every morning I gave milk to my cat. (2)
7. They sent us to clean the yard.
8. They advised him to be more patient.

ПРАКТИЧЕСКАЯ РАБОТА № 4

Тема: The symbols of Great Britain (England, Scotland, Wales, Northern Ireland)

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Символы Великобритании».

4. воспитательная: способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись
- географическая карта Великобритании

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Read the poem and try to guess the topic of the lesson.

Show me the Scotchman who doesn't love the thistle,
Show me the Englishman who doesn't love the rose,
But show me a true-hearted son of old Ireland
Who doesn't love the spot where the shamrock grows.

Task№2. What do you associate with Great Britain? Complete the spidergram



Task№3. Answer the question.

- What do you think is the national emblem of England? Have you got any ideas?

Task№4. Read the text and translate it.



The red rose is the symbol of England. It comes from the history of the country. This symbol goes back to the War of the Roses, which was the war within the country. In the 15th century two Houses were struggling for the English throne - the Lancastrians and the Yorkists.

Red rose was the emblem of the Lancastrians and the white rose was that of the Yorkists. Their rival ended when King Henry VII, the Lancastrian, married Princess Elizabeth, the daughter of the Yorkist. Since that time the red rose has become the national emblem of England. An oak is also depicted as the national symbol of the country.

Task№5. Watch the first part of the episode about Great Britain and answer the question according to the information given in the video and the Model given below.

- The national emblem of England is ...
- It is connected with the legend ...
- The main hero of the legend was ...

Task№6. Read the text about the national emblem of Scotland



For many centuries **the purple thistle** has been Scotland's national emblem. There is a legend that explains why it became the Scottish emblem. According to that legend, ancient Scandinavians (the Norsemen) wanted to **plunder*** the land of Scotland and settle there. So, they landed on the east coast of Scotland. The Scots gathered their army to defend the land. They assembled behind the river Tay and made a camp to have rest after a long march. The Scots were sleeping and did not expect the enemies. When the Norsemen decided to attack the Scots, they took their shoes off not to make noise. But one of the Norsemen stepped on a thistle. That sudden and sharp pain made him scream. The Scots heard this "alarm" and put the Norsemen to fight. That is how the thistle became the emblem of Scotland.

** plunder- грабить (мародерствовать)
thistle - чертополох

Task№7. Watch the second part of the Episode about Great Britain and answer the question given below. Use the phrases given in task№4.

- What is the national emblem of Scotland?

Task№8. Read the text about the national emblem of Wales.



Wales has got two national symbols. These are **the daffodil** and **the leek**. They are both connected to the Patron Saint of Wales.

According to the legend, during a battle against the Saxons, St. David advised his soldiers to wear leeks in their hats so that they could easily be distinguished from their enemies.

Another link between the leek and St. David is the belief that he had to live on bread and wild leek for several years. However, today each year on St. David's Day the

leek is worn in the cap badges of every soldier in every Welsh regiment. But outside the army, many other Welsh people have substituted the leek by the daffodil, perhaps because it looks more attractive and certainly smells a lot better. The daffodil is also associated with St. David's Day, due to the fact that it breaks into blossom on that day. Interesting to note that one of the many Welsh names for a daffodil is "Cenhinen Bedr" which means "Peter's leek".

**substitute - заменять

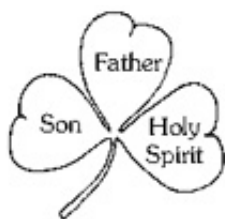
leek - лук- порей

daffodil - нарцисс

Task№9. Watch the second part of the Episode about Great Britain and answer the question given below. Use the phrases given in task№4.

- What is the national emblem of Wales?

Task№10. Read the text and translate it.



The shamrock is the symbol of Northern Ireland. It is also connected to St. Patric, Patron Saint of Ireland.

Saint Patrick is most famous for bringing Christianity to Ireland. The legend tells how he used the shamrock, a kind of a white clover with three leaves to explain the Holy Trinity.

Apparently, he used it to show how the Father, the Son, and the Holy Spirit could all exist as separate elements of the same entity. **The red hand** is also a symbol of Northern Ireland. The Red Hand is in its flag. According to the myth, there was time when the heir to the throne of Ireland was undecided. And they decided to hold a boat-race and the winner (the first who would reach the shore of Ulster) would be the king. One competitor so much desired the country that when he saw that he was losing the race, he cut his hand, threw it to the shore and won. The hand is most likely red because it was covered with blood.

**shamrock - трилистник

Task№11. Watch the second part of the Episode about Great Britain and answer the question given below. Use the phrases given in task№4.

What is the national emblem of Northern Ireland?

Task№12. Read the text and translate it.

I. NATIONAL EMBLEMS AND SYMBOLS OF GREAT BRITAIN



Actual picture of the rowdy redcoat admins

John Bull is the symbol of the typical Englishman. He is an imaginary figure and is shown in cartoons or pictures about England. He was invented in 1712 by a Scottish physician and writer John Arbuthnot. John Bull is drawn as a big man with a large stomach and a round face. He wears high boots, an open jacket and a Union Jack waistcoat.

What animal is he often shown with? Yeah, you're right! He often has a bulldog with him. During the Wars with Napoleon John Bull began to symbolize freedom, loyalty to the king. An average man, so to say, who would fight for his country.

Nowadays many British people still view the figure of

John Bull as that of honest, generous, outspoken man, ready to stand up for his beliefs.

It's interesting to know...

As for real John Bull, such a man did exist and he was an organist and he is thought to be the composer of the melody to the National anthem "God Save the Queen" which was found amongst his papers when he died.

*** There is another symbol that may represent the country as a whole - **the bulldog**. Just like John Bull it symbolizes tenacity* and force.

Active Vocabulary

- * an imaginary figure- [ɪ'mædʒɪn(ə)rɪ] - invented, not real.
- * physician- physician [fɪ'zɪʃ(ə)n]
- * an organist is a person who plays the organ.
- * Arbuthnot [ɑ:'bʌθnət]

II. Britannia



Britannia

"Britannia" is an ancient name of Great Britain that the Romans gave to it. It is also the name given to female embodiment* of Britain always shown wearing a helmet, sitting on a globe, holding a trident in one hand and an olive branch in an other leaning on a shield. She represents Britain as a victorious and maritime nation. The figure of Britannia has been on the reverse side of many British coins.

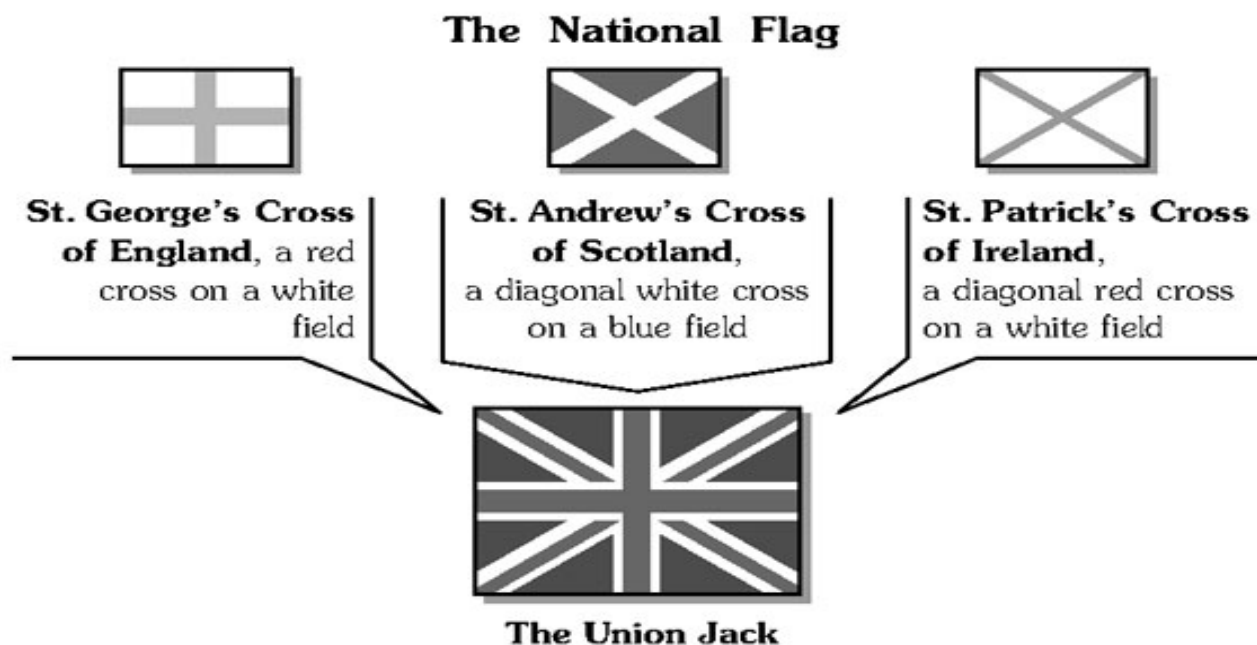
Active Vocabulary

- * an ancient [ˈeɪn(t)ʃ(ə)nt] name = a very old name
- * **tenacity** [tɪ'næsəti] - стойкость
- * **embodiment**-воплощение
- * a globe- the earth or the world is meant
- * **trident**- ['traɪd(ə)nt]- трезубец

III. The National Flag of the UK. The National Anthem of the UK

The national flag of the United Kingdom of Great Britain and Northern Ireland is the most obvious symbol of the United Kingdom. It is called **the Union Jack**. "Jack" is an old word which means "sailor". It explains the name of the flag. King James III (1566-1622) ordered the Union Flag to be flown on the main mast of all British ships, except for the ships of war. So the flag was flown at the front of the ships. Union Jack is a mixture of several overlaid flags. It combines three flags representing England, Scotland and Ireland.

These flags are the crosses of the Patron Saint of England (St. George's Cross - red cross on a white ground), the flag of the Patron Saint of Scotland (St. Andrew's Cross - white diagonal cross on a blue ground) and the flag of the Patron Saint of Northern Ireland (St. Patrick's Cross - red diagonal on a white ground). St. David of Wales is not represented in the flag probably because Wales is a principality, not a kingdom.



Task№13. Read the text again and answer the questions given below.

1. When was John Bull invented?
2. Who invented John Bull?
3. How does he usually look like?
4. What did you learn about real John Bull? Did he exist?
5. What was his occupation?

Task№14. Do the quiz.

1. *What is Union Jack?*
 - A. the symbol of freedom
 - B. the national food of Great Britain
 - C. the national flag of Great Britain
 - D. the symbol of politeness

- 2. Who is the symbol of the typical Englishman?**
A. St. Patrick
B. John Smith
C. John Arbuthnot
D. John Bull
- 3. Whose figure can be seen on the reverse side of many British coins?**
A. the figure of St. Patrick
B. the figure of Britannia
C. the figure of John Bull
D. the figure of a British bulldog
- 4. What is the national emblem of Wales?**
A. the thistle
B. the figure of Britannia
C. the red hand
D. the leek and the daffodil
- 5. The Scottish national costume for men is...**
- 6. Who wanted to attack the Scots and settle down on their lands?**
A. the Welsh
B. the British
C. the Norsemen (Vikings)
D. the Americans
- 7. Why was the red rose chosen as the national emblem of England?**

Grammar Section

Past Simple Active / Passive

(Простое Прошедшее Время в Активном и Пассивном залогe)

Task№15. Fill in the verb in the Past Active or Passive Voice.

1. The Cape of Good Hope ... (discovered / was discovered) by Bartolomeo Dias.
2. The clown ... (entertained / was entertained) the public.
3. We ... (arrived/ were arrived) at the camp in time.
4. Many experiments ... (did/ were done) under water.
5. Many people ... (invited / were invited) to the festival.
6. They ... (discussed / were discussed) many exciting things.

7. I ... (learnt / was learnt) many interesting things in this unit.
8. What artist ... (painted / was painted) this picture?

Task№16. Read the text. Put the verbs in brackets in Past Simple Passive.

This old building is in one of the countries of Europe. It's not a natural object. It 1 _____ (to make) by man a long time ago. Now it 2 _____ (to see) as a tourist attraction. It's a famous old building. It 3 _____ (not to build) by the Romans. Galileo, the famous scientist, dropped heavy objects from this building to make his experiments. The upper floor 4 _____ (to complete) in 1319. It 5 _____ (to build) by Tommaso Pisano. The largest bell of the building 6 _____ (to install) in 1655. The bell-chamber 7 _____ (to add) in 1372.

Task№17. Rewrite the sentences in the passive form if possible. Use the Model.

Model: The Celts settled in Wales in 500 BC. - Wales was settled by the Celts in 500.

1. The Celts settled in Wales in 500 BC.
2. The ancient Greeks built the Acropolis.
3. A group of archaeologists found a dinosaur's skeleton.
4. I visited Rome in 2002.
5. The aboriginals of Hawaii killed James Cook in 1779.
6. Ford made his first car in 1896.
7. Lewis Carroll wrote "Alice in Wonderland" in 1865.

Task№18. Translate the sentences. Mind the Past Simple Passive Voice.

1. He was told that you were here.
2. I was shown the way by the boy./ The way was shown to me by the boy.
3. The boat was carried away by the waves.
4. Many houses were burnt by The Great Fire of London.
5. We were told something interesting by the teachers. / Something interesting was told to us by the teachers.
6. My cat was given milk every morning. / Milk was given to my cat every morning
7. We were sent to clean the yard.
8. He was advised to be more patient.

Task№19. Translate the sentences. Mind the Past Simple Passive Voice.

1. The first English settlement was founded in Virginia in 1607.
2. The first Olympic Games were held in Greece in 776 BC.
3. Swedish Vikings were invited to rule

Russia in 860. 4. St. Petersburg was founded by Peter the Great in 1703. 5. The first jeans were made by Oscar Levi Strauss in the USA in 1850.

ПРАКТИЧЕСКАЯ РАБОТА № 5

Тема: **Industry and natural resources of Great Britain**

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

1. учебная: развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.

2. познавательная: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Промышленность и природные ресурсы Великобритании».

4. воспитательная: способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

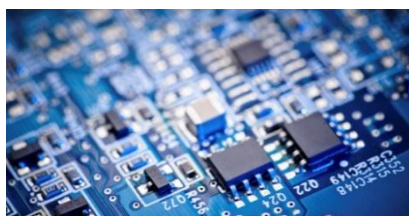
- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;

- аудиозапись
- географическая карта Великобритании

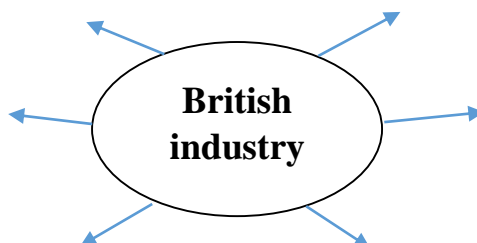
СОДЕРЖАНИЕ РАБОТЫ

Task№1. Look at the pictures and name the main brunches and industries of British economics. Use the ideas given below.

agriculture poultry (domestic birds) machinery shipbuilding
 car industry animal - breeding pharmaceuticals tourism electronics



Task№2. What do you know about British Industry?



Task№3. Read the text given below. Complete the spidergram (see Task№1.). Use the ideas given in the text.

Task№4. Read the text «Made in Britain» and translate it. Mind the Active Vocabulary
Active Vocabulary

- manufacturing industry - Обработывающая отрасль промышленности
- service industry - сфера обслуживания / сектор услуг
- steel manufacture - производство стали
- high technology manufacturing industry - высокотехнологичная обрабатывающая промышленность
- to increase rapidly - стремительно расти
- the real figure – реальная цифра
- twice as many – вдвое больше
- poor management – плохое управление
- encouraging conditions – благоприятные условия
- new jobs - новые рабочие места
- development -разработку / развитие
- research and development – научные разработки
- pharmaceutical company –фармацевтическая компания
- make new medicine – создавать новые препараты
- be involved in- принимающий активное участие в...
- petrochemical products - продукт нефтепереработки
- first-class materials-первоклассный / высшего сорта
- waterproof jackets - водонепроницаемые куртки
- hi-fi equipment- оборудование, дающее высокую точность воспроизведения звука
- tricycle - трёхколёсный автомобиль
- resultant - полученный в результате
- turnover - товарооборот \ объем продаж
- retailing - розничная торговля
- to expand - расширять / развивать
- to replace - заменять
- successful - успешный
- pharmaceuticals - фармацевтика
- to appear - появляться
- a total of - в общей сложности
- including - включая (ч.-л.)
- per cent=% -процент
- unfortunately - к сожалению
- to fail - потерпеть крах
- to survive -выжить
- to offer - предлагать (ч.-л.)
- research -исследование
- to cure - лечить / исцелять
- to reduce - сокращать
- gas exploration – разведка газа
- oil refining- очистка нефти (перегонка)
- be proud of - гордиться ч.-л.
- to include - включать (в себя)
- throughout Europe - по всей ...
- loudspeaker - динамик
- cannot do without- не могут обойтись без ...
- crude - неказистый
- division - филиал



Great Britain used to have many manufacturing industries, but since the Second World War its service industries, especially banking and retailing, have expanded. Heavy industries, including steel manufacture and shipbuilding, have been replaced by high technology manufacturing industries, such as airplane engine manufacture and pharmaceuticals.

In Britain, there are only a few successful large companies, but very many successful small companies. Many of them appeared in the 1980s. It was at the time that small businesses began to increase rapidly. At the end of 1990 officially there was a total of more than 1.5 million small businesses, though the real figure, including the “black economy”, was probably nearer two million. However proportionately there were 50 per cent more in West Germany and the United States, and about twice as many in France and Japan.

Unfortunately, many small businesses fail to survive, mainly as a result of poor management, but also because, compared with almost every other European Community member, Britain offers the least encouraging conditions. But such small

businesses are important not only because large businesses grow from small ones, but also because over half the new jobs in Britain are created by firms employing fewer than 100 staff.

The large companies invest a lot of money in research and development to find new and better, usually high- technology, products. Glaxo is Britain's leading pharmaceutical company and is one of the largest in the world. It tries to find and make new medicines that can cure or reduce the effects of disease. British Petroleum is at present the second- largest company in Europe. It is involved in oil and gas exploration, oil refining and the manufacture of petrochemical products. It is investing money in making cleaner petrol. The company has around 18,300 service stations worldwide. Its largest division is BP America in the United States.

Successful small manufacturing companies in the UK often make expensive products. These companies are successful because they use first-class materials, have excellent quality control and the workers are proud of what they make. Such companies include J.Barbour & Sons, the Morgan Motor Company, Quad Electroacoustics, Wilkin& Sons.

J.Barbour& Sons makes waterproof jackets. Originally designed for fishermen and farmers, these waterproof jackets are now fashionable in cities throughout Europe and the US.

The Morgan Motor Company produces elite cars. Morgan was founded by H.F.S. Morgan, who produced his first crude, but speedy, tricycle in 1910. The resultant "Three-Wheelers" (two front wheels, one driven rear wheel) was continuously developed, and during their evolution they gained great popularity, both for their economy, and their sporting pretensions.

Quad Electroacoustics is well-known for its expensive but high-quality loudspeakers and hi-fi equipment. The company was founded by Peter J. Walker in 1936 in London, and was initially called *S.P. Fidelity Sound Systems*. The company moved from London to Huntingdon in 1941.

Wilkin & Sons makes jams which British people cannot do without. The company farms 400 ha in and around Tiptree (Essex) and grows much of its own fruit, including strawberries, plums, cherries, raspberries. Turnover exceeded £34 million in 2012, and the business employs over 250 full-time staff with many more during the fruitpicking season.

Task№5. Find the Russian equivalents of the following.

First-class materials; hi-fi equipment; to cure or reduce the effect of disease; to increase rapidly; to do without something; research and development; to find new high-technology products; the least encouraging conditions.

Task№6. Look through the above text again. Suggest the English for the phrases below.

Ведущая компания; больше половины новых рабочих мест; вкладывать много денег в проведение исследовательских работ и развитие; создавать рабочие места; плохое управление; приблизительно в два раза больше компаний; выпускать дорогие товары; водонепроницаемые куртки; по всей Европе;

оборудование, дающее высокую точность воспроизведения звука; фармацевтическая компания; производить препараты; сфера обслуживания; заменять.

Task №7. Fill I the correct word or phrase from the list below. Use the words or phrases only once.

Successful; poor; small; large business; to survive; economy

1. _____ business
2. black _____
3. _____ management
4. _____ grow from small once
5. _____ small companies
6. to fail _____

Task №8. Fill in the correct preposition

1. _____ present
2. to invest money _____ R&D
3. to be well-known _____ expensive hi-fi equipment
4. to design _____ someone
5. to be prepared _____ something
6. to do _____ Wilkin & Sons jams
7. about twice _____ many
8. to be involved _____ exploration
9. to replace _____ something

Task №9. Read the text once again and determine which of the following statements are true and which are false. Put T (true) or F (false).

1. There are less people who work in service industries than in manufacturing industries in Britain. _____
2. Because of various economic problems, retailing and banking could not develop at the end of the last century. _____
3. The goods, which British small manufacturing companies make, are very expensive. _____
4. Large companies do not invest money in R&D. _____

Task №10. Circle all the words that are appropriate in answering the questions

What does Glaxo make?	What does BP manufacture?	What does the Morgan Motor Company produce?
elite cars	elite cars	elite cars
high-quality loudspeakers	high-quality loudspeakers	high-quality loudspeakers
petrochemical products	petrochemical products	petrochemical products
new medicines	new medicines	new medicines

hi-fi equipment petrol jams waterproof jackets	hi-fi equipment petrol jams waterproof jackets	hi-fi equipment petrol jams waterproof jackets
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Task№11. Look through the text again and write down ways to express what of the following companies is involved in.

Quad Electroacoustics	
Wilkin & Sons	
J. Barber & Sons	

Task№12. Read the text once again and answer the questions

1. Are there many successful large companies in Britain?
2. What began to increase rapidly in the 1980s?
3. Why are those small manufacturing companies in the UK, that make expensive products, successful?
4. Unfortunately, many small businesses fail to survive, don't they? Why?

Task№13. Read and memorize the following words and word combinations
Active Vocabulary

- | | |
|---|-------------------------------|
| - source- источник | - farming - фермерство |
| - neighbourhood - соседний (близлежащий) район | - crop - урожай |
| - to meet demands - отвечать нуждам | - wheat - пшеница |
| - electronic equipment - электронной оборудование | - barley - ячмень |
| | - enterprise - предприятие |
| | - hand in hand - рука об руку |

Economic development of Great Britain

Great Britain is a highly developed industrial country. Shipbuilding is one of the principal industries of Great Britain. For centuries Britain has been the leading shipbuilder in the world.

Coal is the main source for the development of British industry. The biggest centres of iron and steel industries are situated in the neighbourhood of coal basins. They are Middlesbrough, Newcastle, Cardiff, Glasgow, Sheffield. The district around Birmingham is a land of factories and mines.

Coal-mining, metallurgy, textile, shipbuilding are the older branches of industry. The new industries are the chemical, electrotechnical, automobile, aviation and electronics! The new industries have developed hand in hand with science and technology and are equipped to meet present technical demands.

Big cities and towns such as London, Glasgow, Manchester, Liverpool, Newcastle, Sheffield and Birmingham have enterprises of nearly all branches of industry, old and new. The main centres of cotton and woollen industry are Leeds, Bradford and Manchester.

London, Liverpool and Glasgow are the biggest English ports. The products of Britain economy, for example, automobiles, textile, machinery, electronic equipment and many others are exported to many countries of the world.

Agriculture is one of the largest and most important activities in Great Britain. The greater part of the land here is used for sheep-, cattle-, and dairy farming. Vegetables are grown in all parts of the country. The chief grain crops are wheat and barley.

Great Britain is known to be a pioneer in the industrial revolution. Since then Britain's traditional economic strength has been its manufacturing. Great Britain is one of the highly industrialised countries in the world. Statistics says that for every person employed in agriculture, twelve are employed in industry. Most of the gross national product comes from manufacturing.

Britain is a self-sufficient country in energy. It has significant amounts of coal as well as oil and natural gas under the North Sea bottom.

Britain has large shipbuilding, electro-engineering, oil and chemical industries. The main features of its economy at the present time are consolidating of capital at a very high level, high profits of monopolists, accelerating inflation, high prices, growing unemployment.

Britain's economic sickness has a long history and many causes. It was built up when the country had a monopolistic dominance in manufacture and trade. At that time she was supported by a large colonial empire. After World War 2nd these privileged positions changed. The old-fashioned structure of British industry could not adapt quickly to the new conditions on the world market. There is no such a quick growth of new industries in Britain as in other European countries.

Great Britain is a member of the Common Market. But this membership has not vitalized the British economy. Europe sells more to Britain than it buys from her. Britain's trade balance is unfavourable. Any foreigner will see Britain's prosperity but every Englishman knows that his country is in serious trouble.

Task№14. Read the text once again and answer the following questions:

1. What is one of the principal industries of Great Britain?
2. Is coal the main source for the development of British industry?
3. Where are the biggest centres of iron and steel industries situated?
4. What branches of industry can be called as the old and what branches can be called the new?
5. Where are the main centres of cotton and woollen industry situated?
6. What products of British economy are exported to many countries of the world?
7. Is agriculture one of the most important activities in Great Britain?
8. How is the greater part of the land used?

Task№15. Translate into Russian:

the leading shipbuilder in the world, the principal industry, a land of factories and mines, situated in the neighbourhood of coal basins, have developed hand in hand

with science and technology, enterprises of nearly all branches of industry, sheepfarming, cattle farming, dairy farming, chief crops.

Task№16. Fill in the blanks:

1.... is known to be a pioneer 2. Statistics say that ... employed in industry, twelve are employed in 3. Britain is a self-sufficient country in 4. The main features of the economy at the present time are ... of capital at a very high level, high profits of 5. ... economic sickness has a long history and many causes. 6. The old-fashioned structure of British industry could not ... quickly to the new conditions on the 7. But this membership has not ... the British economy. 8. The trade balance of ... is unfavourable. 9. Every Englishman knows that his country is in

Task№17. Say whether the following statements are true or false?

1. Britain has been the leading steelmaker in the world. _____
2. Coal is the main source for the development of British industry. _____
3. Big cities of Great Britain are: New York, Washington, Los Angeles. _____
4. The main centres of aviation and electronics are Leeds, Bradford and Manchester. _____
5. The main industries are equipped to meet present technical demands. _____
6. The products of British economy are exported to many countries of the world. _____
7. Cattle farming is one of the largest activities in Great Britain. _____
8. Most of the gross national product comes from agriculture. _____
9. Britain is a self-sufficient country in energy. _____
10. There is no such a quick growth of new industries in Britain as in other European countries. _____

Task№18. Read the text and translate it.

Active Vocabulary

- | | |
|---------------------------------|-------------------------------------|
| -automotive industry - | - Volume car manufacturers - |
| автомобильная промышленность | производители легковых автомобилей |
| - car marque - марка автомобиля | массового производства |
| | - subsidiary - дочернее предприятие |

The automotive industry in the United Kingdom is now best known for premium and sports car marques including Aston Martin, Bentley, Caterham Cars (a British producer of sports cars), Daimler, Jaguar, Lagonda, Land Rover, Lister Cars, Lotus, McLaren, MG, Mini, Morgan and Rolls-Royce.

Volume car manufacturers with a major presence in the UK include Honda, Nissan, Toyota and Vauxhall Motors (subsidiary of Adam Opel AG, subsidiary of the French automotive company Group PSA).

Commercial vehicle manufacturers active in the UK include Alexander Dennis, Ford, GMM Luton (owned by Adam Opel AG), Leyland Trucks (owned by Paccar) and London Taxis International (owned by Geely)

The UK is a major centre for engine manufacturing.

Greta Britain has a significant presence in auto racing and the UK motorsport industry currently employs around 38,500 people, comprises around 4,500 companies and has an annual turnover of around £6 billion.

Task №19. Read the text «The city of London» and translate it. Mind the Active Vocabulary.

Active Vocabulary

- | | |
|--|--|
| - The Stock Exchange — Лондонская фондовая биржа | - a Charter – королевский указ |
| - The Corporation of the City of London - Совет «парламент» Сити Лондона | - finance- финансы |
| - Lord Mayor of the City of London - лорд- мэр Сити Лондона | - to contain - содержать |
| - remained the same - сохраняла свой облик (оставалась без изменений) | - independent from - независимый от... |
| - William the Conqueror - Вильям Завоеватель | - the rest of - оставшаяся часть |
| - a black bowler hat-котелок | - Council- Совет |
| - tightly rolled umbrella - плотно свернутый зонтик | - its own - свой собственный |
| - has a lot of influence-имеет большое влияние | - is deserted - пустынный |

London has been an important center for finance for many years and the City is the financial center of London. It contains the Bank of England, the Stock Exchange and hundreds of insurance, banking and finance companies.

The City covers one square mile in the centre of modern London. This is the area of the original city of Londinium founded by the Romans around AD 50. It remained the same for a thousand of years until the Normans came from France in 1066. William the Conqueror gave the Saxon in the City a special Charter, and the City is still independent from the rest of London. It has its own Council called the Corporation of the City of London, its own Lord Mayor and its own police force.

Until very recently, the area was the home of the “City gent” with a black bowler hat and a tightly rolled umbrella; the bowler is rarely seen today. In contrast to the entertainment district in the West End of London, the City is almost deserted at night. Although hundreds of thousands of people work in its offices by day, only about eight thousand actually live within the square mile.

The City is very rich and has a lot of influence. The term «the City» is often used to refer to the financial world in Britain in general. But to many observers the City seems increasingly independent of the British domestic economy: in fact, the City is central to international finance. When London was an imperial capital, the City was its financial heart, but in the age of telecommunications, the City could be anywhere.

Task№20. Read the text once again and find the English equivalents to the Russian ones given below.

Столица империи; быть пустынным ночью; иметь большое влияние; финансовый центр; от остальной части Лондона; основанный римлянами; район развлечений; сотни; тысячи; внутренняя экономика страны.

Task№21. Fill in the correct preposition

1. to be deserted ____ night
2. to be independent ____ the British domestic economy
3. to live _____ the square mile
4. to refer ____ the financial world
5. the home ____ the “City gent”
6. this is the area which was founded ____ the Romans
7. ____ the center of modern London

Task№22. Read the text once again and determine which of the following statements are true and which are false.

Put *T* for true or *F* for false.

1. The City is only dependent on the British domestic economy ____
2. The importance of the City as a financial center goes back to the modern times ____
3. The territory of the City occupies half of modern London ____
4. There are many residential houses in the City. ____
5. Not far from the City there is Londinium, a modern Financial center with highly developed industries. ____

Task№23. Read the text again and answer the questions

1. When did the City become the financial center of London?
2. In the 11th century, William the Conqueror granted a special Charter to the City of London, didn't he? What are the consequences of that grand?
3. What was the image of the City until very recently?

Task№24. Read the text «London's Tourism Industry» and translate it.

London is the most popular tourist destination in the whole world, attracting around 30 million visitors from other countries each and every year. People travel here from every corner of the globe to admire London's many impressive monuments, explore the richly vibrant culture of the city and perhaps take in a theatrical performance in the West End. In addition, a total of roughly 26 million overnight visits are made to London each year, and these overnight visits are mostly made by people living in other parts of the United Kingdom.

Revenues generated by tourism in London comprise approximately 10 per cent of the city's gross value added income, and it is projected that tourists in London

spend approximately £15 million per year. This figure includes all aspects of the tourism industry, such as accommodation, transportation, eating out and attraction entrance fees.

Active Vocabulary

- revenues - доходы
- comprise- составлять
- approximately - приблизительно
- accommodation - проживание (жилье)

Task№25. Read the text «London's Tourism Industry» again and answer the questions

Questions

1. How many tourists do visit London annually?
2. Do tourists like to visit London at night?
3. How profitable is tourism in Britain as an industry?

Grammar Section

Future Simple Passive

(Пассивный залог в будущем простом времени)

Task№26. Make up sentences. Use the table.

The street lamps		widened	
The streets		built	next year
Trees and flowers	will be	painted	
A fountain		planted	next month
The bus stop	will be	put up	
The old houses		pulled down	tomorrow
The shops		rebuilt	
The holes on the roads		repaired	next week
The benches		modernized	

Task27. Write questions to the sentences.

1. This house will be sold soon. (When?)
2. A lot of money will be spent on rebuilding the house. (How much money?).
3. All the winners will be given prizes. (What prizes?)
4. The parents will be sent invitations to the party. (Why?)
5. The tickets will be bought for all of us. (When?)
6. The pupils will be met at the station. (By whom?)
7. They will be shown a lot of places of interest. (What places?)
8. Then they will be taken for lunch? (Where?)

Task№28 Write questions about when the things will be done.

Model: My suit hasn't been packed yet. - When will it be packed?

1. The History Museum hasn't been shown to us yet.

2. Dinner hasn't been cooked yet.
3. Our names haven't been written down yet.
4. We haven't been given any task.
5. I haven't been asked to read the text yet.
6. My exercise hasn't been checked up yet.

Task№29. Use Simple Future Active or Passive of the verbs in brackets to complete the sentences. Translate them.

Another test in English 1 _____ (to write) tomorrow. It 2 _____ (to contain) five or more exercises. When all the pupils finish writing, the exercise-books 3 _____ (to collect) by me. Our exercise-books 4 _____ (to hand in) to the teacher. She 5 _____ (to take) them home and 6 _____ (to check) them up. They 7 _____ (to return) to us at the next English lesson. We 8 _____ (to get) our tests back and our mistakes 9 _____ (to correct). All pupils 10 _____ (to give) marks for the tests. They 11 _____ (to put) into our school record-books and into the class register-book. I hope I 12 _____ (to give) a good mark. Anyway, I 13 _____ (to see).

Task№30. Change the active sentences into passive sentences.

1. They played the match in the evening.
2. They calculated the answers very quickly.
3. They filmed the movie in black and white.
4. They sent the e-mail yesterday.
5. They built our house ten years ago.
6. Alexander Fleming discovered penicillin.
7. The shopkeeper opened the shop at nine o'clock.

Task№31. Translate the sentences

1. He was told that you were here.
2. I was shown the way by the boy./ The way was shown to me by the boy.
3. The boat was carried away by the waves.
4. Many houses were burnt by The Great Fire of London.
5. We were told something interesting by the teachers. / Something interesting was told to us by the teachers.
6. My cat was given milk every morning. / Milk was given to my cat every morning
7. We were sent to clean the yard.
8. He was advised to be more patient.
9. The match was played in the evening.
10. The answers were calculated very quickly.
11. The movie was filmed in black and white.
12. The e-mail was sent yesterday.
13. Our house was built ten years ago.
14. Penicillin was discovered by Alexander Fleming.

ПРАКТИЧЕСКАЯ РАБОТА № 6

Тема: **Political system of Great Britain**

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Политическая система Великобритании».
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись
- географическая карта Великобритании

СОДЕРЖАНИЕ МАТЕРИАЛА

Task №1. Answer the questions

1. What makes the UK Constitution different from other constitutions?
2. What are the sources of the UK Constitution?
3. What is the core principle of the UK Constitution?
4. What bodies represent the three branches of power (executive, legislative and judiciary)?

Task №2. Read and translate the text «Political system of Great Britain». Mind the Active Vocabulary. Answer the questions given below.

- | | |
|---|---|
| 1. the House of Lords - Палата Лордов | 7. a hereditary peer - потомственный пэр |
| 2. the House of Commons - Палата Общин | (титул и привилегии передаются по |
| 3. similar - подобный, схожий | наследству) |
| 4. scrutiny - тщательная проверка | 8. to proceed to committee stage - перейти на |
| 5. a life peer - пожизненный пэр (титул и | стадию обсуждения в комитете |
| привилегии не переда- | 9. to propose further amendments - предлагать |
| ются по наследству) | дальнейшее внесение поправок |
| 6. the Royal Assent - королевская санкция | 10. to reach agreement - достигнуть |
| | соглашения |

Questions

1. What is the legislative body in the UK? What does it consist of?
2. What are the steps in the legislative process?
3. What are the sources of bills? Who can introduce the legislation?

In Great Britain laws are made in Parliament at Westminster. The British Parliament consists of the monarch, the House of Lords, and the House of Commons. Their work is similar: making laws (legislation), checking the work of the government (scrutiny), and debating current issues. The House of Lords is composed of life peers and hereditary peers.

The House of Commons is composed of Members of Parliament (MPs). The idea for a new law can come from a variety of sources: bills may be introduced by any member of either House (a "Private Member's Bill"), a Minister of the Crown (a "Government Bill"), by the general public ("Public Bills"), by an individual or small group of individuals (a "Private Bill").

First reading is the first stage of a Bill's passage through the House of Commons - usually a formality, it takes place without debate. The short title of the Bill is read out and then the Bill is printed. The Bill is published as a House of Commons paper for the first time. The next stage is second reading, the first opportunity for MPs to debate the general principles and themes of the Bill.

Once second reading is completed the Bill proceeds to committee stage. Committee stage is where detailed examination of the Bill takes place, clause by clause, determining the intent and impact of the Bill's language. This is therefore often considered the most important step in the parliamentary process for researchers aiming to determine legislative intent. It is at this stage that amendments are made. If the Bill has been amended the Bill is reprinted before its next stage.

Once committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where the amended Bill can be debated and further amendments proposed. All MPs can suggest amendments to the Bill or new clauses (parts) they think should be added.

Report stage is normally followed immediately by debate on the Bill's third reading. Amendments (proposals for change) cannot be made to a Bill at the third reading in the Commons.

The process in the House of Lords is very similar to the process in the House of Commons. The Bill will have the pro forma first reading, then the second reading. After the second reading the Bill will normally be referred to a Committee of the Whole House. The Bill then passes through a consideration stage and the third reading. In the House of Lords amendments may be made in the Committee of the Whole House, the consideration stage, and the third reading (this is different from the House of Commons where no amendments can be made in the third reading).

If the Bill is started in the Commons it goes to the House of Lords for its first reading. If the Bill is started in the Lords it returns to the House of Lords for consideration of any amendments the Commons has made. Both Houses must agree on the exact wording of the Bill. A Bill may go back and forth between each House until both Houses reach agreement.

When a Bill has completed all its parliamentary stages in both Houses, it must have the Royal Assent before it can become an Act of Parliament. The Royal Assent is the monarch's agreement to make the Bill into an Act and is a formality. When Royal Assent has been given to a Bill, the announcement is usually made in both Houses by the Lord Speaker in the Lords and the Speaker in the Commons.

Task №3. Read the text again and finish the sentences.

1. The British Parliament consists of _____
2. During the first reading the short title of the Bill _____
3. The second reading is the first opportunity _____
4. The committee stage is _____
5. Once the committee stage is finished, the Bill returns to the floor of the House of Commons for its report stage, where _____
6. The report stage is followed by _____
7. The process in the House of Lords is _____
8. The Royal Assent is _____
9. When the Royal Assent has been given to a Bill, _____

Task №4. Read the text once again and complete the table.

The legislative body and its structure	Members of each House	Requirements for the members of both Houses	Who can introduce the bill?	The number of stages in the legislative process	Who signs the bill?

Task №5. Read the text and translate it. Before reading answer the questions given below.

- What do you know about the Constitution of Great Britain?
- What makes the UK Constitution different from other constitutions?
- What are the sources of the UK Constitution?
- What is the core principle of the UK Constitution?

The Constitution

The British Constitution is unwritten unlike the constitution in America or the proposed European Constitution, and as such, is referred to as an uncodified constitution in the sense that there is no single document that can be identified as Britain's constitution. The British Constitution can be found in a variety of documents. The main ones are: Statutes (the Magna Carta of 1215 and the Act of Settlement of 1701), Acts of Parliament; customs and traditions, political conventions, case law; constitutional matters decided in a court of law.

Since the English Civil War, the core principle of the British constitution has traditionally been the doctrine of parliamentary sovereignty, according to which the statutes passed by Parliament are the UK's supreme and final source of law. It follows that Parliament can change the constitution simply by passing new Acts of Parliament to be followed by the Royal Assent. There is some debate about whether this principle remains entirely valid today, in part due to the UK's European Union membership.

According to the doctrine of parliamentary sovereignty, Parliament may pass any legislation that it wishes. There are many Acts of Parliament which themselves have constitutional significance. For example, Parliament has the power to determine the length of its own term. However, the Sovereign retains the power to dissolve Parliament at any time on the advice of the Prime Minister. Parliament also has the power to change the structure of its constituent Houses and the relation between them.

Parliament consists of the Sovereign, the House of Commons and the House of Lords. All the legislation must receive the approval of the Sovereign (the Royal Assent). Following the accession of the UK to European Economic Community (now the European Union) in 1972, the UK became bound by European law and more importantly, the principle of the supremacy of European Union law.

The House of Commons alone possesses the power to pass a motion of no-confidence in the Government, which requires the Government either to resign or seek fresh elections. Such a motion does not require passage by the Lords, or the Royal Assent. Parliament traditionally also has the power to remove individual members of the government by impeachment. By the Constitutional Reform Act 2005 it has the power to remove individual judges from office for misconduct.

The executive power in the United Kingdom is exercised by the Sovereign through Her Majesty's Government. The monarch appoints the Prime Minister as the head of Her Majesty's Government in the United Kingdom. The Prime Minister then selects the other Ministers which make up the Government. As in some other parliamentary systems of government, the executive is accountable to Parliament.

The Courts of the United Kingdom are divided into three separate jurisdictions serving England and Wales, Scotland and Northern Ireland, since the United Kingdom does not have a single unified judicial system.

The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom to take over the judicial functions of the House of Lords and devolution cases from the Judicial Committee of the Privy Council. The Supreme Court began its work in 2009, and serves as the highest court of appeal in England, Wales and in Northern Ireland, and for civil cases in Scotland. The High Court of Justiciary remains the court of last resort in Scotland for criminal cases.

Task№6. Read the text again. Read the statements. Agree or disagree with them.

1. The British Constitution is unwritten unlike the Constitutions of the USA and the proposed European Constitution.
2. The British Constitution can be found in a variety of documents.
3. Amendments to the British Constitution need the approval of both Houses of Parliament, but they do not need the Royal Assent.
4. Parliamentary sovereignty has always been the core principle of the British Constitution.
5. The Sovereign has no power to dissolve Parliament.
6. Parliament has no power to change the structure of its houses.
7. The British Parliament consists of the House of Commons and the House of Lords.
8. The European law has priority over the UK law.
9. The executive power in the United Kingdom is exercised by the Sovereign.
10. The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom.

Task№7. Read the statements given below and say whether you agree or disagree with them.

1. The British Constitution is unwritten unlike the Constitutions of the USA and the proposed European Constitution.
2. The British Constitution can be found in a variety of documents.
3. Amendments to the British Constitution need the approval of both Houses of Parliament, but they do not need the Royal Assent.
4. Parliamentary sovereignty has always been the core principle of the British Constitution.
5. The Sovereign has no power to dissolve Parliament.
6. Parliament has no power to change the structure of its houses.
7. The British Parliament consists of the House of Commons and the House of Lords.
8. The European law has priority over the UK law.
9. The executive power in the United Kingdom is exercised by the Sovereign.
10. The Constitutional Reform Act 2005 created a new Supreme Court of the United Kingdom.

Task№8. Complete the following.

-Constitution of the UK

- Main characteristic:
- Based on:
- Main principles:

II. Match the following terms with their correct definitions

- | | |
|----------------------------|--|
| 1. rule of law | a. There is no legal opposition to Parliament. |
| 2. separation of powers | b. Everyone is equal before the law. |
| 3. supremacy of Parliament | c. Laws are made, put into effect and interpreted by different bodies. |

III. Do you agree that...

The Constitution only gives people the right to pursue happiness. You have to catch it yourself. *Benjamin Franklin*

Task№9. Read the text and translate it.

The Monarchy

The United Kingdom is one of six constitutional monarchies within the European Community and this institution dates back in Britain to the Saxon King Egbert. Since the age of absolute monarchy there has been a gradual decline in the Sovereign's power and, while formally still the head of the executive and the judiciary, commander-in-chief of all armed forces, and temporal governor of the Church of England, nowadays monarchs reign but they do not rule.

Although many people consider the monarchy to be somewhat anachronistic and undemocratic institution, the Queen continues to enjoy the support of the vast majority of Britons and she does have certain undeniably useful functions. Besides carrying out important ceremonial duties, she also acts as a 'unifying force' in both the Constitution and the nation, lying outside of the political debate. Moreover, her regular meetings with successive Prime Ministers and personal contacts with numerous foreign leaders mean that she is better informed than most ministers.

Task№10. Read the text once again and answer the questions

1. Which of the Queen's functions are formal? Which are real?
2. Which sentence in the passage summarizes the difference between her formal and real powers?

II. List and discuss the advantages of monarchies and republics.

Discussion.

1. Do British people tend to favor the Queen and the royal family?
2. Would you exchange lives with a member of the royal family? Why? Why not?

Task11. Read the text and translate it.

The Changing Tendencies of the Monarchy

The monarchy has not always been popular in Britain. For many years there were growing republican sentiments. During the reign of Elizabeth II the royal family has undergone considerable changes. The public has become much more informed about the lives of the royal family due to in-depth press coverage. Two of the Queen's sons, Prince Charles and Prince Andrew, separated from their wives. These separations were surrounded by accusations of infidelity and along with the subsequent death of princess Diana damaged the reputation of the royal family. But the Queen seems to have succeeded in making up for all these bad moments. In 1992 the Queen and Prince Charles decided to pay taxes on their personal income, the first time the monarchy has done so.

The Queen has always been a roving ambassador for Britain, and if we calculate the increase in trade after a royal visit abroad, the nation probably makes a profit from her activities, and that does not take into account the income from tourism in Britain generated by the monarchy and great state events such as royal weddings.

In the spring of 1997, Her Majesty Elizabeth II launched the first official royal Web site, with 150 pages of history, information and trivia. There is a 'visitor's page' where both fans and critics of the Crown can voice their opinions about the Web site, comment on matters such as Prince Charles's relationship with Camilla Parker Bowles, and express their grief over Diana's tragic death. The site includes colour pictures of royal residences, historical tidbits, and even details about royal finances. Buckingham Palace claims it's the royal family's way of 'making the monarchy more accessible'.

Task №12. Read the text again and answer the questions

1. Did people know much about the royal family before the reign of Elizabeth II?
2. What is the royal family doing to win its good reputation?
3. Why did Buckingham Palace launch the royal Web site?

Task №13. Explain the meaning of the following phrases:

1. For many years there were growing republican sentiments.
2. The public has become more informed about the lives of the royal family due to in-depth press coverage.
3. The Queen seems to have succeeded in making up for all the bad moments.
4. The Queen has always been a roving ambassador for Britain.

Task №14. Read the text and translate it.

Parliament

The three parts of Parliament - the Sovereign, the appointed House of Lords and the elected House of Commons - are based on different occasions of symbolic significance such as the State Opening of Parliament, when the Commons is summoned by the Sovereign to the House of Lords. The agreement of all three is normally needed to pass laws, but that of the Sovereign is given as a matter of course.

Despite devolution, Parliament at Westminster can legislate for the UK as a whole and keeps powers to legislate for any parts of it separately. However, by convention it will not normally legislate on devolved matters without the agreement of the Scottish Parliament and the Welsh and Northern Irish Assemblies. It still has responsibility for certain matters under the Acts of Parliament which set up these administrations. In the Channel Islands and the Isle of Man, which are Crown dependencies and not part of the UK, legislation on domestic matters normally takes the form of laws enacted by Island legislatures. However, UK laws are sometimes extended to the Islands, with their immigration and broadcasting. As there are no legal restraints imposed by a written constitution, Parliament may legislate as it pleases, as long as the UK meets its obligations as a member of the European Union. It can make or change law, and overturn established conventions or turn them into law. It can even legislate to prolong its own life beyond the normal period without consulting the electorate. In practice, however, Parliament does not assert itself in this way. Its members work within the common law and normally act according to precedent. The House of Commons is directly responsible to the electorate, and, increasingly during the 20th century, the House of Lords recognized the supremacy of the elected chamber.

Task№15. Make adjectives from the following nouns.

Significance, legislation, power, parliament, law, responsibility, obligation, period, practice, supremacy.

Task№16. Match the words on the left with their synonyms on the right.

Translate them.

1	agreement	a. duty
2	common	b. alter
3	obligation	c. extend
4	change	d. consent
5	prolong	e. whole

Task№17. Complete the following statements according to the text.

1. The three parts of Parliament are _____.
2. By convention Parliament will not _____.
3. In the Channel Islands and the Isle of Man, legislation _____.
4. Parliament is able to _____.
5. Members of Parliament work within _____.
6. The House of Commons is recognized as _____.

Task18. Read some information about the main functions of the British Parliament

The Functions of Parliament

The main functions of Parliament are:

- to pass laws;

- to provide (by voting for taxation) the means of carrying on the work of government;
- to scrutinize government policy and administration, including proposals for expenditure; and
- to debate the major issues of the day.

In carrying these out, Parliament helps to bring the relevant facts and issues to the attention of the electorate. By custom, Parliament is also informed before important international treaties and agreements are ratified.

The making of treaties is, however, a royal prerogative carried out on the advice of the Government and does not need parliamentary approval.

The House of Lords

I. Current Composition

The House of Lords consists of the Lords Spiritual and the Lords Temporal. The Lords Spiritual are the Archbishops of Canterbury and York, the Bishops of London, Durham and Winchester, and the 21 next most senior bishops of the Church of England. The present Lords Temporal consist of:

- life peers created to help carry out the judicial duties of the House (Lords of Appeal in Ordinary or 'law lords'); and
 - all other life peers, including 15 'people's peers' created in April 2001.
- In July 2001 there were 114 women peers, and 28 'law lords' (created under the Appellate Jurisdiction Act 1876). The three main political parties are represented in the House of Lords. Members of the House of Lords receive no salary for their parliamentary work, but can claim for expenses incurred in attending the House (for which there are maximum daily rates) and certain traveling expenses. Average daily attendance is about 352 Members.

II. The House of Commons

The House of Commons consists of 659 elected Members of Parliament (MPs). In July 2001 there were 118 women MPs and 12 MPs who had declared that they were of ethnic minority origin. Of the 659 seats, 529 represent constituencies in England, 40 in Wales, 72 in Scotland, and 18 in Northern Ireland. The Scotland Act 1998, which set up the Scottish Parliament, abolishes the statutory minimum of 71 Scottish seats, and provides that, at the next review of boundaries in Scotland, the electoral quota for England will be applied. This is expected to reduce the number of Scottish seats to around 57 to 60. The Boundary Commission for Scotland is next due to report between 2002 and 2006. It began its work on this review in June 2001.

General Elections are held after a Parliament has been dissolved and a new one summoned by the Sovereign. When an MP dies, resigns or is a peerage, a by-election takes place. Members are paid an annual salary of £51,822 (from July 2001) and, under a new system that took effect from July 2001, provision for up to £70,000 for staff salaries and £18,000 for incidental expenses. All MPs are entitled to travel allowances and London members may claim a supplement for the higher cost of

living in the capital. MPs from other parts of the UK may receive allowances for subsistence and for second homes nearer to the Palace of Westminster.

III. Officers of the House of Commons

The chief officer of the House of Commons is the Speaker, elected by MPs to preside over the House. Other officers include the Chairman of Ways and Means and two deputy chairmen, who may all act as Deputy Speakers. They are elected by the House as nominees of the Government, but may come from the Opposition as well as the government party. They, like the Speaker, neither speak nor vote except in their official capacity (that is, when deputizing for the Speaker). The House of Commons Commission, a statutory body chaired by the Speaker, is responsible for the administration of the House.

Task№19. Answer the following questions.

1. Why did the Government pass a law to reduce hereditary peer membership?
2. What is the aim of establishing Appointment Commission?
3. What lords comprise the House of Lords?
4. Do members of the House of Lords get salary?
5. Who is the head of the House of Lords?
6. When are General Elections held?
7. What things are members of the House of Commons entitled to?
8. Who presides over the Commons?

Task№20. Complete the following text with the words and expressions from the box

the upper house; bishops; limited; replacement; ex-politicians; measure; life peers; hereditary peers; unelected
--

The House of Lords remains _____ of Parliament. Its membership is wholly _____. It consists of _____, who have inherited their right to sit there, _____, who are appointed by the government from the ranks of whose titles are not passed on to their children, a small number of _____ and senior judges, who sit in the Lords by virtue of their position. The Labour Party is committed to the abolition of the Lords and its _____ by an elected chamber. The formal powers of the House of Lords are now rather _____. If the Commons chooses to pass the _____, the Lords have no power to stop it.

Task№21. Continue the following sentences.

1. The Lords Temporal consist of _____.
2. The House of Lords appointments Commission makes recommendations on _____.
3. The reform of the House of Lords is aimed at _____.
4. The Clerk of the House of Lords is in charge of _____.
5. By-election is held when _____.

6. Deputy Speakers are elected by...and they come from _____.

Task№22. Topics for discussion.

1. Speak on the composition of the House of Lords.
2. Explain the difference between hereditary peers and life peers, Lords Temporal and Lords Spiritual.
3. Describe the House of Commons.
4. Speak on reforms of the House of Lords.

Grammar section

The comparative construction as...as....

(Сравнительная оборот as...as..- также ... как и ...)

Task№23. Make up the degrees of comparison of the adjective given below.

Hot, long, short, clever, silly, great, red, black, good, white, thin, thick, fat, nice, warm, cold, merry, small, tall, high, weak, old, strong, heavy, light, green, bad, dry, clean, dirty, wide, deep, brave, modern, beautiful, fantastic, thrilling, expensive, comfortable, unusual, interesting.

Task№24. Make up the comparative degree of the adjectives given below.

- Model: old - older
- | | |
|--------------------|-------------------|
| 1. strong _____ | 6. good _____ |
| 2. happy _____ | 7. large _____ |
| 3. modern _____ | 8. serious _____ |
| 4. important _____ | 9. pretty _____ |
| 5. crowded _____ | 10. crowded _____ |

Task№25. Write down the adjectives in the comparative degree with the opposite meaning according to the Model.

- Model: younger - older
- | | |
|------------------|-----------------|
| 1. better _____ | 4. better _____ |
| 2. colder _____ | 5. nearer _____ |
| 3. cheaper _____ | 6. easier _____ |

Task№26. Complete the sentences. Use the adjectives in the comparative degree. Translate the sentences.

- Model: 1. Helen's car isn't very big. She wants a bigger one.
2. My job isn't very interesting. I want to do something more interesting.
 3. You're not very tall. Your brother is _____.
 4. David doesn't work very hard. I work _____.
 5. My chair isn't very comfortable. Yours is _____.
 6. Your plan isn't very good. My plan is _____.
 7. These flowers aren't very nice. The blue ones are _____.
 8. My bag isn't very heavy. Your bag is _____.

9. I'm not very interested in art. I'm _____.
10. It isn't very warm today. It was _____ yesterday.
11. These tomatoes don't taste very good. The other ones tasted _____.
12. Britain isn't very big. France is _____.
13. London isn't very beautiful. Paris is _____.
14. This knife isn't very sharp. Have you got a _____ one?
15. People today aren't very polite. In the past they were _____.

Task№27. Complete the sentences. Use the conjunction than. Translate the sentences.

1. He isn't very tall. *You are taller than him. (OR ...than he is)*
2. She isn't very old. You are _____
3. I don't work very hard. You work _____
4. He doesn't watch TV very much. You _____
5. I'm not a very good cook. You _____
6. We don't know many people. You _____
7. They haven't got much money. You _____
8. I can't run very fast. You _____
9. She hasn't been here for a long time. You _____
10. They didn't get up very early. You _____
11. He wasn't very surprised. You _____

Task№28. Complete the sentences according to the Model. Use the construction as ...as / not as ...as. Translate the sentences.

Model: Athens is older than Rome. *Rome isn't as old as Athens.*

2. My room is bigger than yours. Your room isn't _____.
3. You got up earlier than me. I didn't _____.
4. We played better than them. They _____.
5. I've been here longer than you. You _____.
6. She's more nervous than him. He _____.

Task№29. Fill in the gaps. Use the conjunction as or than. Translate the sentences.

Model: 1. Athens is older than Rome.

2. I don't watch TV as much _____ you.
3. You eat more _____ me.
4. I feel better _____ I felt yesterday.
5. Jim isn't as clever _____ he thinks.
6. Belgium is smaller _____ Switzerland.
7. Brazil isn't as big _____ Canada.
8. I can't wait longer _____ an hour.

Task№30. Complete the sentences. Use the adjectives in the superlative degree.

1. This building is very old. It's the oldest building in the town.

2. It was a very good film. It's _____ of my life.
3. It's a very good film. It's _____ I've ever seen.
4. She's very popular singer. She's _____ in the country.
5. It was a very bad mistake. It was _____ I've ever made.
6. It's a very pretty village. It's _____ I've ever seen.
7. It was a very cold day. It was _____ of the year.
8. He's a very boring person. He's _____ I've ever met.

Task №31. Complete the sentences. Use the construction as ... as or so ... as. Translate the sentences.

1. Mike is ___ tall ___ Pete.
2. Kate is not ___ nice ___ Ann.
3. My room is ___ light ___ this one.
4. This book is not ___ thin ___ that one.
5. Sergei is ___ old ___ Michael.
6. She is ___ young ___ Tom's brother.
7. This woman is ___ good ___ that one.
8. Nick's English is not ___ good ___ his friend's.
9. I am not ___ tall ___ Pete.
10. This woman is ___ young ___ that one.
12. I am ___ thin ___ you.
13. Kate is ___ lazy ___ her brother.
14. This child is not ___ small ___ that one.

ПРАКТИЧЕСКАЯ РАБОТА № 7

Тема: London is the treasury of Great Britain

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Лондон - сокровищница Великобритании».
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки;

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись;
- географическая карта Великобритании

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Read the poem and translate it.

We gonna take a bus,
We gonna take a trip
Across and through the capital
On foot and by the ship.

Attention! Here is London,
We're going by Big Ben.
The landmark of the city.
It's striking half past ten.

Look at St. Cathedral,
It's marvelous and great!
We're on the double decker
That is number eight.

And this is London's Tower
A home of kings and queens.
It's guarded by black ravens
And ghosts of some kings.

Shake hands with Sherlock Holmes,
He lived at Baker Street.
And bow to Mr. Nelson,
The pride of English Fleet.

Whatever is the weather,
No matter sun or sleet,
You'll not forget my London,
You'll fall in love with it!

Task№2. Read the words from the Active Vocabulary. Try to remember them.

edition	the Battle of Waterloo	damage
anniversary	the Battle of Trafalgar	Great Fire
London visitors	the British Coat of Arms	priests
important	Tomb	galleries
St. Paul's Cathedral	coronation	Stone Gallery
palace	coronation chair	Whispering Gallery
magnificent	Windsor Castle	Golden Jubilee
unique buildings	Downing Street	Buckingham Palace
churches	Hyde Park	British Monarch
Official London residence	Lord Chancellor	the House of Commons
the Houses of Parliament	royal Residence	political social speech
the Palace of Westminster	the Tower of London	Imperial State Crown
the House of Lords	diamonds	Big Ben
ancient	sapphires	St. James's Park
fortress	pearls	Kensington Gardens
prison	emeralds	Trafalgar Square
	rubies	column

Task №3. Look through the words and complete the table

The Tower of London	Sights of London	Greenery (Parks and	British symbols	Adjectives

Task №4. Look through the words from the Active Vocabulary and try to translate some of them without using the dictionary

Task №5. Read the first part of the text and translate it.

Active Vocabulary

- | | |
|---|--|
| -capital - столица | - the richest part - самая богатая часть |
| - bank of the river - берег реки | - the Poets' Corner - уголок поэтов |
| - the seat of the government -
местопребывание правительства | - part of London - часть Лондона |
| - monument - памятник | - the busiest part - самая оживленная часть
Лондона |
| - thousand - тысяча | - scientist - ученый |

London is the capital of Great Britain. More than six million people live in London. London lies on both banks of the river Thames. It is the largest city in Europe and one of the largest cities in the world. London is not only the capital of the country, it is also a very big port, one of the greatest commercial centres in the world, a university city, and the seat of the government of Great Britain.

The most important parts of London are the City, the West End, the East End and Westminster. The City is the busiest part of London. People do business there. Only about ten thousand people live there.

The West End is the richest part of London. You can find the best shops, theatres, cinemas, museums, fine parks and squares there. Its houses and streets are the finest in the capital. The rich people live in the West End.

The East End is the part of London where working people live. It is not so rich as other parts of London and there are fewer parks there.

Westminster Abbey is one of the most beautiful buildings in London. There are many monuments of great men there. Many great English scientists lie buried there; among them Newton, Darwin and Watt. In the Poets' Corner some of the famous English poets and writers are buried.

Task№6. Look through the words given below and read them. Try to guess their meaning.

B__nk, riv__r, the larg__st city, p__rt, c__ __ntry, impo__tant parts, Westm__nster, the ri__ __est part, f__nd, sq__are, str__ __ts, cap__tal, working p__ __ple, b__ __ldings, b__ __utiful, po__t, famo__s

Task№7. Look through the line of words and try to find as many words as possible. Translate them into Russian.

country importance people live government port bank capital house monument menist

Task№8. Read the text again and complete the table. Answer the question

- **What are these parts of London famous for?**

LONDON			
The City	The West End	The East End	Westminster

Task№9. Read the second part of the text again and retell it.

Task№10. Read the second part of the text and translate it.

Some facts about London

London has been home of many famous Englishmen. Some were born there. Some lived there all their lives. Others lived in London only for a short time but all gave something to this great city.

One of the first names of importance is that of Geoffrey Chaucer, the poet. He lived most of his life in London. He knew the courts of King Richard II, King Henry IV. His most famous work, "The Canterbury Tales", opens at the Tabard Inn, in Southwark. Chaucer held official posts in London and is buried in Westminster Abbey.

William Shakespeare also lived in London. He lived there for more than twenty years. He acted at the Globe Theatre and wrote his plays in London. But

London's famous men are not only writers. Sir Christopher Wren, the architect, spent most of his life in London. He designed many beautiful churches, including St. Paul's Cathedral. He also designed palaces and fine houses.

Music is represented by a very interesting figure. This is George Frederick Handel. He came to London from Hannover in 1710. He lived for a time at Burlington House, Piccadilly, now the Royal Academy. After some success and some failure he at last became famous. This happened when he composed "The Messiah". "Judas Maccabeus". and "The Music for the Royal Fireworks". Like Chaucer and many other great artists, Handel is buried in Westminster Abbey.

Another famous London figure is one of England's greatest seamen. Admiral Lord Nelson. He has a very special memorial in Trafalgar Square. The monument consists of a very tall column. On top of it stands a figure of Nelson. It is called the Nelson Column. Equally famous is the general who led the army at the battle of Waterloo in 1815. This was the Duke of Wellington. His house stands at Hyde Park Comer. It is sometimes known as Number One, London. Like Admiral Nelson, the Duke of Wellington is buried in St. Paul's Cathedral.

Task№11. Read the second part of the text once again and answer the questions
Questions

1. What famous people is London connected with? Give some names.
2. Who designed many beautiful churches including St. Paul's Cathedral?
3. What did you learn about Admiral Nelson?
4. Who was the Duke of Wellington?
5. Where was the Duke of Wellington buried?

Task№12. Read the second part of the text again and retell it.

Task№13. Read the third part of the text « London Traffic».

London is so large that visitors must learn to use buses and the underground to get about. London taxis are too expensive for any but the rich. You can get a map of the underground and the bus routes at any ticket office. The word "Underground" across a large circle shows you where the stations are. The



London underground is called the "tube". Bus stops are marked clearly. In the suburbs buses do not stop unless there are passengers who wish to get on or off. These stops are marked "Request Steps". Inside some buses you see the notice: "Please, state your destination clearly and have the exact fare ready." It is easy enough to tell the conductor where you want to go to, but not always possible to have the exact fare. The conductor will always

The London buses are very large. They have seats both upstairs and downstairs. English children like to sit on the front seats of a big London bus. They can see everything that is happening in the streets.

Active Vocabulary

- in the suburbs- в пригороде

- give the change - давать сдачу

- state your destination clearly - четко объявляйте вашу остановку
- have the exact fare ready - имейте при себе точную сумму на оплату

- underground - метро
- the bus routes - маршруты автобуса
- tube - британское название метро

Task №14. Read the text once again and answer the questions

1. What means of transport do Londoners usually use to get about?
2. Where can tourist get a map and the bus routes?
3. What should strangers remember about taking a bus in Britain?
5. What size are London buses?
6. What means of transport would you use if you were in London? Why?

Task №15. Listen to the text and complete the sentences Use the words given in the box.

population	offices	museum	business and commercial		
capital	administration	residence	clock	towers	architect
different	busy place	factories	theatres		
at night	victory	collection	monument	four	royal residence

London, the _____ of Great Britain, is situated on the River Thames. It is the largest city in Europe with a _____ of eight and a quarter million. It is divided into four parts: the City, Westminster, the West End and the East End. The City is the _____ heart of London. Many banks, _____ and firms are concentrated there. The Tower and St. Paul's Cathedral are in the centre. The Tower is about 900 years old. Many years ago it was a _____, then a prison. Now it is a _____. St. Paul's Cathedral is very large and fine. It was completed in 1710.

The famous English _____ Christopher Wren planned and built St. Paul's Cathedral. If the City is the business part of London, Westminster is the centre of _____. We can see the Houses of Parliament there. It is a beautiful building with two _____ and a very big _____ called Big Ben. The Houses of Parliament stand in Parliament Square. Westminster Abbey is opposite the Houses of Parliament. Many great Englishmen were buried in Westminster Abbey. To the west of Westminster Abbey you can see Buckingham Palace. It is the royal _____. The ceremony of the changing of the guards which takes place in front of Buckingham Palace is of great interest to the tourists. Rich people live in the West End. The best and most expensive clubs, restaurants and _____, beautiful houses and parks are there.

The East End - the district of plants, _____, slums and docks - is for the working people. London is unlike any other city in the world. It has rather wide streets but low houses. It looks very grey because there is so much rain and fog there. Only buses and pillar-boxes are red. This city has never been planned and it has many parts which are _____ from each other.

Five important streets meet at Piccadilly Circus in London's "West End". The cars, the red London buses, and the taxis go round a statue there. People don't remember the statue's real name. They say: "It's Eros, the Greek god of love". Piccadilly Circus is a very _____. It's busy day and night. People come here to shop at the daytime, and _____ they come for a night out.

Trafalgar Square is the center of London. It is famous for the tall Nelson's Column - the _____ to Admiral Lord Nelson. The square was named Trafalgar to commemorate the _____ at Trafalgar in 1805 where Nelson was killed. The pedestal of the Column is decorated with bas-reliefs representing Nelson's most familiar victories. At the base of Nelson's Column are _____ lions. On the north side of the square you can find the National Portrait Gallery. The National Gallery has a _____ of paintings from British, Italian, Spanish, French, Dutch and other famous schools. It is an international, rather than, as it is named, a National Gallery.

Task№16. Read the text again and retell it.

Task№17. Think over and answer the questions:

1. What do you think about Big Ben?
2. Where is Big Ben located?

Task№18. Finish the sentences given below. The topic is "Big Ben"

- I know that ...
- I want to know that
- It would be interesting to know some facts about ...

Task№19. Read the text about Big Ben and translate it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|------------------------------------|--|
| - landmark - достопримечательность | -destroy - разрушать |
| - without visiting - не посетив | - survive - выжить |
| - bell - колокол | - strike the hours- отбивать время (часы) |
| - weigh - весить (иметь вес) | - the chimes of the clock - куранты на часах |
| - in diameter - диаметром | - broadcast - транслировать / передать в эфире |
| - a stack of coins - стопка монет | |

The houses of Parliament's clock tower is one of London's most famous landmarks. Don't leave London without visiting Big Ben! The Houses of parliament and Elizabeth Tower, commonly called Big Ben, are among London's most iconic landmarks. Technically, Big Ben is the name given to the massive bell inside the clock tower, which weighs more than 13 tons (13,760 kg). The clock tower looks spectacular at night when the four clock faces are illuminated.



Some Big Ben facts.

1. Each dial is seven meters in diameter.
2. The minute hands are 4.2 meters long and weigh about 100 kg (including counterweights)
3. The numbers are approximately 60 cm long.
4. There are 312 pieces of glass in each clock dial.
5. A special light above the clock faces is illuminated when the Parliament is in session.
6. Big Ben’s timekeeping is strictly regulated by a stack of coins placed on the huge pendulum.
7. Big Ben has rarely stopped. Even after a bomb destroyed the Commons chamber during the Second World War, the clock tower survived and Big Ben continued to strike the hours.
8. The chimes of the clock were first broadcast by the BBC on 31 December 1923, a tradition that continues to these days.
9. The Latin words under the clock face read DOMINE SALVAM FAC REGINAM NOSTRAM VICRTORIAM PRIMAM, which means *Oh Lord, keep safe our Queen Victoria the first.*
10. In June 2012 the House of Commons announced that the clock tower was to be renamed the Elizabeth Tower in honor of Queen Elizabeth II’s Diamond Jubilee.

Task№20. Read the text on topic “Big Ben” and decide whether the statements are true (T) or false (F)

1. The houses of Parliament have no clock tower. _____
2. Big Ben is actually the name of the tower itself. _____
3. The massive bell weighs 13,760 kg. _____
4. The Elizabeth Tower is the name which was given to the Houses of Parliament _____
5. The numbers of the clock are 4.2 meters long. _____
6. The chimes of the clock were first broadcast by the CNN in June 2012. _____
7. Each dial is seven meters in diameter. _____

Task№21. Read the text devoted to the topic “Big Ben” and complete the sentences.

- Now I know that....
- It was interesting to know that ...
- I was surprised to know that ...
- I knew that ...

Task№22. Read the text once again and retell it.

Task №23. Read the text and translate it. Be ready to retell it.

Buckingham Palace is by far the most popular tourist attraction in London, as it attracts around 15 million tourists each year. Many people travel to Buckingham Palace to watch the world famous event known as the 'changing of the guard', and this event is so famous that it even inspired a song by Bob Dylan. The ceremony



officially takes place at 11:30 each day and takes a total of half an hour.

However, visitors who want to get a good view of this exciting event will need to arrive just before 11:15 or even earlier if possible. Although Buckingham Palace is still officially a royal residence, some of the palace's lavishly decorated rooms are open to the public during the summer months, when special guided tours are conducted.

Don't forget to visit the famous Green Park and St James' Park whilst you're in the vicinity.

The Victoria and Albert Museum also attracts large numbers of tourists all year round. This museum is located in the Kensington area of London and is actually the biggest museum of its kind in the world. The museum opened to the public back in 1852 and contains a permanent collection of more than four and a half million objects.



Another of the city's most famous landmarks is the British Museum, an estimated average of just under six million people visit the British Museum each year. One of the reasons for the popularity of the British Museum is that entrance is free, while this prominent establishment is also open seven days a week. The British Museum contains a collection of some seven million exhibits, and some of the most popular include the Lindow Man, the world's oldest mummy and the

Rosetta Stone.

Many of the city's other famous attractions are situated along the banks of the River Thames. These include the Tower of London, where tourists flock to admire the impressive Crown Jewels of England. The nearby Tower Bridge also attracts large numbers of visitors, while tourists who walk along the riverbank will also be treated to views of the impressive Houses of Parliament building with Big Ben nestled next to it.

Literary lovers are drawn to the important literary exhibits housed inside the British Library, situated in Kings Cross. These include a large selection of original manuscripts of world famous classics such as Lewis Carroll's Alice in Wonderland. Other exhibits of interest include William Shakespeare's autograph and the Magna Carta.

Task №24. Read the texts and answer the questions

1. How many sights were mentioned in the text?
2. What is the number of tourists who visit London each year?
3. Why does Buckingham Palace attract so many tourists?
4. What time does the ceremony take place?
5. How long does it last?
6. Is it possible for tourists to come inside Buckingham Palace?
7. What did you learn about The Victoria and Albert Museum?
8. How often do people visit the British Museum?
9. Why is it so popular?
10. Where should literary lovers go?

Task №25. Read the text about some more places of interest and be ready to answer the questions given below. Mind the Active Vocabulary

Active Vocabulary

- giant - гигантский
- Ferris wheel - Колесо обозрения
- a ferry - паром, переправа
- a bank of the river - берег реки
- to construct in sections - строить секциями (участками)
- to float on barges [ba:dʒ] - сплавлять на баржах
- in the upright position - в вертикальном положении
- William the Conqueror - Вильгельм Завоеватель
- Holy relic - святая реликвия
- are buried - похоронены
- in many fields of endeavour [in'devə] - в области человеческих достижений
- Men of letters - литераторы (писатели)
- in honour of - в честь ...
- hawks - ястребы
- crowd - толпа
- to assemble - (с)монтировать, собирать
- lying flat on pontoons [pɒn'tu:n] - лёжа на понтонах
- the wheel was complete - колесо было смонтировано (в сборке)
- it was raised by cranes - оно было поднято с помощью кранов
- at a rate of - со скоростью
- 2 degrees per hour - 2 градуса в час
- ancient - very old
- Coronation Chair - кресло для коронации
- the Stone of Scone - Скунский камень
- a source of friction - предмет споров, конфликтов
- are scattered - (здесь) повсюду
- statesmen - политические лидеры
- are honoured by - удостоены ...
- the Royal Mews - королевские конюшни
- Royal stables - королевские конюшни
- moulting - линька
- It was erected - был возведен

I. London Eye

The London Eye is a giant Ferris wheel.

Where is it?

The London Eye stands on the South Bank of the River Thames in London, between Westminster and Hungerford Bridges. It is the world's highest observation wheel.

How big is it?

The London Eye (previously known as the Millennium Wheel) stands 135 metres (443 feet) high.

The wheel was constructed in sections which were floated up the river Thames on barges and assembled lying flat on pontoons. Once the wheel was complete, it was raised into its upright position by cranes, initially being lifted at a rate of about 2 degrees per hour until it reached 65 degrees.



II. In Westminster Abbey most British monarchs since William the Conqueror have been crowned, and here you may see the ancient Coronation Chair. Beneath the chair is the Stone of Scone, or Stone of Destiny. It is a stone used in the coronation ceremonies of monarchs in England and Scotland. It was kept at the now-ruined Scone Abbey in Scone, near Perth, Scotland. It weighs 152 kg. The Stone of Scone was last used in 1953 for the coronation of Elizabeth II of the United Kingdom of Great Britain and Northern Ireland. It has long been a source of friction between England and Scotland. The kings of Scotland were crowned on it. It was carried away from Scotland by the English king Edward I in 1297 but has, over the centuries, become a symbol of Scottish independence.

Many British kings and queens are buried in the Abbey. Monuments to great figures in many fields of endeavour are scattered throughout the place: statesmen together with scientists such as Isaac Newton and Charles Darwin. Men of letters have their own section called the Poets' Corner, where Geoffrey Chaucer, Alfred Tennyson, Charles Dickens and some other English poets and writers are buried; many more outstanding poets and writers, though not buried in Westminster Abbey, are honoured by memorials in the Poets' Corner.

III. Trafalgar Square, London



Trafalgar Square is a public space and tourist attraction in central London.

- How did the Trafalgar Square get its name?

The Square is named in honour of the British victory, led by Admiral Lord Nelson, at the Battle of Trafalgar in 1805.

- Who designed Trafalgar Square?

Trafalgar Square was designed by Sir Charles Barry. (Sir Charles Barry was also responsible for the Houses of Parliament). It was constructed in the 1840s.

From the 14th to the late 17th century, much of the area occupied by Trafalgar Square was on the site that was originally the Royal Mews where royal hawks were kept during moulting (or 'mew' time). In the 1730s, the area was used for Royal stables, which served Whitehall Palace.

- *Whose column can we see at Trafalgar Square?*

Dominating the square is the 56 m column, Nelson's Column, with its 5.5m statue of Nelson on top. It was erected in 1843.

Trafalgar Square is a place for rallies, marches and political meetings. It is often the scene of stormy demonstrations for nuclear disarmament, for "Jobs, not Bombs!". On holiday evenings there are crowds in the square, and even on cold autumn and winter nights - like Bonfire Night (November 5) or New Year's Eve - some students climb on top of the still flowing fountains.

Answer the questions

1. What are the main places of interest in London?
2. How large is Buckingham Palace inside?
3. How many rooms are there in Buckingham Palace?
4. What is London Eye?
5. What interesting facts did you learn from the text?
6. How did the Trafalgar Square get its name?
7. Who designed Trafalgar Square?
8. Whose names do you associate with London with?
9. What means of transport are popular with the British?
10. What places of interest would you visit? Why?

Task№26. Read the text and match the English equivalents with the Russian ones.

1	column	a. сплавлять на баржах
2	square	b. - со скоростью
3	to erect	c. - строить секциями
4	to construct in sections	d. смонтировать
5	to float on barges	e. площадь
6	to assemble	f. возводить (о сооружении)
7	in the upright position	g. колонна
8	at a rate of	h. в вертикальном положении

Task27. Read the text once again and find the English equivalents to the Russian ones.

было построено; было возведено; место для митингов; ядерное разоружение; толпы на площади; площадь названа в честь; отвечал за (был ответственным за); содержали королевских ястребов; выдающиеся поэты; литераторы; церемонии коронации монархов; гигантское колесо; кранами; понтон; берег реки; место действия яростных демонстраций; он вести; источник разногласий; мост; самый высокий в мире; древний; поднимали со скоростью.

Task №28. Read the texts devoted to the topic «London» and complete the table.

Some main facts about London	Famous people of London	Transport of the city	Trafalgar Square	London Eye	Buckingham Palace	Big Ben	The British Museum	Piccadilly Circus

Task №29. Read the text "The Tower of London" and translate it.

Active Vocabulary

- chopping block - плаха
- to discourage - отбивать охоту
- staging - организовывать
- an uprising against - бунт против кого-либо
- prisoner - заключенный
- public beheading - обезглавливание
- a mediaeval palace - средневековый замок
- reign - правление
- political enemies - политические враги
- knelt - стоять на коленях
- expanded - расширять
- a Royal Mint- монетный двор

There is no denying that the Tower has served both as a prison and a place of execution. Many prisoners lived out their lives in cold, damp cells. Many laid their heads on the executioner's chopping block. Among the victims were noblemen, politicians and two of Henry VIII's wives - Anne Boleyn and Catherine Howard.

Before the Tower became an infamous prison, it was at the centre of British history. William I, the victorious Norman conqueror of England in 1066, had a wooden fortress built on the site to discourage Londoners from staging an uprising against him. It was William the Conqueror, as he became known, who first recognized that a fortress at this point on the River Thames would quickly sight any hostile force approaching up the river from the Channel. By the time the first English monarch used the Tower as a royal residence, it had become a mediaeval palace and England's strongest fortress.

It was during Henry VIII's reign that the Tower became the destination of the king's political enemies. Two of the features of the fortress, Traitor's Gate where all prisoners entered, and Tower Green where many knelt before the executioner, became words known to most Londoners.

Queen Elizabeth I, when she was arrested by her sister and brought to the Tower as a prisoner, passed through Traitor's Gate. So sure was she that she would soon move on to Tower Green that she was supposed to have said, 'I have taken my first step through Traitor's Gate to heaven.' Happily, Elizabeth emerged from the tower unharmed. A number of her opponents when she was Queen were less lucky: they lost their heads on her command.

Elizabeth's successors greatly expanded the Tower. They built a Royal Mint, an Armoury and a museum. Although prisoners were held in the fortress as recently as World War II, public beheadings on nearby Tower Hill stopped in 1747. But the museum, with its splendid collection of armour and its fabulous display of the crown

jewels, continues to exert a fascination for visitors. For almost forty years, it has headed the list of London's Most Popular Tourist Attractions.

Task№30. Do the Quiz. “The Tower of London”. Choose the right option

1. Among the victims were ...
 - a) only politicians.
 - b) noblemen, politicians, and two of Henry VIII's wives.

2. It was William I who first recognized that ...
 - a) the fortress would sight any hostile force approaching up the river.
 - b) the fortress would be the destination of the king's political enemies.

3. Tower Green was a place where ...
 - a) all prisoners entered.
 - b) many knelt before the executioner.

4. Queen Elizabeth I was arrested by her ... and brought to the Tower as a prisoner.
 - a) sister;
 - b) husband;

5. A number of Elizabeth I's opponents were...
 - a) more lucky than the Queen.
 - b) less lucky than the Queen.

6. Although prisoners were held in the fortress,...
 - a) public beheadings didn't stop in 1747.
 - b) public beheading stopped in 1747.

Task№31. Read the text «Some facts about London». Mind the Active Vocabulary

Active Vocabulary

- | | |
|--|--|
| - home for the headquarters - место расположения центрального офиса | - total population - общее население |
| - a major legal institution - основное судебное учреждение | - government department - министерство |
| - the headquarters of the national television networks - центральный офис национальных телесетей | - the monarch - монарх |
| - the financial services sector- сектор финансовых услуг | - transport network - транспортная сеть |
| - stationary- канцелярские принадлежности | - overall employment -общая занятость |
| - textile industry - текстильная промышленность | - consumer goods - потребительские товары |
| - printing - печатное дело | - jewelry - ювелирные изделия |
| | - precision instruments- точные приборы |
| | - chemical processing - переработка химических продуктов |
| | - timber- лес (<i>материал</i>) |
| | - to import petroleum - импортировать нефть |

- high-speed rail line - скоростная железнодорожная ветка
- to export manufactured goods - экспортировать готовые товары
- the original walled city of London - первоначальный Лондон, окруженный стенами
- to interfere with the interests of smb - противоречить интересам кого-либо
- Royal Exchange- Королевская биржа
- the former/the latter - первый/второй из перечисленных
- a cosmopolitan city - космополитический город
- to be founded by the Romans - быть основанным римлянами
- the royal Court - Королевский суд
- stock exchange - фондовая биржа
- investment company - инвестиционная компания
- luxurious hotel- роскошная гостиница
- a residential area -спальный район - Greater London - Большой Лондон
- to make up - составлять
- raw sugar - сахар-сырец
- to carry out a survey - произвести обзор

London is home for the headquarters of all government departments, Parliament, the monarch and all the major legal institutions. It is the country's business and banking centre and the centre of its transport network. It contains the headquarters of national television networks and of all the national newspapers. The financial services sector is a major source of overall employment in London.

Consumer goods, clothing, precision instruments, jewelry, and stationery are produced in London, but manufacturing has lost a number of jobs in the once-dominant textile, furniture, printing, and chemical-processing industries as firms have moved outside the area. Engineering and scientific research are also important to the economy, as is tourism. The city is a centre for road, rail, and air (its airports include Heathrow and Gatwick), and it is now linked to the Continent by a high-speed rail line under the English Channel. London still remains one of the world's greatest ports. It exports manufactured goods and imports petroleum, tea, wool, raw sugar, timber, butter, metals, and meat.

The original walled city of London (then Londinium) founded by Romans was quite small. In the Middle Ages it did not contain the Parliament or the royal Court, because it would have interfered with the interests of the merchants and traders living there. It was in Westminster, another city outside London's walls, that these national institutions met. Today, both 'cities' are London's commercial centre; it is also referred to as the 'Square Mile of Money' because of its area. The Bank of England, Lloyd's, the stock exchange, the Royal Exchange and numerous other banks and investment companies have their headquarters there.

London is a cosmopolitan city. People of several races and many nationalities live there. A survey carried out in the 90s found that 137 different languages were spoken in the homes of just one district of London.

Task №32. Read the text «Some facts about London» again and finish the sentences:

1. It was interesting to know about ...
2. I didn't know that ...
3. I was surprised to learn about ...
4. It is a common fact that ...

Task№33. Translate the sentences. Use the Active Vocabulary.

1. Лондон - столица Великобритании и ее политический, финансовый, коммерческий, промышленный и культурный центр.

2. Около одной пятой всего населения Великобритании живет в Большом Лондоне, то есть Лондоне с пригородами.

3. Там находятся все центральные учреждения правительственных организаций, парламент, монарх, основные судебные учреждения, центральные офисы телесетей, он является центром транспортной сети страны.

4. Финансовый сектор - основной источник общей занятости в Лондоне.

5. Многие товары производятся в Лондоне, такие как потребительские товары, одежда, точные приборы, ювелирные изделия и канцелярские принадлежности.

6. Когда-то доминировавшие в Лондоне текстильная промышленность, производство мебели, и переработка химических продуктов были вынесены за границы района, что привело к потере рабочих мест в промышленности.

7. Лондон экспортирует промышленные товары и импортирует нефть, чай, сахар, лес и так далее, значение для экономики также представляют научные исследования.

8. Первоначальный Лондон, окруженный стеной, был основан римлянами, парламент и королевский двор находились не в нем, чтобы не вступать в противоречие с интересами купцов.

9. Финансовый центр Лондона - Сити, который называют «квадратной милей денег», там находятся банки, фондовая биржа, Королевская биржа и многочисленные инвестиционные компании.

10. К другим известным районам Лондона относятся Вест-Энд и Ист-Энд, первый является основным центром интереса туристов в Лондоне и содержит многочисленные достопримечательности, роскошные отели и рестораны, второй является более бедным районом Лондона.

Task№34. Read the texts and translate them.

Active Vocabulary

- | | |
|--|------------------------------|
| - grassy slopes - покрытые травой склоны | - demolishing - разрушение |
| - art exhibits - художественные выставки | - a scale - уровень, масштаб |

London parks

Visitors to London are amazed by the number and variety of London's parks. In fact, the city has 1,700 parks in an area of around 70 square miles. There are, for example, ten Royal Parks: St James's Park, Green Park, Kensington Gardens, Regent's Park, Greenwich Park, Richmond Park, Hampton Court, Home Park, Primrose Hill, Bushey Park. St James's Park, for example, has a large lake with an island in the middle. It is famous for the variety of ducks and geese and other birds

which live on the lake. If you look across the lake, you can see the government offices of Whitehall in the distance. St James's Park is surrounded by three Royal Palaces. Its elegant grounds are the setting for many ceremonial parades. Regent's Park is situated in northwest London. It was originally a royal hunting forest. Inside the park is boating lake where you can rent a boat and enjoy the beautifully cultivated flowers. The Park is also home to London Zoo.

Within these parks, visitors can enjoy such pleasures as grassy slopes to lie on, rose gardens, boating on lakes, children's playgrounds, palaces, horseback riding, cycling, bowling, outdoor dining at cafes, kite flying, football, cricket, sailing model boats, puppet shows, art exhibits, golf and tennis, zoos, rugby, museums and jogging.

Then there are the parks formerly controlled by the Greater London Council. These parks are Hampstead Heath or Battersea Park to name but two - are just as famous as the Royal Parks. There are also the parks controlled by the City of London. Neither the ordinary visitor nor the Londoner really cares which governing body controls which park. The pleasure of a park is the park itself. Millions of words in books, magazines and newspapers have been written about London's parks. Because it would be impossible to describe all London's parks in this short reading passage, we will concentrate on one - London's newest park, called Burgess Park. Many people consider Burgess Park to be the most unusual park in the world. Most agree that only in London could such a park be created.

You do not come to Burgess Park for its natural beauty. If you want beauty, you would do better to go to St James's Park, Regent's Park or Kensington Gardens. In Kensington Gardens there is a statue of Peter Pan and The Diana, Princess of Wales, Memorial Playground.

If you want open space, you should go to Richmond Park. If you want trees, you should go to Epping Forest. If you want history, you should go to Greenwich Park or Hampton Court. If you want literary associations, you should go to Hampstead, home of the poet Keats as well as many of today's best-known writers.

If, however, you want to visit London's first ecological park, then Burgess Park is the place for you. Founded in 1977, its creation has been entirely different from the setting up of London's other parks. While other parks have tried over the centuries to save their open spaces from the advance of housing estates, Burgess Park has created a park where there was no open parkland by demolishing all the existing buildings. No one, anywhere in the world, has ever bulldozed an urban landscape on such a scale before, just to produce an area of open space.

If you are interested in seeing a park in the making, a park bringing nature to the city dweller for serious study or simple enjoyment, make a visit to Burgess Park.

Hyde Park is the most prominent and famous London park. It was once part of a wild and ancient forest, inhabited by wolves and wild bulls. It was fenced off as a royal deer park in Tudor times, and later open to the public.

It consists of 360 acres. In summer time there is option of renting a small boat and gently paddling in the Serpentine boating lake, having refreshing drink or maybe fishing in certain allocated places.

The famous Speakers Corner, where you can let your soul out and scream at the whole world or have normal debate with strangers about topics that interest you, is part of the park. Another section of the park is Kensington Gardens where you can see Kensington Palace.

Task№35. Read the texts once again and complete the table. Give some information about each park

Regent's Park	St. James's Park	Kensington Gardens	Hyde Park

Task№36. Do the Quiz “London's Parks”. Choose the right option

1. There are ... Royal Parks in London.
 - a) ten;
 - b) five;

2. The Londoner ... which governing body controls which park.
 - a) doesn't care;
 - b) really cares;

3. Burgess Park is the most... park in the world.
 - a) unusual;
 - b) usual;

4. If you want beauty, you would do better to go to ...
 - a) Kensington Gardens.
 - b) Burgess Park.

5. If you want open space, you should go to ...
 - a) Regent's Park.
 - b) Richmond Park.

6. If you want trees, you should go to ...
 - a) Epping Forest.
 - b) Greenwich Park.

7. If you want history, you should go to ...
 - a) St James's Park.
 - b) Greenwich Park or Hampton Court.

8. Hamstead is home of the poet...
 - a) Byron.
 - b) Keats.

9. If you want to visit London's first ecological park, you should go to ...

- a) Burgess Park.
- b) Green Park.

10. Burgess Park...

- a) has tried to save its own space from the advance of housing estates.
- b) has bulldozed an urban landscape and produce an area of open space.

Grammar Section

Degrees of Comparison (Adjectives / Adverbs) (Степени сравнения прилагательных / наречий)

Task№37. Read and translate the sentences into Russian

1. The Mona Lisa is the most famous painting in the world.
2. The Volga is longer than the Don.
3. Spain is more beautiful than Germany.
4. London is the biggest city in England.
5. Adam is the worst player in the team.

Task№38. Translate the sentences into English. Mind the Degrees of comparison

1. Сэм - самый счастливый человек, которого я знаю.
2. Из шести машин мне нравится черная больше всего.
3. Планшет Джека дороже, чем мой.
4. Это самый вкусный стейк, который я пробовал.
5. Этот телефон современнее, чем тот.
6. Ты чувствуешь себя лучше сегодня, чем вчера?
7. На этой неделе погода прохладнее, чем на прошлой неделе.
8. Наш новый дом дороже, чем старый.
9. Лондонское метро старше, чем Московское.

Task№39. Read the sentences. Open the brackets and choose the right form of the adjective given below.

1. Nick is (happier, the happiest) boy that I know.
2. Of the six cars, I like the silver one (better, best).
3. Jane's notebook is (cheaper, the cheapest) than mine.
4. This is (more delicious, the most delicious) cheese-cake I have ever had!
5. This bookcase is (more beautiful, the most beautiful) than that one.
6. Do you feel (better, the best) today than yesterday?
7. I think my cat is (prettier, the prettiest) of all the cats in the world.
8. Steve Jobs is (more famous, famouser) than Stephen Wozniak.
9. This week the weather is (hotter, more hot) than last week.
10. Our new house is (more expensive, expensiver) than the old one.
11. Girls are usually (cleaner, more clean) than boys.
12. Chemistry was (harder, the hardest) subject at school.

ПРАКТИЧЕСКАЯ РАБОТА № 8

Тема: Sports and traditions of Great Britain and the USA

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Спорт и традиции Великобритании».
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Complete the spidergram



Task№2. Read the text I and mind the Active Vocabulary

- to cling to the past - оставаться верным (взглядам, друзьям)
- tenacity - твёрдость воли, стойкость
- be proud of - гордиться чем-либо
- to cherish - лелеять
- cranberry sauce - клюквенный соус
- stuffed figures - набитые чучела
- red poppies - красные маки
- Morris Dancing - танец в костюмах героев легенды о Робин Гуде
- bowler hat - котелок
- the Changing of the Guard - Развод караулов
- The Trooping of the Colour - Торжественная церемония выноса знамени перед строем.
- to be rich in - быть богатым ч-л
- mince pies - пирожки с начинкой
- are traditionally worn - традиционно носят
- are protected by law - защищены законом
- cemetery - кладбище



Every nation becomes special by means of its own traditions and customs. There is no other nation that clings to the past with the tenacity of the British. They are really proud of their traditions, they cherish them. When we think of Britain we often think of people drinking white tea, eating fish and chips, sitting by the fireplace or wearing bowler hats, but there is much more in Britain than just those things. Some British traditions are royal, such as the Changing of the Guard which takes place every day at Buckingham Palace. The Trooping of the Colour happens on the Queen's official birthday. It's a big colourful parade with hundreds of soldiers and brass bands.

British holidays (Christmas, Easter, Guy Fawkes Night, Remembrance Day) are especially rich in old traditions and customs. A traditional Christmas dinner consists of roast turkey and potatoes, cranberry sauce, sweet mince pies and Christmas pudding. On Christmas Eve children hang up their stockings around the fireplace for Father Christmas to fill with presents. At Easter chocolate eggs are given as presents symbolizing new life. Guy Fawkes Night is also known as Bonfire Night because English people burn stuffed figures on bonfires. On Remembrance Day red poppies are traditionally worn in memory of servicemen who lost their lives in wars.



National Morris Dancing can be seen throughout the month of May in most of English and American villages. Groups of men and women wear coloured costumes, carry white handkerchiefs and perform their lively folkdance.

One of Englishmen's traditions is their tender love for animals. Pets are members of English families and are protected by law. There are even special cemeteries for animals in Great Britain. Most English people love their gardens too. They enjoy gardening and decorating their houses with beautiful flowers and plants.

Sports play an essential part in the life of Britain and it is a popular leisure activity. Rugby, golf, cricket, polo and horseracing are British national sports and they are played on village greens and in towns on Sundays.

Politeness and punctuality are typical features of all British people. They often say "Sorry", "Please" and "Thank you" with a smiling face and they always try to arrive on time.

The British are also traditional about their breakfast. They usually eat bacon and eggs, a toast with orange jam, a bowl of cereals or porridge in the morning.

There are over 60 thousand pubs in the United Kingdom. Pubs are an important part of British life too. People talk, eat, drink, meet their friends and relax there.



Task №3. Read the text one more time and match the pairs.

1	tenacity	a. - лелеять	
2	to cling to the past	b. - клюквенный соус	
3	to be rich in	c. - пирожки с начинкой	
4	are protected by law	d. - котелок (головной убор)	
5	to cherish	e. - твёрдость воли, стойкость	
6	stuffed figures	f. - красные маки	
7	mince pies	g. - быть богатым ч-л	
8	be proud of	h. - оставаться верным (взглядам, друзьям)	
9	red poppies	i. - набитые чучела	
10	cranberry sauce	j. - защищены законом	
11	bowler hat	k. - гордиться чем-либо	

Task №4. Read the text one more time and find the English equivalents to the Russian ones.

Они горды своими традициями; зажигательные народные танцы; поджигать чучела на кострах; жареной индейка; Церемония выноса знамени; подвешивать чулки возле камина; традициям и обычаям; рождественский ужин; красочный парад; с упорством британцев; красочные костюмы; традиции являются королевскими; национальные виды спорта; играть на зеленых сельских лужайках; традиционно носить красные маки; почтить память; держать в руках белые платки; встречаются с друзьями и отдыхают; есть яичницу с беконом

Task №5. Read the text once again and translate the sentences.

1. Трудно найти другую такую нацию, которая остается верной своему прошлому с упорством британцев. 2. Они очень горды своими традициями и бережно их хранят. 3. Британцы любят пить чай с молоком, сидеть у камина и есть традиционный британский завтрак. 4. Некоторые британские традиции являются королевскими. 5. Смена караула происходит каждый день у Букингемского дворца. 6. Церемония выноса знамени проходит в официальный день рождения Королевы. 7. Это большой красочный парад. 8. В нем принимают участие сотни солдат. 9. Традиционный рождественский ужин состоит из жареной индейки с картофелем, клюквенного соуса, сладких пирожков и рождественского пудинга. 10. В канун Рождества дети подвешивают чулки возле камина. 11. Они верят, что Санта наполнит их подарками. 12. В Пасху в качестве подарков раздаются шоколадные яйца, как символ новой жизни. 13. Британцы любят отмечать Ночь Гай Фокса или Ночь Костров. 14. В День памяти традиционно носят красные маки. Так им образом они почитают память погибших в войнах военных. 15. Животные являются членами английских семей. 16. Они находятся под защитой закона.

Task №6. Read the text I one more time and get ready to retell it.

Task №7. Read the text II and mind the Active Vocabulary

Active Vocabulary

- medieval [ˌmediːvl] clothes - средневековая одежда
- Yeomen [ˈjəʊmən] - служитель при дворе (короля или дворянина) / (ист.) (крестьянин в Англии 14-18 вв., ведший, как правило, самостоятельное хозяйство)
- the Yeomen-Warders- лейб-гвардейцы, дворцовая стража
- warder [ˈwɔːdər] - привратник
- The Horse Guards [ˈhɔːs, gɑːdz] - королевская конная гвардия
- regiment [ˈredʒɪmənt] -полк
- The Horse Guards regiment - конный гвардейский полк (в Великобритании)
- two rows of benches - два ряда скамеек
- a sack of wool - мешок, набитый шерстью
- the Lord Chancellor [ˌlɔːdˈtʃɑːnsələ] - лорд-канцлер (один из ведущих членов кабинета, спикер палаты лордов)
- stripe on a carpet - полоска / лента на ковре

- **Order!** - **К порядку!** (призыв председателя на совещании)
- sword [sɔ:d] - меч;
- start fighting- начать драться
- remind [rɪ'maɪnd]- напоминать (о чем-либо)

If you arrive in Great Britain, you'll hear the word "**tradition**" everywhere. Englishmen have sentimental love for things and traditions. They never throw away old things. In many houses in Great Britain they have fire-places and though their bedrooms are awfully cold, the English people do not want to have central heating because they do not want to have changes. Therefore **the Yeomen-Warders** are dressed in traditional **medieval clothes** and the traditional dress of **the Horse Guards regiment** has existed since the twelfth century.



In the House of Lords of the British Parliament there are **two rows of benches** for lords and **a sack of wool** for **the Lord Chancellor** to sit on it. This is so because in the old times wool made England rich and powerful.

In the House of Commons you will see two rows of benches for the two parties: the government on one side and the opposition - on the other.

In front of the benches there is the strip on a carpet and when a member speaking in the House puts his foot beyond that **strip**, there is a shout "**Order!**". This dates from the time when the members had **swords** on them and during the discussion might want to **start fighting**. The word "order" **reminded** them that no fighting was allowed in the House

Task№8. Find in the text English equivalents to the Russian ones.

Приезжать (прибывать) в Британию; средневековая одежда; мешок с шерстью; камин; выбрасывать старые вещи; два ряда скамеек; правительство; начинать драться; за линию; член (парламента); Палата Общин; богатый и могущественный

Task№9. Read the text and answer the question? Mind the Active Vocabulary

- | | |
|---|--|
| - a sports-lover - любитель спорта | - amateur – любитель |
| - without - без | - take place at / in - принимать участие в |
| - There are plenty of - существует множество... | - a spectator - зритель |
| - be interested in - интересоваться ч.-л. | - the chief spectator sport - главный зрелищный спорт (для зрителей) |
| - in the whole world - во всем мире | - competition - соревнование |
| - cold enough - достаточно холодно | - crowds of people - толпы людей |

-What is the main idea of the text?

The British are known to be great sports-lovers, so when they are neither playing, nor watching games, they like to talk about them. Many of the games we play now have come from Britain. One of the British games is cricket. It is often played in schools, colleges, universities, and by club teams all over the country. Summer isn't summer without cricket. To many Englishmen cricket is both a game and the way of life.

But as almost everywhere else in the world, the game, which attracts the greatest attention, is football, or soccer. There are plenty of professional and amateur soccer clubs all over Britain. International football matches and the Cup Finals take place at Wembley Stadium.

Rugby football is also very popular, but it is played mainly by amateurs. Next to football, the chief spectator sport in British life is horseracing. Many people are interested in the races and risk money on the horse, which they think, will win. Derby is perhaps the most famous racecourse competition in the whole world.

Britain is also famous for motorcar racing, dog racing, boat racing, and even races for donkeys. The famous boat racing between the teams of Oxford and Cambridge attracts large crowds of people.

A great number of Englishmen play tennis. Tennis tournaments at Wimbledon are known all over the world.

The British also like to play golf, baseball, hockey, and grass hockey. Various kinds of athletics, such as running, jumping, swimming, boxing are also popular.

You can sometimes hear that there are no winter sports in England. Of course, in England it's not always cold enough to ski, skate, or toboggan, but winter is a good season for hunting and fishing.

Task№10. Read the text once again and complete the table.

British sports		
Professional sports	Amateur sports	Spectacular sports

Task№11. Translate the sentences into English. Use the Active Vocabulary

1. Британцы являются большими любителями спорта.
2. Многие любят заниматься спортом.
3. Некоторым нравится наблюдать за игрой.
4. А некоторым просто нравится говорить о спорте.
5. Многие современные игры были изобретены в Великобритании.
6. Одна из многих британских игр - крикет.
7. В него часто играют в школах, колледжах, университетах и клубных командах по всей стране.
8. Крикет для многих англичан - и игра, и образ жизни.
9. Большинство людей любят футбол.
10. По всей Великобритании существует много профессиональных и любительских футбольных клубов.
11. Международные футбольные матчи и финалы кубка проводятся на стадионе Уэмбли.
12. Многие Британцы любят играть в регби. Это больше любительский спорт.
13. Наряду с футболом главным зрелищным спортом (спортом для зрителей Британии) являются скачки.
14. Великобритания

известна автомобильными гонками, собачьими бегами, лодочными гонками и даже гонками ослов. 15. Знаменитые лодочные гонки между командами Оксфорда и Кембриджа привлекают большие толпы людей. 16. Британцам также нравится играть в гольф, бейсбол, хоккей и хоккей на траве. 17. Различные виды легкой атлетики, такие как бег, прыжки, плавание, бокс также популярны. 18. Огромное число англичан играет в теннис. Теннисные турниры в Уимблдоне известны во всем мире.

Task№12. Read and translate the text. Mind the Active Vocabulary

reputation - репутация

to be mad about - быть без ума от

soccer - футбол

amateur - любитель

rugby - регби

rules - правила

village green - деревенская лужайка

The British have a reputation for being mad about sports. In fact, they like watching sports more than playing them. The British are spectators and the most popular spectator sports are cricket and football.

Football is the most popular game. Football, or soccer, is an example of a professional game. The game of football was first played in Britain, and later people began to play football in other countries.

There are many amateur soccer players in Britain who play the game on Saturday or Sunday afternoon. Amateur clubs often play against professionals. Almost every school has its football team and every boy in Britain knows a lot about the game. He can tell you the names of the players in the most important teams, he has pictures of them and knows the results of many matches.

Rugby is another popular British sport which is played in other countries. It is also called rugby football. The story is told that in 1823 boys at Rugby school in England were playing football in the normal way, when suddenly one boy picked the ball up and ran with it. That was how a new game was born. There are two forms of rugby football: the amateur game and the professional game. The two games have different rules.

Football is the favourite winter game in Britain and cricket is the favourite summer sport. Amateur cricket has the same rules as the professional game. A typical amateur cricket match takes place on a village green, an open space in the centre of the village. It is played between two teams - the «home» team and the «visitors» who come from another village.

Task№13. Read the text once again and answer the questions.

1. What reputation do the British have?
2. What is the most popular game in Britain?
3. Where was the game of football first played?
4. When do amateur soccer players play in Britain?
5. What can every boy in Britain tell you?
6. How was rugby born?

7. What is the favourite summer sport?
8. Where does a typical cricket match take place?

Task№14. Read the text once again and find the English equivalents to the Russian ones.

имеют репутацию людей; без ума от спорта; любительский крикет; футбольную команду; на самом деле; любят смотреть; заниматься спортом; Британцы зрители; футбол наиболее популярная игра; футбол - это образец профессиональной игры; футболисты - любители; любительские клубы; профессиональными; каждая школа; он может назвать вам имена игроков наиболее известных команд, у него есть их фотографии; он знает результаты многих матчей; в крикет играют две команды; один мальчик схватил мяч руками; футбол - любимая игра; иметь те же правила; деревенская лужайка; на открытом месте; в центре деревни.

Task№15. Read the text III. «American customs and traditions» and be ready to answer the following questions.

Questions

1. What are American people like?
2. What are the main American holidays mentioned in the text?
3. How can you characterize the cuisine in the USA? Does it differ greatly from those coming from Russia and Great Britain?
4. Which American holiday would you like to experience? Why?

The United States of America is the country with the most diverse cultures. As it is the land of immigrants, almost every nation of the world has contributed something to American traditions and customs. Some of them may seem quite strange and completely different from those of our native country.

First, we must say that American people are not just the nation of fast food and baseball caps. It is a unique nation rich in its traditions and typical habits. Americans like smiling, handshaking and joking. They protect their privacy and avoid discussing such controversial subjects as religion, money, politics and personal values. At the same time the people are really friendly and open-minded. Many Americans appreciate independent thinking. They are always punctual and wait their turn in lines patiently.

Baseball, basketball, football and bowling are America's favourite pastimes. These kinds of sports are played all over the country by thousands of amateurs.

Most of the US holidays are authentically American and celebrated in all the states. These are Thanksgiving Day, Columbus Day, Independence Day, Presidents' Day, Veterans' Day, Memorial Day, Halloween and St. Valentine's Day.

On Christmas Eve the people decorate their homes with holly and mistletoe, they hang stockings over the fireplace and leave cookies and milk for Santa. As for Independence Day which is celebrated in summer, American families are always happy to drive to the countryside to enjoy picnics, barbecues and camping trips. In

the evenings there are always impressive fireworks. As for Halloween, adults and children like to carve “jack-o-lanterns”, dress up in scary costumes and attend parties. Kids also adore roaming from door to door asking for sweets and shouting “trick or treat”.

The type of traditional food in the USA varies depending on the region or the state. Southern states, for instance, are known for fried chicken and dumplings, alligator meat and corn bread. In Texas the cuisine is mostly influenced by Mexican burritos, tacos and chili peppers. On Thanksgiving and Christmas Days American people have really huge family dinners. The traditional food on Thanksgiving Day is roast turkey, mashed potatoes, mincemeat pies and pumpkin pies. At Christmas the Americans cook roast turkey, sweet potatoes, cranberry sauce, “hopping John”, plum puddings, apple pies and mince pies.

There is a unique American holiday which was made famous in the 90-s thanks to a comedy film “Groundhog Day”. According to the folk saying, if a groundhog emerges out of its burrow on a cloudy day the spring will come early. If not - the winter is going to stay for the next 6 weeks.

Active Vocabulary

- contribute to - вносить вклад в
- handshaking - рукопожатие
- avoid discussing - избегают обсуждения
- protect privacy - защищать право на личную жизнь
- open-minded - прогрессивных взглядов
- amateur - любитель (не профессионал)
- holly - остролист
- to decorate - украшать (чем -либо)
- mistletoe - омела
- firework - фейерверк
- to watch firework display - смотреть фейерверки
- are known for - известны (чем-то)
- cuisine - кухня (народа)
- is influenced by - находится под влиянием
- cranberry sauce - клюквенный соус
- “hopping John”- жаркое с горохом и рисом
- groundhog - сурок
- a burrow [ˈbʌrəʊ] -нора
- appreciate independent thinking - ценить независимое мышление
- punctual - пунктуальный
- favourite pastimes - любимые развлечения (хобби, занятие)
- are celebrated - праздноваться
- to celebrate - отмечать, праздновать
- to drive to the countryside - едут за город
- to enjoy picnics- насладиться пикником
- camping trip - поход с палатками
- to carve - вырезать, резать
- to roam - бродить
- to shout - кричать
- dumplings - пельмени, вареники
- roast turkey - жаркое из индейки
- mashed potatoes - картофельное пюре
- mincemeat pies - пирожки с начинкой
- pumpkin pie - тыквенный пирог
- to emerge - появиться, вынырнуть (откуда-либо)

Task №16. Read the text once again and complete the table.

American people are..	Typical habits of Americans	The American cuisine	American holidays		
			Thanksgiving Day	Halloween	Christmas

**Task №17. Read the text once again and translate the sentences given below.
Mind the Active vocabulary**

Part I.

1. Соединенные Штаты Америки являются страной с самой разнообразной культурой. 2. Это земля иммигрантов. 3. Некоторые американские обычаи и традиции могут показаться странными. 4. Они могут совершенно отличаться от тех, что присутствуют в нашей родной стране. 5. Американский народ – это не просто нация фаст фуда и бейсбольных кепок. 6. Эта нация богата своими традициями и характерными привычками. 7. Американцы любят улыбаться, обмениваться рукопожатиями и шутить. 8. Они оберегают свое личное пространство. 9. Они избегают обсуждения таких тем, как религия, деньги, политика и личные ценности. 10. В то же время люди очень дружелюбны и открыты. 11. Многие американцы ценят независимое мышление. 12. Американцы всегда пунктуальны и терпеливо ожидают своей очереди в толпе. 13. Американцы любят бейсбол, баскетбол, футбол и боулинг. 14. Тысячи любителей-спортсменов играют в эти виды спорта по всей стране.

Part II.

15. Самые популярные праздники в Америке - День благодарения, День Колумба, День Независимости, День президентов, День ветеранов, День памяти, Хэллоуин и День св. Валентина. 16. В День Независимости, который празднуется летом, американские семьи с удовольствием выезжают на природу и устраивают пикники, барбекю и разбивают палатки. 17. Вечером люди наслаждаются невероятными фейерверками. 18. В Хэллоуин взрослые и дети обычно вырезают фонари из тыквы, наряжаются в страшные костюмы и ходят на вечеринки. 19. Дети также просто обожают бродить от дома к дому и просить конфеты, покрикивая «сладость или гадость». 20. В канун Рождества люди украшают свои дома остролистом и омелой, подвешивают над камином чулки и оставляют для Санты печенье и молоко.

Part III.

21. США состоят из 50 штатов. Это страна иммигрантов, поэтому тип традиционной еды в США отличается в зависимости от региона или штата. 22. Южные штаты известны жареным цыпленком и клецками, мясом аллигатора и кукурузным хлебом. 23. На кухню Техаса оказали большое влияние мексиканские буррито, тако и перчики чили. 24. В Дни Благодарения и Рождества американцы устраивают огромные семейные застолья. 25. Традиционной едой в День благодарения является жареная индейка, картофельное пюре, мясные пирожки и пирожки с тыквой. 26. В Рождество американцы готовят жареную индейку, сладкий картофель, клюквенный соус, жаркое с рисом и горошком, сливовый пудинг, сладкие и яблочные пирожки.

Listening and watching Section

Task№18. Watch the video and answer the questions.

Questions

1. What are the names of the most famous holidays which were shown in the Episodes?
2. What food do people usually cook for Christmas?
3. What do people traditionally do when sitting at the Christmas table?
4. What weird traditions do they follow every year?
5. Do mince pies always have meat as a filling inside?

Task№19. Watch the video ones again and get ready to tell about one of the most famous traditions in America or Great Britain.

Task№20. Listen to the story devoted to the topic «The Gun Powder Plot». Mind the Active Vocabulary

Active Vocabulary

- | | |
|--|--|
| - to confess - признаваться (в чем-то) | - to torture - пытать |
| - a cellar - подвал | - to execute - казнить |
| - a relative - родственник | - a barrel of powder - бочка с порохом |
| - to warn - предупреждать | - gunpowder - порох |

Task№21. Listen to the story once again and put the sentences in the right order according to the story.

- a. Guy Fawkes was a Catholic. He hates the king because he was unfair to Catholics.
- b. Guy Fawkes joined a group of men. They wanted to kill the king. They decided to put the gunpowder in a cellar under the Houses of Parliament.
- c. One of the men had a relative in the Parliament. So, he often visited the House of Parliament.
- d. Guy Fawkes entered the cellar on the night of November 5th and was about to light the gunpowder. The king's men were already there.
- e. He warned his relative about the plan. His relative warned king James.
- f. Guy Fawkes was caught.
- g. They wanted to know the names of the other men. They tortured Guy Fawkes until he confessed.

1	2	3	4	5	6	7

Task№22. Look through the story once a gain and get ready to retell it. Mind the Active Vocabulary.

Grammar Section

Present Perfect Active / Present Perfect Passive.

(Настоящее совершенное в АКТИВНОМ залоге / Настоящее совершенное в Пассивном Залоге)

Task№23. Change the sentences with Present Perfect Active into Present Perfect Passive.

Model: I have already finished my work. My work ... - My work has already been finished.

1. I have already taken the books back to the library. The books ...
2. She has just posted those letters. Those letters ...
3. The teacher has already checked my test. My test ...
4. He has lost the key. The key ...
5. We have opened all the windows. All the windows ...
6. I have bought bread on the way home. Bread ...
7. I have done this exercise. This exercise ...

Task№24. Imagine that your classroom and the college yard have been thoroughly cleaned. Say what has been done by whom.

Example The windows ... (to wash) - The windows have been washed by the girls.

1. The desks ... (to wash)
2. The flowers ... (to water)
3. The floor ... (to mop)
4. The furniture ... (to dust)
5. The grass ... (to cut)
6. The trees ... (to cut)

Task№25. Answer the questions about your English lesson using Present Perfect Passive.

1. Have you been asked to read a text?
2. Has the text been translated?
3. Have the new words been written down?
4. Have the exercises been done by all the pupils?
5. Has your friend been asked to recite something?
6. Has large homework been given?
7. Who has been given good (bad) marks?
8. Have you been praised by the teacher?

Task№26. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

1. Peter ... (to break) the window.
2. The exercise ... (to write) already.

3. The text ... (to translate) by Victor.
4. The teacher just ... (to explain) the new rule.
5. We (to learn) the Passive Voice already.
6. A new school ... (to build) in this street.

Task№27. Translate into English using Present Perfect Active or Passive.

Я только что купил газету. 2. Телевизор только что выключили. 3. Он уже ответил на вопрос. 4. Слова только что написали на доске. 5. Мы уже говорили об этом. 6. Все ответы уже даны. 7. Об этом только что сказали по радио. 8. Я уже смотрел этот фильм 9. Мне ничего об этом не говорили. 10. Все предложения уже написаны.

ПРАКТИЧЕСКАЯ РАБОТА № 9

Тема: Geographical position and climate pattern of the USA

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Географическое положение и климатические особенности США».
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись, видеозапись;
- карта США

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Look at the map. Answer the questions given below.

1. What seas and oceans is the USA washed by?
2. Are there any lakes on the territory of the USA?
3. What rivers can you find on the map of the USA?
4. Is the USA an island country?
6. What countries does America boarder on?
7. What is the capital of the USA?
8. How many states is America made up?
9. What is the climate of the USA?



Task№2. Think over and finish the sentences. Express your opinion.

1. I know that America is ...
2. I would like to learn some facts about ...
3. I'm pretty sure that ...
4. It is a generally accepted fact that ...

Task№3. Look at the pictures given below. Decide whether they come from the USA or not. Complete the table.

1. Death Valley

2. The Mississippi River

3. Monument Valley

4. The Niagara Falls

5. Yellow stone's geyser

6. Grand Canyon National Park

A.



B.



C.



D.



E.



F.



1	2	3	4	5	6

Task№4. Read the short texts about some places in America. Look at the pictures given in task№3. Entitle the texts. Mind the Active Vocabulary

Active Vocabulary

- the Bridal Veil- свадебная фата
- to overlap - покрывать / иметь общую часть
- to overlook smth. - выходить на ...
- altitudes - высота над уровнем моря
- environmental occurrence - внешнее (про)явление
- diverse plant life - разнообразная растительная жизнь
- harsh environment - суровые условия
- take up residence - поселиться, обосноваться
- meager amount - незначительное количество
- incredibly long - невероятно длинные

- glacier - ледник
- roughly - приблизительно
- the height of - высота ...
- the width of - ширина ...
- Horseshoe - подкова
- the border - граница
- valley floor - русло долины
- to adapt to - адаптироваться к ...
- precipitation - осадки
- roots - корни
- the length - длина

- Old Faithful - проверенный временем
- Few things in life are certain - Несколько вещей в жизни неизменны
- to endure - терпеть (выносить)
- the sweltering heat - духота
- to experience - испытать, пережить
- a natural wonder - чудо природы
- ride mules - ехать верхом на мулах
- the Navajo Nation [ˈnævəˈheɪv] - племя навахо
- butte [ˈbju:t] - одинокий холм с крутыми склонами
- advertisement - рекламный модуль
- to flow - течь
- on average - в среднем
- to erupt - извергаться
- the majesty - величие
- to hike - путешествовать пешком
- to raft - сплавлиаться
- sandstone - песчаные
- a cluster of - группа объектов
- elevation - высота
- backdrop - декорация, фон

1. It is made up of three falls - Horseshoe Falls, the American Falls and the Bridal Veil Falls. They overlap the border between Canada and the United States. On one side of the falls is Niagara Falls, Ontario, (Canadian province) and on the other is Niagara Falls, N.Y. The two cities with the same name overlook one of the world's most famous attractions. It was created roughly 10,000 years ago by glacier activity. It is the largest producer of electricity in the state of New York. Roughly 30 million people visit the Niagara falls every year. The largest of Niagara Falls', Horseshoe Falls, is not the largest waterfall in the world. There are roughly 500 waterfalls around the globe that are higher than Niagara. The height of the Niagara falls is 53 meters. The width of the American falls is 323 m, and the height of the Horse Shoe is 792m.

2. It is a land of extremes - extreme temperatures, altitudes, and environmental occurrences. Because of this, it has been the catalyst for some of the most unusual historical phenomenon. Despite its extreme temperatures and harsh environment, it has surprisingly diverse plant life. Some take up residence on the valley floor, and have adapted to the meager amount of precipitation by growing incredibly long roots.

3. It flows through 10 states in the U.S. including Louisiana, Mississippi, Arkansas, Tennessee, Kentucky, Missouri, Illinois, Iowa, Wisconsin, and Minnesota. It serves as the present-day source of daily water for 62 cities in the United States. Its length is 3778 km.

4. Few things in life are certain besides death, taxes and Old Faithful. Yellowstone's largest geyser erupts every 74 minutes on average - that is about 20 times a day.

5. Visitors to Arizona's Grand Canyon National Park endure the sweltering heat of the southwest to experience the majesty of a natural wonder. The canyon attracts nearly 5 million visitors each year who hike, raft, ride a bike and even ride mules through the park.

6. This is perhaps the most famous example of the classic American West landscape, located within the Navajo Nation on the border of Arizona and Utah. It is characterized by a cluster of vast sandstone buttes, the largest reaching 300 meters above the valley floor. Monument Valley experiences a desert climate with cold winters and hot summers. Temperatures in Monument Valley usually range from 31 to 34 °C in the summer. Winter temperatures are usually above freezing in the daytime and below freezing at night, and sometimes drop below zero Fahrenheit

during the nights. The elevation of the valley floor ranges from 1,500 to 1,800 meters above sea level.

The valley has been the backdrop for many movies and advertisements, ranging from Marlboro cigarette ads to the films of John Ford to Back to the Future 3 and Forrest Gump.

Task№5. Read the short texts again and find the English equivalents to the Russian ones.

долина; испытывать духоту; фон (декорации); он состоит из трех водопадов; западный ландшафт; каньон привлекает; Долина Монументов; гейзер извергается; на границе с; источник ежедневного потребления воды; над уровнем моря; в течение дня; пустынный климат; она протекает через 10 штатов; ночью; одинокие песчаные холмы с крутыми склонами; подкова; провинция; приблизительно; ширина и высота водопада; незначительное количество; самый крупный генератор энергии; ледниковая активность; выше чем; самое необычное историческое явление; суровые условия; не смотря на высокие температуры; группа объектов

Task№6. Look through the words and make up new groups of words.

1	extreme	a. a desert climate	
2	the backdrop for	b. temperatures	
3	to endure	c. sandstone buttes	
4	to experience	d. occurrences	
5	despite its extreme	e. erupts	
6	the canyon attracts	f. diverse plant life	
7	environmental	g. temperatures	1g. экстремальные температуры
8	a cluster of	h. the sweltering heat	
9	it has	i. million visitors	
10	the geyser	j. movies and advertisements	

Task№7. Read the key words and match them with their explanations

1	a monument	a. a place where water flows over the edge of a cliff, rock, or other steep place onto another level below
2	a geyser	b. a hill with a flat top and steep sides in a flat area of land
3	a river	c. a long deep valley with very steep sides made of rock
4	a waterfall	d. a structure built in a public place to celebrate an important person or event
5	a canyon	e. hot water and steam that shoot up out of the earth
6	precipitation	f. a large area of water that flows towards the sea
7	the width	g. the distance from one side of something to the other

8	a butte	h. rain, snow, hail etc.
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Task №8. Read the first part of the text «The geographical position of the USA» and mind the Active Vocabulary.

Active Vocabulary

- | | |
|--|---|
| - it includes - она включает ... | - crops - сельскохозяйственные культуры |
| - borders on - граничить с | - a rancher - владелец скотоводческого хозяйства, фермер |
| - raise corn - выращивать кукурузу | - grassland - пастбища, сенокосное угодье |
| - fertile land - плодородная земля | - to plant spring wheat - выращивать яровую пшеницу |
| - densely populated - плотно населено | - fine beef cattle - крупный рогатый скот мясного направления |
| - damp heat - влажное тепло | - the Great Plains- плато Великие равнины (Канада, США) |
| - rice - рис | - stretches from ... to - простираться от до... |
| - be known for - известен (чем-либо) | - the fourth largest - четвертая по величине |
| - barren desert - бесплодная пустыня | - rural area- сельскохозяйственный район |
| - heavy forest - густой лес | |
| - high-peaked mountain - высокая гора | |
| - a tributary - приток (реки) | |
| - be rich in ... - быть богатым чем-либо | |

Part 1.

The United States of America is the fourth largest country in the world after Russia, China and Canada. It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometres. Alaska is the largest of America's 50 states and it is 400 times the size of Rhode Island which is the smallest. The country is so large that a coast-to-coast trip by plane will take five and a half hours, by train three days and by car from five to six days. The USA borders on Canada in the north and on Mexico in the south. The south-eastern coast of the country is washed by the Gulf of Mexico and the US also has coasts on the Arctic, Pacific and Atlantic Oceans. The USA has a sea border with Russia.

The USA is made up of 50 states and the District of Columbia where the capital of the country, Washington, is situated. The population of the country is about 327 million people. Some states are more densely populated than the others, for example, Alaska has half of the Rhode Island's population. More citizens of the USA live in rural areas. It is not surprising that most of the people of the United States live in the eastern half of the country although California on the West Coast is the most populous state. It is to the East Coast the first settlers from Europe came when they crossed the Atlantic. They were attracted by the fertile lands of the Atlantic coast in the southeast and inland beyond the eastern Appalachian mountains. This part of the country gets enough rainfall for crops, has valuable forests and most of the country's rich in iron and coal deposits. As America expanded westward, so did its farmers and ranchers, cultivating the grasslands of the Great Plains and finally the fertile valleys of the Pacific Coast. Today American farmers plant spring wheat on the cold western plains, raise corn, wheat and fine beef cattle in the Midwest, and

rice in the damp heat of Louisiana. Florida and California are famous for their vegetable and fruit production, and the cool, rainy northwest states are known for apples, berries and vegetables.

The land varies from heavy forests covering 2,104 million hectares, to barren deserts, from high-peaked mountains (the highest peak is Mount McKinley in Alaska) to deep canyons (Death Valley in California is 1,064 meters below sea level). The highest mountains in the USA are the Cordilleras that run the length of the west coast and include the Rocky Mountains and the Sierra Nevada.

America's largest rivers are the Mississippi with its tributary Missouri, the Rio Grande, the Ohio and the Columbia. The broad Mississippi River system runs 5,969 kilometers from Canada into the Gulf of Mexico and is the world's third longest river after the Nile and the Amazon. The USA is famous for its five Great Lakes: Lake Erie, Lake Ontario, Lake Huron, Lake Superior and the Michigan. The first four lakes are on the border with Canada and are the largest and deepest in the USA. There are also a lot of small lakes and the northern state of Minnesota, for example, is known as the land of 10,000 lakes.

The USA is rich in mineral resources; their wealth provides a solid base for American industry. It has major deposits of oil and gas in Texas and Alaska, coal in Virginia and Ohio, gold in Alaska and California, silver in Nevada, non-ferrous metals in Arkansas and Colorado.

The largest cities of the USA are New York, San Francisco, Los Angeles, Chicago, Philadelphia, Detroit and some others.

Task№9. Read the first part of the text ones again and match the pairs.

1	a mountain	a. ...- быть богатым чем-либо
2	fine beef cattle	b. - плодородная земля
3	densely populated	c. - пастбища, сенокосное угодье
4	to cover	d. - граничить с
5	the fourth largest	e. - густой лес
6	grassland	f. гора
7	a tributary	g. - приток (реки)
8	be rich in	h. - крупный рогатый скот мясного направления
9	borders on	i. - плотно населено
10	crops	j. - четвертая по величине
11	fertile land	k. - сельскохозяйственные культуры
12	heavy forest	l. покрывать (территорию)

Task№10. Read the first part of the text ones again and fill in the gaps with the prepositions. Translate them into Russian.

5. It also includes Alaska ___ the north;
6. a coast-to-coast trip ___ plane will take five and a half hours;
7. the country is made up ___ 50 states;
8. the country is rich ___ mineral resources;

9. The USA have a lot ____ small lakes;
10. The USA is famous ____ its five Great Lakes;
11. America borders ____ Mexico in the south;
12. cultivating the grasslands of the Great Plains;
13. It has major deposits ____ oil and gas

Task №11. Read the first part of the text ones again and find the English equivalents to the Russian ones.

Самые крупные реки Америки; США богаты полезными ископаемыми; густые леса, покрывающие...; со своим притоком; Тихий океан; Северный Ледовитый океан; путешествие по всей территории США; самое крупное и самое глубокое; северный штат; пять с половиной часов; самые высокие горы; долина; каньон; Мексиканский залив; бесплодные пустыни; юго- восточное побережье; достаточно осадков для сельскохозяйственных культур; уголь; овощи; хотя; не удивительно, что...; столица страны

Task №12. Look at the pictures and name them. Use the words from the Active Vocabulary.



a.
c.



b.



d.



f.



e.



1. fertile lands; 2. a coast; 3. heavy forests; 4. deep canyon; 5. mineral resources; 6. rural areas

1	2	3	4	5	6

Task№13. Read some facts on topic «The USA» (part 2) and be ready to discuss it. Use the phrases given in Task№2.

- | | |
|--------------------------------------|---|
| - a zip code - индекс | - easternmost state - самый восточный |
| - to fit - входить | - Aleutian chain - цепь Алеутских островов |
| - to cover - покрывать | - cramped - чрезмерно сжатый |
| - entire population - все население | - celebrate a milestone - отмечать веку |
| - guess - полагать, предполагать | - the Bering Strait - Берингов Пролив |
| - skyscraper - небоскреб | - Roe River - река Роэ |
| - in the middle of - в центре | - shares a coastline - делит побережье |
| - waterway - водный путь / акватория | - common knowledge- общеизвестный факт |
| - fanfare- фанфары | - Big Diomedea - о.-а Диомиды (о-ва Гвоздева) |
| - a champ - чемпион | - crowded - густо населенный, многолюдный |
| - granted - при условии, учитывая... | - densely populated areas - густо населенный территории |
| - Hemisphere - полушарие | - claim rights - заявлять о своих правах |
| - coastline - береговая линия | - a milestone - знаковое событие / века |
| - resident - постоянный житель | - the Arctic Ocean - Северный Ледовитый океан |
| - thanks to - благодаря... | |

1. The world's entire population could fit inside the state of Texas. If all of us lived at the same density level as New York City, the world's population would cover about 648543,383 square kilometers. That means there would technically be enough space for all 7.5 billion people to live in Texas, which is 695663,036 square kilometers in total. Granted, things might get a little crowded.

2. Over 40 buildings in New York City have their own zip codes. Speaking of densely populated areas, Manhattan is so cramped that it has over 200 zip codes. Some skyscrapers are even large enough to have one of their very own. The Empire State, Chrysler, and MetLife buildings are just a few that can claim exclusive rights to their own unique zip code.

3. Alaska is the country's westernmost and easternmost state. How could that be? Islands in Alaska's Aleutian chain extend out into the Eastern Hemisphere.

4. Most people would probably guess that Florida or California have the longest coastlines in the country. But in reality, Alaska is the national coastline champ. Its coast spans 10,686 km in total - which is more than all of the other 49 states combined.

5. California has more residents than all of Canada. Canadian residents celebrated a milestone in 2015 when the country reached a population of 36 million for the first time. But that's still about three million people short of California's population. Roughly more than 39 million people live in the Golden State, which also happens to be the most populous state in America.

6. You can walk from the United States to Russia. During certain times of the year, you can travel by foot between the United States and Russia, thanks to two islands named Big and Little Diomede. (The Ratmanova Island belongs to the Diomede Island in the Bering Strait). It is the easternmost point of the Russian Federation.

The Islands are located in the middle of the Bering Strait. Big Diomede is the easternmost part of the Russian Federation; its neighbor, Little Diomede, is a part of Alaskan territory. When the water freezes in the winter, brave travelers can cross the short distance - about 2.4 miles - between the two islands. Do so at your own risk, though; while experts say making the journey is theoretically possible, it is dangerous and not recommended.

7. The United States is home to the world's shortest river. Do you remember the names of the most well-known rivers in America? The Mississippi, the Colorado, and the Rio Grande might be the first to come to mind. While these famous waterways get a lot of fanfare, many forget about little Roe River in Montana. Roe only flows for about 200 feet = 60,96 m, making it the shortest river in the world.

8. The United States borders three oceans - not just two. It is common knowledge that the United States shares a coastline with the Atlantic and the Pacific Oceans. What few realize, though, is the country also touches the Arctic Ocean along Alaska's northern border.

Task№14. Read the text ones again and entitle each paragraph.

Task№15. Match the terms with their definitions.

1	a zip code	a. someone who lives in a particular place
2	crowded	b. bigger than usual in size
3	an island	c.- small and crowded
4	a milestone	d.- a postcode
5	large	e. a very tall building containing offices or flats
6	a skyscraper	f.- a piece of land that is completely surrounded by water
7	cramped	g.- containing a lot of people, especially too many
8	resident	h. - an event or achievement that marks an important stage in a process

Task№16. Read the text ones again and answer the questions.

1. Is Texas a large state of the USA? Why?
2. What do you know about the rivers of the USA?
3. What are the names of the highest mountains and the longest rivers in America?
4. What state has the longest coastline in the USA?
5. What is the name of the American state that is the most densely populated?
6. How far is the Russian Federation from the USA?
7. How many oceans does America border on?
8. What have you learnt about Alaska?
9. Is America rich in any mineral resources? What are they?

10. What main facts about the USA have you remembered from the text?

Task №17. Look through the facts about the USA and express your opinion. Use the Model.

Model: - Now I know that...

- It was interesting to learn that...
- It is a generally accepted fact that...
- I knew that.../ I didn't know that...

Task №18. Read the text and translate it. Mind the Active Vocabulary.

Active Vocabulary

- | | |
|----------------------------------|--|
| - is divided into - делится на.. | - varies in size considerably - существенно отличается по размеру |
| - Sweden - Швеция | |
| - Iolani Palace - Дворец Иолани | - Bristlecone pine trees - Сосновые деревья Бристлекон |
| - was overthrown - был свергнут | - mountain ranges - горные цепи, горные цепи |
| - moderate - смягчать | - proximity to - территориальная близость к... |
| | - on the leeward side of mountain ranges – с подветренной стороны от ... |

The United States is divided into 50 states. However, each state varies in size considerably. The smallest state is Rhode Island with an area of just 4,002 km². By contrast, the largest state by area is Alaska with 1,717,854 km².

Alaska has the longest coastline in the United States at 10,686 km. Bristlecone pine trees, believed to be some of the world's oldest living things, are found in the western United States in California, Utah, Nevada, Colorado, New Mexico and Arizona. The oldest of these trees is in California. The oldest living tree itself is found in Sweden.

The only royal palace used by a monarch in the U.S. is located in Honolulu, Hawaii. It is the Iolani Palace and belonged to the monarchs King Kalakaua and Queen Lili'uokalani until the monarchy was overthrown in 1893. The building then served as the capitol building until Hawaii became a state in 1959. Today the Iolani Palace is a museum.

Because the major mountain ranges in the United States run in a north-south direction, they have a large impact on the climate of the country's various regions. The west coast, for example, has a milder climate than the interior because it is moderated by its proximity to the ocean, whereas places like Arizona and Nevada are very hot and dry because they are on the leeward side of mountain ranges. Although English is the most commonly spoken language used in the U.S. and is the language used in government, the country has no official language.

The tallest mountain in the world is located in the United States Mauna Kea, located in Hawaii, is only 13,796 feet (4,205 m) in altitude above sea level, however, when measured from the seafloor it is over 32,000 feet (10,000 meters) high, making it taller than Mount Everest (Earth's tallest mountain above sea level at 29,028 feet or 8,848 meters).

The lowest temperature ever recorded in the United States was at Prospect Creek, Alaska on January 23, 1971. The temperature was -62°C . The coldest temperature in the contiguous 48 states was at Rogers Pass, Montana on January 20, 1954. The temperature there was -56°C .

The hottest temperature recorded in the United States (and in North America) was in Death Valley, California on July 10, 1913. The temperature measured 56°C above zero.

The deepest lake in the U.S. is Crater Lake located in Oregon. At 589 m it is the world's seventh deepest lake. Crater Lake was formed via snowmelt and precipitation that gathered in a crater created when an ancient volcano, Mount Mazama, erupted about 8,000 years ago.

Task№19. Read the texts on topic “The geographical position of the USA” once again and translate the sentences. Mind the Active Vocabulary.

Part I.

1. Соединенные Штаты Америки - это объединение 50 штатов и третье по величине государство в мире (после России и Китая). 2. Помимо 50 штатов страна также включает федеральный Округ Колумбия, в котором находится столица США, Вашингтон. 3. Страна занимает территорию более 9,5 миллионов km^2 . 4. Её омывает Атлантический океан с востока и Тихий океан с запада. 5. 48 штатов располагаются в средней части континента Северной Америки, простираясь от Канады на севере до Мексики, Мексиканского залива и Калифорнийского залива на юге. 6. Аляска и Гавайи не примыкают к основной территории государства. 7. Аляска занимает северо-западную часть континента и граничит с Канадой на востоке. 8. Гавайские острова расположены в водах Тихого океана, к юго-западу от материка. 9. К тому же, США владеет заморскими территориями с различной степенью независимости: Виргинскими островами, Самоа, Пуэрто Рико, Гуам, Северными Марианскими островами и некоторыми другими.

Part II.

10. Американский ландшафт разнообразный и впечатляющий. 11. Земля видоизменяется от густых лесов до бесплодных пустынь. 12. Ниагарский водопад, Большой каньон, Скалистые горы, Великие озера и Национальный парк Йеллоустон являются всемирно известными чудесами природы Америки. 13. Большая часть населения США проживает в восточной половине страны. 14. Атлантическое побережье представляет собой, в основном, изрезанную низменную равнину. 15. Для него характерны затапливаемые речные долины и плодородные почвы. 16. Тихоокеанское побережье представляет собой гористую, изрезанную многочисленными фьордами местность. 17. Древние, заросшие лесом, горы Аппалачи простираются от штата Нью-Йорк до штата Джорджия. 18. Между горными цепями Аппалачи и Кордильеры расположены внутренние низменности (прерии). 19. А в Аляске сосуществуют загадочные ледники и цветущая арктическая тундра.

Task№20. Read the text devoted to the topic «Mountain Ranges of the United States». Mind the Active Vocabulary. Translate it. (см. Приложение№1)

A mountain is very big - much bigger than a hill. Sometimes, there are many mountains in a long line. When this happens, we call it a mountain range. A mountain range can go on for hundreds or even thousands of miles. There are three main mountain ranges in the USA. They are called the Appalachians, the Rocky Mountains and the Sierra Nevada Mountains. They are all different to each other in many ways.



The Appalachian Mountains

The Appalachians are on the east side of the USA. They run along for about 1,500 miles. They are the oldest mountains in America - about 480 million years old. The highest mountain in the Appalachians is Mount Mitchell which is **2,037 meters** tall. A lot of these mountains are covered in forest. Pine, Spruce, Birch and Maple trees grow on them. Many animals live in the Appalachians because there are so many trees. There are squirrels, wolves, deer and black bears. When settlers first moved to the USA, they used

wood from the trees for fuel and to build with.

The Rocky Mountains

The Rockies are the longest mountain range in North America and are between the Appalachians and the Sierra Nevada. They are over **4,828 kilometers** long. The highest mountain in the Rockies is Mount Elbert in Colorado which is 4,401 m high. There are warm, rainy summers and cold, snowy winters in the Rocky Mountains. There are forests of Spruce, Pine, Oak, Juniper, and Fir trees. Animals that live there include bighorn sheep, grizzly bears, black bears, coyotes, elk, and deer. Hunters used to trap animals there because their fur was very valuable.





The Sierra Nevada Mountains

The Sierra Nevada Mountains are on the western side of the United States. They are 643,7376 kilometers long. The highest mountain in the Sierra Nevada Mountains is Mount Whitney at 4,421 m. The largest trees in the world grow there. They are called Giant Sequoia trees and they can grow up to 82.3 feet tall. (the highest sequoia was found in the National Park Redwood is 115.6 m). The animals which live there are rabbits, hares and squirrels. Also, wild cats live there but unless you are very patient, you are unlikely to spot them because they are shy. About 150 years ago, thousands of people

rushed to these mountains when gold was discovered there. The Sierra is home to three national parks (Yosemite, Kings Canyon, Sequoia).



Active Vocabulary

- a mountain range - горна цепь (хребет)
- spruce - канадская ель, сосна
- pine - сосна
- fir trees - хвойные деревья
- elk - лось

- the Appalachians - Аппалачи (Аппалачские горы)
- the Sierra Nevada Mountains. - хр. Сьерра-Невада
- the Rocky Mountains - Скалистые горы
- bighorn sheep - снежный баран
- juniper - можжевельник

Task№21. Read some information about the climate pattern of the USA.

American western air comes not from the ocean, but from the continent - extremely cold in winter, oven like in summer. Europe, with its mild oceanic temperatures has a "marine" climate. Americans have the similar climate in their own Pacific Northwest. That is where the climate strongly resembles Britain.

The climate of eastern and central America is "continental" and more resembles Russia. But the farther to the south the warmer. There are four climatic zones within the humid East. The northernmost zone is a region of northern forest that stretches from Maine across northern New England and the upper Great Lakes. The growing season is very short, the winter's long and very cold. Most of the population depends on mining ore, forestry and on recreation. Most of it remains poor country and sparsely populated. Southward is America's rural North - a kind of agricultural New Jerusalem. It is a region of mixed forest. Summers are hotter and longer there than in Europe, and American crops yield more bountifully.

The northern part of the Pacific coast enjoys a moderate climate of temperate zones with a cool summer and a rather warm (for these latitudes) winter without a permanent snow cover and an abundant rainfall on the western slopes of the Cascade Mountains (3000-6000 mm a year).

The southern part of the Pacific coast (California) has a Mediterranean climate: a hot, cloudless and dry summer and a cool and rainy winter with the mean temperatures of 20-25 °C in summer and 5-10 °C in winter. The rainfall is rather small (400-600 mm a year).

The climate on the Atlantic coast is continental-marine with cool summers and rather warm winters with a permanent snow cover in mountainous regions. Further to the south the climate gets warmer, with warmer winters and hotter summers, gradually passing into the monsoon subtropical climate in the extreme south and Florida. The temperatures here are comparable to those on the Pacific coast of California, but the rainfall is heavier and occurs mostly in summer.

The plains of the Appalachian Mountains enjoy a continental climate, with warm summers and cold winters with a permanent snow cover.

The plateaus and tablelands of the Cordilleras have an extreme continental climate with very cold winters and very hot summers. The highest temperature is observed in the Death Valley (sometimes up to 56 °C).

Task№22. Do the quiz “The USA”. Mind the information you have learned.

1. This waterfall is situated in two neighbouring countries. Its right part is in one country and its left is in the other. What river is it on? What countries does it belong to?

2. The most popular letter in the names of the USA states is «M». Name at least 5 states beginning with this letter.

3. «The Valentine State» and «The Mother of Presidents» are the nicknames of two American states. Name them and explain why they were named so.

4. The word «HOMES» helps American schoolchildren to learn the names of the Great Lakes. Try to guess how.

5. There is an idiom in American English - «to cross the Great Divide» in the meaning «to die». What do you think «the Great Divide» is?

6. What are the names of the main mountains and mountain chains of the USA?

7. What is the name of the gulf that is located in the South of the continent? The Gulfstream flows from here.

8. The largest river of the North America.

9. What is the name of the mountains in the East of the continent which are not very high and half-ruined.

10. What is the name of the highest tree in the world that grows in the USA which seeds are the smallest ones?

11. What is the name of the overseas neighbor which is located very close to the USA?

12. The highest point of the continent?

13. What is the name of the Strait where the border between the USA and the Russian Federation lies?

14. Once it was created on the river Colorado. It is the greatest in the world and its depth is up to 1800 meters. What is it?

Task№23. Read the statements and say whether they are true or false.

1). It is washed by the Pacific Ocean in the east, by the Thames in the west and by the Gulf of Mexico in the south. _____

2). The largest amount of rainfall is noted in California and the south-east of the country. _____

3). The USA is situated in the central part of the North American Continent. _____

4). Average winter temperature is about 32 degrees below zero in Alaska and up to 35 degrees above zero in Florida. _____

5). In winter the southern part of the USA usually has a steady snow cover. _____

6). Most of the territory is marked by sharp differences between winter and summer. _____

7).The climate varies from moderate to subtropical continental. _____

Task№24. Read and translate the groups of words given below and make up sentences on topic «The geographical position of the USA» with them.

Most powerful, highly-developed country, North American continent, total area, continental part, the population, capital, major cities, symbol, the USA, the Pacific Ocean, the Atlantic Ocean, Mexico in the South, Canada in the North, the United States of America, the five Great Lakes, the Mississippi, the Gulf of Mexico, the Cordilleras, the Rocky Mountains, the Appalachian Mountains, the Great Plains, the Central Lowland, the Mississippi Valley

Grammar Section

The Present Continuous Passive / Active Voice. (Настоящее длительное в Активном и Пассивном залоге)

Task №25. Read the sentences and translate them. Mind the Present Continuous Active /Passive Voice.

1. The map is being studied very carefully.
2. The temperature is being measured right now.
3. The mount McKinley is being climbed by a group of brave rock climbers right now.
4. The river Mississippi is being spoken about on TV right now.

Task №26. Complete the sentences. Mind the Present Continuous Passive Voice.

1. The letter _____ (write) now.
2. The oranges _____ (buy) now.
3. Sandwiches _____ (make) now.
4. The newspaper _____ (not/read) at the moment.
5. The song _____ (not/sing) now.
6. _____ the candles _____ (light) now?
7. What lecture _____ (give) now?
8. Whose report _____ (listen) to at the moment?
9. _____ the news _____ (report) at the moment?
10. _____ the interview _____ (give) now?

Task №27. Translate the sentences. Mind the Present Continuous Passive Voice.

1. Этим компьютером сейчас не пользуются.
2. Комнату сейчас убирают.
3. Доклад вчера слушали полчаса.
4. Ваш костюм вчера гладили 20 минут.
5. Ждут его?
6. Красили Вашу комнату долго вчера?
7. Обед готовят.
8. Пишут приглашения сейчас?
9. Мою машину вчера ремонтировали целый день.
10. Её сейчас спрашивают.

Task №28. Put the sentences from tasks № 25, 26, 27 in the Present Continuous Active. Translate them into Russian.

ПРАКТИЧЕСКАЯ РАБОТА № 10

Тема: Natural resources, commercial and industrial life of the USA.

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике.

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Природные ресурсы, промышленность и экономика США».
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- аудиозапись, видеозапись;
- карта США

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Read the text and try to understand the main idea of the text. Mind the Active Vocabulary

Active Vocabulary

- | | |
|------------------------------------|---|
| - coalmine - угольная шахта | - industry includes - тяжелая промышленность |
| - is mined - добывают | - textile industry - текстильная промышленность |
| - oilfield - месторождение нефти | - metallurgical engineering - металлургия |
| - agriculture - сельское хозяйство | - wide-spread - широко распространённый |
| - iron ore - железная руда | - prairie region - степные районы (прерии) |
| - are developed - развиты | - cattle farming - скотоводство |
| - wheat - пшеница | - poultry farming - птицеводство |
| - grain crops - зерновые культуры | - wood-working industry - деревообрабатывающая промышленность |
| - are grown - выращивают | - have not been exhausted - не исчерпаны |
| - marketing - торговля, сбыт | - crop production - растениеводческая продукция |
| - petrol - бензин, горючее нефть | - animal husbandry - животноводство |
| - maize - кукуруза | - cattle breeding - животноводство |
| - new discoveries - новые открытия | - a wide range of - широкий ассортимент |
| - chemistry - химия | - resources - ресурсы (природные) |
| - great emphasis - большой акцент | |

Natural Resources and economy of the USA

The United States is a highly industrialized country with various branches of heavy industry prevailing, namely the mining, metallurgical, automobile and chemical industries as well as engineering. Many branches of light industry are also developed, among them are the textile, clothing, food and wood-working industries.

The United States is rich in natural resources the main being iron ore, coal and oil. The nation produces more than 100 million tons of iron a year. Four fifths of the ore mined in the USA comes from the Great Lakes region. Though a great deal of the ore has been used up, its resources have not been exhausted, most of the coal mined in the USA is used by power plants to produce electricity. Coal is also used in the chemical industry for the manufacture of plastics and other synthetics.

The production, processing and marketing of such oil products as petrol (called "gasoline" or "gas" in the USA) make up one of America's largest industries. The basic metals and minerals mined in the United States are zinc, copper and silver.

There are two branches of agriculture in the United States. They are crop production and animal husbandry. Some of the main crops grown in the USA are wheat, maize, cotton, tobacco and fruit. Cattle breeding and pig raising make up an important branch of America's agriculture. Motor industry heart - area of Detroit (the country northeast). High technologies are most developed in a so-called Silicon Valley (California), Chicago, Philadelphia, Boston, New York. Also New York - one of the world centres of light industry, the fashion industry. New industries are created as new discoveries are made in physics, chemistry and other sciences. Atomic energy, for example, has created a wide range of new industries. Electronics has become a major industry. Great emphasis is being made on the war industry.

Task №2. Read the text №1 once again and match the English equivalents with the Russian once.

1	industry includes	a. - развиты
2	coalmine	b. - текстильная промышленность
3	wood-working industry	c. - железная руда
4	crop production	d. - степные районы (прерии)
5	cattle breeding	e. - угольная шахта
6	oilfield	f. - кукуруза
7	are grown	g. - тяжелая промышленность
8	metallurgical engineering	h. - месторождение нефти
9	textile industry	i. - широко распространённый
10	are developed	j. - животноводство
11	maize	k. - выращивают
12	iron ore	l. - деревообрабатывающая промышленность
13	prairie region	m. - металлургия
14	wide-spread	n. - растениеводческая продукция

Task №3. Read the text №1 once again and fill in the gaps with the proper preposition. Translate them.

1. a highly industrialized country ___ various branches;
2. two branches __ agriculture;
3. America is rich __ natural resources;
4. Some __ the main crops grown in America;
5. High technologies are developed __ a so-called Silicon Valley;
6. more than one hundred million tons __ iron a year;
7. it is used ___ the chemical industry ___ the manufacture of plastics;
8. it is used ___ power plants

Task №4. Read the text №2. «Industry of the USA». Mind the Active Vocabulary

- | | |
|---|--|
| - Industrial Belt= industrial region | - the core - ядро (сердцевина) |
| - to stretch from - простираться | - petroleum refining - очистка нефти и нефтепродуктов |
| - oil equipment - нефтяное оборудование | - air traffic center - центр воздушное сообщение |
| - commercial fishing - промышленное рыболовство | - meat packing - производство мясных продуктов |
| - Not far from - не далеко от... | - aerospace industry - аэрокосмическая промышленность |
| | - manufacturing industry - обрабатывающая промышленность |

The USA is a highly developed industrial country and its agriculture is highly mechanized. Manufacturing industry is the largest sector in the country's economy. There are four main industrial-regions.

1. The Industrial Belt, stretching from the North Atlantic coast to the Mississippi River is the oldest industrial region. Having lost its domineering position it remains the core of the US industrial potential. The main industrial centers are:

New York - the nation's largest city and port, a national leader in business, finance, manufacturing, communications, service industry, fashion and the arts. Philadelphia (Pennsylvania) - shipbuilding, machinery manufacture, chemicals, textiles, petroleum refining. Boston (Massachusetts) - leading port, electronics. Chicago (Illinois) - railroad and air traffic center, machinery manufacture, meat packing, electronics. Detroit (Michigan) - automobile manufacture. Pittsburgh (Pennsylvania) - steel, glass, machinery manufacture, electronic equipment. Cleveland (Ohio) - an important iron and steel producer.

2. The South-eastern region (from Virginia in the North to Florida in the South). The main industrial centers are: Atlanta (Georgia) - tourism, service industry, shipbuilding; St. Petersburg (Florida) - tourism, electronics.

3. The South-western region (from the Mississippi to California). The main industrial centers are: Dallas (Texas) - financial and commercial center of the Southwest; electronics, aerospace industry; Houston (Texas) - largest city in the South; oil refinery, electronics, synthetics, machinery; New Orleans (Louisiana) - shipbuilding, oil equipment, tourism.

4. The Pacific coast region - aerospace industry, shipbuilding, electronics, commercial fishing. The main industrial centers are: Los Angeles (California), San Francisco (California), Seattle (Washington). Not far from Los Angeles is Hollywood, the center of the US film business. Outside of these four regions the following industrial centers are situated in the central part of the country and mountain state - Kansas City (Missouri, Kansas), Denver (Colorado), Salt Lake City (Utah), Des Moines (Iowa).

Task№5. Read and complete the sentences.

1. Cleveland (Ohio) is an important iron and steel producer of... 2. Los Angeles (California) is the main shipbuilding center of... 3. Houston (Texas) is a financial and commercial center of... 4. Detroit (Michigan) is the largest center of automobile manufacture in... 5. New Orleans (Louisiana) is an important oil equipment producer in...

Task№6. Read the text once again and give English equivalents to the Russian ones.

высокомеханизированное сельское хозяйство; господствующее положение; промышленный центр; юго-восточный район; юго-западный район; промышленный пояс; Тихоокеанское побережье; нефтеперегонное оборудование; машиностроение

Task№7. Read the text once again and answer the questions given below.

1. What is the largest sector in the country's economy?
2. Where is the Industrial Belt?
3. What region remains the core of the US Industrial potential?
4. What is the nation's largest city?
5. What do you know about Chicago?

6. What are the main industrial centers of the South - east region?
7. What industries are developed in Atlanta (Georgia)?
8. What is Dallas (Texas) famous for?
9. What are the main industrial centers of the Pacific coast region?

Task№8. Read the text once again and complete the table.

Leading American Industries	The names of the main industrial centers in the USA (the main products that are made)				

Task№9. Read the text once again and use the information from the table (see the Task 8). Get ready to tell about the leading industries of the USA.

The plan:

1. The USA produces ...
2. ___ is mined in great amounts in the USA.
3. America manufactures _____
4. The main industries of the USA are ...
5. _____ is the core of the US industrial potential.

Task№10. Read the text (№3) and translate it. Mind the Active Vocabulary.

Active Vocabulary

- | | |
|---|--|
| <ul style="list-style-type: none"> - a free enterprise system - система свободного предпринимательства, традиционная рыночная экономика - government officials - представители органов власти - personal consumption - личное потребление - purchasing power - потребительская способность - gross national product - валовой национальный продукт - worker productivity - производительность труда - consider themselves - считают себя - despite the fact - не смотря на тот факт, ... - the bulk of... - основная часть... - enterprise - предприятие - labour force - численность рабочих и служащих - unemployment - безработица - short term unemployment compensation - кратковременная компенсация по безработице - to replace wages lost - возместить потерю зарплаты - Social Security payments - выплаты пособий по социальному обеспечению - personal savings - личные сбережения - below the poverty line - жить за чертой бедности | <ul style="list-style-type: none"> - has emerged - возникла - consumer - потребитель - efforts- усилия - income - доход - triple - увеличивать в три раза - reflecting - отражая - annually = very year - estimate- оценивать - to own - владеть - fertilizer - удобрение - to decrease - снижаться - to constitute - составлять - disadvantaged - малообеспеченный - prosperous nation - процветающая нация - As a result - в результате |
|---|--|

The American economy is a free enterprise system that has emerged from the labours of millions of American workers; from the wants that American consumers have expressed in the marketplace; from the efforts of thousands of private business people; and from the activities of government officials at all levels.

The nation's income and productivity have risen enormously over the past 80 years. In this period, the money for personal consumption tripled in real purchasing power. The gross national product per capita has grown four times, reflecting the growth in worker productivity.

Together all sectors of the American economy produce almost \$4,000 billion dollars worth of goods and services annually. Their consumption is spread widely. Most Americans consider themselves members of the middle economic class, and relatively few are extremely wealthy or poor.

Despite the fact that the United States government supports many segments of the nation's economy, economists estimate that the public sector accounts for only one-fifth of American economic activity, with the other part in private hands. In agriculture, for example, farmers benefit from public education, roads, rural electrification, but their land is private property to work pretty much as they desire.

More than 87% of farms are owned by the people who operate them; the rest are owned by business corporations. With increasingly improved farm machinery, seed and fertilizers, more food is produced each year, although the number of farmers decreases annually.

The bulk of America's wealth is produced by private industries and businesses - ranging from giants like General Motors, which sells \$96,371 million worth of cars and trucks each year - to thousands of small, independent enterprises. America has traditionally supported free trade. Some 75% of American products currently face foreign competition within markets in the USA.

In 1990, about 119.55 million Americans were in the labour force, representing 63% of the population over the age of 16. The labour force has grown especially rapidly since 1955 as a result of the increased number of working women. They now constitute more than half of America's total work force. The entry of the "baby boom" generation into the job market has also increased the work force. Part-time employment has increased as well - only about 55% of all workers have full-time, full-year jobs, the rest either work part-time or both. The average American workweek is 41 hours.

American industries have become increasingly more service-oriented. Of 12.6 million new jobs created since 1982, almost 85% have been in service industries. They include retail businesses, hotels and restaurants, communication and education, entertainment and recreation, federal and local government, office administration, banking and finance, and many other types of work. Careers in technical, business and health related fields have particularly experienced employee growth in recent years.

Recently unemployment in the USA was calculated at about 7%. The government provides short term unemployment compensation to replace wages lost between jobs. About 80% of all wage and salary earners are covered by unemployment insurance. In addition both the government and private industry provide job training to help unemployed and disadvantaged Americans. At retirement most workers receive Social Security payments plus other private pension payments and personal savings. Nevertheless, about 13% of the population lives below the poverty line.

Although the American economy is not perfect, it does do what is expected of marketplace competition - gives Americans the opportunity to compare quality and prices and to decide what they really want to buy. As a result of the creativity, initiative and hard work which free enterprise has encouraged, the USA has become one of the most prosperous nations in the world.

Task№11. Read the text once again. Decide whether the following statements are true (T) or false (F).

1. American people spend on buying goods and services now three times as much money as they used to do before 1980. _____
2. The public sector in America is larger than the private sector. _____
3. All the farmland in the USA is privately owned. _____
4. The number of people who work on farms is getting less every year. _____
5. More people in America have part-time jobs than full-time jobs. _____
6. More Americans are engaged in industry than in service industries. _____
7. The unemployment rate in the USA is lower in comparison with Britain. _____
8. The unemployed in the US receive a life-long compensation. _____
9. Free enterprise, free market and free trade are the basis of American economy. _____

Task№12. Read the text once again. Match the English equivalents with the Russian ones.

1	a free enterprise system	a. - потребительская способность
2	unemployment	b. - кратковременная компенсация по безработице
3	efforts	c. - представители органов власти
4	consumer	d. - доход
5	purchasing power	e. ... - основная часть...
6	income	f. - возместить потерю зарплаты
7	despite the fact	g. - система свободного предпринимательства, традиционная рыночная экономика
8	worker productivity	h. - предприятие
9	the bulk of	i. - безработица
10	personal savings	j. - потребитель
11	short term unemployment compensation	k. - личное потребление
12	to replace wages lost	l. - личные сбережения
13	enterprise	m. - производительность труда
14	government officials	n. - не смотря на тот факт, ...
15	personal consumption	o. - усилия

Task№13. Read the text once again. Fill in the gaps with the proper preposition.

1. what is expected ___ marketplace competition;
2. consumers have expressed ___ the marketplace;
3. ___ a result of the creativity;
4. salary earners are covered ___ unemployment insurance;
5. many other types ___ work;
6. the bulk ___ America's wealth is produced ___;
7. they were ___ the labour force;
8. many segments ___ the nation's economy;
9. _____ the fact that;

Task№14. Read the text once again. Fill in the gaps. Mind the Active Vocabulary.

p___ _sonal cons__ mption; ente__pris__ ; __ nemplo__ ment; r__ plac__ ; wa__ es;
 cons__ mer; ef__ orts; inc__ me; an__ual__ y; estim__ te; f__rtil__ zer; decr__ __se;
 disadv__nta__ ed.

Task№15. Mind the Active Vocabulary. Make up new phrases. Translate them into Russian.

1	unemployment	a. - wages lost
2	new jobs	b. - of private business people
3	one of the prosperous nations	c. - force
4	to provide	d. - was calculated
5	to face	e. - for personal consumption
6	private	f. of the middle economic class
7	to replace	g. - were created
8	labour	h. - national product
9	the efforts	i. - industries
10	the money	j. - foreign competition
11	the gross	k. - short term unemployment compensation
12	members	l. - in the world

Task№16. Read the text once again and find the English equivalents to the Russian ones.

Свободное предпринимательство; появилось; безработица; новые рабочие места; благоприятная возможность сравнивать качество и цены; благосостояние производится; были созданы

Grammar Section

The Past Perfect Tense

(Прошедшее Совершенное время)

Task№ 17. Complete the sentences using the Past Perfect Tense of the verbs below. Translate them.

To have dinner, to do homework, to come , to read the book, to clean the room,
to go shopping, to return from Australia, to finish work

1. I went to see my friend after...
2. I watched TV after...
3. They went home after...
4. He phoned me after...
5. She went to dance after...
6. We wrote a composition after...
7. They rebuilt the house after...
8. We went for a walk after...

Task№18. Insert the verbs in the Past Perfect tense. Translate the sentences.

1. I ... (to have) breakfast before I went to school.
2. He went to meet his friends after he ... (to do) his homework.
3. By 8 o'clock the rain ... (to stop).
4. Alice was late because she ... (to miss) the bus.
5. She went to the post-office after she ... (to write) the letter.
6. He ... (to work) at the factory before he entered the college.
7. He got a bad mark for his test because he ... (to make) a lot of mistakes in it.
8. I went to bed after I ... (to finish) reading the book.
9. The child ... (to fall) asleep before the parents came home.
10. They ... (to marry) before they bought this house.

Task№19. Use Past Perfect of the verbs in the box to complete the sentences.

to leave, to go, to die, to see, to live, to fly

1. I didn't read the text in class because I ... my book at home.
2. The children didn't want to go to the cinema because they ... already ... the film.
3. Kate wasn't at home last week because she ... to visit her uncle.
4. Linda never knew her father because he ... before she was born.
5. I was excited when the plane took off because I... never ... before.
6. My grandfather was always afraid of animals because he ... never ... in the country.

ПРАКТИЧЕСКАЯ РАБОТА № 11

Тема: America. Historical facts.

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике.

Задачи:

1. учебная: развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.

2. познавательная: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Америка. Исторические факты».

4. воспитательная: способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- карта США

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Read the text and translate it.

Washington. The first president of America



George Washington was the first President of the USA. He was born on February 22, 1732 in the family of a rich Virginia landowner. In his early twenties, Washington took part in the war in which the British Empire was fighting against France for the new territories in America. This was later called the French and Indian War. Washington fought bravely, but he didn't stay in the British army. He was very unhappy about how badly the American officers were being treated by the British generals.

In 1765 the British government decided to make the Americans pay taxes, but they forgot about the independent spirit of the colonists, whose ancestors had travelled across the ocean to find liberty and independence. Although the tax wasn't high and the colonists could afford to pay it easily, they were angry when they heard about the new law. The colonies were not even represented in the British Parliament, so nobody asked their opinion about the new taxes. The Americans then decided to boycott British goods. "No taxation without representation" were the words repeated by all the Americans.

So a war between Great Britain and its American colonies was about to start, but nobody could ever imagine that it would all begin over tea.

It happened in 1773 when British ships loaded with tea and guarded by warships came into Boston Harbour. The tea had to be unloaded and the tax on it had to be paid by midnight on December 16, 1773. The Bostonians decided that they were not going to accept the tea and were not going to pay the tax on it. At night, just before the deadline, the colonists dressed as Indians quietly climbed up into the ships. They opened the boxes of tea and emptied them all into the harbour. They called this the Boston Tea Party, and it became the first in a line of events that led America to separate finally from the British Empire.

At that time Washington, who had retired from the army, was enjoying a peaceful life as a landowner on his family's estate near Mount Vernon. But this peaceful life didn't last long because the Revolutionary War with Great Britain broke out soon after the Boston Tea Party. As a leader of Virginia's opposition to British colonial policies, Washington took an active part in the First and the Second

Continental Congresses in 1774 and 1775-1776. At that time the Congress was a kind of American government which consisted of delegates from all of the thirteen colonies. The Second Congress chose Washington as head of the colonists' army. Washington found himself with a force of 14,000 badly trained men, who had no discipline and quickly lost their morale when things went wrong. But their leader didn't lose hope; he decided to train his army and took advice from more experienced generals. His efforts were not in vain; in 1781 America won a six-year-long war and in 1783 peace with Great Britain was signed.

Although the victory made George Washington a national hero, he dreamed about getting back to his farm in Mount Vernon. However, his authority was badly needed again when the young country was faced with new problems after the war. The independent states disagreed on many questions, and wanted to have their own laws and make their own decisions. The Congress was so weak that it was ignored both at home and abroad. It was clear that America needed a stronger central government.

In 1787 Congress asked each state to send delegates to a "constitutional convention" to discuss the situation. Washington presided over the convention, and the delegates worked out a completely new system of government. They called this system the Constitution of the United States. In 1789 when it came to choosing the head of state, everybody voted for Washington.

As the first President, Washington had to make a lot of important decisions for the first time. Washington set up a lot of political institutions, decided on where to have the American capital, which was given his name, and ordered the building of the White House, the home of all American presidents ever since. For all the great things that he did Americans call him "the Father of our Country".

Active Vocabulary

- <u>landowner</u> - землевладелец	-liberty - свобода (свобода выбора)
- fight - fought - сражаться	- constitutional convention - конституционный конвент (собрание)
- ancestor - предок	- to enjoy a peaceful life - наслаждаться мирной жизнью
- to vote for- проголосовать	- to pay the tax on - платить налог на
- set up - основать	- guarded by - находящиеся под охраной
- was badly needed - была сильная необходимость в ...	- to decide - принять решение
- to retire - уходить в отставку	- were treated by - с ними обращались ...
- broke out - разразилась (вспыхнула)	-to preside [pri'zaid] - председательствовать
	- was signed - был подписан

Task№2. Read the text about the first president of America once again and find the English equivalents to the Russian ones.

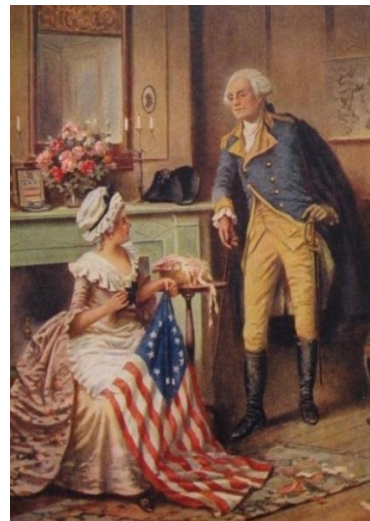
1. В 1765 году британское правительство решило заставить американцев платить налоги 2. Предки колонистов путешествовали через весь океан, чтобы найти свободу и независимость. 3. Налог не был так высок, и колонисты легко могли позволить заплатить его. 4. Они были сердиты, когда они слышали о

новом законе, так как колонии не были представлены в британском Парламенте. 5. Никто не спрашивал их мнения о новых налогах. 6. Американцы решили бойкотировать британские товары. 7. "Никакого налогообложения без представления". 8. Война между Великобританией и ее американскими колониями собиралась начаться 9. Все началось с чая. 10. Это произошло в 1773 году. 11. Британские суда, нагруженные чаем и, охраняемые военными кораблями, вошли в Бостонскую Гавань. 12. Чай должен был быть разгружен, и налог на него должен был быть заплачен к полуночи 16 декабря 1773 года. 13. Бостонцы решили, не принимать чай и не платить налог за это. 14. Ночью, колонисты оделись как индейцы и спокойно забрались на судна. 15. Они открыли коробки чая и высыпали всё в гавань. 16. Люди назвали это Бостонским чаепитием. 17. Вашингтон ушел из армии и жил мирной жизнью со своей семьей около Маунт-Вернона. 18. Война за независимость с Великобританией вспыхнула вскоре после Бостонского чаепития. 18. Вашингтон принимал активное участие в Первом и Втором Континентальных Конгрессах в 1774 и 1775-1776 годах. 19. 1781 году Америка выиграла шестилетнюю войну. 20. В 1783 году был подписан мирный договор с Великобританией. 21. Вашингтон основал много политических институтов. За все, что было сделано им, американцы называют его "Отцом нашей Страны".

Task№3. Read the text about the first president of America once again and fill in the gaps with the proper prepositions. Translate them.

1. they forgot ____ the independent spirit ____the colonists;
2. he presided ____ the convention;
3. make a lot ____ important decisions;
4. ____the first time;
5. he dreamed _____getting _____ ____ his farm;
6. the war broke ____soon;
7. the tax ____ it had to be paid ____ midnight;
8. ancestors travelled _____ the ocean.

Task№4. Read the text about the first American flag and translate it. Mind the Active Vocabulary given below.



The history of the American flag

At the time of the Revolution, America needed its own flag to lead the soldiers into battle. The American flag was created even before the Declaration of Independence was signed. There is a story about it. Historians say that there are no facts to prove it, but people still believe it.

According to a popular story, the first American flag was made by Betsy Ross, a seamstress from Philadelphia. She did some sewing for George Washington, who at the time was the leader of the Continental Army. One day Washington and two other representatives from the Continental Congress came to Betsy Ross's shop and asked her to have a look at the drawing of the American flag. It had been designed by George Washington himself. He decided to have thirteen stars and thirteen stripes on the flag to symbolize the thirteen states of America. Betsy Ross made the flag and soon it became the most popular national symbol. It was approved by the Continental Congress on June 14, 1777, and now on this day every year Americans celebrate Flag Day.

"But there are more than thirteen stars on the modern US flag," you may say and you'd be right.

After the first thirteen colonies signed the Declaration of Independence and formed the Union, more colonies joined. In 1791 and 1792 Vermont and Kentucky were admitted to the Union, so two more stars and two more stripes were added to the flag. As the Union grew, however, it became clear that the flag was becoming too big. In the end, it was decided to add a star for every new state, but to keep the number of stripes unchanged. So there will always be thirteen stripes on the American flag to commemorate the original thirteen colonies that started the Union. The last new star, bringing the total to 50, was added in 1960 after Hawaii became a state.

Active Vocabulary

- | | |
|------------------------------------|--|
| - to need- нуждаться (в чем-то) | - to lead the soldiers into battle- вести солдат в бой |
| - to believe - верить (во что-то) | - according to - в соответствии с |
| - a seamstress - швея | - it was decided - было решено |
| - do some sewing - шить | - to commemorate - прославить |
| - a stripe - полоса | - was added - был добавлен |
| - drawing- рисунок | - signed the Declaration - подписали декларацию |
| - It was approved by - был одобрен | - to have a look at - посмотреть на |

Task№5. Read the text once again and find the English equivalents to the Russian ones.

Во время революции; нужен был свой флаг; был разработан; символизирует тринадцать штатов; Декларация была подписана; попросили взглянуть на рисунок; американцы празднуют; число полос оставалось неизменным;

последняя новая звезда; была добавлена; первые тринадцать колоний; сшила флаг; первый американский флаг; он решил изобразить; он был утвержден на Континентальном конгрессе; было решено добавлять звезду; присоединились другие колонии

Task №6. Read the text about Jefferson and translate it. Mind the Active Vocabulary

Active vocabulary

- | | |
|---|---|
| - was born - родился | - he was elected - его избрали |
| - good education - хорошее образование | - the House of Burgesses - палата Бюргеров |
| - legislative assembly - законодательное собрание | - a lawyer - юрист |
| - started a successful career - начал успешную карьеру | - the courts were closed - суды закрыли |
| - everybody had the right to - у каждого есть право на... | - was chosen - был выбран |
| - it was signed by - был подписан ... | - the government is the servant – правительство- это слуги (народа) |
| | - a master - хозяин |
| | - to declare - объявлять |
| | - governor - губернатор |

Thomas Jefferson was born in Virginia, on 13 April 1743. His father, Peter Jefferson, and his mother, Jane Randolph, both came from the most respected Virginian families. Young Thomas had a very good education, and he read law in the College of William and Mary. He was 25 when he was elected to the House of Burgesses, the first elected legislative assembly in the New World. Jefferson was greatly respected for his writing talent, though he was never a good speaker. At the same time Jefferson started a successful career as a professional lawyer and practised until 1774, when the courts were closed by the American Revolution.

But as you may know this was not the end of his political career; much later Thomas Jefferson was to become the third President of the USA. How did it happen? From the beginning of the American War in 1775 he was chosen as a delegate from Virginia to the Second Continental Congress.

In 1776 the Congress decided that no further alliance with Great Britain was possible, and America had to become an independent country. Thomas Jefferson was chosen to write the official document which would inform the British king and the world about the decision of the Congress. Those of you who are good with figures have probably already realized that at that time Jefferson was only thirty-three years old.

Jefferson locked himself up in his study and started to write. He was always a good writer and soon the draft of the document was ready. It took him only 17 days. In this document Jefferson expressed the ideas of freedom which were very dear to him. He wrote that all men have the same rights. Regardless of birth, wealth, or status everybody had the right to life, freedom and happiness. He also thought that the government is the servant, not the master, of human beings and that governments were created by people in order to protect their rights.

The Congress read Jefferson's document and, after some changes were made, it was signed by all the delegates from the thirteen colonies on July 4, 1776. The document was called the Declaration of Independence. That's how it started...

"We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

The Declaration of Independence became one of the most important documents for America because it declared American independence from Great Britain and actually started its history as a nation. In memory of this every year Americans celebrate July 4 as Independence Day.

The Declaration made Jefferson extremely popular, but he wanted to spend more time with his family and try to do more for his own state, so he left Congress and returned to Virginia, where three years later he was chosen as governor. All in all, Jefferson served the state of Virginia and his country for more than forty years. He was a US minister to France, Secretary of State under George Washington, Vice-President, and then President of the United States from 1801 to 1809. Jefferson doubled the size of his country when he bought the huge territory of Louisiana from France.

The inscription on Jefferson's tombstone, which he wrote himself, doesn't say anything about all of this. It reads that Thomas Jefferson was "author of the Declaration of American Independence, author of the State of Virginia for religious freedom, and Father of the University of Virginia" and, as Jefferson wanted it, "not a word more."

Task№7. Read the text once again find the English equivalents to the Russian ones.

конец его политической карьеры; был хорошим спикером; он был избран в палату Бюргеров; его выбрали в качестве делегата; чрезвычайно популярным; он объявил независимость; был избран губернатором; каждый год; одной из самых важных документов; люди наделены их Творцом определёнными правами; правительства создаются людьми; госсекретарь; вице-президентом; удвоил размеры своей страны; вернулся в; служил в штате Вирджиния;

Task№8. Read the text once again and translate the questions into English. Answer them. Use the information from the text.

1. Что такое Декларация независимости?
2. Как долго Джефферсон писал ее?
3. Когда Декларация независимости была подписана?
4. Что Вашингтон делал, когда была подписана Декларация Независимости?
5. Какие должности Джефферсон занимал при его жизни?

6. Чем сам Джефферсон гордится?

Task №9. Read the text about Lincoln. Mind the Active Vocabulary

Active Vocabulary

- developed - развивались
- in different ways - по-разному
- cotton fields - хлопковые поля
- all men are created equal - все люди созданы равными
- in terrible conditions - в ужасных условиях
- slavery was inhuman - рабство было не гуманным
- to escape from owners - убегать от своих хозяев
- to break away - отделиться от...
- inaugural address - речь при вступлении в должность
- to split up the country - расколоть / разделить
- the Confederacy - Конфедерация (группа заговорщиков)
- the Civil War - Гражданская война
- to produce weapons - производить оружие
- supply the army with everything - снабжать армию всем
- to have an advantage - иметь преимущество
- were better trained - были более подготовлены
- to perish - погибать
- surrender to - подчиниться
- grow crops - выращивать сельскохозяйственные культуры
- slave- раб
- be afraid - бояться
- be destroyed- быть разрушенным
- to pass new laws - издавать новые законы
- to abolish slavery - уничтожить рабство
- elections - выборы
- the Union Army - Армия Севера (Армия Федерации)
- to warn - предупреждать, предостерегать
- to invade - захватывать
- with more spirit - более уверенно
- to inspire - воодушевлять
- It was all decided - все было решено
- to honour the memory - почтить память
- made a speech - произнес речь
- died *in vain* - умерли (погибли) зря

By 1861 (that was the year the war started) there were already thirty-four states in the Union. All the states were different from each other and developed in different ways. The Northern states built factories and plants, and they also had a bigger population. The Southern states grew crops, which they then sold to Europe. The Southerners had huge cotton fields, where black slaves worked. There were about three and a half million slaves in the Southern states.

As you know, although it was written in the Declaration of Independence that all men are created equal, these words were not true for the slaves. They lived in terrible conditions and had to work day and night. Even some Southerners understood that slavery was inhuman, but without it they were afraid their whole way of life would be destroyed.

The Northerners were strongly against slavery; a lot of them helped slaves escape from their owners. They also tried to pass new laws to abolish slavery. This idea became more and more popular, which didn't suit many people in the South. The Southern states felt that their own country was against them, and they started to think of breaking away from the United States.

When the time for the next elections came, it was clear that the most important question would be slavery. There were four candidates, but a Northerner

called Abraham Lincoln won the election. In his inaugural address Lincoln warned the Southerners that they shouldn't destroy the union of the states, but they didn't listen. In February 1861 eleven Southern states formed their own union, which was called the Confederacy, but Abraham Lincoln wouldn't let them split up the country. And so the Civil War began.

The North (their army was called the Union Army) was actually more powerful than the South: as you remember, they had more men, and their factories produced weapons and supplied the Northern army with everything it needed.

But the Confederacy had one big advantage: they didn't have to invade the North, they just had to protect their own land and homes. At that time a lot of people thought that it would be possible. So at first, the Confederacy had more luck; their men were better trained and fought with more spirit. Just as in the Revolutionary War, Americans from the South were once again fighting for their independence. The Union soldiers were getting tired. After they lost some important battles, the anti-slavery idea wasn't enough to inspire them any more. The Southerners felt that just one more big victory would be enough to win the war.

It was all decided here in Gettysburg in June 1863. The three-day battle was terrible and took the lives of more than fifty thousand men. On the fourth day, the Confederate commander, General Lee, had to admit that he had lost the battle. After the battle, the American President, Abraham Lincoln, came to Gettysburg to honour the memory of those who had died there. He made a speech there, which later became famous as "The Gettysburg Address". In that speech Lincoln told his countrymen that it was for them to make sure "that the dead shall not have died in vain and that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth." Two years later the Confederacy finally surrendered to the Union. As a result of the war, slavery was abolished and the United States of America was one country again.

Task№10. Read the text once again and find the English equivalents to the Russian ones.

тридцать четыре государства; государства отличались друг от друга; выращивали урожай; эти слова не касались рабов; бежать от своих хозяев; самым важным вопросом было рабство; разрушать союз государств; чтобы почтить память; он выступил с речью; чтобы вдохновить их; эта нация под Богом; не должно исчезнуть с лица земли; через два года; Конфедерация сдалась Союзу; битва была ужасной; люди были лучше обучены

Task№11. Read the text once again and match the pairs

1	to warn	a. - убежать от своих хозяев	
2	developed	b. - производить оружие	
3	escape from owners	c. - расколоть / разделить	
4	grow crops	d. - отделиться от...	

5	to inspire	e. - издавать новые законы	
6	in terrible conditions	f. - развивались	
7	to split up the country	g. - снабжать армию всем	
8	to produce weapons	h. - подчиниться	
9	to have an advantage	i. - бояться	
10	to break away	j. - в ужасных условиях	
11	supply the army with everything	k. - иметь преимущество	
12	surrender to	l. - выращивать сельскохозяйственные культуры	
13	to honour the memory	m. - предупреждать, предостерегать	
14	be afraid (of)	n. - воодушевлять	
15	to pass new laws	o. - почтить память	

Task№12. Read the text once again and fill in the gaps with the proper preposition

1. the states were different _____ each other;
2. the battle took the lives ____ thousands of people;
3. it was ___ them to make sure;
4. shall not perish _____ the earth;
5. fight ____ their independence;
6. they surrendered _____ the Union;
7. were strongly _____ slavery;
8. escape _____ their owners;
9. the country was _____ them

Task№13. Read the text once again and find the words hidden in the line. WRITE THEM DOWN.

cottonfieldconditionescapebreaksupplyperishsurrendercropsslaveabolishinvadeinspirehonourmemoryspeech

Task№14. Read the text once again and fill in the gaps. Write down the words and translate them.

D__velop; __scape ; gro__ ; inspi__ __ ; ter__ibl__ ; co__ntry; s__pply; arm__ ; sur__ender; __onour

Task№15. Read the texts devoted to the first Presidents of America and answer the questions.

1. What contribution did Washington, Jefferson and Lincoln make to the development of their country?
2. What families did they come from?
3. What kind of men were they?
4. What did they fight for?

Task№15. Read the texts devoted to the first Presidents of America and complete the table «The deeds of the first Presidents of the USA».

George Washington	Thomas Jefferson	Abraham Lincoln

Task№16. Translate the sentences. Use the Active Vocabulary

1. Гражданская война в США была войной между северными штатами, или Союзом, и южными штатами, или Конфедерацией.
2. Южные штаты были рабовладельческими.
3. Война началась в 1861 и закончилась победой Союза.
4. Одним из наиболее важных сражений произошло возле Геттисберга.
5. Президентом в то время был Авраам Линкольн. Он был с севера.
6. В результате войны рабство было отменено.

Task№17. Read some interesting facts about the States of America. Entitle the paragraphs.

1. Almost for free
2. A profitable purchase
3. The most successful and unexpected buy

Here are some facts about how America expanded its territories.

A. 1803 the American President Thomas Jefferson decided to buy New Orleans and West Florida from France for \$10 million. The French counted the offer with a much better deal. And Napoleon offered the entire Louisiana territory for \$15 million. That was the territory of 2,144,520 square km, twice as big as the area of the USA in those days. The Americans made the purchase, doubling the size of their country.

So, it was a real bargain for the USA. The purchase was unique because it was unexpected for them. It was the most successful buy in the history of America.

Today the following states are located on that territory: Arkansas, Louisiana, Iowa, Missouri, Nebraska; parts of the following states: California, South Dakota, North Dakota, Minnesota, Kansas, Oklahoma, Colorado, Wyoming, Montana, Minnesota.

You may ask why? Because Napoleon needed a fleet against England. He needed money and he was afraid of the fact that he was not able to control such great overseas territories.

B. It was a real buy too for the USA. It is the largest state in America by area. It happened in 1867. They paid only 7.2 million dollars. There were several reasons for this interest:

- Alaska was full of potentially profitable natural resources, such as fish, whales, animal furs, minerals, forests;
- to facilitate commerce between the U.S. and Asian countries such as China and Japan;

- vast amount of essentially virgin land;
- to prevent Alaska from falling into the hands of an unfriendly power;
A relatively low purchase price for such a vast territory (586,400 square miles) due to the great desire of Russia to sell.

C. Florida was purchased from Spain for 5.5 million dollars in 1819.

Grammar Section

Conditionals I-II.

(Условные предложения 1-2 типа)

Task №18. Do the quiz. Mind the Conditional I and II. Translate all the sentences.

1. If you were on a hijacked plane, would you...
 - a) attack the hijackers?
 - b) sit still and do nothing?
 - c) scream?
 - d) try to escape?

2. If you won a million pounds, would you...
 - a) put it all in a bank?
 - b) spend it as fast as possible?
 - c) hide it?
 - d) tell everyone about it?

3. If you were shipwrecked on a desert island, what would you do first? Would you...
 - a) shout for help?
 - b) build a hut?
 - c) look for food?
 - d) look for fresh water?

4. If a robber attacked you a dark street, would you...
 - a) give him the money?
 - b) grab his weapon?
 - c) scream?
 - d) run away?

5. If you smelt smoke in the middle of the night, would you...
 - a) go back to sleep?
 - b) run into the street and shout 'Fire'?
 - c) look for the fire?
 - d) telephone the fire brigade

6. If you saw a car crash, won't you...
 - a) faint?
 - b) telephone the police?

- c) help the people in the cars?
- d) walk away?

7. If a dog bit your leg, would you...

- a) forget about it?
- b) kill the dog?
- c) go straight to hospital?
- d) look for the owner of the dog?

Task №19. Insert the verbs in the appropriate form to form second conditionals.

1. Binnerts _____ (may) look for some sources on Dracula, if there _____ (be) any.
2. If the police _____ (turn) the robber out he _____ (do) it again.
3. Molly's face says 'I _____ (love) you if _____ I but I can't...'
4. These legends _____ (draw) them on, if only they _____ (have) no time to think realistic.
5. If the King _____ (employ) an agent it (certainly be) you.
6. If Greg _____ (not have) money enough to move to another town, we _____ (give) it to him.
7. If Mollenhauer and Butler and _____ (can) get together, it _____ (be) a very different matter.
8. If it _____ (be) up to me, I _____ (have) my helicopter airborne.
9. ' _____ (not can) you know more, if you _____ (think) proper?'
10. You _____ (can) write every month if you _____ (like).

ПРАКТИЧЕСКАЯ РАБОТА № 12

Тема: Washington is the capital of the USA

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике.

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Вашингтон- столица США».

4. воспитательная: способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- карта США

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Think over and say some words about your associations with Washington. Use the phrases given below. Express your point of view.

- I know that Washington is ...
- It is a generally accepted fact that Washington ...
- I would like to learn some facts about...

Task№2. Read the text and be ready to discuss it in the group.



Washington, DC

Washington, D.C., is the capital of the US. It grew to become one of the most important and beautiful cities in the world. It is the site of impressive government buildings, magnificent monuments, important historical places, fine museums and malls. Every year Washington is visited by millions of tourists from all parts of the US and from other countries of the world. But the city is also home to a large number of people - the place where they live, work and raise families. Washington, District of Columbia, was named after George Washington and Christopher Columbus. It lies on the Potomac River between Maryland and Virginia.

The US Congress meets in this building. Visitors may attend congressional sessions to watch legislators in action. The Capitol is one of Washington's most magnificent buildings. It is constructed of white stone and marble and crowned by an impressive dome. On top of the dome stands a bronze Statue of Freedom. The Capitol is set in a small park around which are a number of impressive government buildings, among which is the Library of Congress, one of the largest libraries in the world.

The White House stands at 1600 Pennsylvania Avenue. Every four years the parade for the newly inaugurated president travels the historic route along Pennsylvania Avenue from the Capitol to White House. The White House has been the home of every president with the exception of George Washington. White House consists of 132 rooms and tourists may visit only portions of the ground floor and first floor. The White House grounds are open to the public only once a year for the annual Egg Roll held on Easter Monday. The White House has been the official residence of the president of the US since 1800.

Monuments to three presidents - George Washington, Thomas Jefferson and Abraham Lincoln - are among the most popular sights in the city. They stand in a vast green triangular area. The Washington monument is a white marble obelisk about 170 meters high. Visitors may climb the stairs or ride the elevator to the top for a panoramic view of the city and its surrounding area. As for the Lincoln memorial, all his famous speeches inscribed on the walls. And the Jefferson memorial is a circular, colonnaded marble structure topped by a beautiful dome. Inside stands a heroic statue of Jefferson which can be seen through the Memorial's four openings. Quotations from his most famous writings are inscribed on the walls. Museums and Galleries. Washington's museums and art galleries are among the finest in the world. The Smithsonian Institution consists of museums of similar units in the areas of science, technology, history and art. Several of its museums are on the Mall. The Smithsonian's best-known scientific bodies include the National Museum of Natural History and the National Air and Space museum.

Task №2. Read the dialogue and act it out.

Olga: Welcome to Washington, D.C., my friends. The city stands on the Potomac River and is bordered by the state of Maryland to the north and Virginia to the south.

Misha: What state are we in now?

Olga: We're not in a state, but in the District of Columbia. That's what the letters DC in the name of the city stand for. As Washington is the capital of the country, it's not in any state in the United States. That's logical, isn't it?
Misha: But why?

Olga: Washington is the home of all the government institutions for the whole country: Congress, the White House, the Supreme Court. All the foreign embassies are here too.



Mark: Look, everyone, the city is so beautiful! It doesn't look like a capital city at all.

Olga: Yes, there's a lot of green here, so many parks and lawns. Wait until this evening when the whole city turns into a big fitness club. Everywhere people will be jogging, playing football or volleyball, or riding their bikes. The climate is not too severe here, although it can be too warm in the summer. Sometimes they even advise children not to go outside. Because government is the city's only industry, the level of pollution can be quite low, especially in the cooler months.
Misha: That's really interesting! It's so different from Moscow, where we don't have nice weather very often.



Rob: It's different from London too. In our capital city the level of pollution is so high that it's really horrible for people who go jogging in the streets.

Olga: OK. I need your attention now, my friends. This isn't just another park we're passing. It's Capitol Hill, and the white building up there is the Capitol, where laws are passed. The Capitol has housed chambers of the Senate and the House of Representatives for almost two centuries. The corner stone of this impressive building was laid by George Washington himself.

Olga: Well, let's leave the car here then. The place we're looking for is world famous, it's the White House, 1600 Pennsylvania Avenue NW, Washington, DC 20500. So, if you want to write to the American President, now you know the address.



Mark: It's not as big as I thought it would be. Let's hurry! We want to go in.

Olga: I'm sorry, my dear, but there are no regular tours of the White House. If you really want to go inside, you have to plan the whole thing well in advance and buy special tickets.

Mark: But why?

Olga: Because the President and the First Lady live here. It's their home and they need some peace and quiet. All the Presidents of the United States have lived here.

Olga: There is one exception, however: George Washington never lived in the White House.

Misha: I've heard about it. Sorry for interrupting. Because it was finished after his death.

Mark: At least we know that there's no hidden treasure here, so we don't need to go in. Are there any other places in Washington that are connected with the presidents?



Olga: Sure, there are lots of them. For example, look at this four-sided stone structure which looks like an Egyptian obelisk. It honours the "Father of our Country", General, and the first President of the United States - George Washington.

Mark: And does it have any connection with Thomas Jefferson?

Olga: I'm afraid not. But you can see the Jefferson

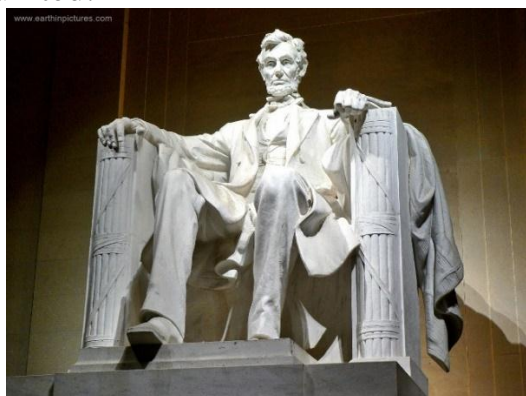
Memorial in Washington too, It's quite a long walk from here, but we can go there if you want to. It's a very picturesque place, surrounded by cherry trees.



Olga: You can see extracts from Jefferson's most famous works on the walls of the memorial. It was dedicated on the 200th anniversary of Jefferson's birth, so it was opened in 1943.

Rob: And what about President Lincoln?

Olga: There's the Lincoln Memorial, with a huge statue of Lincoln in the middle. I personally find it the most beautiful. The Memorial looks like a Greek temple, and it has 36 columns, one for each state at the time of Lincoln's death. It's a very important symbol, because Lincoln spent his whole life trying to keep the country united.



Emily: Yes, we remember the story of the war between the North and the South.

Olga: Now we could go there to have a look. And after that we could visit some museums. Washington takes pride in its world-class museums at the Smithsonian Institution. There is something for everyone: The Smithsonian National Air and Space Museum, the Smithsonian Natural History Museum, the Smithsonian American History Museum and many more. The museums are free and fun to visit.

Emily: Yeah, all the museums are with a lot of guided tours and different activities.

Rob: I also heard that we could visit the FBI building. Am I right?

Olga: Well. Yes, parts of it. If you're a fan of spy stories, you'll enjoy the FBI's demonstration of spy equipment and real-life stories about finding criminals and fighting terrorism.

Task №3. Read the text again and answer the questions.

1. Where is Washington situated?
2. What is its official name?
3. Does it belong to any state in the USA?
4. How large is it?
5. Is it a usual city?
6. How can you characterize the city?
7. Do you think it is a good place to live? Why?
8. What places of interest can tourist visit?
9. What would you like to see and take photos of in Washington?
10. Why was the city given the name of the first President of the USA?

Task№4. Read the text again and get ready to retell it briefly.

Task№5. Read the text again and complete the table «Washington».

The location	Some historical facts	The climate / weather	Places of interest	Some interesting facts
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Grammar Section

Task№6. Read the text again and find some sentences written in Past Simple.

Task№7. Read the text again and find some sentences where modal verbs are used.

Task№8. Read the text again and find some sentences written in the Passive Voice. Determine their Tense.

ПРАКТИЧЕСКАЯ РАБОТА № 13

Тема: Places of interest of the USA

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике.

Задачи:

1. учебная: развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.

2. познавательная: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы;

уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Достопримечательности США».

4. воспитательная: способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.

5. социокультурная: формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

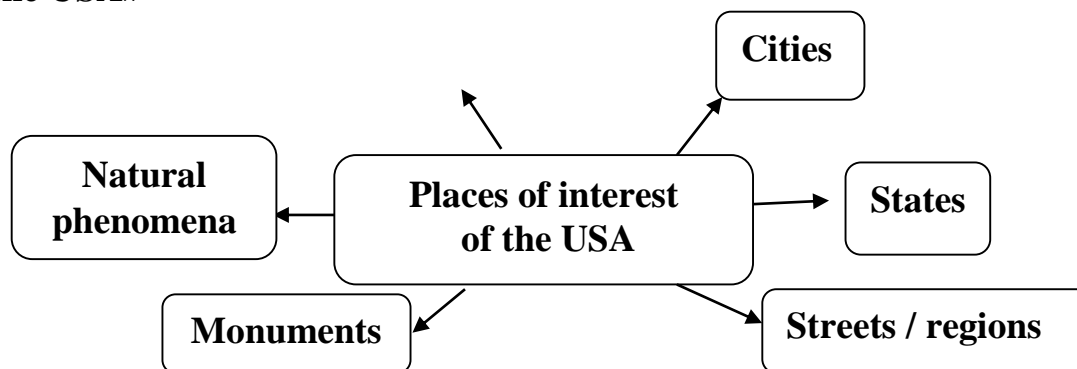
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки;

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;
- карта США

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Think over and complete the spidergram on topic «Places of interest of the USA»

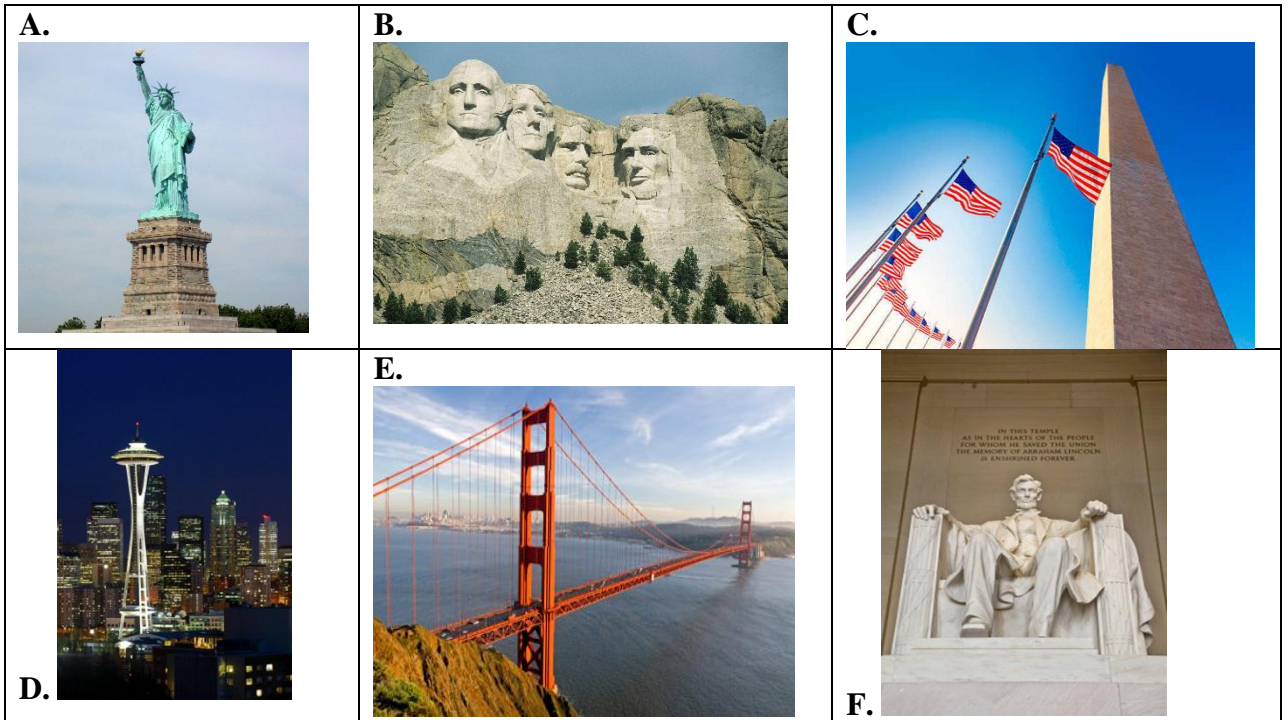


Task№2. Look at the pictures given below. Decide whether they come from the USA or not. Complete the table.

1. Mount Rushmore
4. Washington Monument

2. The Statue of Liberty
5. Lincoln Monument

3. The Golden Gate Bridge
6. Seattle's Space Needle



1	2	3	4	5	6

Task №3. Read the short texts about some American sights. Look at the pictures and entitle the texts.

1. Built in 1886, the Statue of Liberty stands as an international greeting of welcome to immigrants to the U.S. Lady Liberty has seen many changes take place from her home in New York Harbor, but she's adapted to the times - she even has a Twitter account.

2. Since its completion in 1937, the Golden Gate Bridge has stood out against the backdrop of San Francisco's blue sky. Famous for its unique color, deemed "International Orange," this suspension bridge supports about 9 million people each year.

3. Presidents Washington, Jefferson, Roosevelt and Lincoln are forever immortalized on Mount Rushmore in South Dakota. Park staff have begun a 3-D laser scanning project to create models of the sculptures in case something happens to the originals.

4. The Washington Monument is one of the highest points in Washington, D.C., and, currently celebrating its 125th birthday, one of the oldest. The unique structure is an obelisk, an ancient Egyptian monument design.

5. Across the reflecting pool from the Washington Monument, the Lincoln Memorial houses a 19-foot-tall statue of the 16th president. The exterior was

modeled after the Parthenon and served as the backdrop for Martin Luther King Jr.'s "I Have a Dream" speech.

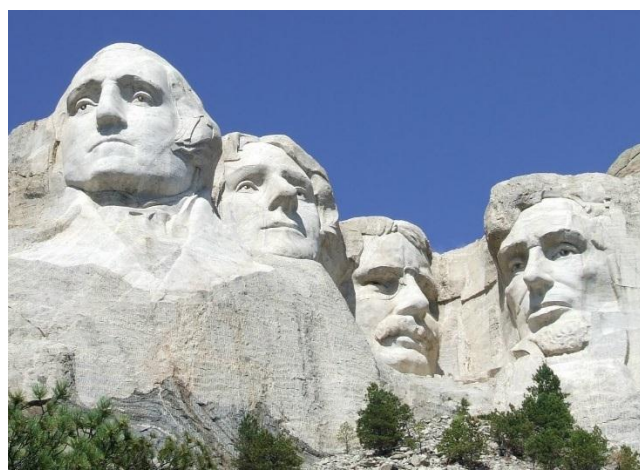
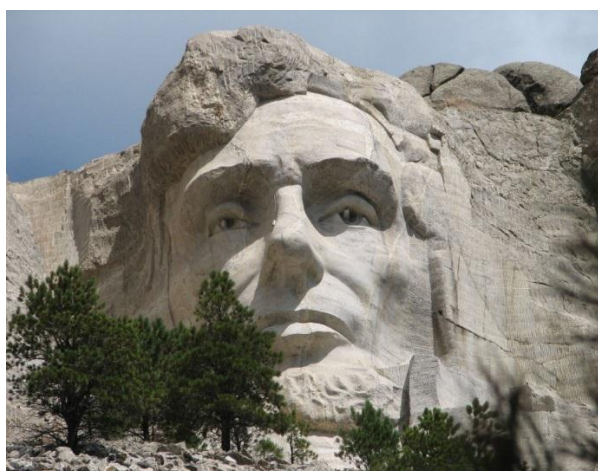
6. Seattle's Space Needle was built in 1962 and opened just in time for that year's World's Fair, when more than 2 million people visited the architectural wonder. The 184m-tall structure was built to withstand strong winds and the endless Seattle rain. It can withstand really high earthquake intensity.

Task№4. Watch the video Episode about Mount Rushmore National Memorial. What did you learn about it?

1. Where is it located?
2. Whose faces are carved into the granite of the mount?
3. How long did the construction last?
4. What tools and methods were used?

Task№5. Read the text and try to understand the main idea of the text. Mind the Active Vocabulary

- | | |
|----------------------------------|---|
| - are carved into - вырезаны в.. | - to celebrate the memory - прославлять память |
| - skyline - силуэт | - to commemorate - увековечивать память |
| - thin layer - тонкий слой | - powerful tools - инструменты/ эффективные способы |
| - to remove - удалять | - be well lit - хорошо освещаться |
| - smooth - гладкий | - dynamite - ['daɪnəmaɪt] - динамит |
| - to blast - взрывать | - determination - решительность, целеустремленность |
| - event - событие | - funding - финансовое обеспечение |
| - anniversary - годовщина | - was dedicated - был торжественно открыт |
| - set up - основать, учредить | - he's remembered for - его помнят за... |



In South Dakota we have a joke: What has 60-foot high faces, eyes 11 feet across, noses 20 feet long, mouths that stretch 18 feet wide, and is visited by two and a half million people a year? Today you'll find out. You're going to see a monument that celebrates the memory of some great people in American history, the

most respected presidents: George Washington. Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. But this monument doesn't only commemorate some great people in the history, it is also a monument to the human spirit, determination and hard work, which proves that even the impossible can become possible. "So what's so special about this monument?" you might ask. "What makes people from different parts of America and the world come to this place to see it?" If you've already seen the monument on advertising posters, you'll know the answer. The faces of the presidents are carved into a huge granite mountain called Mount Rushmore. Actually, it's probably the largest sculpture in the world and the fact that it was started and completed at a time when people didn't have the kind of powerful tools we have today makes it even more exciting.

It all started in 1923 with Doane Robinson, a South Dakota state historian. His idea was to carve the faces of famous people from the Old West in the mountain. He thought it would attract a lot of tourists, who would come and spend money in the area. Now we know that he was right.

The idea got a lot of support, and government funding was given. Then the sculptor Gutzon Borglum began to search for a suitable place. When he finally found Mount Rushmore, he knew that it was just what he needed. It was also the highest peak in the area and faced southeast, which meant that it would be well lit for most of the day. Borglum pointed at the mountain and said, "America will march along that skyline." It was the beginning of years of hard work.

On October 4, 1927 the carving began. They used dynamite to take rock from the mountain until there was only a thin layer of granite left. The rest of it was removed by hand, keeping teams of workers busy until the presidents' faces were absolutely smooth. If the workers made a mistake, they had to blast huge pieces of rock away and start the face all over again.

Finally, on July 4, 1934, Washington's face was dedicated. This great event attracted a lot of visitors. Before the face was shown to the public, it was covered by a huge flag measuring 39 by 70 foot, which greatly impressed the audience. Two years later Thomas Jefferson's head was dedicated, and a year after that Abraham Lincoln's face was dedicated on September 17, 1937, which was the one hundred fiftieth anniversary of the signing of the Constitution. The work was completed in 1941 with the face of another great president, Theodore Roosevelt.

The construction of Mount Rushmore National Memorial took 14 years, from 1927 to 1941. Each of the president's heads is equal to a six-story high building. Their eyes are 3.3 meters (11 feet) wide; their mouths are (5.5 meters) 18 feet wide; and their noses are (6 meters) 20 feet long. Originally, it was planned that the figures would be carved from head to waist, but there was not enough funding to complete the work.

"Why was he chosen among the greatest presidents of the US?" you may ask. He deserved it. Theodore Roosevelt did a lot of good for his country. The interests of working people were close to his heart, and he's remembered for his fight against financial monopolies and trusts to help economic growth. But most importantly, he was a conservationist, which means that he placed our unique natural resources under government protection to preserve them for the future. All in all, he set up five

national parks, eighteen national monuments, and helped preserve millions of acres of national forest in America.

Task№6. Read the text and make up the plan to the text.

Task№7. Read the text and find the English equivalents to the Russian ones.

1	to stretch	А. - бригады рабочих
2	the most respected presidents	В. - прославлять память
3	teams of worker	С. - крупное мероприятие
4	determination	Д. - было завершено
5	a great event	Е. - иметь протяженность
6	was completed	Ф. - нуждаться (в чем-то)
7	to need	Г. - самые почитаемые президенты
8	to celebrate the memory	Н. - решительность, целеустремленность

Task№8. Read the text once again and find the English equivalents to the Russian ones.

Привлек много посетителей; сохранил миллионы акров; борьба против финансовых монополий; уникальные природные богатства; покровительство со стороны правительства; тяжелый труд; шутка; выяснишь это; человеческий дух; резные работы начались; самая высокая точка (пик) на всей территории; совершили ошибку; поддержка; финансовое обеспечение правительства; гранитная гора огромных (внушительных) размеров; который доказывает, что; близки ему в душе; интересы рабочего класса; невозможное может стать возможным; должны были взрывать огромные куски скалы; тонкий слой гранита; основал национальные парки; это было начало... .

Task№9. Read the text once again and complete the phrases filling in the gaps with the proper preposition. Translate them.

1. The interests ___ working people;
2. they were close ___ his heart;
3. his face was dedicated ___ 26...;
4. placed the unique natural resources _____ government protection;
5. there was only a thin layer ___ granite left;
6. he pointed ___ the mountain;
7. great people ___ the history;
8. What's so special _____ this monument?
9. the monument ___ advertising posters;
10. it was completed ___ a time when...;

Task№10. Read the text once again and get ready to retell it briefly.

Task №11. Read the text and try to understand the main idea of it. Mind the Active Vocabulary

- torch - факел
- spike - острие, шип
- to dedicate to - посвятить
- a gift - подарок
- unique - уникальный
- to occupy - занимать (территорию)
- recognizable - узнаваемый
- evoking the law - требующий суда
- shackle / fetters - оковы, кандалы, узы
- to tread under foot - попирать ногами
- heaven's rays - небесные лучи
- plaque - мемориальная доска
- sway up - раскачиваться
- sheathing - облицовка
- to encompass = to contain



(July 4, 1776) in Roman numerals and a torch in the other. The Statue is one of the most recognizable icons globally. The Statue of Liberty is believed to be the tallest metal statue ever made. The height of the Statue of Liberty is 152 feet (93 m is the height of the whole structure, from

Active Vocabulary

- to overpass - пройти, преодолеть
- to reach smth. - достичь чего-либо
- on the completion - по окончании (завершению)
- viewing platform - смотровая площадка
- in recognition of - в знак, в связи с
- the Liberty Island - остров Свободы
- copper clad - покрытая (облицованная) медью
- a robed woman - одетая в мантию судьи женщина
- is believed to be - считают, что является...
- was unveiled - была торжественно открыта
- steel (iron) framework - стальной каркас
- gemstones - цветные драгоценные камни
- Liberty Enlightening the World - свобода, озаряющая свет
- beacon [-i-] - маяк, путеводная звезда
- a strenuous journey - требующее усилий путешествие
- bolts of lightning - вспышка молнии, сопровождаемая громом

The Statue of Liberty is one of the most famous monuments of the USA. The people of France gave the Statue to the people of the US in 1886 as a friendship gift on the completion of 100 years of independence. It is a universal symbol of freedom and democracy. Located on the Liberty Island of New York, occupying 12 acres (48 562.273m²) of land, the monument welcomes all those who come to New York as tourists and also welcomes the inhabitants who are returning to their native place. The copper clad statue is of a robed woman, who holds a tablet upon which is inscribed the date of American Declaration of Independence

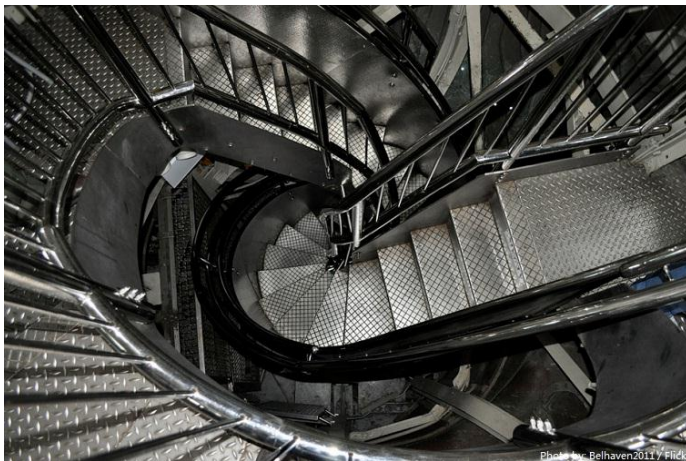


the ground to tip of torch, and 46 m is the height of the sculpture itself) The length of the right arm is 13 m. The length of the foot is about 7,5m. The woman also wears a crown with seven spikes that symbolize the light of liberty shining on the seven continents. Frederic Auguste Bartholdi was the sculptor of the Statue of Liberty and the Iron work on inside was done by Gustave Eiffel. It took 15 years to build it. The work started in 1870 and the statue was unveiled in New York, on October 28, 1886.

What materials were the statue made of? The first impression is as if it was made of steel or rock. Actually, 250 tons of steel and 31 tons of copper were used to make the statue. But they are not the only materials that were used. The Statue of Liberty is made of three kinds of material. The iron bars are used to support skin (as steel framework of the statue), copper is used as a skin over the underlying structure and stone and concrete are used for pedestal. The concrete pedestal weighs 27,000 tons.

Chains and shackles are at her feet, which can only be seen from above. The shackles represent America breaking the chains of tyranny and accepting democracy as a viable form of government. So, the statue treads fetters under foot, which symbolizes freedom and independence. (Liberty's original name was Liberty Enlightening the World)

Inside the platform there is a museum dedicated to the history of immigration to the US. There are 25 windows in the crown of the Statue of Liberty, which symbolize gemstones found on the earth and the heaven's rays shining over the world. The seven rays of the Statue's crown represent the seven seas and continents of the world.



The climb to the crown is a strenuous journey that encompasses 354 steps (equivalent to climbing up 20 floors in a building). Nevertheless, the view from the top of the statue is stunning. You will see the whole city and will admire its beauty and unique architecture.

Winds of 50 miles per hour can cause the Statue of Liberty to sway up to 7.62cm and the torch can sway up to 12.70cm. The interior of the pedestal contains a bronze plaque, inscribed with the poem "The New Colossus" by Emma Lazarus.

There are hundreds of other Statues of Liberty that have been erected all around the globe.

The image of the Statue of Liberty has been used on American bills and coins. After three years of the end of World War I, US used the Statue of Liberty as the symbol of the significance America placed on freedom and hope, with Liberty's beacon lighting the way for all nations. Statue of Liberty has turned green,



over the years, due to the effects of acid- rain on its copper sheathing.

Statue of Liberty was repaired and restored in the mid 1980s, by a combined French and American work force, for the centennial celebration held in July 1986. In 1984, at the start of the Statue's restoration, the United Nations designated the Statue of Liberty as a World Heritage Site. The new torch was carefully covered with thin sheets of 24k gold which is illuminated by external lamps on the surrounding balcony platform. The Statue of Liberty's torch lights the way to freedom showing the path to Liberty.

Statue of Liberty was closed as a result of the tragedy of September 11, 2001. Although Liberty Island was re-opened after being closed for 100 days, the Statue remained closed until August 3, 2004.

It is a very safe place for tourists for visiting. Because to get inside a person must undergo a special security check similar to the one at the airport. Although people say that the Statue of Liberty is thought to be hit by up to 600 bolts of lightning every year.

The statue functioned as a lighthouse from 1886 to 1902, lighting a distance of up to 39 kilometers away.

Task№12. Read the text and translate the sentences. Mind the Active Vocabulary

1. Статуя Свободы - знаменитый памятник США. 2. Народ Франции подарил ее народу Америки в 1886 в знак дружбы их народов. 3. Статуя находится на острове Свободы в Нью-Йорке. 4. Это фигура женщины, которая держит факел в правой руке, а в левой скрижаль. 5. На ней корона с 7 шипами. 6. Они символизируют свободу, торжествующую на семи континентах. 7. Статуя была сделана по проекту французского скульптора Фредерика Огюста Бартольди. 8. Ее высота составляет 93 метра, а вес - более 200 тонн. 9. Статуя стоит на платформе, внутри которой располагается музей, посвященный истории иммиграции в Америку. 10. Корона статуи также служит смотровой площадкой, которая открыта для посетителей. 11. Чтобы достичь ее, вам предстоит преодолеть 356 ступеней. 12. Вы увидите весь город и восхититесь

его красотой и уникальной архитектурой. 13. Люди часто называют статую «Леди Харбор». 14. Она является одним из любимых туристами сувениров. 15. Тысячи людей покупают копии статуи и многие другие сувениры и даже одежду с этим символом.

Task№13. Read the text once again and find the English equivalents to the Russian ones.

подарили статую; в результате трагедии; реставрация статуи; золотые пластины; использованные; образ статуи; объект всемирного наследия; бронзовая мемориальная доска; символ значимости (важности); освещена внешними лампами; от основания до верхней точки; факел; остров Свободы был вновь открыт; скульптор; стальные работы; восхититься красотой и уникальной архитектурой; символизирует независимость; уникальный; узнаваемый; попирать ногами; небесные лучи; раскачиваться; по окончании; смотровая площадка; в знак; была торжественно открыта; цветные драгоценные камни

Task№14. Read the text once again and fill in the gaps with the proper preposition. Translate the phrases.

1. gave the Statue ___ the Americans;
2. it was closed ___ a result ___ the tragedy;
3. it stands with one of the feet ___ the fetters;
4. the inhabitants are returning ___ their native place;
5. it symbolize gemstones found ___ the earth;
6. _____ the years, ___ ___ the effects of acid- rain;
7. it was made ___ steel or rock;
8. the statue wears a crown _____ seven spikes;
9. It is a very safe place ___ tourists for visiting
10. the beacon lighting the way ___ all nations

Task№15. Match the English equivalents with the Russian ones.

1	steel (iron) framework	a. - смотровая площадка	
2	beacon [-i-]	b. - посвятить	
3	unique	c. - небесные лучи	
4	to overpass	d. - достичь чего-либо	
5	viewing platform	e. - стальной каркас	
6	heaven's rays	f. - требующий суда	
7	sway up	g. - облицовка	
8	spike	h. - уникальный	3h
9	gemstones	i. - маяк, путеводная звезда	
10	evoking the law	j. - мемориальная доска	
11	to reach smth.	k. - раскачиваться	
12	to dedicate to	l. - острие, шип	

13	plaque	м. - пройти, преодолеть	
14	sheathing	п. - цветные драгоценные камни	

Grammar Section

Wish - sentences

Task№16. Read and match the pairs. Mind the wish - sentences.

1	I wish I could use a computer.	а. Жаль, что она небогата.
2	I wish they knew my phone number.	б. Я бы хотел, чтобы сегодня не было так холодно.
3	I wish she were rich.	с. Я бы хотел, чтобы у него была хорошая работа.
4	I wish it weren't so cold today.	д. Жаль, что они не знают номер моего телефона.
5	I wish he had a good job.	е. Как бы мне хотелось уметь пользоваться компьютером

Task№17. Read and match the pairs. Mind the wish - sentences.

1	I wish you had taken my advice	а. Жаль, что вчера дождь лил как из ведра.
2	I wish she could have arrived on time.	б. Жаль, что мы не успели на последний поезд.
3	I wish Bruce had passed the driving test.	с. Жаль, что ты не воспользовался моим советом.
4	I wish we hadn't missed the last train.	д. Жаль, что она не смогла прийти вовремя.
5	I wish it hadn't rained cats and dogs yesterday.	е. Жаль, что Брюс не сдал экзамен по вождению.

Task№18. Read and translate the sentences.

1. Если бы у меня был такой брат как ты.
2. Если бы у меня была машина.
3. Если бы у меня был планшет.
4. Если бы у меня была собака.
5. Если бы у нас был свой дом, я бы мог приглашать гостей.
6. Если бы у меня были права, я бы мог водить машину и ездить в колледж.

ПРАКТИЧЕСКАЯ РАБОТА № 14

Тема: **Outstanding people of the USA and Great Britain**

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур по страноведческой тематике.

Задачи:

- 1. учебная:** развитие навыков письменной, устной диалогической и монологической речи, навыков аудирования, чтения, формирование навыков словообразования.
- 2. познавательная:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации, анализировать и делать выводы; уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации;
- 3. развивающая:** развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Выдающиеся люди США и Великобритании».
- 4. воспитательная:** способствовать привитию обучающимся интереса и уважение к стране изучаемого языка; воспитывать; умения слушать собеседника, сотрудничать и помогать при работе в группе и паре.
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированный

Необходимое оснащение:

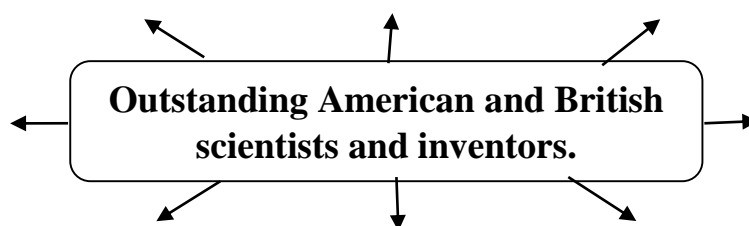
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки;

Используемые материалы:

- презентация в программе Power Point;
- МУ ПР для обучающихся;
- раздаточный материал;

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Think over and give examples of the names of American and British outstanding scientists and inventors.



Task№2. Read the text and try to understand the main idea of it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|--------------------------------|--|
| - an inventor - изобретатель | - the rise and fall of the tides морские - приливы и отливы |
| - a mathematician - математик | - an analytical engine - аналитическая машина |
| - government - правительство | - different types of - разного вида |
| - to develop - разработать | - to perform mathematical operations - производить математические операции |
| - ability - способность | - be confined - ограничиваться (чем-либо) |
| - addition - сложение | - sequence of operations - последовательность операций |
| - subtraction - вычитание | - to suit - соответствовать (чему-либо) |
| - multiplication - умножение | - to attempt - делать попытку |
| - division - деление | - a relay computer - релейная вычислительная машина |
| - memory - память | - a major step toward - серьезный шаг вперед |
| - due to - благодаря (чему-л.) | - stored program computers - компьютер с запоминаемой программой |
| - punched card - перфокарта | |
| - to call - называть | |

Babbage's analytical engine



In 1832, an English inventor and mathematician Charles Babbage was commissioned by the British government to develop a system for calculating the rise and fall of the tides. Babbage designed a device and called it an analytical engine. It was the first programmable computer, complete with punched cards for data input. Babbage gave the engine the ability to perform different types of mathematical operations. The machine was not confined to simple addition, subtraction, multiplication, or division. It had its own «memory», due to which the machine could use different combinations and sequences of

operations to suit the purposes of the operator.

The machine of his dream was never realized in his life. Yet Babbage's idea did not die with him. Other scientists attempted to build mechanical, general-purpose, stored program computers throughout the next century. In 1941 a relay computer was built in Germany by Conrad Zuse. It was a major step toward the realization of Babbage's dream.

Task№3. Read the text once again and find the English equivalents to the Russian ones.

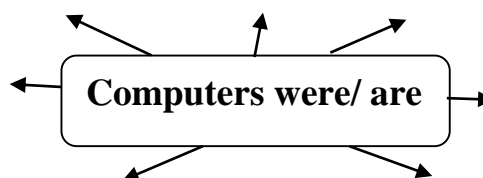
компьютер с программным управлением; машина; разработать; сложение; собственная память; аналитическая машина; деление; разного вида; производить математические операции; последовательность операций; релейная вычислительная машина; машина (двигатель); правительство; изобретатель; соответствовать (чему-либо)

Task№4. Read the text once again and complete the words.

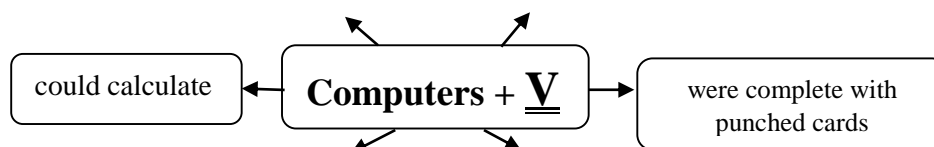
invent__r; ma__ __emati__ian; s__stem; cal__ulatin__ __; des__ __n; compl__te; p__nc__ed ca__ds; s__btr__ction; c__mbina__i__n; se__ __ence; p__ __pose; re__lize; s__ientist; me__ __anical; sto__ed pro__ram; __entury

Task№5. Read the text once again and complete the spidergrams.

A.



B.



Task№6. Read the text and mind the Active Vocabulary

Active Vocabulary

- | | |
|---|--|
| - an errand boy - курьер, посыльный | - to develop a passionate interest - развивать страстный интерес |
| - an apprentice - ученик | - to attend lectures - присутствовать на лекциях |
| - devote time - посвятить время | - found world - wide application - нашло свое применение во всем мире |
| - to induce - индуцировать | - produced a current in a wire - создал ток в проводе |
| - a bookbinder - мастер переплётного дела | - to measure the electric current - измерять электрический ток |
| - to employ - нанять на работу | - to make great contribution to - сделать вклад / внести свою лепту в |
| - scientific research - научные исследования | - improve the telescope - улучшить (качество) телескопа |
| - separate from oil gas - выделить из нефтяного газа | - the law of electrolysis - закон электролиза (закон Фарадея) |
| - electric current - электрический ток | - found the theory of electric and magnetic fields - создал (основал) теорию магнитных и электрических полей |
| - electromagnetic induction - электромагнитная индукция | - to enjoy world -wide popularity - пользоваться всемирной славой |
| - conductivity - электропроводность | - remained a modest man - остался скромным человеком |
| - optical glasses - оптическое стекло | - dynamo machine - динамо - электрическая машина |
| - discovery of - открытие (чего-либо) | |
| - an outstanding scientist - выдающийся ученый | |
| - to make observations - проводить наблюдения | |
| - although - хотя | |
| - numerous - многочисленные | |
| - a forerunner - предшественник | |

Michael Faraday (1791-1867)

Michael Faraday, the famous English scientist, was born near London on September 22, 1791. His father was too poor to keep him in school long. At the age of 13 Michael began to work as an errand boy in a bookshop. A year later he became an apprentice to a bookbinder. Both these jobs helped him to develop a passionate interest in books.

Faraday was also able to attend some lectures by the world-famous chemist Sir Humphrey Dave. He attended the lectures with great enthusiasm and soon asked Dave to give him work as an assistant. Dave employed Faraday as a laboratory assistant, and Michael was very pleased to work in a scientific laboratory.



From now on Faraday could devote practically all his time to scientific research. He made a lot of experiments, and produced several new kinds of optical glasses that greatly improved the telescope. His discovery of benzene, which he separated from oil gas, found world-wide application. He discovered the law of electrolysis, etc. but the problem of electricity and magnetism interested him

above all. Faraday wanted to know if electricity could be made with the help of a magnet? First, he produced a current in a wire by a magnet, then, in 1831, he showed that an electric current could induce another current in a different circuit. This discovery of the electromagnetic induction later became the basis of all modern electrical engineering.

As it is known Faraday was one of those men who made possible the age of electricity. He measured the electric current for the first time. He also made several important observations on the conductivity of different materials. Faraday founded the theory of electric and magnetic fields and made great contribution into the development of electro-magnetic theory of light.

It should be noticed that all his life Faraday was poor. He believed that a scientist could not serve science for money. Although Faraday enjoyed world-wide popularity, he remained a modest man and wanted neither high titles nor prizes for numerous discoveries.

Michael Faraday, an outstanding English scientist, performed more than two thousand experiments in his lifetime and made valuable discoveries in chemistry and physics. His greatest discovery, electromagnetic induction in 1831, became the basis of all modern electrical engineering. His dynamo machine became the forerunner of modern generators.

Task №5. Translate the sentences.

1. М. Фарадей родился в бедной семье и не имел возможности получить образование.
2. Всемирно известный ученый оказал влияние на научные интересы Фарадея.
3. Фарадей открыл явление электромагнитной индукции-основы современной электротехники.
4. Благодаря своим многочисленным

открытиям Фарадей сделал возможным век электричества. 5. Фарадей был скромным человеком. Он не стремился ни к званиям, ни к наградам.

Task№6. Read the text and match the English equivalents with the Russian ones.

1	separate from oil gas	a. - электрический ток	
2	to measure the electric current	b. - электромагнитная индукция	
3	the theory of electric and magnetic fields	c. - электропроводность	
4	to develop	d. - открытие (чего-либо)	
5	to make great contribution to в	e. - динамо - электрическая машина	
6	dynamo machine	f. - научные исследования	
7	improve the telescope	g. - развивать	
8	produced a current in a wire	h. - теория магнитных и электрических полей	
9	the law of electrolysis	i. - выдающийся ученый	
10	electromagnetic induction	j. - выделить из нефтяного газа	
11	conductivity	k. - проводить наблюдения	
12	discovery of	l. - создал ток в проводе	
13	scientific research	m. - сделать вклад / внести свою лепту	
14	an outstanding scientist	n. - закон электролиза (закон Фарадея)	
15	- electric current	o. - измерять электрический ток	
16	to make observations	p. - улучшить (качество) телескопа	

Task№7. Read the text and try to understand the main idea of it. Mind the Active Vocabulary

Active Vocabulary

- curiosity - любопытство
- diligence - прилежание
- the Law of Gravity - Закон гравитации
- observing - наблюдая за
- came to the conclusion - прийти к выводу
- force- сила
- particle - частица

Isaac Newton (1642-1727)



Isaac Newton, one of the greatest men in the history of science, was born in a village in England. His father was a poor farmer. Isaac was a silent thinking boy. He played little with other children, giving all his time to Mathematics and Physics. When the boy was fourteen his father died. Isaac left school and helped his mother on the farm. But the boy didn't like farming. He was fond of poetry and sciences. So, Isaac was sent back to school to be prepared for college.

At the age of eighteen Newton entered the University of Cambridge, where he became one of the best students, and where later he lectured on mathematics for more than 30 years.

Newton's curiosity and diligence resulted in his greatest discovery of the most fundamental law of the Universe - the Law of Gravity. Observing the fall of an apple from a tree, he came to the conclusion that the force, keeping the planets in their orbits around the sun, was the same force that caused the apple to fall, namely, the force of gravity. His law states that every particle of matter in the universe attracts every other particle with a force proportional to the product of their masses and inversely proportional to the square of the distance between them. Newton extended the law of gravity to the whole universe. He suggested that it was gravity, which bound the Moon to the Earth, and the Earth and the other planets to the Sun.

Newton's contribution to many sciences is so great that he may be considered to be the founder of modern mathematics, physics and spectroscopy. It was Newton who said that light is a combination of different rays of different colors, known to us as the spectrum, and that white light is a mixture of all these.

Newton lived a long life and was buried in Westminster Abbey. There is a monument to Newton in Trinity College at Cambridge with the inscription: "Newton, Who Surpassed all Men of Science"

Task №8. Read the text once again. Answer the questions.

1. When and where was Newton born? 2. What was his father? 3. What kind of a boy was Isaac in his childhood? 4. What university did he study at? 5. What was Newton's greatest discovery? 6. How did he come to the discovery of the law of gravitation? 7. What does this law state? 8. In what way did Newton extend his law of gravity to the universe? 9. What fields of science did Newton make contribution to? 10. What conclusion did he come to studying the nature of light?

Newton's laws of motion

Newton's Laws of Motion are based on his own and Galileo's experiments. Newton's first Law of Motion may be expressed as follows: any object remains at rest or continues to move at constant speed in a straight line, unless some force acts upon it.

We call the rate of speeding up acceleration, while the rate of speeding down is called deceleration or negative acceleration. The acceleration of an automobile is positive when the motor supplies force to speed up the car. The acceleration is negative when the retarding force of the breaks slows down the motion of the car. We even speak acceleration when the motorcar goes around a corner at constant speed because a change in the direction of motion requires a force just as a change of speed does. In any of these cases, the greater the force applied, the greater the acceleration.

Newton's second Law of Motion expresses the relation between force, mass and acceleration as follows: the acceleration of a body is directly proportional to the acting force and inversely proportional to the mass of a body.

Newton's third Law of Motion states in the following way: forces always act in pairs and the two forces in a pair are equal and opposite. As an illustration of the third law, suppose a person pushes on a door in order to open it. The door will push back on his hand with an equal and opposite force. It should be noted that the action and reaction always act on different bodies and never act on the same body. Also action and reaction are equal when a body is accelerated.

Task№9. Read the text and try to understand the main idea of it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|---|---|
| - analog computer - аналоговый компьютер | - mathematical problems - математические задачи |
| - responsible for - ответственный за ... | - at a very fast rate - на большой скорости |
| - achievement - достижение | - keep instructions - хранить команды |
| - inside the computer's memory - внутри памяти компьютера | - be able to store - был способен сохранять |
| - contributed to - внести вклад в | a binary code - двоичная система кодирования |
| - to simplify - упрощать | - to amplify electronic signals - усиливать электронные сигналы |
| - to perform computations - выполнять вычисления | |

The first analog and digital computer

In 1930 the first analog computer was built by American named Vannevar Bush. This device was used in World War II to help aim guns.

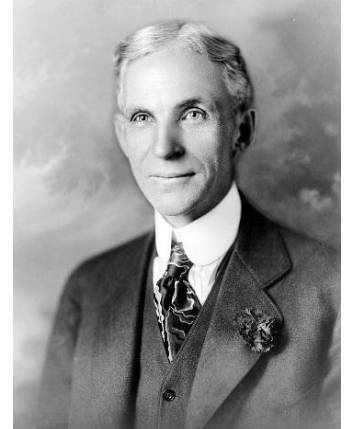
Many technical developments of electronic digital computers took place in the 1940s and 1950s. Mark I, the name given to the first digital computer, was completed in 1944. The man responsible for this invention was Professor Howard Aiken. This was the first machine that could figure out long lists of mathematical problems. At a very fast rate.

Another important achievement in developing computers came I 1947, when John von Neumann developed the idea of keeping instructions for the computer inside the computer's memory. The contribution of John von Neumann was particularly significant. Von Neumann's machine, called the Electronic Discrete Variable Computer, or EDVAC, was able to store both data and instructions. He also contributed to the idea of storing data and instructions in a binary code. That uses only ones and zeroes. This simplified computer design. Neumann's stored program computer as well as other machines of that time were made possible by the invention of the vacuum tube that could control and amplify electronic signals. Early computers, using vacuum tubes, could perform computations in thousands of seconds, called milliseconds, instead of seconds required by mechanical devices.

Task№9. Read the text and try to understand the main idea of it. Mind the Active Vocabulary.

Henry Ford

A. Henry Ford (July 30, 1863 to April 7, 1947) was an American automobile manufacturer who created the Ford Model T car in 1908 and went on to develop the assembly line mode of production, which revolutionized the industry. As a result, Ford sold millions of cars and became a world-famous company head. The company lost its market dominance but had a lasting impact on other technological development and U.S. infrastructure. Today Henry Ford is credited for helping to build America's economy during the nation's vulnerable early years and is considered one of America's leading businessmen.



B. Ford introduced the Model T, the first car to be affordable for most Americans, in October 1908 and continued its construction until 1927. Also known as the “Tin Lizzie,” the car was known for its durability and versatility, quickly making it a huge commercial success. For several years, Ford Motor Company posted 100 percent gains. Simple to drive and cheap to repair following Ford’s invention of the assembly line, nearly half of all cars in America in 1918 were Model T’s.

C. In 1913, Henry Ford launched the first moving assembly line for the mass production of the automobile. This new technique decreased the amount of time it took to build a car from 12 hours to two and a half, which in turn lowered the cost of the Model T from \$850 in 1908 to \$310 by 1926 for a much-improved model. In 1914, Ford introduced the \$5 wage for an eight-hour workday (\$110 in 2011), more than double what workers were previously making on average, as a method of keeping the best workers loyal to his company. More than for his profits, Ford became renowned for his revolutionary vision: the manufacture of an inexpensive automobile made by skilled workers who earn steady wages.

D. Henry Ford was born on July 30, 1863, on his family's farm in Wayne County, near Dearborn, Michigan. When Henry Ford was 13 years old, his father gifted him a pocket watch, which the young boy promptly took apart and reassembled. Friends and neighbors were impressed, and requested that he fix their timepieces too. Unsatisfied with farm work, Ford left home at the age of 16 to take an apprenticeship as a machinist at a shipbuilding firm in Detroit. In the years that followed, he would learn to skillfully operate and service steam engines and would also study bookkeeping.

In 1890, Henry Ford was hired as an engineer for the Detroit Edison Company. In 1893, his natural talents earned him a promotion to chief engineer.

E. All the while, Ford developed his plans for a horseless carriage. In 1892, Ford built his first gasoline-powered buggy, which had a two-cylinder, four-horsepower engine. In 1896, he constructed his first model car, the Ford Quadricycle. Within the same year, he attended a meeting with Edison executives and found himself presenting his automobile plans to Thomas Edison. The lighting genius encouraged Ford to build a second, better model. By 1898, Ford was awarded

with his first patent for a carburetor. In 1899, with money raised from investors following the development of a third model car, Ford left Edison Illuminating Company to pursue his car-making business full-time.

F. After a few trials building cars and companies, Henry Ford established the Ford Motor Company in 1903.

Active Vocabulary

- | | |
|---|---|
| - automobile manufacturer - производитель автомобилей | - he is credited for - ему приписывают... |
| - to develop the assembly line - разработать сборочный конвейер | - vulnerable - уязвимый, нестабильный |
| - durability- долговечность | - be affordable - доступный |
| - versatility - маневренность | - to launch - запустить (начать проект) |
| - make on average - выполнять в среднем | - decreased the amount of time - сократить количество времени |
| - a horseless carriage - безлошадная повозка | - to earn steady wages - зарабатывать стабильную заработную плату |
| - a few trials - несколько попыток | - was hired - наняли на работу |

Task№10. Read the text once again and arrange the titles of the paragraphs according to the text.

1. Henry Ford and the Assembly Line
2. Henry Ford and Thomas Edison
3. The Model T
4. Who Was Henry Ford?
5. The Ford Motor Company
6. His childhood and youth

Task№11. Read the text again and find the English equivalents to the Russian ones.

разработать сборочный конвейер; долговечность; маневренность; выполнять в среднем; несколько попыток; запустить (начать проект); сократить количество времени; наняли на работу; двигатель в четыре лошадиные силы; создал свою первую модель машины; революционное виденье; побудить (ч-л сделать)

Grammar Section

Complex Object (Сложное дополнение)

Task№12. Read the sentences and find the pairs. Mind the Complex Object.

1	I would like them to have a cup of tea.	a. Ребенку нравится, когда его мама поет.
2	I knew her to go to the cinema.	b. Она думала, что Том придет вечером.

3	I consider/find this exercise to be difficult.	с. Студенты полагают, что их новый учитель хороший.
4	She expected him to buy some flowers.	d. - Я хотел бы, чтобы они выпили чашку чая.
5	The students suppose a new teacher to be nice.	e. - Я знал, что она пойдет в кино.
6	They wanted us to come to the party.	f. Я считаю, что это задание трудное.
7	She expected Tom to come in the evening.	g. Он думает, что он хороший водитель
8	A child likes his mother to sing.	h. Мы знаем его, как хорошего актера.
9	She thinks him to be a good driver.	i. - Она ожидала, что он подарит ей цветы.
10	We know him to be a good actor.	j. - Они хотели, чтобы мы пришли на вечеринку.

Task№13. Open the brackets and make up the sentences using Complex Object. Translate the sentences.

Model: *We expected (she, come) at 5.*

– *We expected her to come at 5.*

1. Do you want (they, stay) at the hotel?
2. Would you like (I, show) you the sights of the city?
3. We expect (she, set) the table by the time we come.
4. I want (she, tell) me the news.
5. I don't want (they, be late) for dinner.
6. He expected (she, invite) him to the party.
7. They found (the lecture, be) boring.
8. I wish (my mother, buy) the dress by Saturday.
9. We considered (he, be) an honest person.
10. I know (he, learn) this poem by heart.

Task№14. Arrange the words in the right order to make up sentences. Translate them. Mind the Complex Object.

1. them/She/ to read/ wanted /that book.
2. I/ him/ expect / in a minute/ to come.
3. wishes / John /to do / the work/ her/ at once.
4. well / to study/ Sarah /The teacher expected.
5. to come/They/ him/ know/ in time.
6. this girl/ He/ to be/ believes/ his wife.
7. I/ this computer game/ find/ exciting/ to be.
8. her children/ to dance/ The Mother /likes.





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Интернет ресурсы:

Обучающие материалы:

1. www.macmillanenglish.com- Интернет- ресурсы с практическими материалами для формирования и совершенствования всех видов-речевых умений и навыков.
2. www.bbc.co.uk/worldservice/learningenglish
3. www.britishcouncil.org/learning-elt-resources.htm
4. www.handoutsonline.com
5. www.english-to-go.com (for teachers and students)
6. www.bbc.co.uk/videonation (authentic video clips on a variety of topics)
7. www.icons.org.uk

Методические материалы:

1. www.prosv.ru/umk/spotlight Teacher’s Portfolio
2. www.standart.edu.ru
3. www.internet-school.ru
4. www.onestopenglish.com- Интернет-ресурс содержит методические рекомендации и разработки уроков ведущих методистов в области преподавания английского языка. Включает уроки, разработанные на основе материалов из *The Guardian Weekly*, интерактивные игры, музыкальные видео, аудиоматериалы, демонстрационные карточки.
5. www.macmillan.ru- Интернет-ресурс с методическими разработками российских преподавателей, содержит учебные программы и календарно-

тематические планирования курсов английского языка повседневного и делового общения.

6. www.hltmag.co.uk (articles on methodology)
7. www.iatefl.org (International Association of Teachers of English as a Foreign Language)

8. www.developingteachers.com (lesson plans, tips, articles and more)
9. www.etprofessional.com (reviews, practical ideas and resources)

Учебники и интерактивные материалы:

1. www.longman.com
2. www.oup.com/elt/naturalenglish
3. www.oup.com/elt/englishfile
4. www.oup.com/elt/wordskills

Lesson Resources

1. www.britishcouncil.org/learnenglish.htm
2. www.teachingenglish.org.uk
3. www.bbc.co.uk/skillswiseN/
4. www.bbclearningenglish.com
5. www.cambridgeenglishonline.com
6. www.teachitworld.com
7. www.teachers-pet.org
8. www.coilins.co.uk./corpus
9. www.flo-loe.com

Publishers:

1. www.oup.com/elt
2. www.cambridge.org/elt
3. www.macmillanenglish.com
4. www.pearsonlongman.com
5. www.teacherweb.com
6. www.teach-noiogy.com
7. www.theconsultants-e.com/webquests/

Audio Resources

1. www.bbdearningenglish.com
2. www.britishcouncil.org/learnenglish-podcasts.htmnews.bbs.co.uk/cbbcnews
3. www.onestopenglish.com
4. www.elllo.org
5. www.breakingnewsenglish.com
6. www.splendid-speaking.com

7. <http://audacity.sourceforge.net>

Video Resources

1. www.bbc.co.uk/iplayer
2. www.itv.com
3. www.news.sky.com/skynews/video
4. www.channel14.com/video
5. [www.channel14learning /com](http://www.channel14learning.com)
6. www.youtube.com
7. www.videojug.com
8. [www.nationalgeographic.co.uk./video](http://www.nationalgeographic.co.uk/video)
9. www.eslvideo.com
10. www.teflclips.com
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21. <http://www.lextutor.ca/>