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Политехнический колледж

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

Для специальностей:
13.02.01 Тепловые электрические станции;
13.02.11 Техническая эксплуатация и обслуживание электрического и
электромеханического оборудования (по отраслям)

Методические указания по выполнению практических работ для обучающихся очного отделения по дисциплине «ИНОСТРАННЫЙ ЯЗЫК» разработаны на основе рабочей программы и Федерального государственного образовательного стандарта для специальностей среднего профессионального образования 13.02.01 Тепловые электрические станции, 13.02.11 Техническая эксплуатация и обслуживание электрического и электромеханического оборудования (по отраслям).

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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 обслуживание электрического и электромеханического оборудования (по отраслям)

Предложенные практические задания обучающийся выполняет в ходе практических занятий по дисциплине совместно с преподавателем, 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

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: My summer holiday, rest, vacations

Цель: формировать и развивать коммуникативную и социокультурную компетенции. Научиться выражать свою точку зрения по поводу проведенных летних каникул с приведением аргументов и использованием лексических единиц по теме «Отпуск, каникулы, отдых».

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, а также развивать умение вести диалог-расспрос; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Как я провел каникулы».
- 4. воспитательная:** способствовать привитию учащимся интереса к тому, как проводят свободное время россияне и подростки других стран; воспитывать уважение к семейным ценностям на примере американских, британских и российских семей; 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: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

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 pictures given below and give associations you have with them.



Task №2. Read the information about kids' summer holidays in different countries (America, Great Britain, and Russia).

Answer the questions.

- How do teens usually spend their summer holidays?
- What do they prefer doing every summer?

Alan: There's a ton of stuff they do. Mostly, I would say they go to public swimming pools and hang out with their friends.

Benjamin: Camping, swimming, hanging out with friends, sports, reading, playing video games. Basically, they just take a break from the school routine and do what kids do best...PLAY!

Samantha: Some British teens go on holiday, mainly to places like caravan parks or Blackpool, places with fairground attractions. Others may choose to go to the beach or spend time with friends.

Sergey: As for me, I love spending my holidays at a teen camp because it is great fun and I make a lot of new friends there.

Masha: Many teens spend their summer with the family on popular resorts such as Turkey, Egypt, Tunisia, Thailand, Vietnam or stay in Russia and go to Sochi. Lovers of active rest can try sailing, water skiing or wave riding. Lazy teens can go sunbathing.

Task№3. Read the sentence given below. Make up as many questions to all parts of the sentence as possible.

Tom and his friends went to London last summer.

Task№4. Answer the questions. Use the phrases given below.

Model: I spent² my summer holidays.

Questions:

1. Where did you spend your summer holidays?
2. Did you take pictures with your camera?
3. Did you visit the restaurant?
4. What did the waiter bring you?
5. Was the food in the restaurant disgusting?
6. Were the holidays exciting?
7. Did you visit the waterpark?
8. What places of interests did you visit in Moscow? (St Petersburg)
9. Did you learn windsurfing?

Where?

- abroad
- in a summer camp
- in a village
- in the country
- on the bank of the river
- at the seaside...

What is the place like?

- beautiful
- exciting
- boring
- interesting
- cold
- warm
- with picturesque landscapes

With whom?

- with my friends

Where did you stay?

- at my granny's
- at the hotel
- at our friends'
- at the campsite

What did you do there?

- swim
- play
- help with the garden
- visit interesting places
- take pictures
- meet old friends
- read books
- go fishing...

When?

- in summer
- in June (July, August)
- on Sundays...

- with my parents
- with my family
- alone...

How did you get there?

- by train
- by plane
- by car
- walk

Did you enjoy your summer?

- Yes, it was great!
- I had a good time..
- It was fun!
- No, it was boring
- It's nothing to boast of...

Task№5. Make up a short dialogue on topic «My last summer holidays». Use the Active Vocabulary. Act it out in pairs. Ask your friend about:

- | | |
|-------------|--------------------|
| the time | activities |
| the place | people he/she met |
| the weather | interesting places |

Task№6. Read and translate the text. Entitle it.

Summer is my favourite season of the year because one more hard and busy academic year is over and long holidays are waiting for me. I always plan a lot of wonderful things to do during my summer vacations.

Almost each year I spend my holidays in the country at my grandparents'. I adore that place for its landscapes. There is a nice river and the woods where my friends and I can gather berries and mushrooms. We also enjoy swimming in the river and sunbathing when the weather is fine. Apart from this, I'm always ready to help my grannies around the house or in the garden watering plants and gathering fruit and vegetables. I like to go fishing with my grandpa and cooking the fish over the fire. And one more thing which is worth saying is that I have a chance to breathe fresh country air and forget about the dust and the smokes of the city. Indeed, I have a great time in the country with my lovely grandparents. I wish I could visit them more often.

Last summer I spent my holidays at the seaside with my family. It was for the first time and I couldn't even imagine such excellent holidays. We were there in August and were lucky to have sunny weather and warm sea all the time. It was so pleasant to have a rest doing nothing except sunbathing and swimming. There were different kinds of entertainment but best of all I liked water scooters and discos. I also played with my little sister on the sand and taught her how to swim. Besides, I made some new friends and we had a lot of fun together. We went on several field trips. The one I will never forget was hiking in the mountains.

Unfortunately, the time passed very quickly and we had to return back home. However, there were still two more weeks left before college. I spent that time reading books, listening to music, watching TV, playing computer games and going out with my friends.

In conclusion, I want to say that I'm usually happy to get back to college as I can meet my groupmates and teachers again but I always look forward to having summer holidays.

Task№7. Answer the questions

1. What season does the author of the text like best of all?
2. Where does he usually spend his summer holidays?
3. Does he like reading books or gather berries and mushrooms?
4. Where was he last year?
5. Why did he enjoy his last summer holidays?

Task№8. Read the text again. Say True (T) / False (F) / Not Stated (NS)

I spend my holidays in the town at my grandparents'. _____

1. There is a nice river and a field where my friends and I can play beach volleyball. _____
2. We also enjoy sunbathing when the weather is fine. _____
3. I have a great time in the country with my lovely doggy. _____
4. Last summer I spent at the Black Sea. _____
5. We were at the seaside last summer month. _____
6. Best of all I liked water scooters and jet skiing. _____
7. I spent not so much time with my sister because I was always busy learning how to swim. _____
8. Frankly speaking, I don't like coming back to college because of the homework. _____

Task№9. Match the English words with their Russian equivalents.

1	are waiting for me	a. много разного и интересного
2	(to) breathe fresh country air	b. очень быстро
3	besides,	c. к сожалению
4	a lot of wonderful things	d. на песке
5	on the sand	e. ждут меня
6	warm sea	f. вдыхать свежий деревенский воздух
7	very quickly	g. кроме того,
8	unfortunately	h. теплое море

Task№10. Find the English equivalents to the Russian ones.

летние каникулы, почти каждый год, помогать бабушке по дому, я даже не мог себе представить, в заключении, я всегда с нетерпением жду, мы ездили на разные экскурсии, обожаю загорать, возвращаться в колледж, одногруппники.

Task№11. Read the text about different ways of holidaymaking and discuss it.

Summer is the most wonderful time for holidays. I always look forward to my summer vacations. There are different ways of holiday spending and you can vary it. You can stay at home sleeping off, reading interesting books, watching TV or playing computer games all day long.

Some people spend their holidays at the seaside or in the mountains. You can also spend several weeks in the country walking through the green fields, watching the clouds and enjoy a nice smell of flowers sitting down on a soft

meadow. It is nice to go for walks to the forest picking mushrooms and berries. If you do not mind of listening to the barking of the dogs and the croaking of the frogs in the evening, go to the country.

Some people want to visit some exotic place like China or Vietnam going sightseeing and visiting the places of interest.

To my mind if your idea of a holiday is something relaxing have a camping holiday.

Our company annually spends summer holidays on the coast of the Japan Sea. We place a tent in a quiet picturesque place on the seashore for several weeks. We are not afraid of mosquitoes, damp, typhoons and wind. We enjoy fresh sea air and sun all day long. I never get bored there. As a rule, I make new friends when I am on a holiday. In the daytime, we play volleyball, go fishing and boating, swim in the warm water of the sea, sunbathe, read magazines and newspapers. I like to walk along the beach collecting beautiful shells and interesting pebbles.

In the evening I like to sit on the beach watching the rise and the fall of the waves and enjoying the sunset. Our company finds great pleasure in making bonfires and cooking barbecues. We like to sit around the campfire telling anecdotes, funny stories and singing to a guitar. At night everyone sleeps except me. I enjoy being alone and observing the sky. The night stars attract me so much that I do not notice anything else. Later it is nice to sleep in a tent in your sleeping bag listening to the noise of the waves.

On this sort of holiday I get absolutely relaxed. There is nothing better for giving you energy to keep you going through the winter. We return home happy and full of impressions.

Task№12. Answer the questions:

1. Do you always look forward to your summer holidays?
2. What do you usually do if you stay at home in summer?
3. Are you fond of travelling?
4. What countries would you like to visit?
5. Have you ever been in the country?
6. What did you do there?
7. Do you like camping holiday?
8. What do you usually do on the sea shore?
9. Are you fond of lying in the sun or swimming?
10. What do you enjoy doing in the evening?
11. What is your idea of an ideal holiday?

Task№13. Read the text once again and find the English equivalents given below.

ждать с нетерпением, отсыпаться, гулять по полю, смотреть на облака, собирать грибы и ягоды, осматривать достопримечательности, проводить отпуск на берегу моря, наслаждаться свежим морским воздухом, собирать ракушки и камешки, готовить шашлыки, петь под гитару, расслабляться

Task№14. Translate into Russian:

time for holidays; a smell of flowers; the barking of the dogs and the croaking of the frogs; visiting the places of interest; a camping holiday; to be afraid of mosquitoes, damp, typhoons; to get bored; to go fishing and boating; to walk along the beach; to sit around the camp fire; to sleep in a tent; to return home happy and full of impressions

Task№15. Find the adjectives in the text. Write them down.

Task№16. Agree or disagree with the statements given below. Use the phrases:

In my opinion, ...	It's hard to say that ...
To my mind, ...	It is a pity...
It goes without saying, ...	I doubt it.

1. Spring is the most wonderful time for holidays.
2. Staying at home is the only way of holiday spending.
3. Some people spend their holidays at the seaside, in the mountains or in the country.
4. If your idea of a holiday is something relaxing have a camping holiday.
5. Our company annually spends summer holidays on the coast of the Black sea.
6. In the daytime we play football, go diving and boating, swim in the warm water of the sea.
7. Our company doesn't find great pleasure in making bonfires and cooking barbecues.
8. I hate being alone at night.
9. It is awful to sleep in a tent in your sleeping bag listening to the noise of the waves.
10. On this sort of holiday I get absolutely relaxed.

Task№17. Read the text and the statements in Task№16 again. Mark the statements True (T) and False (F).

Task№18. Make sentences out of the following words:

1. I, on, to, beach, like, the, rise, sit, the, watching.
2. Do, like, telling, to, sit, you, anecdotes, the, around, fire?
3. Gives, it, you, to, going, energy, you, through, the, keep, winter.
4. Enjoy, sky, the, observing, I, night.
5. Been, you, have, camping, ever?

Task№19. Translate the sentences into English:

1. Существуют различные способы проведения каникул.
2. Я люблю проводить летние каникулы дома, читая книги и играя в компьютерные игры.
3. Наши друзья обычно уезжают в деревню на все лето.
4. Каждое лето мы

устанавливаем палатку на берегу моря в тихом живописном месте. 5. Тебе умеешь готовить шашлыки? 6. Они вернулись домой загорелыми и полными впечатлений. 7. Мне нравятся люди, которые умеют рассказывать анекдоты. 8. Ночные звезды привлекают меня так сильно, что я не замечаю ничего другого.

Task№20. Complete the sentences:

1. I always look forward to my summer vacations_____
2. Don't spend your holidays at home_____
3. You can go for several weeks to the country_____
4. It's nice to go for walks to the forest_____
5. Isn't always fun picking mushrooms and berries_____
6. We are not afraid of mosquitoes and damp_____
7. I never get bored on the coast of the sea_____
8. Let's go fishing and boating_____
9. There is nothing better to travel_____

Task№21. Discuss in pairs the question and report your opinion in class.

- What are the advantages and disadvantages of your favourite way of holidaymaking? Make notes. Use the plan below:
 - The way of holidaymaking;
 - Place;
 - Possible advantages;
 - Possible disadvantages;

Grammar Section

The Present and Past Simple Tense

(Настоящее и Прошедшее простое время)

Task№22. 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№23. 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№24. 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№25. 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№26. 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№27. 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№28. 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№29. 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 №30. 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 №31. 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 №32. Translate the sentences into English.

Model: Вчера я почистил зубы три раза. - I cleaned my teeth three times yesterday.

1. В комнате было жарко, поэтому я открыл окно.
2. Концерт начался в 7.30 и закончился в 10.00.
3. Когда я был ребенком, я хотел быть доктором.
- 4.

Происшествие случилось в прошлое воскресенье. 5. Сегодня хороший день, но вчера шел дождь. 6. В прошлом году мы наслаждались нашими каникулами. Мы остановились в очень хорошем месте.

Task№33. 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.

Task№34. Write sentences about the past (yesterday / last week etc.)

1. Jim always goes to work by car. - Yesterday **he went to work by car.**
2. Rachel often loses her keys. - She _____ last week.
3. Kate meets her friends every evening. – She _____ yesterday evening.
4. I usually buy two newspapers every day. - Yesterday I _____.
5. We usually go to the cinema on Sundays. - Last Sunday we _____.
6. I eat an orange every day. – Yesterday I _____.
7. Tom always has a shower in the morning. - This morning he _____.
8. Our friends come to see us every Friday. - They _____ last Friday.

Task№35. Write sentences about what you did yesterday.

I played volleyball yesterday.

_____.

_____.

_____.

_____.

_____.

Task№36. Put the verbs in brackets in the proper form. Translate them.

1. He (be) a good footballer.
2. We (be) at school.
3. The roses (be) very beautiful.
4. I (have) an interesting book.
5. The sun (be) very hot.
6. I (do) my lessons carefully (тщательно).
7. Elizabeth (have) a new dress.
8. The students (do) English lessons three times a week.
9. I (have) a camera.
10. Harry (be) a tennis player.
11. Tony (have) a coat.
12. The children's hands (be) dirty.
13. Mike (be) late for school.
14. Ted (be) a good swimmer.

ПРАКТИЧЕСКАЯ РАБОТА №2

Тема: Geographical position and climate pattern of Russia

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, а также развивать умение вести диалог-расспрос; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Geographical position of my country».

4. воспитательная: способствовать воспитанию познавательного интереса обучающихся; воспитывать чувство патриотизма; формировать ценностное отношение к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

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

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Look at the map and say what country you can see.



Task №2. Answer the questions. Use the Model.

Model: I associate ... with our country.

I know that Russia is ...

I want to know ...

I would like to learn some facts about ...

Questions:

- What do you associate with Russia? What is Russia for you?
- What do you know about our country?
- What do you want to learn about the Russian Federation?

Task №3. Find on the map of the Russian Federation the following information about the country and write it down:

1. Russia is situated on the _____ continent(s).
2. It is washed by _____ oceans and _____ seas.
3. Russia has _____ mountains, _____, rivers, _____ lakes.
4. Our country borders on _____ in the west, _____ in the south, _____ in the east.

Task №4. Read the Active Vocabulary

- to occupy - занимать

- to border on - граничить с

- to be situated in (to) - находиться на (к) =

- total area - общая площадь

- to border on - граничить с (чем-либо)

- to be washed by - омываться (чем-либо)

- | | |
|---|---|
| - to be located in (- расположена) | - a mountain chain - горная цепь |
| - to be situated in the south of... | - a valley - долина |
| - to be situated to the west of... | - a desert - пустыня |
| - to cover - лежать, покрывать; расстилаться | - to be rich in smth. - быть богатым чем-либо |
| - to lie in (to) - лежать на (к) | - pure - чистый |
| - to lie in the north of... | - natural and mineral resources - природные ресурсы и полезные ископаемые |
| - to lie to the east of | - oil - нефть |
| - to wash - омывать | - lead - свинец |
| - to be washed - отмываться | - a deposit of smth. - месторождение чего-либо |
| - to flow - течь (о реке) | - iron - железо |
| - to flow into (run into) - впадать | - non-ferrous metals - цветные металлы |
| - to differ - различаться | - the current population - население в настоящий момент |
| - temperate, moderate - умеренный (о климате) | - to be densely peopled - быть густонаселенным |
| - to stretch over - простираться | - outskirts - пригороды |
| - to separate - отделять | - to produce grain - производить зерно |
| - densely (thinly) populated - густо населена (мало населена) | - a dairy product - молочный продукт |
| - to occupy - занимать | - to be engaged in agriculture - быть занятым в сельском хозяйстве |
| - to vary from smth. to smth. - варьировать, изменяться от чего-либо до чего-либо | - a maritime state - морская держава |
| - to stretch from ... to ... - протянуться от ... до ... | |

Task №5. Match the English words with their Russian equivalents.

1	to border on	A. - располагаться (находиться)	
2	an island	B. - родной	
3	to vary	C. - покрывать, охватывать, покрытие	
4	to occupy	D. - меняться, варьировать, различаться	
5	be situated	E. - остров	
6	to stretch	F. - граничить с	
7	native	G. - природные ресурсы	
8	natural resources	H. - занимать	
9	to cover	I. - простираться	

Task №6. Choose the right option to the statements given below.

1. The term «territory» of the country means ...

- a. only its land b. its land and mineral resources c. its land and its water area
d. its land, its water area, mineral resources and its air area

2. The geographical position is a

- a. location of any country on the surface b. location of rivers and mountains on the map
c. location of any natural or man-made object on the surface of the Earth

3. A mountain is

- a. a natural structure like a very big hill that is much higher than the usual level of land around it
- b. only a man - made structure like a very big hill rising abruptly from the surrounding level

4. A continent is

- a. a very large part of a country
- b. a very large area of land that consists of several countries.

Task№7. Read and translate the sentences. Mind the Active Vocabulary

1. Russia borders on many countries. 2. Our native country is the Russian Federation. 3. Our country occupies half of Europe and a third of Asia. 4. Forests cover large areas in the East and North of our country. 5. Russia stretches from the Baltic and Black Seas in the west to the Pacific Ocean in the East. 6. Island Sakhalin is very far from Moscow. 7. The climate in Russia varies from arctic to continental and subtropical.

Task№8. Read some information about Russia in brief. Text1 «Country fact file»

1. Russia occupies about one seventh of the earth's surface.
2. Its length from west till east is almost 10,000km. And from north till south the length is 4,000km.
3. Russia borders on 14 countries such as China, Mongolia, Norway, the USA (sea border), Japan (sea border- 194km), North Korea, Kazakhstan, Georgia and Azerbaijan in the South. (Only China is bordered by more countries, 16)Russia and the USA are separated by just 4 kilometers at their nearest points.
4. Russia is located on two plains: the Great Russian Plain and the Western Siberian Plain.
5. According to its total area Russia is a little less than South America. The total area of South America is 17, 8 million km². But Russia is considerably larger than the Antarctic Continent (14 million km²), Europe (10 million km²) and Australia with Oceania (8.5 million km²)
6. Russia occupies the eastern part of Europe (42% of the whole territory) and the northern regions of Asia. (29% of the territory)
7. It is situated on the Eurasia continent.
8. It covers almost twice the territory of either the United States or China.
9. Russia is bigger than Pluto!
10. From North to South these are: the tundra, the taiga, mixed forest, steppe, semi-desert and desert. Each vegetation belt has its own flora, fauna and natural resources.
11. Tundra is a kind of frozen desert, which lies in the Arctic region.
12. Twelve seas wash the shores of Russia.
13. In Russia there are two and a half million rivers.

14. Russia is washed by 12 seas and 2 oceans.
15. The Volga is the longest river located on the Russian plain. And it's the longest in Europe.
16. The Lena is also a very long river.
17. The Yenisei is one of the longest rivers not only in Russia but also in the world. Its name means "ionesy" and means "Spring flood"-big water. The maximum depth of the lake is 70 m. It is very wide- 75 km.
18. Lake Baikal is the largest freshwater lake in the world. It reaches 1,642 metres in depth and contains around 20% of the world's unfrozen fresh water.
19. The main Siberian rivers - the Ob, the Yenisei and the Lena flow from south to north.
20. The Volga flows into the Caspian Sea.
21. The climate of Russia differs from one part to another.
22. Russia is located across 9 time zones.
23. The middle part of Russia has a temperate climate.
24. Russia stretches over a vast expanse of Eastern Europe and northern Asia.
25. The Caucasus is a range of mountains which extends from the Black Sea to the Caspian Sea. The highest mountain in the Caucasus, in the Russian Federation and in the whole Europe is Mount Elbrus. This mountain chain divides the European and Asian parts of Russia. The Ural Mountains separate Europe from Asia.
26. The European part of Russia is densely populated, but Siberia is thinly populated.
27. In Russia there are 9 million more women than men.
28. Not only Russians live in the Russian Federation: there are more than 160 ethnic groups. The most numerous of them are Tatar, Ukrainian, Bashkir, Chuvash, Armenian, Azerbaijani and Belarussian. Russia's ethnic groups speak more than 100 languages, although Russian is the official language of the Russian Federation.

Task№9. Look through the facts about our country and express your opinion. Use the Model.

Model: - Now I know that...

- It was interesting to know that...
- It is a generally accepted fact that...
- I knew that.../ I didn't know that...

Task№10. Complete the sentences. Use the Active Vocabulary

1. Taiga (простирается) for many hundreds of kilometers.
2. The climate varies in (различных) parts of our country.
3. Moscow is (столица) of our country.
4. Numerous canals (соединяют) all the rivers in the European part of Russia.
5. Southern Russia (покрыта) with mixed forest-steppe.
6. Russia is one of the leading (держав) in the world.

Task№11. Fill in the blanks with the superlative degree of comparison.

1. Lake Baikal is ... lake in the world. (deep).
2. The Volga is ... river in Europe. (long).
3. The Russian Federation is ... country in the world. (large).
4. The Ob, the Yenisei and the Lena are ... rivers in Asia. (large).
5. Russia has ... oil and natural gas resources. (rich).
6. The water in lake Baikal is ... on earth. (pure).

Task№12. Fill the blanks with the proper words

Russia is one of the _____ countries in the world. It is situated in _____ and Asia. Its total _____ is over 17 million square kilometers. The country is washed by 12 _____ and _____ oceans. There are _____ types of climate on the territory of this country. It is very cold in the _____. The central part of the country has a _____ climate. In the south the _____ is usually above zero all year round. Some parts of the country are covered by hills and _____. There are many rivers in _____. The longest rivers are the _____ in Europe and the Yenisei and the Ob in _____. The deepest _____ are the Baikal and the Ladoga. Russia is a very rich country. It has oil, coal, iron, _____ gas, copper and other mineral _____.

Task№13. Read the text №2 «The climatic pattern of the Russian Federation»

Russia is a very large country that is why there are all sorts of weather in different regions. The best weather conditions are considered to be in the south. The climate in this part of the country is really gentle. Summers are quite hot with some rainfall, while autumns and springs are warm and sunny which stimulate agriculture in this area and makes it the most convenient to live in. The swimming season on the Black Sea coast lasts from May to November. Snow is unusual for south region even in winter. Normally it rains in this season and it is rather cloudy and gloomy. However, there is some snow in mountainous areas.

In northern regions weather conditions are extremely severe, especially in winter, when the temperature may reach even fifty degrees below zero. Winters are snowy and frosty there. Herewith in summer it is rather dry. In Siberia winters are quite cold, and severe frosts are common. Autumn comes earlier and summer later than in the European part of the country.

Very few people are ready to live in such conditions, that's why the majority of population prefer to live on the territory of the European plain, where the climate is quite mild.

In the European part of the country summers are quite hot, the sky is cloudless, the sun shines most of the time, although it rains once in a while. The first half of autumn is rather warm, too. From October to March the weather is cold. There are some very severe frosts in winter, and there is a lot of snow.

Mostly there is a continental climate on the territory of the Russian Federation, so there are dry, hot summers and very cold winters. The winters in Moscow are colder than those in London. There is always a lot of snow in January and in February. There is also a lot of wind in winter. The average temperature is

10 - 11 degrees Centigrade below zero in January. Winter is a good time for such sports as skiing, hockey and skating.

There is a common belief that Russia is the country of changeable weather conditions and extreme climate. It is true. Nowhere in the world there is such unbelievable combination of climatic conditions as in the Russian Federation.

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

в различных ее регионах, в течение всего года, довольно тепло, купальный сезон, довольно жаркое, зимой бывают сильные морозы, считается..., первая половина осени, средняя температура, климат континентальный, стимулирует развитие сельского хозяйства, в северных районах, климат очень мягкий, в европейской части страны, изредка идут дожди, погодные условия крайне суровые, большая часть населения, небо безоблачное, при этом летом достаточно сухо, снег несвойственен.

Task№15. Translate the sentences into English. Use the Active Vocabulary.

1. В разных регионах России разная погода. 2. Климат на юге Российской Федерации очень мягкий. 3. Купальный сезон на побережье Черного моря длится почти 7 месяцев. 4. Зимой здесь обычно идет дождь. 5. В северных регионах России погодные условия очень суровые. 6. В Сибири обычными являются крепкие морозы. 7. В европейской части России климат умеренно континентальный (moderate continental). 8. В январе и феврале всегда много снега. 9. Бытует общепризнанное мнение, что Россия - это страна с неустойчивыми погодными условиями.

Task№16. Read the text and answer the questions.

1. What territory does Russia occupy?
2. How large is Russia compared to other countries? What countries does it border on?
4. What oceans and seas is Russia washed by?
5. What countries does Russia border on?
6. What are the main mountain chains, rivers and lakes in Russia?
7. How can you characterize Russia's climate?
8. What are the most important rivers in Russia?
9. What is the deepest lake in Russia?
10. What types of climate are there on the territory of Russia? Which is the prevailing one?
11. What mineral resources does Russia possess?
12. What industries are developed in Russia?
13. What is the population in Russia?

Task№17. Read the text again and complete the table «The climatic pattern of the Russian Federation».

№	The weather in the South of Russia	The weather in northern regions	The weather in the European part of the country	Types of climates	The number of time zones
1.					

Task№18. Translate the sentences into English. Use the Active Vocabulary.

1. Россия расположена в восточной части Европы и северной части Азии.
2. Обширная территория России омывается Северным Ледовитым, Атлантическим и Тихим океанами.
3. Россия граничит с Монголией, Китаем, Финляндией и другими странами.
4. Россия располагает большим количеством месторождений полезных ископаемых.
5. Полезные ископаемые России включают нефть, газ, уголь, железо, золото и др.

Task№19. Read the texts (1 and 2) again and tell about:

- a) the geographical position of the Russian Federation;
- b) the physical features of Russia;
- c) the climate of Russia.

Task№20. If you had an opportunity to go to the most easterly, or northerly, southerly or westerly point of Russia, where would you go? Why?

Model: I would go to ...because...

Grammar Section

Present and Past Simple Passive

(Простое настоящее и Простое прошедшее время в Пассивном залоге)

Task№21. 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№22. Write questions to the sentences Use the Model from task№21.

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№23. 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№24. 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№25. 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№26. 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 is not a natural object. It 1_____ (to make) by man a long time ago. Now it 2_____ (to see) as a tourist attraction. It is 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№27. 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№28. 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№29. 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.

Task№30. Give the Comparative and the Superlative degrees of the adjectives given below.

long	_____	_____
cold	_____	_____
large	_____	_____
great	_____	_____
rich	_____	_____
good	_____	_____
poor	_____	_____
deep	_____	_____
bright	_____	_____
busy	_____	_____

Task№31. Translate the sentences. Mind the Degrees of Comparison

1. Prevention is **better** than cure. 2. Iron is **more useful** than gold. 3. The mango is **sweeter** than the apple. 4. Wolfram is one of **the rarest** minerals. 5. The lead is **the heaviest** of all metals. 6. Asoka was one of **the greatest** of Indian kings. 7. Very few Indian cities are **as big as** Chennai. 8. This is **the elder** of my two sons.
9. Who is **the smartest** boy in the class? 10. Of two evils choose **the less**.

Практическая работа № 3

Тема: Industry and natural resources of the Russian Federation

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 Российской Федерации».

4. воспитательная: способствовать воспитанию познавательного интереса обучающихся; воспитывать чувство патриотизма к Отчизне и её природным богатствам; формировать ценностное отношение к языку как средству отображения развития общества

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- MP ПР для обучающихся;
- раздаточный материал;
- аудиозапись;
- карта России

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Look at the pictures given below and try to guess the topic of the lesson





Task №2. Read the text «What minerals is Russia rich in?» and translate it.

Active Vocabulary

- | | |
|--|--|
| - volume of mineral deposits - объем полезных ископаемых | - oil shale - горючий сланец |
| - explore - производить разведку | - peat deposit- торфяная залежь |
| - in terms of - касаясь / относительно | - prevalent - преобладающий |
| - be famous for - знаменит (чем - либо) | - bottomless - бездонный |
| - are scattered - рассеяны / разбросаны | - in the suburbs - на окраинах |
| - manganese ['mæŋgəni:z] - марганец | - oil field - нефтяное месторождение |
| - chromium ['krəʊmiəm] - хром | - a pantry of - кладовая (чего-либо) |
| - potassium salts - калийные соли | - titanium [ti'teɪniəm / ,taɪ'teɪniəm] - титан |
| - rock salt - хлорид натрия / галит | - combustible shale - горючий сланец |
| - Saudi Arabia [,saʊdiə'reɪbiə] - Саудовская Аравия | - mica ['maɪkə] - слюда |
| | - outskirts - окраина |
| | - tungsten - вольфрам |

Russia is a highly-industrialized agrarian republic. Its vast mineral resources include oil and natural gas, coal, iron, zinc, lead, nickel, aluminium, gold and other non-ferrous metals. Russia has the world's largest oil and natural gas resources. Three-quarters of the republic's mineral wealth is concentrated in Siberia and the Far East.

The Russian Federation is considered to be probably the richest country in the world in terms of its volume of mineral deposits. It is true, so far more oil is explored in Saudi Arabia, but their reserves are not bottomless, even in South Africa there are many diamonds, and in Australia there is plenty of coal, but in Russia there is everything, and not just one prevalent kind of mineral. Even in Central Russia, which is a small part of the entire country, there is oil and gas, especially closer to the Southern part.

There are oil fields in the North-West of the country. In the suburbs there are quite good brown coal deposits. The St. Petersburg deposit is famous for its oil shale. Many peat deposits are scattered all over Central Russia. Commonly known

Kursk magnetic anomaly is the richest deposit of metal ores. The Ural Mountains are a real pantry of various ores and minerals. There are deposits of manganese, aluminum, vanadium, chromium, titanium and many others. Besides, there are many deposits of copper, cobalt and nickel. Potassium salts are found in the Perm region, and rock salt in the Caspian region.

In Central Russia there are all kinds of minerals, but most of all, these are peat, brown coal, iron ore, aluminum ore, lime, combustible shale and many others. Russia is very rich in tin, gold, nickel, tungsten, oil, natural gas, graphite, platinum, aluminum raw materials, and mica.

Russia ranks first in the world in terms of reserves of a number of minerals, and in terms of natural gas reserves, it is the first in the world!

Approximately 10 million people are engaged in agriculture and they produce half of the region's grain, meat, milk and other dairy products.

The current population of Russia is about 147 million people. The European part of the country is densely populated, and most of the people live in cities and towns and their outskirts.

Task №3. Read the text again. Find the English equivalents in the text.

Недра (минеральные богатства); железо; свинец; цветные металлы; три четверти; Дальний Восток; считают самой богатой страной; запасы не безграничны; большое количество угля; в России есть все; малая часть; вся страна; на окраинах; месторождение марганца; горючий сланец; металлические руды; калийные соли; вольфрам; богата оловом; сырье; слюда; касается; приблизительно; пшеница

Task №4. Read the text «Resources of the Russian Federation» and translate it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|--|---|
| - by far - вне всяких сомнений | - hydroelectric plant - гидроэлектростанция |
| - coal reserves - запасы угля | - nuclear plant - атомная станция |
| - remote = far away in distance or space - удаленный | - hydroelectricity [haɪdrou ɪlektʁɪsɪti] - электроэнергия, выработанная ГЭС |
| - largely untapped - не тронуты в большей степени (не освоены) | - large quantities of - огромное количество... |
| - the bulk of - большая часть («львиная» доля / основная часть)... | - iron ore - железная руда |
| - output - продукция | - anomaly [ə'nɒməli] - аномалия |
| - Chermkhovo - Черемхово (Irkutsk region) | - be available - быть доступным |
| - hard coal - каменный уголь / антрацит | - metallurgy [me'tælədʒɪ] - металлургия |
| - to underlie - залегать (под чем-либо) | - chrome [krəʊm] - хром |
| - the remainder [rɪ'meɪndə] - оставшая часть | - lead I [led] - свинец |
| - be derived from - производится / получают | - manganese ['mæŋɡəni:z] - марганец |
| - convert to - преобразовывать в... | - tungsten ['tʌŋstən] - вольфрам |
| - thermal station - тепловая электростанция | - bauxite ['bɔ:ksaɪt] deposit - бокситовое месторождение (алюминиевой руды) |
| | - meager ['mi:gə] - бедный / скудный / недостаточный |

Russia has by far the largest coal reserves among the former Soviet republics. The biggest fields lie in the remote Tunguska and Lena basins of East Siberia and the Far East, but these are largely untapped, and the bulk of output comes from more southerly fields along the Trans-Siberian Railroad. About three-fourths of Russia's coal is produced in Siberia (from the Kuznetsk Basin and the Kansk-Achinsk, Cheremkhovo, South Yakut basins and numerous smaller sources). The production of hard coal in the European section is mainly in the eastern Donets Basin and, in the Arctic, in the Pechora Basin around Vorkuta.

The Russian Federation is one of the world's leading producers of oil and natural gas. The great bulk of the supply comes from the huge fields that underlie the northern part of the West Siberia region. Another significant source is from the Volga-Ural zone, and the remainder is derived mainly from the Komi-Ukhta field (North region).

Much of the fuel produced in Russia is converted to electricity, about three-fourths of which is generated in thermal stations; some two-thirds of thermal generation is from oil and gas. The remaining power output is produced by hydroelectric and nuclear plants. Most of the hydroelectricity comes from huge stations on the Volga, Kama, Ob, Yenisei, Angara, and Zeya rivers. Nuclear power production expanded rapidly before development was checked by the Chernobyl accident. Much of Siberia's electricity output is transmitted to the European region along high-voltage lines.

Russia produces large quantities of iron ore, mainly from the Kursk Magnetic Anomaly (Central Black Earth region), Kola Peninsula, Urals, and Siberia. The largest steel-producing plants are located mainly in the Urals, Central Black Earth region, and Kuznetsk Basin, but there is some steel production in every economic region.

Non-ferrous metals are available in great variety from many districts, but by far the most important are those of the Ural region, which is the republic's main centre of nonferrous metallurgy. Russia is a major producer of cobalt, chrome, copper, gold, lead, manganese, nickel, platinum, tungsten, vanadium, and zinc. The country produces much of its aluminum from plants powered by the Siberian hydroelectric stations, but bauxite deposits are relatively meagre.

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

самые большие запасы угля; бывшие республики Советского союза; бассейн реки Лена; самое крупное месторождение полезных ископаемых; большая часть продукции; Транссибирская магистраль; три четвертых российского угля; производство антрацита; ведущие мировые производители; цветные металлы; в широком ассортименте; Уральский регион; цветная металлургия; производство стали; производит большое количество железной руды; Чернобыльская авария; производство атомной энергии; находятся главным образом на Урале; нефть; быстро увеличивалась в объеме.

Task№6. Match the English equivalents with the Russian ones.

1	coal reserves	a. - не тронуты в большей степени (не освоены)
2	to underlie	b. - атомная станция
3	hydroelectric plant	c. - железная руда
4	manganese [ˈmæŋɡəniːz]	d. - каменный уголь / антрацит
5	nuclear plant	e- запасы угля
6	iron ore	f. - гидроэлектростанция
7	largely untapped	g. . - марганец
8	hard coal	h. - залегать (под чем-либо)

Task№7. Read the text «The Industry of the Russian Federation». Entitle each paragraph. Use the options given below. Mind the Active Vocabulary

1. CHEMICALS

2. LIGHT INDUSTRY

3. MACHINE BUILDING

4. TRANSPORTATION

- to provide - (provide with) снабжать; доставлять; обеспечивать (кого-л. / что-л.)
- requirements for smth. - потребности в чем-либо
- steam boiler - паровой котёл
- electric generator - электрогенератор
- grain combine - зерноуборочный комбайн
- locomotive [ˌləʊkəˈmɔːtɪv] - локомотив, паровоз, тепловоз, электровоз
- demand for smth.- спрос на что-либо
- machine tool [məˈʃiːn,tuːl] - станок
- automation component - компоненты автоматизации (модульные компоненты)
- a plant - завод
- works - инженерно-технические сооружения
- a heavy truck factory - предприятие по производству большегрузных автомобилей
- because of ... - из-за ...
- development - развитие
- chemical industry - химическая промышленность
- great variety - многообразие
- raw materials - сырьё
- disperse [dɪˈspɜːs] - рассредоточить
- plentiful [ˈplentɪfʊl] - обильный
- is dispersed - рассредоточенный, распределённый

- initially [ɪˈnɪʃ(ə)li] - вначале / первоначально
- to utilize = to use
- coke-oven [ˈkəʊk ˌʌv(ə)n] - коксовая печь
- timber [ˈtɪmbə] - лесоматериалы; строевой лес; древесина
- foodstuffs - продукты питания
- synthetic rubber - искусственный каучук
- the Central Black Earth - Центральное Чернозёмье
- large scale production - массовое производство (в больших масштабах)
- sulfuric acid [sʌlˈfjʊərɪk ˈæsɪd]- серная кислота
- nonferrous metallurgy - цветная металлургия
- fertilizer [ˈfɜːtɪlaɪzə] - удобрение
- potassium fertilizer - калийное (калиевое) удобрение
- phosphatic fertilizer - фосфорное удобрение
- to construct - сооружать / строить
- phosphorite [ˈfɒsfəraɪt] - фосфорит
- to lessen = to decrease - уменьшать
- pipeline [ˈpaɪplæn] - трубопровод; нефтепровод
- cellulose [ˈseljʊləs] - целлюлоза; клетчатка
- plentiful [ˈplentɪfʊl] - в избытке / обильный
- heavily - существенно / в большом объеме / в большей степени
- a large share of - «львиная» (большая / значительная) доля

Russia's machine-building industry provides most of the federation's requirements for steam boilers and turbines, electric generators, grain combines, automobiles, and electric locomotives and fills much of its demand for machine tools, instruments, and automation components. Important automobile factories are located in Moscow, Nizhny Novgorod, Miass, Yaroslavl, Ulyanovsk, and Izhevsk; the largest plants include the Zhiguli works at Tolyatti (near Samara) and the heavy truck factory at Naberezhnye Chelny (in Tatarstan).

Because of the complex history of the development of the chemical industries and the great variety of raw materials involved, chemical manufacture is widely dispersed. The industry initially utilized mineral salts, coke-oven, timber, and foodstuffs (mainly potatoes) as their raw materials. On this basis, synthetic rubber factories were built in the Central Black Earth and Central regions, areas of large-scale potato production; sulfuric acid plants were developed in the Urals and North Caucasus, where there was nonferrous metallurgy; and potassium and phosphatic fertilizer plants were constructed at sites in several regions, near deposits of potassium salts and phosphorites.

Since the end of the 1950s the massive increase in oil and gas output has provided new raw chemical materials and lessened the dependence on traditional resources. New chemical plants have been built both in the oil- and gas-producing areas of the Volga-Ural and North Caucasus zones and in other regions at points served by pipelines. Chemical industries requiring large quantities of electric power, such as those based on cellulose, are particularly important in Siberia, where both timber and electricity are plentiful.

Russia's textile industries are heavily concentrated in the European sector, especially in the Central region, which produces a large share of the federation's clothing and footwear. The dominant branch is cotton textiles, with the raw cotton coming mainly from the Central Asian states. In the zone between the Volga and Oka rivers, east of Moscow, there are numerous cotton textile towns, the largest of which are Ivanovo, Kostroma, and Yaroslavl. Durable consumer goods—refrigerators, washing machines, radios and television sets, and the like—are produced primarily in areas with a tradition of skilled industry, notably in and around Moscow and St. Petersburg.

Task№8. Match the English equivalents with the Russian ones.

1	footwear	a. - is the things that people wear.
2	to lessen	b.- a large road vehicle used for carrying goods
3	industry	c. - a chemical or natural substance added to soil or land in order to help plants grow
4	a plant	d. - to give someone something that they want or need
5	clothing	e. - to make something smaller / decrease
6	raw materials	f. - the production of goods, especially those made in factories.
7	fertilizer	g. - a factory that produces power, steel, nickel, or processes chemicals

8	to provide	h. - things that you wear on your feet, such as shoes or boots
9	a truck	i.- substances such as coal or iron, ore that are in their natural state before being changed by chemical processes







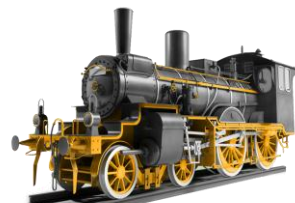


Task №9. Read the transcription of the words. Write them down in words.

[ˈsti:m, bɔɪlə], [rɔ:], [ˈɔ:təməʊbi:l], [ˈfɜ:tɪlaɪzə], [ˈkemɪk(ə)l], [məˈtɪəriəlz], [rɪˈkwaɪəmənts], [ˈtɜ:bən], [ˈɪndəstri], [fɒsˈfatɪk], [prəˈvaɪd]

Task №10. Match the pictures with their definitions

1	2	3	4	5	6	7	8	9

1. steam boiler 2. electric generator 3. grain combine 4. a plant 5. machine tool 6. foodstuffs 7. raw materials 8. timber 9. Locomotive

<p>A.</p> 	<p>B.</p> 	<p>C.</p> 
<p>D.</p> 	<p>E.</p> 	<p>F.</p> 
<p>G.</p> 	<p>H.</p> 	<p>I.</p> 

Task №11. Read the text «The Industry of the Russian Federation» once again and answer the questions.

1. What does Russia's machine-building industry provide?
2. Where are important automobile factories located?
3. What are the reasons for Russia's chemical manufacture to be so widely dispersed?

4. Why were synthetic rubber factories built in the Central Black Earth and Central regions?
5. Where are Russia's textile industries concentrated heavily? What do they produce?
6. Where are cotton textiles produced heavily?
7. What kind of goods are in Ivanovo, Kostroma, and Yaroslavl produced?

Task №12. Match the English equivalents with the Russian ones. Translate them. Complete the table given below.

1	a large share of	a. - химическая промышленность
2	potassium fertilizer	b. - цветная металлургия
3	pipeline	c. = to use
4	sulfuric acid	d. - массовое производство
5	works	e. первоначально
6	development	f. - значительная доля
7	automation component	g. - серная кислота
8	provide with	h. - многообразие
9	chemical industry	i. сосредоточить
10	to utilize	j. - инженерно-технические сооружения
11	disperse	k. - калийное (калиевое) удобрение
12	large scale production	l. - снабжать; обеспечивать (кого-л. / что-л.)
13	great variety	m. - трубопровод; нефтепровод
14	nonferrous metallurgy	n. - развитие
15	initially	o. - компоненты автоматизации (модульные компоненты)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Grammar Section

Future Simple Passive (Пассивный залог в будущем простом времени)

Task №13. 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	

Task 14. Write questions to the sentences.

This house will be sold soon. (When?)

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

Task№15. Write questions about when the things will be done.

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

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

Dinner hasn't been cooked yet.

Our names haven't been written down yet.

We haven't been given any task.

I haven't been asked to read the text yet.

My exercise hasn't been checked up yet.

Task№16. 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№17. 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№18. 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.
15. The shop was opened by the shopkeeper at nine o'clock.

ПРАКТИЧЕСКАЯ РАБОТА № 4

Тема: The political system of the Russian Federation

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, а также развивать умение вести диалог-расспрос; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Политическая система Российской Федерации».
- 4. воспитательная:** способствовать воспитанию познавательного интереса обучающихся; воспитывать чувство патриотизма; формировать ценностное отношение к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

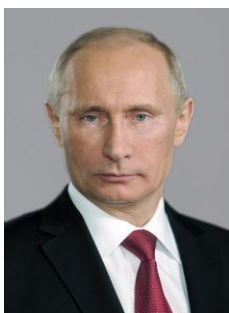
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

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

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Look at the pictures and try to guess the topic of the lesson



Task№2. Listen to the national anthem. Try to sing it along to the music.

Russia, our holy country!
Russia, our beloved country!
A mighty will, a great glory,
These are yours for all time!

Be glorious, our free Fatherland!
Eternal union of fraternal peoples,
Common wisdom given by our forebears,
Be glorious, our country! We are proud of you!

From the southern seas to the polar region
Spread our forests and fields.
You are unique in the world, one of a kind,
Native land protected by God!

Wide spaces for dreams and for living
Are opened for us by the coming years
Faithfulness to our country gives us strength
Thus it was, so it is and always will be!

Task№3. Read the text and translate it. Mind the Active Vocabulary Active Vocabulary «The state system of the Russian Federation»

- to be set up by smth. - быть учрежденным, основанным в соответствии с чем-либо
- under the Constitution- в соответствии с конституцией
- the federal government - федеральное правительство
- to be checked by smb. - контролироваться кем-либо
- to be balanced by smb. - балансироваться,

- a branch - ветвь (власти)
- legislative - законодательный
- executive - исполнительный
- judicial - судебный
- the armed forces - вооруженные силы
- to make a treaty - заключить договор
- to enforce the law - проводить закон в жизнь

- уравновешиваться кем-либо
- to be vested in - осуществляться кем-либо
- the Federal Assembly - федеральное собрание
- the Council of Federation - совет Федерации
- to be headed by the Speaker - возглавляться спикером
- to initiate a legislature - внести законопроект
- to approve a bill - одобрить (принять) законопроект
- to be signed by smb. - быть подписанным кем-либо
- to be represented by smb. - быть представленным кем-либо
- to be elected by popular vote - быть избранным всенародным голосованием
- a hymn - гимн
- a nation emblem - национальный герб
- to originate from smth. - происходить от чего-либо
- the heraldic emblem of the Ruricovitches - родовой герб Рюриковичей
- populous country - густонаселенная страна
- to appoint a minister - назначить министра
- the Prime Minister - премьер-министр
- on appointment - после назначения
- a chamber - палата
- a presidential republic - президентская республика
- to veto the bill - наложить вето на законопроект
- commander-in-chief - главнокомандующий
- to form the Cabinet - сформировать кабинет
- a regional court - региональный суд
- a banner - знамя
- the Supreme Court - верховный суд
- the Constitutional Court - конституционный суд
- meanwhile - в то время как

The Russian Federation was set up by the Constitution of 1993 after the collapse of the Soviet Union. The Russian Federation is a presidential (or a constitutional) republic. According to the Constitution, the Russian Federation is divided into 85 federal subjects (constituent units), 22 of which are “republics”. The country government consists of three branches: legislative, executive and judicial.

The President is the head of the state and is elected for six years directly by the people. The President is the Supreme Commander-in-Chief, he makes treaties, enforces laws and appoints ministers.

In fact, he has much power. He controls all the three branches of power. The President can even dissolve the Duma if he doesn't agree with the deputies' suggestions three times running. The President has his administration, but it's not part of the Federal Government. The President is involved in the work of the legislative and executive branches.

The Federal Assembly represents the legislative branch of power. It is made up of the two houses: the Council of Federation (The Upper Chamber) and the State Duma (The Lower Chamber), which make laws. The Federal Assembly is also called the Parliament, but it is not its official name. Both chambers are headed by chairmen sometimes called speakers. The Duma consists of 450 deputies (one half is elected personally by the population, and the other half consists of the deputies who are appointed by their parties after voting). The members of the Federation Council are elected on a different basis. There are two representatives of each subject of the RF (89 subjects).

Every law to be adapted must be approved by the State Duma, the Council of Federation and signed by the President. The President can veto laws passed by

the Federal Assembly, but it can pass laws over the President's veto a two-thirds majority.

The Federal Government represents the executive branch of power. The President appoints its head, the Chairman of the Government, but the Duma must approve his appointment.

The juridical branch of power consists of the Constitutional Court, the Supreme Court and regional Courts. The responsibility of the Constitutional Court is to analyze the new laws to make sure they correspond to the laws of the state. The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional. The Supreme Court is the highest instance for civil and criminal cases.

The State symbol of Russia is a three-coloured banner with three horizontal stripes: white, blue and red. The white stripe symbolizes the Earth, the blue one - the sky, and the red one symbolizes the liberty.

The National Emblem is a two-headed eagle which is the most ancient symbol of Russia. All these symbols have been approved by the Federal Assembly.

Russian is the state language of the Russian Federation. It is spoken throughout the whole territory of the country. Meanwhile each Republic within Russia has its own national language.

The system of government of the Russian Federation

<p>HEAD OF THE STATE THE PRESIDENT elected for 6 years by direct popular vote</p>
<p>LEGISLATIVE AND REPRESENTATIVE BRANCH FEDERAL ASSEMBLY the COUNCIL of FEDERATION and the STATE DUMA two representatives from each federal subject (450 members)</p>
<p>EXECUTIVE BRANCH the GOVERNMENT of the RUSSIAN FEDERATION the PRIME MINISTER is appointed by the President the CABINET is formed by the Prime Minister</p>
<p>JUDICIAL BRANCH the CONSTITUTIONAL COURT, the SUPREME COURT, the ARBITRATION COURT all appointed by the Council of Federation</p>

Task №4. Read the text again. Answer the following questions.

1. What is the form of government in Russia?
2. What branches does the government consist of?
3. What is the legislative power exercised by?
4. What body does the executive power belong to?
5. What does the system of courts consist of?
6. What are the national symbols in Russia?

7. How is the President of the Russian Federation elected?
8. How many members are there in the State Duma?
9. How often do we re-elect the State Duma?
10. Who makes the Council of Federation?
11. Do we have any political parties in our country?
12. What parties do you know?
13. Does the party that wins the most seats in the State Duma choose the Prime Minister?
16. What is the way of appointing the Prime Minister in our country?
17. Who forms the Cabinet of ministers?

Task№5. Read the text again and find in the text the English equivalents to the Russian ones.

была создана в соответствии с конституцией, президентская конституционная республика, правительство страны, ветви власти, глава государства избирается, заключать договоры, назначает министров, распускать думу, президент вовлечен в работу, издавать законы, две-третьи большинства, законодательная ветвь, исполнительная ветвь, судебная ветвь власти, объявлять действия президента неконституционными, гражданские дела, уголовные дела, трехцветное знамя, белая полоса символизирует, двуглавый орел, гимн, герб, все символы одобрены, на всей территории страны.

Task№6. Read the text again and answer the questions.

1. When was the Russian Federation set up?
2. What kind of state is it?
3. How many federal subjects is the Russian Federation divided into?
3. Who is the head of the Russian Federation?
4. How many years is the President elected for?
5. How much power does the President have?
6. What does the Federal Government consist of?
7. What part does the President play in the government?
8. What is the legislative power vested in?
9. How many chambers does it consist of? Name them.
10. Who heads each chamber?
11. How does a bill become a law?
12. What are the functions of the President?
13. What are the functions of the Prime Minister?
14. What are the executive and the judicial branches represented by?
15. What is the official language of the Russian Federation?
16. What are the official symbols of Russia?

Task№7. Match the pairs.

1. Федеральное Собрание	a. the Council of Federation
2. распускать государственную Думу	b. the Supreme Court

3. главнокомандующий вооруженных войск	c. the Council of Ministers
4. законодательная власть	d. the Prime Minister
5. Совет Федерации	e. sign bills
6. судебная власть	f. the Federal Assembly
7. Совет Министров	g. dissolve the State Duma
8. Верховный Суд	h. the legislative power
9. подписывать законопроекты	i. the Commander-in-chief of the Armed Forces
10. Премьер Министр	j. the judicial power

Task№8. Look through the text again and complete the sentences.

1. Russia is the country in the world.
2. The official name of our country is
3. The capital of Russia is.....
4. The population of our country is over.....
5. Russia a multinational country because nationalities live here.
6.is the longest river in Europe.
7. The deepest lake in the world is
8. The official symbols of Russia are
9. The Head of our country is
10. The country Government consists ofbraches.
11. The longest rivers are ..., ..., ..,

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

№	The Russian Federation	The President	The Federal Assembly		The state Symbol	The National Emblem
			The Council Of Federation	The State Duma		

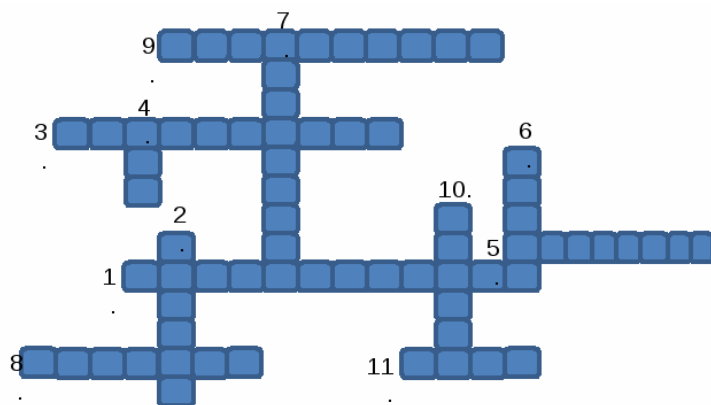
Task№10. Do the crossword puzzle «Russia at a glance»

Try to guess. Use the ideas given in the box.

Moscow	tea	lemon	President	matryoshka doll	Baikal
Constitution	hospitable	Victory (Day)	Orthodox	flag	

1. The highest law of the Russian Federation.
9. One of good characteristics of the Russian character: Russians love receiving guests.
5. The main Russian church.
3. Traditional Russian souvenir.
8. What holiday do we celebrate on the ninth of May.
11. The main symbol of Russia.
2. The capital of our country.
10. The deepest lake in the world.
7. The head of the Republic of the Russian Federation.
4. Russian people are great lovers of drinking it.

6. Russians like to drink it with ...



Task№11. Work in pairs. Act out the dialogue «The state system of the Russian Federation». Mind the Active Vocabulary

- How's it going? - Как дела?
- Yourself? - А у тебя? / А у тебя?
- to prepare for - (под)готовиться к...
- I'm fond of - я увлекаюсь ...
- I didn't manage to...- мне не удалось (что-то) сделать
- Are you kidding me?- Ты шутишь?
- I wish I knew. - Если бы я знал.
- to consist of - состоять из ...
- to include - включать (в себя)
- is realized by - осуществляется...
- to belong to - принадлежать (кому-то / чему-то)
- Let me guess... - Дай угадаю...
- Well done! - Молодец!

A: Hello, Dima! How's it going?

B: Great! Yourself?

A: Good! Have you prepared for your History classes?

B: Of course. You know I'm fond of History. It's cool! Why?

A: The problem is ...I was busy yesterday and didn't manage to prepare the material. Could you help me, please?

B: Certainly. Don't worry. It's not too complex! So, I hope, that you know who the head of the country is.

A: Are you kidding me? Of course I do. The President, who is the commander-in-chief of the armed forces. He also appoints ministers in the government.

B: That's fine. Do you know what branches the Federal government consists of?

A: I wish I knew. That's a little bit more complicated.

B: You see, the Federal government includes three branches: legislative, executive, and judicial.

B: So, the legislative power is realized by the Federal Assembly, which consists of two chambers: the Upper Chamber, the Council of Federation, and the Low Chamber, the State Duma. The executive power belongs to...

A: Oh, sorry for interrupting you. I think I know something about it. It belongs to the Government, which is headed by the Prime Minister.

B: You are good! And the judicial power is represented by...

A: Let me guess! ... the judicial power is represented by the Constitutional Court, the Supreme Court and the regional courts. That's all.

B: Well done! You're making progress!

A: I don't know how to thank you.

B: Not at all. It was a real pleasure for me to do it.

Task№12. Translate the sentences. Use the Active Vocabulary

1. Российская Федерация является президентской конституционной республикой. 2. В соответствии с конституцией Российская Федерация состоит из 85 субъектов Федерации. 3. Президент заключает договоры, проводит законы в жизнь и назначает министров. Он даже может распустить думу. 4. У президента своя администрация. 5. Правительство страны состоит из трех ветвей власти. 6. Федеральное Собрание представляет законодательную ветвь власти. Оно состоит из верхней и нижней палаты. 7. Президент Российской Федерации избирается прямым голосованием на срок 6 лет. 8. Судебная ветвь власти состоит из Конституционного суда, Верховного суда и региональных судов. 9. Для того чтобы закон был принят, он должен быть одобрен Государственной Думой и Советом Федерации. 10. Государственным символом России является трехцветное знамя.

Task№13. Answer the questions and complete the table. See the box given below.

has much power; is the head of the Government of the Russian Federation; is the head of state; makes treaties; forms the Cabinet; determines the main orientations of the Government Activity of the Russian Federation; is the commander-in-chief of the armed forces; can veto the bills; organizes the Government Activity of the Russian Federation; enforces laws and signs the bills; has a lot of power concerning the finances of the country; appoints ministers to be approved by the Federal Assembly; controls the Government, the executive branch of power; controls a lot of Ministries (they report directly to him); can veto the laws passed by the Federal Assembly; determines the main orientations of home and foreign policy; develops and suggests the Federal Budget of the Russian Federation to the State Duma; signs the documents ("acts/ statements") of the Government of the Russian Federation; controls the Ministry of Finance of the Russian Federation; dissolves the Duma; can forms the Government; controls the Ministry of Energy of the Russian Federation; represents the Russian Federation and the national interests in his country and abroad; appoints the Elections of the State Duma; controls the Ministry of Industry and Trade of the Russian Federation; calls a referendum; controls the Ministry of Public Health of the Russian Federation; controls the Ministry of Culture and Tourism of the Russian Federation; is involved in the work of the legislative and executive branches; controls the Ministry of Education and Science of the Russian Federation; controls the Ministry of Agriculture of the Russian Federation; appoints the Chairman of the Government of the Russian Federation. (=the Prime Minister of the Russian Federation); controls the Ministry of Sport of the Russian Federation; controls the Ministry of Transport of the Russian Federation.

- How much power does the President of the Russian Federation have?
- How much power does the Prime Minister of the Russian federation have?

№	The President of the Russian Federation	The Prime Minister of the Russian Federation
1.		

Task№14. Translate the sentences into English. Use the Active Vocabulary

1. Исполнительную власть представляет кабинет министров, возглавляемый премьер - министром. 2. Судебная власть осуществляется Конституционным судом, Верховным судом и другими судами. 3. Россия - федерация; законодательная власть в стране принадлежит Федеральному собранию. 4. Правительство Российской Федерации состоит из законодательной, исполнительной и судебной властей, подконтрольных президенту. 5. К государственным символам относятся флаг, гимн и герб. 6. Российская Федерация - это государство, построенное на федеральной основе. Она состоит из субъектов федерации, которые включают автономные республики и другие территориальные образования. 7. В соответствии с Конституцией, принятой в 1993 году, государственную власть в Российской Федерации осуществляют Президент Российской Федерации, Федеральное Собрание, Правительство России и суды. 8. Конституция гарантирует основные права и свободы каждого. 9. Президентом может быть гражданин Российской Федерации не моложе 35 лет, постоянно проживающий в России не менее 10 лет. 10. Президент назначает премьер-министра, который становится главой правительства (кабинета министров). 11. Президент является Верховным Главнокомандующим Вооруженными силами. Он формирует и возглавляет Совет Безопасности Российской Федерации. 12. Президент обладает полномочиями назначать выборы Государственной Думы, распускать Думу, вносить законопроекты на рассмотрение в Госдуму подписывать и обнародовать федеральный закон.

Task№15. Read the information about the symbols of the Russian Federation.**The Flag of the Russian Federation**

The Russian flag is sometimes called the IMPERIAL FLAG. It consists of three equal stripes of white, blue and red. The first flag of this design appeared more than 300 years ago. Peter the Great adapted the flag from the National flag of the Netherlands. Later a black two-headed eagle on a golden background was added to the flag of Russia. The flag existed until the revolution in 1917. In the nineties, with the democratic changes, the three-colour flag was restored again. On 21 August 1991, the flag was officially adopted by the Russian President and the Russian Parliament. In Russia the colours of the current flag symbolize:

- white — frankness and generosity- искренность и благородство
- blue — honesty and wisdom- честность и мудрость
- red — courage and love- смелость и любовь



The Emblem of the Russian Federation

The Russian National Emblem is the golden DOUBLE-HEADED EAGLE. Above the two heads of the eagle, there is a crown.

The first emblem of the double-headed eagle was introduced in 1480, by Prince Ivan III. It was at the time of the establishment of the Russian state system. It symbolized the supreme power and sovereignty of the state.

Since then, the double-headed eagle is the main part of the emblem of our country. But now the crown is a symbol of the sovereignty both of the Russian Federation (as a whole) and of its parts (subjects of the Federation.)

- the establishment - основание (создание)
- symbolize['sɪmb(ə)laɪz] - символизировать
- the supreme power - верховная власть
- sovereignty- ['sɒvr(ə)ntɪ] - независимость, суверенитет, суверенность
- the subject of the Federation - субъект Федерации

Task№16. Read the text and mind the Active Vocabulary. Entitle the text.

Active Vocabulary

collapse - крах

elect - выбирать

meanwhile – между тем

populous - населенный

produce - производить

timber - лесоматериал

development - развитие

craft - ремесло

brick - кирпич

encourage - поддерживать

reign - царствование, власть

deal - сделка

grain - зерно

mismanagement - плохое управление

gap - расхождение

home - отечественный

world market - мировой рынок

dependent - зависимый

expanded - расширенный

nuclear - ядерный

conservation - сохранение

disaster - катастрофа

curtail - сократить

disposal - размещение

waste - отходы

oil - нефть

iron - железо

inefficient - неэффективный

goods - товары

as regards - касаясь / в части

Russia was the most populous state of the former USSR and also the wealthiest one. It produced 78% of all its natural gas, 60% of steel, 80% of timber and 91% of oil. It also has one of the world's largest fishing industries.

The history of Russian industry goes back to the middle of the 17th century. The development of new industries and crafts - metal working, textiles, brick making - was encouraged under Peter the Great. During the reign of Catherine the Great, the Urals became the focus for iron industry, and Russia became the world's largest iron producer.

After 1870 the fast railway engineering in Russia was stimulated by industrial boom. Some deals were made with western companies to develop

Russian's immense oil resources. By 1903 Russia had been the world's largest oil producer.

Before the Revolution Russia was one of the world's largest grain producers and exporters. But lately Russia became one of its biggest importers as a result of collectivization and mismanagement of agriculture.

In Soviet times, the central planning system was inefficient as regards both production and distribution of goods. By 1980s the quality gap between home and western products could no longer be ignored and called for reforms. Entering the world market demands from Russian economists the creation of effective management in industry and agriculture.

Before 1986 it was planned that an expanded nuclear program could help the conservation of other energy resources. But after the Chernobyl disaster, these plans were sharply curtailed.

However, disposal of nuclear waste and closing down of old power plants remain major problems not only for Russia but for other industrial countries as well.

Task №17. Read the text again and answer the questions.

1. What was the economic position of Russia in the former USSR?
2. What industries and crafts were encouraged in Russia under Peter the Great?
3. When was Russia one of the biggest grain producers and exporters?

Task №18. Match the English equivalents with the Russian ones.

1	vetto	a. - верховный главнокомандующий	
2	reign	b. - железо	
3	Constitutional Court	c. - товары	
4	Upper Chamber	d. - выбирать	
5	Lower Chamber	e. - кирпич	
6	two-headed eagle	f.- конституционный суд	
7	mismanagement	g. - ремесло	
8	a bill	h. - заключать договор	
9	iron	i. - зерно	
10	brick	g. - наложение вето	
11	to elect	k. - производить	
12	goods	l. - двуглавый орел	
13	craft	m. - законопроект	
14	grain	n. - верхняя палата	
15	to make treaty	o. - царствование, власть	
16	Supreme Commander-in-Chief	p. - плохое управление	16а.
17	to produce	q. - нижняя палата	

Grammar Section

Present Perfect Active / Present Perfect Passive

(Настоящее совершенное время в Активном и Пассивном залоге)

Task №19. Change the sentences with Present Perfect Active into Present Perfect Passive.

Model: I have¹ already finished³ 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 №20. Use Present Perfect Active or Passive of the verbs in brackets to complete the sentences.

- Peter ... (to break) the window.
The exercise ... (to write) already.
The text ... (to translate) by Victor.
The teacher just ... (to explain) the new rule.
We (to learn) the Passive Voice already.
A new school ... (to build) in this street.

Task №21. Open the brackets and put the verbs in the *Present Perfect*.

1. He _____ (finish) training.
2. She _____ (score) twenty points in the match.
3. We _____ (watch) all the Champions League matches this season.
4. That's amazing! She _____ (run) fifteen kilometers this morning!
5. She _____ (buy) some really nice rollerblades!
6. Oh, no! I _____ (lose) my money!
7. My mum _____ (write) shopping list. It's on the kitchen table.
8. Dad, you _____ (eat) my biscuit!
9. I'm tired. I _____ (watch) three X-Files videos.
10. Hurry up! They _____ (start) the film!
11. Mary _____ (study) hard this year, so she'll pass her exams.
12. Oh no! She _____ (drop) the plate!
13. The garden is very green. It _____ (rain) a lot this month.
14. These are my favourite trousers. I _____ (have) them for five years.
15. Tom's my best friend. I _____ (know) him for three years.
16. They _____ (live) in Miami for two years.
17. Jo has earache. He _____ (have) it since 7 o'clock.
18. Brad _____ (live) in Chicago since 1998.

Task №22. Open the brackets and put the verbs in the *Present Perfect*.

- I _____ (not clean) my football boots.
They _____ (not start) their meal.
I _____ (not do) my homework.
He _____ (not win) all his matches this year.

My brother and I _____ (not see) any films this week.
It's my birthday party today. I _____ (not invite) many people.
He _____ (not wash) his hands. They're very dirty.
Mum's really angry. We _____ (not tidy) our room!

I can't play with my friends this evening. I _____ (not finish) my homework.
I _____ (not visit) New York for three years.
Where's Alison? We _____ (not see) her since yesterday.
Dad _____ (not take) a holiday since last August.
John _____ (not play) the violin since he was school.

Task№23. Complete the sentences. Use for or since. Translate the sentences.

I've lived in Washington _____ 1997.
Ben has studied English _____ three years.
They haven't visited their grandparents _____ months.
Julie's ill. She's been in bed _____ Tuesday.
My dad has had his car _____ sixteen.
It's been ten years _____ we moved to Oxford.

Task№24. Open the brackets and put the verbs in the *Present Perfect Simple*.

Reporter: (you do) *Have you done* a lot of training this year?
Trish: *Yes, I have.* I have trained six times a week all year.
Reporter: Who _____ (1 you train) with?
Trish: With my coach, and the team.
Reporter: Where _____ (2 you play) this year?
Trish: Mostly in Britain. But we've also travelled to Holland.
Reporter: _____ (3 you win) many matches?
Trish: Yes, we (4) _____ .
Reporter: And how many matches _____ (5 you lose)?
Trish: Only three.
Reporter: That's great. _____ (6 you have) any injuries?
Trish: No, I _____ (7) _____ .
Reporter: Thanks, Trish, and good luck.

Task№25. Read the sentences and translate them. Mind the *Present Perfect Simple*.

Kate has been in bed for a long time.
She hasn't eaten anything since this morning.
She hasn't seen her friends for a week.
She has stayed at home since Tuesday.
She has had a runny nose for three days.
She has not played basketball since last week.
She has not done any school work since Monday.

Task№26. Complete Jane's letter to her American friend. Use the *Present Perfect Tense*.

Dear Amy,

I _____ (1 not have) a letter from you for a long time. _____ (2 you lose) my address? I bought the new Steps CD at the weekend. I _____ (3 already listen) to it. _____ (4 you hear) it yet? It's brilliant. There's a new video too, but I _____ (5 not see) it yet.

School is going OK. I _____ (6 just finish) some exams, but the holidays _____ (7 not start) yet. We're going to Ireland. I _____ (8 never be) there.

Write soon with your news.

Love,

Jane

Task№27. Change the sentences with *Present Perfect Active* into *Present Perfect Passive*.

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

I have already taken the books back to the library. The books ...

She has just posted those letters. Those letters ...

The teacher has already checked my test. My test ...

He has lost the key. The key ...

We have opened all the windows. All the windows ...

I have bought bread on the way home. Bread ...

I have done this exercise. This exercise ...

Task№28. 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№29. 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 № 5

Тема: Moscow is the capital of Russia

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, а также развивать умение вести диалог-расспрос; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Moscow is the capital of Russia».
- 4. воспитательная:** способствовать воспитанию познавательного интереса обучающихся; воспитывать чувство патриотизма; формировать ценностное отношение к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

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

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Listen to the song «Moscow suburb nights». Answer the question:

- What are your feelings about Moscow right now?
- Did you like the song?

Task №2. Listen to the song and try to sing it along

Stillness in the grove, not a rustling sound
Softly shines the moon clear and bright.
Dear, if you could know how I treasure so
This most beautiful Moscow night.

Dearest, why so sad, why the downcast eyes,
And your lovely head bent so low?
Oh, I mustn't speak, though I'd love to say
That you've stolen my heart away. (2X)

Lazily the brook like a silv'ry stream
Ripples in the light of the moon,
And a song afar fades as in a dream,
In this night that will end too soon. (2X)

Promise me, my love, as the dawn appears,
And the darkness turns into light,
That you'll cherish, dear, through the passing
years
This most beautiful Moscow night.

Task №3. Read the text. Mind the Active Vocabulary

Active Vocabulary

- | | |
|----------------------------------|--|
| - to imagine - представлять | - metropolitan area - крупный город с пригородами |
| - the capital - столица | - an educational center - образовательный центр |
| - total area - общая площадь | - original settlement - первое поселение |
| - to found - основывать | - was founded - было основано |
| - river bank - берег реки | - was mentioned - был упомянут |
| - to mention - упоминать | - was fortified - был укреплен |
| - though - хотя | - to fortify [ˈfɔ:tɪfaɪ] - укреплять |
| - century - век | - hundred [ˈhʌndrəd] - сто, сотня |
| - invasion - вторжение | - fortification - укрепление |
| - religious - религиозный | - to capture - захватывать (брать в плен) |
| - ruler [ˈru:lə] - правитель | - Muscovy [ˈmʌskəvi] - Московия, Московское
Государство |
| - to destroy - разрушать | - a period of decline - период спада |
| - by the middle - к середине | - seat of the government - местопребывание правительства |
| - to receive = to get - получить | - workforce - занятое население |
| - is employed - работающий | tourist attraction - туристическая достопримечательность |
| - archive [ˈɑ:kɑɪv] - архив | - monument - памятник |
| - main - главный | - a church - церковь |
| - theatre [ˈθɪətə] - theater | - a cathedral - собор |
| - square - площадь | - golden dome - золотой купол |
| - to celebrate - праздновать | |
| - anniversary - годовщина | |

Moscow

You can hardly imagine the history of Russia without Moscow. Moscow is the capital of Russia, its administrative, economic, political and educational center. It is the largest metropolitan area in Russia with the population of about 12,506 million people, one of the largest cities in the world. The city is situated on the seven hills on the banks of the Moskva river. Its total area is about nine hundred square kilometers (by way of contrast, **ancient** Moscow occupied the territory of the present-day Kremlin).

The original settlement of Moscow was founded where the Kremlin now stands by Prince Yuri Dolgoruky. It was first mentioned in the Chronicles in 1147.

It is the official date of the foundation of Moscow, though the settlement had been there some time before.

Then it was fortified and in the late 12th century it became a market town. The town was almost totally destroyed in 1237 and 1239 during the Tatar invasion. In the early 14th century Moscow became the political and religious center of the north-eastern part of Russia. It was again captured by the Tatars in 1382. By the end of the 15th century Moscow extended its rule over most of central and northern Russia. Its rulers continued to build fortifications around it.

In the 16th century, under Ivan the Terrible, Moscow became the capital of the state of Muscovy. In the 18th century Peter the Great transferred the capital to St. Petersburg. This transfer brought a period of decline to Moscow. But it remained the heart of Russia. That is why it was the main target of Napoleon's attack in 1812. During the war three quarters of the city were destroyed by the fire. But by the middle of the 19th century Moscow was completely rebuilt and it became the center for industry and commerce, as well as a leading cultural, scientific and political center.

After the October Revolution Moscow received the status of the capital of the USSR, and then, in 1991, of Russia again.

The present day Moscow is the seat of the government of the Russian Federation. The President of the Russian Federation lives and works here; government offices are located here, too. Also, Moscow is Russia's largest industrial city. Nearly 30 percent of the city's workforce is employed in industry.

Moscow is a leading cultural center as well. It is the seat of the Academy of Sciences. The Russia's largest University, over 80 scientific research institutions, technical colleges and academies of music and art are situated here. There is the Lenin Library with one of the largest and richest archives in the world, over 80 museums, the famous Bolshoi and Maly Theatres.

Moscow is the main tourist attraction, where everyone can admire its straight and broad streets, theatres and museums, parks and squares, monuments for famous people, churches and cathedrals. The unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Alexei Bakhrushin Theatre Museum, Mikhail Glinka Museum of Musical Culture and many others. The heart of Moscow is Red Square where Kremlin is situated.

Task №4. Read the text again and answer the questions to the text.

1. Where is Moscow situated?
2. Who founded the original settlement of Moscow?
3. Who and when destroyed Moscow?
4. When did Moscow receive the status of capital?
5. Why was there a period of decline in Moscow in the 18th century?
6. Why was Moscow the main target for Napoleon?
7. What is the present-day Moscow?

Task№5. Read the words given in transcription and write them down in words.

[ˈfɔːtɪfaɪ], [ˈsɛntʃ(ə)rɪ], [rɪˈlɪdʒəs], [ˈsetlmənt], [ˌfɔːtɪfɪˈkeɪʃ(ə)n], [dɪˈstrɔɪ], [ˈhʌndrəd], [ɪnˈveɪzən], [ˈɑːkaɪv], [kəˈθiːdrəl], [skweə], [tʃɜːtʃ], [əˈtrækʃn], [ˌsaɪənˈtɪfɪk], [rɪˈsɜːtʃ], [ˈθɪətə], [ˈsteɪdɪəm]

Task№6. Fill in the gaps with necessary phrases or words.

1. Moscow is Russian Center. 2. The total area of Moscow is 3. ... by Prince Yuri Dolgoruky. 4. ... during the Tatar invasion. 5. In the 18th century Peter the Great ... and this brought 6. After the October Revolution Moscow received

Task№7. Read the text again and find the English equivalents to the Russian ones.

с трудом представлять, столица России, политический центр, с населением, на берегах Москва реки, на семи холмах, был основан, Октябрьская революция, в хрониках, стал торговым городом, перенес столицу, белый камень, знаменитый, библиотека, местопребывание правительства, отпраздновали годовщину, промышленный центр, торговый центр, соборы и церкви.

Task№8. Look through the words given below and read them.

churches, cafés, museums, art gallery (art galleries), restaurants, cathedrals, monuments, schools, colleges, universities, shops, shopping malls, sports centers, libraries, stands, markets, supermarkets, scientific research institutions, academies, theme parks, attractions, palaces, parks, stadiums, hospitals, exhibitions, railway stations, metro, bus station, sports grounds, play grounds

Task№9. Read the words in task№2 again and complete the table.

№	Tourist attractions	Places for shopping	Educational and research centers	Eating places	Other places

Task№10. Listen to the speaker and fill in the gaps. Use the words given in the box. Translate the text.

a fortress	settlement	beautiful	centre	was founded
industrial area	Russian Federation	population	museum	total
	leading industries	hundreds	science museums	enjoy
sport events	Stadium	railway stations	capital	

Moscow is the _____ of Russia, its political, economic, _____ and cultural _____. It is one of the oldest and most _____ cities in the world. Moscow _____ in 1147 when Prince Yuri Dolgoruky built _____ on the bank of the Moskva River and first mentioned in the chronicles

in 1147. At that time it was a small frontier_____. By the 15th century Moscow had grown into a wealthy city.

The present-day Moscow is the seat of the government of the_____. Moscow is a major industrial city. Its leading industries are engineering, chemical and light industries.

The heart of Moscow is the Kremlin, it is the greatest monument of the Russian culture. The Kremlin is also the seat of the Russian Government.

The _____ of Moscow is about 12,506 million people. Its _____ is about 900 thousand square kilometers.

Moscow looks like a huge out - of – doors_____. It has more than 1000 monuments. There are about 60 art, history and_____ . The museums, art galleries make the capital city very important for the world culture. Many people visit the Tretyakov State Gallery, the Armoury Museum, the History Museum, the Central Military Museum and many others.

Moscow is a city of world famous theatres. The Bolshoi Theatre, the Maly Drama Theatre, the Moscow Art Theatre, the Obraztsov Central Puppet Theatre _____ great popularity.

Moscow is a scientific centre. It is the seat of the Academy of Sciences. It has _____of scientific institutions and higher education establishments. Among the numerous Moscow libraries is the Lenin State Library, one of the biggest in the world.

Moscow is an industrial city. It's_____ are engineering, chemical and light industries. It is the largest transport centre. Moscow has 4 large airports and 3 river ports. Trains from all parts of Russia arrive at Moscow's 9_____. The Moscow Metro is the most beautiful underground in the world with its wonderful palace like stations.

The Lenin _____and the Moscow Sports Complex “Olympijski” are the largest sports complexes in our country.

Moscow has become one of the world's biggest international centres, where different festivals, scientific congresses, international exhibitions and world _____ take place.

Task№11. Read the first part of the sentence in A and find its second part in B.

	A.	B.
1	Moscow has become...	a... one of the oldest and most beautiful cities in the world.
2	The heart of Moscow is...	b... very important for world culture.
3	Moscow has...	c... founded by Prince Yuri Dolgoruky in1147.
4	Moscow is...	d... over 9,5 million people.
5	The museums, art galleries make Moscow...	e... a huge out – of – doors museum.
6	Moscow was...	f... one of the world's biggest international

		centres.
7	Moscow looks like...	g... 4 large airports, 3 river ports and 9 railway stations.
8	The population of Moscow is...	h)... the Kremlin.

Task№12. Put in the missing words according to the text.

1. Moscow is the ... of Russia. 2. The Kremlin is the greatest ... of Russian culture. 3. Moscow has more than 1000 4. ... and ... make Moscow very important for world culture. 5. Moscow is a city of world – famous 6. The Moscow Metro is the most beautiful ... in the world with its wonderful ... 7. Moscow has become one of the world’s biggest

Task№13. Ask questions to the sentences.

1. Moscow is the capital of Russia.
2. Moscow was founded by Prince Yuri Dolgoruky in 1147.
3. Many people visit the Tretyakov State Gallery and the Armoury Museum.
4. Moscow has become one of the world’s biggest international centres.
5. Moscow’s leading industries are engineering, chemical and light industries.

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

1	to mention	a. - пограничный поселок	
2	leading industries	b. - легкая промышленность	
3	was founded	c. - памятник	
4	unique	d. - упоминать	
5	Armoury Museum	e. - метрополитен	
6	chronicle	f. - ведущие отрасли промышленности	
7	a monument	g. - дворец	
8	underground	h. - хроника, летопись	6h.
9	light industry	i. Оружейная палата Московского Кремля	
10	a palace	j. - уникальный	
11	frontier settlement	k.- был основан	

Task№15. Translate the sentences on topic « Moscow is the capital city of Russia».

1. Москва - столица России, является одним из крупнейших городов в мире.
2. Она была основана в 1147 году князем Юрием Долгоруким.
3. Она стоит на берегу Москвы - реки.
4. В городе проживает около 12 300 000 человек.
5. Москва славится своими историческими и архитектурными памятниками, которые были построены выдающимися архитекторами.
6. Красная площадь- это Центральная и самая красивая площадь в Москве.
7. Это место парадов, собраний и демонстрации.

8. Несколько небоскребов украшают Москву, включая Московский университет и Министерство иностранных дел.
9. Москва - научный и культурный центр с множеством институтов, университетов, библиотек, музеев.

Grammar Section

Modal Verbs *must, should, can*

(Модальные глаголы: *must, should, can*)

Task№16. 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№17. 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№18. 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№19. 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...

ПРАКТИЧЕСКАЯ РАБОТА № 6

Тема: Places of interest in Moscow

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, а также развивать умение вести диалог-расспрос; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Достопримечательности Москвы».
- 4. воспитательная:** способствовать воспитанию познавательного интереса обучающихся; воспитывать чувство патриотизма к своей Родине; формировать ценностное отношение к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;
- 5. социокультурная:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

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- МУ ПР для обучающихся;
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- аудиозапись;

– карта России

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Read the text (part I.) and translate it. Mind the Active Vocabulary Active Vocabulary (part I)

- close to - рядом / неподалеку от...
- country's border - граница страны
- laying on - находясь на ...
- imagination - воображение
- at the epicenter - в эпицентре
- It echoes with - оно отражается (*чем-то*)
- tragedy ['trædʒədi] - несчастье, трагедия
- thoroughly - полностью, совершенно
- European air - Европейский вид / атмосфера
- there is no better place - нет лучше места
- whispered tales - истории, о которых говорят
- to remove eyes - выколоть глаза
- an architect - архитектор, зодчий
- ruling elite - правящая элита
- largest- самый большой, крупный
- Bell Tower - колокольня
- to forge - выковывать
- unbreakable spirit - негибемый дух
- tomb [tu:m] - могила
- to defend - защищать
- he fell defending the city - он пал (погиб), защищая город
- towering ['tauəriŋ] - возвышающийся
- an epic contest - грандиозное соперничество
- legend - легенда
- echo ['ekəu] - отражаться в ...
- special - особый
- architect ['ɑ:kitekt]- архитектор; зодчий
- magnificent [mæg'niʃnt] - великолепный, производящий впечатление
- holds a special place - занимать особое место
- opulent = wealthy, rich (very expensive, cost a lot of money)
- to pay tribute to - отдать дань уважения / почитать память (кого-либо)
- with an attitude befitting - с отношением, подобающим (чему-либо)
- to fascinate - восхищать, очаровывать, пленять
- the Cathedral of the Annunciation [ə,plnsi'eɪʃən] - Благовещенский Собор
- St. Basil's Cathedral- Собор Василия Блаженного
- the Cathedral of the Archangel ['ɑ:k,eɪn(d)ʒ(ə)l] – Архангельский собор
- the Tomb of the Unknown Soldier - могила неизвестного солдата
- opulent people a very rich and spend lots of money on expensive things.
- to pass through the gates - пройти через ворота
- spectacular - поражающий воображение
- a conqueror ['kɒŋk(ə)rə] - завоеватель / покоритель
- celebrate the triumph - прославлять триумф
- to immerse [ɪ'mɜ:s] yourself in - погрузиться / окунуться в ...
- grandiose ['grændiəs] = пышный, великолепный; огромный, величественный
- pivotal ['pɪvət(ə)l] - центральный, главнейший, основной
- a race for supremacy - гонка за превосходство
- to admire [əd'maɪə] - восхищаться; любоваться



I. Moscow is situated in western Russia, close to the country's border with the Ukraine, Belarus and Estonia. Laying on the Moskva River, it is the country's capital and its largest and richest city. Moscow holds a special place in the world's imagination. Opulent, spectacular and grandiose, Moscow has been at the epicenter of

some of history's most pivotal moments. It echoes with stories of triumph, tragedy and innovation. Stories of legendary tsars and literary greats, political revolutions and the international space race that changed the world forever.

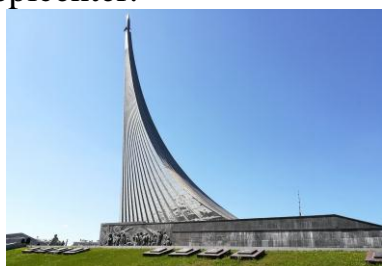
Today Moscow continues to fascinate. Thoroughly modern and with a European air it has a population of more than 12,605 million people, the world's highest concentration of billionaires and an attitude befitting one of the world's great cities. There is no better place to hear the whispered tales of Moscow's past, than in Red Square- Moscow's very heart. Admire St. Basil's Cathedral, a building so magnificent, that according to the legend, Ivan the Terrible had the architect's eyes removed so he could never again build anything so beautiful.

The Kremlin is another Moscow icon and it has been home to the city's ruling elite for a thousand years. Visit the Cathedral of the Archangel, the Cathedral of the Annunciation and Ivan the Great's Bell Tower, all within these red walls. Many of Moscow's most famous stories have been forged in the fires of war.



Pass through the gates into Alexander Garden. The park pays tribute to Moscow's unbreakable spirit and its home to the Tomb of the Unknown Soldier.

Nearby Victory Park is another powerful tribute to those who fell defending the city, including the millions of soviet soldiers who died in the Second World War. As the cold war between the US and Russia intensified a different battle began the race for supremacy of the heavens. Again, Moscow was right at the epicenter.



Visit the Monument to the Conquerors of space, a towering memorial that celebrates the aerospace triumphs of the soviet people. Learn more about the space race and the epic contest between the world's super powers at the Memorial Museum of Cosmonauts. Immerse yourself in one of the Moscow's proudest

stories that of Yuri Gagarin, who shocked the rest of the world and became a national hero when he became the first ever man in space.

Task№2. Make up groups of words. Mind the Active Vocabulary. Translate them.

№	The first part	The second part	Translation
1	in western	a. - a special place	
2	powerful	b. - tales	
3	it echoes	c. - tsars	
4	literary	d. - of the Archangel	
5	pivotal	e.- modern	
6	holds	f. - tribute to	
7	the whispered	g. - Russia	
8	legendary	h. - Cathedral	

9	the Cathedral	i. - spirit	
10	pays	j. - with stories	
11	thoroughly	k. - greats	
12	unbreakable	l.- tribute to...	
13	St. Basil's	m. - moments	

Task№3. Read the first part of the text. Fill in the missing prepositions. Translate them into Russian.

1. all _____ these red walls; 2. many famous stories have been forged ___ the fires ___ war; 3. Moscow was right __the epicenter; 4. the city's ruling elite ___ a thousand years; 5. the Monument ___ the Conquerors ___ space 6. the epic contest _____ the world's super powers; 7. laying ___ the Moskva River; 8. the park pays tribute ___ Moscow's unbreakable spirit; 9. who died ___ the Second World War; 10. the race ___ supremacy ___ the heavens; 11. Moscow has been ___ the epicenter of the most important moments; 12. according ___ the legend; 13. the triumphs ___the soviet people; 14. close ___ the country's border; 15. who shocked the rest ___ the world.

Task№4. Read the transcription of the words and put them down in words. Translate them.

[tu:m] ['lɑ:dʒɪst] [spek'tækjələ] ['tauərɪŋ] ['θɹərəɪ] ['ekəu] ['ledʒənd] ['speɪʃ(ə)l] ['epɪsɛntə] ['fæsɪneɪt] [ɪ'mɜ:s] [əd'maɪə] [ɪ,mædʒɪ'neɪʃn] ['kɔŋk(ə)rə] ['ɑ:kɪtekt] ['prɪvət(ə)l] [ˌməʊ'veɪʃ(ə)n] ['seləbreɪt]

Task№5. Read the text again and find the English equivalents to the Russian ones.

в Западной Сибири; в столице страны; богатая, поражающая воображение и грандиозная; находится; самый богатый город; продолжает очаровывать; великие писатели (литературные гиганты); международная космическая гонка; мировое воображение; трагедия; изменили мир; центральные (главные) моменты; население более чем; монумент - обелиск «Покорителям космоса»; супер державы; окунитесь в одну из ... историй; самая высокое сосредоточение миллиардеров в мире; еще одна (другая) визитная карточка; такое великолепное здание; отдает дань уважения; нет лучше места; тысяча лет; в самом сердце; глаза архитектора; ворота; внутри красных стен; выкованы в огнях войны; кто погиб защищая город.

Task№6. Read the second part of the text, translate it. Mind the Active Vocabulary.

Active Vocabulary

- a literary great - корифей
- are honoured as heroes - почитают как героев
- литературы
- the Pushkin Museum of Fine Arts –
- an adventurer - путешественник
- Государственный музей изобразительных

- a performance - представление
- including - включая...
- influential [ˌɪnfluˈɛnʃ(ə)l] - влиятельный
- an author [ˈɔːθə]- автор
- the Fallen Monument Park - Парк - Музеон
- public artworks - публичные произведения искусства
- statue [ˈstætjuː] - статуя
- graveyard [ˈɡreɪvja:d] - кладбище
- a fascinating place - замечательное место
- currently - в настоящее время
- to coexist - сосуществовать
- a trip underground -путешествие под землей
- marble walls - мраморные стены
- chandelier - люстра
- to remain - оставаться (чем-либо)
- Muscovite [ˈmʌskəvaɪt] - москвич; москвичка
- to come together – собираться
- to realize = understand
- a tale of loss -история о поражении
- luck - удача
- to create - создавать
- искусств имени А.С. Пушкина
- a renowned [rɪˈnaʊnd] theatre - прославленный / признанный
- proud tradition - хорошая/ славная традиция
- are named after - называю в честь (к.-л.)
- beside the fountain [ˈfaʊntɪn] - у фонтана
- stroll along the boulevard - прогуляйтесь по бульвару
- Take a haunting tour - совершите незабываемую прогулку (экскурсию)
- evocative [ɪˈvɒkətɪv] - вызывающий воспоминания
- to explore - исследовать / открыть для себя
- was established by - был создан / основан (к.-л.)
- to display - показывает (представлять)
- Take a ride on the Metro- прокатитесь на метро
- an public transport system - систем общественного транспорта
- efficient - успешно функционирующий
- heroic artworks - произведение искусства героической тематики
- to share stories - поделиться историями
- draw to a close - подходить к концу / быть на исходе / близиться к завершению
- to come to realize - прийти к выводу
- a sweeping saga - широкомасштабная сага
- There is always room for - всегда есть место для

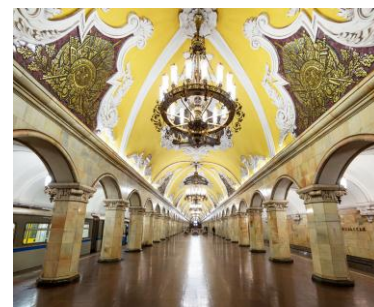
II. In Moscow artists and literary greats are honoured as heroes just as much as adventurers. Visit the Pushkin Museum of Fine Arts to see some classic works by Russian and European masters. Watch a performance at the Bolshoi, one of the oldest and most renowned theatres in the world.

Walk the same streets as some of the world's greatest writers including Tolstoy, Dostoevsky and Chekhov. There's such a proud literary tradition in this city that many of its beautiful parks are named after influential poets and authors. Relax beside the fountain in Pushkin square or stroll along the boulevards in Gorki Park, Moscow's famous central park.



Take a haunting tour through the Fallen Monument Park. When the Soviet Union collapsed, many of the city's most evocative monuments were pulled from their pedestals and arranged in this statue graveyard. More recently, modern sculptures and public artworks have been added, making it a fascinating place to explore. Muzeon Park was established by the City of Moscow in 1992 and currently displays over 700 sculptures.

But perhaps the best way to understand how the old and new coexist in Moscow is with a trip underground. Take a ride on the Moscow Metro which is more like an art and history museum rather than one of the most efficient public transport systems in Europe. With opulent marble walls, grandiose chandeliers and heroic artworks each of the early stations has its own story to tell of Russia's culture, heroism and technology.



Moscow has had a long proud café culture and the city's coffee houses and restaurants remain a place where Muscovites come together to share their own stories over rich traditional foods. As your time in this city draws to a close you'll come to realize Moscow is one of the world's great stories. From epic, sweeping sagas that changed the world to smaller tales of loss, luck and happiness. But there is always room for more. So come, and create your own Moscow story.

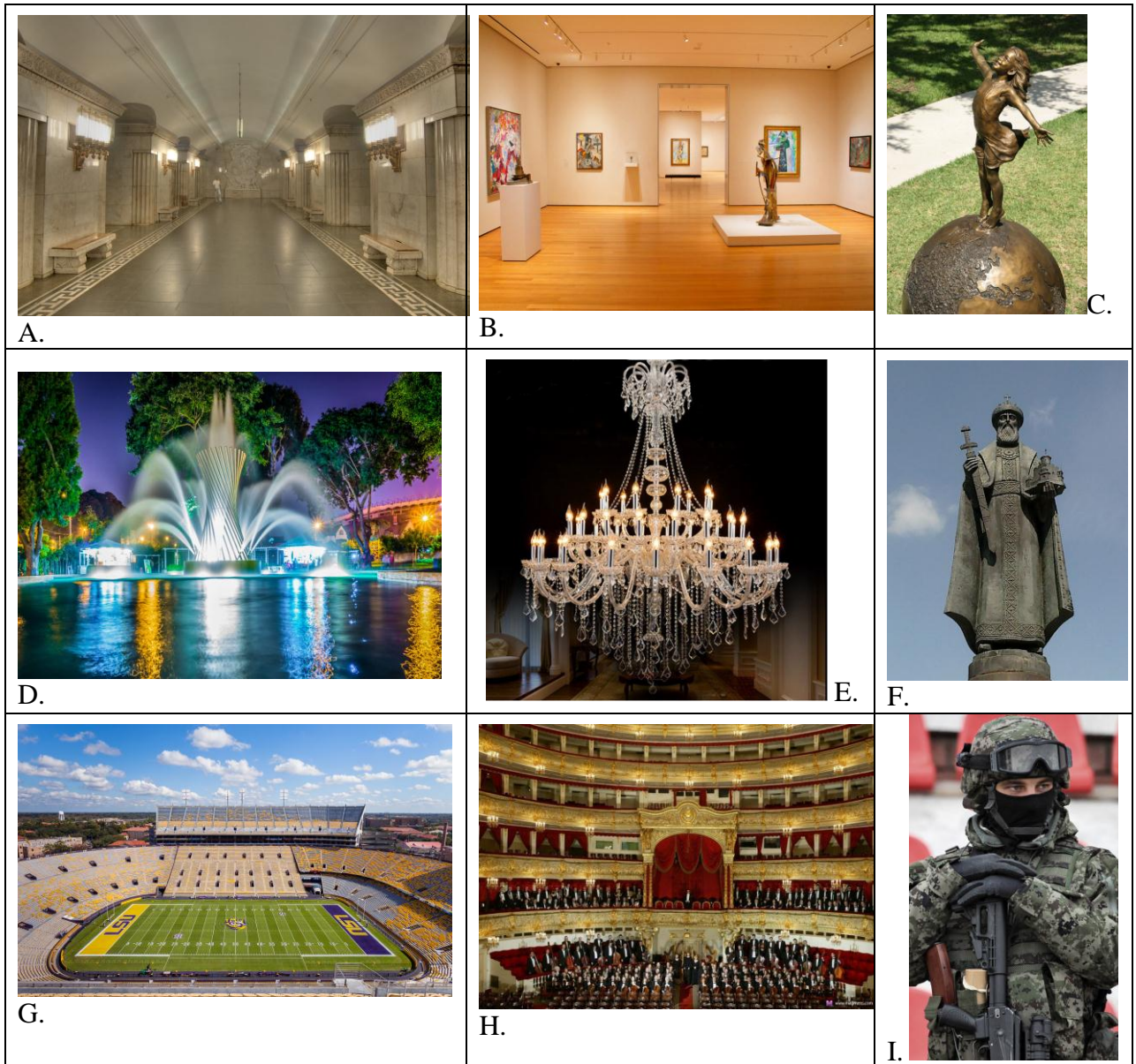
Task№7. Read the text (part II) again and make up the words from the Active Vocabulary. Translate them into Russian.

1	to crea-	a.- red heroes	
2	a faoun-	b.- coexist	
3	effici-	c.- ose	
4	a perfor-	d. - tial poets	
5	to co-	e.- te	1e. to create - создавать
6	grandi-	f.- lish	
7	ponou-	g. - tive monuments	
8	to estab-	h. -mance	
9	influen-	i.- tain	
10	evoca-	j. - ent transport systems	

Task№8. Match the pictures with their definitions. Mind the Active Vocabulary. Complete the table given below.

1. a sculpture 2. a crystal chandelier 3. a stadium 4.a monument 5. marble walls
6. a Russian soldier 7. a theatre 8. art gallery 9. a fountain

1	2	3	4	5	6	7	8	9



Task№9. Match The English equivalents with the Russian ones. Mind the Active Vocabulary

1	is situated in...	-центральные, главнейшие, основные моменты
2	the country's border with...	-великие литераторы (писатели)
3	laying on...	-легендарные цари
4	pivotal ['pɪvət(ə)l] moments	-навсегда изменить мир
5	hold a place in...	-граница страны с ...
6	It echoes with...	-позиция, соответствующая ... (чему-либо)
7	thoroughly ['θɹɹəʊlɪ] modern	-расположен в (находится в...)
8	literary greats	-продолжает восхищать, приводить в восторг, очаровывать, пленять
9	There is no better place to	-удерживать место в ...

10	<u>admire</u> [əd'maɪə]	-она отражается в ...
11	change the world forever	-находясь на (располагаясь на...)
12	space race	-любоваться, рассматривать с восхищением; восторгаться восхищаться (чем-либо)
13	an attitude befitting	-истории, о которых говорят...
14	<u>continues</u> to fascinate [ˈfæsɪneɪt]	-Нет лучше места, чтобы ...
15	legendary tsars [ˈledʒənd(ə)rɪ]	-полностью, вполне, совершенно, совсем современный
16	the whispered tales	-космическая гонка

Task №10. Read the text (part I and II) again and translate the sentences into English. Use the Active Vocabulary.

1. Город ведет культурную жизни. 2. Он имеет много кинотеатров, клубов, концертных залов, более чем 40 драматических и музыкальных театров, в том числе Большой театр, художественный театр, Малый театр, театр имени Вахтангова. 3. Москвичи гордятся своими музеями: Третьяковской галереей, музеем изобразительных искусств имени Пушкина и многими литературными музеями. 4. Толпы людей посещают Третьяковскую галерею, любят красота картин русских художников. 5. Есть много больших заводов и фабрик в Москве, которые производят автомобили, грузовики, домашние электроприборы и так далее. 6. Москва расположена по обеим берегам Москва реки. 7. Мне нравится Московский метрополитен с его мраморными стенами, хрустальными люстрами и долгой историей. 8. Этим летом я был в Москве и посетил парк - Музеон, Благовещенский Собор Архангельский собор и Красную площадь. 9. Я хочу побывать на Воробьевых горах. Говорят, что там очень красивый вид на город. 10. История советского народа выкована в огнях войны.

Task №11. Read and translate the text «The Kremlin». Mind the Active Vocabulary

[ˈsɪmbl], [ˈfaʊndə], [dɪˈzɑːn], [weɪ], [ˈsɪmbəlaɪz], [ˌəʊvəˈlʊk],

Task №12. Read the text «The Kremlin» and mind the Active Vocabulary

Active Vocabulary

- a symbol - символ
- to symbolize - символизировать
- a founder - основатель
- at the decree of... - по указу
- to build - строить
- trading centre - торговый центр
- to design - сконструировать
- to overlook - 1. обозревать; смотреть сверху (на ч.- л.)
2. выходить на, в ... (My windows overlook the street)
- seat of government - местонахождение правительства
- to rebuild - возрождать / заново построить
- to erect in memory - сооружать / воздвигать в память (о ком-либо)
- an ancient monument - древний памятник
- to commemorate - праздновать / отмечать /

- a tower - башня
- a church - церковь
- to destroy - разрушать
- to weigh - весить / иметь вес
- a bank - берег реки
- passage - ['pæsɪdʒ] - проход
- a well - колодец
- a cache [kæʃ] - тайник
- grand duke - великий князь
- plastered - оштукатурена
- to designate - определять вр.
- tomb - гробница / могила
- length - длина
- height - высота
- khanate ['kɑ:nɛɪt] - ханство
- ознаменовывать
- invasion - нашествие / вторжение
- was surrounded by - был окружен
- military significance = military meaning
- to cease to do smth = to stop doing smth.
- drawbridge ['drɔ:brɪdʒ]- подъёмный мост, разводной мост
- to erect - сооружать / воздвигать
- hipped roof - шатровая крыша
- Kremlin chimes - Кремлёвские куранты
- dignitary - высокопоставленное лицо; сановник
- The Assumption Cathedral - Успенский собор
- were put up - были установлены
- unity ['ju:nəti] - единство; единение; сплочённость
- to commemorate - ознаменовать

The Kremlin

The oldest part of Moscow is the Kremlin. This is the main tourist attraction in Moscow. The Kremlin stands at the heart of the city. The word “Kremlin” means “fortress”, and the Moscow Kremlin used to be a fortress. In 1156 a small settlement of Moscow was surrounded by a wooden wall, and became the Kremlin. The town and the Kremlin were burnt in 1237 and 1293 during the Tatar invasion, but they were rebuilt. In 1367 Prince Dmitry Donskoy built a white-stone wall around the Kremlin. In the 15th century, by order of grand duke Ivan III the Kremlin was surrounded by a new red-brick wall. Twenty towers of the Kremlin wall were constructed at the end of the 17th century.

By that time Moscow had already ceased to be a fortress. The towers were built for decoration and had no military significance. Five of the towers were gates. The total length of all the walls is 2235m. The walls are from 3.6 to 6.5 m thick. And their height is from 5 to 19 m. There are 20 towers along the Kremlin wall. On the top of 5 towers you can see red ruby stars that turn with the wind and weigh a ton each. They were put up in 1937 to symbolize the peace and unity of five continents of our planet.



The Tainitskaya Tower was built in 1485 by an Italian architect Pietro Antonio Solari, also known as Anton Fryazin. It is the oldest tower of the Kremlin. Its height is 38, 4 m. It was the most important tower to protect the river side of the Kremlin. The tower had a secret passage to the Moskva River. It had a cache well and a secret underground passage that led towards the Moskva River. The strelnitsa could be entered with the help of the drawbridge. He was the first who used

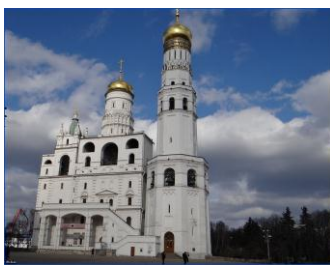
bricks for building the tower. Unfortunately, the 15th-century tower did not survive; it was torn down in 1770 to make way for the Kremlin Palace designed by architect Vasily Bazhenov. In 1771-1773, however, the tower was rebuilt, with the tent roof added later.

The Spasskaya Tower is the symbol of Russia and Moscow. It was built in 1491 by the architect Pietro Antonio Solari. Its height is 71 m (10). It has a famous clock; one can hear its chimes on the radio. The clock which we can see today was installed in the middle of the 19th century. The total weight of the mechanism is about 25 tons. The tower's modern name comes from the icon of 'Spas Nerukotvorny' translated as 'The Saviour Not Made by Hands', which was



placed above the gates on the inside wall in 1658 and removed in 1917. The tower is also named for the wall-painted icon of 'Spas Smolensky' translated as 'Smolensky Saviour', which was created in the 16th century on the outside wall of tower, plastered over in 1937, but reopened and restored in 2010. The Spasskaya Tower was the first tower among the many Moscow Kremlin Towers to be crowned with the hipped roof in 1624 -1625 by the architects Bazhen Ogurtsov and Christopher Galloway (a Scottish architect and clock maker). According to a number of historical accounts, the clock on the Spasskaya Tower appeared between 1491 and 1585. It is usually referred to as the Kremlin chimes and designates official Moscow Time. The clock face has a diameter of 6.096 Meters. The melody is produced by 10 bells (the smallest weights 320 kg and the largest - 2,160 kg). The big one designates the hours. So, it has eleven bells. The gate of Spasskaya Tower was used to greet dignitaries, and was also used during formal ceremonies or processions. The Spasskaya Tower is considered to be the most beautiful and graceful tower of the Kremlin.

The buildings inside the Kremlin wall were built between the 15th and the 17th centuries. There is the Bell Tower of Ivan the Great (16 century), and a famous group of churches. The height of the Bell Tower is 81 m and it has got 22 large and over 30 small bells.



The Bell Tower of Ivan the Great



The Assumption Cathedral



The Archangel Cathedral

The Assumption Cathedral is the largest one. It was built in 1479; Russian tsars and emperors were crowned there. In the Archangel Cathedral one can see tombs of Moscow princes and tsars. Among them are the tombs of Ivan the Terrible, his sons Ivan and Tsar Fyodor. The Annunciation Cathedral was built in 1484. It is noted for its frescoes by Andrei Rublyov and his pupils.

The Kremlin is the symbol of the Russian Federation, it is the greatest monument of Russian culture and art. It is also the seat of the Russian Government.

Among the historical monuments of the Kremlin are the famous Tsar Bell and the Tsar Cannon. The Tsar Bell weighs 202 tons. It was cast at the beginning of the 17-th century by two Russian founders Ivan Motorin and his son Mikhail. The Tsar Cannon weighs 40 tons and it is more than 5 metres long. It was cast in 1586 by Andrei Chokov. The cannon ball weighs 2 tons. The Cannon has never been fired, just as the bell has never been rung.

Besides, you can also see here the building of the Tretyakov Gallery. It was built from a design by the famous Russian artist V. Vasnetsov at the beginning of the 20th century. The Gallery was founded by Pavel Tretyakov in 1856. In 1892, Tretyakov donated his collection (1,287 paintings, 518 drawings and 9 sculptures) to the city of Moscow. Now the Gallery owns some 100 thousand works of art. The Tretyakov Gallery is famous for its collection of Russian icons (by the famous Andrey Rublev- 14-15th centuries) and the collection of Russian painters of the 20th century.



The Monument of K. Minin and D. Pozharsky is the first civil monument in Moscow. The monument was erected with money raised by public subscription. It was set up in 1818 by Ivan Martos. Up until 1930 it stood in the centre of Red Square.

Another historical place is the Mausoleum. It was built in 1924. First it was wooden. Then it was built of dark granite and black labradorite in 1930 (architect A. Shchusev). Not long ago, everybody could watch the ceremony of changing of the guards in front of the Mausoleum. It was built as a tomb for the leader of the Soviet State - V. Lenin.

The Cathedral of Vasily the Blessed (St. Basil's Cathedral) was erected at the order of Ivan IV (the Terrible) to commemorate the victory over the Kazan Khanate (a feudal state in the Central Volga Region). It was designed by the Russian masters Postnik and Barma. The cathedral is built of brick in traditional Russian style. It has seven domes, each of a different colour. The inner gallery also contains amazing wall and ceiling paintings (stylized flower patterns of unique shapes and bright colours). This Cathedral is a masterpiece of Russian Architecture. There is a legend that says that Ivan the Terrible asked the builders if they could build anything finer than they had already done. When they answered that they could, they were blinded at his order so that there would never be anything more beautiful in the world than the Cathedral of Vasily the Blessed.



Task №13. Agree or disagree.

1. The Kremlin is the greatest monument of Russian culture and art.
2. The Kremlin was built on the right bank of the Moskva River.
3. There are 10 towers along the Kremlin wall.

4. The largest tower is the Spasskaya Tower. It was built in 1446.
5. The gates of the Kremlin are opened to visitors.

Task№14. Put in the missing words according to the text

1. Red Square... in the very centre of Moscow. 2. The monument to Minin and Pozharsky ... in memory of the Russian victory over the Polish invaders in 1612. 3. The History Museum ... by Vladimir Sherwood. 4. Red Square... in the 15-th century as a trading centre. 5. Big parades and demonstrations ... in front of Mausoleum. 6. The Cathedral of the Mother of God of Kazan ... in 1936.

Task№15. Translate the sentences into English. Use the Active Vocabulary

1. Москва - административный, экономический, политический центр России и один из крупнейших городов страны. 2. Население Москвы - около 12.605 миллионов человек, общая площадь - 900 кв. километров. 3. Москва была основана Юрием Долгоруким и впервые упоминалась в летописях в 1147 году. 4. Из пограничного поселка Москва превратилась в процветающий город. 5. Москва - крупный промышленный город, город науки и образования.

Task№16. Read the text again. Answer the questions.

1. What is the role of Moscow in Russia?
2. When was Moscow founded? Who founded Moscow?
3. Why do we say that the year of 1147 is only the official date of the foundation of Moscow?
4. What part does the present-day Moscow play in the life of Russia?

Task№17. Match the English equivalents with the Russian once.

1	to mention	a. - пограничный поселок
2	was erected	b.- архитектор
3	ceiling painting	c. - купол
4	unique	d. - упоминать
5	dome	e. - по приказу
6	chronicle	f.- был возведен (построен)
7	civil monument	g.- смена караула
8	an architect	h.- хроника, летопись
9	at the order of	i. - потолочная роспись
10	changing of the guards	j. - уникальный
11	frontier settlement	k. - памятник, посвященный обычным людям

Task№18. Translate the sentences given below into Russian

1. В Москве находится собор Василия Блаженного, построенный в 1552 году. Это шедевр русской архитектуры.
2. Сердце Москвы - Кремль.

3. Существует прекрасный архитектурный ансамбль с тремя соборами, колокольней Ивана Великого, дворцами, крепостными стенами и двадцатью башнями.
4. Наиболее известным из башен является Спасская башня с большими часами.
5. Кремль с башнями и золотыми куполами производит сильное впечатление на туристов.
6. Старинные церкви, соборы и монастыри привлекают тысячи туристов со всего света.
7. Москва знаменита своими художественными музеями, в которых размещаются уникальные коллекции произведений русских и зарубежных художников.
8. Кремль привлекает огромное количество туристов.
9. Когда небольшой поселок обнесли стеной, он стал крепостью.
10. Во время татарского нашествия Кремль несколько раз разрушали, но быстро отстраивали.
11. Башни Кремля были построены для украшения, когда Москва перестала быть крепостью.
12. Колокольня Ивана Великого и соборы были построены между 15 и 17 веками.
13. В соборах Кремля короновали и хоронили (bury) царей и императоров.
14. Великолепные соборы Кремля известны также своими фресками.

Grammar Section

**The construction there is / there are / there was/ there were
(Конструкция there is / there are / there was/ there were)**

Task №19. Insert to *be* in the right form:

1. There ... a telegram on the table. 2.... there any telegrams from Moscow? Yes, there ... some . 3.... there ... a flight for Moscow tomorrow? Yes, there 4. There ... much snow last winter. 5. There ... a lot of stars and planets in space. 6.... there... a lift in your future house? Yes, there 7. Some years ago there ... many old houses in our street. 8. ... there any lectures yesterday? No, there... 9. ... there a lamp over the table? Yes, there 10. ... there any interesting stories in this book? 11. ... there a test last lesson? No, there 12. Soon there a new film on.

Task №20. Translate the following sentences and put general questions to them:

1. There are some new students in our group. 2. There is no book on the table. 3. There were many old houses in our street. 4. There are 4 seasons in a year. 5. There will be a conference next week. 6. There are many large cities in our country. 7. There was nobody in the room. 8. There are seven days in a week. 9. There is something on the shelf. 10. There are many places of interest in Moscow. 11. There are many beautiful flowers in our garden. 12. There was much work last week.

Task№21. Rewrite the following sentences in Past Indefinite and Future Indefinite, translate them into Russian.

1. There is much snow in winter. 2. There are 4 theatres in our city. 3. There is no lift in our house. 4. There are many new books in our library. 5. There is little milk in the bottle. 6. There are 3 rooms in our flat. 7. There is a map on the wall.

Task№22. Complete the sentences. Use *there is / there isn't / is there / there are / there aren't / are there*

1. Kenham isn't an old town. There aren't many old buildings.
2. Look! _____ a photograph of your brother in the newspaper!
3. 'Excuse me, _____ a bank near here?' 'Yes, at the end of the street.'
4. _____ five people in my family: my parents, my two sisters and me.
5. 'How many students _____ in the class?' 'Twenty.'
6. 'Can we take a photograph?' 'No _____ a film in the camera.'
7. '_____ a bus from the city centre to the airport?' 'Yes. Every 20 minutes.'
8. '_____ any problems?' 'No, everything is OK.'
9. _____ nowhere to sit down. _____ any chairs.

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

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

- Model: younger - older
- | | |
|------------------|-----------------|
| 2. colder _____ | 4. better _____ |
| 3. cheaper _____ | 5. nearer _____ |
| | 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: The system of education in Russia

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур; ознакомить обучающихся и обобщить знания по теме «Система образования России»; активизация изученной лексики и применение ее в различных видах речевой деятельности

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: формирование системы универсальных учебных действий (обучение приемам анализа и обобщения, целеполагания, классификации, приемам выявления закономерностей, умению делать выводы, оценивания);

развитие коммуникативных навыков, связной монологической речи, развитие фонематического слуха, языковой догадки; развитие познавательных процессов; формировать умение трансформировать информацию в соответствии с заданием.

4. воспитательная: способствовать воспитанию познавательного интереса обучающихся; способствовать формированию эмоционально-ценностного отношения к миру на основе учебного материала, ответственного отношения к процессу обучения.

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

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. Read the international words. Guess their meaning. Consult a dictionary if necessary:

guarantee, constitution, course, student, university, faculty, lycee, gymnasium, mathematics, rector, prorector, organization, examination, policy, person, profession, specialization, combination, programme; academic, professional, total, technical, social, economic, specialized.

Task№2. Read the text A and translate it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|--|--|
| - a great concern - предмет большой Важности | - a lyceum [laɪ'si:əm] (=lycée [li:'seɪ])- лицей |
| - show a great concern for- придавать большое значение | - profound knowledge - углублённое знание |
| - to insure - гарантировать /обеспечивать (зд.) | - programme of training - программа обучения |
| - secondary school - средняя общеобразовательная школа | - an applicant - абитуриент |
| - vocational school - среднее специальное образование | - undergraduate - студент вуза |
| - higher education - высшее образование | - post graduate course - аспирантура |
| | - to write a thesis- написать диссертацию |
| | - be headed by - возглавляется (к-л) |
| | - be in charge of - отвечать за ... |

- extramural course - заочная форма обучения
- the system of state scholarships and grants - государственные стипендии
- senior school - «старшая школа» / школа второй ступени
- a “core curriculum” - основные предметы обучения
- competitive entrance examinations - конкурсные вступительные испытания
- The main objectives - основные ориентиры / цели
- technical field - область технического применения
- academic work - учебная работа
- scientific work - научная работа
- a faculty - факультет
- a dean - декан
- a department - отделение
- a transitional period - переходный период
- fee-paying department - платное отделение
- compulsory - обязательный
- intermediate school - средняя школа
- establishment - учреждение
- graduate (from) - окончить (ВУЗ)

Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It is ensured by compulsory secondary schools, vocational schools, and higher education establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; secondary education including intermediate school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of a secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a “core curriculum” of academic subjects, such as Russian, Literature, Mathematics, History, a foreign language, PT. Lycees and gymnasiums offer programs giving profound knowledge in some field of study.

After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lycee or a gymnasium one can go on in higher education. All applicants must take competitive entrance examinations. Higher education institutions, that is, institutes or universities, offer a 4 or 5-year programme of academic subjects for undergraduates in a variety of fields, as well as a post graduate course. If one finishes a post graduate course and writes a thesis, he or she receives a candidate’s degree or a doctoral degree.

So, there are two levels of higher education: Basic higher education (4 years) leading to the Bachelor’s degree, the first university level degree. After two years, students are entitled to receive a Master’s degree. After a Master’s degree, students can continue to study towards a doctoral degree.

The Bachelor’s degree programmes include professional and special courses in Science, the Humanities and Social-economic disciplines, professional training, completion of a research paper/project and passing State final exams. Then students may apply to enter the Master’s programme.

Higher educational establishments are headed by Rectors. Prorectors are in charge of academic and scientific work. Each institute or university has a number

of faculties, specializing in a certain field of study. The faculties are headed by the Deans. There are departments within the faculties.

The system of secondary and higher education in Russia is going through a transitional period. The main objectives of the reform are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedoms to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private fee-paying primary and secondary schools; some universities have fee-paying departments.

Task№3. Read the text A once again and match the English equivalents with the Russian once.

1	to show a great concern for	a. обязательный	
2	vocational school	b. платная школа	
3	entrance examinations	c. средняя школа	
4	senior school	d. образование	
5	to ensure	e. готовить, обучать	9e.
6	fee-paying school	f. выпускник	
7	core curriculum	g. придавать большое значение	
8	to train	h. заочное обучение	
9	an undergraduate	i. проф. тех. училище (колледж)	
10	compulsory	j. основная программа	
11	secondary school	k. гарантировать, обеспечивать	
12	a graduate	l. вступительные экзамены	
13	education	m. студент старшего курса	
14	extramural courses	n. старшие классы средней школы	

Task№4. Read and translate the following word combinations:

to guarantee the right to education; specialized secondary education; specialized course; academic work; educational policy; the combination of economic and social objectives; technical training schools.

Task№5. Translate into English rapidly. If you can't, review the list of the words again.

образование, обязательный, предмет, право, (проф)училище, знания, абитуриент, готовить, диссертация, выпускник, декан, кафедра, факультет, программа, степень; право на образование, средняя школа, платная частная школа, высшее учебное заведение, заочное обучение, государственные стипендии, глубокие знания, вступительные экзамены, быть ответственным (за), вносить вклад.

Task№6. Complete the sentences given below.

1. Every citizen of our country has the right to.... 2. The right to education is guaranteed by.... 3. Every boy or girl must get.... 4. At school pupils study.... 5. Institutes and universities ... specialists in different fields. 6. A course at institutes

or universities ... 5 years. 7. At most schools ... is free. 8. Students of institutes or universities get....

Task№7. Correct the wrong statements.

1. Children enter school at the age of 9. 2. The academic year begins on the first of January. 3. At colleges students give lectures to professors. 4. Pupils study 8 years at primary school. 5. Higher education is compulsory in Russia. 6. A course at institutes or universities usually takes 10 years. 7. There are no private schools in Russia. 8. After finishing 9 forms of secondary school young people can enter the institute.

Task№8. Read the text again. Find the English equivalents for the Russian word combinations.

право на образование, обязательное обучение в средней школе, профессиональное обучение, начальное образование, среднее образование, высшее образование, заочное и вечернее обучение, государственные стипендии, начальная школа, продолжать образование в ВУЗе, высшие учебные заведения, процентное соотношение числа студентов к числу жителей России, образованный человек, перспективы профессионального развития, забота об образовании, давать углубленные знания, сдавать конкурсные экзамены, отвечать за учебную и научную работу, создать новый финансовый механизм, финансироваться государством.

Task№9. Find the answers to the following questions. The reading selection will help you.

1. What is the difference between secondary comprehensive schools and lycees and gymnasiums? 2. Where can people get post school education ?

Task№10. Discussing the reading and answer the questions.

1. Is the right to education guaranteed by the Constitution of Russia? Prove it. 2. What subjects comprise a “core curriculum”? 3. What are the main objectives of the Russian higher education system? 4. What do Russian institutions of higher education include?

Task№11. Translate the sentences into English in written form.

1. Право на образование в России гарантируется конституцией. 2. В средней школе ученики изучают академические предметы. 3. После окончания 9 класса средней школы молодые люди могут пойти в колледжи. 4. Там они изучают академические предметы и получают специальное образование. 5. Молодые люди могут продолжить образование в 10 и 11 классе или колледже, дающем углубленные знания по одному или нескольким предметам. 6. Молодые люди, поступившие в институт или университет, учатся там 4 или 5 лет. 7. Студенты вечернего и заочного отделений могут получить образование, одновременно работая. 8. Начальное и среднее образование бесплатно в большинстве школ. 9. В частных школах и на

некоторых отделениях институтов и университетов нужно платить за образование.

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

Active Vocabulary

- | | |
|------------------------------------|---|
| - to complete - закончить | - regular general school - общеобразовательная школа |
| - after that - после этого | - vocational schools - профессионально -техническое учебное заведение |
| - to continue - продолжать | - required subject - обязательный предмет |
| - different - разный | - Agricultural Academy -сельскохозяйственная академия |
| - trade school - ПТУ | - natural sciences - естественные науки |
| - humanities - гуманитарные науки | - technical school - проф. училище/ техническое училище |
| - exact sciences - точные науки | - educator - воспитатель; педагог; учитель |
| - specialized - профильный | - pass the entrance examination - сдать вступительный экзамен |
| - gifted - одаренный / талантливый | - handicapped children - дети- инвалиды |
| - nursery (nurseries- pl.) - ясли | - is devoted to - посвящено (чему-то) |
| - kindergarten - детский сад | - service academy - военное училище |
| - take an exam- сдавать экзамен | |
| - successfully - успешно | |
| - Law Academy - правовая академия | |
| - attend school - посещать школу | |

The system of education in Russia includes: 1.nursery education; 2. primary education; 3. secondary education; 4. further and higher education. Secondary education is compulsory in our country. All children begin school at the age of six or seven and study at school until they have completed 9 years of schooling. After that they may continue their secondary education at different kinds of schools. Many pupils attend senior forms of a general 11-year school; others enter a trade school or go to work and study at evening schools.

Besides regular general schools there are other types of secondary schools in Russia. They have different curricula depending on the type of school. In some of them two or more foreign languages are taught, in others much attention is given to the humanities or the natural and exact sciences. There are also specialized Art, Music, Ballet and Sport schools for gifted children and special schools for handicapped children. Among the new types of schools are Gymnasia and Lyceums. In some of them the education must be paid for. Private schools were also established in our country. There are technical and vocational secondary schools called colleges.

As for pre-school institutions we have nurseries for children under 3 and kindergartens for children under 3 to 6.

In the first three years of schooling most of the time is devoted to reading, writing and mathematics. In the senior forms the required subjects taught in all schools are Mathematics, Russian, Physics, Chemistry, Geography, History, Biology, Foreign Languages, Physical Training, Drawing, Ethics and Psychology of Family Life, Principles of Computer Science. Usually pupils take examinations at the end of the 9-th and 11-th forms. But in some schools they are to take exams every academic year.

There are different kinds of higher educational institutions in our country: universities, polytechnic institutes, specialized institutes and academies. They accept everybody who has finished a secondary school and passed the entrance examinations successfully.

Teachers are trained at teachers' training institutes and universities. There are specialized pedagogical colleges which prepare educators for pre-schools institutions.

There are many higher educational institutions in Russia. They are universities, State Agricultural Academies, State Pedagogical Universities, Technical Universities, Medical Academies, State Service Academies, Law Academies and others.

Task№13. Find the pairs and make up word groups. Mind the Active Vocabulary.

1	polytechnic	a. training	А. - политехнический институт или колледж
2	a full - time	b. course	В. столовая колледжа
3	vocational	c. canteen	С. конкурсные экзамены
4	online	d. school	Д. платная школа
5	competitive	e. student	Е. высшее образование
6	a college -	f. examinations	Ф. заочное обучение
7	extramural	g. college or institute	Г. глубокие знания
8	a post graduate	h. school	Н. - аспирантура
9	higher	i. knowledge	И. проф. тех. училище (ПТУ)
10	fee-paying	j. education	Ж. - студент очного отделения
11	profound	k. courses	К. - дистанционное обучение

Task№14. Fill in the gaps, put down the words into your copy-books.

Translate them.

__duca__ion, appli__ant, exam__na__ion, est__blish__nt, degr__ __ , dep__ __ tment, pol__te__ __nic, __no__ledge.

Grammar Section

The construction to be going to / Present continuous / Future Indefinite (Оборот to be going to / Настоящее длительное / Будущее простое время)

Task№15. Open the brackets and use the verbs in the Future Indefinite Tense.

Translate the sentences.

1. I (know) the result in a week. 2. You (be) in Rome tonight. 3. You (have) time to help me tomorrow. 4. Do you think that he (recognize) me? 5. I hope I (find) it. 6. I (remember) this day all my life. 7. Perhaps he (arrive) in time for lunch. 8. I am sure that you (like) our new house. 9. I hope he (remember) to buy bread? 10. I wonder how many of us still (be) here next year. 11. Jack (be) twenty years old next week. 12. I (get) up early tomorrow. 13. The mother (take) her baby to the

doctor tomorrow. 14. We (have) a holiday next week. 15. Mary and her sister (wear) their new dresses tomorrow. 16. I (do) my homework this evening. 17. She (stay) at home tomorrow. 18. I (see) my mother this evening. 19. Where the children (go) in the summer holiday? – They (go) to the seaside. 20. They (stay) with us next Christmas.

Task№16. Complete the sentences. Put the verbs in the Future Simple Tense or use the construction *be going to*.

1. A: I need to go to the dentist. B: OK, I _____ drive you there.
2. A: Your shirt is dirty. B: I know. I _____ wash it later.
3. A: We haven't got any tomatoes. B: I know. I _____ buy some this afternoon.
4. A: I don't understand this exercise. B: Don't worry, I _____ help you.
5. A: Why are you so excited? B: I _____ buy some new clothes next week.
6. A: It's hot in here. B: I _____ open the window.
7. A: I can't do this puzzle. B: I _____ show you, how to do it.
8. A: I'm not feeling well. B: I _____ take you to the doctor.
9. A: What are you doing next weekend? B: I _____ visit my parents.
10. A: There's something wrong with the car. B: I _____ call a mechanic.
11. A: Why is she wearing these clothes? B: She _____ have dinner with Paul.
12. A: What are Sean's plans for the summer? B: He _____ work at a restaurant to earn some money.

Task№17. Open the brackets and use the verbs in the Present Continuous Tense according to the Model.

Model: Listen! Pat *is playing* the piano. (play)

2. They _____ a new hotel in the city centre at the moment. (build)
3. Look! Somebody _____ in the river. (swim)
4. "You _____ on my foot." "Oh, I'm sorry." (stand)
5. Hurry up! The bus _____ . (come)
6. "Where are you, George?" "In the kitchen. I _____ a meal." (cook)
7. (on the telephone) "Hello. Can I speak to Ann, please?" "She _____ a shower at the moment. Can you phone again later?" (have)

Task№18. Open the brackets and use the verbs in the Present Continuous Tense according to the Model.

Model: (I / wash / my hair) *I'm not washing my hair.*

2. (it / show) *It is snowing*
3. (I / sit / on a chair) _____.

4. (I / eat) _____.
5. (it / rain) _____.
6. (I / learn / English) _____.
7. (I / listen / to the radio) _____.
8. (the sun / shine) _____.
9. (I / wear / shoes) _____.
10. (I / smoke / a cigarette) _____.
11. (I / read / a newspaper) _____.

Task №19. Answer the questions. Give short answers. See the Model.

Model: **Are** you a student? - Yes, I'm.

Is he at college? - No, he **isn't**.

1. Are you watching TV? No, I'm not.
2. Are you wearing shoes? _____
3. Are you wearing a hat? _____
4. Is it raining? _____
5. Are you eating something? _____
6. Are you feeling well? _____
7. Is the sun shining? _____
8. Is your mother watching you? _____

ПРАКТИЧЕСКАЯ РАБОТА № 8

Тема: Sports, customs and traditions in Russia

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур; ознакомить обучающихся и обобщить знания по теме «Культурные традиции и спортивные достижения русского народа»; активизация изученной лексики и применение ее в различных видах речевой деятельности

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:** формирование системы универсальных учебных действий (обучение приемам анализа и обобщения, целеполагания, классификации, приемам выявления закономерностей, умению делать выводы, оценивания); развитие коммуникативных навыков, связной монологической речи, развитие фонематического слуха, языковой догадки; развитие познавательных

процессов; формировать умение трансформировать информацию в соответствии с заданием.

4. воспитательная: способствовать воспитанию познавательного интереса обучающихся; способствовать формированию эмоционально-ценностного отношения к миру спорта на основе учебного материала; воспитывать чувство гордости и патриотизма за свою Родину, богатую русскую культуру и спортивные достижения российских спортсменов

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

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

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Look at the pictures and give the names of the sports.





Task №2. Match the pairs.

1	a trophy	A. - is a person who supports a particular sport, team or athlete.
2	an athlete	B. - is a person who contributes money to a sports event
3	a coach	C. - is a large cup often made of gold or silver that is given to the winner
4	a referee	D. - is someone who helps athletes train.
5	a team	E. - is the symbol of a team, usually an animal.
6	a fan	F. - is a person who makes sure that athletes play by the rules. He or she usually wears a shirt with white and black stripes and blows a whistle to get attention.
7	a stadium	G. - is someone who does sports professionally
8	a mascot	H. - is a group of people who play sports together
9	a sponsor	I. - a large round area surrounded by seats, where people play and watch sports

Task №3. Read some useful information on topic “Sports” and remember them.

When you watch or play a game, it is important to know how to talk about the physical surroundings where the game is being played. Most games are played on a field, a pitch or a court. What is the difference?

I. In general, we use the term field to describe grassy areas where sports are played. For example, baseball games take place on a baseball field, soccer is played on a soccer field, and American football is played on a football field. In British English, the word pitch is used to describe these areas. For example, cricket takes place on a cricket pitch and football (soccer) takes place on a football pitch.



II. Wooden surfaces are generally called courts. For example, basketball is played on a basketball court. Tennis is also played on a court, even when the surface is made of grass.

Scoreboard

A large sign, usually digital, which displays how many points each team has.



Task №4. Read and learn by heart the following words.

Do	Play	Go
karate	basketball	swimming
judo	tennis	hiking
taekwondo	golf	jogging
kung-fu	volleyball	running
athletics	football	fishing
acrobatics	baseball	bowling
aerobics	rugby	fencing
ballet	chess	wrestling
exercise	cricket	skiing
yoga	board games	horse-riding
archery	hockey	fencing
tai-chi	snooker	riding
	squash	sailing
		windsurfing
		snowboarding
		dancing
		skating
		cycling

Task №5. Answer the questions given below.

1. Name a sport that doesn't use a ball.
2. What do you call the person who makes sure that the rules of the game are not broken?
3. What sport did Michael Jordan play?
4. What is the most popular sport in the world?
5. How often do the Summer Olympic Games take place?
6. Which sport uses a net, a racket and a shuttlecock?
7. In which sport do you use a bat?
8. Name two extreme sports.
9. What do you call a player whose position is in the goal?
10. What do the rings of the Olympic flag represent?
11. Name two sports played / done in water.
12. How many players has a basketball team?
13. What does an ABM mean?
14. Name two individual sports and two team sports.
15. How long does each half of a soccer game last?

Task №6. Read the text and translate it.

The Olympic Games

The **first Olympic Games** were held to honor of the Zeus (the God of the sky). Almost 3000 years ago, the Olympic Games were started in 776 BC and held every four years. Unfortunately, in 393 AD the games were stopped.

Facts about Ancient Greece Olympics

1. Olympia

Olympia was a village where the Olympic Games took place. As we know the king of the Gods (Zeus) lived on Mount Olympus, so the games were held in this place.

2. The presents of the winners

A wreath of leaves and free meals were given to the winners. They also got the best seats in theatre.



3. Events at the Greek's Olympics. Chariot racing, javelin, wrestling, long jump, discus, and boxing are the kinds of Olympics games.

Olive Wreath

4. Women at Olympia. Married women were forbidden to attend

the Olympic Games and women were not allowed to join the games. Because, they had their own festival (Heraia). It was held to honor of Hera (the wife of Zeus).

5. Men at Olympia

Only boys and men were allowed to take part in the Olympic Games. They usually joined the wrestling games and the winners got a crown of leaves.

6. Pierre Freddy

In 1863, Pierre Freddy, the Baron de Coubertin was born. He was a French nobleman, historian, and educator. He was a sportsman when he was young and had big passion in the sport when he grow older.

7. The modern Olympics

In 1896, Pierre de Coubertin started the modern Olympics. He also designed the symbol of the Olympic Games and it was five color rings.

8. The emblem of the Olympic Games

The five color rings are the symbol of the Olympic Games. The colors are blue, yellow, black, green, and red. Each ring stands for a continent. North and South America, Africa, Asia, Europe, and Australia were the continents that joined in the Olympic Games. Besides, the Olympic Games also have a motto. The Olympic motto are Citius, Altius, Fortius (Swifter, Higher, Stronger in Latin).

9. The Olympic Torch. The Olympic torch is the important thing in the Olympic games. The torch or flame is lit in the beginning of the games. It is brought by runners to the location of the games.

10. The medals. The colors of the medals are gold, silver and bronze. The gold one is given for the teams or athletes who come first. The second teams get silver medals and the last get bronze.



The Olympic Medals

The Olympic Games, also called the Olympics, are an international sporting event. The Summer Olympics take place every 4 years in August when it is summer in the northern hemisphere. The Winter Olympics take place every 4 years in February when it is winter in the northern hemisphere. The Winter and Summer Olympics are 2 years

apart. The Olympics are held in major cities. The city is called the host or the host city. Before the Games begin, the torch relay travels from Olympia, Greece to the host city.

The Games begin with the Opening Ceremony. The host city puts on a show to tell the world about the culture and the history of the city and the country.

The show includes music, singing, dancing, and acting. It might include popular singers, bands or music groups, and other famous people from the country. After the show, the athletes walk into the stadium with their country. Each country is led by a flag bearer. All the athletes are wearing the official uniform of their country for these Olympics.

Active Vocabulary

- take place - happen, occur
- the northern hemisphere - the Earth above, or north, of the equator (which is the middle of the Earth)
- hold an event - organize and make it happen; passive voice: *are held* – take place, happen
- a host - a person (or group, or country) that organizes a special event and invites people to come to it
- host an event - organize and present an event, provide the locations & other services needed
- a flag bearer - the person carrying the flag of that country; this is a very important responsibility
- uniform - a special set of clothes that everyone in a group (students in a school, members of an army, members of a team, employees at a company) must wear

Task №7. Read the second part of the text «Olympic Games». Mind the Active Vocabulary

Active Vocabulary:

- | | |
|---------------------------------------|--|
| are known as- известный под названием | B.C. (before Christ [kraɪst]) - до нашей эры |
| peace - мир | Zeus [zju:s] - Зевс |
| fraternity [frə'tɜ:nəti] - братство | to participate [pɑ:'tɪsɪpeɪt] - участвовать |
| contain(s) - содержать | to resume [rɪ'zju:m] - возобновлять |
| prove [pru:v] – доказывать | to compete in- [kəm'pi:t] -состязаться, соревноваться, участвовать в (спортивном) соревновании |
| peace [pi:s]- мир | chariot [tʃæriət] - колесница |
| ancient [ˈeɪn(t)j(ə)nt] – древний | Athens [ˈæθ(ə)nz] - Афины (столица Греции) |
| to abolish - отменять, упразднять | are held- проводят(ся) - (о мероприятиях) |
| to hold -проводить | in honour of - в честь ... |
| to set up - организовывать, создавать | |
| separately - отдельно | |

The world's greatest international sports games are known as the Olympic Games. The Olympic idea means friendship, fraternity and cooperation among

the people of the world. The Olympic Movement proves that real peace can be achieved through sport.

The Olympic emblem is five interlinked rings: blue, yellow, black, green and red. Any national flag contains at least one of these colours.

The Olympic Games have a very long history. The original Olympic Games began in ancient Greece in 776 B.C. These games were part of a festival held every fourth year in honour of God Zeus at the place called Olympia.



It was a great athletic festival, including competitions in wrestling, foot racing and chariot racing, rowing and others. All the cities in Greece sent their best athletes to Olympia to compete in the Games. For the period of the Games all the wars stopped. So, the Olympic Games became the symbol of peace and friendship.

The games were for men only. Greek women were forbidden not only to participate but also to watch the Olympics.

In 394 AD the Games were abolished and were not renewed until many centuries later. In 1894, a Frenchman, Baron Pierre de Coubertin, addressed all the sports governing bodies and pointed out the significance of sports and its educational value.

Two years later in 1896 the first modern Olympic Games were held. Of course, the competitions were held in Greece in Athens to symbolize the continuation of the centuries-old tradition.

Then they were resumed in London after the Second World War. Since then the Olympics are held every fourth year in different countries. In 1896 the International Olympic Committee was set up. It is the central policy-making body of the Olympic movement. It is formed by the representatives of all countries which take part in the Olympic Games. The International Olympic Committee decides upon the programme of the games, the number of the participants and the city-host for the Games. Over one hundred and fifty countries are represented in the International Olympic Committee now. Besides, each country has its National Olympic Committee.

The ancient Greeks had no winter sports. Only in 1924 the first Winter Olympic Games were held in France. Now they are being held regularly. Summer and Winter Games are held separately. There are always several cities wishing to host the Games. The most suitable is selected by the International Committee. After that the city of the Games starts preparations for the competitions, constructs new sports facilities, stadiums, hotels, press centres.

Thousands of athletes, journalists and guests come to the Games, and it takes great efforts to arrange everything. There is always an interesting cultural program of concerts, exhibitions, festivals, etc., for each game.

Russia joined the Olympic movement in 1952. Since then it has won a lot of gold, silver, and bronze medals. In 1980 Moscow hosted the Twenty- Second Olympic Games. Russian sportsmen got medals for their records in many sports events.

Questions:

1. What are the world's greatest sports games?
2. What does the Olympic idea mean?
3. What is the Olympic emblem?
4. Why have these colours been chosen?
5. When and where did the original Olympic Games begin?
6. Did women participate in the games?
7. When were the first modern Olympic Games held? Where?
8. Are the Olympics held in the same place?
9. When did the Winter Olympic Games start being held? Where?

Task№8. Read the text and translate it. Mind the Active Vocabulary

- | | |
|--|--|
| - figure skater - фигурист | - surprisingly - к удивлению / удивительно |
| - silver medalist - серебряный медалист | - a favorite - фаворит |
| - three-time World champion - трехкратный чемпион мира | - a competition - соревнование |
| - honored master of sports - почетный мастер спорта | - rivalry - соперничество |
| - at the age of - в возрасте... | - unique - уникальный |
| - to strengthen one's health - укрепить ч-л здоровье | - to fulfill one's dream - исполнять ч-л мечту |
| - to face difficulties - столкнуться с трудностями | - a violinist - скрипач |
| - to live alone - жить одному | - on stage - на сцене |
| - to match his age - подходить его возрасту | - ice-like surface - поверхность, похожая на лед |
| - win-won-won - одерживать победу | - to skip the World Championship - пропустить чемпионат мира |
| | - have a knee surgery- операция на колене |
| | - Munich - Мюнхен (Германия) |



Prominent Russian figure skater Yevgeny Plyushchenko was born on November 3, 1982 in Solnechny, Khabarovsk region. He is 2006 Winter Olympics champion, 2002 and 2010 Olympics silver medalist, three-time World champion, seven-time European champion, four-time Grand Prix Final gold medalist and nine-time Russian National champion, Honored

Master of Sports of Russia. He is one of the most technically gifted skaters the world has ever known. Yevgeny started skating at the age of four when his mother sent him to figure skating classes to strengthen his poor health. As she has always thought that figure skating is a supreme sport, a combination of athleticism with gracious movements.

When his skating rink was closed, Yevgeny moved to St. Petersburg to continue training. 11-years-old boy had to face difficulties during his first years far

from home, living alone in a communal flat in conditions that did not match his young age.

Yevgeny won the 1997 World Junior Figure Skating Championship in Seoul, South Korea when he was 14. At the age of only 15, he surprisingly won the bronze medal at the senior World Figure Skating Championship in 1998 and everybody started talking about the “new wonder boy”.

At the age of 18 he became World champion at 2001 World Championships in Vancouver, Canada. At the 2002 Winter Olympics in Salt Lake City, USA, Yevgeny entered the Games as the reigning World champion and the favorite to win the title along with Russian figure skater Alexei Yagudin. (Plyushchenko and Alexey Yagudin have always competed with each other. The rivalry and their constant competition played their part in making Yevgeny so successful. It stimulated him to perform better and better). In a competition, marking a milestone in what is considered the greatest rivalry in the history of the sport, Plyushchenko skated a strong and risky free program, landing the unique combination of 4toe-3toe-3loop, a second quad and 3axel-half loop-3flip combination, while performing to the music of Bizet’s “Carmen”. He finished in second place overall to win his first Olympic Silver.

In 2006 Yevgeny fulfilled his childhood dream and became an Olympic champion at 2006 Winter Olympics in Turin, Italy. In 2008 Plyushchenko, together with a violinist Edvin Marton, accompanied the famous singer Dima Bilan on stage as part of the winning Eurovision Song Contest performance “Believe” in Belgrade, Serbia. He skated around the singer on a small ice-like surface.



At the 2010 Winter Olympic Games in Vancouver, Canada, Yevgeny won the short program, skating to the music of “Concierto de Aranjuez” by Joaquin Rodrigo. Plyushchenko skipped the World Championship 2012 in Nice, because he had a knee surgery on 23rd of February in Munich, Germany and resumed training for the next season after the rehabilitating process.

So far, in 88 competitions Yevgeny has won: 60 gold, 15 silver, 4 bronze medals.

Task№9. Read the text once again and mark the statements True (T), False (F), Not Stated (NS).

1. Yevgeny Plyushchenko has more medals than any other skaters. _____
2. Plyushchenko has won two Olympic medals. _____
3. Figure skaters need to be strong but graceful at the same time. _____
4. Competition with other Russian skaters made Plyushchenko a weaker Athlete. _____
5. Plyushchenko came into figure skating when he was a teenager. _____
6. Yevgeny Plyushchenko had to leave sport for some time because of injuries. _____
7. Plyushchenko has finishes his career because of health problems. _____

Task№10. Read the text again and retell it.

Task№11. Read the text and translate it. Mind the Active Vocabulary

tournament - турнир, чемпионат

totally - полностью

record - рекорд

amateur - любительский

gymnast - гимнаст

fun - удовольствие

weightlifter - тяжелоатлет

in good shape - в хорошей форме

figure skater - фигурист

high jumper - прыгун в высоту

to do sports - заниматься спортом

to admit - признавать

on a more regular basis - более регулярно

aerobics - аэробика

to jog - бегать трусцой

yoga - йога

to afford - позволить себе

body-building - бодибилдинг

scuba diving - дайвинг, плавание с аквалангом

work-out - тренировка

treadmill - тренажер «беговая дорожка»

roller skates - роликовые коньки

Sport has always been popular in our country. There are different sporting societies and clubs in Russia. Many of them take part in different international tournaments and are known all over the world. A great number of world records have been set by Russian sportsmen: gymnasts, weightlifters, tennis players, swimmers, figure skaters, runners, high jumpers. Our sportsmen take part in the Olympic Games and always win a lot of gold, silver and bronze medals.

Millions of people watch figure skating competitions, hockey and football matches, car races, tennis tournaments and other sports events. Certainly watching sports events and going in for sports are two different things.

In the past it was never admitted that professional sport existed in our country. The official point of view was that our sport was totally amateur. Now everybody knows that sport can be a profession and a business.

But sport can be fun as well. Besides, it helps to stay in good shape, to keep fit and to be healthy.

Doing sports is becoming more and more popular. Some people do it occasionally - swimming in summer, skiing or skating in winter - but many people go in for sports on a more regular basis. They try to find time to go to a swimming pool or a gym at least once a week for aerobics or yoga classes, body building or just work-out on a treadmill. Some people jog every morning, some play tennis.

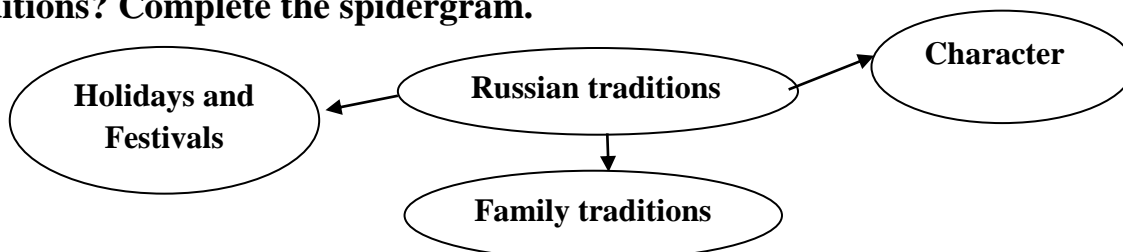
For those who can afford it there are clubs where they give lessons of scuba diving or riding. In spring and summer young people put on their roller skates and skate in the streets and parks.

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

1. Why is sport so important in our life?
2. Do Russian sportsmen take part in the Olympic Games?
3. Do they often win medals?
4. Was there a gym or a sports ground in your school?
5. What professional sporting societies or clubs do you know?
6. Are there any keep-fit centres in your neighbourhood? Do you go there?
7. Do you go in for sports or do you prefer to watch other people playing?

8. What team are you a fan of?
9. What is your favourite kind of sport?
10. How long have you been playing it?
11. Do you take part in competitions?
12. What games are popular in Russia?

Task№13. What do you associate with Russian culture and Russian traditions? Complete the spidergram.



Task№14. Look through the words and translate them.

Tradition, holidays, horse racing, religious, happiness, agricultural, popularity, mix, season, weekend, calendar, have fun with friends, in other countries, Christmas night, Father Frost, candies, methods, are not so widely used, a pancake, at midnight, professional, private

Task№15. Match the English equivalents with the Russian ones.

1	Russian history	a. выходной день
2	national holidays	b. дети с нетерпением ждут...
3	strongly connected	c. прибывают ночью
4	a weekend day	d. всевозможные сладости
5	Children are looking forward to	e. русская история
6	arrive at night	f. шумная толпа
7	all kinds of sweet stuff	g. тесно связаны
8	a noisy crowd	h. национальные праздники

Task№16. Read the text and translate it.

Active Vocabulary

- | | |
|--|--|
| - a mixture of - комбинация | - wishes of wealth and happiness - пожелания |
| - religious - религиозный | здоровья и счастья |
| - combined with - быть связанным (объединенным) | - a custom - обычай |
| - pagan - язычник | - to tell fortune - гадать |
| - agricultural cycle - сельскохозяйственный цикл | - the Lent - пост |
| - to be unfair - не справедливо | - a pancake - блин |
| - church - церковь | - a celebration - празднование |
| - holiday - праздник | - century - век |
| - sparkling - искрящийся | - Shrovetide - Масленица |
| - a fir tree - ель | - similar to - быть похожим на |
| - to appear - появляться | - horse racing - гонки на лошадях |
| - miracle - чудо | - fistfights - кулачные бои |
| | - passed winter - ушедшая зима |
| | - a doll of straw - кукла из соломы |

- to make wishes - загадывать желания
- relative - родственник
- to arrive at night - прибывать ночью
- a day off - выходной
- is rich in - богат (чем-либо)
- pastry - выпечка
- a noisy crowd - шумная толпа
- to gather in - собираться в
- a host of the house - хозяин дома
- sweat stuff - сладости
- the church service - церковная служба
- greet each other with - приветствовать друг друга (чем-либо)
- to treat each other with - угощать друг друга (чем-нибудь)
- put on fancy dresses - одевать карнавальные костюмы
- a festive preparation - праздничные приготовления

Russian holidays present a mixture of new and old, religious and secular, professional and private. National holidays reflect multicolored Russian history. Christian traditions were combined with pagan ones and therefore strongly connected to the seasons and agricultural cycle. Church holidays were mixed with those introduced during the communist regime. Every holiday deserves celebration. When a national holiday falls on a weekend day people enjoy additional day-off because it is considered to be unfair to miss either a holiday or a weekend.

The New Year is the first in calendar and in popularity. It will be true to say that now the New Year is a greater holiday than Christmas in Russia. Long before December, 31 sparkling fir trees appear in the streets, shops, offices and houses, bringing the joy of festive preparations and hope for happy miracles in the coming New Year. It is a good time to make wishes and presents to all friends and relatives. Children are looking forward to Father Frost (actually he is Grandfather Frost) and his granddaughter Snow Maiden to arrive at night and leave presents under the fir-tree. The grown-ups traditionally stay up for the whole night, having fun with friends and relatives. The New Year celebrations slip to Christmas festivities and go on until January, 8 - all these days from December, 31 to January, 8 are official days off now. January 7 is Christmas. Russian Christmas comes two weeks later than in other countries, on January, 7. This difference is due to the Orthodox Church that follows the Julian (old style) calendar.

Russian Christmas is rich in beautiful traditions. One of them is called Kolyadki. At Christmas night young people put on fancy dresses, gather in a noisy crowd and go in every house on their way, singing carols and merry songs. Hosts of the houses thank singers with all kinds of sweat stuff like candies, chocolate and pastry. Among other Christmas traditions are wishes of wealth and happiness for everybody and snowball games. It was a custom for young ladies to tell fortune on these days; lots of fortunetelling methods have kept till modern days - yet they are not so widely used, of course.

By the end of winter, right before the Lent comes a Pancake week. It is a celebration of the sunlight and spring. A century ago Shrovetide was a merry, wild and widely celebrated holiday similar to the carnival in Western countries. It was a time of games and contests especially horse racing and fistfights.

A big doll of straw was burned as the final act of saying goodbye to the already passed winter. Through the whole week people cooked pancakes served

with honey, caviar, fresh cream and butter. Nowadays the celebration is not so diversified but people do treat themselves and their guests with tasty pancakes.

Russian religious holiday Easter is the highest celebration of the Orthodox Church. At midnight the church service starts. It is a good time for visiting friends and relatives. People greet each other with words "Christ is risen" and "Indeed risen..." and treat each other with brightly colored boiled eggs, a symbol of Easter. The holiday table is served with such specialties as Easter bread (rich mixture of sweetened curds, butter and raisins) and dyed eggs. Children like to play and have fun races with egg.

Task№17. Read the text once again, choose the holiday and retell the passage.

Grammar Section

Complex object

(Сложное дополнение).

Task№18. Put the verbs in brackets in the right form. Mind the Complex object. Translate the sentences.

1. He made me (do) it all over again. 2. Her father made her (learn) the lessons. 3. If you want us (make) the work quickly you should let us (start) at once. 4. Would you like me (read) now? 5. They won't let us (leave) the classroom till our control work has been checked. 6. He wouldn't let the children (play) in his study. 7. Please let me (know) the results of your exam as soon as possible. 8. He made us (wait) for two hours. 9. I let him (go) early as he had done his task. 10. I'd like him (enter) the university but I can't make him (do) it. 11. I want her (learn) English. 12. I heard the door (open) and saw my friend (come) into the room. 13. I heard her (play) the piano. 14. I saw him (go out) of the house. 15. The teacher advised us (use) dictionaries. 16. Her father doesn't allow her (go) to the cinema alone. 17. We expect our basketball team (win) next game. 18. We don't want you (tell) anything. 19. I saw them (open) the window. 20. That is too difficult for you to do, let me (help) you.

Task№19. Translate the sentences into English. Mind the Complex object.

1. Вы хотите, чтобы дети играли здесь? 2. Вы хотите, чтобы мы встретились сегодня? 3. Вы ожидаете, работа будет сделана скоро? 4. Мы ожидаем, что они хорошо проведут у нас время. 5. Я хочу, чтобы он закончил эту работу. 6. Мы слышали, что она знает, когда мы сдаем экзамен. 7. Вы хотите, чтобы мы обсудили этот вопрос сегодня? 8. Мы ожидаем, что на этом месте будет построен новый дом. 9. Вы хотели бы, чтобы работа была сделана сегодня?

ПРАКТИЧЕСКАЯ РАБОТА № 9

Тема: Outstanding Russian people

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур; ознакомить обучающихся и обобщить знания по теме «Выдающиеся личности России»; активизация изученной лексики и применение ее в различных видах речевой деятельности

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:** формирование системы универсальных учебных действий (обучение приемам анализа и обобщения, целеполагания, классификации, приемам выявления закономерностей, умению делать выводы, оценивания); развитие коммуникативных навыков, связной монологической речи, развитие фонематического слуха, языковой догадки; развитие познавательных процессов; формировать умение трансформировать информацию в соответствии с заданием.
- 4. воспитательная:** способствовать воспитанию познавательного интереса обучающихся; способствовать формированию эмоционально-ценностного отношения к миру спорта на основе учебного материала; воспитывать чувство гордости и патриотизма за свою Родину, и научные достижения русских ученых и изобретателей
- 5. социокультурная:** формирование уважения к культуре стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

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. Read the text and translate it. Mind the Active Vocabulary

- | | |
|---|--|
| - was born - был рожден | - in spite of his poverty - не смотря на свою нищету |
| - not far from - не далеко от | - ability - способность |
| - taught him - научила его | - a founder - основатель |
| - diligently - прилежно | - modern research - современные исследования |
| - to observe - наблюдать | - Venus - Венера |
| - he was refused - ему было отказано | - atomic theory - теория атома |
| - made rapid progress - (преуспел)
совершил очень быстрый прогресс | - a comet tail - хвост кометы |
| - on his return to - по возвращении в .. | - did a great deal - многое сделал |

Mikhail Lomonosov was born 1711-1765 in the family of a fisherman in the northern coastal village of Denisovka not far from Archangelsk. When he was ten his father began to take him sea fishing. The dangerous life of a fisherman taught him to observe the natural phenomena. During the long winter nights young Lomonosov studied grammar and arithmetic diligently.

As he was the son of a peasant, he was refused admission to the local school. Some years later, through concealing his peasant origin, Lomonosov managed to enter the Slavonic- Greek-Latin Academy and for five years lived a hand-to-mouth existence. The noblemen's sons studying with him made fun of the twenty-year-old giant who, in spite of his poverty, made rapid progress.

Lomonosov's ability and diligence attracted attention of the professors and as one of the best students he was sent abroad. He spent all the time there studying the works of leading European scientists in mathematics, mechanics, physics, chemistry, metallurgy and mining. On his return to Russia in 1745 he was made a professor and was the first Russian scientist to become a member of the Academy of Sciences.

A scientist of encyclopedic knowledge, he was the founder of modern research in Russia in very many fields. In physics Lomonosov was the first scientist to explain thermal phenomena in terms of the atomic and molecular theory. At the same time as Franklin, he demonstrated the electric nature of lightning and invented the lightning rod.

He also made outstanding discoveries in astronomy- he detected the atmosphere of Venus and described the substance of comet tails. Lomonosov also did a great deal in metallurgy and mining, glass - making and pyrotechnics. He made forty mosaic panels and portraits in his studio. His best work is a portrait of Peter the Great, which is on display at the Hermitage Museum in St. Petersburg. For the number of discoveries Lomonosov has no equal in Russian science.

Task №2. Read the text once again and find the English equivalents to the Russian ones.

выдающиеся открытия, металлургия, горное дело, портрет, не имеет равных, ученый, энциклопедические знания, в разных областях, объяснять, физика, способности (человека), был направлен, математика, прилежание, стал

членом (организации), химия, жил впроголодь, родился, в деревне, жизнь научила его, наблюдать за природными явлениями, ведущие европейские ученые, сын крестьянина, удалось поступить в..., долгими зимами.

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

1	encyclopedic	a. - phenomena	
2	leading European	b. - theory	
3	mosaic	c. - discoveries	
4	a hand-to- mouth	d. - Museum	5d. Эрмитаж
5	the Hermitage	e. - knowledge	
6	thermal	f. existence	
7	outstanding	g. - scientists	
8	molecular	h. - panels	

Task№4. Read the text once again and retell it. Use the plan.

The plan:

1. Lomonosov M. was born ...
2. He was ...
3. Mikhail helped ...
4. He studied ...
5. Lomonosov managed to enter ...
6. He was a ... student.
7. He spent all the time V_{ing} ...
8. Lomonosov was the first ...
9. He made outstanding discoveries in ...
10. He contributed ...

Task№5. Read the text «The steam engine» and translate it. Mind the Active Vocabulary

- | | |
|--|--|
| - steam- пар | - to supply houses - снабжать дома (ч.-л.) |
| - power - сила | - to invent - изобретать |
| - move things - перемещать предметы | - a safety valve - безопасный вентиль |
| - engine- двигатель | - a piston - поршень |
| - ancient - древний | - to improve - улучшать |
| - was regarded - считали | - a step forward - шаг вперед |
| - the earliest - самый ранний | - was taken by - был предпринят (кем-то) |
| - to find employment - нашел свое применение | - to design - (с)конструировать |
| - was used использовался | - to pump water - закачивать воду |
| - quite extensively - достаточно широко | - to drive other machinery - приводить в движение другие механизмы |
| - pumping - закачка | - was used for many purposes - использовался во многих целях |
| - rising water - подъём воды | |
| - a cylinder - цилиндр | |

Long ago people noticed that steam had the power of moving things, and they began to wonder how steam could be made to work for them. The first steam engine was made in ancient Egypt by Hero, a philosopher of Alexandria. His engine was regarded as a toy.

The earliest steam engine to find employment in the industry was that of Thomas Savery in 1698. The engine was used quite extensively in pumping mines and rising water to supply houses and towns. The Frenchman Denis Papin invented the safety valve and the piston which greatly improved the steam engine. The next step forward was taken by the English mechanic Thomas Newcomen, who combined the ideas of Savery and Papin and designed an engine that could be used not only to pump water, but also to drive other machinery.

An even better steam engine was built in Russia in 1765 by the brilliant mechanic Ivan Polzunov. His device could be used for many purposes and not just for pumping water. Polzunov's engine had two cylinders. Hence, while the piston in one was going down, the piston in the other was rising. The next inventor who helped to make the steam engine what it is today was James Watt. He was a maker of instruments at the University of Glasgow. In 1785 he developed a greatly improved steam engine, which found many more uses than earlier models had had. This led to the Steam Age.

Task№6. Read the text once again and answer the questions.

1. When did the people notice that steam had the power of moving things?
2. What way did they use that knowledge?
3. The first engine was made in ancient Egypt. Who designed it? Was it useful?
4. What is the name of the inventor who designed the earliest steam engine? Was it really useful in industry?
5. What did the Frenchman Denis Papin invent?
6. Why was the invention of Thomas Newcomen rather different from the first ones?
7. What way did the Russian inventor Ivan Polzunov improved the earliest models of the engine? Tell some words about the construction of his engine.

Task№7. Read the text «Dmitri Mendeleev» and translate it. Mind the Active Vocabulary

- | | |
|--|---|
| - scientist - ученый | - were always listened to - всегда слушали |
| -after finishing school - после окончания школы | - with great interest - с большим интересом |
| - to study - учиться | - attention - внимание |
| - graduated from - заканчивать (учебное заведение) | - made experiments - проводил эксперименты |
| - was appointed - был назначен | - laboratory- лаборатория |
| - a course of lectures on - курс лекций по | - chemical elements - химические элементы |
| - generator - генератор | - description - описание |
| - science - наука | - to discover - открывать |
| | - properties of the elements - свойства элементов |
| | - to complete – завершать |

- received the key - получила ключ
- wiring - проводка
- to fill the empty spaces - заполнить пустые места
- elements heavier than - элементы тяжелее, чем
- discovery - открытие
- to suggest - предлагать (что-либо)
- to expect of - ожидать ч. - т. от (к.-т.)

- weight - вес
- to arrange in the order - распределять (помещать) в порядке
- increasing - увеличивающийся
- to predict - предсказывать
- existence - существование
- unknown elements - неизвестные элементы
- the Periodic Table - Периодическая Система

Dmitri Ivanovitch Mendeleev (1834-1907), one of the greatest Russian scientists, was born in Tobolsk. After finishing school at the age of 16 he studied in St. Petersburg and graduated from the Teachers' Training Institute in 1855. Ten years later he was appointed professor at the University where he gave a course of lectures on chemistry. His lectures were always listened to with great interest and attention.

At the university Mendeleev taught classes in the morning. In the afternoon he made experiments in his laboratory. At night, Mendeleev spent much of his time working with cards on which he put down information of each of the chemical elements.

In 1869 the description of more than 60 elements was completed and Mendeleev published his Periodic Table. He was the first to discover the law of dependence of the properties of the elements upon their atomic weight. The scientist suggested a system of classification in which the elements are arranged in the order of increasing atomic weights.

But, Mendeleev did more than that. He predicted the existence of unknown elements and described the properties of them. With the Periodic Table at his disposal a chemist needn't learn all the properties of all the elements. When he knows the properties of one or two elements in each group, the Table will give him a very good idea of what to expect of the other elements.

So, science received the key to the secrets of matter. All the greatest discoveries, which have been made since then in the fields of chemistry, made it possible for the scientists to find 38 new chemical elements to fill the empty spaces left in the Periodic Table. At the same time they tried to find elements heavier than the last element in the Periodic Table. In 1955 the American scientist Dr. Glenn Seaborg obtained element 101 and named it mendelevium in honor of the creator of the Periodic System of Elements. Since then scientists at Dubna, near Moscow, have discovered several more transuranium elements. Their latest discovery is element 105.

Task №8. Read the text «Dmitri Mendeleev» and make up groups of words. Translate them.

1	with	a. of lectures	
2	received	b. of chemistry	
3	a course	c. of dependence	
4	in honor	d. of the elements	

5	put down	e. of Elements	9е. Периодическая система
6	the law	f. the key	
7	the fields	g. information	
8	the properties	h. great interest	
9	the Periodic System	i. of the creator	

Task№9. Read the text «Dmitri Mendeleev» and retell it.

Task№10. Read the phrases, translate and learn them by heart. Use the dictionary if needed.

Generally speaking; to be familiar with; to make up people's knowledge; lightning flash; dangerous power; the ability of attracting light objects; to possess the property; more or less; neither ... nor; to find practical application; to discover the phenomenon; as early as about 600 B.C. ; to charge with electricity; owing to; to be the subject of scientific interest; the early 17th century; electrical engineer; to detect the presence of charged objects; to draw a clear distinction; discharge of electricity; the lightning conductor; to conduct electrical charges to the earth; unlike charges; due to; dissimilar objects; electric current; numerous scientists; to contribute greatly; to discover the effect of insulation; for lightning purposes; to determine the difference; to investigate the connection; to prove the magnetic effect; by means of; electric quantity; resistance and voltage; to make valuable discoveries; electromagnetic induction; incandescent lamp; the alternating current; wiring or three-phase system; the long- distance power transmission; in the true sense of the word.

Task№11. Read the text «Igor Kurchatov» and translate it. Use the dictionary.

Late in 1933 Russian physicist learned from Frederic Joliot- Curie that he and his colleagues had discovered a fundamentally new type of nuclear reaction. Neutron bombardment had split the uranium nucleus into two fission became the main concern of the young scientist Igor Kurchatov and his scientific laboratory at the Physico- Technical Institute.

Born in Chelyabinsk region (1903-1960), Kurchatov studied physics at Crimea State University and shipbuilding at the Polytechnic Institute in Petrograd. He was a tall, well-built man with smiling black eyes and a broad beard, which earned him the nickname "the Beard".

With the outbreak of World war II Kurchatov I. turned to problems of such immediate as radar and the protection of ships from magnetic mines. He succeeded in introducing some new methods of ship protection. Later Kurchatov headed the laboratory charged with improving the durability of tanks, aircraft and ships in battle. Many fighting men were grateful for that work.

In August 1945the world was shocked by the monstrous explosions of atomic bombs made by the United States of America against the population of the Japanese cities of Hiroshima and Nagasaki. A menace of atomic war was loomed over the world. To stop it Russia had to put an end to military superiority of the

USA. On September 23, 1949, Kurchatov and his colleagues tested the first Russian atomic bomb, thus assuring the security of their country.

Subsequently Kurchatov worked on the Russian hydrogen bomb program, but later he worked for the peaceful use of nuclear technology and advocated against nuclear bomb tests. Being aware of the destructiveness of nuclear weapons, Kurchatov grew alarmed by the possibility of their use. Both he and Andrei Sakharov began to feel a deep sense of responsibility for the consequences of their work, and they both began to argue against further testing of nuclear weapons.

Task№12. Read the text «Igor Kurchatov» and complete the table.

The date of birth	The place of birth	The main concern of the young scientist	He graduated from ...	During the War the main problem he worked on was	The event that happened in 1949	The last years of his life were devoted to

Task№13. Read the text «The role of Russian scientists in exploration of space»

Active Vocabulary

- | | |
|--|---|
| - jet - driven flying machine - реактивный летательный аппарат | - the operating principles - принцип работы |
| - a liquid - cooled rocket combustion chamber | - a vehicle - средство передвижения |
| - камера сгорания ракеты с жидкостным охлаждением | - to ensure - гарантировать |
| - the Universe - Вселенная | - to influence - влиять |
| - to contribute greatly to вносить большой вклад | - self- taught scientist - ученый - самоучка |
| - development of space - развитие космоса | - to prove - доказывать |
| - was established - был основан (учрежден) | - a multistage rocket - многоступенчатая ракета |
| - celebrated - прославленный | - weightlessness - невесомость |
| - by the order of - по приказу | - to overcome a problem - преодолевать проблему |
| - enemy - враг | - to launch an artificial satellite - запускать искусственный спутник |
| - under Suworov's command - под командованием Суворова | - to solve a problem - решать проблему |
| | - to benefit - принести пользу |

Since Galileo invented the telescope and directed it at the Moon and other planets in the 16th century, scientists have been learning the secrets of the Universe. Many Russian scientists, engineers and inventors have contributed greatly to the development of space flights and rocketry since the first “Rocket Institution” was established in Moscow by the order of Peter the Great.

A.D. Zasyadko, a talented Russian scientist and celebrated military leader, began working on various types of combat rockets in 1814. His rockets had a maximum range of 2,670 m and were successfully used against enemy cavalry in the Caucasus in 1825. Zasyadko conducted warfare under Suworov's command in 1799, took part in the Patriotic War of 1812 and was awarded six medals for his bravery.

Thanks to the scientific work of K.I. Konstantinov Russia became the leading country in rocket artillery in the 19th century. The scientist developed an electric ballistic device.

N.I. Kibalchich was the first man in Russia who worked out the design of rocket- propelled vehicle. His device was propelled by a rocket engine burning powder. Kibalchich described the operating principles of a powered rocket engine and showed the possibility of controlling the vehicle and ensuring its stability.

Many other talented scientists influenced the development of space vehicles and rockets in Russia but it was the Great Russian self- taught scientist K.E. Tsiolkovsky, who became the founder of astronautics, the scientific study of space travel.

The main problem, Tsiolkovsky had been working at for many years, was creating a theory of interplanetary travel. He laid the foundation of all subsequent rocket theories, proved that the rocket was the very ship on which the man will be able to leave the Earth penetrating into boundless spaces. He outlined his design of the first jet-driven flying machine. It was Tsiolkovsky who suggested the idea of a multistage rocket and of a man - made satellite which could serve as a laboratory for studying the Universe. Tsiolkovsky succeeded in producing a workable design for a liquid - cooled rocket combustion chamber. And the first man-made satellite was taken into the skies by a type of a rocket designed by Tsiolkovsky 50 years ago. Moreover, the orbit along which the satellite sped had been also calculated by him.

The name of the outstanding Russian scientist S.P. Korolyov will forever be linked with the era of man's exploration of space.

He was fond of Tsiolkovsky's ideas and practically solved three main problems: the problem of gravitation, the problem of weightlessness and the problem of reentry. The first problem was overcome with the launching of the first artificial satellite. Scientists were studying weightlessness, when they fired a vehicle with dog Laika on board. On safe landing of dogs Belka and Strelka on August 19, 1960, the problem of re-entry was solved. Since that time hundreds of space shots have been made from Baikonur which benefited Russian science and national economy.

Grammar Section

(Participle I and Participle II / Gerund)

Причастие I и Причастие II / Герундий. Их отличие.

Причастие I

(причастие настоящего времени), образованное при помощи окончания **-ing**, имеет активную и страдательную формы:

активная (несовершенный вид) - **asking**,

активная (совершенный вид) - **having asked**.

страдательная (несовершенный) - **being asked**,

страдательная (совершенный) - **having been asked**.

Причастие I употребляется в функции:

1. Определения:

The man sitting at the table is our teacher. - Человек, сидящий за столом - наш учитель.

The houses being built in our town are not very high. - Дома, строящиеся в нашем городе, невысоки.

2. Обстоятельства:

Going home I met an old friend. - Идя домой, я встретил старого друга.

Having finished work I went home. - Закончив работу, я пошел домой.

Причастие II

Причастие II (причастие прошедшего времени) всегда *пассивно*. Образуется оно прибавлением суффикса *-ed* к основе правильного глагола или путем чередования звуков в корне неправильного глагола.

Причастие II употребляется в функции:

1. Определения.

The book translated from English is interesting. - Книга, переведенная с английского языка, интересная.

2. Обстоятельства (причины и времени):

Given the task, he began to work. - Когда ему дали задание, он начал работать.

Употребление герундия и его отличие от причастия I

Причастие - неличная форма глагола, промежуточная между глаголом и прилагательным:

The boy playing in the yard is my brother. - Мальчик, (какой?) играющий во дворе, - мой брат.

Герундий также является неличной формой глагола, промежуточной между существительным и глаголом:

Smoking is harmful. - Курение (что?) вредно.

Иными словами, причастие - в большей степени «прилагательное» по своим функциям, герундий - «существительное».

Герундий употребляется:

1. в качестве подлежащего:

Reading is useful.

2. как часть сказуемого после глаголов to finish, to start, to continue, to go on, to keep и др.

He started reading the book.

3. как предложное дополнение: **I am fond of reading.**

4. как прямое дополнение: **Do you mind my reading here?**

5. как обстоятельство времени: **After reading he closed the book.**

б.как обстоятельство образа действия: **instead of reading, he went to the movies.**

Активная форма герундия: **giving, beating.**

Пассивная форма герундия: **being given, being beaten.**

Task№14. Open the brackets using the gerund.

1. The grass in the garden is very dry, it needs (water). 2. It's very warm outside. You don't need (put on) your coat. 3. The house is old, and it wants (repair). 4. Famous people don't need (introduce) themselves. 5. The carpet is covered with dust, it needs (sweep). 6. The shoes are very dirty, they need (polish). 7. These shoes have a hole, they want (mend). 8. The table cloth is quite clean, it doesn't want (wash) yet. 9. The room needed (clean). 10. (learn) foreign languages is very useful. 12. I know my hair wants (cut) but I never have time to go to the hairdresser's. 13. John needed (cheer up) when he heard that he'd failed his exams. 14. You should tidy up the garden. - Yes, it needs (tidy). The roses want (water), the peaches want (pick), the grass wants (cut).

ПРАКТИЧЕСКАЯ РАБОТА № 10

Тема: Metals. General characteristics.

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур профессиональной направленности

Задачи:

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

2. познавательная: обучающиеся знакомятся с некоторыми фактами о металлах и их свойствах

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение.

4. воспитательная: воспитание культуры языкового общения, умения слушать собеседника, сотрудничать и помогать при работе в группе или паре.

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

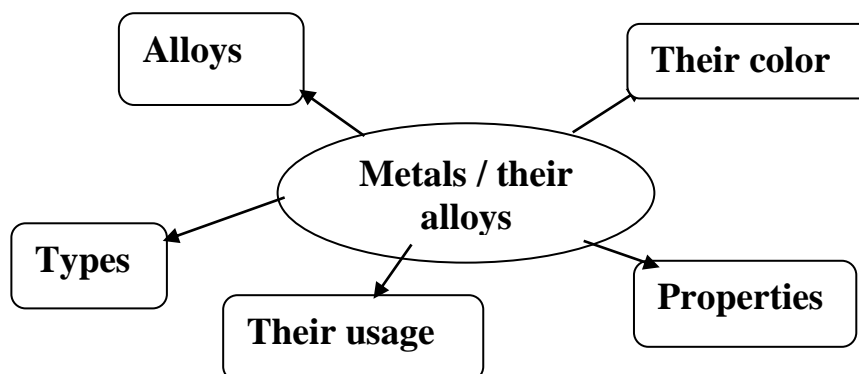
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

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

СОДЕРЖАНИЕ РАБОТЫ

Task1. Think of metals. What do you associate with them? Complete the spidergram



Task2. Answer the questions:

- What is a metal?
- Can you describe a metal? What is it? What is it like?
- Where are metals used?

Model: - A metal is (a substance / a material ...)

- A metal can be ...of a different color / shape /.. (red / soft / hard / shiny...)
- Metals are used in chemistry ...
- Metals are used to make / produce /

Task№3. Try to guess the meaning of the following words. Use the dictionary if you need.

1. steel industry
2. different industries
3. the main component
4. machine tools
5. machinery
6. automobile
7. aeroplane / airplane
8. other elements

Task№4. Match the following words with their Russian equivalents.

1	non-ferrous	медь
2	an alloy	инструмент
3	a railway	цветной (о металле) / не содержащий железа
4	a network	мост
5	a tool	сопротивление
6	a bridge	коррозия
7	copper	сеть

8	conductivity	аккумулятор
9	tin	железная дорога
10	accumulator	олово
11	resistance	сплав
12	corrosion	удельная проводимость; электропроводность

Task№5. Read the words following the rules of reading. Pronounce correctly. Practice aloud.

age, major, insulator, civilization, shape, save;
access, action, malleable, malleability, metallic, plastics;
role, stone, both, component, corrusion;
copper, bronze, common;
time, while, describe, widely, divide, decline;
different, industry, still, influence, brittle, nickel, tin, resistance, stiff, exist;
during, human, produce, reduce;
number, rust, rubber, ductile, tungsten, subsequent, structure, substitute;
indispensable, representative, tend, domestic;
term, inert, purpose, thermal;
thermoplastic, thermosets, thermocouple, both, synthetic;
cheap, choose, change;

Task№6. Look at the following pairs of words and think if the underlined letters are pronounced in the same way, or if they are pronounced differently. Read aloud.

age- access; major- age; access- various; age- ceramics; human- number; widely- while; corrusion- copper; engineer- steel; ceramics- clay; ferrous- term; tungsten- rust; ductile- rubber; cast – brass; cheap- choose; thermoplastics – thermosets; chemically- choose; society- sciene.

Task№7. Answer the questions

1. What do you know about metals?
2. Where can we find metals?
3. Where do people use metals? Why?
4. Why are many metals used in electric appliances?

Task№8. Read the texts given below, try to focus on its essential facts and choose the most suitable heading given below for each paragraph.

- | | |
|--------------------------|-------------------------------|
| 1. Annealing process | 5. Metals are everywhere. |
| 2. Malleable and ductile | 6. Metals are good conductors |
| 3. Two or more metals | 7. Metallic materials |
| 4. What are metals? | |

Active Vocabulary

- | | |
|---|----------------------------------|
| - non-transparent - непрозрачный | - a freezer - морозильная камера |
| - a conductor - проводник, провод, жила | - construction - строительство |

- heat - тепло
- to cover - покрывать / охватывать
- to account for - насчитывать / составлять
- property ['prɒpəti] - свойство
- strength - прочность;
- ductility [dʌk'tɪləti] - пластичность / ковкость, тягучесть, вязкость (металла)
- ductile ['dʌktaɪl] - вязкий (пластичный), ковкий, пластичный, тягучий
- thermal conductivity - [θɜ:m(ə)l,kɒndʌk'tɪvɪti] - теплопроводность
- electrical conductivity - удельная электропроводность
- toughness ['tʌfn əs] - жёсткость / прочность
- high melting point - высокая точка плавления
- a body- каркас, главная, основная часть (машины)
- the body of a car - кузов машины
- an engine ['endʒɪn] - двигатель, мотор
- a farming mechanism ['fɑ:mɪŋ mekənɪz(ə)m] - сельско-хозяйственная машина
- a microwave ['maɪkrə(u)weɪv] - микроволновая печь
- refrigerator [rɪ'frɪdʒəreɪtə] - холодильник
- alkali(ne) metals - щелочные металлы
- hydrogen ['haɪdrədʒən] - водород
- an oven - печь
- a nail - гвоздь
- malleable ['mæliəbl] - ковкий (о металле)
- malleability [ˌmæliə'bɪləti] - ковкость / пластичность
- an aluminum foil - алюминиевая фольга
- a copper wire - медная проволока
- to mold [məʊld]- отлить в форму
- to break one's structure - конструкция
- energy gap - энергетический зазор, энергетическая щель
- be relevant ['reləvənt] - важный
- an alloy - сплав
- manganese ['mæŋɡəni:z] - марганец
- percent = per cent [pə'sent] - процент
- carbon ['kɑ:b(ə)n] - углерод
- the remaining percentage - оставшийся процент
- annealing [ə'ni:lɪŋ] - отжиг (метод температурной обработки изделий)
- molten metal - жидкий металл, расплав, расплавленный металл
- to harden - твердеть / закалять (сталь); цементировать
- dent -выбоина; впадина; вмятина
- a crack - трещина
- malformation [ˌmælfɔ:'meɪʃ(ə)n] - дефект
- thermal insulator - теплоизолятор
- movable particles - подвижные частицы
- an electric charge - электрический заряд
- tungsten ['tʌŋstən] - вольфрам

1. Metals are non-transparent elements which are very good conductors of electricity and heat. Metals cover about 24 percent of the planet's mass and account for almost two-thirds of all the elements. They are globally used nowadays because of their useful properties of strength, ductility, thermal and electrical conductivity, toughness, and its high melting point.

2. Metals can be found everywhere and in everyone's homes. Metals are used in transportation forming the bodies and engines of cars, planes, trains, and ships. They can be also seen at our farming mechanisms such as tractors and combines. At the kitchen, microwaves, refrigerators, ovens and freezers are all part metals. Even in our TVs, radios, and calculators, metals are present. Also in construction, a building would never be complete without nails, which are made of metal.

3. Metallic materials include ferrous (those that contain iron) and non-ferrous (those that do not contain iron) metals. The most common ferrous metals are cast iron and steel, which are both alloys. Different elements in alloys influence properties of materials: large amount of carbon in cast iron increases its brittleness; stainless steel containing nickel or chromium do not rust; steels, which contain tungsten or cobalt, are extremely hard. The most widely used non-ferrous metals are aluminium and copper. Aluminium alloys are widely used in engineering

structures and components where light weight or corrosion resistance is required. Copper is a frequent element of various metal alloys: brass (copper and zinc), bronze (copper and tin-lead)

4. Malleability is the ability of metals to be hammered into thin sheets; an example of metal malleability is an aluminum foil. Also, ductility is a metal's another property where it can be drawn into wires; an example of metal ductility is a copper wire. These properties of metals allow them to be shaped or molded without breaking its structure. So, metals are typically malleable (they can be hammered into thin sheets) or ductile (can be drawn into wires).

5. In physics, a metal is regarded as any substance capable of conducting electricity at a temperature of absolute zero. A metal is a very good conductor of both heat and electricity. In a conductor there's no energy gap which allows energy (heat/electricity) to travel freely into the material. Many elements and compounds that are not normally classified as metals become metallic under high pressures.

An example of thermal conductivity is when you put 2 spoons in boiling water. One spoon is steel and the other is silver. When you take the spoons out of the boiling water, the silver spoon is hotter than the steel spoon. The reason for this is that silver conducts heat better than steel.

Copper is the most common electric conductor, thus making copper wire very relevant nowadays. Also, the human body can be a good conductor of electricity. Thermal resistivity is the opposite of thermal conductivity. This means not conducting heat much. Materials with high resistivity are called "thermal insulators" and are used in clothing to keep people warm or in refrigerators to keep things cold.

Electrical conductance is an electrical phenomenon where a material contains movable particles with electric charge (such as electrons), which can carry electricity. When a difference of electrical potential is placed across a conductor, its electrons flow, and an electric current appears.

6. An alloy is a substance formed by two or more metals. Alloys have less ability when it comes to conducting heat and electricity than pure metals. Steel is the most common alloy; it is generally made of 0.5 percent of manganese, 0.8 percent of carbon, and the remaining percentage is iron.

7. Annealing, the process where metals are taken into high temperature, molded, and then cooled. After the heating process, the molten metal will now be molded into the desired shape and then cooled slowly allowing it to harden without any complication such as dents, cracks, and malformation.

Task№9. Read the text again and answer the questions to the text.

1. What are metals?
2. What are the main reasons for modern people to use metals every day for producing a great number of useful things?
3. Where can you find metals?
4. Give examples of home appliances we use every day which contain metals?
5. Speaking about metals we use such terms as "ductility" and "malleability" What do you understand under these terms?

6. What important function do metals have concerning the issues of electricity and temperature?
7. What electric conductors do you know? Give examples.
8. What else can be a good conductor of electricity?
9. What do you understand under the term “thermal resistivity”?
10. How does this knowledge help people to survive?
11. What does it mean “an alloy? Is it a metal? How do people usually get alloys?
12. What process is called “annealing”?
13. What complications may occur while metal processing at a plant.

Task№10. Read the text once again. Find the equivalents to the Russian ones given below.

Они используются по всему миру, непрозрачные элементы, почти две трети, полезные свойства, теплопроводность, жёсткость (прочность), теплопроводность, повсюду, кухня, духовой шкаф (плита), в строительстве, быть завершённым (законченным) без гвоздей, способность, алюминиевая фольга, тонкие листы (металла), электрические провода (проволока), может быть вытянута, проходить (поступать) свободно (без помех), электричество, самый распространённый сплав, углерод, железо, отжиг, без каких-либо сложностей, трещины, вмятина, заданная (желаемая) форма.

Task№11. Match the English words with their Russian equivalents.

1	conductivity	A. [pə'sent]	a. - процент
2	strength	B. ['kɒpə]	b. - тепло; жар
3	transparent	C. [dɪ'zaiəd feɪp]	c. - удельная проводимость
4	percent = per cent	D. [streŋθ]	d. - свойство
5	aluminum = aluminium	E. [hi:t]	e. - двигатель, мотор
6	copper	F. [kɒndʌk'tɪvəti]	f. - прозрачный
7	desired shape	G. ['endʒɪn]	g. - алюминий
8	heat	H. [træns'pærənt]	h. - медь (металл)
9	engine	I. ['prɒpəti]	i. - прочность
10	property	J. [ə'lu:mɪnəm] / [,æljə'mɪniəm]	j. заданная форма

Task№12. Make up new phrases. Use the Active Vocabulary. Translate them.

1	metal	a. - elements	
2	useful	b. - mechanism	
3	copper	c. - metals	
4	non-transparent	d. - point	
5	pure	e. - gap	
6	a farming	f. - ductility	
7	melting	g. - wire	
8	energy	h. - properties	

Task№13. Make up as many words as you can by combining different parts of the words.

super-	develop	-ment
in-	tradition	- al
re-	resist	- ance
	differ	- ent
	stain	- less
	brittle	- ness
	conduct	- or
	mould	- ful
	power	

Task№14. Read the text again and find all the sentences containing the words: given below. Copy them into your exercise-books.

- steel industry
- copper
- an alloy
- a railway
- an automobile
- an aeroplane / airplane

Task№15. Read the text and answer the following questions to the text:

1. What main groups are all metals divided into?
2. What are ferrous metals?
3. What are non-ferrous metals?
4. What are the characteristics of ferrous and non-ferrous metals?

In general metals are used in various constructions and different industries. For example, thousands of miles of railway track form an intricate network of steel over the world helping to carry daily billions of freight for different industries.

All metals are divided into ferrous and non-ferrous metals. Ferrous metals are metals or alloys the main component of which is iron. The ferrous metals are iron, steel and their alloys. Especially ferrous metals are of great importance. Machine tools and machinery, steamships and locomotives, automobiles and airplanes, rails and bridges, razor blades are turned out by the steel industry. They have some specific characteristics. Ferrous metals:

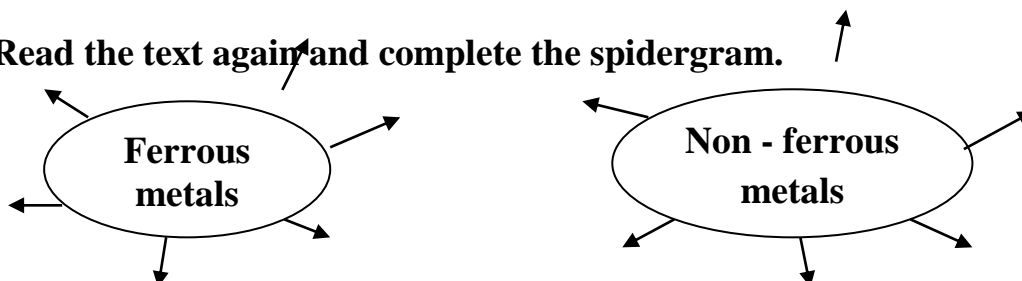
- are malleable (can be shaped through hammering);
- are ductile (can be drawn into wires);
- have high tensile strength;
- are good conductors of heat and electricity;
- have a lustrous appearance;
- have high melting points.

Non-ferrous are metals and alloys the main component of which is not iron but another element. It may be copper, aluminium, zinc. That's why copper and aluminium are non-ferrous metals. Non-ferrous metals are extracted from minerals such as magnesium, carbonate and tin oxides, chloride. Non-ferrous metals have some characteristics. They are: high electric and heat conductivity, high corrosion resistance, non- magnetic qualities, light weight and easiness to fabrication.

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

Main types of metals	Application examples	Non-ferrous metals and their characteristics	Ferrous metals and their characteristics	Alloys. What are they?

Task№17. Read the text again and complete the spidergram.



Task№18. Read the text once again and complete the following sentences:

1. Ferrous metals ...
2. ... , *steamships, locomotives, automobiles and airplanes, ...*
3. ... are non-ferrous metals.
4. ... are divided into ...
5. In general, ...
6. ... have some characteristics.

Task№19. Read the following statements and say whether they are true or false. (See task№15). Correct the false statements. Write *T* for true and *F* for false.

1. ...metals are used in various constructions and different industries. _____
2. Ferrous metals are metals or alloys the main component of which is tin. _____
3. ...ferrous metals are of no great importance. _____
4. Non-ferrous are metals and alloys the main component of which is not iron. _____
5. ... copper and aluminium are ferrous metals. _____
6. All metals are divided into ferrous and non-ferrous metals. _____
7. Ferrous are metals and alloys the main component of which is not iron. _____
8. The ferrous metals are iron, steel and their alloys. _____

Task№20. Complete the following words from the text.

a m__tal, an all__y, a c__mp__nent, a f__rm, a n__tw__rk, a w__rld, an ind__stry, a ma__ __ine, a st__ __mship, an __ __rplane, a br__dge, r__zor bl__des.

Task№21. Write down all the nouns from the text in plural.

Task№22. Make the following sentences negative and put into the interrogative.

1. All metals are divided into ferrous and non-ferrous metals.

2. Ferrous metals are metals and alloys the main component of which is iron.
3. Ferrous metals are of great importance in various constructions.
4. Non-ferrous metals are metals and alloys the main component of which is iron.
5. Copper, aluminium and some other metals are referred to as non-ferrous metals.

Task№23. Write down all irregular verbs and their three forms in the text from task№8.

Task№24. Divide the following words into two groups, those which describe or belong to a) metallic materials; b) non-metallic materials.

ferrous, iron, polymers, thermoplastics, steel, chromium polycarbonate, copper, rust, tungsten, cobalt, ductile, brass, electrical insulators, thermosets, non-ferrous, nickel, zinc, aluminium, bronze, rubber, thermocouple, plastics, polyvinylchloride, ceramics, clay, porcelain, malleable, cast iron, gallium, platinum, silver.

Task№25. Read the statements given below and then: agree or disagree with the following definitions.

1. Common means happening frequently or existing in large amounts or numbers.
2. Rubber is a strong substance that can bend easily and is used for making things such as tyres or boots.
3. Non-ferrous metals are metals that don't contain iron.
4. Ferrous metals are metals that contain iron.
5. Amount is a quantity of something.
6. Nickel is a silver - coloured metal that is used in making steel and is produced in great amounts in Norilsk.
7. Plastic is a material which is produced by a chemical process and which is used to make many objects. It is light in weight and does not break easily.
8. Porcelain is a hard, shiny substance made by heating clay. It is used to make delicate cups, plates, and Insulators for transformers.

Task№26. Match each word with its correct definition.

cast iron, property, conductor, insulator, copper

- quality or feature of something;
- ferrous metals;
- non-ferrous metals;
- substance that allows heat or electricity to pass through it;
- substance that reduces the amount of heat or electricity that can pass through something;

Task№27. Match the adjectives in column A with the nouns in column B to form meaningful phrases.

№	A	B
1	stiff	a. amount
2	electrical	b. steel
3	various	c. element
4	ferrous	d. conductivity
5	ductile	e. insulators
6	brittle	f. materials
7	indispensable	g. ceramics
8	stainless	h. cast iron
9	frequent	i. properties
10	large	j. metals

Task№28. Decide which of the verbs on the left collocate with the nouns on the right.

1.	to encompass	a. classes
2.	to influence	b. thermoplastics
3.	to contain	c. material
4.	to change	d. properties
5.	to choose	e. nickel
6.	to mould	f. technology
7.	to substance	g. popularity
8.	to increase	h. steel
9.	to save	i. groups
10.	to memorize	j. weight

Task№29. Match the words in the left column with the words in the right column with the same meaning.

A	B
to increase, to conduct, to rust, transportation, pure, large, metallic, properties, material, globally, malformation	a deformity, big, not mixed, vehicles, features, to enlarge, everywhere, metal, to oxidize, to transmit.

Task№30. Match the words in the left column with the words in the right column with the opposite meaning.

A	B
---	---

the latest	insulator
unlimited	soft material
small	the earliest
decrease	light
soft	hard
heavy	cheap
low	limited
rare	non-organic
the best	large
stiff material	increase
expensive	high
organic	common
conductors	the worst

Task№31. Make up general questions and answer them according to the models.

Model A: It is possible to use the term “metals“ instead of alloys.

Is it possible to use the term “metals“ instead of alloys?- Yes, it is. / No, it isn't.

1. It is necessary to divide engineering materials into various classes.
2. It is a ductile metal.
3. It is a frequent element of various metal alloys.
4. It is a representative of non-metallic materials.
5. It is used in industry.
6. An alloy is a substance formed by two or more metals.
7. The most common ferrous metals are cast iron and steel.

Model B: Metallic materials include ferrous and non-ferrous metals.

Do metallic materials include ferrous and non-ferrous metals? - Yes, they do. / No, they don't.

1. Different elements in alloys influence properties of materials.
2. Ceramics tend to be strong and stiff.
3. Ceramics properties vary widely.
4. Compounds consist of two or more elements.
5. Car makers try to make vehicles lighter.
6. Cast iron has a wide range of applications.

Task№32. Make up special questions according to the models.

Model A: *The most common ferrous metals are cast iron and steel.*

What are the most common ferrous metals?

1. The traditional groups of engineering materials are metallic and non-metallic materials.
2. The metallic materials are ferrous and non-ferrous metals.
3. The most widely used non-ferrous metals are aluminium and copper.
4. The most common electric conductor is copper.

Model B. Materials science encompasses various classes of materials.

What does materials science encompass?

1. This alloy contains copper.
2. Large amount of carbon in cast iron increases its brittleness.
3. Stainless steel contains nickel or chromium.
4. A compound consists of two or more elements.
5. A mixture includes two or more elements or compounds.

Task№33. Read and translate the following sentences.

1. Dent is a slight hollow in a hard even surface made by a blow or pressure.
2. If you dent the surface of something, you make a hollow area in it by hitting or pressing it.
3. Something that is hollow has a hole or some empty space inside it, as opposed to being solid all the way through.
4. The term “crack” means to break or cause to break something without complete separation of the parts. (The vase was cracked but unbroken)
5. Malfunction is a deformity; an abnormally formed part of the body. The condition of being faulty or abnormal in form or shape
6. An alloy is a metal that is made by mixing two or more types of metal together.
7. If metal or stone corrodes, or is corroded, it is gradually destroyed by a chemical action or by rust.
8. Corrosion is the damage that is caused when something is corroded.
9. Zinc is used to protect other metals from corrosion.
10. Mold or mould means to shape or form, as by using a mould.
11. A mold or a mould is a hollow container used to give shape to molten or hot liquid material (metals) when it cools and hardens.
12. Access. The earliest humans had an access to only a very limited number of materials.
13. The most common ferrous metals are cast iron and steel.
14. Cast iron is a hard, relatively brittle alloy of iron and carbon which can be readily cast in a mould and contains a higher proportion of carbon than steel.
15. Cast iron is used for car engines because it is easily made into complex shapes.
16. Cast iron, with its high carbon content and low melting temperature, is ideal for the production of fittings by casting.
17. Cast iron is an alloy consisting of iron with around 4 percent carbon. It may or may not contain small amounts of other elements.

Task№34. Read the text from task№. once again. Complete the table.

№	Metals	Properties	The usage of metals

Task№35. Read the text from Task№8. again and the statements given below and say whether they are true (T) or false (F).

1. Metals are globally used nowadays because of their useless properties. ____

2. Malleability is the ability of metals to be hammered into thin sheets. _____
3. The human body can't be a good conductor of electricity. _____
4. After the heating process, the molten metal can't be molded into the desired shape. _____
5. A building would never be complete without nails. _____
6. These properties of metals allow them to be shaped or molded with breaking its structure. _____

Task №36. Find the words in the line. Write them down and translate them.
 element metal conductor electricity conductivity thermal strength toughness copper wire
 percent carbon iron ability

Task №37. Read the text «Cast iron» carefully. Translate it.
Cast iron

Active Vocabulary

- | | |
|--|--|
| - silicon [ˈsɪlɪkən]- кремний | - castability - литейные качества (металла), жидкотекучесть |
| - the amount of - количество (чего-либо) | - machinability - обрабатываемость материала на станках |
| - cookware [ˈkʊkweə] - кухонная утварь | - resistance to - стойкость/устойчивость к / (сопротивление чему-либо) ... |
| - (to) tend to be - быть склонным к | - wear resistance – износостойкость |
| - good fluidity - хорошая текучесть | - automotive industry - автомобильная промышленность |
| - a wide range of - широкий ассортимент | - oxidation [ˌɒksɪˈdeɪʃ(ə)n] – окисление |
| - a melting point - точка кипения | - cast iron [ˈkɑːst, aɪən] - чугун |
| - a pipe - труба; трубопровод | |
| - carbon [ˈkɑːb(ə)n] - углерод | |

Cast iron is a group of iron-carbon alloys with a carbon content greater than 2%. The term is usually used for grey cast iron. There are two main types of cast iron: grey cast iron and white cast iron. The differences between the two are mainly based on the amount of silicon in the alloy. All cast iron has about 95% iron in it. Grey cast iron has 3% silicon and 2% carbon. White cast iron has less silicon. Grey cast iron is very good at conducting heat. Because of this, it is often used to make cookware.

Cast iron tends to be brittle, except for malleable cast irons. With its relatively low melting point, good fluidity, castability, excellent machinability, resistance to deformation and wear resistance, cast irons have become an engineering material with a wide range of applications and are used in pipes, machines and automotive industry parts, such as cylinder heads (declining usage), cylinder blocks and gearbox cases (declining usage). It is resistant to destruction and weakening by oxidation (rust).

Task №38. Read the text once again and find the English equivalents to the Russian ones given below.

сплавы с содержанием углерода, понятие (термин), основные виды, разница между, основываться главным образом на..., меньше кремния, хрупкий,

пластичные (ковкие) виды чугуна, относительно низкий, превосходный, (машино-)строительный материал, широкий спектр применения, головка цилиндра, снижение потребления, картер коробки передач.

Task №39. Read the text and answer the following questions to the text.

One of the Rarest Metals

1. What rare metals do you know? Give examples.
2. What did you learn at chemistry lessons at school about gallium?
3. Who found gallium? Was it a Russian chemist?
4. What properties does gallium have?
5. Where is gallium used nowadays?
6. Gallium has an unusual and very useful ability? What is it?
7. What would you do with the help of gallium, if you had some?

What is gallium?

Gallium (Ga) is a poor metal with a nuclear number of thirty-one. Paul Emile Lecoq de Boisbaudran found gallium in 1875 utilizing a spectroscope. He later separated the metal by electrolysis. Presently, gallium is fundamentally essential for microelectronics, particularly microwaves. It has a low melting point. It means it melts just above room temperature. When you put a piece of gallium into a glass of warm water it starts melting immediately. It resembles a piece of melted solder then. But it is still cold. For example, when some gallium diffuses with a piece of aluminium, it makes it brittle. So, gallium has an ability to weaken the structure.

Gallium is likewise used to deliver blue or violet LEDs. Gallium does not happen in its common basic state, yet is separated from a few minerals. When it is removed, its purest structure has an extraordinary silver shading. At the point when gallium is added to numerous metals, for example, steel, it makes them get to be weak. Today, the principle part of gallium in industry is in building semiconductors.

Active Vocabulary

- gallium [ˈgæliəm] - галлий	- electrolysis [ˌelɪkˈtrɒləsɪs], [ˌiːlek-] - электролиз
- a nuclear number - атомный номер	- fluid [ˈfluːɪd] - подвижный, изменчивый; нестабильный
- Paul Emile Lecoq de Boisbaudran - Поль Эмиль Лекок де Буабодран	- a chemical compound - химическое соединение
- semiconductor [ˌsemɪkənˈdʌktə] - полупроводник	- to weaken the structure - ослаблять (делать более хрупкой) конструкцию
- poor metal - лёгкий металл (лёгкие металлы являются менее твёрдыми, отличаются значительно большей температурой кипения)	- brittle - хрупкий
- solder [ˈsɔːldə] - припой	- LEDs= light-emitting diodes [ˈdaɪəʊdz] - светодиоды
- to utilize [ˈjuːtɪlaɪz] a spectroscope	- have an extraordinary silver shading - иметь необычный серебристый оттенок
[ˈspektrəskəʊp] - использовать спектроскоп	

Task№40. Discuss the following questions.

1. How much do you know about copper?
2. Where is copper used today? Make a list of possible applications of copper.
3. Do you know any copper alloys? What are their constituents?

Task№41. Read the dialogue «At the seminar on metals technology» and answer the questions:

1. What properties does copper have?
2. Where it can be used?

Teacher: Dear students, today we are going to discuss the main properties and applications of copper. So far, what can you say about this metal?

Ann: If I'm not mistaken, copper is a non-ferrous metal. And it can be found in a free state in nature.

Alex: And as far as I remember, people were able to extract this metal in prehistoric times. Various things such as weapons, tools, and decorations could be made of it.

Teacher: Very good. Were those copper tools very reliable?

Ann: I think not. Pure copper is a soft ductile metal. Strong cutting tools could be made only of copper alloys such as bronze.

Teacher: OK. What are the present applications of copper?

Michael: Well, they are numerous. Copper metals can be used in most domestic appliances. Electrical industry is impossible without copper wiring as it is a very good conductor of electricity. Also, copper is corrosion resistant which makes it valuable for marine industry. Besides, this metal is even used in making money.

Teacher: You are quite right. Your home task for the next time is to get ready to speak about the valuable properties of copper. Thank you for your time. Good bye.

Task№42. Match a line in A with a line in B.

№	A	B
1	Copper was discovered long ago.	a. Where exactly?
2	Is copper used in automobile industry?	b. You are welcome.
3	Bronze was first produced in Asia and Africa.	c. Yes, it is.
4	Why is copper so widely used today?	d. Certainly.
5	Electric wiring is made of pure copper, isn't it?	e. You are quite right.
6	Thank you very much.	f. Because of its valuable properties.

Task№43. Learn how to read these words.

- ductile [ˈdʌktaɪl] - ковкий, поддающийся обработке (о металлах)
- reliable [rɪˈlaɪəbl] - надёжный;
- decorative [ˈdek(ə)rətɪv] - декоративный

- recycling [riːˈsaɪklɪŋ] - переработка отходов
- plumbing [ˈplʌmɪŋ] - система водопровода и канализации / водопроводное дело; слесарные работы / прокладка труб

Task№44. Match the Russian words with their English equivalents.

1	quality ['kwɒləti]	a. цель, замысел
2	conductor [kən'dʌktə]	b. домашний
3	purpose ['pɜ:pəs]	c. оценивать
4	to extract [ɪk'strækt]	d. качество
5	ductile ['dʌktaɪl]	e. нержавеющей
6	domestic	f. проводник / провод, жила
7	to estimate ['estimeɪt]	g. вязкий (пластичный) , ковкий, эластичный
8	corrosion resistant	h. извлекать, добывать

Task№45. Match the words with their opposite meaning. Translate them.

1	useful	a. varied	
2	ability	b. decorative	
3	functional	c. tremendous	
4	magnetic	d. unnecessary	
5	present	e. useless	полезный / бесполезный
6	small	f. inability	
7	necessary	g. ancient	
8	uniform	h. nonmagnetic	

Task№46. These words are taken from the text. Use the dictionary to find out their meaning.

circulation throughout brass recycling to estimate
 junked discarded tremendously rate run out of something
 vital demand annually scrap to extract
 workability

Task№47. Skim the text from Task№33. to find answers to these questions.

1. Is copper the youngest metal that is known to man?
2. What is bronze?
3. What are the applications of copper and its alloys?
4. Why aren't we afraid of working out the resources of copper? Give reasons.

Task№48. Read the text attentively for more information about copper.**Copper**

Copper is man's oldest metal as people could extract it more than 10,000 years ago. Copper is alloyed with other elements, as it is rather soft and ductile. There is an evidence that the first copper alloy - bronze (90% copper, 10% tin) - was produced around 2800BC in countries such as India, Egypt and Mesopotamia. Bronze was harder and could be used for making reliable cutting tools.

The workability and the ability for corrosion resistance made copper, bronze and brass the most important functional as well as decorative materials from the Middle Ages and on till the present day. With the beginning of the Electrical Age the demand for copper increased tremendously because it is an unusually good

conductor of electricity and heat. Today more than 5 million tons of copper are produced annually and the copper metals are playing an increasingly vital part in all branches of modern technology.

The good news is that we will not run out of copper. The worldwide resources of this important and valuable metal can be estimated at nearly 5.8 trillion pounds of which only about 0.7 trillion (12%) have been mined throughout history. Besides, nearly all of 700 billion pounds is still in circulation because copper's recycling rate is higher than that of any other engineering metal. Each year nearly as much copper is recovered from recycled material as it is obtained from newly mined ore. Almost half of all recycled copper scrap is old post-consumer scrap, such as discarded electric cable, junked automobile radiators and air conditioners. Engineers hope that we will be able to use copper for centuries on.

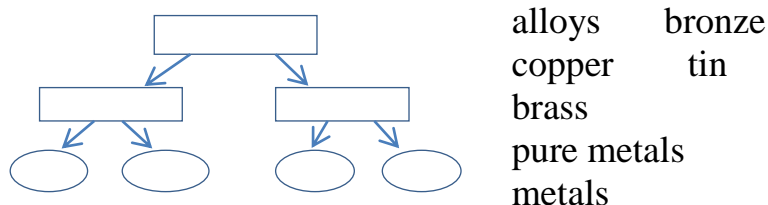
Task№49. Say if the following statements are true or false. Correct the false statements.

1. Copper was extracted by man many more than 10,000 years ago. _____
2. Copper alloys appeared because there was the shortage of pure copper. _____
3. Copper metals are unimportant functional and decorative metals today. _____
4. In the 19th century the demand of copper greatly decreased. _____
5. The resources of copper will be worked out in the near future. _____

Task№50. Agree or disagree with these statements. Give reasons for your answers.

1. Copper metals possess valuable properties.
2. Technological progress increases the demand of copper.
3. There is no need to save copper resources.
4. Copper can and should be recycled.

Task№51. Complete the diagram that classifies the following engineering materials. The diagram should have three levels.



Task№52. Give a title to the text.

Active Vocabulary

- aluminium [ælu:mɪniəm]/aluminum

[ə'lu:mɪnəm]-

алюминий

- Thanks to...- Благодаря ...

- be suitable ['su:təbl] for smth. - подходить к ч.-л. / быть подходящим

- a body of a vehicle ['vi:ɪkl] - кузов транспортного средства

- cooking utensils - кухонные принадлежности

- a ladder - лестница

- wrapping material - обёрточный / упаковочный материал

- to rust in the air - подвергаться коррозии (ржавеет) на воздухе

- ironwork - декоративное литьё;

- a gear-box - коробка передач
 - a piston ['pɪstən] - поршень
 - a cylinder ['sɪlɪndə] head - крышка (головка) цилиндра
 - widely used - распространенный (широко применяемый)
 - utensil [ju:'ten(t)s(ə)l] - посуда, утварь / принадлежность

декоративные кованные изделия
 - to reflect light - отражают свет
 - to make alloys light - делать сплав лёгким
 - duralumin [dʒuə'ræljʊmɪn] - дюралюминий
 - manganese ['mæŋɡəni:z] - марганец
 - magnesium [mæg'ni:ziəm] - магний
 - motor piston - поршень гидромотора
 - low weight - низкая масса

One of the oldest and best known metals is aluminium. It has some characteristics. First of all, it is a white silvery metal. Thanks to low weight and resistance to corrosion aluminium is very suitable for the bodies of vehicles and also for gear-boxes, pistons, and cylinder heads. It is also one of the metals widely used in the industry. It is used for making cooking utensils, ladders, refrigerators, wrapping material. Aluminium foil is used for the heat insulation of houses. One of aluminium's characteristics is that it does not rust in the air. It is used in painting. Aluminium paint protects ironwork from rust and reflects light. You should remember that aluminium is soft. That is why it is only used with other metals to make alloys light but very strong.

One of the most important aluminium alloys is duralumin (95% aluminium+4% copper+1/2% manganese+1/2% magnesium). It can be tempered by heat treatment. This alloy is used to make aircraft, houses, furniture and motor pistons.

Task №53. Read the text carefully and answer the questions to the text.

1. What are aluminium's characteristics?
2. What aluminium alloys do you know?
3. What aluminium is used for?
4. What is the main reason for aluminium to be used in painting?
5. Is pure aluminium often used in production? Why? Why not?
6. What is one of the most important aluminum alloys? What is it used for?

Task №54. Read the text «Interesting tin facts» and answer the questions.

Active Vocabulary

- tin - олово	- pewter ['pjʊ:tə] - сплав олова со свинцом; сплав на оловянной основе
- ancient civilization ['eɪnfənt ,sɪvɪlaɪ 'zeɪʃn] - древняя цивилизация	- to coat metals - покрывать металл слоем (ч.-л.)
- thousand ['θaʊznd] - тысяча	- create high field strength- создавать высокую
- to corrode [kə' rəʊd] in water - корродировать / подвергаться коррозии	напряженность поля
- corrosion - коррозия	- tensile strength - прочность при растяжении
- ore cassiterite [kə'sɪtərɪt] - оловянная руда	- bearing material - конструкционный материал
- to mine - добывать из недр земли	- electroplating - нанесение гальванического покрытия
- niobium alloy - ниобиевый сплав	- ... are plated with tin - покрывают оловом
- luster ['lʌstə] = lustre - блеск; сияние	
- electrically conductive coatings -	

электропроводные покрытия
- solder ['səuldə]- припой / паять
(припаивать)
- a furnace -печь (техническая)
- antimony ['æntiməni] -сурьма

- casting temperature - температура литья
- a soldering iron - паяльник
- antifrictional - антифрикционный;
уменьшающий трение
- premature [ˌpreməˈtʃjuə] wear -
преждевременный износ

Tin has been in use by ancient civilizations for thousands of years. Actually it was discovered around 3000 BC by some of the oldest civilizations. Early craftsmen found tin too soft to work with, but when it was alloyed with copper, bronze was formed. Tin does not corrode in water. That's why this metal is used to prevent corrosion. It is also used to produce glass.

Tin is most often found mixed, or alloyed, with other metals. It is relatively rare. It is a basic component of the Earth's upper crust and found in rocks. About 35 countries mine tin. The principal source of tin is Indonesia, Bolivia and Nigeria. It is extracted from various ores, chiefly from cassiterite or tin stone. The metal is produced from reducing the oxide ore with coal in a furnace. Tin is malleable but acquires brittleness when cooled. Tin is solid at normal room temperature. It has a fairly low melting point of 232 degrees Celsius. Its casting temperature is 230-300 degrees Celsius. That's why, tin is malleable and ductile, which means it can be molded into wires and flattened to make sheets.

Tin is used to coat metals to prevent them from corrosion. Many alloys of tin find uses in various areas. Tin-niobium alloy has superconductivity. It is used in constructing superconductive magnets that generate high field strengths without consuming much power. To increase its hardness and tensile strength, it is alloyed with copper and antimony and used as a bearing material.

This silvery gray metal has many interesting facts about it. (Common uses of tin: coating for steel cans, tin ceilings, signs, tiles, tin soldiers, whistles, containers and tin roofs)

Tin and tin chemicals are largely used in electroplating. Tin finds applications in coating lead or zinc to protect them from corrosion. Tin is nontoxic. Steel containers that are used for preserving food are often plated with tin. Tin salts are sprayed on glass to produce electrically conductive coatings. It remains stable in both cold and boiling water. Tin and its alloy with lead is the most common, the most widely used and the most accessible fine solder. The metal itself and its alloys are considered to be antifrictional. This is one of the most important tin properties to be used in industry. Tin protects metal machine parts from their premature wear.

"Tin cry" is the cracking sound that tin makes when it is bent, due to the twinning of its highly crystalline structure. White tin is very malleable and stable close to room temperature. Gray tin is stable below ten degrees Celsius and is very brittle at that temperature.

Questions:

1. When was tin first discovered?
2. Did early crafts men like to work with tin?

3. This metal is used to prevent corrosion. Why?
4. Can tin be found everywhere?
5. What main countries is tin mined in?
6. What is tin extracted from?
7. What are the main characteristics of tin?
8. What and where is tin used for?
9. What does the term “antifrictional” mean?
10. What do you understand under “tin cry”?

Task№55. Make the following sentences negative and put into the interrogative.

1. Aluminum is the oldest and best known light metal alloyed with other metals.
2. It is one of the most common metals in industry.
3. Copper is found in nature in the form of ores but it is sometimes found in pure.
4. Pure copper is of reddish color, and it has corrosion resistant qualities.
5. Copper is the best conductor of electricity.
6. Tin is silvery metal which is not corroded by air.
7. Bronze is very tough.
8. Brass is harder and cheaper than copper.
9. Lead and zink are also metals which occur in combination with sulfur as sulphides.
10. Lead is now a very expensive metal.

Task№56. Find all the sentences from the text “Interesting tin facts” in the passive Voice. Copy them in your exercise-books.

GRAMMAR SECTION

Modal verbs: can / could / be able to do something
(Модальные глаголы can / could / be able to do something)

Task№57. Say what these people could do in the past. Translate the sentences.

Model: I can't use the new apparatus now but I could use it yesterday at the lesson.

1. He can't do research on copper alloys this term but he _____ it last term.
2. We can't compare the properties of these substances now but we _____ them during our previous experiment.
3. They can't study aluminium bronze at the lesson now but they _____ it in the lab yesterday.
4. We can't extract copper with the help of stone and bone tools but ancient people _____ it in this way thousands of years ago.
5. I can't describe the results of his experiment to day but he _____ them yesterday.

Task№58. Use the following statements in the past and future.

Model: **1.** He can drive well. **2.** He could drive well 15 years ago. **3.** He will be able to drive well in a month.

1. He can continue his studies at the Mechanical Engineering faculty.
2. Our engineers can extract copper in several ways.
3. I can visit the Bingham Canyon copper mines.
4. This new car can move without a driver.
5. The scientists can use the samples of this substance in the test.

Task№59. Put these sentences into Present, Past and Future using the model expressions *to be able to (not to be able to)* instead of *can / can't*.

Model:

+	-
I can study materials science.	He can't complete this work himself.
I am able to study materials science.	He is not able to complete this work himself.
I was able to study materials science.	He was not able to complete this work himself.
I will be able to study materials science.	He will not be able to complete this work himself.

1. We can alloy copper with aluminium. 2. The engineers can use copper for electrical conductors. 3. I can do research on phosphor bronze now. 4. She cannot explain the properties of this group of alloys. 5. This student cannot explain the difference between brass and bronze. 6. They cannot evaluate the results of the first series of experiments.

Task№60. Correct the mistakes in the sentences given below.

1. We didn't can work in the laboratory on Sunday. 2. Will be you able to make a report on your scientific research? 3. He could to use the old equipment in his experiment. 4. The teacher can explains this rule again. 5. You will able to cut soft metal with greater speed than hard metal. 6. Engineers will be not able to use this new alloy in industry. 7. The student not able to determine the nickel content of this copper alloy. 8. Can this technology to make the extraction of copper easier?

Task№61. Translate the sentences into English using your Active Vocabulary.

1. В качестве электрического проводника мы можем использовать медь. 2. Он способен объяснить, как добывают медь в промышленных целях. 3. Мы смогли изучить свойства алюминиевой бронзы на практических занятиях. 4. Бронза может оказывать сопротивление коррозии. 5. Преимущество меди в том, что ее можно перерабатывать несколько раз. 6. Медные сплавы могут быть использованы в разных отраслях промышленности.

ПРАКТИЧЕСКАЯ РАБОТА № 11

Тема: Mechanical properties of metals

Цель: формировать и развивать коммуникативную и социокультурную компетенции обучающихся на основе изученных лексических единиц, речевых и грамматических структур профессиональной направленности

Задачи:

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

2. познавательная: обучающиеся знакомятся с некоторыми фактами о металлах и их свойствах

3. развивающая: развитие функций, связанных с речевой деятельностью: языковой догадки, внимания, зрительной и слуховой памяти, развитие коммуникативных способностей, умения выражать своё мнение.

4. воспитательная: воспитание культуры языкового общения, умения слушать собеседника, сотрудничать и помогать при работе в группе или паре.

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

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. Think over and answer the question;

- What advantages do all materials have?

Model: Metals are...

Task№2. Match the following words with their Russian equivalents

1	density	А. постепенный
2	weight [weɪt]	В. постоянный
3	a volume	С. трещина
4	an amount	Д. вес
5	stiffness	Е. измерять, мерить
6	rigidity [rɪ'dʒɪdətɪ]	Ф. объём
7	a force	Г. прочность
8	strength [streŋθ]	Н. твёрдость
9	resistance [rɪ'zɪstəns]	І. сила

10	brittle	Ж. жѣсткость; прочность
11	gradual	К. плотность
12	permanent [ˈpɜ:m(ə)nənt]	Л. сгибание
13	toughness [ˈtʌfnɪs]	М. кручение; перекашивание; скручивание
14	a crack	Н. напряжение
15	to measure [ˈmeɪʒə]	О. сопротивление
16	tension	Р. хрупкий
17	torsion [ˈtɔ:ʃ(ə)n]	Q. ломаться / перелом; трещина
18	bending	R. количество
19.	fracture [ˈfræktʃə]	S. жѣсткость (коэффициент упругости)

Task№3. Find the right words. Put them into your copybooks, translate them.

s	t	i	f	f	n	e	s	s	r
t	o	t	r	w	o	b	g	o	e
r	u	e	a	d	r	r	j	l	s
e	g	n	c	e	y	i	c	b	i
n	h	s	t	n	z	t	s	e	s
g	n	i	u	s	x	t	d	n	t
t	e	o	r	i	n	l	l	b	a
h	s	n	e	t	b	e	n	d	n
k	s	m	n	y	m	l	b	z	c
w	e	i	g	h	t	v	c	x	e

Task№4. Read the text and find new words from the text.

Task№5. Read the text again. Find and translate all the sentences, containing the following words:

Engine, permanent, change, shape, crack, creep, resistance, gradual, toughness, brittle, ductility

Task№6. Read the text «Mechanical properties of materials» and choose a right word.

Engineers must know how materials respond to external forces, such as tension, compression, torsion, and bending. All materials respond to these forces by elastic deformation. That is, the materials return their original size and form when the external force disappears. The materials may also have permanent deformation or they may fracture. The results of external forces are creep and fatigue.

Compression is a pressure causing a decrease in volume. When a material is subjected to a bending, shearing, or torsion (twisting) force, both tensile and compressive forces are simultaneously at work. When a metal bar is bent, one side of it is stretched and subjected to a tensional force, and the other side is compressed.

Tension is a pulling force; for example, the force in a cable holding a weight. Under tension, a material usually stretches, returning to its original length if the force does not exceed the material's elastic limit. Under larger tensions, the material does not return completely to its original condition, and under greater forces the material ruptures.

Fatigue is the growth of cracks under stress. It occurs when a mechanical part is subjected to a repeated or cyclic stress, such as vibration. Even when the maximum stress never exceeds the elastic limit, failure of the material can occur even after a short time. No deformation is seen during fatigue, but small localized cracks develop and propagate through the material until the remaining cross-sectional area cannot support the maximum stress of the cyclic force. Knowledge of tensile stress, elastic limits, and the resistance of materials to creep and fatigue are of basic importance in engineering.

Density (specific weight) is the amount of (mass, quality) in a unit volume. It is measured in kilograms per cubic meter. The density of water is 1000kg/m^3 but most (materials, kinds) have a higher density and sink in water. Aluminium alloys, with typical densities around 2800kg/m^3 are considerably less dense than steels, which have typical densities around 7800kg/m^3 . (Density, class) is important in any applications where the material must not be heavy.

Stiffness (rigidity) is a (measure, glass) of the resistance to deformation such as stretching or bending. The Young modulus is a measure of the resistance to (simple, different) stretching or compression. It is the ratio of the applied force per unit area (stress) to the fractional elastic deformation (strain). (Stiffness, Density) is important when a rigid (structure, house) is to be made.

Strength is the (force, column) per unit area (stress) that a material can support without failing. The units are the same as those of stiffness, but in this case the (deformation, local) is irreversible. The yield strength is the (stress, point) at which a material first deforms plastically. For a (metal, water) the yield strength may be less than the fracture strength. It is the (stress, metal) at which it breaks. Many materials have a higher (strength, work) in compression than in tension.

Ductility is the ability of a (column, material) to deform without breaking. One of the great (styles, advantages) of metals is their ability to be formed into the (shape, part) that is needed, such as car body parts. Materials that are not ductile are brittle. Ductile materials can absorb energy by (assignment, deformation) but brittle materials cannot.

Toughness is the (deformation, resistance) of a material to breaking when there is a crack in it. For a material of given toughness, the stress at which it will fail is inversely proportional to the square root of the size of the largest (defect, form) present. (Toughness, importance) is different from strength. For example, the toughest steels are different from the ones with the highest tensile strength. (Easy, Brittle) materials have low toughness. For example, glass can be broken along a chosen line by first scratching it with a diamond. Composites can be designed to have considerably greater (toughness, flexible) than their constituent materials. The example of a very tough composite is (fiberglass, steel) that is very flexible and strong.

Creep resistance is the (part, resistance) to a gradual permanent change of a shape, and it becomes especially important at higher (speeds, temperatures). A successful research has been made in (materials, classes) for machine parts that operate at higher temperatures and under high tensile forces without gradually extending. For example, they can be the (parts, ways) of plane engines.

Active Vocabulary

- bar - брусок, прут	- remaining - оставшийся
- completely - полностью, совершенно	- shear - срез
- compression - сжатие	- simultaneously - одновременно
- creep - ползучесть	- to stretch - растягивать
- cross-sectional area - площадь поперечного сечения	- technique - методы
- cyclic stress - циклическое напряжение	- tension - напряженность
- decrease - уменьшение	- to propagate - распространяться
- elastic deformation - упругая деформация	- to bend - гнуть, согнуть
- elastic limit - предел упругости	- to extend - расширять, продолжаться
- exceed - превышать	- to meet the needs - отвечать требованиям
- external forces - внешние силы	- to occur - происходить
- fatigue - усталость металла	- to respond - отвечать реагировать
- fracture - перелом, излом	- to suffer - страдать
- loosen - ослаблять, расшатывать	- torsion - кручение
- permanent deformation - постоянная деформация	- twisting - закручивание, изгиб
	- volume - объем, количество
	- rupture - разрыв

Task №7. Read the text «Mechanical properties of materials» again and answer the questions to the text.

Questions:

1. What are the external forces that cause the elastic deformation of materials? Describe those forces that change the form and size of materials.
2. What are the results of external forces?
3. What kinds of deformation are the combinations of tension and compression?
4. What is the result of tension? What happens if the elastic limit of material is exceeded under tension?
5. What do we call fatigue? When does it occur? What are the results of fatigue?
6. Is density (specific weight) the amount of mass in a unit volume?
7. Is it measured in kilograms per cubic meter?
8. Is density important in any application where the material must not be heavy?
9. Is stiffness (rigidity) a measure of the resistance to deformation such as stretching or bending?
10. Is strength the force per unit area (stress) that a material can support without failing?
11. Is toughness the resistance of a material to breaking when there is a crack in it?
12. Is creep resistance the resistance to a gradual permanent change of shape?

Task№8. Read the text again and complete the spidergram.



Task№9. Translate into English. Use the Active Vocabulary from the text “Mechanical properties of materials”.

1. Плотность измеряется в килограммах на кубический метр. 2. Большинство материалов имеют более высокую плотность, чем вода и тонут в воде. 3. Плотность материала очень важна, особенно в авиации. 4. Модуль Юнга - отношение приложенной силы к упругой деформации данного материала. 5. Не пластичные материалы являются хрупкими. 6. Пластичные материалы поглощают энергию при деформации, а хрупкие металлы нет. 7. Свинец, медь, алюминий и золото - самые ковкие металлы. 8. Прочность - это сопротивление материала к разрушению. 9. Хрупкие материалы имеют низкую прочность (стойкость). 10. Стекло сломается, если провести по нему один раз алмазом (инструментом для резки стекла).

Task№10. Read the text again and complete the following sentences.

1. Aluminium alloys, with typical densities around _____ are considerably less dense than steels, which have typical densities around _____.
2. _____ is important in any application where the material must not be heavy.
3. The Young modulus is a _____ to simple stretching or compression.
4. It is the ratio of the applied force per unit area (stress) to the _____.
5. The yield stress is the stress at which a _____.
6. Many materials have a higher _____ in compression than in tension.
7. One of the great advantages of metals is their _____ to be formed into the shape that is needed, such as car body parts.
8. Materials that are not ductile are _____.
9. Toughness is the _____ of a material to breaking when there is a _____ in it.
10. The toughest steels are different from the ones with the highest _____.
11. _____ is the resistance to a gradual permanent change of a shape, and it becomes especially important at higher _____.

Task№11. Read the following statements and say whether they are true or false. Correct the false statements.

1. Density (specific weight) isn't the amount of mass in a unit volume. _____
2. Aluminium alloys, with typical densities around 3000kg/m^3 are considerably less dense than steels, which have typical densities around 7800kg/m^3 . _____
3. Density is important in any applications where the material must not be _____

- heavy. _____
4. The Young modulus is a measure of the resistance to complex stretching or compression. _____
 5. Strength is the force per unit area (stress) that a material can support without failing. _____
 6. Many materials don't have a higher strength in compression than in tension. _____
 7. Toughness is the resistance of a material to breaking when there is a crack in it. _____
 8. The toughest steels aren't different from the ones with the highest tensile strength. They are the same. _____
 9. Composites can be designed to have considerably less toughness than their constituent materials. _____
 10. Creep resistance becomes especially important at lower temperatures. _____
 11. Brittle materials have high toughness. _____

Task№12. Match the parts of the following sentences.

1	Density	a. is the resistance of a material to breaking when there is a crack in it.
2	Stiffness	b. is the amount of mass in a unit volume.
3	Strength	c. is a measure of the resistance to deformation such as stretching or bending.
4	Ductility	d. is the resistance to a gradual permanent change of shape.
5	Toughness	e. is the ability of a material to deform without breaking.
6	Creep resistance	f. is the force per unit area that a material can support without failing.

Task№13. Write down all the nouns from the text in plural.

Task№14. Make the following sentences negative and put them into the interrogative form.

1. Density (specific weight) is the amount of mass in a unit volume.
2. Stiffness (rigidity) is a measure of the resistance to deformation such as stretching or bending.
3. Toughness is the resistance of a material to breaking when there is a crack in it.
4. Ductility is the ability of a material to deform without breaking.
5. Strength is the force per unit area (stress) that a material can support without failing.

Task№15. Write the following words in the correct order to make sentences and translate them into Russian.

1. any, in, density, important, application, is.
2. important, a, is, stiffness, rigid, structure, is, to, when, made, be.
3. from, toughness, is, strength, different.
4. low, brittle, have, materials, toughness.
5. a, many, in, materials, have, higher, strength, in, tension, than, compression.

Task№16. Imagine you are a future skilled engineer. Say some words about properties of materials. Your talk should include 7- 10 phrases.

Grammar Section

The Past Continuous Tense

(Прошедшее длительное время)

Task№17. Open the brackets and use the verbs in the Past Continuous tense.

Translate them.

1. Alison ... (to have) lunch at two o'clock yesterday.
2. Edward and Henry ... (to play) the guitar all the evening.
3. Ben ... (to run) in the park in the morning yesterday.
4. I ... (to speak) to the manager from three to half past five last Thursday.
5. My grandparents ... (to drive) to Poltava at this time yesterday.
6. Lucy ... (to iron) clothes from 4 to 6 o'clock last Saturday.
7. You ... (to sleep) for three hours in the afternoon.
8. Julia ... (to listen) to news at this time yesterday.
9. My mother ... (to dust) the furniture when I came home yesterday.
10. We ... (to play) on the playground all day last Sunday.

Task№18. Choose the right option. Mind the Past Continuous Tense.

Translate them.

1. I was brushing my teeth when/while my sister was making tea.
2. He was riding a horse when/while the car drove to the stable.
3. Sue was walking along the path as/while it started to rain.
4. You were washing the dishes as/while I was drying them.
5. Kate was speaking to the doctor when/while her mobile telephone rang.
6. We were discussing the film as/while Mary was looking through some magazines.
7. The waiter was carrying the tray when/while he dropped a glass.
8. Sam was crossing the road when/while he saw his friend at the bus stop.
9. Lin and Wendy were preparing for the test as/while the postman knocked at the door.
10. The child was eating soup when/while his mother was making salad.

Task№19. Make the sentences negative. Translate them.

1. The teacher was explaining the exercise to the pupils.
2. Amanda was travelling around Africa at that time.
3. We were having a Music lesson at ten o'clock yesterday.
4. I was doing the shopping yesterday.
5. Martin was visiting his aunt at this time yesterday.
6. The girls were preparing for the concert.
7. They were flying to Wales at 6 o'clock yesterday.
8. It was raining hard all day last Tuesday.
9. Mike and Jess were walking in the park last evening.
10. He was choosing the books in the library then.

Task№20. Open the brackets and use the verbs in the proper form. Translate them into Russian.

1. You ... (not to listen) to the radio, you ... (to read) the letter from your niece.
2. Clara ... (to take) a bath at nine o'clock yesterday evening.
3. Monica and her friend ... (to have) coffee in the sitting-room.
4. Our Granny ... (not to plant) tomatoes in the garden.
5. Dick ... (to carry) his bag towards the hotel room.
6. Sally and Frank ... (not to decorate) the classroom, they ... (to prepare) a wall newspaper.
7. The professor ... (to give) a lecture but some students ... (not to listen) to him.
8. The nurse ... (not to take) his temperature, she ... (to give) him an aspirin.
9. The train ... (to arrive) at the station at seven o'clock.
10. Olga ... (not to wait) for us yesterday evening.

ПРАКТИЧЕСКАЯ РАБОТА№ 12

Тема: Norilsk is my home town

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, а также развивать умение вести диалог-расспрос; формировать умение трансформировать информацию в соответствии с заданием; формировать умение делать сообщения по теме «Norilsk is my native town».

4. воспитательная: способствовать воспитанию познавательного интереса обучающихся; воспитывать чувство патриотизма к своей малой родине; формировать ценностное отношение к языку как культурному феномену и средству отображения развития общества, его истории и духовной культуры;

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

Тип занятия: активизация иноязычного материала, комплексное применение знаний, умений и навыков.

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

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

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Read the poems. Try to understand the main idea of them.

Snowy white fox of the Arctic,
Was it your brush-like tail
That sprayed snow, like crystal sparks,
decorating the dark sky with a
shimmering veil?
Are you the Northern Lights?

Plentiful waters of Taymyr,
Was it the light falling into your rivers,
That reflected back off the fishes' shiny,
wet scales into the streams of the sky?
If so, please tell me
Are you the Northern lights?

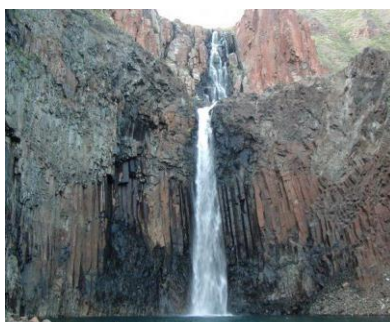
Active Vocabulary

- | | |
|---|----------------------------------|
| - brush-like tail - похожий на кисточку хвост | - plentiful - обильный / богатый |
| - spray snow- рассыпать снег | - to reflect back - отражаться |
| - crystal spark - хрустальные искры | - scale - чешуя |
| - shimmering veil - переливающаяся вуаль | - stream- река, ручей, поток |

Task№2. Look at the pictures and try to guess the issue of our lesson.

Model: - To my mind, we are going to talk about ...today.

- I think the topic of the lesson is ...





Task №3. Read the first part of text «Norilsk is my native town». Mind the Active Vocabulary.

Active Vocabulary

1. is situated on - расположен...
2. Taymyr Peninsula [rə'nɪnsjələ] – полуостров
3. a metallurgical center [,met(ə)'lɜ:dʒɪk(ə)l] - металлургический центр
4. satellite - ['sæt(ə)laɪt] - спутник, спутник
5. It's believed that ... - полагают, что...
6. was named after - был назван по ...(имени)
7. is located at the foot of (*the mount*)... - расположен у подножья (*горы*)
8. a pole - багор / удочка
9. it serves as ... - он служит в качестве...
10. the main means - основное средство; способ, метод; возможность
11. Moreover, - кроме того
12. was founded by ... - был основан
13. highway ['haɪweɪ] - шоссе; автострада; автомагистраль
14. the locals - местные жители
15. is carried out through - осуществляется через
16. is surrounded by - окружен
17. to spend one's spare time - spend one's free time
18. is included into the List - включен в список ...
19. * UNESCO World Heritage Sites - объекты, включённые в Список всемирного культурного наследия
33. is caught and sold (by) - ловят и продают
34. is located on the same latitude ['lætɪtju:d] - широта располагается на одной и той же широте
35. the average ['ævərɪdʒ] winter temperature - средняя температура зимой
36. it may drop - может опуститься (*понизиться*)
37. melt - таять (о снеге)
38. snow drifts - сугробы
39. frosts are harsh - морозы суровые
40. the issue ['ɪʃu:] / ['ɪsju:] is the strong wind- речь идёт о сильном ветре / проблема в сильном ветре
41. the Northern lights – северное сияние
42. attend school – go to school = have classes at school
43. Heavy metal pollution - загрязнение тяжелыми металлами
44. rains containing great amount of chemicals - осадки содержат большое количество хим.элементов
45. was founded in - был основан в ...
46. pain - боль
47. injustice- несправедливость
48. labor camp - трудовой лагерь
49. former engineers - бывшие инженеры
50. have to work = must work
51. in severe conditions - в суровых

- | | |
|---|--|
| 20. a reserve - заповедник | условиях |
| 21. an unspoiled natural reserve - заповедник с первозданной (<i>нетронутой</i>) природой | 52. to extract minerals - добывать минералы (<i>из недр земли</i>) |
| 22. that is why - вот почему ... | 53. is rich in ... - богат (<i>чем-то</i>) |
| 23. include - включать (<i>в себя...</i>) | 54. ore deposits - залежи руды |
| 24. ermine ['z:mi:n] - горноста́й | 55. non-ferrous metals - цветные металлы |
| 25. weasel ['wi:z(ə)] - ласка | 56. a metallurgical enterprise - металлургическое предприятие |
| 26. unique [ju:'ni:k] animals - уникальные животные | 57. a smelter - плавильный завод |
| 27. a partridge ['pɑ:trɪdʒ] - (серая) куропатка | 58. a concentrator - обогатительная фабрика |
| 28. a red-breasted goose - краснозобая казарка | 59. a thermal power plant - ТЭС |
| 29. an inhabitant - обитатель | 60. a vocational school - профессионально-техническое училище |
| 30. a loon - (полярная) гагара | 61. the sights = places of interest - достопримечательности |
| 31. a wagtail - трясогузка | 62. to his honor ['ɒnə] - в его честь |
| 32. a sea hare ['si:ˌheə] - морской заяц / лахтак | |

Norilsk is my native town



Norilsk is a small town situated in the southern part of Taymyr Peninsula. Norilsk is the largest industrial center on the territory of Taymyr and the most important metallurgical center in Russia. Its population is about 178.000 people. The small towns not far from Norilsk, Talnakh, Kayerkan and Oganer, are called its satellites. It's believed

that the town was named after the place of its location: the Norilskaya (Norilka) river flows nearby.

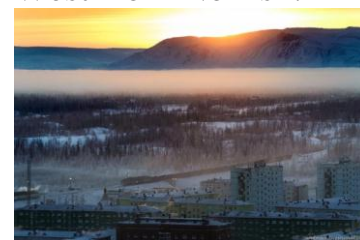
What is more, the town is located at the foot of Norilsk mountains (from the name of a pole “norilo” used by fishermen - northerners)

The Yenisei River is the most important river in the region because it serves as the main means to transport different goods and industrial equipment to Norilsk in summer period.

Moreover, (the Yenisei river is not only the deepest river in Russia, but also one of the largest on the planet.) The northern most seaport Dudinka was founded there by the first researchers of Taymyr settled on its banks. As there are no land routes (highways and trains) to other cities, the locals often call the rest of Russia with the name «the continent».

You can hear a phrase like «to move to the continent» when it comes to moving from Norilsk to a different region of the country. The transportation by air is carried out through «Alykel» airport located 52 km to the West from Norilsk.

Norilsk is surrounded by tundra with many lakes, rivers and mountains. One of the biggest and the most beautiful lakes is Lama where Norilsk's citizens like to spend their spare time in summer and early autumn. The Putorana Plateau situated to the south of Norilsk is included into the List of UNESCO World Heritage Sites



in Russia as an unspoiled natural reserve and phenomenon of extreme beauty.

There are 360 kinds of plants, berries and mushrooms on the Taymyr peninsula. The summer is very short there that is why plants grow actively. The fauna of Taymyr includes 14 varieties of animals such as polar bears, brown bears, polar foxes, ermines, weasels, polar wolves, wolverines, wild reindeer, lemmings, field mice and so on.

On the Putorano Plateau one can meet such unique animals as a snow goat and musk ox. The main bird in Tundra is a partridge. Such rare birds as a red-breasted goose and a pink seagull nest on Taymyr. The oldest inhabitant of Taymyr is a loon. The largest bird is a swan and one of the smallest is a wagtail. The queen of the tundra is a snowy owl. The inhabitants of the polar waters include a seal, sea hare, walrus and white whales. There is also a great amount of different northern fish which is caught and mostly sold by the locals.

Task№4. Read the first part of the text «Norilsk is my native town» again. Answer the questions.

1. How large is Norilsk?
2. Where is Norilsk located?
3. How was Norilsk given its name?
4. What is the population of the town?
5. Is Norilsk the only settlement on the Taymyr peninsula?
6. What are the main rivers of Norilsk?
7. Are there any mountains or hills in the town?
8. Where do people work in Norilsk?
9. What means of transport do the locals use to get to the continent of Russia?
10. What do you know about flora and fauna of the Big Norilsk?
11. Give examples of some animals and birds which live in the forests of our town.
12. What do many locals like doing in winter in their free time?

Task№5. Read the first part of the text «Norilsk is my native town» again. Find and write down all the adjectives used in the text. Translate them.

Task№6. Read the first part of the text «Norilsk is my native town» again. Find and write down all geographical words and terms used in the text.

Task№7. Read the first part of the text «Norilsk is my native town» again. Complete the table «Norilsk is my native town».

The population	Its location	Its satellite towns	Rivers and lakes	Flora and fauna		
				animals	birds	plants

Task№8. Match the English equivalents with the Russian ones.

1	in the southern part	a. у подножия горы
2	the oldest inhabitant	b. другой регион страны
3	It's believed that...	c. крупнейший промышленный центр
4	fishermen	d. самый важный
5	a metallurgical center	e. старейший обитатель
6	at the foot of a mount	f. неподалеку протекает река
7	the main means to transport goods	g. в южной части
8	a different region of the country	h. уникальные животные
9	the most important	i. металлургический центр
10	unique animals	j. реки и горы
11	the largest industrial center	к. полагают, что ...
13	rivers and mountains	l. рыбаки
14	the river flows nearby	м. основное средство для транспортировки товаров

Task№9. Fill in the gaps. Write down the words. Translate them.

s _ tell _ te, met _ ll _ rgical, lo _ als, s _ rr _ unded, _ rmine, w _ _ sel, uni _ _ e _ nimals, p _ _ tridge, inh _ bitant, l _ on, w _ gtail

Task№10. Read the second part of the text «Norilsk is my native town». Mind the Active Vocabulary



Norilsk is one of the coldest cities in the world, even much colder than Murmansk although it is located almost at the same latitude. The climate of the area is subarctic with long and cold winters. The average winter temperature is about -30°C but it may drop even to 57° C. The snow lies over 240 days (7.5- 9 months of the year) and does not melt

till late June. In winter there are high snow drifts all over the area. However, the frosts are quite harsh, the issue is the strong wind, which brings snowstorms and may become a reason for different accidents in the town.

Summers are short (from late June to late August), cool (the average temperature is about + 10°C), cloudy and rainy. In winter there is also the Polar night, which lasts for 45 days without sun. During this period people may see the Northern lights of different colors stretching in the dark skies. The Polar day lasts for 68 days without dark nights in summers. In winter Norilsk's children often stay at home and don't attend schools because of the bad weather. Such days are called "actirovka".

Besides the severe climate there are also very bad ecological conditions in Norilsk. Heavy metal pollutions, radiation, smog in the air and rains containing great amount of chemicals have made it one of the most polluted towns in the world. Norilsk belongs to the top five windiest areas of the planet.



Norilsk was founded in 1935. Its history began with pain and injustice. Firstly, there were such labor camps as Norillag and Gullag. Former engineers, scientists, writers, military leaders and politicians had to work with miner's hack in very severe conditions. Later volunteers from other cities came to extract valuable minerals and earn money. They built the town and the Mining and Metallurgical Complex the so called "Combinat". In 1939 Norilsk got a status of a settlement. The last year of Norillag 1953 became the first year of Norilsk as a city.

The Norilsk region is very rich in natural and mineral resources (ore deposits). Coal, copper, nickel, cobalt, palladium and lots of other non-ferrous metals and platinoids are found there.



One of the biggest and the most important mining and metallurgical enterprises is situated there. It is called The Polar Division of OJSC "MMC" "Norilsk Nickel". Norilsk's citizens tend to work at its plants and mines.

There are two smelters (Nadezhda Metallurgical Plant and Copper Plant), two concentrators (Talnakh Concentrator and Norilsk Concentrator), six mine complexes (Komsomolsky mine, Skalistsy mine, Oktyabrsky mine, Taimyrsky mine, mine Moyak and Kayerkansky mine) and three thermal power plants on the territory of Norilsk.

Moreover, everyone may find everything he / she needs to live in the town: avenues and squares, shops and shopping centers, a shopping mall "Arena", restaurants and cafes, hospitals and polyclinics, two cinemas and a theater, libraries and sport complexes, 47 schools, several gymnasiums, vocational schools, colleges, kindergartens, one Norilsk State Industrial Institute and other places of interest. Every citizen of our town has an opportunity to develop his talent and abilities. There are lots of art and dancing groups, sports and tourist clubs, a stadium, two swimming pools and some skating rinks in the town.



The sights of Norilsk are the 1st wooden house of N.N.Urvantsev and the bronze monument installed to his honor, the Museum of Regional Studies, where you can see some examples of flora and fauna of Taymyr and learn some facts from life of its inhabitants. Golgotha is the monument in honor of the victims of repression. It is the place where a small church is situated and the rails go into the sky. The Black Tulip and the Monument of the Fallen in the Great Patriotic War are the symbols of memory about died soldiers for Norilsk citizens. There are monuments to Lenin and Avraamiy Zavenyagin, the founder of Norilsk. There is no monument to the first builders of Norilsk but the big stone opposite the Administrative building of Norilsk Mining Company reminds us

about them. Norilsk is a very special town, with severe conditions, severe history, strong people and its own specific beauty.

Task№11. Read the second part of the text « Norilsk is my native town» again. Answer the questions.

1. What is the weather like in Norilsk during a year?
2. What is the climate of the area?
3. How long does the Polar Day last?
4. How long does the Polar Night last?
5. What is the ecological situation in the town?
6. What are the main ecological problems the locals face every day in Norilsk?
7. Do you know anything about the history of the town?
8. What is the Norilsk area considered to be rich in many natural and mineral resources? Is it true?
9. Prove that Norilsk is the most important metallurgical center in Russia.
10. What infrastructure does the town have?
11. Are there any places in Norilsk and its satellites?
12. What would you recommend to a foreigner to see in your home town?

Task№12. Match the English equivalents with the Russian ones.

1	although	a. - растягиваясь по небу
2	a polluted town	b. - на одной и той же широте
3	it may drop	c. - высокие сугробы
4	to attend school	d. - суровый климат
5	the region is rich in...	e. - средняя температура зимой
6	at the same latitude	f. - бывшие инженеры
7	heavy metal pollution	g. - сильный ветер
8	former engineers	h. - хотя
9	high snow drifts	i. - Заполярный Филиал
10	The Polar Division	j. - она может понизиться (опуститься)
11	stretching in the sky	k. - экологические условия
12	severe climate	l. - загрязненный город
13	average winter temperature	m. - посещать школу
14	ecological conditions	n. - регион (край) богат ...
15	strong wind	o. - загрязнение тяжелыми металлами

Task№13. Find in the text the following English equivalents.

- | | |
|--|--|
| 1. южная часть | 14. горожане любят проводить свободное время |
| 2. на территории Таймыра | 15. ранняя осень |
| 3. не далеко от... | 16. явление невероятной красоты |
| 4. место своего расположения | 17. уникальные животные |
| 5. неподалеку протекает река | 18. редкие птицы |
| 6. перевозить различные товары и промышленное оборудование | 19. старейший обитатель |
| | 20. средняя температура зимой |

- | | |
|--|--------------------------------------|
| 7. первые исследователи | 21.большие (высокие) снежные сугробы |
| 8. сухопутные трассы | 22.морозы достаточно суровые |
| 9. другой регион страны | 23.могут стать причиной для... |
| 10.к западу от Норильска | 24.военные начальники |
| 11.Норильск окружен тундрой | 25.плавильные заводы |
| 12.детский сад | 26.теплоэлектростанция |
| 13.каждый горожанин имеет возможность развивать свои таланты | 27.жертвы репрессий |
| | 28.необычная красота |

Task№14. Fill in the missing prepositions. Translate the phrases into Russian.

- | | |
|--|---|
| 1. is situated ___ the southern part of... | 7. all ___ the area |
| 2. the town was named ___ the place of its location | 8. stretching ___ the dark skies |
| 3. one of the largest ___ the planet | 9. belongs ___ the top five windiest areas |
| 4. to move ___ the continent | 10. a status ___ a settlement. |
| 5. the transportation ___ air is carried out _____ | 11. tend ___ work ___ its plants and mines. |
| 6. is included ___ the List of UNESCO World Heritage Sites in Russia | 12. installed ___ his honor |

Task№15. Translate the sentences from Russian into English. Use the Active Vocabulary.

1. В большом Норильске находится два плавильных завода, три теплоэлектростанции, шесть рудников и две обогатительные фабрики.
2. Мурманск находится на той же широте, что и Норильск.
3. В лесах Норильска живут гагары и серые куропатки?
4. Вчера я кормил горностаю.
5. Трясогузки- маленькие птички.
6. Как долго длится полярная ночь в Норильске?
7. На прошлой неделе я видел разноцветное северное сияние.
8. Я увлекаюсь (интересуюсь) историей нашего края. (be interested in / be keen on)
9. Где работает твой отец? Он работает на обогатительной фабрике.
10. Флора и фауна Таймыра уникальна.
11. На прошлой неделе я смотрел телевизионную передачу о нарвалах. Я был удивлен. Оказывается, они существуют.
12. На какой долготе находится наш город? (longitude)
13. Я хочу переехать в Новосибирск.
14. Где находится Плато Путорана?
15. Плато Путораны - уникальный заповедник с первозданной (*нетронутой*) природой.
16. Енисей - самая глубокая река в России.

Grammar Section

«Imperative Mood»

(Повелительное наклонение)

Task№16. Make up sentences in the Imperative Mood according to the model.

Model: John, shut the door, please.

- 1) Bob to give you a call after five.
- 2) Ask Mary to buy her a present.
- 3) Tell Nelly to take the book to the library.
- 4) Tell the secretary to type papers today.
- 5) Ask Peter to buy some bread to me.

Task№17. Put the pronouns in the appropriate form.

1. 1. Let (we) discuss these questions this morning.
2. 2. Let (he) translate the letters from German into Russian.
3. 3. Let (I) go to see him after classes this evening.
4. 4. Let (they) give the books to the library in time.
5. 5. Let (she) revise all the words from Lesson Two.
6. 6. Let (we) read a book about our city.

Task№18. Translate the sentences.

- 1) Не ешь столько мороженого.
- 2) Не выходи на улицу без шапки.
- 3) Останься посмотреть телепрограмму с нами.
- 4) Попроси Ника принести словарь.
- 5) Пригласи их в гости.
- 6) Переходите улицу только на перекрестке.
- 7) Проводи меня домой.
- 8) Не ссорься с родителями.
- 9) Не перебивай меня.

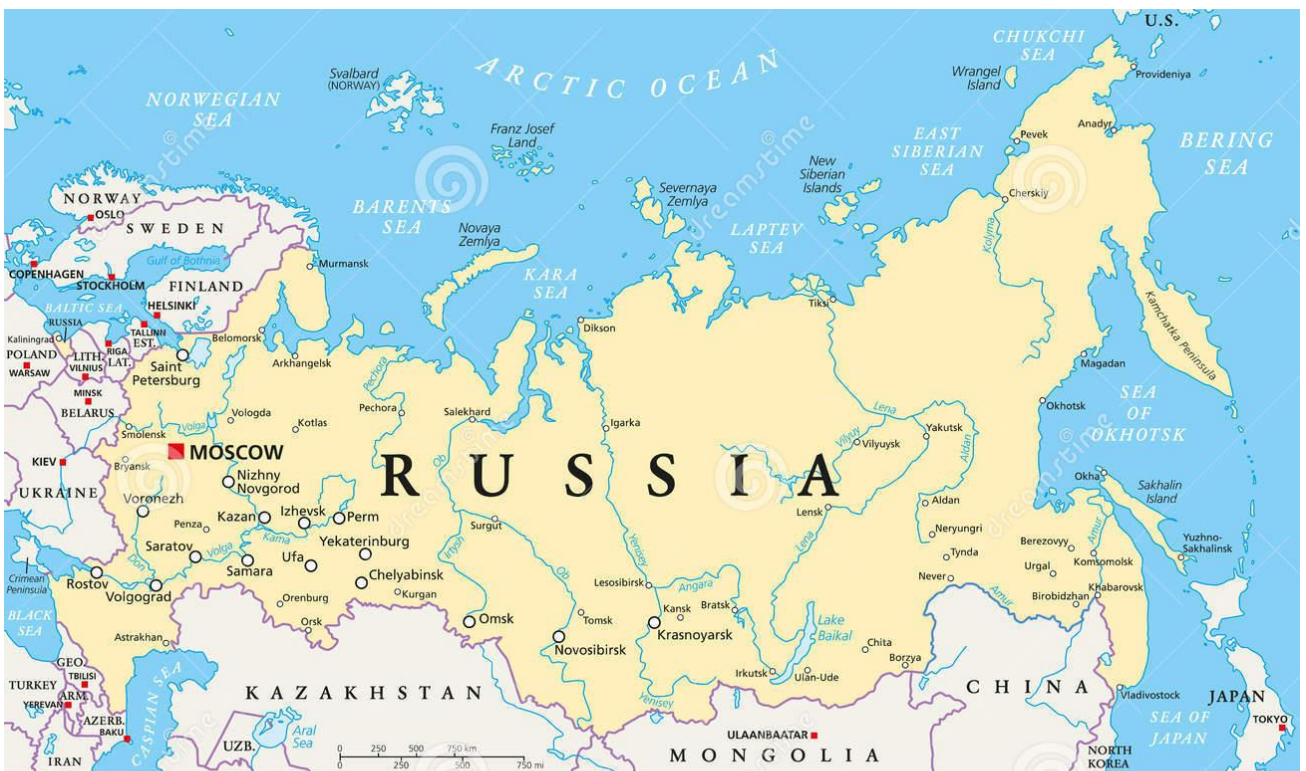
Task№19. Make up sentences according to the Model.

Model: Let's go for a walk, shall we?

to open, to close, to go to the seaside, to go by bus (olley-bus), to have a game of chess, to ring up, to go to the cinema (theatre, country), to have a look at

Task№20. Open the brackets and make up sentences using the pronouns in the appropriate form. Translate them into Russian.

- 1) Let's buy a cake (she)
- 2) Let's write a letter (he)
- 3) Let's choose a code (they)
- 4) Let's buy a four cheese pizza (she)



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Используемая литература:

1. Агабекян И.П. Английский язык для ССУЗОВ: учебное пособие.– Москва: Проспект, 2017.
2. Безкоровайная Г. Т., Койранская Е. А., Соколова Н. И., Лаврик Г. В. Planet of English: учебник английского языка для учреждений СПО. - М., 2014.
3. Голубев А.П., Балюк Н.В., Смирнова И.Б. Английский язык: учебник для студ. учреждений сред. проф. образования. - М., 2014.
4. Карпова Т.А. Английский для колледжей: Учебное пособие.- 12-е изд., стереотипное.-М: Кнорус, 2015.-288с.

Дополнительная литература:

1. Качалова К.Н., Израилевич Е.Е. Практическая грамматика английского языка.- ЮНВЕС. М. 2006.-55с.
2. Левченко В.В. Английский язык. General English. Учебник для СПО-М.: Издательство Юрайт, 2017.- 278с.
3. Evans Virginia, Dooley Jenny. Upstream Elementary A2. Workbook - Express Publishing, 2010
4. Evans Virginia, Dooley Jenny. Round Up. New English Grammar Practice-3 SB.- Longman, 2012

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/lerningenglish
- 3 www.britishcouncil.org/lerning-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.hltnmag.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:

www.britishcouncil.org/learnenglish.htm

www.teachingenglish.org.uk

www.bbc.co.uk/skillswiseN/

www.bbclearningenglish.com

www.cambridgeenglishonline.com

www.teachitworld.com

www.teachers-pet.org

www.coilins.co.uk/corpus

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.htm
news.bbs.co.uk/cbbcnews

3 www.onestopenenglish.com

4 www.elllo.org

5 www.breakingnewsenglish.com

6 www.splendid-speaking.com

7 <http://audacity.sourceforge.net7>

Video Resources:

1 www.bbc.co.uk/iplayer

2 www.ity.conv

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
- 9 www.eslvideo.com
- 10 www.teflclips.com
- 11 <http://nowostey.net/films/page/5/>
- 12 <http://prezi.com/>
- 13 <http://www.photofunia.com/>
- 14 <http://www.screenjelly.com/>
- 15 <http://www.teachertrainingvideos.com/>
- 16 <http://www.teflclips.com>
- 17 <http://www.wordle.net/>
- 18 [http://www.mozilla- europe.org/ru/firefox](http://www.mozilla-europe.org/ru/firefox)
- 19 <http://voicethread.com/#home>
- 20 http://lex tutor.ca/concordancers/concord_e.html
- 21 <http://www.lex tutor.ca/>