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«Норильский государственный индустриальный институт»
Политехнический колледж

МЕТОДИЧЕСКИЕ УКАЗАНИЯ
по выполнению практических работ
по учебной дисциплине
«ИНОСТРАННЫЙ ЯЗЫК»
(1 курс)

Для специальности:

40.02.01 Право и организация социального обеспечения

46.02.01 Документационное обеспечение управления и архивоведение

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Методические указания по выполнению практических работ для студентов очной формы обучения по дисциплине «ИНОСТРАННЫЙ ЯЗЫК» разработаны на основе рабочей программы учебной дисциплины и Федерального государственного образовательного стандарта для специальности среднего профессионального образования 40.02.01 Право и организация социального обеспечения, 46.02.01 Документационное обеспечение управления и архивоведение

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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 40.02.01 Право и организация социального обеспечения, 46.02.01 Документационное обеспечение управления и архивоведение

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

Целью проведения практических занятий является:

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

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

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

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

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

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

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

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

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

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

ОК 9. Ориентироваться в условиях постоянного изменения правовой базы.

ОК 10. Соблюдать основы здорового образа жизни, требования охраны труда.

ОК 11. Соблюдать деловой этикет, культуру и психологические основы общения, нормы и правила поведения.

ОК 12. Проявлять нетерпимость к коррупционному поведению.

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 вокабулярий.
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

Английский язык - язык международного общения

Тема 1.1. English is the language of the modern world.

Цель: формировать и развивать коммуникативную и социокультурную компетенции. Научиться выражать свою точку зрения по поводу важности изучения иностранного языка (английского) в современном обществе с приведением аргументов.

Задачи:

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

2. познавательная: обучающиеся знакомятся с доказательствами того, что английский язык по праву считается международным языком, обмениваются мнениями относительно своих причин изучения английского языка.

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;
- учебник;
- раздаточный материал;
- аудиозапись;
- карта англоговорящих стран

СОДЕРЖАНИЕ РАБОТЫ

PHONETICS COURSE

Task№1. Learn the names of the letters, the main sounds of the English alphabet and phonetic letters. (Appendix 1- 2).

Учебник [1:4]

Фонетическая транскрипция (phonetic transcription) - графическая запись звучания слова, предназначена для точной графической записи произношения, каждый отдельный звук обозначается определенным знаком, исключая двойное чтение. Фонетическая транскрипция заключается в квадратные скобки.

Task№2. PRONUNCIATION SECTION

2.1. Read the words and mind the Rules of Reading

| I. Open syllable | | | | | |
|-------------------------|-------------------|------------------|------------------|------------------------|------------------|
| a [eɪ] | e [i:] | i [aɪ] | o [əʊ] | u [ju:] | y [aɪ] |
| name | me | mine | po <u>l</u> e | mu <u>l</u> e | cry <u>y</u> |
| K <u>a</u> te | me <u>t</u> er | di <u>e</u> | ho <u>l</u> e | mu <u>t</u> ual | ty <u>r</u> e |
| ma <u>n</u> e | e <u>v</u> e | fi <u>v</u> e | ho <u>p</u> e | <u>u</u> se | ty <u>p</u> e |
| la <u>n</u> e | be <u>l</u> e | pi <u>e</u> | ho <u>s</u> e | <u>u</u> sually | my <u>y</u> |
| Ja <u>n</u> e | Pe <u>t</u> er | vi <u>o</u> lin | no <u>o</u> | <u>u</u> nit | wh <u>y</u> |
| ta <u>k</u> e | we <u>l</u> e | ti <u>e</u> | go <u>o</u> | pu <u>p</u> il | sky <u>y</u> |
| na <u>m</u> e | the <u>m</u> e | <u>I</u> | ago <u>o</u> | du <u>t</u> y | tr <u>y</u> |
| ba <u>b</u> y | ge <u>n</u> ius | ic <u>e</u> | so <u>o</u> | du <u>e</u> | bu <u>y</u> |
| pa <u>p</u> er | comple <u>t</u> e | wi <u>f</u> e | tomato <u>o</u> | pu <u>r</u> sue | repl <u>y</u> |
| sta <u>t</u> ion | ea <u>t</u> | pric <u>e</u> | potato <u>o</u> | fu <u>t</u> ure | occup <u>y</u> |
| ai <u>d</u> | ea <u>s</u> y | lik <u>e</u> | tobacco <u>o</u> | compu <u>t</u> er | suppl <u>y</u> |
| ra <u>i</u> n | sea <u>t</u> | clim <u>a</u> te | zero <u>o</u> | men <u>u</u> | satisf <u>y</u> |
| wa <u>i</u> ting | sea <u>l</u> e | invit <u>e</u> | hero <u>o</u> | stu <u>d</u> ent | by <u>e</u> |
| sa <u>y</u> | plea <u>s</u> e | aliv <u>e</u> | also <u>o</u> | commu <u>t</u> e | styl <u>e</u> |
| pl <u>a</u> y | repe <u>a</u> t | surpris <u>e</u> | ope <u>n</u> | commu <u>n</u> icate | cycl <u>o</u> ne |
| ma <u>y</u> | stre <u>e</u> t | li <u>e</u> | ho <u>m</u> e | commu <u>n</u> icative | cycl <u>e</u> |
| ma <u>y</u> be | nee <u>d</u> | fi <u>n</u> e | sto <u>n</u> e | exc <u>u</u> se | hydr <u>a</u> |
| awa <u>y</u> | betwe <u>e</u> n | ni <u>n</u> e | mo <u>m</u> ent | tu <u>b</u> e | hybr <u>i</u> d |
| ra <u>c</u> e | peop <u>l</u> e | mi <u>l</u> e | coa <u>t</u> | cu <u>t</u> e | by <u>y</u> |
| fa <u>c</u> e | | insid <u>e</u> | roa <u>d</u> | mu <u>l</u> e | cycl <u>e</u> |
| fra <u>m</u> e | | prim <u>e</u> | goa <u>l</u> | cu <u>c</u> umber | sky <u>y</u> |
| | | | ove <u>r</u> | tu <u>n</u> e | |

| II. Closed syllable | | | | | |
|----------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| a [æ] | e [e] | i [i] | o [ɔ] | u [ʌ] | y [ɪ] |
| | | | | | |

| | | | | | |
|------------------|-------------------|---------------------|------------------------------|-------------------|------------------|
| cr <u>a</u> b | pe <u>n</u> | pi <u>t</u> | o <u>n</u> | su <u>pp</u> er | My <u>th</u> |
| gr <u>a</u> b | me <u>n</u> | pi <u>n</u> | o <u>ff</u> | u <u>p</u> | ly <u>nx</u> |
| ma <u>d</u> | te <u>n</u> | di <u>p</u> | cro <u>p</u> | u <u>pp</u> er | ly <u>nx</u> |
| ma <u>m</u> | tw <u>e</u> nty | ti <u>p</u> | o <u>ct</u> opus | hu <u>s</u> band | my <u>s</u> tery |
| ca <u>b</u> | me <u>rr</u> y | li <u>p</u> | co <u>p</u> | nu <u>t</u> | sy <u>mb</u> ol |
| sa <u>d</u> | fe <u>rr</u> um | bi <u>g</u> | co <u>pp</u> er | u <u>nd</u> er | sy <u>st</u> em |
| ma <u>n</u> | fe <u>rr</u> ous | thi <u>n</u> | mo <u>d</u> | mu <u>d</u> | an <u>y</u> |
| Da <u>n</u> | me <u>t</u> al | thi <u>s</u> | po <u>t</u> | cu <u>t</u> | ev <u>e</u> ry |
| ma <u>rr</u> y | en <u>d</u> | si <u>n</u> ce | co <u>d</u> | lu <u>ck</u> | re <u>al</u> ly |
| an <u>d</u> | er <u>r</u> or | li <u>tt</u> le | mo <u>p</u> | mu <u>ch</u> | la <u>dy</u> |
| ap <u>pl</u> e | ex <u>er</u> cise | si <u>m</u> ple | mo <u>b</u> | bun <u>n</u> y | stea <u>d</u> y |
| ca <u>n</u> | pe <u>n</u> | mi <u>rr</u> or | mo <u>bb</u> ing | du <u>s</u> t | si <u>m</u> ply |
| ba <u>g</u> | le <u>g</u> | mi <u>dd</u> le | to <u>p</u> | bu <u>dd</u> y | ca <u>nd</u> y |
| ma <u>p</u> | we <u>ll</u> | resistance | no <u>t</u> | u <u>p</u> | fun <u>n</u> y |
| sa <u>nd</u> | te <u>s</u> t | si <u>s</u> | do <u>ll</u> | bu <u>s</u> | si <u>m</u> ply |
| fla <u>t</u> | ste <u>p</u> | si <u>s</u> ter | sto <u>p</u> | u <u>gl</u> y | usu <u>al</u> ly |
| sta <u>nd</u> | ter <u>r</u> ible | shi <u>p</u> | lo <u>ck</u> | cu <u>p</u> | do <u>ne</u> key |
| ha <u>pp</u> y | me <u>s</u> sage | cri <u>t</u> ical | fro <u>s</u> t | gu <u>n</u> | tro <u>ll</u> ey |
| la <u>ng</u> uag | me <u>m</u> ber | qu <u>i</u> ck | o <u>ff</u> ice | lu <u>n</u> ch | va <u>ll</u> ey |
| e | de <u>f</u> end | in <u>d</u> eed | so <u>rr</u> y | mu <u>s</u> t | mo <u>n</u> ey |
| per <u>h</u> aps | ne <u>x</u> t to | in <u>f</u> initive | do <u>ct</u> or | bu <u>tt</u> er | mo <u>n</u> ey |
| pa <u>ck</u> | che <u>s</u> s | di <u>r</u> ect | ac <u>ro</u> ss | hu <u>rr</u> y | ho <u>n</u> ey |
| pa <u>l</u> | | di <u>v</u> orce | po <u>ss</u> ibly | mu <u>s</u> hroom | pre <u>tt</u> y |
| cha <u>n</u> ce | | mi <u>s</u> take | in fr <u>on</u> t o <u>f</u> | Su <u>n</u> day | je <u>ll</u> y |
| cr <u>a</u> ck | | fa <u>m</u> ily | | nu <u>m</u> ber | |
| | | vi <u>s</u> it | | ru <u>s</u> t | |
| | | lo <u>g</u> ic | | tru <u>s</u> t | |
| | | ser <u>v</u> ice | | mu <u>s</u> t | |
| | | ra <u>p</u> id | | ju <u>s</u> t | |
| | | te <u>n</u> nis | | bru <u>s</u> h | |

2.2 Read the following words paying your attention to the rules of reading. (Appendix3).

Luck, chose, city, ship, see, Britain, chess, finish, space, pens, come, sun, ice, cheese, match, cut, fetch, centre, that, pack, sister, school, register, fox, this, hats, stand, with, knock, while, tooth, bags, success, lack, act, dog, shut, boy, second, maps, copy, back, writer, peace, June, evening, scholar, knowledge, symphony, head, gentle, major, charm, friend, character, sixth, phonetics, knit, page, shoot, excuse, jug, teeth, picnic, sick, holiday, general, phase, ago, certainly, these, knew, which, behave, capital, quota, teeth, taxi, knew, rich, who, luck, much, boys, children, docks, cry, seventh, close, critic, quick, luck, caps, face, wrestling, since, cap, cheese, sick, know, interesting, morning.

2.3. Read the transcription of the words. Write them down, translate.

[dɪ'laɪt], [braɪt], [tʃɑ:ns], ['rɪəlaɪz], [ˌʌndə'stænd], [ʌn'nəʊn], [spi:tʃ], [ju:'naɪt], ['mænjuəl], [kə'mju:nikeɪt], [ə'brɔ:d], ɪk'skæ:ʃn], [ɪks'tʃeɪndʒ], ['nɒlɪdʒ], [sɜ:f], [ˌpɒlɪ'tɪʃ(ə)n], ['særəntɪst]

READING SECTION

Task №3. Read and translate the poem «Oh, English! You are a joy!»

O, English! You are a joy, delight,
That makes us busy, friendly, bright.
You are a chance to see the world,
That is so beautiful and old.
You are a chance to realize
If man can try to be so wise,
To understand unknown speech,
And then exclaim: "It is so rich!"

It's so nice to grasp creation
And master thoughts and inspiration.
It's so great to keep in touch,
With all the world and speak so much.
I know that people mustn't fight.
And English helps them all to unite.
O, English! You've become my friend
Whom I should better understand.

Task №4. Read and translate the text «English is the language of the modern world». Mind the Active Vocabulary

Active Vocabulary

- in the course of the last hundred years - за последние сто лет
- a "provincial" language [prə'vɪnʃl 'læŋgwɪdʒ] - провинциальный язык
- importance [ɪm'pɔ:tns] - важность, значение
- a mother tongue ['mʌðə tʌŋ] - родной язык
- an official language [ə'fɪʃl 'læŋgwɪdʒ] - официальный язык
- United Kingdom [ju:'naɪtɪd'kɪŋdəm] - Соединённое Королевство
- Northern Ireland [ˌnɔ:ðən'aɪələnd] - Северная Ирландия
- Australia [ɔs'treɪliə] – Австралия
- New Zealand [ˌnju:ˈzi:lənd] - Новая Зеландия
- republic [rɪ'pʌblɪk] - республика
- Irish ['aɪərɪʃ] - ирландский
- Chinese [ˌtʃaɪ'ni:z] - китайский
- major ['meɪdʒə] - главный
- an international language [ˌɪntə'næʃənl 'læŋgwɪdʒ]
- международный язык
- communication [kə,mju:nɪ'keɪʃn] - общение
- area ['eəriə] - область
- science['saɪəns] - наука
- technology [tek'nɒlədʒɪ] - техника
- literature ['lɪt(ə)rətʃə] литература
- the United Nations organization [ju:'naɪtɪd 'neɪʃ(ə)nz 'ɔ:gənaɪzeɪʃn] - ООН
- the world community [kə'mju:nəti] - мировое сообщество
- the purpose ['pʊr:pəs] of communication - цель общения
- basic knowledge ['nəʊlɪdʒ] - базовые знания
- to speak to people from other countries - разговаривать с людьми из разных стран
- to read foreign authors ['fɔ:rn 'ɔ:θə] - читать иностранных авторов
- in the original [ə'rɪdʒənl] - в оригинале
- make one's outlook wider - расширить ч.-л. кругозор

Today English is the language of the world. It is only in the course of the last hundred years that English has become a world language. In Shakespeare's time it was a "provincial" language of secondary importance with only 6 million native speakers. Nowadays over 300 million people speak it as a mother tongue.

English is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. It is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. English is also spoken as a second language in the former British and US colonies. In a number of speakers (400 million) it is second only to Chinese.

English is also spoken as a second language in the former British and US colonies. In a number of speakers (400 million) it is second only to Chinese.

English is the major international language of communication in such areas as science, technology and business. It is the language of literature, education, modern music, and international tourism. English is the major language of diplomacy; it is one of the official languages of the United Nation organization and other political organizations.

Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today.

One should say that English is not an easy language to learn. There is a big problem of spelling, of the large number of exceptions to any rule. This language is very idiomatic and the prepositions are terrible. English is one of those languages which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. But if you cross this bridge it will give you great satisfaction. You will be able to speak to people from other countries, to read foreign authors in the original, which makes your outlook wider. To know English today is absolutely necessary for every educated man, for every good specialist.

Task№5. Match the pairs

| | | |
|----|---------------------------------------|-----------------------------------|
| 1 | a foreign language | a. - носители языка |
| 2 | of secondary importance | b. - преимущества |
| 3 | native speakers [ˌneɪtɪvˈspiːkə] | c. - наука |
| 4 | a mother tongue [ˈmʌðə tʌŋ] | d. - цель общения |
| 5 | basic knowledge [ˈbæzɪk dʒ] | e. - легко (что-либо сделать) ... |
| 6 | the purpose [ˈpʊrps] of communication | f. - иностранный язык |
| 7 | science [ˈsaɪəns] | g. - процесс изучения |
| 8 | advantages | h. - родной язык |
| 9 | disadvantages | i. - литература |
| 10 | the process of learning | j. - второстепенной важности |
| 11 | It is easy to ... | k. - недостатки |
| 12 | literature [ˈlɪt(ə)rətʃə] | l. - базовые знания |

Task№6. Find the English equivalents to the Russian ones in the text.

мировой язык, крайне необходимо, ужасно, огромное удовлетворение, легко в начале, владение знаниями (мастерство), мост, огромное количество исключений, образование, современная музыка, провинциальный язык, приставки, может показаться легким, особенно жизненно важен, бывшие британские колонии.

Task№7. Make up groups of words. Put them down into the table and translate them. Mind the Active Vocabulary.

| | | | |
|----|----------------|------------------|--|
| 1 | to cross | a. tongue | |
| 2 | it takes | b. language | |
| 3 | speak | c. community | |
| 4 | mother | d. organizations | |
| 5 | an official | e. the bridge | |
| 6 | a large number | f. a long time | |
| 7 | a second | g. English | |
| 8 | the world | h. tourism | |
| 9 | political | i. of exceptions | |
| 10 | international | j. language | 5j. an official language - официальный язык |

Task№8. Read the words given in the transcription.

[ˈlæŋgwɪdʒ], [lɜ:n], [wɜ:ld], [əˈfɪl], [ˈhʌndrəd], [ˈsekənd], [ɪmˈpɔ:tns],
[ˌneɪtɪvˈspi:kə], [ˈnaʊədeɪz], [ˈæbsəlu:tli], [ˈnesəsəri], [ˈkɒləni], [ˌɪntəˈnæʃənl],
[ˈtuəri(ə)m], [ˈɔ:gənaɪzeɪʃn], [ˈpɜ:pəs], [kəˌmju:nɪˈkeɪʃ(ə)n], [ɪkˈsepʃn],
[kəˈmju:nəti], [ˈsaɪəns].

Task№9. Complete the sentences. Use the ideas for the Text «English is the language of the modern world».

1. English is ...
2. If you can speak English, you will be able to ...

Task№10. Complete the table. Use the information given in the Text «English is the language of the modern world».

| № | The number of English native speakers | The names of the countries where English is the official language | The areas where English is widely used | Is it easy to learn English? | Why is it good to speak English? (advantages of speaking English) |
|---|---------------------------------------|---|--|------------------------------|---|
| | | | | | |

Task№11. Answer the questions:

1. It is easy to learn foreign languages?
2. Which language in the world is spoken by most people?
3. When did you begin learning English?
3. What was the process of learning?
4. Why is English not an easy language to learn?
5. Why is it necessary to learn English?
6. What advantages have the people who know foreign languages?

Task№12. Read the text and translate it. Try to understand the main idea of the text. Mind the Active Vocabulary

Active Vocabulary

| | |
|--|--|
| <ul style="list-style-type: none"> - by international treaty - по международному соглашению - airport communication - связь аэропорта - aircraft communication - авиационная связь - widespread acceptance - широкое распространение - leaves out those who - оставляет в стороне тех, кто... - minority language - язык этнического меньшинства - indigenous [in'dɪdʒ(ə)nəs] language - язык коренного народа - throughout the globe - по всему миру - pool information - суммировать информацию | <ul style="list-style-type: none"> - a second language - второй язык - numerous arguments - много доводов - on the one hand - с одной стороны - on the other hand - с другой стороны - with respect to - что касается... - disappearance - исчезновение - death - смерть - cause - быть причиной - displace - вытеснять - contain - содержать (что-либо) - borrow - заимствовать (ч.-л.) - appear - появляться - influence of - влияние (к.-л.) - aid = help |
|--|--|

While English is not an official language in many countries, it is the language most often taught as a second language around the world. It is also, by international treaty, the official language for aircraft/airport communication. Its widespread acceptance as a first or second language is the main indication of its worldwide status.

There are numerous arguments for and against English as a global language. On the one hand, having a global language aids in communication and in pooling information (for example, in the scientific community). On the other hand, it leaves out those who, for one reason or another, are not fluent in the global language.

A secondary concern with respect to the spread of global languages (including major languages other than English such as Spanish, Chinese, Arabic, etc.) is the resulting disappearance of minority languages, often along with the cultures and religions that are primarily transmitted in those languages. Language death caused by English has been particularly pronounced in areas such as Australia and North America where speakers of indigenous languages have been displaced or absorbed by speakers of English in the process of colonization. The expansiveness of the British and the Americans has spread English throughout the globe.

The major varieties of English in most cases contain several sub varieties, such as Cockney slang within British English, Newfoundland English, and the English spoken by Anglo-Quebecers within Canadian English, and African American English within American English. English is considered a language with no variety being clearly considered the only standard. Because of English's wide use as a second language, English speakers can have many different accents, which may identify the speaker's native dialect or language.

Just as English itself has borrowed words from many different languages over its history, English words now appear in a great many languages around the world, indicative of the technological and cultural influence of English speakers.

Task№13. Find in the text the English equivalents to the Russian ones.

разные языки, распространение международного языка, например; единственный стандарт; многочисленные доводы; преподают как иностранный по всему миру; по той или иной причине; научное сообщество

Task№14. Look through the text again and complete the groups of words. Put the missing prepositions.

1. most often taught ___ a second language;
2. has borrowed words ____ many languages;
3. in areas such ___;
4. because ___ English's wide use;
5. speakers ___ indigenous languages;
6. it leaves ___ those who;
7. a global language aids ___ communication;
8. ___ international treaty

Task№15. Read the groups of words in Task№14 and translate them into Russian. Mind the Active Vocabulary.

Task№16. Fill in the gaps. Read and translate the words.

S__ientifi__, la__gu__ge, c__ntain, English sp__ __ker, w__despre__d
a__ceptance, the process__ of colon__za__ion, of__icial, c__ __ntry, influenc__,
dif__erent ac__ents, disappe__ranc__.

LISTENING SECTION.

Task№17. Listen to the speaker. And fill in the gaps.

Where _____ without language? We'd all be in our own worlds and we'd never _____. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't _____ body language or sign language. The _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language _____. I think language is amazing. It means we can tell anyone anything. I often think _____ there are so many languages in the world. If there was only one language, we could all communicate better. _____, we'd all understand one another better. What _____ language be? At the moment, English.

Task№18. Correct the spelling. Use the words in the box.

| | | | | |
|----------|---------|-------|---------|------------|
| better | really | means | moment | understand |
| anything | amazing | would | imagine | special |

Where uowld we be without language? We'd all be in our own worlds and we'd never ylelar have a life. Can you eiginam never talking to anyone? Of course if there was no language, we wouldn't be able to use body language or sign language.

The fact that we do have languages esmna we have gone to the moon and built things like the Internet – which also needs a alpesic computer language to work properly. I think language is iaazngm. It means we can tell anyone hinagtny. I often think it's a shame there are so many languages in the world. If there was only one language, we could all communicate trbeet. Perhaps that way, we'd all nsdednraut one another better. What would the world language be? At the tmonem, English.

Task№19. Unjumble the words. Put down the text into your copy-books. Translate it.

we would Where language without be? We'd all be in our own worlds and we'd never really have a life. Can you imagine never talking to anyone? Of course if there was no language, wouldn't we language body use to able be or sign language. do languages fact we have The that means we have gone to the moon and built things like the Internet – needs also which computer special a language to work properly. I think language is amazing. anyone It we tell anything means can. I often think it's a shame there are so many languages in the world. If there was only one language, better all we communicate could. Perhaps that way, one all another understand we'd better. the would What be language world? At the moment, English.

GRAMMAR SECTION

Task№20. Choose the right option. Remember the «Personal Pronouns».

1. Mary

- a. he b. they c. she d. we

2. Richard

- a. they b. she c. I d. he

3. Bob and Tim

- a. they b. you c. we d. he

4. The desk

- a. he b. it c. they d. she

5. Bob and I

- a. she b. it c. you d. we

6. The mobile phone

- a. he b. it c. we d. they

7. The boys

- a. we b. it c. they d. he

8. The woman

- a. he b. they c. she d. you

9. Mrs. Nelson

- a. she b. they c. he d. we

10. The trousers

- a. it b. you c. he d. they

Task№21. Put the correct personal pronouns: I, You, He, She, It, We, You, They into the spaces. Look at the words in brackets.

1. _____ is dreaming. (Susan)
2. _____ is white. (the ball)
3. _____ are on the table. (the books)
4. _____ is running. (the dog)
5. _____ are exercising in the gym. (my girlfriend and I)
6. _____ are in the garden. (the flowers)
7. _____ is riding his skateboard. (Sean)
8. _____ is from Prague. (Petra)
9. _____ has got a brother. (Jake)
10. Have _____ got a smartphone, Max?

Task№22. Fill in the blanks with "he", "she", "it", "they" or "we"

1. The boy is fat. _____ is fat.
2. The girl is tall. _____ is tall.
3. I go to school with my friends. _____ go to school.
4. The horse is strong. _____ is strong.
5. Lek is a policeman. _____ is a policeman.
6. Mary and John come from England. _____ come from England.
7. Malee is a teacher. _____ is a teacher.
8. My family and I go to Pattaya. _____ go to Pattaya.
9. The dog runs fast. _____ runs fast.
10. The students study English. _____ study English.
11. The man is strong. _____ is strong.
12. The dog is fat. _____ is fat.
13. My mother is kind. _____ is kind.
14. You and I are students. _____ are students.
15. The books are on the desk. _____ are on the desk.
16. The nurse is in the car. _____ is in the car.
17. The buses are on the road. _____ are on the road.
18. The policeman is strong. _____ is strong.

ПРАКТИЧЕСКАЯ РАБОТА № 2

Тема 1.2. English is the global language

Цель: формировать и развивать коммуникативную и социокультурную компетенции. Научиться выражать свою точку зрения по поводу необходимости иностранного языка в жизни каждого человека и студента с приведением аргументов.

Задачи:

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

2. познавательная: обучающиеся знакомятся с доказательствами того, что английский язык по праву считается международным языком общения, обмениваются мнениями относительно своих причин изучения английского языка.

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;
- учебник;
- раздаточный материал;
- аудиозапись;
- карта англоговорящих стран

СОДЕРЖАНИЕ РАБОТЫ

PHONETICS COURSE

Task №1. PRONUNCIATION SECTION

1.1. Read the words and mind the Rules of Reading

| III. Syllable: Vowel +r | | | | |
|-------------------------|-------------------|-------------------|-------------------|------------------------|
| ar [a:] | or [o:] | er [ɜ:] | ur [ɜ:] | ir / yr [ɜ:] |

| | | | | |
|--|--|--|---|---|
| <u>part</u> <u>park</u> <u>car</u> <u>dark</u> smart <u>star</u> <u>farm</u> <u>farmer</u> <u>card</u> | <u>pork</u> <u>port</u> <u>fork</u> mortal immortal <u>born</u> <u>corner</u> <u>north</u> <u>northern</u> | <u>Bert</u> <u>term</u> <u>her</u> <u>herd</u> <u>serve</u> <u>server</u> | <u>turn</u> <u>burn</u> <u>fur</u> <u>murder</u> | <u>sir</u> <u>third</u> <u>myrtle</u> <u>girl</u> <u>firm</u> <u>circle</u> <u>fir</u> conf <u>irm</u> |
|--|--|--|---|---|

1.2. Read the words given below. Mind the rules: I, II and III syllables.

port, take, bird, bye, tell, sun, sunny, torn, she, turtle, gym, dark, duck, fine, port, sky, dwel, time, sister, job, help, dirty, mud, hundred, home, twelve, murder, line, mine.

1.3. Read the words and mind the Rules of Reading

| IV. Syllable: Vowel + r+e | | | | |
|--|---|---|----------------------------|---|
| are [eə] | ore [ɔ:] | ere [ɪə] | ure [juə] | ire / yre [aɪə] |
| <u>hare</u> <u>care</u> <u>dare</u> <u>fare</u> | <u>store</u> <u>more</u> <u>snore</u> <u>sore</u> <u>bore</u> | <u>here</u> <u>sphere</u> <u>mere</u> | <u>pure</u> <u>cure</u> | <u>tire</u> <u>tyre</u> <u>tired</u> <u>mire</u> |

1.4. Read the words given below. Mind the rules: I, II and III syllables.

sphere, fate, pine, myrtle, me, snore, mad, sad, here, there, target, gym, think, tune, fire, happy, turn, note, tell, lure, herb, nice, parsley, thirty, thirsty.

1.5. Read the words. Mind the rules of reading of Silent Letters.

| Silent letters | | | | | | | | | |
|---|--|------------------------------|---|----------------------------------|---|---|--|---|---|
| wr [r] | kn [n] | bt [t] | bm [b] | mn [m] | gh [-] | ight [ait] | gn [n] | wh+o [h] | wh + e/i/y [w] |
| <u>write</u> <u>wrong</u> <u>wrap</u> | <u>knee</u> <u>know</u> <u>knight</u> <u>knot</u> | <u>debt</u> doub <u>t</u> | <u>comb</u> bom <u>b</u> tom <u>b</u> | aut <u>umn</u> colum <u>n</u> | daugh <u>ter</u> eigh <u>t</u> high knight | <u>fight</u> <u>might</u> <u>knight</u> <u>light</u> <u>night</u> | <u>gnaw</u> <u>gnat</u> <u>gnome</u> design | <u>who</u> <u>whose</u> <u>whom</u> <u>whole</u> | <u>white</u> <u>when</u> <u>why</u> |

1.6. Read the words. Mind the rules of reading

Column, design, knee, bomb, eight, know, writer, why, knight, gnome, doubt.

READING SECTION

**Task№2. Read and translate the text “Why should we learn English?”
Answer the questions given below. См. список литературы [1: 77]**

Task№3. Match the pairs.

| | | | |
|---|---|-----------------------------|---|
| 1 | a manual | a. [kə'mju:nikeit] | зарабатывать много денег |
| 2 | to read texts in the original | b. [dʒɒb] | руководство, справочник |
| 3 | to communicate with people | c. ['mænjuəl] | путешествовать по всему миру |
| 4 | to earn much money | d. ['kʌntri] | получить хорошую работу |
| 5 | professional literature | e. [ə'ri:dʒənəl] | заводить друзей, живущих в других странах |
| 6 | to travel all around the world | f.[prə'feʃənl 'litrətʃə] | читать тексты в оригинале |
| 7 | to make friends living in other countries | g. ['træv(ə)l] | общаться с людьми, живущими за границей |
| 8 | to get a better job | h. [z:n] | профессиональная литература |

Task№4. Make up sentences using the phrases given below. Translate and put them down into your copybooks.

Model: (+) **I want to** find a friend from another country.

I want to earn a lot of money.

- a) to find a job abroad
- b) to go on holiday abroad
- c) to earn a lot of money
- d) to become a politician
- e) to travel everywhere in the world
- f) to watch films in the original language
- g) to go abroad on an exchange program
- h) to read books in the original language
- i) to get access to the Internet
- j) to make friends with people from other countries
- k) to communicate with people from other countries
- l) to work as a secretary
- m) to make presentations at international conferences

Task№5. Complete the sentences. Express your opinion.

I. Learning English for me is ...

- a hobby
- a real disaster

- an opportunity
- a necessity
- a pleasure

II. I learn English to

- find a well-paid job (abroad)
- travel around the world
- read books in the original language
- watch movies in the original
- make friends with people from other countries
- play computer games with people from abroad
- get good marks in college

Task№6. Read the Text «Don't learn English!», translate it and explain your answer. Mind the Active Vocabulary

Active Vocabulary

- | | |
|---|---|
| - awful things - ужасные вещи | - talk to a waiter - разговаривать с официантом |
| - can happen to you - могут с тобой произойти | - on an excursion - на экскурсии |
| - everywhere - везде | - sales assistant - продавец |
| - exchange program - программа обмена | - nervous- нервный |
| - peace and quiet - мир и покой | - broadcast - транслировать (по телевизору) |
| - you'll be able - ты сможешь | - knowledge - знания |
| - secondly - во-вторых, ... | - Horrible, isn't it? - Ужасно, не правда ли? |
| - advice - совет (рекомендация) | - get an important job - получить важную работу |
| | - make reports - сделать доклад |
| | - follow our advice - последуй нашему совету |

Model: (+) I agree with the statement that ...

(-) I can't agree with the statement that ...

Don't learn English! It may ruin your life.

- *You hate the Internet and computers.*
- *You aren't ambitious about your future job and you don't want to earn a lot of money.*
- *You aren't interested in travelling and communicating with other people.*
- *You think that all books and films in other languages are boring.*

If that is what you think, you shouldn't learn English, because if you learn it, five awful things can happen to you.

1. You'll be able to travel all over the world and communicate with people everywhere. This is really nasty. First of all, you don't want to travel abroad because you're quite happy at home. Secondly, why should you talk to a waiter in a hotel in Egypt or listen to an English-speaking guide on an excursion to the Tower of London? Thirdly, who wants to talk to the sales assistant in an Italian shop or ask somebody for direction in Thailand? And finally, you don't want to

meet those cool guys who came to your town on an exchange program. All these people can just learn Russian, can't they?

2. You'll always get the news first. This may make you really nervous. The saying "No news is good news" is right. If you learn to speak English, you'll have to watch the international television networks: CNN and the BBC that broadcast faster and more professionally than smaller national networks. You can get them everywhere in the world, so you'll never get any peace and quiet.

3. You'll get across to information to any subject. Nobody needs that much knowledge. We live in the information age anyway, and you already get more information than you want. If you make a bad mistake and learn just one more language, English for example, you'll be able to surf the Internet day and night because most of the websites on the Internet are in English. You'll also be able to read any book on any subject. Most books in the world have English translations. But reading all night and surfing the Net are really bad for your health, don't you agree?

4. You'll learn a lot about your favourite music group. Imagine that one day you'll be able to understand the words of all your favourite English songs. What if they are not as good as you thought? Or think: you'll be able to watch British or American films in the original language. Who knows, you may never want to listen to bad translations again. Don't start!

5. And worst of all: you'll find a fantastic job and earn a lot of money. Horrible, isn't it? Stay away from English and you'll be safe because top-class diplomats, politicians, scientists and artists everywhere in the world use English to communicate with each other. You don't want to be one of them, do you? Almost all business in Russia today is international. Even a secretary has to write letters in English and speak English on the phone. And if you are really unlucky and get an important job, you may have to go to international conferences, read international business newspapers and make reports in English. So, follow our advice: Don't learn English!

Task№7. Find the English equivalents in the Text « Don't learn English!»

тебе не интересно путешествовать, скучно, ужасные вещи, путешествовать по всему миру, неприятно (противно), разговаривать с официантом в отеле, на экскурсии, крутые парни, отсутствие новостей- это хорошие новости, международные телесети, в мире, знания, жить в век информации, совершить серьезную (плохую)ошибку, сидеть в интернете день и ночь, чтение всю ночь, твоя любимая музыкальная группа, любимые песни на английском, смотреть фильмы на языке оригинала, самое худшее, найти превосходную работу, зарабатывать много денег, политики, ученые, общаться друг с другом, международный, писать письма, невезучий, поехать на международную конференцию, сделать доклад на английском языке, последовать нашему совету.

Task№8. Answer the questions given below. Do you agree that...:

- people who want to talk to you should learn Russian?
- if you're very professional, you'll always get a well - paid job everywhere in the world? English won't be important.
- it is more interesting to listen to songs that you don't understand?
- computers are very bad for your health?
- no news is good news and too much information is bad for you?

Task№9. Match the verbs and word combinations with all the suitable nouns. Put the word groups on paper and translate them.

| | | | |
|---|------------|--------------------------------|--|
| 1 | | money | |
| 2 | make | information | |
| 3 | get access | the Internet | |
| 4 | follow | advice | |
| 5 | read | books in the original language | |
| 6 | earn | news | |
| 7 | broadcast | knowledge | |
| | | a presentation | |

Task№10. Read people's opinions about learning English. What do you think of that?



I learn English because I want to be able to make friends in other countries.

I must learn English to watch films in the original.

I learn English because I want to be an intelligent person.

I learn English because I want to be able to travel all over the world.

I want to communicate with people living abroad.

I want to be able to read and translate professional literature in English.

I like to listen to music in the original

I want to be able to understand people everywhere.

Task№11. Developing Speech (Dialogue). Ask and answer questions on “Learning English”.

Ann: We are talking about learning English (any foreign language). Students may learn English for their future job, pleasure and business. Do you think it’s a hard work to learn foreign languages?

Jon: Yes, to master a foreign language, you have to practice, practice and practice. You have to have free time and to love the language you’re studying. Most of you have to speak it regularly.

Alice: That’s true. I’m afraid I never have enough free time.

Ann: Oh, it’s the same old story, isn’t it? Everybody wants to learn foreign languages, but few people really master them.

Alice: That’s right. One day I shall study and learn English when I have more time.

Sam: Oh, never put off till tomorrow what you can do today. Let’s take me. I took private lessons, met with my teacher twice a week and worked very hard. My teacher was satisfied, but I wasn’t. My pronunciation is still very poor and my grammar leaves to be desired. I speak very slowly and find it difficult to understand English when people speak it very fast. But I do my best.

Ann: Yes, a foreign language is a skill. And to learn the language properly you have to communicate, to immerse yourself in the language. You have to use it wherever you can. That’s the main thing.

Task№12. Make a similar conversation. In what circumstances will you use English in the future? Think about work, travel, social situations, the Internet, etc. Work in pairs.

Task№13. Work in pairs and make up short dialogues “Learner questionnaire: What kind of learner are you?”

Questions:

1. How often do you practice your English? And where?
2. How active are you during the lesson in class? Do you always ask questions?
3. Do you like speaking English in front of a group of people? Why?
4. What do you think about making mistakes while speaking?
5. How often do you use a dictionary in class?
6. Is expanding* your Active Vocabulary really important to you?
7. What do you think of working on English phrases and idioms in class and on your own?
8. What is Grammar to me?
9. Do you agree that good pronunciation in English is very important to you?
10. Do you like writing essays and letters in English? Why?
11. Why are you learning English?
12. Is English a pleasure, a disaster, a necessity or a hobby for you? Why?
13. Why do you need a good command in English?

Possible answers:

- 1) I never / sometimes / often practice my English outside class.

- 2) I am usually very active / quiet / rather lazy in class, and I never / sometimes / often ask questions.
- 3) I'm very / reasonably / not all confident about speaking English in front of a group of people.
- 4) I worry a lot / worry a bit / don't worry at all about making mistakes.
- 5) I sometimes / never / often use a dictionary in class / for my homework.
- 6) Expanding my vocabulary is / isn't one of my priorities.
- 7) I am very / fairly / not very interested in work on English phrases and idioms.
- 8) Studying and remembering grammar rules is / isn't very important to me. I feel / don't feel I need to do a lot of work on grammar.
- 9) I feel / don't feel I need to revise a lot of the grammar and vocabulary I have learnt in the past.
- 10) I think it's extremely important / quite important / not very important to have good pronunciation in English. Improving my pronunciation is / isn't a priority for me.
- 11) For me, writing essays, letters, etc. in English is reasonably easy / a real problem / not that important.
- 12) I'm learning English for pleasure / job / travelling because I have to... .
- 13) I attend classes because I need / will need English in my job / for my studies / at some point in the future.

GRAMMAR SECTION

Task №14. Put the words in the right order.

1. books / I / read.
2. movies / watch / I / English.
3. we / manuals / English / read.
4. travelling / like / I.
5. make / I / friends / abroad.
6. practice / my English / I.
7. is / English grammar / a disaster.
8. listen / I / to music.
9. we / with people / communicate / living abroad.
10. is / my hobby / English.

Task №15. Translate the sentences given below. Use the Active Vocabulary.

1. Английский для меня - это катастрофа.
2. Я учу английский, чтобы путешествовать по всему миру.
3. Я учу английский, чтобы читать руководства по эксплуатации в оригинале.
4. Английский для меня это хобби.
5. Я учу английский язык, чтобы получить высокооплачиваемую работу.
6. Английский для меня это прекрасная возможность получить работу за границей.
7. Английский - это удовольствие.

8. Английский для меня - это необходимость.
9. Я учу английский, чтобы получать хорошие оценки на уроке. (at the lessons)

ПРАКТИЧЕСКАЯ РАБОТА №3

Тема 1.3. Speaking etiquette.

Цель: создание условий для личностной самореализации и личностного развития каждого обучающегося, формирование у него общекультурных, учебно-познавательных, коммуникативных, информационных и здоровьесберегающих компетенций по средствам погружения в тему. Научиться вести светскую беседу в ситуациях «Знакомство», «На вечеринке», «Приглашение на праздник» (в режиме формального и неформального общения)

1. учебная: познакомить учащихся с понятием «речевой этикет»; научить их обращаться к незнакомому человеку; систематизировать их знания о формах обращения в семье.

2. развивающая: развивать фонематический слух учащихся; развивать логическое мышление учащихся, способность к языковой догадке; развивать долговременную память учащихся, развивать когнитивную, эмоционально-волевую, потребностно-мотивационную, интеллектуальную сферы личности учащихся.

3. воспитательная: воспитывать культуру речевого поведения; воспитывать уважение к правилам речевого этикета в Англии; воспитывать интерес к культуре изучаемого языка, а также воспитание чувства собственного достоинства и уважения к другим, толерантности и национального самосознания.

4. познавательная: обучающиеся знакомятся с понятием «речевой этикет» в англоязычных странах, некоторых особенностях ведения диалога-приветствия в разных ситуациях.

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

Тип урока: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

I. PRONUNCIATION SECTION

1.1. Read the words and mind the Rules of Reading

| Combinations with the vowel A | | | | | | | | |
|---|----------------|-------------|-------------|---------------------------------------|--------------------------------------|--|---|--|
| au [o:] | ai [ei] | ay [ei] | aw [o:] | air [eə] | a+ll [ɔ:] | a+ss/ a+sk/ a+st [a:] | a+nt/ a+nce/ a+nch/ a+ns [a:] | a+ft/ a+lf/ a+th [a:] |
| Paul autumn August daughter fauna | paint drain | play bay | gnaw awl | air pair dairy stair fair | all ball small tall mall | pass brass pass ask task mask fast | plant grant dance glance branch answer | craft after calf half rather father |

1.2. Read the words given below. Mind the Rules of reading.

grass, task, Paul, call, football, law, play, dairy, awl, dance, father, caught, drain, craft, grant.

1.3. Read the words and mind the Rules of Reading.

| Combinations with the vowel E | | | | | | | | | |
|-------------------------------|--|---|------------|----------------|---------------|-------------------------------------|----------------|-----------------------------|---------------------------|
| ee [i:] | ea [i:] | ea [e] | ea [ei] | ey [ei] | ei [ei] | ew/eu [ju:] | eer [iə] | ear [iə] | ear+ Consonant [ɜ:] |
| meet fee bee | lead (лидировать) read (читать) leave eat | lead (свинец) read (читал) bread health measure | great | they convey | vein eight | dew new few euro Europe | deer career | hear ear tear fear | pearl Earth |

1.4. Read the words given below. Mind the Rules of reading.

eight, feet, eat, great, pearl, career, convey, few, vein, fear, bread, Europe, health, Earth

1.5. Read the words given below. Mind the Rules of reading.

caught eight, Paul feet, dairy, great, awl, law career, convey, Europe, vein, , bread, grant, health, Earth, grass, task, few, call, football, eat, play, pearl, dance, father, fear, drain, craft.

1.7. Read the words and mind the Rules of Reading.

| | | | | | | | | | | | | |
|--------------------------------------|------------------------------|-----------------|--------------|--------------|-------------------------------|---------------------------------|----------------------|-----------------------|--|--|--------------|-----------------------|
| oo [u] | oo [u:] | o+th [ʌ] | o+n [ʌ] | o+m [ʌ] | o+v [ʌ] | oy / oi [ɔɪ] | oa [ou] | ou [au] | ow [au] | ow [ou] | oor [uə] | oor [o:] |
| book took look good foot | moon tool noon fool | mother other | month son | some come | love lover dove oven | point void toy destroy | coat boat road | about proud out | row- ссора ряд bow - поклон brown now crowd | row - ряд bow - дуга low slow | poor moor | door floor moor |

1.8. Read the words given below. Mind the Rules of reading.

health, mother, play, bread, row, love, low, good, dance source, Earth, door, point, destroy caught, eight, Paul, dairy, flour drain great, awl, law, career, convey, Europe, vein, grant, grass, task, few, call, football, eat, pearl, brown, father, fear, feet, craft.

1.9. Read the words. Mind the rules of reading of consonant combinations.

see [1:13]

II.SPEAKING SECTION

Speaking etiquette

Task№2.1. Read the dialogue and act it out.

John : Hello.
 Amy : Hi.
 John : How are you?
 Amy : I'm good. How are you?
 John : Good. Do you speak English?
 Amy : A little. Are you American?
 John : Yes.
 Amy: Where are you from?
 John : I'm from California.
 Amy : Nice to meet you.
 John : Nice to meet you too.

Task№2.2. Read the list of countries and nationalities in English. Mind the pronunciation.

The list of countries and nationalities in English

| COUNTRY | ADJECTIVE | NOUN (Person) |
|---------|-----------|---------------|
| Africa | African | an African |
| America | American | an American |

| | | |
|------------------------|-------------|------------------------------|
| Argentina | Argentinian | an Argentinian |
| Austria | Austrian | an Austrian |
| Australia | Australian | an Australian |
| Belgium | Belgian | a Belgian |
| Brazil | Brazilian | a Brazilian |
| Britain | British | a Briton/Britisher |
| China | Chinese | a Chinese |
| Colombia | Colombian | a Colombian |
| the Czech Republic | Czech | a Czech |
| Denmark | Danish | a Dane |
| England | English | an Englishman / Englishwoman |
| Finland | Finnish | a Finn |
| France | French | a Frenchman / Frenchwoman |
| Germany | German | a German |
| Greece | Greek | a Greek |
| Holland | Dutch | a Dutchman / Dutchwoman |
| Hungary | Hungarian | a Hungarian |
| India | Indian | an Indian |
| Indonesia | Indonesian | an Indonesian |
| Ireland | Irish | an Irishman / Irishwoman |
| Jamaica | Jamaican | a Jamaican |
| Japan | Japanese | a Japanese |
| Mexico | Mexican | a Mexican |
| Poland | Polish | a Pole |
| Portugal | Portuguese | a Portuguese |
| Rumania | Rumanian | a Rumanian |
| Russia | Russian | a Russian |
| Scotland | Scottish | a Scot |
| Serbia | Serbian | a Serb |
| the Slovak Republic | Slovak | a Slovak |
| Sweden | Swedish | a Swede |
| Switzerland | Swiss | a Swiss |
| Thailand | Thai | a Thai |
| The USA | American | an American |
| Turkey | Turkish | a Turk |
| Vietnam | Vietnamese | a Vietnamese |
| Wales | Welsh | a Welshman / Welshwoman |
| Yugoslavia | Yugoslav | a Yugoslav |

Task №2.3. Use the information given in the table. Work in pairs. Ask and answer the questions. Use the Model.

Model:

1. Where are you from?

- I'm from ... / I come from ...
2. What is your nationality?
- I'm ...
3. What language(s) can you speak? - I speak...

Task2.4. Complete the sentences according to the Model.

Model: - I live in Russia. I'm Russian. I can speak Russian. / I can speak Russian and English. I want to speak Italian. What about you?

| Country | Nationality | Language |
|------------------------------------|------------------------------|------------------------------|
| Argentina | Argentine [ˈɑːdʒ(ə)ntaɪn] | Spanish |
| Australia [əʊ'streɪliə] | Australian | English |
| Belgium [ˈbeldʒəm] | Belgian | French / Flemish |
| Brazil | Brazilian | Portuguese [ˌpɔːtʃu'gɪz] |
| Canada | Canadian | English / French |
| Chile [ˈtʃɪli] | Chilean [ˈtʃɪliən] | Spanish |
| China [ˈtʃaɪnə] | Chinese [ˈtʃaɪniːz] | Chinese |
| Colombia [kə'lɒmbɪə] | Colombian | Spanish |
| Costa Rica | Costa Rican | Spanish |
| Cuba [ˈkjuːbə] | Cuban [ˈkjuːbən] | Spanish |
| Egypt [ˈiːdʒɪpt] | Egyptian [ɪ'dʒɪptʃn] | Arabic |
| Germany [ˈdʒɜːmənɪ] | German [ˈdʒɜːmən] | German |
| Greece | Greek | Greek |
| Ireland [ˈaɪələnd] | Irish [ˈaɪəriʃ] | Irish / English |
| Italy | Italian | Italian |
| Japan [dʒə'pæn] | Japanese [ˌdʒæpə'niːz] | Japanese |
| Korea | Korean | Korean |
| Mexico | Mexican | Spanish |
| New Zealand | New Zealander | English / Maori |
| Norway [ˈnɔːweɪ] | Norwegian [nɔː'wiːdʒən] | Norwegian |
| Russia | Russian | Russian |
| Sweden [swiːdn] | Swedish [ˈswiːdɪʃ] | Swedish |
| Switzerland [ˈswɪts(ə)lənd] | Swiss | Swiss |
| Turkey [ˈtɜːki] | Turkish [ˈtɜːkiʃ] | Turkish |
| The USA (United States of America) | English / American | American English |
| Wales [weɪlz] | Welsh [welʃ] | Welsh / English |
| Vietnam [ˌviːet'næm] | Vietnamese | Vietnamese [viˌetnə'miːz] |

Task№2.5. Use the information from Task№2.3 and the table, tell about yourself.

Model: Hello! I'm Ivan. I'm from Russia. I can speak Russian and English, but I can't speak French. And you? What is your name? Where are you from? What languages can you speak?

LISTENING SECTION

Task№ 2.6. Listen to the dialogues and complete the table.

Dialogue№1.

Julia: Hey. Nathan.

Nathan: I have never asked you before but what is your hometown?

Julia: My hometown is Washington.

Nathan: I'm from New Jersey.

Julia: Oh cool! I like New Jersey.

Dialogue№2.

Garry: Hey Yuki! How are you?

Yuki: Hi, Garry. I'm good. How about you?

Garry: I'm just fine.

Yuki: Okay.

Garry: Sorry to bother you but which country are you from?

Yuki: No, it's OK. I am from Japan.

Garry: Ok. Where in Japan?

Yuki: I'm from Tokyo. You are from the States, right?

Garry: No, no. I'm from Toronto, Canada.

Yuki: Ok, nice. You seem like you are from the States.

Garry: Yeah. Well there isn't a lot of difference, you know.

Yuki: Yes, I agree.

| № | Name | His / her hometown | How is she / he? |
|---|--------|--------------------|------------------|
| 1 | Nathan | | |
| 2 | Julia | | |
| 3 | Garry | | |
| 4 | Yuki | | |

Task№3. Select the most appropriate sentence for each situation.

1. At a job interview (a formal situation)

Sue:

a. Hi, I'm Sue.

b. I'd like to introduce myself. My name is Sue.

Mr. Smith:

a. How do you do?

b. It's a pleasure to meet you.

Sue:

- a. How's it going? b. How are you? c. How are things?

Mr. Smith: I'm great. And you?

2. At a party (an informal situation)

Mike:

- a. Ronda, this is Frank. Frank, this is Ronda.
 b. Ronda, I'd like to introduce Frank.

Frank:

- a. It's a pleasure to meet you.
 b. Nice to meet you.

Ronda:

- a. Nice to meet you.
 b. I'm pleased to meet you.

Frank:

- a. How's it going?
 b. How are you?

Ronda: I'm great. And you?

Task №4. Rearrange the words to make sentences.

- a. Why not/ round/ for/ come/ a drink?

 b. Would/ like/ join/ you/ for/ lunch/ us/ to?

 c. Fancy/ for/ a/ going/ meal/ out?

 d. I thought/ would/ you/ try/ some of/ like to/local cuisine/ our.

 e. There's/ nice/ a really/ just round/ place/ the corner.

 f. Shall/ meet/ we/ over/ dinner/ to discuss it/ later?

 g. What/ going out/ about/ a meal/ for?

 h. Why/ join/ for/ a drink/ us/ not?

Task №5. Is there a difference between these expressions? In what situations would you use them?

- | | |
|---|---|
| 1. A. No, thanks. B. That's very kind of you, but ... | 3. A. Shall we meet at half past seven? B. Say at half past seven. |
| 2. A. I was wondering if you would like to join us for a meal? B. What about going out for a meal? | 4. A. Yes, please. B. Thank you. That'd be very nice. |
| | 5. A. I'm all right, thanks. B. I can manage, thank you. |

III. GRAMMAR SECTION

2.1. Interrogative Pronouns (вопросительные местоимения)

Task№6. [1:29] See the textbook and do the task 1.8 [1:30]

2.2. The Plural form of the noun (множественное число имен существительных)

Task№7. [1:34] See the textbook and do the tasks № 2.3, 2.4,2.5, 2.6, 2.9 [1:39]

2.3. The Verb *to be* (глагол-связка *to be*)

Глагол-связка *to be* соединяет слова в английском предложении. **To be** имеет три формы в Present Simple (настоящего времени): **am, is, are**.

Глагол-связка **to be** используется для описания состояния человека или предмета, когда речь идет о возрасте или профессии.

Основное правило- **to be** нужен там, где нет глагола. При этом чаще всего нет действия.

| + | + | - | - | ? |
|----------|----------------|--------------|----------------|---------------|
| | The short form | | The short form | |
| I am | I'm | I am not | I'm not | Am I...? |
| He is | He's | He is not | He isn't | Is he...? |
| She is | She's | She is not | She isn't | Is she...? |
| It is | It's | It is not | It isn't | Is it ...? |
| We are | We're | We are not | We aren't | Are we...? |
| You are | You're | You are not | You aren't | Are you ...? |
| They are | They're | They are not | They aren't | Are they ...? |

Примеры:

I'm 18 years old. It's an easy task.

You're from Russia. We're good friends.

He's a lawyer. They're students.

Task№6. Fill in the gaps. Use the verb *to be* in the Present Simple.

What ... your name? - My name ... Sam. 2. What ... your address? - My address ... 175 Grand Central Parkway. 3. What ... your phone number? - My phone number ... 718-1930. 4. Where ... you from? - I ... from New York. 5. I ... a pupil. 6. My father ... not a teacher, he ... a driver. 7. ... your mother a doctor? - Yes, she 8. ... they at home? - No, they ... not at home, they ... at work. 9. My brother ... a worker. He ... at work. 10. ... you an engineer? - Yes, I 11. ... your sister a teacher? - No, she ... not a teacher, she ... a student. 12. ... your brother at school? -Yes, he 13. ... your sister at school? - No, she ... not at school. 14. My sister ... at home. 15. ... this your book? - Yes, it 16. She ... an actress. 17. This ... my bag. 18. My uncle ... an office worker. 19. He ... at work. 20. Ann ... a painter. She has some fine pictures. They ... on the walls. She has much paper. It ... on the shelf. The shelf ... brown. It ... on the wall. Ann has a brother. He ... a student. He has a family. His family ... not in St. Petersburg, it ... in Moscow.

Task№7. Add the particle “not” where it is necessary.

1. The magazine is () interesting (). - Журнал не интересный.
2. She is () a teacher ().- Она не учитель.
3. I am () from Poland (), I am from () Russia.- Я не из Польши, я из России.
4. The toy is () red (), it is green.- Игрушка не красная, она зеленая.
5. They are () busy ().- Они не заняты.
6. Bob is () in the office () now.- Боб сейчас не в офисе.

Task№8. Use the short form of the verb *to be* in the Present Simple.

Model: Sam is a talented engineer. - Sam's s a talented engineer.

1. (I am) from London.
2. I know Alex, (he is) my best friend.
3. (They are) good friends.
4. (She is) a famous actress.
5. (You are) beautiful.
6. (We are) neighbours.

Task№9. Fill in the gaps. Use the verb *to be* in the Present Simple Tense.

1. Where ...Paul from?
2. What ... her name?
3. I ... pleased to see you. How ... you?
4. They ... babysitters.
5. ... she a lawyer?
6. Marina ... a good student.
7. ... there any books on the table?
8. Pedagogical college... a college, specializing in pedagogical subjects.
9. The height of the building ... fifty-nine meters.
10. Tina... one meter tall.

Task№10. Translate the sentences given below.

1. Меня зовут Катя. 2. Мне 14 лет. 3. Я русская. Я из Санкт-Петербурга. 4. Я ученица. 5. Мой любимый вид спорта - теннис. 6. Я интересуюсь музыкой. 7. Мой любимый предмет - английский язык. 8. Мой папа - программист. Он не интересуется политикой. 9. Моя мама - зубной врач. Она интересуется искусством. 10. Мы всегда заняты, но мы очень счастливы быть вместе. 11. Это его ручка? - Нет. Это моя ручка. 12. Чья это книга? - Это ваша книга. 13. Чей это стол? - Это стол моего брата. 14. Чья это сумка? - Это сумка моей мамы. 15. Чей это карандаш? - Это карандаш моей сестры. 16. Это твоя тетрадь? - Да. 17. Это тетрадь твоего брата? - Нет, это моя тетрадь. 18. Где ваш стол? - Он посередине комнаты. 19. Где твоя ручка? - Она в моем кармане. 20. Где твоя тетрадь? - Она на столе. 21. Где твоя мама? - Она на работе. 22. Где твой брат? - Он в школе. 23. Где твоя сестра? - Она дома. 24. Чей это карандаш? - Это мой карандаш. - А где мой карандаш? - Он на столе. 25. Чьи это часы? - Это мои часы. - А где мои часы? - Они на столе. 26. Он из Египта. Она из Уэльса. 27. Я из Китая. Они из Японии. 28. Он из Греции. 29.

Они из Германии. Они немцы. 30. Она из Турции. Она турчанка. 31. Он из Вьетнама. Ему 16 лет.

Task №11. Fill in the gaps. Use the verb *to be* in the Present Simple. Translate the sentences.

Where ___ you? - I ___ in the kitchen. 2. Where ___ Fred? - He ___ in the garage. 3. Where ___ Lisa and John? - They ___ at college. 4. ___ you busy? - No, I ___ not. Mike ___ busy. He ___ at work. 5. It ___ ten o'clock. She ___ late again. 6. How ___ you? - I ___ not very well today. - I ___ sorry to hear that. 7. We ___ interested in classical music. 8. Vera ___ afraid of snakes. 9. My grandmother ___ not nervous and she ___ rarely upset. She ___ the kindest person I've ever seen. My grandmother ___ really wonderful. 10. I ___ sorry. They ___ not at the office at the moment. 11. Where ___ the keys? - In your jacket. 12. What ___ the time, please? - Two o'clock. 13. It ___ the biggest meal I've ever had. 14. Which sport do you think ___ the most dangerous? 15. Chess and aerobics ___ not as exciting as skydiving and figure skating. 16. Debt ___ the worst kind of poverty. 17. The game ___ not worth the candle. 18. Do you have any idea where he ___? 19. Used cars ___ cheaper but less reliable than new cars. 20. What ___ the weather forecast for tomorrow? 21. Art ___ long, life ___ short. 22. You ___ my best friend, Peter. 23. I don't remember what his telephone number ___. 24. Two heads ___ better than one. 25. You ___ right. That ___ a lot of money! Coffee ___ very expensive this week.

3.4. Demonstrative pronouns (указательные местоимения) - используют для указания на вещи, живые существа или их части. Всего в английском четыре указательных местоимения: **this**, **that**, **these** и **those** - разница между ними сводится к **количеству** и **расстоянию**.

This - указание на один предмет/живое существо, находящиеся рядом от говорящего. Обычно переводится, как "этот".

That - указание на один предмет/живое существо, находящиеся далеко, то есть на значительном расстоянии от говорящего. Обычно переводится, как "тот".

These - указание на два и более предмета/живых существа, находящихся рядом от говорящего. Обычно переводится, как "эти".

Those - указание на два и более предмета/живых существа, находящихся далеко от говорящего. Обычно переводится, как "те".

Task №12. Choose the correct word.

1. This / These trousers are black.
2. That / Those shirt is very nice.
3. That / Those shoes are comfortable.
4. This / These skirt is old.
5. This / Those T-shirt is my brother's.
6. That / Those T-shirt is very small.

Task №13. Insert the correct word.

1. This ... is easy.
a) questions b) homework
2. These ... are my neighbors.
a) women b) man
3. What are you doing ... afternoon?
a) that b) this
4. Who's ... speaking?
a) this b) it
5. These are my glasses and ... are hers.
a) those b) that
6. We are going to the seaside ... summer.
b) this a) that
7. ... man over there is a famous politician.
b) These a) That

Task №14. Circle the correct word.

- | | |
|--------------------------|------------------------|
| 1. that /those shoes | 7. that / those dress |
| 2. this / these trousers | 8. this / these blouse |
| 3. that / those socks | 9. this / these skirt |
| 4. this / these shorts | 10.that / those scarf |
| 5. this / these trainers | 11.this / these boots |
| 6. this / these hat | 12.that / those tights |

Task №15. Make up the sentences given below in the Plural form.

1. This is a spider. 2. That is a snail. 3. This is a space film. 4. That is a cartoon. 5. This is a star. 6. This is a boy. 7. This is a baby. 8. That is a plate. 9. That is a flower. 10. That is a bookshelf. 11. Is this a sofa? 12. Is this a bookcase? 13. Is this a man? 14. Is that a ball? 15. Is that a train? 16. Is that a plane? 17. Is the window open? 18. Is the door closed? 19. Is the boy near the window? 20. That is not a king. 21. That is not a queen. 22. That is not a bus. 23. This isn't a mountain. 24. That isn't a goose. 25. This isn't a mouse. 26. It is a sheep. 27. It is a cigarette. 28. It is a cat. 29. It is not a girl. 30. It isn't a bag. 31. It isn't a tree. 32. It is not a bad egg. 33. It is a good egg. 34. Is that a flower?

ПРАКТИЧЕСКАЯ РАБОТА № 4**Тема 2.1 Describing people**

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении, письме; активизация использования лексического материала по теме «Описание людей» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:

1. учебные:

- систематизировать и активизировать употребление в речи лексического материала по темам “Внешность”, “Характер человека”, “Личностные качества”, «Одежда», «Род занятий»;

- изучить и закрепить новый грамматический материал по теме «Глагол have (has), have got (has got)»;

- совершенствовать умения и навыки практического владения английским языком по всем видам речевой деятельности - аудирование, чтение, письмо и говорение;

- развивать умения восприятия речи на слух с целью извлечения специальной информации;

- развивать смысловое чтение: просмотровое, поисковое, изучающее.

2. развивающие:

- способствовать развитию у студентов логического мышления, памяти, наблюдательности, языковой догадки, умения сравнивать, правильно обобщать данные и делать выводы.

- формировать у студентов коммуникативные умения, коммуникативные компетенции.

3. воспитательные:

- способствовать созданию положительной мотивации к дальнейшему изучению иностранного языка, понимания его важности, желания использовать иностранный язык в будущей практической деятельности;

- ориентировать обучающихся на усвоение общечеловеческих ценностей: уважению друг к другу, терпимости к характеру другого человека;

4. познавательные: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации; научиться описывать себя, родных, близких и друзей.

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

Тип урока: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

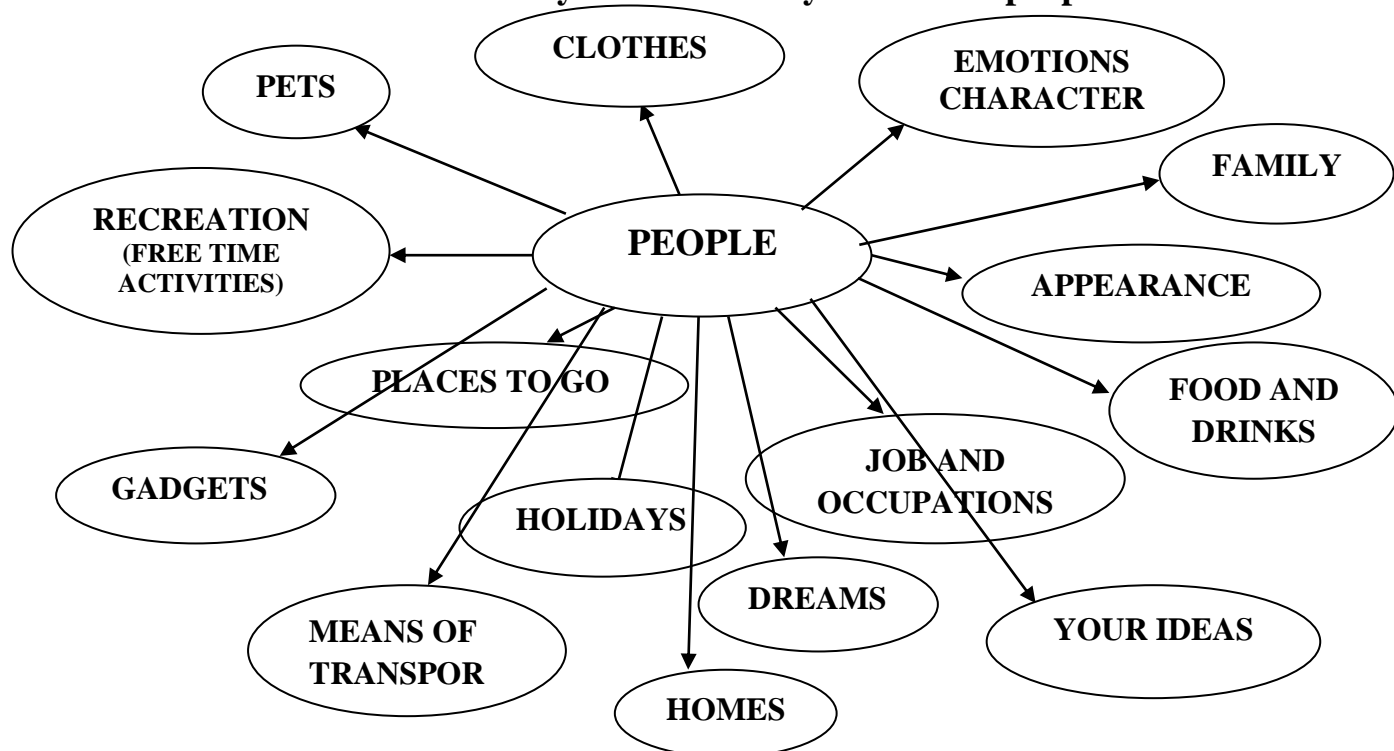
Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

SPEAKING SECTION

Task №1. What associations do you have when you think of people?



Task №2. Think over and answer the following questions.

1. What traits of character do you know?
2. What positive and negative traits of character do you remember? Give examples.
3. What are your strong points?
4. What are your weak points?

Task №3. Fill in the table of definitions, putting the words they define into the left column.

generous, hardworking, mature, naïve, kind, confident, silly, mean, naughty, unfriendly, funny, immature, introvert, pompous, extravert, nice, cunning, versatile, smart, lazy, honest, insecure, ambitious, strong, noisy, stubborn, sensitive, easy-going, arrogant, shy

People's traits of character

| | |
|--------------|---|
| moody | - a person whose feelings change too quickly. |
|--------------|---|

| | |
|--|---|
| | - this person is not very confident and worries a lot about how he/she behaves, looks like, what he/she does. |
| | - a person who gives more of something, especially money, than is expected; a helpful person |
| | - a person who behaves in a very proud and unpleasant way towards other people, because they believe that they are more important than others. |
| | - an adult who behaves like a child. |
| | - a person feels very nervous and doesn't usually talk in a big company |
| | - a person is gentle and caring; warm hearted |
| | - a person who always believes that people are honest and kind and that everything is easy in life |
| | - a person who behaves badly towards other people and doesn't do what he/she is told |
| | - a person who prefers to say only the truth |
| | - a friendly and pleasant person |
| | - a person who can deceive to have a benefit for him/herself |
| | - this person likes to be loud, to talk loudly, to laugh loudly, to shout and make a lot of noise. |
| | - this person is intelligent |
| | - this person does only what she/ he wants and doesn't like to change his mind. |
| | - a person who knows a lot about different subjects and has a plenty of skills; a well-rounded person. |
| | - a person this person prefers to spend time with people. |
| | - this person feels comfortable only alone |
| | - this person always has plans for the for the future and strives to make them happen |
| | - this person is a couch potato, a homebody; a person who spends most of their time watching television and does not exercise or have any interesting hobbies |
| | - this person doesn't usually use his/her brain. |
| | - this person remains calm most of the time; it's rather difficult for someone to make him feel worried, upset or annoyed. |
| | - a person who feels sure about his/her actions, ideas and abilities. |
| | - this person is sure he/she is more important than he/she really is. |
| | - a workaholic; a person who works and studies hard. |
| | - confident, determined, not easily worried by other people. |
| | - this person behaves in such a way that makes everyone laugh. |
| | - stingy, now willing to spend money. |
| | - a person who understands other people's feelings; this person can easily be offended. |
| | - this is a person who doesn't want to be friends with anybody. |

Task№4. Divide the words from Task№3 into three columns. Complete the table.

| Positive | Neutral | Negative |
|----------|---------|----------|
| kind | shy | rude |
| | | |

Task №5. Work in pairs. Ask each other the following questions. Start with «Would you rather...? Use the Model.

1. Would you rather be patient or reliable?
2. Would you rather be irresponsible or thoughtless?
3. Would you rather be bossy or lazy?
4. Would you rather be generous or cooperative?
5. Would you rather be brilliant or unselfish?
6. Would you rather be meddling or deceitful?

Model: I would rather be patient because I'm already a reliable person. But I can easily get annoyed.

Task №6. Write down the words by transcription.

- | | | |
|--------------------|-----------------|-------------------|
| 1. ['peɪf(ə)nt] | 6. ['selfɪʃ] | 11. ['stʌbən] |
| 2. [ˌɪndɪ'pendənt] | 7. ['pɒmpəs] | 12. ['keə(r)ɪŋ] |
| 3. ['kjuəriəs] | 8. ['nɔ:tɪ] | 13. ['keələs] |
| 4. ['nɔ:tɪ] | 9. [ˈæɾəgənt] | 14. ['i:zɪ'gəʊɪŋ] |
| 5. [ˌʌndə'stændɪŋ] | 10. [ˌɪmə'tjuə] | 15. ['tʃɪəfʊl] |

Task №7. Look at the words given below. Find the transcription for each word in Task №5.

cheerful, understanding, immature, pompous, arrogant, easy-going, curious, patient, selfish, stubborn, naughty, caring, curious, careless.

Task №8. Fill in the gaps with the letters.

- | | | |
|----------------|---------------------|---------------------|
| 1. int_ll_gent | 7. n___ghty | 13. c__urageo__s |
| 2. so__able | 8. __nderst__nding | 14. sma__t |
| 3. br_v__ | 9. inventive__ | 15. sel__-confident |
| 4. ob_di_nt | 10. comm__nicativ__ | 16. self-cont__ned |
| 5. cr__tive | 11. st__bbo__n | 17. ch__rful |
| 6. killj__ | 12. c__uch potat__ | 18. p__rty anim__l |

Task №9. Make up a word. Mind the Active Vocabulary.

- | | |
|---------------------------|------------------------------------|
| 1. i, t, q, u, y | 4. l, y, f, i, n, r, e, d |
| 2. b, s, u, n, b, r, o, t | 5. d, d, n, n, e, p, n, t, e, i, e |
| 3. v, b, e, a, r | 6. y, i, r, s, k |

Task №10. Find a word in a line.

- | | | |
|------------------------|------------------------|-----------------------|
| 1. cabimmatureeotiwa | 5. demevpoliteettircoj | 9. plkjhkindamhjfd |
| 2. cleinegshyvint | 6. domicheerfulassdsf | 10. nminventivealeuj |
| 3. cepuyncruefpvame | 7. lkjgartreliablemmsl | 11. wulstubbornkawn |
| 4. gegrefkltypicalenat | 8. berklthoughtfulmkf | 12. mjgsdscaringlktne |

Task №11. Write down the opposite.

- | | | |
|----------|--------------|-------------|
| 1. known | 5. dependent | 9. friendly |
|----------|--------------|-------------|

- | | | |
|---------------|-------------|----------------|
| 2. impossible | 6. kind | 10. thoughtful |
| 3. athletic | 7. impolite | 11. brave |
| 4. friendly | 8. boring | 12. introvert |

Task№12. Read the text «We are so different» carefully. Say what kind of person you are.

We are so different

There are different types of people. Decide what kind of person you are.

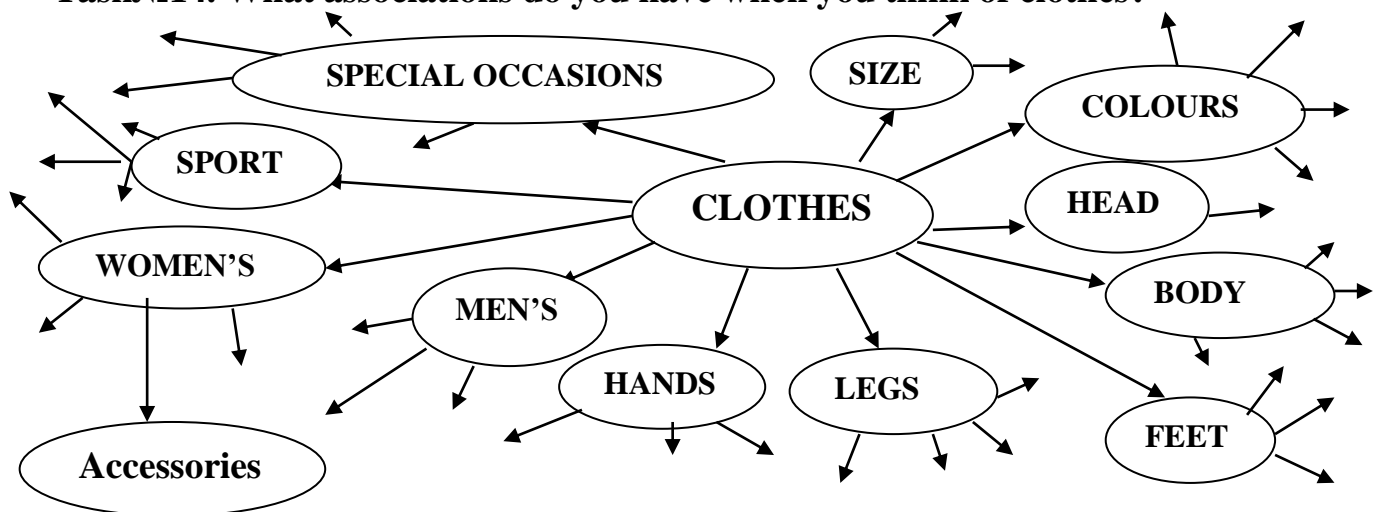
1. **A partygoer** is a person who attends parties frequently.
2. **A risk taker** is a person who risks injury in the hope of gain or excitement.
3. **A smart dresser** is a person who habitually dresses in a smart or elegant way.
4. **A loner** is a person who prefers to be alone rather than with a group of people
5. **A free spirit** is a person who is independent and lives as he wants to live. He thinks and acts in a free way without worrying about norms and social rules.
6. **An outdoor person (outdoorsman)** is a person devoted to outdoor recreational activities or simply spends much time outdoors (in the open air like a fisherman, hunter, tourist)
7. **A wimp** is a person who is weak and cowardly or an unadventurous person.
8. **A home lover** is a person who enjoys being at home and who is fond of his family.
9. **A chatterbox** is a person who talks constantly, especially about trivial matters.
10. **A daredevil** is a reckless person who enjoys doing dangerous things.
11. **A thrill seeker** (or an adrenalin junkie) is a person who enjoys taking part in extreme sports or other activities involving physical risk.
12. **A spoilsport** is a person who spoils the pleasure of other people by his actions or attitudes.
13. **A down-to-earth** person is practical and realistic, very prudent.
14. **A people person (the life of the party / the heart and the soul of the party)** is very sociable and easy-going. He enjoys or is particularly good at interacting with others.
15. **A hothouse plant** is a person who is very sensitive to cold.
16. **An early riser** is a person who goes to bed and wakes up very early.
17. A late riser is a person who goes to bed and wakes up late and often works late into the night.

Task№13. Match the pairs.

| | | |
|---|--------------------------------|--|
| 1 | a people person | a. любитель (искатель) острых ощущений |
| 2 | a home-lover | b. бесхарактерный человек, тряпка / трус |
| 3 | a thrill seeker | c. 1) одиночка, индивидуалист 2) отшельник, нелюдим |
| 4 | a daredevil ['deə, dev(ə)l] | d. франт / пижон |
| 5 | spoilsport ['spɔɪlspɔ:t] | e. любитель ходить в гости (тусовщик), |
| 6 | a wimp | f. рискованный человек, авантюрист |
| 7 | a loner ['lɒnə] | g. душа компании |

| | | |
|----|----------------------------|---|
| 8 | a smart dresser | h. благоразумный (земной, практичный) человек |
| 9 | a partygoer/a party animal | i. смельчак, бесшабашный человек, сорвиголова |
| 10 | a risk taker | g. тот, кто портит удовольствие другим / нытик / «кайфолом» / зануда |
| 11 | a down-to-earth person | к. домосед |

Task№14. What associations do you have when you think of clothes?



Task№15. Complete the spidergram. Use the words given below and your own ideas.

a cap, a hat, a pair of trousers, a coat, a T-shirt, a sweatshirt, a hoody, a pair of boots, a pair of shoes, sandals, flip-flops, a jumper, a sweater, a blouse, pants, socks, leggings, jeans, a skirt, a shirt, a cap, a jacket, a vest, shorts, rain boots, a rain coat, a dress, a sundress, underwear, a ski jacket, ski pants, tights, tracksuit, a pair of trainers, a pair of sneakers, shoes with high heels (high heels), a fur coat, a downcoat, a scarf, a chain, a necklace, earrings, a bracelet, sunglasses, fingerings, a leather belt, jewellery (jewelery), love beads, a Friendship bracelet, a hair rubber band, a hairclip, gloves, goggles, mittens, a handkerchief, a suit, pajamas (pyjamas), wrist watch, anorak, wellies.

Task№16. Name

- 5 things for the boys to wear;
- 5 things for the girls to wear;
- 5 things we wear in the winter time;
- 5 things we wear in the hot weather;
- 5 things we wear when it rains;
- 5 things we wear when it's windy and chilly.

Task№17. Using the words given in task№13 and the Model complete the sentences. Express your attitude towards the clothes you wear.

Model: I like to wear dresses and skirts at work.

When I'm at home or with my friends I usually wear jeans, T-shirts and sweaters.

1. At college I usually wear ...
2. At home I always wear ...
3. When I'm with friends I wear ...
4. I don't like wearing ...
5. When I go out I usually wear ...
6. I don't like wearing ...
7. My favourite clothes are...
8. My favourite item of clothing is ...
9. Boys never put on ...
10. Boys always put on ..., ... , ... , ... to do sports.

Task №18. Read the text «My favourite item of clothing» and answer the questions.

The clothes I like to wear are T-shirts with unusual print and blue jeans. I also love my new grey shirt. I've got a new pair of stylish striped trousers, and the shirt matches them perfectly. I like my blue trainers and my cap with a cool print, and I also like my colorful scarf which I wear in cold weather.

But a leather jacket is my favourite. This is a black stylish jacket that I purchased 5 months ago. I bought it from an expensive brand shop which mainly sells winter dresses. I wandered in several shops and markets and was having a hard time finding a stylish and good looking jacket. All of a sudden this one caught my eye and after trying it in the trial room, I instantly decided to buy it.

I wear it only during the winter season and this jacket gives me the warmth I need to protect from myself from chilly and cold weather. I like it as it is in my line of taste and need. I can wear it with both casual and formal clothes. For all those reasons it has become my favorite piece of clothing.

On the whole I prefer to wear casual things: jeans and T-shirts. I always try to keep my clothes and shoes neat. In my opinion, the main thing about clothes is comfort.

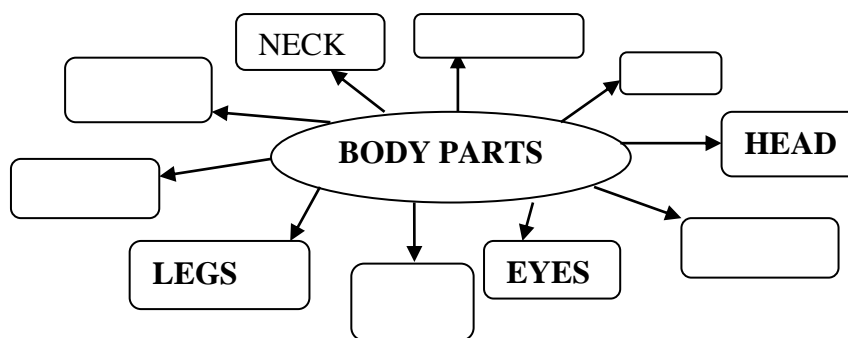
Questions:

1. What kind of clothes does the author like to wear?
2. What trousers does he have?
3. How many scarves does he have?
4. What is his favourite piece of clothing?
5. What color is it?
6. How did he get it?
7. When does he wear it?
8. What kind of clothes does he wear it with?

Task №19. According to the text in task №16 invent your own story about your most favourite item of clothing. Answer the questions given below.

1. What is your most favourite item of clothing?
2. What does it look like? (color, size)
3. Where is it from? (somebody gave you as a present, you bought it, you found it)
4. Why is it your favourite?
5. It is your lucky piece of clothes? Why?

Task №20. What associations do you have when you think of body parts?



Task №21. What does each body part do for us?

- Our eyes allow each of us to see.
- Our noses allow us to smell new smells.
- Our ears allow us to hear sounds.
- With our mouths & teeth we can chew and eat our favorite foods.
- Our tongue and lips allow us to speak.
- Using our legs we can run and jump and kick a ball.
- We can flap arms like a bird.
- Our neck allows us to move our head from side to side and up and down.
- We can make funny faces and stick out our tongue using our faces.
- We can move and wiggle our entire body around at the same time.
- Moving our body parts like our arms and our legs and our heads, hands and feet we can dance around.

Task №22. Complete the sentences and say how you really feel.

We have many different feelings and emotions each and every day such as feeling sad, angry, happy, scared, surprised and tired.

1. When I am scared I _____.
2. When I am sad I _____.
3. When I am tired I _____.
4. When I am angry I _____.
5. When I am happy I _____.

Task№23. Read the following text and use it to describe the appearance of each member of your family.

Active Vocabulary

- | | |
|--|---|
| - curly hair- волнистые волосы | - plumpish - полноватая |
| - a beard - борода | - dimples - ямочки (на щеках) |
| - chest - грудь | - eyelashes - ресницы |
| - laugh - смеяться | - high-heeled shoes - туфли на высоких каблуках |
| - even teeth - ровные зубы | - open-minded (широких взглядов) |
| - to wear spectacles = glasses - носить очки | - bald - лысый |
| - checked - в клетку (рисунок) | - leather shoes - кожаная обувь |
| - a toddler - карапуз | - punctual - пунктуальный |

My family members

My father is tall. He has large hands and his feet are size 45. He has short, dark, curly hair and a small beard. His arms, legs and chest are hairy. He's a cheerful person and when he laughs, you can see even white teeth. He wears spectacles (glasses) and you can't see his eyes, but I know they are steel gray. He's 43. He usually wears jeans and checked shirts or sweaters. But for work he wears a suit and a tie.

My mother is a very different person. She's short and plumpish. She has small hands and feet. She has long fair hair. She has dimples and rosy cheeks. She has long eyelashes which she darkens with mascara. She likes pink nail-varnish, high-heeled shoes and fashionable clothes. Her favourite colours are red and light blue.

My 20-year old sister likes to be well-dressed. She uses lots of make-up, is always going to the hairdresser's and has fantastic hairstyles. She's tall and slim. Her full lips are always red. She's open-minded and nice. She is married and has a baby.

My baby nephew is still just a toddler; he can't speak yet, but he's very selfish and bores me.

My boss is an elderly man, rather short and stout. His hair is grey and thin and he's bald on top. He's clean-shaven. He has a double chin. He's always immaculately dressed: a white shirt, a dark well-creased suit with a matching tie and black leather shoes. He's a serious and punctual man, doesn't talk much and seems to be not overgenerous.

- Model:** 1. My father (my mother / my sister / brother) is ...
2. He (she) is / likes / has got ...
3. He (she) wears ...

Task№24. Read and translate the text. Answer the questions given below
Appearances are deceptive.

Appearances are deceptive. It is a common truth; practically everyone has met at least someone whose character and appearance differ radically.

When one sees a tall, broad-shouldered youth, one expects him to be strong-willed and brave. One thinks: 'A model to follow!' How often a good-looking individual turns out to be petty, weak-willed or even cowardly. Then one thinks: 'A mediocrity!'

At the same time everyone knows that a lot of great people were of a poor build: short and fragile. It did not stop them from displaying intelligence and courage. Ingenuity does not depend on one's complexion or constitution.

Plump or fat people create an impression of generous and kind personalities. Strangely enough, not rarely they may be thrifty or even greedy. One usually thinks: 'A scrooge!'

On the other hand, thin or slim nervous ladies often tend to be lavish. They like to buy and never think twice when they pay. One thinks: 'I would call her open-handed and Mother would call her a spendthrift'. Yes, mothers are always stricter in judgments.

Has it ever happened to you that you come to an important office and see an important boss? You immediately evaluate his looks: 'Round-faced, small narrow eyes, dimples on the cheeks and an upturned nose. What a kind-hearted person! A simpleton!' You tell the boss of your troubles and expect immediate help. But the boss appears to be rude, harsh and willful. You never get your help and think: 'A stone heart and an iron fist'.

When someone sees a delicately built pretty blonde with curly hair, blue eyes, a straight nose and a high forehead, one is inclined to think that the beauty is intelligent and nice. It may be disappointing to think later 'What a stupid, capricious, impolite bore!'

On the contrary, when one sees a skinny brunette with ugly irregular features - a hooked nose, pointed chin, close-set eyes and thin lips, strange thoughts come to one's head; because it is the image of evil people - cruel and cunning. It may be a relief some time later to find her a clever, gentle and good-mannered lady and think: 'What a charm! A heart of gold!'

Another general misconception lies in the fact that children are always expected to resemble their parents. And parents like it when children take after them. Relatives like to compare moles, the shape of noses, etc. The greatest compliment is: 'They are as like as two peas'. The greatest disappointment is to find nothing in common. We want to deny people their exclusiveness, we don't want to admit that nature has selected other options from an enormous genetic fund developed over generations. Why do we like our copies? Who knows!

Nature likes to play tricks on us. But don't you think it is a present on the part of nature? Life becomes not a boring routine, but a brilliant kaleidoscope of characters and appearances which often clash.

Active Vocabulary

- deceptive [di'septɪv] - обманчивый
- common truth - прописная истина
- at least [li:st] - по крайней мере
- a character ['kærəktə] - характер, темперамент
- appearance [ə'piərəns] - внешность
- radically ['rædɪk(ə)li] - радикально
- a broad-shouldered youth - широкоплечий молодой человек
- to expect - ожидать (от к.-л. ч.-л.)
- strong-willed - решительный, волевой
- a model to follow - пример для подражания
- petty - посредственный
- weak-willed [,wi:k'wɪld]- бесхарактерный; слабохарактерный
- cowardly ['kauədli] - трусливый; малодушный
- a mediocrity [,mi:di'ɔkrəti] - посредственность
- be of a poor build - иметь плохое телосложение
- fragile ['frædʒaɪl] - хрупкий
- to display intelligence **and** courage - проявлять ум и смелость
- ingenuity [,ɪndʒɪ'nju:əti] - изобретательность, находчивость
- to depend on - зависеть от...
- complexion [kəm'plekʃn] цвет лица
- plump people - полные люди
- to create an impression of... - производить впечатление (кого-либо)
- strangely ['streɪndʒli] enough [ɪ'nʌf] - как это ни странно
- greedy ['gri:di] - жадный
- thrifty ['θrɪftɪ] - бережливый
- a scrooge [skru:dʒ] - скупой / скряга
- slim - стройный
- nervous ['nɜ:vəs] - нервный
- lavish ['lævɪʃ] - щедрый
- open-handed [,əp(ə)n'hændɪd]- (Syn.- generous) - щедрый, великодушный
- a spendthrift ['spendθrɪft] - транжира
- immediately [ɪ'mi:diətli] - немедленно, тотчас же
- to evaluate [ɪ'vælju:et] - оценивать
- dimples on the cheeks - ямочки на щеках
- an upturned [ʌp'tɜ:nd] nose - вздёрнутый нос
- a kind-hearted person [,kaɪnd'hɑ:tɪd]- добрый; отзывчивый
- simpleton ['sɪmplt(ə)n] - простачок
- to expect immediate help - ожидать незамедлительной помощи
- to appear to be rude - казаться грубым
- harsh [hɑ:ʃ] - резкий / грубый
- willful - самодур
- a stone heart - каменное сердце
- an iron fist- железный кулак, железная рука
- delicately built - изящно сложенная
- curly ['kɜ:li] hair - кудрявые волосы
- a high forehead ['fɔ:ɪd], ['fɔ:hed] - высокий лоб
- be inclined to think - быть склонным думать
- disappointing - досадный
- capricious [kə'prɪʃəs] - капризный
- a bore [bɔ:] - зануда
- a skinny brunette [bru:'net] - худая брюнетка
- irregular features - неправильные черты лица
- a hooked nose - нос крючком
- a pointed chin - острый подбородок
- close-set eyes - близко посаженные глаза
- strange thoughts [θɜ:ts]- странные мысли
- gentle [dʒentl] - мягкий, добрый
- good-mannered - хорошо воспитанный
- a heart of gold - золотое сердце
- a general misconception [,mɪskən'sepʃn] – всеобщее заблуждение
- to resemble - напоминать (кого-либо)
- to take after smb. - походить на кого-то
- a relative - родственник
- to compare - сравнивать
- a mole [məʊl] - родинка, родимое пятно
- to deny - отказывать к.-л. в ч.-л.
- exclusiveness - исключительность
- to admit - признавать (факт)
- to play tricks on - подшучивать / сыграть над к-л шутку
- on the part of nature - со стороны природы
- a brilliant kaleidoscope of characters - замечательный калейдоскоп характеров
- to clash - сталкиваться / конфликтовать

Questions:

1. Do you agree that appearances are deceptive? Tell your classmates about your own experience.
2. Do you think it is worth judging by appearances? Give your reasons.
3. Do you agree that people's eyes tell you a lot about their personality?
2. How do you understand these words: "You must look into people as well as at them"; "Appearances are deceptive"?
3. What traits of character do you appreciate in your parents, friends? Give your reasons.
4. Do you think one's appearance is important when you want to get a job? Why? In what jobs do you think appearance is most essential? Why?

Task№25. Match the pairs.

| | | |
|----|------------------------|-------------------------|
| 1 | an upturned nose | a. - нервный |
| 2 | thrifty ['θrɪftɪ] | b. - нос крючком |
| 3 | deceptive [dɪ'septɪv] | c. широкоплечий мужчина |
| 4 | greedy ['griːdi] | d. - ямочки на щеках |
| 5 | plump people | e. щедрый, великодушный |
| 6 | a broad-shouldered man | f. - вздёрнутый нос |
| 7 | a hooked nose | g. - обманчивый |
| 8 | lavish ['lævɪʃ] | h. - худая |
| 9 | dimples on the cheeks | i. - мягкий, добрый |
| 10 | gentle | g. - жадный |
| 11 | nervous ['nɜːvəs] | k. - бережливый |
| 12 | skinny | l. - полные люди |
| 13 | open-handed | m. - щедрый |

Task26. Make up sentences. Translate them.

| | | |
|----|---|--|
| 1 | He takes after... | A. - is a stone heart. |
| 2 | Kim buys what he wants and never thinks twice when he pays because he | B. - delicately built. |
| 3 | Monsters have | C. - a fragile health. |
| 4 | Amanda has pretty dimples ... | D. - blonde curly hair, blue eyes and chubby cheeks. |
| 5 | She is tall, slim and ... | E. - is a cowardly person. |
| 6 | Small kids often have ... | F. - resemble my parents. |
| 7 | Sam never goes on a safari because he | G. - his mother. |
| 8 | I look like my father and mother. I ... | H. - They are as like as two peas. |
| 9 | John is cruel and has... | I. - ugly irregular features and look scary. |
| 10 | Tim often goes to see a doctor because he has ... | J. - on the cheeks. |
| 11 | They are twins. ... | K. - open-handed. |

Task №27. Read a letter, translate it. Find a photo of your family and using the model describe your family members.

Russia
Norilsk
21/05/2
018

Hi Sam!

Thank you for your letter. I was happy to hear from you.

In your letter you asked me to send you a photo of me and my family. So here it is! Can you guess who everyone is? I'm the one in the black T-shirt. You can probably tell that my sister, Alison, is sitting next to me. Everybody says we look a bit like each other. In the photo she's got medium-length brown hair but now it is really short. She is an absolutely fantastic sis, but she is rather bossy sometimes. I'm sitting next to her daughter, Abby. She's very talkative.

That's my nephew, Greg, at the top of the table. He's really funny. My mum is at the end of the table. She's really patient and helps us a lot. Then there's my dad next to her, he's always cheerful.

The photo was taken when we were on holiday in Thailand. It's a totally amazing place! I want to go back there one day.

Right, I need to go. I'm going out in about ten minutes! When you write your next letter to me, don't forget to put a picture of you and your family.

Love,
Susan

Task №28. Read the text «Tattoos in fashion and for life»

Active Vocabulary

- | | |
|--|---|
| - be in fashion - быть в моде | - a sailor - моряк |
| - a musician [mju:'zɪʃn] - музыкант | - to arrive [ə'raɪv]- прибывать, приезжать |
| - a customer ['kʌstəmə]- покупатель; потребитель / клиент | - an island ['aɪlənd] - остров |
| - however [haʊ'evə] - однако, тем не менее | - chest - грудь |
| - an archaeologist [ˌɑ:kɪ'ɒlədʒɪst] - археолог | - natural ['nætʃrəl] features ['fi:tʃəz] - элементы природы |
| - an ankle ['æŋkl] - лодыжка | - Polynesia [ˌpɒlɪ'ni:zə], [-ziə] - Полинезия |
| - ancient ['eɪnʃənt] Египт - древний Египет | - important [ɪm'pɔ:tnt] - важный, значительный |
| - to put on tattoos - делать тату | - a haircut- стрижка |
| - a prisoner - заключенный | - to take off - снять (одежду) |



In many countries, tattoos are in fashion. On TV you can often see a famous actor with a picture on her arm or foot, or your favourite musician with a word on his hand. Many sports personalities have got them on their necks and backs. In the USA, tattoos are very popular. Forty per cent of Americans aged between twenty-six and forty have got a tattoo and sixty per cent of customers in US tattoo shops are women. These people are often professional people like doctors, teachers and lawyers.

However, tattoos are not modern. In fact, they are very old in human history. For example, archaeologists found a human in ice from five thousand years ago. He had fifty-seven tattoos on his back, ankles, legs, knees and feet.

They were used for many different reasons too. In ancient Egypt, people put on tattoos because they were 'beautiful'. But in ancient Rome, tattoos were negative and put on criminals and prisoners. In India, tattoos were religious. In the sixteenth and seventeenth century, European sailors arrived in the islands of Polynesia. They saw tattoos for the first time. The people on the islands had tattoos on their shoulders, chest, backs and legs. Often the tattoos were of animals or natural features like a river or a mountain. The European sailors liked them and made their own tattoos. And so the idea travelled to Europe.

Tattoos in Polynesia are still important today. They show information about a person's history, their island or their job. So is there a connection between traditional tattoos and fashionable tattoos?

And can you call tattoos a fashion? Chris Rainier of National Geographic is an expert in tattoos and his book *Ancient Marks* has photos of tattoos from all over the world. He thinks people in modern societies often have tattoos because they are a connection with the traditional world. And anyway, tattoos aren't a fashion like clothes or a haircut because you can't put them on and take them off again like a jacket or a hat. They are permanent and for life.

Task№.29. Read the text again and answer the questions.

1. Are tattoos a modern invention?
2. Where can we see them? Give examples.
3. How popular are tattoos among people nowadays?
4. What were the reasons for people to put on tattoos in the old days?
5. Are tattoos still important in Polynesia?
6. Can tattoos be considered as a fashion nowadays?

Task№30. Read the article again. According to the information in the article, are these sentences true (T), false (F) or not stated (NS)?

1. Some famous people have got tattoos. _____
2. In the USA, more women go to tattoo shops than men. _____
3. Before five thousand years ago, nobody had a tattoo. _____
4. Different ancient cultures had tattoos. _____

5. There weren't tattoos in ancient China. _____
6. In Polynesia, people don't have tattoos anymore. _____
7. Chris Rainier says tattoos are a type of fashion. _____
8. The writer doesn't like tattoos. _____

Task №31 Express your opinion about having a tattoo. Use the model given below.

Model: (+) I would like to have a tattoo (on my ...) because...

(-) I don't like to have a tattoo because...

Task№32. Read the Text2 [1: 22]. Translate it.

Task№33. Answer the questions [1: 23]

Task№34. Describe your friend (his appearance, character). Use the Active Vocabulary. (см. Приложение№5)

GRAMMAR SECTION

THE WORD ORDER IN ENGLISH SENTENCES (ПРОСТОЕ РАСПРОСТРАНЕННОЕ ПРЕДЛОЖЕНИЕ И ПОРЯДОК СЛОВ В НЁМ)

Task№35. Put the words in the right order and translate them into Russian.

1. measures /she /three times /the temperature /a day.
2. my/ starts /9 o'clock /working day /at.
3. shopping /they /go /at the weekend.
4. you/ do/ every /fly /to Italy /summer?
5. sweets /Alice /likes.
6. they/ not /to /every morning/ do /work /drive.
7. in Greece /he /a president /of a big company /is.
8. to/ movies /doesn't /she / watch /alone/ like.
9. musician /a talented/ is / Bob.
10. scooter /they /a nice /have /got?
11. surfs / every / the Net /evening /Ann.
12. a / picnic / have / my / always / neighbours /Sundays /on.
13. his car / John /himself /repairs.
14. play /every week /football /they.
15. English/ texts /Alice /translate /very often /doesn't.
16. do /wake up /morning exercises /at 7 a.m./ and / my / I.
17. a shower /and /dressed /he /every morning/ gets /has.
18. go /and /Mr. Sanders/ they / for a walk/ meet /often.
19. tea / the evenings / Pam /seldom / in /drinks.
20. to / when / TV / the street /prefer / walking / rains / it / I / along /watching.

THE VERB TO HAVE GOT / HAS GOT IN THE PRESENT SIMPLE TENSE.

(НАСТОЯЩЕЕ ПРОСТОЕ ВРЕМЯ ГЛАГОЛА TO HAVE GOT / HAS GOT)

Task№36. Fill in the gaps. Use the verb to have / has in the sentences given below.

1. I ... got two brothers.
2. He ... got a truck.
3. She ... got a husband.
4. I ... got a motorcycle.
5. We ... got a lot of bags.
6. I ... got a cool cap.
7. I _____ a nice room.
8. She _____ a cat.
9. Jack _____ a pet.
10. The sister _____ a great teacher.
11. He _____ an old bike
12. They _____ a goldfish.
13. Emma _____ lots of friends.
14. We _____ a problem.
15. Joe and Philip _____ a sister.
16. The family _____ two cars.
17. John ... got blue jeans.
18. The children ... got a lot of friends.
19. Miss Jonson ... got a nice two-storied cottage.
20. I and Freddy ... got three dogs.
21. I ... got a book.
22. Bob ... got a calculator.

Task№37. Complete the interrogative sentences. Use the verb (to) *have got* / *has got*

Model: Have they got posters in their classroom?

1. _____ you _____ any favourite singers?
2. _____ he _____ an uncle and an aunt in Kirov?
3. _____ they _____ a garden?
4. _____ she _____ a yellow dress?
5. _____ your parents _____ a house in the village?
6. _____ Ben _____ a pen and a ruler?
7. _____ your teacher _____ a computer in his room?
8. _____ we _____ milk at home?
9. _____ Anne _____ a sports car?
10. _____ you _____ your own headphones?
11. _____ she _____ lovely hair?
12. _____ she _____ long legs?
13. _____ she _____ blue eyes?
14. _____ you _____ a brother?
15. _____ you _____ a friend?
16. _____ you _____ a sister?

Task№38. Complete the negative sentences. Use *haven't got* / *hasn't got*. Translate the sentences.

1. Sarah _____ a car. She goes everywhere by bicycle.
2. They don't read much. They _____ many books.
3. It's a nice house but it _____ a garden.
4. He feels lonely. He _____ any friends.
5. I want to bake a cake but we _____ any eggs. Go to the supermarket and buy some.
6. Jack seems to be happy. He _____ any problems.

INTERNATIONAL WORDS
(ИНТЕРНАЦИОНАЛЬНЫЕ СЛОВА И «ЛОЖНЫЕ ДРУЗЬЯ
ПЕРЕВОДЧИКА».
МНОГОЗНАЧНОСТЬ СЛОВ В АНГЛИЙСКОМ ЯЗЫКЕ)

К интернациональным словам относятся слова, заимствованные из других языков - греческого и латинского, а также из современных языков (в основном - это терминология: музыкальная - из итальянского, балетные термины - из французского, компьютерная и бизнес-терминология из английского). Такие слова сходны по звучанию, написанию и значению:

| | |
|--------------------------|------------------------|
| contrast - контраст | manager - менеджер |
| inflation - инфляция | philosophy - философия |
| television - телевидение | control - контроль |

Однако интернациональные слова могут проявлять семантические различия, что не всегда является результатом самостоятельного развития заимствованной лексемы под влиянием системы языка-рецептора. Очень часто лексические единицы, многозначные в языке-источнике, заимствуются только в одном из значений. В дальнейшем они нередко заимствуются вторично в другом значении. Имеет место также многократное заимствование одного и того же слова в его различных значениях. Так как процесс заимствования и освоения продолжается иногда в течение длительного периода времени, то в некоторых случаях слово в языке-источнике за это время также претерпевает существенные изменения в своей семантике.

«Ложные друзья переводчика» - это «слова, полностью или частично совпадающие (или близкое к друг другу) по звуковой или графической форме с иноязычными словами при наличии полной этимологической общности между ними, но имеющее другие значения при известной смысловой близости (отнесенности к одной сфере применения)

- revolutionary - 1) революционный;
 2) принципиально новый
 - revolutionary assembly method - принципиально новый метод сборки;
- pioneer- 1) пионер;
 2) первооткрыватель, основоположник;
 3) впервые выдвигать
 - pioneer the concept - впервые выдвигать идею;
 - pioneer the use - впервые применять.

Task №39. Match the pairs.

| | | |
|---|--------|-----------|
| 1 | troops | а. журнал |
|---|--------|-----------|

| | | |
|----|------------|---|
| 2 | guerilla | b. футляр; кино- / фотоаппарат |
| 3 | morale | c. сложный |
| 4 | securities | d. шкаф, ящик; музей; картинная галерея |
| 5 | party | e. цвет лица |
| 6 | player | f. пустота |
| 7 | critical | g. пеня |
| 8 | social | h. важный |
| 9 | interest | l. светский, вечерний, нарядный |
| 10 | period | j. участник |
| 11 | complex | k. подразделение; отряд |
| 12 | complexion | l. ценные бумаги |
| 13 | cabinet | m. дух (боевой) |
| 14 | camera | n. партизан |
| 15 | magazine | o. войска |
| 16 | partisan | p. фанатик; сторонник партии |
| 17 | arm | q. вечеринка |

Task №40. Consult a dictionary and according to it give equivalents to each Russian and English words.

Model: accurate ==≠== аккуратный!!!!

accurate - точный, правильный, калиброванный

neat, careful, tidy – аккуратный

| | | | |
|-------------|----------------------|----------------|--------------------|
| ammunition | - амуниция | camouflage | - камуфляж |
| benzene | - бензин | commutator | - коммутатор |
| balloon | - баллон | compositor | - композитор |
| camera | - камера | control | - контроль (техн.) |
| contour | - контур (электр) | decade | - декада |
| convoy | - конвой | decoration | - декорация |
| detail | - деталь (машины) | diagram | - диаграмма |
| dislocation | - дислокация (воен.) | diversion | - диверсия |
| elevator | - элеватор | fabric | - фабрика |
| matrass | - матрац | multiplication | - мультипликация |
| replica | - реплика | resin | - резина |
| spectre | - спектр | translate | - транслировать |

Task №41. Do task №3.13 (see [1:58])

CONVERSION (КОНВЕРСИЯ В АНГЛИЙСКОМ ЯЗЫКЕ)

Конверсией называется процесс создания новых слов в разных частях речи без словообразовательного элемента, когда исходная форма исходного и производного слова совпадают.

Конверсия как один из самых главных способов образования слов в современном английском языке очень продуктивна. Термин «конверсия» касается многочисленных случаев фонетического совпадения словоформ, особенно в так называемых начальных формах, двух слов, принадлежащих разным частям речи.

Конверсия может быть проиллюстрирована следующими примерами:
work - to work; love - to love, milk - to milk, water - to water и т. д.

Task№42. Translate the words. Pay your attention to the parts of speech the words may be used in an English sentence.

blue, board, up, lift, study, snow, rain, dance, face, hand, pocket.

Task№43. Read the grammar rules «The noun. The Plural form of the nouns» [1:42]

Task№44. Fill in the gaps. Mind the grammar rules. [1:42]

1... Volga is ... longest river in ... Europe. 2. ...History and ... Literature are ... my favourite subjects at ... school. 3. What is ... nearest way to ... Drama Theatre? 4. ...butter and... cheese are made of... milk. 5. I usually get up at... 7 o'clock in ... morning. 6...Rostov is situated on ... Don. 7. Will you have ... cup of ... tea? 8. What... good friend you are! 9. We shall go to ...cinema ... next week together with ... Petrovs. 10. This is ... book. ... book is very interesting. 11. Do you see ... sun in ... sky today? 12. He is ... engineer by ... profession.

Examples: The child's books -The children's books

The boy's books - The boys' books

THE POSSESSIVE CASE IN THE ENGLISH SENTENCES (ПРИТЯЖАТЕЛЬНЫЙ ПАДЕЖ В АНГЛИЙСКОМ ПРЕДЛОЖЕНИИ)

Task№45. Use the Possessive Case of the Nouns. See the Model.

Example: The poems of Lermontov. - Lermontov's poems

1. The toy of their children. 2. The questions of my son. 3. The wife of my brother. 4. The table of our teacher. 5. The life of animals. 6. The voice of this girl. 7. The new tool of the workers. 8. The letter of Peter. 9. The car of my parents. 10 The room of my friend. 11. The handbags of these women. 12. The flat of my sister is large. 13. The children of my brother are at home. 14. The room of the boys is large.

Task№46. Translate into English.

1. Это семья моего друга. Отец моего друга - инженер. Мать моего друга - учитель. 2. Она взяла книги своего брата. 3. Дайте мне тетради ваших учеников. 4. Вы видели книгу нашего учителя? 5. Вчера дети моего брата ходили в кино. 6. Он показал мне письмо своей сестры. 7. Чья это сумка? - Это сумка Петра. 8. Чьи это словари? - Это словари студентов. 9. Принесите игрушки детей.

The Possessive adjectives

(Притяжательные прилагательные)

Read and learn the rules of the usages of Possessive adjectives. See the textbook. The list of reference [1 :25]

Task№47. Fill in the gaps. Use *his, her, my, their, our*

1. I ... got two brothers. They are ... brothers.
2. He ... got a truck. This is ... truck.
3. She ... got a husband. He is ... husband.
4. I ... got a motorcycle. It's ... motorcycle.
5. We ... got a lot of bags. They are ... bags.
6. I ... got a cool cap. This is ... cap.
7. He ... got blue jeans. These are ... jeans.
8. They ... got a lot of friends. They are ... friends.
9. She ... got a kite. It's ... kite.
10. We ... got three dogs. They are ... dogs.
11. I ... got a book. This is ... book.
12. He ... got a calculator. This is ... calculator.
13. She ... got two children. They are ... children.
14. They ... got a motorcycle. It's ... motorcycle.
15. We ... got a lot of nuts. They are ... nuts.
16. She ... got a torch. This is ... torch.
17. They ... got a motorcycle. It's ... motorcycle.
18. I ... got a tape measure. It's ... tape measure.
19. He ... got a hammer. This is ... hammer.
20. We ... got many bolts. They are ... bolts.
21. I ... got a hammer. This is ... hammer.
22. We ... got a motorcycle. It's ... motorcycle.
23. They ... got a tape measure. It's ... tape measure.
24. He ... got a saw. This is ... saw.
25. Jenny ... got many bolts. They are ... bolts.

Task№48. Fill in the blanks using "Possessive Adjectives".

1. That lady is my son's teacher. That lady is ___ teacher.
2. She is my mother's friend. She is ___ friend.
3. Andre and I are Tom's cousins. We are ___ cousins.
4. My daughter's doctor is very kind. ___ doctor is very kind.
5. These are my children's toys. These are ___ toys.
6. My and my uncle's sons are both six years old. ___ sons are both six years old.
7. Clara's and John's son is so smart. ___ son is so smart.
8. My car's mirror is broken. ___ mirror is broken.
9. Those shoes belong to me. Those're ___ shoes.
10. That is the dog's tail. That's ___ tail.

Task №49. Fill in the missing English possessive adjectives to complete the following sentences.

1. Do they like ___ new flat? (**she**)
2. Have you got ___ passport? (**you**)
3. Have you met ___ teacher? (**they**)
4. He forgot ___ car keys. (**he**)
5. I don't like ___ teacher. (**we**)
6. I don't like ___ teacher. (**we**)
7. I like ___ sweater. (**you**)
8. I've got ___ mobile. (**he**)
9. Is this ___ car? (**you**)
10. She gave the report to ___ boss. (**she**)
11. There's something wrong with ___ bicycle. (**I**)
12. These are ___ parents. (**I**)
13. They changed ___ hotel. (**they**)
14. They're having a party in ___ garden. (**they**)
15. Where's ___ pencil? (**I**)
16. Who's got ___ money? (**I**)

THE NUMERALS.

(ЧИСЛИТЕЛЬНЫЕ В АНГЛИЙСКОМ ЯЗЫКЕ)

See the textbook. The list of reference [1:89]. Read the information about the English Numerals.

Task №50. Read and learn the English numerals

A.

| written | said |
|---------|-------------------------|
| 0.5 | point five |
| 0.25 | point two five |
| 0.73 | point seven three |
| 0.05 | point zero five |
| 0.6529 | point six five two nine |
| 2.95 | two point nine five |

B.

| written | said |
|---------|---------------|
| 1/3 | one third |
| 3/4 | three fourths |
| 5/6 | five sixths |
| 1/2 | one half |
| 3/2 | three halves |

C.

| written | pronounced |
|---------|-----------------------------------|
| 5% | five percent |
| 25% | twenty-five percent |
| 36.25% | thirty-six point two five percent |
| 100% | one hundred percent |
| 400% | four hundred percent |

D.

| written | pronounced |
|---------|--|
| 2014 | twenty fourteen or two thousand fourteen |

| | |
|---------|--|
| 2008 | two thousand eight |
| 2000 | two thousand |
| 1944 | nineteen forty-four |
| 1908 | nineteen o eight |
| 1900 | nineteen hundred |
| 1600 | sixteen hundred |
| 1256 | twelve fifty-six |
| 1006 | ten o six |
| 866 | eight hundred sixty-six or eight sixty-six |
| 3000 BC | three thousand BC |
| 3250 BC | thirty two fifty BC |

Task№51.

Do the tasks 6.3, 6.4, 6.5, 6.6., 6.7., 6.8, 6.9, 6.10

The list of reference [1:91]

Task№52. Translate into English.

2004, через 5 дней, в 1637, двадцать восьмого октября, первое марта, третье августа,

45, 2015, через 4 дня, пятое мая, двадцать восьмое сентября, второе июля, 2011, через 7 дней, в 1739, двадцать седьмое февраля, первое мая, третье апреля, 2017, через 3 дня, в 1329, двадцать пятое января, второе октября, третье июня.

**DEFINITE AND AND INDEFINITE ARTICLES.
(ОПРЕДЕЛЕННЫЙ / НЕОПРЕДЕЛЕННЫЙ АРТИКЛЬ)**

Task№50. Open the text book [1:42]. Read the rules of the usage of the English articles.

Task№51. Use the / a / an / zero article in the sentences given below.

1. I bought ___ pair of shoes.
2. I saw ___ movie last night.
3. They are staying at ___ hotel.
4. Look at ___ woman over there! She is ___ famous actress.
5. I do not like ___ basketball.
6. That is ___ girl I told you about.
7. ___ night is quiet. Let's take a walk!
8. ___ price of gas keeps rising.
9. John traveled to ___ Mexico.
10. Juan is ___ Spanish.
11. I read ___ amazing story yesterday.
12. My brother doesn't eat ___ chicken.
13. Love is such ___ beautiful thing.

14. I live in ___ apartment. ___ apartment is new.
15. I would like ___ piece of cake.
16. I was in ___ Japanese restaurant.
17. ___ restaurant served good food.
18. Sara can play ___ guitar.

Task №52. Use the Definite Article (the) or Zero Article (X)

1. Did you get married after leaving ___ university ?
2. I was at ___ train station when you called me.
3. I left ___ work at six o'clock p.m.
4. They are opening ___ new shops here.
5. She was returning from ___ school when I met her.
6. She has a strong alibi. She was at ___ cinema at the moment the crime was committed.
7. Are you going to ___ beach this afternoon?
8. The kids are sitting at ___ table eating cereals.
9. Are you at ___ home?

Task №53. Fill in the correct Article (a , an or the) where necessary.

1. ___ modern life is stressful.
2. What's ___ capital of your country?
3. ___ doctor earns more than ___ teacher.
4. Do you know who invented ___ computer ?
5. Have you seen ___ newspaper? I can't find it anywhere.
6. Is this ___ first time you've stayed at ___ Hilton?
7. Is ___ Nile or ___ Amazon ___ longest river on ___ Earth?
8. Several million visitors ___ year are attracted to ___ ski slopes of ___ Alps.
9. I'll meet you outside ___ post office. I'll be there in ___ quarter of ___ hour.
10. ___ young people tend to think that ___ life was more difficult in ___ past.
11. In my opinion ___ education should be free.
12. ___ education I got at ___ school was excellent.
13. In some cities, ___ cars have been banned from the centre.
14. I went to ___ Buckingham Palace today. It was great.
15. I took ___ train to London and then ___ underground to ___ Victoria Station.
16. It's ___ short walk from there.
17. Would you like to come with us to see ___ Titanic at ___ cinema tomorrow?
18. I had ___ bad experience at work today.

ПРАКТИЧЕСКАЯ РАБОТА № 5

Тема 2.2. Interpersonal relationships

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении, письме; активизация использования лексического материала по теме

«Межличностные отношения в семье» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:

1. учебные:

- активизировать употребление в речи лексики по теме «Межличностные отношения в семье»;
- формировать навыки говорения;
- развивать умения восприятия речи на слух с целью извлечения специальной информации;
- развивать смысловое чтение: просмотровое, поисковое, изучающее.

2. развивающие: способствовать развитию логического мышления, памяти, наблюдательности, языковой догадки, умения сравнивать, правильно обобщать данные и делать выводы.

3. воспитательные: ориентировать обучающихся на усвоение общечеловеческих ценностей: уважению друг к другу, терпимости к характеру другого человека;

4. познавательные: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации; научиться рассказывать об отношениях, царящих в семье, используя новую лексику активного словаря; узнать об особенностях взаимоотношений в семьях в англоговорящих странах;

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

Тип урока: комбинированный

Необходимое оснащение:

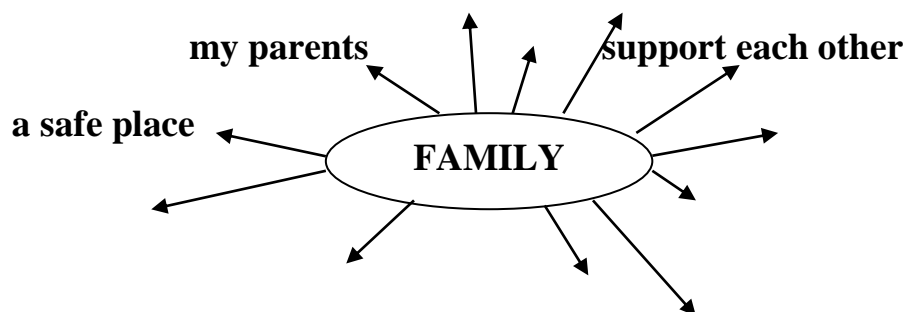
- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

Task №1. What associations do you have with the word «Family». Give examples.



**live in harmony
love and spend holidays together help each other**

Task №2. Read the poem written by Carol Fitchett, translate it. What do you think about its main idea?

A home

A Home needs:

To be lit by the electricity of caring for all,
To be carpeted by friends from wall to wall.
A few moments of privacy and thoughts of love,
To be heated by the warmth of God above.
To be cleaned of bickering every day,
To be furnished with an understanding way.
To be filled with the aroma of delicate food,
And then happiness will become its mood!

Task №3. Read the Active Vocabulary. Try to remember them!

- | | |
|--|--|
| 1. sound health - крепкое здоровье | 9. insincerity [ˌɪnsɪnˈserəti] - |
| 2. the sense of belonging - духовная близость (сплоченность) | неискренность, лицемерие |
| 3. an occupation - род деятельности | 10. to <u>visit</u> exhibitions - посещать выставки |
| 4. a possibility to express yourself - возможность для самовыражения | 11. to <u>exchange</u> opinions - обмениваться опытом |
| 5. mutual respect - взаимоуважение | 12. to <u>share</u> joys and troubles - делиться радостями и горестями |
| 6. patience - терпение | 13. to <u>unite</u> the family - объединять семью |
| 7. tenderness - нежность | 14. to <u>go</u> on picnics - ездить на пикник |
| 8. hypocrisy - лицемерие, притворство | 15. to <u>have</u> a barbecue - устраивать барбекю |

Task №4. Match the pairs.

| | | |
|---|---------------------------------------|---------------------------------------|
| 1 | privacy ['prɪvəsi] / ['praɪvəsi] | - крепкое здоровье |
| 2 | You can't but agree that ... | - транслятор культуры |
| 3 | an occupation | - Что касается меня, ... |
| 4 | sound health | - уединение |
| 5 | a transmitter of culture | - объединять семью |
| 6 | patience ['peɪʃ(ə)n(t)s] | - Вы не можете не согласиться, что... |
| 7 | discuss all the family plans together | - неискренность, лицемерие |
| 8 | insincerity [ˌɪnsɪnˈserəti] | - совместно обсуждать все планы семьи |
| 9 | As for me, ... | - занятие, дело / занятость |

| | | |
|----|---------------------|--------------------------|
| 10 | to unite the family | - терпеливость, терпение |
|----|---------------------|--------------------------|

Task№5. Read the text «Family traditions» and match the pairs.

You can't but agree that a happy family is the thing that every child needs. Of course there is no magic formula for happiness but some of its aspects are universal. They are freedom, sound health, the sense of belonging, an interesting occupation, a possibility to express yourself.

Actually, all these things have their beginning in the family. Nothing else but a family can be an emotional centre of people's life and a transmitter of culture. Such things as mutual respect, understanding, consideration for others, patience, tenderness are important in every family. And such things as hypocrisy, selfishness, rudeness, insincerity should never exist in family relationships.

There are a lot of activities that make a family a strong and healthy unit. They are discussing all the family plans together, going on trips together. The members of a friendly family visit theatres, exhibitions and exchange opinions. They share their joys and troubles and help each other in everything. And of course every family should have some traditions. These traditions may be different, they may be serious or amusing, very unique or quite common. But they all are important because they unite the family and make it stronger.

As for me, the traditions of our family are quite common. We like to spend our weekends together. When the weather is nice, we go on picnics or have a barbecue. We celebrate birthdays of our family members and other holidays together.

The holiday I like best is New Year's Day. We usually see the New Year in at home. Our flat looks really great with a brilliantly decorated fir-tree. I love this holiday for its magic and merry atmosphere, for the happiness it gives to me, my relatives, friends and to all the people. This holiday is surely worth celebrating.

Task№6. Find the English equivalents in the text from Task№5 to the Russian ones given below.

не сможете не согласиться, волшебная формула счастья, крепкое здоровье, интересное занятие, ощущение сопричастности, транслятор культуры, взаимоуважение, учёт интересов других людей, доброта (чуткость), эгоистичность, лживость (неискренность), отправиться на экскурсию (в короткое путешествие), обмениваться мнениями, делиться радостями и горестями, забавный (смешной), уникальный, весьма распространенный (довольно обычный), укреплять семью, встречать Новый год, новогодняя ёлка, весёлая атмосфера, стоит отмечать.

Task№7. Fill in the gaps. Translate the words.

he__lth, us__ally, t__gether, uni__ue, tro__ble, __xchang__, h__pocr__sy, pa__ience, mut__al respe__t, unive__sal, insin__er__ty, a barbe__ __e, impo__tant.

Task№8. Make up sentences. Translate them.

| | | | | |
|----|-----------------|------------------|--------------------------------|--|
| 1 | Ann | rarely | go dancing | on time. |
| 2 | Bob | | helps her mother | in winter. |
| 3 | Anna and Tina | | come in class | with |
| 4 | John | always | repairs his bike | every Saturday. |
| 5 | The boys | | goes to the cinema | himself. |
| 6 | Samantha | never | stay out late | a lot. |
| 7 | Tanya | | make noise | about the house. |
| 8 | Sam | sometimes | go to college | with his friends in the shopping mall 'Arena'. |
| 9 | My neighbours | | helps his father in the garage | at the weekend. |
| 10 | we | seldom | loves to stay up late | in three years. |
| 11 | Steve | | does sport | on Sundays. |
| 12 | They | usually | visits her granny | at night. |
| 13 | Jack | | want to move abroad | three times a week. |
| 14 | Their relatives | | loves hanging out | reading. |

Task№9. Read what some people associate with «Family». What do you think about it?

- In family life love is the oil that eases friction, the cement that binds closer together, and the music that brings harmony.
- Family lies are precious threads.
No matter where we roam
They draw us close to those we love
And pull our hearts to home.
- F** - Form a strong bond with all your family.
A - Always remember they may be in a different place
M - Make times together fun and memorable
I - Ignore the petty differences
L - Love them while you can- life can be short
Y - You can be the glue that keeps them together. (Dan Mount)

Task№10. Make up a poem «My family» according to the Model.

| | |
|----------|-----------------------------------|
| F | - flame that warms |
| A | - awesome people I love |
| M | - membership that really matters |
| I | - incredible relations / intimacy |
| L | - love is what I get in my family |
| Y | - yummy cakes my mum bakes |

Task№11. Read British proverbs about family. Translate and learn them by heart.

1. There is no place like home.
2. Blood is thicker than water.
3. Children are a poor man's riches.
4. Home is where the heart is.
5. Like father like son
6. The apple doesn't fall far from the tree.
7. A family that plays together stays together.
8. You can't choose your family.

Task№12. Read the proverbs in Task№9 once again. Then look through the explanations given below. Choose the right one to each proverb.

1. A poor man finds wealth through his children, partially because they bring him joy, and also because they are his legacy. Through them his name and hopes will carry on. A poor man has no choice but to put everything he has (all his hopes and dreams) into his children. Whereas, on the other hand, a wealthy man may rely on his wealth for his legacy.
2. A son's character is likely to closely resemble his father's. This is something that can be seen from a young age. Little boys will mimic their dad's and into adulthood certain behavior will be very similar. There is also a very similar saying, "**like mother like daughter**", and this means the same thing.
3. Home is not necessarily the building that you live in, but it is where you most want to be. This is usually wherever someone's family is, or where they grew up. Most adults have some place in their mind that they think of as their "home". It may be the same city they live in now, the city where they grew up, the house where their parents live, or the place where they are raising their family.
4. Relationships within a family are more important and stronger than those outside of the family. In other words your family will always be there for you, no matter what, even if you've been apart or have said something unkind. However people who are outside of your family may abandon you when things are difficult, or may walk away if you have been unkind.
5. Children behave like their parents. Children tend to talk like their parents, eat what their parents eat, and like what their parent like. It can also refer to children looking just like their parents do. This proverb can be used to describe anything that is similar between either parent and child.
6. This is usually said when someone in a family has done something very bad or has an addiction. It is meant to give comfort to the affected family members.
7. Home is the best place to be. This saying comes from the song "Home Sweet Home". It simply means no matter where one is home is always best. It's not only comfortable, but it's where love and family can be found.
8. A family that spends time together will have a close bond and a lasting relationship. It doesn't matter what the activity is.

Task№13. Read and translate the sentences given below.

1. After being away for so long, Tom realized there's no place like home.
2. Don't be so surprised that your friends left you, you know you can always rely on family. Blood is thicker than water.
3. Even though it had been 10 years since Sally had been back to her parent's house, when she walked in the door it immediately felt like home. Home is where the heart is.
4. Billy gets into the same kind of trouble his father did when he was his age. Like father like son.
5. My mother and I both love to eat apple pies, and whenever my dad sees me eat it, he says like mother like daughter.
6. Mary looks exactly like her father, right down to her nose, the apple doesn't fall far from the tree.
7. My family and I go to the park every Saturday morning. You know what they say, a family that plays together stays together.

Task№14. Work in pairs. Ask your friend questions and fill in the table. Ask him / her explanations and examples. Make notes.

| Questions | You | Your partner | Notes |
|---|-----|--------------|-------|
| Are you organized? | | | |
| Do you plan everything in advance? | | | |
| Are you honest? | | | |
| Do you think you are sociable and quiet? | | | |
| Do you trust people? | | | |
| Do you make decisions easily? | | | |
| Do you prefer to work alone or in a team? | | | |
| Are you good with money? | | | |

Task№15. Read the text carefully. Answer the questions.

1. What is the text about?
2. Do your parents always understand you?
3. How often do you have an argument with your parents? Why? What kind of?
4. What helps you to avoid quarrels?
5. Speaking about relationship between parents and children we often use a phrase: *generation gap*. What does it mean?
6. How often do you and your family spend some quality time together? What do you usually do?
7. What helps you to maintain close relations with your family members?

Generation Gap

There is no doubt that the problem of parents and children is one of the most pressing issues in the modern world. Some people think that it is impossible to

overcome differences between members of different generations, while others insist that people of different generations can meet each other halfway and even become bosom friends.

It is not uncommon that some parents often disapprove of their children's musical preferences, clothing styles, political views and choice of friends. In my opinion, misunderstandings between parents and children cause many problems and may lead to serious conflicts. One simple solution that can be put forward is frank and open deep conversation. Hence, parents should understand that every child is an individual and that to err is human. Besides, some parents put much pressure on their children to perform well at school.

In my view, parents should make children aware of the importance of study in their life, but they should not punish them for bad grades. I am convinced that the main task of every parent is to teach children the difference between right and wrong and to establish trust relationship with them. So, parents must express deep concern, be careful, sincere, loving and heedful of advice. They must also go with the times in order to understand their adolescents better and not be too exacting and adamant.

It should be also noted that nowadays the factors of generation differences are disappearing. Lots of parents listen to the same music, wear the same clothes and spend as much time on social networking as their children do.

On the other hand, there are people who insist that the problem of generation gap cannot be solved. According to their opinion, teenagers today are rude, cruel, lazy and ill-mannered. Most of them are addicted to gambling, computer, alcohol or drugs. Moreover, experts say that the cases of juvenile delinquency have been on the rise over the past years.

In my judgment, one of the reasons for this problem is lack of moral values or attention. Moreover, the contributing factors of juvenile delinquency include poverty, parental divorce, domestic violence and corporal punishment. However, it becomes evident that all of them refer to the family conflicts. In my judgment it is precisely the family environment that constitutes a root problem. Experts say that most delinquents come from problem families. Their parents are often violent, cruel or abuse alcohol and drugs. In turn, their children show rebellious behaviour and stop obeying them.

All in all, I think that all parents should better try to protect their adolescents from bad influences and give a helping hand rather than lecture them or decrease their self-esteem. I still strongly believe that people can bridge the generation gap by means of communication and mutual understanding.

Active Vocabulary

- There is no doubt - несомненно / бесспорно
- a pressing issue - злободневный вопрос
- to overcome differences - преодолеть отличия
- to insist (on) - настаивать (на чем-либо)
- to meet smb. halfway - уступить кому-л., пойти на компромисс
- become bosom friends - стать закадычными друзьями
- to disapprove of smth. - не одобрять что-либо / относиться отрицательно к чему-либо

- to cause many problems - создавать много проблем / становиться причиной многих проблем
- to go with the times - идти в ногу со временем
- adolescent [ˌæd(ə)'les(ə)nt] - подросток / юноша / девушка
- preference ['prefərəns] - предпочтение
- political views - политические взгляды
- to disappear - исчезать
- *****To err is human** - человеку свойственно ошибаться
- to put pressure on somebody - оказывать давление на кого-либо
- to perform well at school - хорошо учиться
- academic performance [prə'fɔ:mən(t)s] - успеваемость
- aware [ə'weə] - знающий, осведомленный
- to punish - наказывать
- bad grades - плохие оценки
- to establish trust relationship with somebody - установить доверительные отношения с кем-либо
- generation differences - различия между поколениями
- generation gap - проблема отцов и детей, конфликт поколений, разрыв между поколениями
- social networking - социальные сети
- to cope with - справиться
- to reach mutual ['mju:ʃuəl] understanding - достичь взаимопонимания
- to be heedful of advice - щедрый на советы
- exacting - требовательный
- adamant ['ædəmənt]- непреклонный, категоричный
- ill-mannered - невоспитанный, невежливый
- gambling - азартная игра
- to addict to - пристраститься к чему-либо, быть заядлым любителем чего-либо
 - * She's a real opera addict - Она без ума от оперы.
 - * That guy is a mystery addict. - Он помешался на детективных историях.
 - * He is a TV addict - Его не оттащишь от телевизора.
 - * Sarah is addicted to music. - Сара обожает музыку.
- juvenile delinquency ['dzu:vənaɪl [dɪ'liŋkwən(t)si] - преступность среди малолетних.
- to give a helping hand - протянуть руку помощи
- to lecture somebody - читать лекции (нотации) кому-либо
- self-esteem - самоуважение, чувство собственного достоинства
- to bridge the generation gap - преодолевать разрыв между поколениями
- poverty ['pɒvəti] - нищета, бедность
- domestic violence - домашнее насилие
- corporal punishment ['kɒpəlɪ'mənt] - телесное наказание, порка
- root problem - ключевая проблема
- adverse [əd'vɜ:s] - неблагоприятный, враждебный
- adverse family environment - неблагоприятная обстановка в семье
- delinquent [dɪ'liŋkwənt] - правонарушитель, преступник
- rebellious [rɪ'beljəs] - бунтарский, непослушный
- to obey - слушаться, повиноваться
- parental divorce [dɪ'vɔ:s] - развод родителей

Task №16. Match the equivalents.

| | | |
|---|---------------------------|--------------------------------|
| 1 | self-esteem | a.- простое решение |
| 2 | to perform well at school | b. - невоспитанный, невежливый |

| | | |
|----|--|--|
| 3 | a simple solution | c. - уступить кому-л., пойти на компромисс |
| 4 | to protect children from bad influences | d.- откровенный серьезный разговор |
| 5 | to establish trust relationship with a kid | e. - музыкальные предпочтения |
| 6 | ill-mannered | f.- давить на детей / оказывать давление на |
| 7 | open deep conversation | g. - чувство собственного достоинства |
| 8 | to put pressure on children | h.- создать доверительные отношения с ребенком |
| 9 | musical preferences | i.- хорошо успевать в школе |
| 10 | to <u>meet</u> smb. halfway | j. - защищать детей от дурного влияния |

Task№17. Read the transcription of the words. Remember the Active Vocabulary

[,æd(ə)'les(ə)nt], ['prefərəns], [a'wea], ['ædəmənt], ['pɒvəti], ['dʒu:vənəɪ], [dɪ'lɪŋkwən(t)sɪ], ['ædvɜ:s], [dɪ'lɪŋkwənt] , [rɪ'beljəs] , [dɪ'vɔ:s], [daʊt], [ə'beɪ], [ɪn'vaɪərənmənt], [,dʒenə'reɪʃn], ['plʌɪfmənt], ['mju:ʃuəl], [pə'fɔ:mən(t)s]

Task№18. Make up phrases. Remember the Active Vocabulary. Translate them into Russian.

| № | The first part | The second part | Transcription | Translation |
|----|----------------|-----------------|------------------------------|---------------------------------|
| 1 | academic | problem | [ru:t 'prɒbləm] | a. бытовое насилие |
| 2 | a helping | differences | ['mju:ʃuəl ,lndə'stændɪŋ] | b. политические взгляды |
| 3 | cause | gap | ['presɪŋ 'ɪsju:] | c. злободневный вопрос |
| 4 | domestic | performance | ['helpɪŋ hænd] | d. обстановка в семье |
| 5 | mutual | environment | [,dʒenə'reɪʃ(ə)n gæp] | e. разрыв между поколениями |
| 6 | political | issue | [pə'litɪk(ə)l vju:z] | f. бунтарское поведение |
| 7 | root | behaviour | [pə'fɔ:mən(t)s] | g. становиться причиной проблем |
| 8 | overcome | violence | ['fæməli ɪn'vaɪərənmənt] | h.помощь |
| 9 | a pressing | problems | [rɪ'beljəs bɪ'heɪvjə] | i. преодолеть отличия |
| 10 | generation | understanding | [,əʊvə'kɒm 'dɪfrənsɪz] | g. успеваемость |
| 11 | rebellious | views | [də'mestɪk 'vaɪələns] | к. взаимопонимание |

| | | | | |
|---|--------|------|-----------------|------------------------|
| 1 | family | hand | [kɔ:z 'prɒbləm] | 1. важнейшая проблема, |
| 2 | | | | ключевая проблема |

Task №19. Translate the sentences. Use the Active Vocabulary.

1. Несомненно, родители играют важную роль в нашей жизни.
2. Что Вы думаете о проблеме отцов и детей?
3. Мои родители всегда готовы протянуть руку помощи.
4. Существует много отличий между членами семьи разных поколений.
5. Ты можешь пойти на уступки своей маме?
6. Ты готов пойти на компромисс?
7. Родители и дети могут стать закадычными друзьями, если они по-настоящему уважают и любят друг друга.
8. Отец не одобряет мой выбор.
9. Родители часто не одобряют предпочтения своих детей.
10. Каждый подросток - это личность. Взрослым нужно уважать их чувства и предпочтения.
11. Люди говорят: «Человеку свойственно ошибаться». Я согласен с данным высказыванием.
12. Родителям не следует наказывать своих детей.
13. Мои родители не понимают меня. Они очень требовательны и категоричны.
14. Мы - очень дружная семья. Мои папа и мама носят ту же одежду, слушают ту же музыку и проводят столько же времени в соц. сетях, что и мы.
15. Мы можем решить проблему отцов и детей.
16. Некоторые подростки грубые и невоспитанные. Они обожают азартные игры, компьютер и алкоголь. (*здесь: зависят от них*)
17. Родителям следует прекратить читать нотации (лекции) своим детям и проводить больше качественного времени вместе: ездить на пикники, заниматься спортом, гулять, общаться друг с другом. (*quality time*)

Task №20. Translate the sentences. Mind the Active Vocabulary.

1. My father **disapproved of** my going to the concert.
2. Mary's parents **disapproved of** her decision to get tattooed.
3. Do you approve or **disapprove of** my project?
4. Teachers often **disapprove of** their students' outfit since they wear too tight clothes and too much make-up at school.
5. Tom has low **self-esteem**.
6. Many people suffer from low **self-esteem**.
7. Why do so many people suffer from low **self-esteem**?
8. People with low **self-esteem** tend to interpret everything in a negative way.
9. Children often refused to **obey** their parents and grandparents.
10. Students must **obey** rules at school and college.
11. I'm **aware of** it.

12. I'm **aware of** the risks.
13. I'm **aware of** the problem.
14. Tom is **aware of** the danger.
15. I'm **aware of** what is at stake.
16. Eventually we could reach **mutual understanding**, and this contributed to changes in atmosphere between me and my parents.
17. **Mutual understanding** is essential to friendship.
18. **Mutual understanding** is important in all relationships.
19. I'm sure that **mutual understanding** contributes a lot to building a friendly relationship.

LISTENING SECTION

Task №21. Listen to the speaker and fill in the gaps. Use the words given in the box.

| | | | |
|-------------|-------------|------------|------------|
| get on well | family | problems | parents |
| don't like | happy | a lot of | mean |
| | in the news | generation | time |
| | | | the stress |

What does family _____ to you? In a perfect world, all families should be _____ and everyone should _____ together. I know _____ families that have many _____. Brothers and sisters who _____ each other, _____ who never talk to each other. I wonder why this is. How can you live so close to your _____ members and feel apart from them? There is a lot of talk _____ about the breakdown of family life. Divorce is rising everywhere in the world. This means single parents have less _____ to spend with their children, which creates problems. Maybe _____ of modern life puts too much pressure on families. It seems as though family life was better a _____ or two ago. Is this true for families in your country?

Task №22. Correct the spelling. Write down the text.

What does family mean to you? In a pfrtece world, all families should be happy and everyone should get on well hgtoeter. I know a lot of families that have many eoblpmrs. Brothers and sisters who don't like each other, parents who never talk to each other. I wonder why this is. How can you live so close to your family mermbs and feel aarpt from them? There is a lot of talk in the news about the wrkedoabn of family life. Divorce is rising everywhere in the world. This means single estapnr have less time to spend with their children, which screea problems. Maybe the stress of morden life puts too much pressure on families. It seems as though family life was better a oegraneint or two ago. Is this true for families in your country?

GRAMMAR SECTION

Task №23. Complete the sentences. Use the verb *to have* in the appropriate form in the Present Simple. Read and translate them.

1. She ... got two children.
2. They ... got a motorcycle.
3. We ... got a lot of nuts and bolts.
4. ...you Mr. Petrov? No, I ... not.
5. My parents ... workers.
6. He ... not a worker, he ... an automobile mechanic.
7. Moscow ... the capital of Russia.
8. Where ... the house you live in?
9. The bar ... three meters long.
10. The belt ... sixty millimeters wide.
11. The aluminum sheets ... not very thick.

Task №24. Complete the sentences. Use the verb *to be* in the appropriate form in the Present Simple.

1. How ...you?
2. What ... this?
3. He ... glad to see me. He ... very kind to me.
4. They ... bakers.
5. ...she a runner?
6. Mandy ... very good at drawing.
7. How much ... that cake?
8. Reading ...a very useful thing.
9. The flag ... white, red and blue.
10. He ... my neighbor.
11. What ... his name?
12. I ... glad to see you. How ... you?
13. They ... engineers.
14. ... he a mechanic?
15. Maxim ... a good student.
16. What ... on the table?
17. Technical college... a college, specializing in technical subjects.
18. The length of the bar ... five meters.
19. The trench ... two meters deep.
20. She ... got a torch.
21. They ... got a motorcycle.
22. I... got a tape measure.
23. He ...got a hammer.
24. We ... got many bolts.

Task №25. Complete the sentences. Use *is* or *are*. Translate them into Russian.

1. There _____ thirty students in my class.
2. There _____ some books in my bag.
3. There _____ some computers in the library.
4. There _____ a blackboard in the classroom.
5. There _____ a CD player on our teacher's desk.
6. There _____ some posters.
7. There _____ some dictionaries in the classroom.
8. There _____ a dog in the garden.
9. There _____ a cup on my desk.
10. There _____ ten English books in the room.
11. There _____ two rubbers in the cupboard.
12. There _____ two computers in my office.
13. There _____ a calendar on the wall
14. There _____ ten students in the living room.

Task №26. Complete the sentences. Use *there is* / *there are*.

1. _____ a nice cafeteria in my neighbourhood.
2. _____ an internet café opposite our school.

3. _____ five supermarkets in my town.
4. _____ a museum next to the park.
5. _____ some posters in front of the cinema.
6. _____ a girl called Tosya in my class.
7. _____ cows in the field.
8. _____ some very big ships in the harbor today.
9. _____ fish for dinner.
10. _____ a girl in my class who can walk on her hands.
11. _____ nothing to do when it rains.
12. _____ cat sitting on the bench.
13. In our park _____ some great things to play on.
14. In our park _____ a fountain where we can drink water.
15. _____ a computer in the classroom.
16. _____ some posters in my office.
17. _____ a CD player in my bedroom.
18. _____ 30 desks in the hotel.
19. _____ a tree in our garden.
20. _____ a blackboard in the classroom.
21. _____ some dictionaries in the library.
22. _____ some blue fish in the ocean.

Task№27 Complete these sentences. Use there is / there are. Make them negative.

1. _____ any shopping centres in this town.
2. _____ any beaches in London.
3. _____ an American café here.
4. _____ a Hollywood in Spain.
5. _____ any rap CDs in this shop

Task№28. Fill in the gaps. Use there is / there are. Make the sentences interrogative.

1. _____ a tree in the field?
2. _____ any plants in that garden?
3. _____ a cinema in my town?
4. _____ an eel in the aquarium?
5. _____ any children in the park?
6. _____ enough time to finish?
7. _____ anyone here who wants to volunteer?
8. _____ many windows in the room?
9. _____ a bank near here?
10. _____ a café around here?

Task№29. Write questions and short answers. Use there is / there are.

Example: / any Brazilian footballers in your favourite team?

Are there any Brazilian footballers in your favourite team?

Yes there are.

1. / a skateboard park near here?

2. / a Hollywood in Ireland?

3. / any famous football teams in your town?

4. / any interesting places near your house?

5. / an English boy in your class?

Task №30. Read the text. Fill in the gaps. Complete the following sentences with *there is / there are* in the affirmative.

My name is Annie and I live in a very big house. _____ twenty-three rooms in my house, but _____ only twelve bedrooms. I live in one of the rooms on the third floor. In my room, _____ a huge bed and _____ nine windows. My bedroom isn't small. On my bed _____ lots of pillows, and _____ my cat, Fluffy. In my closet _____ many nice things, and _____ also many clothes. I don't have a bathroom in, but _____ a bathroom next to my room. Also in my house _____ two kitchens, a big dining room and three living rooms. The house is really big!

Task №31. Complete the following sentences. Use *there isn't / there aren't*. Be careful with countable and uncountable nouns!

1. _____ a flight from here to London.
2. _____ any movies that I want to see in the cinema.
3. I'm very hungry, but _____ any food in the refrigerator.
4. We want to go to the concert, but _____ any tickets.
5. _____ any money in my bank account so I can't pay the bills.
6. _____ seventy minutes in an hour.
7. In my neighborhood, _____ any children.
8. Henry can't bake a cake because _____ any sugar in the cupboard.
9. It's sunny today and _____ a cloud in the sky.
10. I'm sorry, _____ any letters for you today

Task №32. Complete the sentences. Open the brackets and use the verbs in the Present Simple Tense.

1. He often (take) selfies.
2. She (dance) on a stage.
3. They (do) sports regularly.
9. He always (take) part in sports competitions.
10. He (work) as a waiter.
11. They (work) for Norilsk Nickel.

4. She (save) money.
5. David and Sarah (play) basketball well.
6. He (have) a younger brother.
7. Ben Smith (live) in London.
8. The guys (dig) in the garden.

12. She (read) English books.
13. David and Sarah (live) together.
14. He (have) a small flat.
15. The Smiths (live) in London.
16. Steven (dive) in his free time.

Task№33. Make up sentences in the Present Simple Tense. Write them down.

| | | | | |
|--|-----------|----------------|-------------------|------------------|
| I We You They | usually | read(s) | a book | in the evening |
| | often | listen(s) to | texts | in the morning |
| He She | seldom | write(s) | the radio | on weekly bases |
| | sometimes | go(es) | exercises | after classes |
| He She | never | come(s) | the music | on Sundays |
| | always | watch(es) | TV | at the weekend |
| He She | always | translate(s) | to the University | in the afternoon |
| | | socialize with | home | after college |
| | | | my friends | |

Task№34. Make up sentences in the Present Simple Tense. Write them down.

| | | | | | |
|--|---------------------------|--------|-----------|-------------------|----------------|
| I We You They | do not / don't | often | read | books | in the evening |
| | | | write | exercises | |
| He She | does not / doesn't | always | listen to | texts | after classes |
| | | | watch | music | on weekends |
| He She | does not / doesn't | always | come | the radio | on Mondays |
| | | | go | TV | |
| He She | does not / doesn't | always | translate | to the University | |
| | | | | home | |

Task№35. Make up sentences in the Present Simple Tense. Write them down.

| | | | | | |
|-------------|------|-----------|---------------|----------------|---|
| Do | you | read | texts | in the morning | ? |
| | we | | write | | |
| Does | they | translate | books | on weekends | ? |
| | he | study | English | every day | |
| Does | she | do | breakfast | after lunch | ? |
| | | have | to college | before lunch | |
| Does | | go | to the cinema | before dinner | ? |
| | | wash | home | | |
| | | | some coffee | | |
| | | | some tea | | |
| | | | hands | | |
| | | | dishes | | |

Task№36. Make up sentences in the Present Simple Tense. Write them down.

| | | | | | | |
|-----------|------|-----------|------------------------------------|------------|----------------|---|
| What | do | you | (never) (always) (sometimes) | read | English books | ? |
| Where | | we | | write | the dishes | |
| Why | | they | | translate | lunch | |
| When | does | he she | | study | emails to your | ? |
| How | | | | do | friends | |
| How many/ | | | | have | manuals | |
| How much | | | | go | hard for your | |
| How often | | | | wash up | exams | |
| What time | | | | | homework | ? |
| | | | | sports | | |
| | | | | to college | | |

Task№37. Make up the sentences given in Task№29 negative.

Model: He doesn't often take selfies.

Task№38. Make up the sentences given in Task№29 interrogative.

Model: Do they do sports regularly?

Task№39. Open the brackets and use the verbs in the Present Simple Tense

1. We ___ (to read) English books every day. 2. They ___ (to speak) English at the lesson. 3. I ___ (to listen) to the music in the morning. 4. You ___ (to go) to the University on weekdays. 5. I ___ (to prepare) my homework in the evening. 6. We ___ (to have) breakfast at 7 o'clock. 7. He ___ (to write) letters home every month. 8. She ___ (to arrive) at the University at 7.30. 9. My friend ___ (to like) music very much. 10. He ___ (to speak) English very well. 11. She ___ (to have) breakfast at 9. 12. He ___ (to go) to college by bus.

Практическая №6

Тема 3.1. My house is my castle

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении, письме; активизация использования лексического материала по теме «Мой дом - моя крепость» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:

1. учебные:

- активизировать употребление в речи лексики по теме «Мой дом- моя крепость»;
- формировать навыки говорения;
- развивать умения восприятия речи на слух с целью извлечения специальной информации;
- развивать смысловое чтение: просмотровое, поисковое, изучающее.

2. **развивающие:** способствовать развитию памяти, логического мышления, языковой догадки, умения сравнивать, обобщать данные и делать выводы.
3. **воспитательные:** ориентировать обучающихся на усвоение общечеловеческих ценностей: терпимости и уважению друг к другу;
4. **познавательные:** уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации; научиться рассказывать о своем доме, своей комнате, используя новую лексику активного словаря;
5. **социокультурные:** формирование уважения к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип урока: комбинированный

Необходимое оснащение:

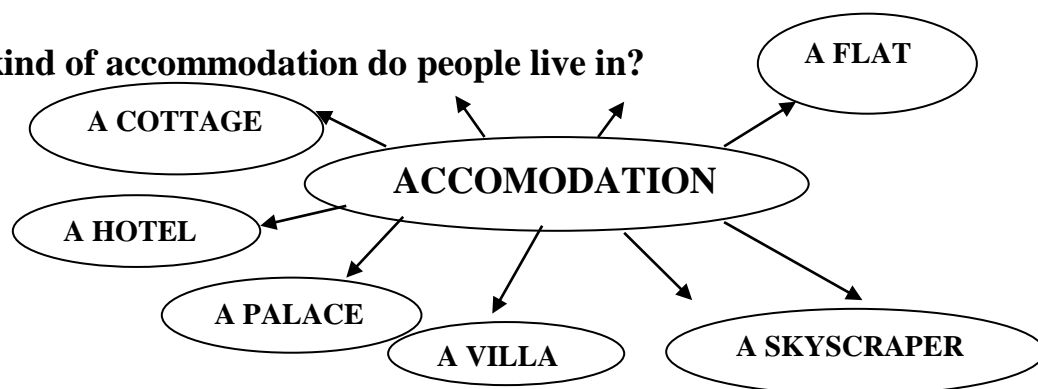
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

Task№1. What kind of accommodation do people live in?



Task№2. Read the words in the box. Select the names of accommodation and complete the spidergram in Task№1.

a self-catering flat, a living-room, a bed, a detached house, all conveniences, a sauna, a lodge, luxurious hotel, a coffee-table, a semi-detached house, a terraced house, a bungalow, a mansion, a cooker, a multi-cooker, a caravan, a palace, a carpet, chalet, a table, a chair, a tent, an igloo, a microwave oven, a houseboat, a fridge, a guesthouse, an armchair, a hostel

Task№3. Read the information about some types of accommodation. Complete the table.

- A self-catering flat is a flat which you rent and cook there for yourself.






- A **caravan** is a vehicle that a car can pull and in which people can live and sleep like in a flat when they are on holiday.
- A **youth hostel** is a cheap accommodation mainly for young people with, perhaps, ten or more people sleeping in bunk beds.
- A **chalet** is a house with a steep sloping roof, common in places with high mountains and snow such as Switzerland.
- A **luxurious hotel** is an expensive accommodation where people stay, have meals and enjoy their lives.
- A **guesthouse** is an accommodation like a hotel but cheaper and with fewer services.

| No | Purpose | A self-catering flat | A caravan | A youth hostel | A chalet ['ʃæleɪ] | A luxurious hotel | Bed and breakfast |
|----|--|----------------------|-----------|----------------|-------------------|-------------------|-------------------|
| 1 | You want to go to the campsite to spend ten days in the wild. You need... | | | | | | |
| 2 | You're on holiday and want to spend a week in the mountains. You're going to rent... | | | | | | |
| 3 | You are travelling as a family and want to save some money. Cooking on holiday on your own is O.K. for you. That's why you are renting a ... | | | | | | |
| 4 | You are on holiday somewhere. You have to spend one night in a hotel and next morning keep on travelling. So, you are renting a ... | | | | | | |
| 5 | You are young and short of money. But you need a | | | | | | |

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| | place to stay over. You are renting a ... | | | | | | |
| 6 | You're wealthy and travelling on business. You need an accommodation with all conveniences to live in full comfort. You need a... | | | | | | |

Task №4. Read the information about some types of accommodation and match it to the pictures given below. Complete the table.

1. a **hotel** is a short time accommodation
2. a **lodge** is an outdoor accommodation, usually made from logs and wood.
3. a **hostel** is an accommodation where rooms and bathrooms usually are shared with others.
4. a **castle** is a magnificent and imposing mansion, esp. one that is the home or former home of a member of the nobility.
5. a **tent** is a shelter made of canvas or nylon which is held up by poles and ropes, and is used mainly by people who are camping.

| | | | | |
|---|---|---|--|---|
| A. | B. | C. | D. | E. |
|  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 |
| | | | | |

Task №5. Answer the questions. Use the Active Vocabulary

1. What type of accommodation do you think is the most attractive / the most modern / the most comfortable? Why do you think so?
2. What kind of accommodation is most common in your country?
3. What kind of home does your family live in?

Task №6. Read the sentences. Translate them. Mind the Active Vocabulary.

1. I need to reserve a room in a hotel for 2 days.
2. It is so nice to rent a lodge for the whole summer, which has all the comfortable facilities and is directly by the nature!
3. Hostels are great for students who want to get a cheap and fair accommodation.
4. I want to go to the Alps with my family and spend a week alpine skiing. So, we're going to rent a chalet.
5. If you can drive, love freedom, prefer to travel on your own and have all conveniences on the wheels, you should buy a caravan. It's really fantastic!

6. A skyscraper is a very tall building in all modern cities like New York, Moscow,

Task№7. Find the English equivalents to the Russian ones given below. Use the information in Task№3.

в отпуске, люди могут жить, как в квартире, транспортное средство, готовить (еду) для себя, арендовать (жильё), недорогое (дешевое) жильё, двухъярусная кровать, молодые люди, крыша с крутым скатом, высокие горы, дешевле и с меньшим сервисом, размещение, дорогой, наслаждаться жизнью.

Task№8. Find 10 words in the line, write them down and translate them.

flatcottagehouseboatcastletenthostelcaravanlodgehotelchalet

Task№9. Read the poems about homes. Say what meaning the word «home» is used in. Do the words «home» and «house» mean the same?

1. Between the stars and through the clouds

And over the fields we'd roam.
But no matter where we drifted
There's really no place like home.

Snarly Sally

3. Home is not a place...
It's a feeling.

5. A home is not where we come back to sleep

A home where you come back to feel alive.

A home is not a place to store your worries

A home is a place to let your happiness thrive.

A home is not where you live in darkness

A home is where you say goodbye to gloom.

A home is not where you argue and fight

A home is where you let love bloom.

Anonym

2. It's not the size of your house
That makes a home...

It's the size of your heart!

Jane Lee Kogan

4. A house is made of wood and stone
But only love can make a home.

6. Homes can be trailers

Homes can be boats.

Home is the place

Where you hang your coat.

Homes are apartments

And mansions and tents.

Homes can be wooden

Or stone or cement

Homes can be large.

Homes can be tall.

Homes can be cosy,

Friendly and small.

Wherever you live,

If it's old or it's new.

Your Home is your

«Home Sweet Home»

To you.

Betsy Franco

7. A home can be made of sticks and mud

Or great big blocks of snow.
A home can be twenty stories tall
Or in the ground below.
A home can be way up on a hill.
Or next to the ocean wide.

A home can be where you are safe and sound.

Or with family and friends around.
A home can be where you have your heart
And all that you adore.

8. Our home is our safe heaven;
A place where we find hope.
The place where we gather strength
When it's difficult to cope.

It's a place of joyous laughter,
And sometimes one of tears.
A treasure chest of memories
Collected through the years.

But what truly makes our home
Such a special place to be,
Is the enduring love we share here as a family.

Task№10. Read the poem «The house». What do you think of it?

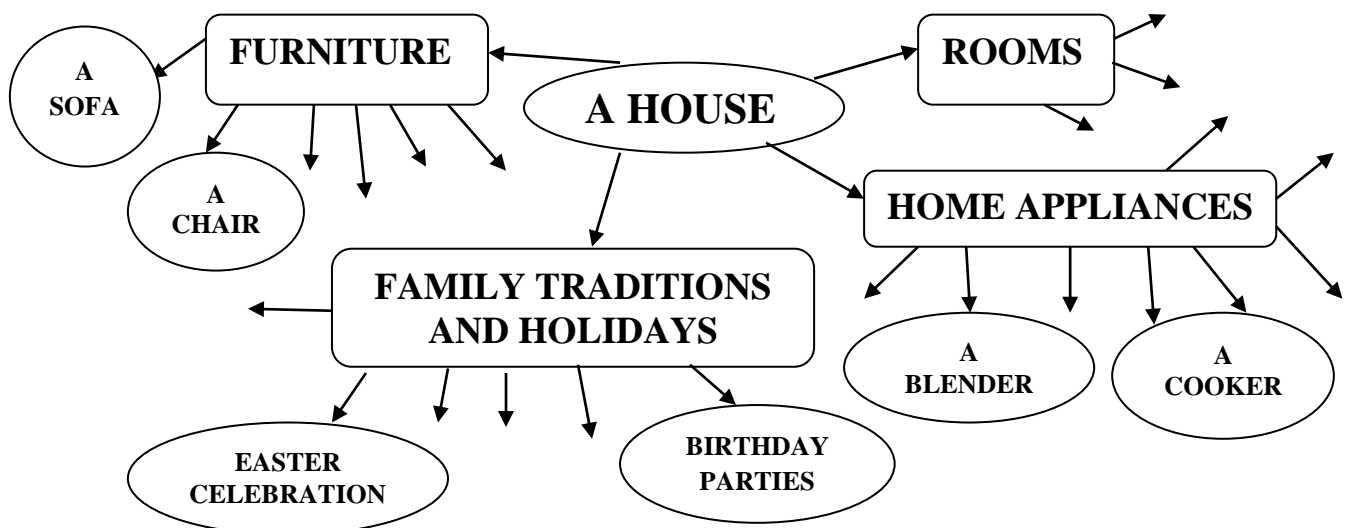
Active Vocabulary

- be different to - отличаться от ...
- for a while - какое-то время
- a construction - строение
- I (don't) appreciate it - я (не) очень ценю
- I am growing up - я расту
- to bring friends home - приводить друзей домой
- I rest my head at night - я отдыхаю ночью
- nice memories - прекрасные воспоминания
- My home is my castle. - Мой дом - моя крепость.

I
live
in a house
and have always
lived in a house. But a
house is different to a home.

A home is the place where you have lived for a while and it is special to you. A house is just a construction you live but don't really appreciate it. My home is very special to me because it is the place I am growing up. It is the place I bring my friends home and the place where I always rest my head at night. My home is special and the walls are full nice of memories. My home is my castle and I love it so!

Task№11. What do you associate with the word «House»?



Task№12. Read the words in the box. Use them to complete the spidergram in task№10.

a hall, a bedroom, a kitchen, a living room, a dining room, a study, a bathroom, a WC, a pantry, an armchair, a chair, a sofa, a carpet, a table, a desk, a TV set, a shelf, curtains, a cupboard, a wardrobe, a chest of draws, a coffee table, an electric cooker, a microwave oven, a multicooker, a mixer, a blender, a sink, a fridge (a refrigerator), a kettle, plates, cups, knife/ knives, spoons, forks, chopping board, a computer, a tablet, New Year, Christmas. a lamp, a picture, posters, magnets, CDs, DVDs, a wall unit, pillows.

Task№13. Match the words to the pictures.

a saucepan, a multicooker, a sofa, an armchair, a microwave oven, mugs, a wall unit, a sink, the room is a mess, a desk, spoons, knives (one knife), forks (one fork), a fire place, curtains, a heater, flowerpots, cups, a kettle, an electric cooker, a wall cabinet, a chest of drawers, an oven, a carpet, a remote control, plates, a tablet, pillows, a fridge (refrigerator), a chair.

| | | |
|---|--|---|
| 1.  | 2.  | 3.  |
| 4.  | 5.  | 6.  |
| 7.  | 8.  | 9.  |
| 10.  | 11.  | 12.  |
| 13.  | 14.  | 15.  |
| 16.  | 17.  | 18.  |



Task №14. Look at words. In each line find an extra word and explain why it is wrong.

1. living room, dining room, flat, bedroom;
2. running water, wardrobe, refrigerator, wall unit;
3. to water flowers, to do the washing, to go to school, to go shopping;
4. a lighthouse, a garage, a teepee, a caravan;
5. a bed, a sofa, a chair, a table.

Task №15. Read the text and translate it.

We live in a 9-storeyed block of flats in Norilsk. It is an old house. There's a big supermarket on the ground floor and it's very convenient to do the shopping every day.

Our flat is on the fifth floor. It's very comfortable and well-planned. We have all modern conveniences, such as central heating, electricity, cold and hot running water and a telephone. There are three rooms, a kitchen, a bathroom and a hall in our flat. There's also a balcony where we can enjoy a lovely view of the local mount.

The largest room in our flat is the living room and we use it as a sitting room. In the middle of the room there is a nice oval carpet. Opposite the window there is a wall unit with lots of books, a TV-set and a home theatre. There are two comfortable armchairs and a small coffee table in the right-hand corner. There is also a sofa and an electric fire in our living room. We like the living room best of all, because in the evenings we gather together there to have tea, watch TV, talk and rest.

My room is the smallest room in our flat, but it is very cosy and light. There is a bed, a wardrobe, a desk, an armchair and several bookshelves in my room.

There is a thick carpet on the floor. The walls in my room are light-brown and there are some big posters on them. I like my room very much, but from time to time I change it round. I quite often move the bed and change the posters on the wall.

Our kitchen is large and light. It is very well equipped. We have got a refrigerator, a freezer, an electric cooker with an oven, a microwave oven, a coffeemaker, a multi-cooker, an electric kettle and a toaster. We haven't got a dishwasher because there is no need in it. Frankly speaking, our family is not that big to buy such an expensive appliance, besides we do the washing up in turns. As for me, I even like it.

Task№16. Complete the following sentences using the text:

- | | |
|--|--|
| 1. There are... in the right-hand corner. | 6... because in the evenings we gather there. |
| 2. Our smallest room is very... | 7. I like... very much, but from time to time... |
| 3. I have a flat in an old... | 8... there is a wall unit. |
| 4. There are... rooms in my flat. | 9. We have no dishwasher, because... |
| 5. We have..., ..., ..., ... in our kitchen. | 10. My flat is very... |

Task№17. Give English equivalents for the following words and use them in the sentences of your own:

- а) 9-ти этажный, многоквартирный дом, первый этаж, удобный, современные удобства, центральное отопление, электричество, водопровод, жилая комната, кухня, гостиная, стенка (мебельная), левый угол, уютный;
- б) не далеко от, больше всего, время от времени, довольно часто, в ближайшем будущем, быть уверенным, вид на..., быть расположенным.

Task№18. Translate the sentences into English:

1. Я живу в 12 (9, 6, 5) - этажном доме. Я живу в многоквартирном доме.
2. Я живу далеко / не далеко от центра города. (The centre of the city)
3. Мой дом расположен не далеко от театра. Я живу на первом (2,5,3,9) этаже.
4. Моя квартира очень комфортабельная и хорошо спланирована.
5. У нас в квартире есть все современные удобства.
6. У нас есть электричество, водопровод, центральное отопление.
7. Наша квартира состоит из кухни, прихожей, ванной комнаты, жилой комнаты и двух спален.
8. У нас в квартире есть столовая, гостиная и спальня.
9. Напротив окна находится журнальный столик и два кресла.
10. В правом углу жилой комнаты расположен удобный диван.
11. По воскресеньям мы собираемся в нашей столовой, чтобы поужинать вместе. (to have supper)
12. Моя комната самая маленькая, и я время от времени делаю в ней перестановку.

13. Наша кухня очень удобная и хорошо оборудована.
14. У моей бабушки двухкомнатная квартира в новом квартале.
15. Он живет в студенческом общежитии. Его кабинет хорошо оборудован, в нем современная удобная мебель.
16. В углу нашей спальни стоит большой книжный шкаф, а напротив него – письменный стол
17. В центре нашей гостиной стоит широкий обеденный стол.
18. У нас в спальне над туалетным столиком висит красивое антикварное зеркало.
19. На полу в жилой комнате у нас дорогой ковер. У окна стоит письменный стол и табурет.

Task №19. Match the pairs.

| | | |
|----|---|---|
| 1 | a block of flats | а. пятиэтажное здание |
| 2 | a lovely view of the mount from my window | б. электричество |
| 3 | My house is situated far from... | с. столовая |
| 4 | to do the shopping | д. очень удобно (что-то делать) |
| 5 | central heating | е. все современные удобства |
| 6 | a dining room | ф. мой дом расположен далеко от |
| 7 | a five-storeyed building | г. многоэтажный / многоквартирный дом |
| 8 | electricity | h. восхитительный вид из моего окна на гору |
| 9 | all modern conveniences | и. делать покупки |
| 10 | it's very convenient to ... | ж. центральное отопление |

Task №20. Answer the questions:

1. What house do you live in?
2. Where is it situated?
3. What is situated not far from your house?
4. Is there a shop on the ground floor?
5. What floor is your flat on?
6. What modern conveniences have you?
7. How many rooms does your flat consist of?
8. Have you a balcony? What view is there from your balcony (window)?
9. What are the largest and the smallest rooms in your flat?
10. What is there in the left-hand corner of your living room?
11. What is there in the right-hand corner of your bedroom?
12. What is there in your bedroom?
13. Do you change your room round quite often?
14. Is your kitchen well-equipped?
15. What is there in your kitchen?

Task№21. Ask questions about your flats. Begin your questions in the following way:

1. How many rooms have you got...?
2. What have you got in a ...?
3. Have you got a ...?
4. Where is the ...?
5. What is there ...?
6. Is there a ...?
7. Are there any...?

Task№22. Read the dialogue and act it out.

Active Vocabulary

- What kind of - что за ...? / какого вида...?
- a four-room flat – четырёх - комнатная квартира
- all modern conveniences [kən'vi:njənsiz] - все (современные) удобства
- to overlook the lake - (окна) выходят на озеро (иметь вид на озеро)
- an apartment - квартира
- multistoried block of flats - многоэтажный многоквартирный дом
- an eco friendly house - экологически безопасный дом
- a bedroom suburb - спальный район
- unfortunately - к сожалению
- a picturesque [,pɪktʃə'resk] place - живописное место
- with a nice view to the lake - с прекрасным видом на озеро
- Lucky you! - везет Вам!
- to rent a room - снимать квартиру
- to take a mortgage - взять ипотеку (в банке)
- pay for it little by little – платить за нее понемногу (не спеша)

Jenny: What kind of home do you live in, Mr. Smith?

Mr. Smith: I live in a four-room flat with all the modern conveniences including air-conditioning. Two of the rooms overlook the lake.

Jenny: Is your apartment as Americans say in a block of flats?

Mr. Smith: Yes, I live in a new multistoried block of flats of experimental design.

Jenny: Is it in an eco friendly house?

Mr. Smith: Unfortunately not. But it is located in a bedroom suburb. It is a very picturesque place with a nice view to the lake, as I have told you.

Jenny: Lucky you! I rent a room from a landlady.

Mr. Smith: Is your rent high?

Jenny: Very high. Rents in Britain keep going up, you know. I have to move from one district to another searching for lower rents.

Mr. Smith: Why don't you buy a flat? You could take a mortgage in a bank, buy a flat, live in it and pay for it little by little.

Jenny: Yeah ...I'm thinking about it.

Task№23. Answer the questions:

1. What town (city) do you live in?
2. Do you live in the student hostel or at home?
3. Does your family rent a flat or do you have a flat of your own?
4. What is your address?
5. Is the flat you have good for your family?
7. What can you say about the living conditions of Russian students?
8. What can you say about the rent in Russia?
9. What can you say about the housing problems in Russia?
10. What can you say about taking a mortgage for buying a flat? It is worth it?

6. Do you live in a private house?

- Model:** - As for me, ... / As far as I know... - My address is ...
- I think ... - We love/ like our flat because it's ...
- I live in .../ rent ... - Many students live in ...
- It is rather easy / difficult to ...

Task№24. Read the advertisements and describe the flats to let.

To Let

Active Vocabulary

- | | |
|---|--|
| - a separate flat - отдельная квартира | - in a perfect order - в идеальном порядке |
| - facing the river - с видом на речку | - a rent - аренда |
| - central heating - центральное отопление | - a landlady - хозяйка (дома, гостиницы) |
| - spacious ['speɪʃəs] - просторный | - 50\$ a month - в месяц |
| - (be) furnished - меблированный | |

I. A separate flat facing the river on the second floor, central heating, hot water, a bathroom, a big kitchen, a spacious living-room with three large windows, a bedroom. All the rooms are furnished and in a perfect order. The landlady is middle-aged, friendly, kind, always willing to help. The rent is \$100 a month.

II. A separate room on the fifth floor for a single man, with furniture and a separate bathroom. There is a desk, three chairs, a sofa, a TV-set and a bookcase. The telephone is in the hall. There is no lift. The room is small but warm and cosy. The rent is only \$50 a month.

Task№25. Imagine that you are a landlord (landlady), make up your own advertisement about the flat (room) you rent. Use the Adds in task№10 as an example.

Task№26. Read the text given below. It's a description of a room. Decide what kind of room is the person describing.

1. a living room
2. a bedroom
3. a kitchen
4. a bathroom

I really love this room. It's very bright and cosy. It's upstairs on the second floor. You get a fabulous view of the trees in the back garden from the window. There's a big skylight too, so you get a lot of sunshine in here in the mornings which I love. It's not very roomy, but I think it's big enough for one person. It can be rather cold in winter, so I have to turn on the heater sometimes.

There are a lot of colourful posters on the door and an attractive old Indian rug here. There's a lamp in the corner, a large desk where I keep my computer and printer and a bookshelf for my books. I keep all my records and I have my DVD player in here as well. There's a comfortable old armchair too. Sometimes I sit and listen to music in the evenings, especially when I'm in a bad mood. But most of the time I work in here in peace because nobody bothers me and nothing distracts me from doing my homework and studying for exams.

Task№27. Describe your own bedroom. Include the following information.

1. Do you like it? Why?/Why not?
2. Is the room big/comfortable/warm/sunny (enough)?
3. What can you see from the window?
4. Do you have any decorations like pictures or posters on the wall/door?
5. What kind of furniture/appliances have you got in the room?

Task№28. Describe your own flat or the house you live in.

Task№29. Read the text «The intelligent house», translate it and answer the questions given below.

The Intelligent House

This is the 'intelligent' house where technology controls nearly everything and makes everyday life much easier. From the outside it looks like an average detached house - the furniture, TV and fridge are the same as in any other home. But this house is full of surprises. The technology makes it much more energy efficient.

The intelligent house has many innovations. A computer controls the heating and the lighting. If you're at work and the computer decides the house isn't warm enough, it switches on the heating. It can prepare coffee for you as you're watching your favourite TV program. Cameras, which are in every bedroom, keep an eye on the children upstairs when you are in the garden or even at the office. The house even knows what is in your fridge and can make a shopping list for you.

The computer works outside the house, too. When you come home from the supermarket, a camera above the door 'sees' your heavy bags of shopping and opens the door for you. You can see anybody that comes to your door without leaving your armchair. The cameras are linked to the Internet. So you can even check what is going on outside your house when you're at work or on holiday - just check the house's special web page. The computer can even automatically water the garden when it's too dry.

A vision of the future? No - companies are building houses like this at the moment. And who are these houses for? The companies believe these houses are ideal for busy people whose jobs require a lot of travel. But there is one small problem - a house like this costs over £700,000!

Questions:

1. Why do people call the house «intelligent»?
2. What does it look like?
3. What can you see in such a house?
4. What does the intelligent house have?
5. What innovations does the house have?
6. Would you like to live in such a house? Why? Give reasons.
7. Who are these houses for?
8. Can everybody afford to buy an intelligent house like this? Why?

Task№30. Find in the text «The intelligent house» the English equivalents to the Russian ones given below.

«умный» дом, делать повседневную жизнь проще, среднестатистический дом, отдельно стоящий дом, много нововведений, экономичный (энергосберегающий), система отопления и освещения, дома не достаточно тепло, следить за детьми, составить список покупок, тяжелые сумки с покупками, не вставая с кресла, за пределами вашего дома, специальную веб-страницу дома, автоматически поливать сад, занятые люди.

Task№31. Read the text «The intelligent house» and match subjects 1-5 with paragraphs A-D. There is one extra heading.

1. The future is here today.
2. The history of the intelligent house.
3. Inside the intelligent house.
4. What is an 'intelligent' house?
5. How technology helps outside the house.

Task№32. Read the information about some functions «intelligent» houses may have. Translate it.

1. This house can open the front door for you.
2. This house can clean the bath for you.
3. You don't have to go outside to water the garden.
4. The outside of the house is not very unusual.
5. This house has some unusual furniture.
6. It is easy to control the lights in this house.
7. This house has a bath that cleans itself.
8. You can control the lights of this house with a remote control.
9. The house has a camera that tells you who's at the front door.
10. The washing machine of this house can find lost socks.
11. This house has cameras which show you what is happening in all the bedrooms.
12. This house has a smart fridge that makes its own shopping list.
13. This house has a bedroom door that can be programmed to keep out brothers/sisters/parents.
14. This house has an alarm clock that understands your commands.
15. This house has a shower but it's not an ordinary shower. It's using rain water collected from the roof and heated by solar energy, or heat from the sun.
16. This house has a special fingerprint recognition technology. It means no more lost keys in the future. The house will let you back in.
17. This house has a special control panel that helps you control the music in every part of the house as well as the temperature inside the house.

Task№33. Work in groups. Which of these things would / wouldn't you like to have in your home? Why?/ Why not? Use the Model.

Model: I would like to have a bath that cleans itself, because I'm very lazy!
I would like to live in such a house where I could watch football in every room.

Task№34. Read the sentences. What country is meant here?

1. People in my country usually live in a block of flats.
2. The typical home has got 1 or 2 bedrooms.
3. Most homes are rather high and not very bright.
4. Most flats are not spacious and sometimes cold.
5. Most people don't have a garage and a garden in the back of the house.
6. Nearly everybody has got a TV, a freezer and a microwave and a computer or a tablet.

Task№35. Have you ever thought how much your home tells about you? Do the quiz in pairs or individually. Answer the questions given below.

1. How many computers do you have in your flat?

- a. just one - a desktop
- b. more than one - a desktop and a laptop
- c. you have a desktop, a laptop and many other gadgets.

2. What would a guest think of your kitchen?

- a. it's clean and tidy.
- b. it needs some cleaning.
- c. it has not been cleaned for ages, the dustbin is always full.

3. How many mirrors do you have?

- a. none.
- b. at least one mirror
- c. several or many.

4. How easy is it for you to find a lost object in your house?

- a. very easy
- b. somewhat difficult
- c. next to impossible

5. Do you have houseplants?

- a. no. Never had any.
- b. one pot.
- c. many pots.

6. What's the main colour in your room?

- a. white.
- b. warm colours
- c. cool colours
- d. black

GRAMMAR SECTION

THE PREPOSITIONS OF PLACE



The ball is on the table.



The ball is under the table.



The ball is in the basket.



The boy is next to the tree.



The rabbit is behind the tree.



The rabbit is in front of the tree.



There is a triangle between the circles.



The bird is above the dog.

Task №36. Look at the picture and say what you see there. Use a dictionary and the Model.

Model: I see a painting in the picture. The painting is on the wall. It is next to the clock.

I see a lamp. The lamp is above the table. The table is on the carpet.

I see a chest of draws. The chest of draws is next to the window.



Task №37. Translate the sentences into English. Mind the prepositions of place: *in, on, under, in front of, next to, behind, between, above.*

- | | |
|--|--|
| 1. Кресло находится рядом с диваном. | 6. Я люблю сидеть в кресле. |
| 2. Дети в комнате. | 7. Зеркало на стене. |
| 3. Его машина стоит между домом и гаражом. | 8. Кот под столом. |
| 4. Телефон лежит на рабочем столе. | 9. Ковер на полу. |
| 5. Компьютер стоит на столе. | 10. Девочка находится перед телевизором. |

THE CONSTRUCTION THERE IS / THERE ARE

Task№38. Look at the picture in task№36. Complete the sentences, use the prepositions of place: *in, on, in front of, next to, between, above*.

1. There is a pillow ___ the sofa.
2. There is a flowerpot with a nice flower _____ the armchair.
3. There is a TV set _____ the chest of draws.
4. There are a lot of books ___ the shelf.
5. There is a cupboard _____ the sofa and the window.
6. There is a chest of draws _____ to the window.
7. There is a lamp _____ the table.
8. There is a round table _____ of the sofa.
9. There is an aquarium and a flowerpot _____ the curtains.
10. There is a mirror _____ the TV set.
11. There is some tea ___ the teapot.

Task№39. Make up affirmative sentences. Mind the usage of the construction *there is / there are*.

Model: There is a desk in the room.

There are two students in the classroom.

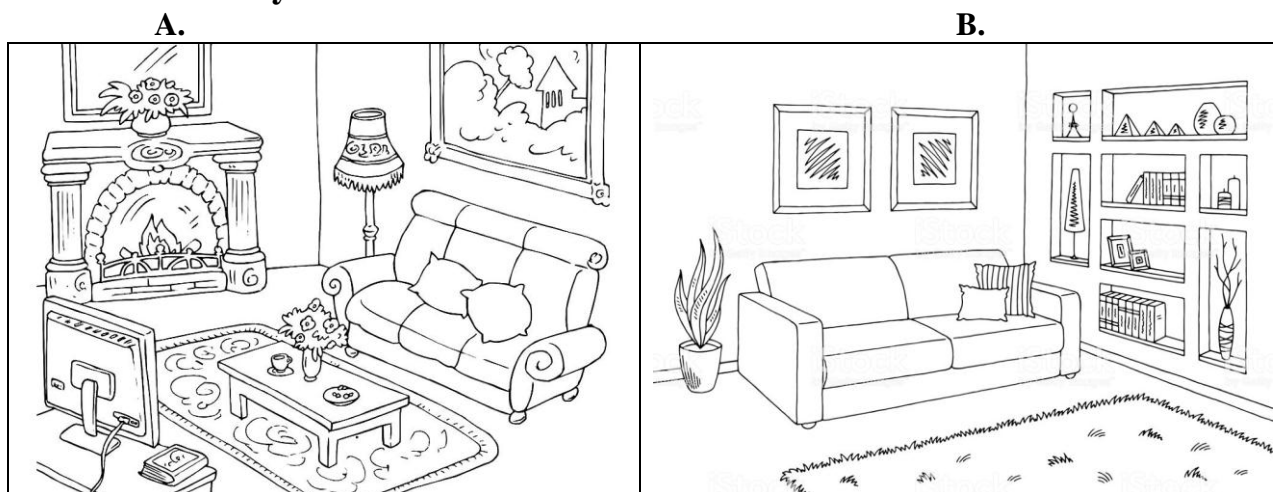
There is a TV set on the table.

| | | | | |
|------------------|-----------------------------|---|--|---|
| (+) There | is are | a many five two a lot of three | desk picture(s) door(s) window(s) student(s) computer(s) chair(s) coffee table sofa nice carpet on the floor shelf / shelves cup(s) a fridge a microwave cooker tablet(s) a TV set flowerpot with nice roses | in the room. in the corner. on the table. on the wall(s). in the living room. in the kitchen. in my bedroom. in our house / flat. in front of the sofa. behind the bed. between the armchair and the sofa. next to the fridge. under the kitchen table. in the classroom. |
|------------------|-----------------------------|---|--|---|

Task№40. Make up interrogative sentences. Mind the usage of the construction *there is / there are*.

| | | | | |
|---|---------------------|-----|---|--|
| <p>Is (?) Are</p> | <p>there</p> | a | <p>book vase cup(s) curtains TV set(s) computers coffee table mugs spoon(s) knife frying pan a sofa pillows people a cat a hamster flowers milk</p> | <p>on the table? on the sofa? under the coffee table? next to the computer? in front of the window? in the corner? in the bookcase? in the bathroom? in the living room? behind the curtains? on the bed? on the kitchen table? on the plate? in the vase? in the cage? on the electric cooker? in the fridge?</p> |
| | | no | | |
| | | any | | |

Task№41. Look at the picture, compare them. Use the construction *there is / there are* and say:



1. There is a flowerpot next to the sofa in picture **B**. But there is no flowerpot in picture **A**.
2. There is a carpet in front of the sofa both in picture **A** and **B**.

LISTENING SECTION

Task №42. Listen to the speaker and fill in the gaps. use the words given in the box.

| | | | |
|-----------|---------|--------------|--------------|
| outside | stone | eco-friendly | interesting |
| beautiful | wood | houses | older houses |
| | designs | when | energy |

All _____ are unique. Even if they look the same from the _____, they are very different on the inside. I think houses are very _____. I like looking at the way they are built and the _____ they are built in. In London there are many houses that are hundreds of years old. These are _____. You can see much of the original _____ and _____ structure. Modern houses are also interesting. It's funny how they copy many of the features of _____.

I love looking at houses _____ I travel. Every country has its own special _____, from Japan to Arabia to Greece. Nowadays people are building _____ houses. They want houses that save _____ and help protect the planet.

Task №43. Listen to the speaker again and correct the spelling of the words.

All houses are iqneuu. Even if they look the same from the outside, they are very different on the eiinsd. I think houses are very interesting. I like looking at the way they are built and the tesyl they are built in. In London there are many houses that are hduesrnd of years old. These are beautiful. You can still see much of the rongilai wood and stone ruesrttcu. Modern houses are also interesting. It's funny how they copy many of the setfraeu of older houses. I love looking at houses when I travel. Every country has its own special designs, from Japan to Arabia to Greece. Nowadays people are building eco-nreifdly houses. They want houses that save yeergn and help protect the ntaelp.

Task №44. Unjumble the words in the text. Write the text down and translate it.

All houses are unique. if Even same the look they from the outside, different the they very on inside are. I think houses are very interesting. I like looking at the way they are built the they built and style are in. In London there are many that hundreds years houses are of old. These are beautiful. You can still much the wood see of original and stone structure. Modern houses are also interesting. It's funny how they copy many of the features of older houses. love looking at houses when I travel I. Every country has its own special designs, from Japan to Arabia to Greece. building - Nowadays are eco friendly people houses. They want houses energy save that and help protect the planet.

ПРАКТИЧЕКАЯ РАБОТА №7

Тема 3.2. In the city

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении,

письме; активизация использования лексического материала по теме «В городе» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:

1. учебные:

- активизировать употребление в речи лексики по теме «В городе»;
- формировать навыки говорения с применением изученных грамматических структур;
- развивать умения восприятия речи на слух с целью извлечения специальной информации;
- развивать смысловое чтение: просмотровое, поисковое, изучающее.

2. развивающие:

- развивать умение адекватно использовать новые речевые клише и выражения в речи для достижения поставленной цели;
- способствовать развитию памяти, языковой догадки, логического мышления, умения сравнивать, обобщать данные и делать выводы;
- развивать умение самопрезентации;
- развивать умение самостоятельно строить высказывания.

3. воспитательные:

- воспитывать культуру общения;
- ориентировать обучающихся на усвоение общечеловеческих ценностей: взаимопомощи, терпимости и уважению к окружающим;

4. познавательные: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации; научиться осознанно строить речевые высказывания в устной форме, задавать вопросы по теме «Как пройти...?» используя новую лексику активного словаря и понимать на слух речь говорящего, построенную на знакомом материале;

5. социокультурные: формирование уважение к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип урока: комбинированный

Необходимое оснащение:

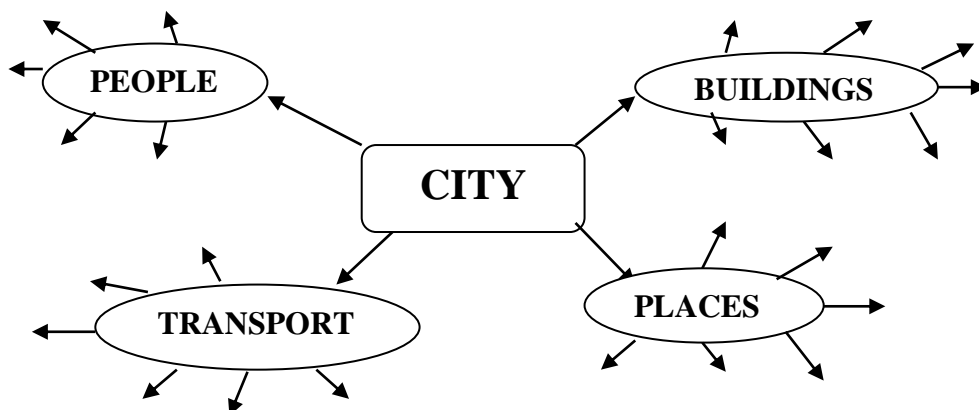
- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Complete the mind map. What words are connected with the word “city”?



Task№2. Look at the words given in the box and complete the spidergram. Add your own ideas!

lorry / lorries, parks, (mini)vans, teachers, buses, zoos, boats, engineers, cars, bookkeepers, theatres, bicycles, cinemas, trams, (night)clubs, trains, art galleries, playgrounds, attorneys, post offices, airports, police stations, bus stops, taxis, pools, restaurants, (swimming)pools, hospitals, kindergartens, accountants, colleges, lawyers, universities, trolleybuses, banks, underground (tube / metro), librarians, schools, scooters, motorbikes, cathedrals, storehouses, hostels, air gliders, hotels, chefs, workers, taxi stands, miners, plants, veterinarians (vets), nursery teachers, greengrocers, hairdressers, chemists, markets, plumbers, painters, clerks, electricians, IT specialists, ambulances, builders, airplanes, doctors, parking lots, surgeons, parliament, drivers, libraries, railway stations, shops, (shopping) malls, supermarkets, metro stations, sports halls, sports centers, observatories, churches, petrol stations, beauty salons, garages, service centers, shop assistants, spa salons, nurses, tyre centers, carwashes, factories, bakery.

Task№3. Complete the table.

| № | Places for men | Places for women | Places for kids and youth | Places for everyone |
|---|----------------|------------------|---------------------------|---------------------|
| 1 | garages | spa salons | schools | parks |
| 2 | | | | |
| 3 | | | | |

Task№4. Explain the terms connected with the topics «People» and «Places» given in Task№2 according to the Model. Use *who*, *which*, *a place / a person*

Model: A teacher is a person who works with children and teach them.

A school is a place where children go to and learn new things to get educated.

Task№5. Make up sentences. Use the ideas given below according to the Model.

Model: I associate *hospitals* **with** *doctors, nurses, patients, illness, medicine.*

- | | | | |
|--------------------|-------------------|---------------------|-----------|
| 1. carwashes | 3. garages | 5. railway stations | 7. plants |
| 2. chemist's shops | 4. shopping malls | 6. airports | 8. clubs |

Task№6. Match the word with the appropriate explanation.

| | | |
|----|--------------------------|--|
| 1 | a glider | a. - is a specially built covered area containing shops and restaurants which people can walk between, and where cars are not allowed. |
| 2 | a car wash | b. - is a building in which you keep a car. A garage is often built next to or as part of a house. |
| 3 | a playground | c.- is a professional cook, typically the chief cook in a restaurant or hotel |
| 4 | a market | d.- is a shop by the side of the road where petrol is sold and put into vehicles. [|
| 5 | a chemist or a chemist's | e.- is an aircraft without an engine, which flies by floating on air currents. |
| 6 | a garage | f. -is a person who cuts, colours, and arranges people's hair. |
| 7 | an ambulance | g. -is a place where goods like food, clothes, books and the stuff like this are bought and sold, usually outdoors. |
| 8 | a chef | h. - is an area of ground where people can leave their cars. |
| 9 | a hairdresser | i. -is a piece of land, at school or in a public area, where children can play. |
| 10 | a petrol station | j. - is a large vehicle that is used to transport goods by road |
| 11 | a parking lot | k. - is a building containing equipment for washing motor vehicles automatically |
| 12 | a shopping mall | l. - is a shop where drugs and medicines are sold or given out, and where you can buy cosmetics and some household goods. |
| 13 | a lorry | m. -a motor vehicle designed to carry sick or injured people |

Task№7. Answer the questions. Use the model and the ideas given in the box below.

Model: I buy aspirin at the chemist's.

I buy bread at the shop or at the baker's.

- | | |
|---|--|
| 1. Where can you buy aspirin? | 6. Where can you buy bread? |
| 2. Where can you go and watch new films? | 7. Where can you buy sport clothing? |
| 3. Where can you rest and have a cup of coffee? | 8. Where can you take books which you are need and you don't have at home? |
| | 9. Where can you send or get letters? |

4. Where can you stay if you are new to the area?
 5. Where can you buy books?
 10. Where do you usually buy some petrol for your car?

Task№8. Read the saying given below. What do you think of when you read these lines?

Look at the road not your phone! Winners wear helmets, losers don't.

Model: I think of people on the road.

I think of heavy traffic and traffic jams on the road.

Task№9. Look at the pictures. Fill in the gaps.



C _____ L _____ B _____ M _____ B _____ V _____ P _____ S _____ B _____

Task№10. Look at the pictures in task№9 again and answer the question

- **Which of the vehicles you like to have? Give reasons.**

Model: I would like to have a lorry because I can use it for transporting goods and for travelling.

Task№11. Divide these transports into PUBLIC or PRIVATE:

| Public transports | Private transports |
|-------------------|--------------------|
| | |
| | |

Task№12. Complete the table. Match the picture to its definition.

| | | | |
|---------|--------|---------|----------------|
| a train | a taxi | a plane | a cruise liner |
| a ferry | a car | a bus | a bicycle |

A. a vehicle on 4 wheels usually carrying more than 10 passengers. Usually a public transport.

B. a type of railway transport which consists of series of vehicles linked together.

C. a small vehicle on 4 wheels, usually carries up to 5 passengers.

D. a type of transport which flies in the air and carries usually passengers more than 10.

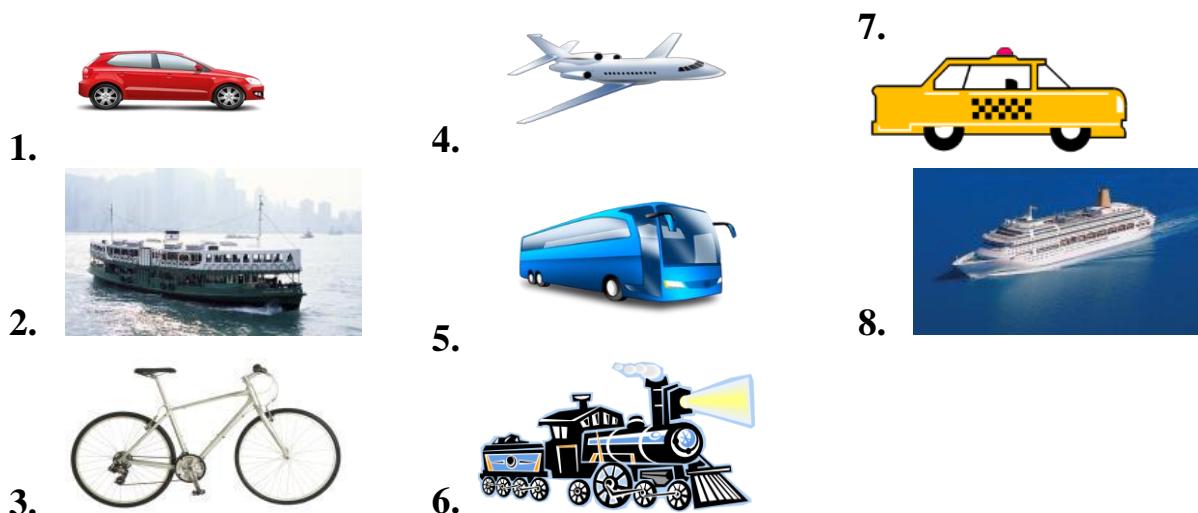
E. a car which carries passengers for money.

F. a boat which crosses rivers and seas

G. a huge passenger ship used for long voyages

H. a human powered, two- wheeled type of transport

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |



Task№13. Match the words with their definitions:

| № | The term | The answer | The Explanation |
|---|-----------------------------|------------|--|
| 1 | A parking lot | | A. A sign on the road. One of a set of coloured lights placed at crossroads, junctions, etc., to control the flow of traffic. |
| 2 | Pedestrian [pɪ'destrɪən] | | B. A belt in an automobile, airplane, etc. fastened around to keep the person safely. |
| 3 | Zebra crossing | | C. is a circular structure in the road at a place where several roads meet. You drive round it until you come to the road that you want. |
| 4 | Traffic light(s) | | D. is a large vehicle that is used to transport goods by road. |
| 5 | A junction ['dʒʌŋkʃn] | | E. A place or point where two or more roads meet. |
| 6 | A roundabout | | F. White stripes on the road |
| 7 | A lorry | | G. A person who is walking, especially in an area where vehicles go. |
| 8 | Seat belt | | H. is an area of ground where people can leave their cars. |

Task№14. Read and translate the international words given below.

Direction, international, regulations, indicators, signal, manoeuvre, special, service, intensity, stop, limit.

Task№15. Read the words and word combinations. Try to remember them.

to drive (a car) - водить машину

- a driver - водитель

- traffic regulation - регулирование дорожного движения

- traffic rules - правила дорожного движения

- traffic way - проезжая часть

- the lights - фары

- indicators - измерительные приборы

- strictly adhere to - строго придерживаться (соблюдать ч.-л.)

- obstruct [əb'strʌkt] - преграждать; создавать препятствия

- traffic jam - пробка на дороге / затор
- the oncoming traffic - встречное движение транспорта
- oncoming lane - встречная полоса (на дороге)
- vehicular [vɪ'hɪkjələ] traffic - дорожное движение
- valid - имеющий силу; правомерный
- to take into consideration - учитывать / принимать во внимание
- the right-hand side - правосторонне движение
- the left-hand side - левосторонне движение
- a lane - ряд, полоса движения (для соблюдения рядности); дорожка (беговая)
- to move abreast - ехать (двигаться) в одном ряду
- be responsible for - быть ответственным за (что-либо)
- the condition of a car - состояние машины
- the reliability [rɪˌlaɪə'bɪləti] - надёжность
- brakes - тормоза
- the steering - рулевое управление
- to steer I [stiə] - править рулём, управлять (автомобилем и т. п.)
- be alert [ə'ɪz:t] - быть бдительным
- comply with the orders - подчиняться (следовать) указаниям
- observe road signs - следить за дорожными знаками
- road signs - дорожные знаки
- to accelerate [ək'seləreɪt] - ускорять, прибавлять скорость
- accelerating -
- make maneuvers [mə'nu:və] (manoeuvres) – совершать маневр
- to alter one's position in the lane - менять где-либо расположение в ряду
- to give warning – оповещать (о чем-либо)
- visibility [ˌvɪzə'bɪləti] - видимость
- to lower one's speed - сбавить скорость
- to overtake other cars on the road - обгонять другие машины на дороге
- to observe Rules and Regulations - соблюдать правила и положения
- the tires - шины

Task №16. Read and translate the text.

TRAFFIC RULES

Traffic regulations are international nowadays. But special regulations valid for one country only are also to be taken into consideration.

Traffic in Russia is on the right-hand side of streets and roads with the traffic way wide enough for several cars moving abreast in one direction. It is forbidden to drive in the left-hand lane if the right-hand lane is free.

The driver should be responsible for the condition of his car, and in particular the reliability of his brakes, the steering, the tires and the lights and indicators on his car. The driver should conduct the car he is driving in such a manner as not to cause the danger to, or obstruct, the movements of another machine, be alert and keep to the route he is driving on. While driving in traffic, the driver must observe and strictly adhere to road signs, signals and traffic lights, and also comply with the orders of traffic inspectors.

Before making a left or right turn, a complete turn, accelerating, stopping, or making other manoeuvres which may alter his position in the lane, the driver must give warning by signaling not less than five seconds before he starts the particular manoeuvre.

Careful attention must be paid to warning signals of special service cars (fire engines, ambulances, etc.) which have the right of way.

The speed is regulated by the driver according to the condition of the road on which he is driving, visibility and also the intensity of traffic and the number of

pedestrians. Upon the slightest warning of danger, he must lower his speed or stop the car. The speed limit in cities, town and villages is 60 km an hour. On some roads speed limit is increased up to 80 km as shown by the corresponding sign.

It is forbidden to overtake the car in front by driving in the lanes of the oncoming traffic, at road or street crossings and pedestrian crossings, on bridges and also before warning signs.

It is forbidden to stop on left-hand side of street or road, except in narrow streets where vehicular traffic from both directions passes along a single lane. There exist some other traffic regulations and rules, if you observe them carefully you are safe on the road.

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

1. Is traffic in Russia on the left-hand side?
2. Should the driver be responsible for the condition of his car?
3. What must the driver observe while driving in traffic?
4. What is the speed limit in cities?
5. What is it forbidden to do conducting the car?

Task№18. Translate the following sentences.

1. Before driving a car, a person **is** to pass a driving test and get a driving license (=licence).
2. If you failed a driving text, you **have to** take it once again.
3. The driver **should** be responsible for the condition of his car.
4. The driver **must** observe and strictly adhere to road signs, signals and traffic lights.
5. Careful attention **must** be paid to warning signals of special service cars.
6. Upon the slightest warning of danger, the driver **must** lower his speed or stop the car.
7. First, stop on the pavement. Then look both ways.
8. Cross the Road at the Zebra Crossings Only.
9. Always look left and right while crossing the road.
10. Listen to the sounds of oncoming vehicles.
10. Do not run, walk swiftly.
11. Watch the traffic lights.
12. Never climb the railings.
13. Neither sing nor listen to music while crossing the road. It can be really dangerous.

Task№19. Match the English words to the Russian equivalents


| | | |
|---|---------------------------------------|--|
| 1 | the traffic is on the right-hand side | А. правила уличного движения |
| 2 | the traffic way | В. машины специального назначения |
| 3 | road signs | С. пожарная машина |
| 4 | traffic lights | Д. двигаться в ряд в одном направлении |
| 5 | traffic rules | Е. вызывать опасность |

| | | |
|----|--|--|
| 6 | special service cars | Ф. пешеход |
| 7 | a fire engine | Г. движение правостороннее |
| 8 | it is forbidden | Н. дорожные знаки |
| 9 | a road (street) crossing | І. принимать во внимание |
| 10 | to cause danger | Ј. кольцевое пересечение автомобильных дорог |
| 11 | to be taken into consideration | К. тебе следует строго придерживаться (соблюдать ч.-л.) правил на дорогах. |
| 12 | to move abreast in one direction | Л. встречное движение транспорта |
| 13 | a pedestrian | М. проезжая часть |
| 14 | a roundabout | Н. перекрёсток, пересечение дорог |
| 15 | the oncoming traffic | О. светофор |
| 16 | You should strictly adhere to the rules on the road. | Р. запрещено |




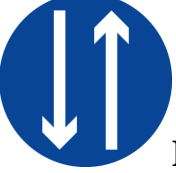







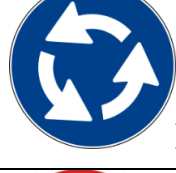








Task №20. Choose the right explanation to each word.

- | | |
|--------------------|----------------------|
| 1. a driver | 7. a pedestrian |
| 2. a traffic light | 8. a driving license |
| 3. a road | 9. a traffic jam |
| 4. to turn | 10. abreast |
| 5. a road sign | 11. steering |
| 6. a vehicle | 12. a tyre |
1. A line of vehicle waiting behind something that is blocking the road.
 2. A set of red, yellow, and green lights that control traffic.
 3. Someone who is walking, especially in a city (or town), instead of driving or riding.
 4. Someone who drives a vehicle.
 5. A way that leads from one place to another, especially one with a hard surface that cars and other vehicles can use.
 6. An official document that you need in order to drive.
 7. A sign that gives information to drivers.
 8. To make something change the direction in which it is moving.
 9. If people or things walk or move abreast, they are next to each other, side by side, and facing in the same direction.
 10. It is the mechanical parts of it which make it possible to steer.
 11. It is a machine with an engine, for example a bus, car, or truck that carries people or things from place to place.
 12. It is a thick piece of rubber which is fitted onto the wheels of vehicles such as cars, buses, and bicycles.

Task№21. What does the traffic light say to us? Read and translate.

| | |
|---|--|
|  | RED means “Stop”. Wait behind the stop line on the carriageway |
| | RED and AMBER also mean “Stop”. Don’t pass through or start until GREEN shows. |
| | GREEN means you may go on if the way is clear. Take special care if you intend to turn left or right and give way to pedestrians who are crossing. |
| | AMBER means “Stop” at the stop line. You may go on only if the AMBER appears after you have crossed the stop line or are so close to it that to pull up might cause an accident. |

Task№22. Look at some road signs. Do you know them? What do they say to you?

| | | | | |
|--|--|--|--|--|
|  A |  B |  C |  D |  E |
|  F |  G |  H |  I |  J |
|  K |  L |  M |  N |  O |
|  P |  Q | +  R |  S |  T |

Turn right, No right turn, Turn left, Road repairs, No entry for vehicular traffic, No entry for motor-cycles, No entry for goods vehicles, Stop sign, No entry for pedestrians, No entry for cycles, No left turn, No overtaking, Speed limit, Roundabout, Go straight or turn left, Turn left or right, No U-turn, No parking, Two way traffic, Ahead only

Task№23. What do you associate with “Traffic Rules” now? Give examples.



Task №24. Four sentences are given to you. All words in them are written together. Look them through carefully, analyze and write them down in the appropriate way. Translate them.

1. The speed limit in cities, towns and villages is 60 km an hour.
2. The driver should be responsible for the reliability of his brakes, the steering, the tyres and the lights and indicators on his car.
3. Transportation is a system consisting essentially of three components: driver, vehicle and road.
4. To ensure maximum safety for the transportation system it is necessary to plan and design highways on reliable engineering techniques.

Task №25. Read the text in task №15 one more time and fill in the gaps. Translate the text into Russian.

1. The driver should _____ he is driving in such a manner as not _____, or obstruct the movements of another machine, _____ and _____ he is driving on.
2. Careful attention must be paid to warning signals of _____, which have _____.
3. The speed is regulated by the driver according to _____, visibility and also _____ and the number of pedestrians.
4. There exist some other traffic regulations and rules, if you _____ them carefully you are _____ on the road.

Task №26. Translate the sentences into English. Use the Active Vocabulary.

1. Перед тем как водить машину, Вы должны сдать тест на вождение и получить водительские права.
2. Если Вы провалились при сдаче экзамена на вождение, то Вы можете сдать его ещё раз.
3. Водитель, управляя автомобилем, должен строго придерживаться данного маршрута, дорожных знаков, сигналов светофора и подчиняться приказам дорожных инспекторов.
4. Запрещается вести машину по встречной полосе, а также там, где есть предупредительные знаки, запрещающие или ограничивающие движение.
5. Какие машины имеют право преимущественного проезда?
6. Если Вы хорошо знаете и выполняете правила дорожного движения, то Вы безопасны на дорогах.

Task №27. Answer the questions given below.

1. Do you sometimes ask people for directions on the street?
2. Why or why not?
3. When was the last time you got lost?
4. Do you use a map when you are out of town?

Task №28. Read and learn the Active Vocabulary.

| | |
|---|---|
| <p>1. Can you tell me how to get to the post office?</p> <ul style="list-style-type: none"> • Can you tell me where the post office is? • Do you know where the post office is? • Can / Could you tell me the way to the amusement park? • Excuse me, could you tell me how to get to ? • Pardon me, I'm lost, how do I get to ...? • Excuse me, how do / can I get to ...? • Could you help me, please? I'm looking for the bank. • Excuse me, is there a pet shop near here? <p>2. Can you tell me how to get to the post office?</p> <ul style="list-style-type: none"> • ...the museum • ...the zoo • ...the university • ...the train station • ...the theater • ...the shopping mall • ...the art gallery <p>3. I'm sorry. I don't know.</p> <ul style="list-style-type: none"> • I'm afraid not. • I'm afraid I can't. <p>4. I'm from out of town.</p> <ul style="list-style-type: none"> • I don't live here. I'm just a visitor. • I'm sorry, I really don't know the city very well. • Sorry, I'm a stranger here. • Sorry, I'm not from around here. <p>5. Sure. It's not far from here.</p> <ul style="list-style-type: none"> • Yes. It's quite close to here. • It's only about a ten-minute walk from here. <p>6. Walk straight ahead until you get to Main Street.</p> <ul style="list-style-type: none"> • Walk down the street... • Walk three blocks... • Walk up the block... • Keep walking in this direction.. | <p>7. How many blocks is that?</p> <ul style="list-style-type: none"> • How far is that? • Is it far from here? <p>8. Walk straight ahead.</p> <ul style="list-style-type: none"> • Go down the street. • Keep going straight ahead you'll see it on the right. • Take this street. • Walk over the bridge. • Walk under the bridge. <p>9. It's about two or three blocks.</p> <ul style="list-style-type: none"> • It's about a five-minute walk. • It's within a walking distance. • It's rather far from here. <p>10. It's the first traffic light you come to.</p> <ul style="list-style-type: none"> • It's the second intersection... <p>11. Then turn left and go about half a block.</p> <ul style="list-style-type: none"> • Then turn right... • Turn left past the phone shop • Turn left when you see a roundabout • Turn right at the end of the road and you'll see the cinema on your left • Take a right / left at the junction • Cross the taxi rank and you are there. <p>12. Coming from this direction, it'll be on your right side.</p> <ul style="list-style-type: none"> • ...it's on your left. <p>13. It's in the middle of the block...</p> <ul style="list-style-type: none"> • It's at the end of the block... • It's on the corner... <p>14. ...next to the Sweets Ice Cream Shop.</p> <ul style="list-style-type: none"> • ...beside the bank. • ...between the pharmacy and the bank. • ...across the street from a big church. <p>15. You can't miss it.</p> <ul style="list-style-type: none"> • It's easy to find. <p>15. Do you want me to repeat any of that?</p> <ul style="list-style-type: none"> • Did you catch all of that? • Do you understand? • Did you get it? <p>16. No, that's okay. I've got it.</p> <ul style="list-style-type: none"> • Yes. It's very clear. • It's okay. I understand. |
|---|---|

Task №29. Match the phrases

| | | |
|---|---|---------------------------------|
| 1 | At the end of the road you will see a roundabout. | a. Магазин рядом с больницей. |
| 2 | The shop is between the chemist's | b. Пройдите перекресток и идите |

| | | |
|----|--|--|
| | and KFC. | примерно милю. |
| 3 | The shop is near the hospital. | с. Сверните на третьем перекрестке и справа Вы увидите рынок. |
| 4 | The hospital is opposite the railway station. | d. Сверните налево на второй дороге (на втором переулке) и слева Вы увидите заправочную станцию. |
| 5 | Take the second road on the left and you will see the Cinema Odeon straight ahead. | е. Идите вперед до тех пор пока Вы не увидите больницу, затем поверните налево. |
| 6 | Take the second road on the left and you will see the petrol station on the left. | f. Где находится ближайший супермаркет? |
| 7 | Take the third road on the right and you will see the shop on the left. | g. Как мне добраться до местного рынка? |
| 8 | Take the third road on the right and you will see the market on the right. | h. В конце дороги Вы увидите кольцевую транспортную развязку. |
| 9 | Pass the junction and keep going for about a mile. | i. Магазин находится между аптекой и KFC. |
| 10 | Turn left when you see a roundabout. | j. Больница находится напротив железнодорожного вокзала. |
| 11 | Go straight on till you see the hospital then turn left. | к. Сверните на второй дороге налево и впереди (прямо перед собой) Вы увидите кинотеатр Одеон. |
| 12 | How can I get to the local market? | l. Сверните на третьем повороте направо и слева Вы увидите магазин. |
| 13 | Where is the nearest supermarket? | m. Поверните налево, когда увидите кольцевую транспортную развязку. |

Task №30. Read the dialogues with your partner a few times. Take turns being each character. Practice your intonation and pronunciation.

I.

- Excuse me, how can I get to the University?
- You'd better go by metro there.
- And where is the metro station?
- Go down the street two blocks straight ahead and you'll see the station.
- Thank you very much.
- Not at all.

II.

- I beg your pardon, is this the right way to Hyde Park Corner?
- To Hyde Park Comer? Let me see... No, you must turn right at the first traffic lights. Then keep straight on till you come to Oxford Street. Oxford Street leads to Hyde Park Corner.

- Is it very far?
- About 15 minutes. But you can take a bus, too. There's a bus stop over there. Hyde Park Corner is the second or third stop from here.
- Well, I think I can walk. Thank you very much.
- That's all right.

III.

- Excuse me.
- Yes.
- I'm lost. Is this way to Brighton?
- No, I'm afraid it isn't. You are going the wrong way. This is the Portsmouth Road.
- Oh, can you tell me the way to Brighton?
- Yes, turn round and go back to the roundabout. Take the exit A272. You'll see signposts to Brighton from there.

IV.

- Excuse me, please, can you tell me the way to the Central Post Office?
- I'm sorry, I can't. I'm a stranger here too. You'd better ask that policeman over there.
- Thank you anyway.

V.

- Excuse me, could you tell me the way to Southgate St., please?
- Just go up there and turn left.
- O.K. Thank you very much....Up.. Sorry. Where?
- Go straight up to the traffic lights, and then turn left at the traffic lights. That's Southgate Street.
- Lovely. Thanks a lot.

VI. A young man: Excuse me. Can you tell me how to get to the post office?

A man: I'm sorry. I don't know. I'm from out of town.

(a minute later)

A young man: Excuse me. Do you know where the post office is?

An old lady: Sure. It's not far from here. Walk straight ahead until you get to Main Street. Then...

A young man: Sorry to interrupt you. How many blocks is that?

An old lady: It's about two or three blocks. It's the first traffic light you come to. When you get to Main Street, turn right and walk one block to Broadway. Then turn left and go about half a block.

A young man: Which side of the street is it on?

An old lady: Coming from this direction, it'll be on your right side. It's in the middle of the block, next to the Sweets Ice Cream Shop. You can't miss it. Do you want me to repeat any of that?

A young man: No, that's okay. I've got it. Thanks a lot.

An old lady: You're welcome.

Task№31. Work with your partner. Role-play the dialogue on page 2, substituting the different expressions below. Then switch roles.

Task№32. Read the text about traffic. Answer the questions:

1. What does the author think about the situation on the roads nowadays?
2. What does he advice to improve the situation?

Active Vocabulary:

- *** traffic congestion [kən'dʒesʃ(ə)n] (= jam) - затор (уличного движения) / пробка на дороге
- *** snarl-up ['snɑ:lʌp] (traffic jam) - "пробка", затор на дороге
- *** gridlock - пробка (на дорогах)
- *** pollution - загрязнение
- *** pure fumes - пары газа/бензина
- *** to get rid of - избавляться от ч.л.

Someone really should do something about the traffic. It's terrible. It's getting worse every day. There are so many cars on the roads these days. It's a nightmare driving in the city. Bumper to bumper even at midnight. I don't know where all this traffic came from. You turn on the radio and the traffic report is all about congestion here, snarl-ups and gridlocks there.

The answer must be to get better public transport. Let people take the train or bus. People need to leave their cars at home. The roads are too dangerous. And then there's the pollution. It's disgusting outside sometimes. You feel like you're breathing pure fumes. We need to get rid of these traffic jams, so we can move and breathe more easily.

GRAMMAR SECTION

I. MODAL VERBS *can / could / must / must not*

Task№33. Fill in the gaps. Use the verb *can / can't*. Translate them.

1. The boy ____ run because his leg is broken.
2. She ____ go to the store after lunch. Let's eat.
3. ____ you get the door for me please? My hands are full.
4. They ____ be happily married because they are always fighting.
5. That boy ____ write this essay. He doesn't have the skills.
6. We ____ go to the movies tomorrow night. Let's stay in tonight.
7. Mom, ____ I watch the football match on TV?
8. Can I go to Steve's tonight after dinner? No, you ____.
9. He's a smart boy. He ____ do multiplication tables and he's only 5.
10. You ____ be serious. There's no way we will finish by then!
11. Everything is fine. Cyclists ____ enter.
12. You ____ park here.
13. You ____ drive fast. There are no speed limits here.
14. You are fourteen years old. You ____ enter the club at this age. You are too young.

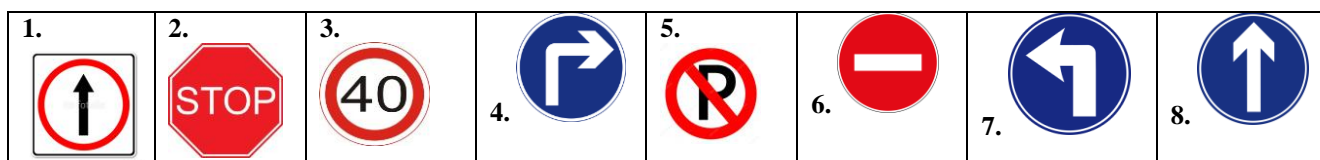
15. Ann is very good at languages. She _____ understand five languages and speak three languages.

16. Jack _____ play tennis now. He has got some problems with his knee.

Task №34. Translate the sentences. Pay your attention to the verb *could* in sentences.

- | | |
|--|---|
| 1. Excuse me. Could you tell me the shortest way to the airport? | 5. Could you tell me how to get to the post office? |
| 2. Could you tell me the way to the amusement park? | 6. Could you tell me the way to the Central Park? |
| 3. Could you help me, please? I'm looking for the bank. | 7. Could you tell me the way to Waterloo station? |
| 4. Could you tell me the way to the nearest bus stop? | 8. Could you tell me where the bakery is? |

Task №35. Fill in the gaps. Use the verb *must*/ *must not*. Translate them.



- | | |
|--|--------------------------|
| 1. You _____ go ahead. Look at the sign. It's forbidden. Turn left. | 4. You _____ turn right. |
| 2. You _____ stop. Can't you see the sign? | 5. You _____ park here. |
| 3. You _____ drive faster. The sign says that the speed is limited here. | 6. You _____ enter here. |
| | 7. You _____ turn left. |
| | 8. You _____ go ahead. |

**II. DIRECT / INDIRECT QUESTIONS
(ПРЯМАЯ / КОСВЕННАЯ РЕЧЬ)**

| Direct Questions | Indirect Questions (<i>sound more polite</i>) |
|---------------------------------|---|
| 1. Where <u>is</u> the station? | 1. - Could you tell me + where the station <u>is</u> ? or - Excuse me, can you tell me where the station <u>is</u> ? |
| 2. What is his address? | 2. - Could you tell me + what his address is.? or - Excuse me, can you tell me what his address is? |

III. IMPERATIVE MOOD. (Повелительное наклонение)

Task №36. Read the sentences and translate them. Mind the Imperative Mood.

- Don't eat so much ice-cream. You can get a sore throat.
- Don't turn right. Can't you see the sign?
- Go straight ahead, turn left and go across the bridge.
- Go down the street, turn left at the intersection and take a right on the second intersection.
- This is Market Street. Go down the street until you come to MacDonald's. And then you turn right.

6. Turn right at the traffic lights. The station is on the left.
7. Go straight until the office building. Turn left at the corner. Then, take the second right.
8. Go to the corner and turn left. Go two blocks and turn right.
9. It's pretty far from here. Get a taxi to go to Ken Street.
10. Take a right turn from here. After walking for about 5 minutes, take the subway, go towards Rodney Street and cross Parking Road.

ПРАКТИЧЕСКАЯ РАБОТА № 8

Тема 4.1 Taymyr 365 days round a year

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении, письме; активизация использования лексического материала по теме «Таймыр 365 дней в году» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:

1. учебные:

- совершенствовать навыки монологической и диалогической речи;
- развивать умения восприятия речи на слух с целью извлечения специальной информации;
- развивать смысловое чтение: просмотровое, поисковое, изучающее.
- активизировать употребление в речи лексики по следующим темам: «Времена года, месяцы, дни недели, погода» «Географическое положение, природа, климатические особенности, погодные явления Таймыра».

2. развивающие: развивать способности к распределению внимания, к анализу, развитие умения самооценки; способствовать развитию памяти, логического мышления, наблюдательности, языковой догадки, умения сравнивать, правильно обобщать данные и делать выводы.

3. воспитательные: воспитание бережного отношения к природе своего края, любви к малой Родине; формирование потребности в коллективной работе;

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

5. социокультурные: формирование умения выражать свое отношение к природе родного края по средствам иностранного языка.

Тип урока: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

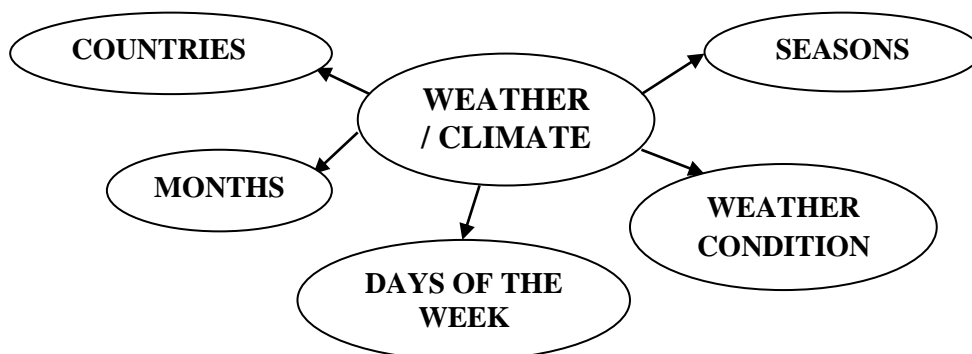
Task №1. Read the poems and try to guess the topic of the lesson.

I. Nature is everywhere you go.
Everything that lives and grows is nature.
Animals. Big and small.
Nature is plants that grow so tall.

Nature is beautiful in every way.
Wonderful and exciting every day.
So, listen, learn and do your part to keep nature beautiful forever.

II. Summer, winter and the rain
Make a yearly seasonal chain.
Some months are hot, some months are cold.
And some months are neither hot nor cold.
It's cold in the mountains and warm in the plains.
And when it's monsoon, there is thunder and rain.

Task №2. What do you associate with the weather / climate? Complete the spidergram.



Task №3. Look through the words given in tasks 2.17[1:47], 6.7 [1:93] Complete the spidergram.

Task №4. Look through the words given below, read, translate them and match the words in the right column with their English equivalents.

| | | | |
|---|---------|--|--|
| 1 | warm | a. - промозглый, прохладный | |
| 2 | nasty | b. - морозящий (о дожде) | |
| 3 | weather | c. - снежная каша на дорогах | |
| 4 | stormy | d. – неприятный /скверный / противный (о погоде) | |
| 5 | rainy | e. - облачный | |
| 6 | windy | f. - теплый | |
| 7 | frosty | g. - скользко | |

| | | | |
|----|--------------------------|-------------------------------|-------|
| 8 | drizzly | h. - погода | |
| 9 | cloudy | i. - сильно морозно (холодно) | |
| 10 | chilly | g. - снежно | |
| 11 | sunny | k. - ненастный; штормовой | |
| 12 | snowy | l. - дождливый | |
| 13 | slippery | m. - ветряный | |
| 14 | slushy mess on the roads | n. - морозный | |
| 15 | freezing cold | o. - солнечно | 11.О. |

Task№5. Read the grammar rules carefully. Do exercise 5.7 in your textbook [1:82]

Task№6. Use the words from task№4 in your own sentences. Work in pairs.

Model: - What's the weather like today? - **It's** warm and sunny.

- What's the weather like in winter in Norilsk? - **It is** usually cold and ...

- What's the weather like in Sochi in summer? - **It is** ...

Task№7. Read an acrostic on topics *seasons, summer, autumn, spring*. Make up your own poem. Use the Model.

Windy days

Icy hailstones

Night falls early

Temperature's low

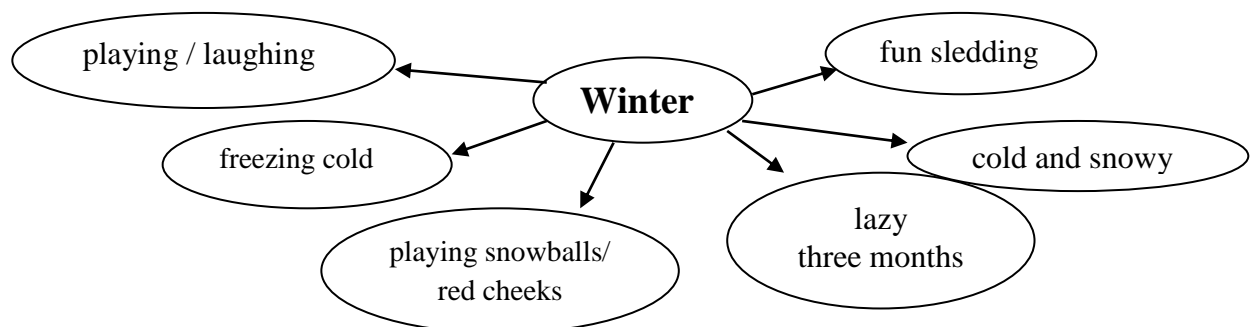
Everyone's sad

Remembering summer

Task№8. Look through the spidergram devoted to the issue "Winter".

Tranlate thte words. Make up a similar spidergram on topics "Summer"

"Spring" and "Autumn" (at your option). Give your own associations you have with the seasons.



Task№9. Read, translate and act out the dialogue. Make up your own dialogue.

Alan: Where do you come from?

Jim: I'm from England.

Alan: What's the climate like in your country?

Jim: It's mild, but it's not always pleasant. The weather's often cold in the North and windy in the East. It's often wet in the West and sometimes warm in the South.

Alan: Which seasons do you like best?

Jim: I like spring and summer. The days are long and the nights are short. The sun rises early and sets late. I don't like autumn and winter. The days are short and the nights are long. The sun rises late and sets early. Our climate is not very good, but it's certainly interesting.

Alan: People say the British like talking about the weather. I sit really so?

Jim: Yeah, it's our favourite subject of conversation.

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

1. Where does Jim come from?
2. What does he tell Hans about the climate in England?
3. Which seasons does he like? Why?
4. Why doesn't he like autumn and winter?

Task№11. Read and guess the riddles.

1. It is cool. The weather is changeable. It often rains. The days become shorter and the nights become longer. The birds prepare to fly to the South. One can see yellow, red, brown leaves everywhere. It is time for gathering harvest.

2. The wind is blowing,
The snow is falling.
When all is white,
Short day and long night.

3. Who can shine at night
With such pretty silver light,
Looking through your windows
grey?
Tell me, little kids, I pray.

4. It is a very nice season.
The weather is fine, it is warm.
There are many green trees in the streets,
in the parks and in the yards.
Sometimes it rains, but as usual the sun
shines brightly.
The birds return from the hot countries and
make their nests.

5. It is hot or warm.
The days are long and the nights are short.
There are many green trees and nice
flowers in the parks and in the squares.
The pupils don't go to school, they have
got their summer holidays.

6. I am asked to come,
I am waited for;
But I make you hide
When I knock at the door.

Task№12. Read and translate the text. Answer the questions given below.
Can we predict the weather?

Active Vocabulary

- human race - человечество, род человеческий
- to guess - угадать (что-либо)
- frequent ['fri:kwənt] changes - частые перемены
- delight - радоваться
- warning - предупреждение
- shepherd ['ʃepəd] - пастух
- summer soak - очень сырое лето
- splash [splæʃ] - брызга
- forecasting the weather - предсказание погоды
- pine cones - сосновые шишки
- humidity - влажность
- fine weather - прекрасная погода
- the outbreak of disease - вспышка заболевания
- to predict - предсказывать
- to moan about the weather - жаловаться на погоду
- to wreak havoc - наносить серьезный ущерб
- a sandstorm - песчаная буря
- a blizzard - метель
- flash floods - внезапное наводнение / ливневый паводок
- to avoid - избежать чего-либо
- an adventurous soul - смельчак
- exhilaration [ɪgˌzɪlə'reɪʃ(ə)n] - весёлость / веселье
- to harness the weather - использовать погоду
- to witness at first hand - стать прямым свидетелем
- to cause damage - наносить ущерб

The human race has always tried to guess the weather, especially in areas of the world where there are frequent changes. Traditional rhymes point to early attempts to identify weather patterns, popular sayings include:

1. Red sky at night, shepherds' delight;
2. Red sky in the morning, shepherds' warning;
3. Ash leaf before the oak, then we will have a summer soak;
3. Oak leaf before the ash, the summer comes without a splash;
4. Flies will swarm before a storm;
5. Rain before 7, clear by 11.

Two other popular traditional ways of forecasting the weather used pine cones and seaweed. When the air has a high level of humidity there is a higher chance of rain. When the humidity is low, there is more chance of fine weather. Pine cones and seaweed react to changes in humidity - pines cones open, and seaweed feels dry when the humidity is low, while high humidity has the opposite effect.

While folk wisdom can still provide a guide to help forecast weather, today's methods of prediction increasingly rely on technology. Satellites, balloons, ships, aircraft and weather centres with sensitive monitoring equipment, send data to computers. The data is then processed, and the weather predicted. However, even this system cannot predict weather for longer than about week.

A recent study by an Australian psychologist suggests that certain people may have a special gift for predicting the weather. However, it is possible that these people would use their talent in another way, since the same group had considerable success in forecasting changes in another chaotic system - the stock market. It appears that a study of weather patterns may also enable scientists to predict the outbreak of disease.

Extreme weather

Although people in Britain often moan about the weather, we should spare

a thought for the inhabitants of parts of the world where extreme weather regularly wreaks havoc on the environment and population. Sandstorms, tornadoes, blizzards and flash floods regularly kill thousands of people and leave many others homeless. While most of us try to avoid extreme weather, some adventurous souls actively seek out places where extreme weather conditions exist. Sports such as surfing, kite boarding, ice-climbing and white-water rafting are becoming increasingly popular with people seeking relief from the monotony of daily routine. Extreme sports are about exhilaration, skill and danger, and often harness the weather to provide adrenaline addicts with their kicks. Even more extraordinary are storm-chasers - weather enthusiasts who risk their lives following tornadoes and thunderstorms at high speed to witness the damage they cause at close hand.

Answer the questions:

1. What proves that people have always tried to guess the weather?
2. What examples of flora are often used to predict the weather?
3. What scientific methods are used nowadays to forecast the weather?
4. Can all ordinary people predict the weather? If yes, how?
5. What else can they predict?

Task№13. Match the English proverbs with their Russian equivalents.

| | | |
|---|---|---|
| 1 | Red sky at night shepherds delight. | A.- Если ясень зеленеет раньше дуба, то летом будет лить как из ведра |
| 2 | Red sky in the morning, shepherds' warning. | B. - Мухи кружат перед грозой. |
| 3 | Ash leaf before the oak, then we will have a summer soak. | C. - Если в семь дождь, то в одиннадцать будет ясно. |
| 4 | Oak leaf before the ash, the summer comes without a splash. | D. - Если небо красно к вечеру, моряку бояться нечего. |
| 5 | Flies will swarm before a storm. | E. - Если небо красно поутру, моряку не поутру. |
| 6 | Rain before 7, clear by 11. | F. - Если дуб зеленеет раньше ясеня, то летом будет сухо. |

Listening tasks

Task№14. Listen and fill in the gaps in the text. Use the words given in the box.

ten, temperature, windy, like, fifteen, but, weather, chance, degrees.

1. Welcome to the weather forecast. Now, let's see what the weather is ___-_____ today.
2. In the North of the country it's very windy and cold. There is a _____ of some rain too, So, don't leave home without your umbrella!

3. The temperature is around 10 _____centigrade.
4. In the East its rainy all day today, I'm afraid. There may be a thunderstorm in the afternoon. The _____ is a bit higher, at around 13 degrees.
5. In the West and middle of the country the weather is dry _____ cloudy. So, no rain for you but it is quite _____. And the temperature is just _____ degrees.
6. The South of the country has the best _____ today. It's cloudy most of the time but sunny this afternoon. The temperature is around fifteen degrees.

Task№15. Match the two parts of the sentences.

Weather forecast

| | | | |
|-------|----------------|-------|------------------|
| rainy | dry and cloudy | windy | cloudy and sunny |
|-------|----------------|-------|------------------|

1. The weather in the North is mostly _____.
2. The weather in the East is mostly _____.
3. The weather in the West is mostly _____.
4. The weather in the South is mostly _____.

Task№16. Write the word to fill in the gaps.

1. If the temperature is low, it is _____.
2. The big, yellow, hot thing in the sky is the _____.
3. Quite hot, but not too hot, is _____.
4. A white or grey shape in the sky is a _____.
5. Water from the sky is called _____.
6. Water vapour in the air near the ground is called _____.
7. When it rains, everything is _____.
8. _____ is bad weather for boats, with thunder and lightning.
9. _____ is moving air. It makes trees and things move.
10. If there is no rain, the ground is _____.

Task№17. Read the proverbs on topic «Weather».

1. Every (dark) cloud has a silver lining. - Всякое темное облако серебром оторочено. (Ср. Нет худа без добра)
2. After rain comes fair weather. - После дождя наступает хорошая погода. (Ср. Не всё ненастье)
3. One swallow does not make a summer. - Одна ласточка весны не делает
4. Everything is good in its season.- Всё хорошо в своё время

Task№18. Read the rhyme. Mind the pronunciation. What is the key word of the rhyme?

- [w] **W**hether the weather be fine.
Whether the weather be not.
Whether the weather be cold.
Whether the weather be hot.

Task №19. Answer the following questions orally and in written form:

1. How many seasons are there in a year?
2. How many months does every season last?
3. When does spring begin and end?
4. When does summer begin and end?
5. When does (fall) begin and end?
6. When does winter begin and end?
7. Which season is warmer, summer or winter?
8. When are rivers frozen?
9. What is the longest day in a year?
10. What is the shortest day in a year?
11. Can you swim and bathe in rivers and lakes in winter?
12. Can you skate and ski in summer?
13. When do the leaves of the trees get yellow and fall to the ground?
14. When do the snow and ice melt?
15. Where in Russia is the climate subtropical?
16. Where in Russia is the climate subarctic?
17. Where in Russia are the winters cold? How cold are they?
18. What is the coldest month in your region?
19. What's the weather like in your home town?
20. What is the climate of your region?
21. Who knows the geographical position of Norilsk?

Task №20. Read the first part of the Text «Taimyr is marvelous, unforgettable and unique». Mind the Active Vocabulary.

- hilly area - холмистая местность
- northerly ['nɔ:ðəli] - северный (направленный, обращённый к северу; находящийся на севере)
- the Eurasian continent [juə'reiʒən] - Евразийский континент
- to extend - простираться / тянуться (о местности)
- The North Siberian Lowland - Северо-Сибская низменность
- edge - край / граница
- archipelago [ˌɑ:kɪ'peləgəʊ] - архипелаг; группа островов
- to chart - наносить на карту
- the land was charted - Земля была нанесена на карту
- sizeable land ['saɪzəbl] - земля значительных размеров
- exceptionally severe - [ɪk'sepʃənəli] [sɪ'viə] - исключительно суровый
- prolonged [prə'lɒŋd] - длительный / продолжительный
- bitter winter - суровая зима
- tundra ['tʌndrə] - тундра
- moss - мох
- bog [bɒg] - болото, трясина
- harsh conditions - суровые условия
- remoteness [rɪ'məʊtnəs] - удалённость,
- gulf [gʌlf] - залив
- the Kara Sea - Карское море
- the Khatanga Gulf - Залив Хатангский
- covered with moss - покрытый / поросший мхом
- lichen ['li:kən] - лишайник
- The Byrranga Mountains - Горы Бырранга / горный массив Бырранга
- a mountain range - горный хребет
- a looping curve - петлеобразная кривая
- a mountain range [reɪndʒ] - горная цепь
- a ravine [rə'vi:n] - ущелье
- roughly ['rʌfli] - приблизительно
- a glacier [gleɪʃ(ə)] - ледник
- the Cape Chelyuskin - мыс Челюскин
- extremely [ɪk'stri:mli] - чрезвычайно, крайне
- lynx [lɪŋks] / a) рысь
- a sable ['seɪbl] - соболь
- a flying squirrel - летяга (белка-летяга)
- pristine ['prɪsti:n] - древний; первоначальный, изначальный / чистый, нетронутый
- larch [lɑ:tʃ] - лиственница
- sparse forest - редкий лес
- endemic - (вид, ограниченный определенным регионом)
- offspring - молодежь / потомство
- burbot ['bɜ:bət] - налим

отдалённость

- ranging from .. to - колеблется в пределах

- grayling - хариус

- vendace ['vendis]- ряпушка балтийская

I. Taymyr, also spelled Taimyr, lies on the hilly Taymyr Peninsula, the most northerly part of the Eurasian continent, and extends south to the northern edge of the Central Siberian Plateau. The Taymyr Peninsula lies between the Yenisei Gulf of the Kara Sea and the Khatanga Gulf of the Laptev Sea. It's the most northern peninsula in Asia. The length of the peninsula is about 1000 kilometers. Its width is about 500 kilometers. The total area of the peninsula is about 400.000 square kilometers. It is located beyond the Polar Circle in the permafrost zone.

The Taimyr Peninsula is located in the arctic and subarctic zones. That's why the climate here is exceptionally severe, with prolonged, bitter winters. The coasts of the Taimyr Peninsula are frozen most of the year between September and June on average. Almost everywhere is tundra of mosses, lichens, and bog. The average winter temperature can be -45°- 60°C. Winters are harsh with frequent blizzards and extremely low temperatures. The summer is usually short and cool.

Taimyr is one of the richest regions in Russia. It is rich in gas, oil, precious metals, hydroelectric energy and much more.

The surface of the peninsula is divided into three main parts: the North Siberian Lowland, the Byrranga Mountains and the coastal plain along the Kara Sea shore.

The Byrranga Mountains are located within the vast Taymyr Peninsula. The Byrranga Mountains are a mountain range in the middle of the Taymyr Peninsula, Siberia, located north and west of the Taymyr Lake. They run for about 1,100 km, forming a looping curve that runs roughly in a southwest to northeast direction. The Byrranga range has deep canyons and ravines, as well as a few small glaciers in its eastern zones. These mountains are not very high, being on average about 500 m. The highest peak is 1,146 m.

The Cape Chelyuskin, the northernmost point of the Eurasian continent, is located at the northern end of the Taymyr Peninsula. The area includes the Severnaya Zemlya archipelago in the high Arctic. Its total area is 37,000-square-kilometres. Severnaya Zemlya (Northern land) was first noted in 1913 and first charted in 1930-32, making it the last sizeable archipelago on Earth to be explored. The main urban settlements of the Taimyr Peninsula are:

- Dudinka, the capital of the former district;
- Dikson, a small port at the mouth of the Gulf of Yenisei;
- Khatanga;
- Snezhnogorsk;
- Norilsk with its satellites Talnakh, Kayerkan, Oganer;

There are three main reserves on the Taimyr Peninsula. They are the Putorana State Nature Reserve, the State Taimyr Biosphere Reserve and the Great Arctic State Nature Reserve.

Task№21. Answer the questions

1. Where is Taymyr located?

2. What is the length of the peninsula?
3. What is its width?
4. What zones is the Taymyr Peninsula is located?
5. What do you know about the climate of the Taymyr Peninsula?
6. What is the average winter temperature here?
7. How long do summers last?
8. What is Taymyr rich in?
9. How many parts is the surface of the peninsula divided into?
10. What do you know about the Byrranga Mountains?
11. How long are the Byrranga Mountains?
12. What does the Byrranga range have?
13. Where is the Cape Chelyuskin located?
14. What is its total area?
15. Are there any urban settlements on the Taymyr Peninsula?
16. What reserves are located on the Taymyr Peninsula? How many are they?

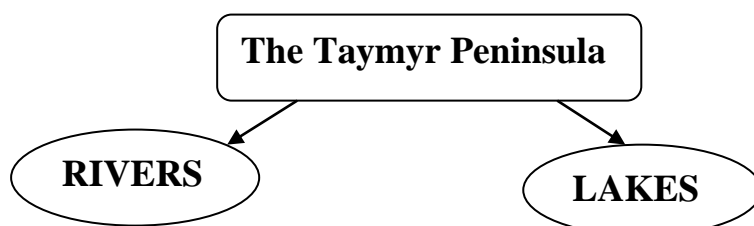
Task№22. Read the first part of the text again and say whether the statements are true or false. Write *T* for true or *F* for false.

1. The Taymyr Peninsula is considered to be the most southern one in Asia. _____
2. Taymyr lies on the plain called Taymyr Peninsula _____
3. Taymyr is located beyond the Polar Circle in the permafrost zone. _____
4. Taymyr is rich in natural gas, oil and diamonds. _____
5. The Byrranga Mountains are rather high. The lowest peak is 1,146 m. _____
6. The Cape Chelyuskin is the northernmost point of the Eurasian continent _____
7. The total area of the Cape Chelyuskin is 37,000-square-metres. _____
8. There are no big urban settlements on the Taymyr Peninsula _____
9. On the Taymyr Peninsula there are only two main reserves. _____

Task№23. Find the English equivalents to the Russian ones in the first part of the text.

холмистая местность, полуостров Таймыр, Енисейский залив, Карское море, море Лаптевых, Хатангский залив, протяженность полуострова, общая площадь, он расположен за Полярным кругом, побережье, болото (трясина), частые метели, продолжительные суровые зимы, горный хребет, драгоценные металлы, быть богаты (чем-то), глубокие каньоны и ущелья, поверхность полуострова, ледники, мыс Челюскин.

Task№24. Look at the spidergram and continue the phrases given below:



- I want to know ...
- I know that ...

Task №25. Read the second part of the text and translate it. Mind the Active Vocabulary

II. Nearly 400,000 rivers and over 300,000 lakes are located in the territory. The main rivers are:

- **the Kureika River.** It is a major high volume river. It falls from the Putorana Plateau to the vast taiga plain of Northern Siberia and flows northward passing through a series of elongated lakes. It is 888 km long;
- **the Ayan River.** Ayan flows out of Ayan Lake and is the major river flowing to the North. Its length is around 181 km;
- **the Norilskays River.** It flows in the South of the Taimyr Peninsula. Its length is around 60 km. The Norilskaya River freezes up in late September - early October and breaks up in early June;
- **the Khatanga River.** It begins at the confluence of the rivers Kotuy and Kheta. The Khatanga River is 227 kilometres long. The area of its basin is 364,000 square kilometres. The Khatanga River freezes up in late September - early October and breaks up in early June.
- **the Pyasina River.** It is 818 kilometers long. Its basin covers 182,000 square kilometers. The Pyasina River originates in Lake Pyasino and flows into the Pyasino Gulf of the Kara Sea. There are more than 60,000 lakes in the basin of the Pyasina covering a total area of 10,450 square kilometers. The river freezes up in late September or early October and stays under the ice until June. It is connected to the Chetyrekh River through the Starica right tributary.
- **the Kotuy River.** It is one of the two rivers that form the Khatanga River; the other one being the Kheta River. The Kotuy River is 1,409 kilometres long, and the area of its basin is 176,000 square kilometres. It freezes up in late September or early October and breaks up in late May or early June.

The main lakes are:

- **Lake Taymyr.** It is a lake of the central regions of the Taymyr Peninsula. It is located at the southern foot of the Birranga mountain range. Lake Taymyr is large, with a length of 165 km roughly east-to-west. It has an irregular shape with many arms projecting in different directions that cover a wide region. Its maximum width, however, is only about 23 km in its broadest area which is towards the eastern end of the lake. Its total area is 4560 km². The northern lake Taymyr is one of the largest in Russia. It is the second in the list after Lake Baikal according to its size.

Most of the time the lake is covered with ice. The thickness of the layer reaches two meters, and eighty-five percent of the water freezes to the very bottom. During the year, the average air temperature in the area of the lake does not rise above minus thirteen degrees. The warmest month is July. In this summer month, the air temperature rises to twelve degrees Celsius. The territory where the lake is located is characterized by polar summer, as well as the polar winter.

The places where the largest northern pond is located are not inhabited by humans. There are no settlements on Lake Taimyr. Despite the fact that the lake is in the zone with a harsh climate, it hosts twenty different species of fish. Lake Taimyr is simply teeming with fish. Most often there are muxun, chir and whitefish. There are omul, burbot, grayling and vendace in the pond.

Geese, swans, ducks, peregrine falcons, buzzards live on Lake Taimyr. In winter birds fly away. They migrate to warmer lands. However, in summer, the offspring will invariably return and reproduce.

- **Lake Lama** is a large freshwater lake. It is located in the Putorana Plateau area 120 km east off the city Norilsk, and has an area of 318 km² (other sources state 460 km²). It is 80 km long and up to 8 km wide (other sources state length of 100 km and width of 20 km) with a depth ranging from 300 to 600 m. Lake Lama is connected with Lake Melkoye by the Lama River.

The water of the lake is unbelievably clear, very cold and not salty at all. It is hard to imagine because there is a very thick layer of salt on the bottom of the lake. It is one of the miracles of Lake Lama the scientists have not solved yet. Eight-nine months of the year the Lake Lama is covered with thick ice and it breaks up in the middle of June. Even in summer the temperature of its water is about 7 degrees Celsius.

There is a great number of fish in the lake. They are: Arctic char, grayling, Siberian white salmon, hunchback salmon, muksun, pike and perch.

Task№26. Read the second part of the text again. Complete the table.

| № | Name | Its length | Its location | It freezes up | Interesting facts |
|---|------------------------|------------|--------------|---------------|-------------------|
| 1 | The Kureika River | | | | |
| 2 | The Norilskays River | | | | |
| 3 | The Khatanga River | | | | |
| 4 | The Pyasina River | | | | |
| 5 | The Kotuy River | | | | |
| 6 | Lake Taymyr | | | | |
| 7 | Lake Lama | | | | |
| 8 | The Byrranga Mountains | | | | |

Task№27. Match the English words with their Russian equivalents

| | | | |
|---|----------------------------|--------------------------------------|--|
| 1 | salty water | a.- в середине месяца | |
| 2 | one of the miracles | b.- озеро покрыто толстым слоем льда | |
| 3 | unbelievably clear | c.- нельма | |
| 4 | a scientist | d.- крупное пресноводное озеро | |
| 5 | in the middle of the month | e.температура поднимается до... | |
| 6 | the lake is covered with | f.- средняя температура воздуха | |

| | | | |
|----|-----------------------------|-------------------------------|--|
| | thick ice | | |
| 7 | Siberian white salmon | g.- соленая вода | |
| 8 | a large freshwater lake | h.- в списке | |
| 9 | a vast taiga plain | i.- ученый | |
| 10 | despite the fact that | j.- одно из чудес | |
| 11 | the temperature rises to | k.- в разных направлениях | |
| 12 | in the list | l.- не смотря на факт, что... | |
| 13 | in different directions | m.-огромная таежная равнина | |
| 14 | the average air temperature | n.- невероятно прозрачная | |

Task №28. Translate the sentences into English in the Present Simple Tense. Mind the grammar rules.

Part I.

1. Полуостров Таймыр располагается между Енисейским Заливом Карского моря и Хатангским Заливом моря Лаптевых.
2. Он самый северный полуостров, расположенный в Азии.
3. Протяженность полуострова 1000 км.
4. Полуостров Таймыр располагается за полярным кругом.
5. Он находится в зоне вечной мерзлоты.
6. Какие птицы живут в зоне вечной мерзлоты?
7. Они живут за Полярным кругом.
8. Таймыр богат газом, нефтью, драгоценными и цветными металлами.
9. Прекрасные горы Бырранга находятся на полуострове Таймыр.
10. На полуострове Таймыр есть три заповедника.

Part II.

1. Река Норильская замерзает в конце сентября.
2. Река Хатанга берет свое начало из слияния рек Котуй и Хета.
3. Река Пяси́на впадает в Пясинский Залив Карского моря.
4. Река остается подо льдом до конца июля.
5. Длина реки Котуй 1409 км. Она вскрывается в конце мая.
6. Озеро Таймыр расположено у подножья горного хребта Бырранги.
7. Оно имеет неправильную форму со множеством протоков.
8. Его максимальная ширина- 23 км.
9. Общая площадь озера 4560 км².
10. Озеро Таймыр является одним из самых крупнейших в России.
11. Толщина ледяного покрова достигает двух метров.
12. 85% всей водной массы озера Таймыр промерзает до самого дна.
13. На озере Таймыр нет поселений.
14. Озеро Таймыр изобилует рыбой.
15. Зимой птицы мигрируют в теплые страны.
16. Озеро Лама является большим пресноводным озером.
17. Его глубина колеблется в пределах от 300 до 600 метров.
18. Вода в озере невероятно прозрачная.

19. На дне озера находится мощной (толстый) соляной пласт (слой). А вода в озере совсем не соленая.
20. Даже летом температура воды 7°C.

GRAMMAR SECTION

The Past Simple Tense (Простое прошедшее время)

Task№29. Look through the verbs given below and choose the irregular ones. Give the Past Simple form of them. See the Model.

Model: 1. to bring - brought²

to ask, to bring, to collect, to bathe, to sleep, to keep, to read, to complete, to reply, to grow, to show, to say, to fly, to put, to relax, to cook, to shake, to leave, to act, to give, to protect, to cost, to blow, to move, to meet, to order, to lose, to forget, to play, to feel, to do, to play, to drive, to see, to watch, to earn.

Task№30. Open the brackets and put the verbs in the Past Simple Tense.

1. What your neighbours (to do) yesterday?
2. Mr. Smith (to fix) his car yesterday morning.
3. His wife (to water) plants in the garden.
4. Their children (to clean) the yard and then they (to play) basketball.
5. In the evening their boys (to listen) to loud music and (to watch) TV.
6. Their little girl (to cry) a little and then (to smile).
7. Her brothers (to shout) at her.
8. Mrs. Smith (to work) in the kitchen.
9. She (to bake) a delicious apple pie.
10. She (to cook) a good dinner.
11. She (to wash) the dishes and (to look) very tired.
12. The children (to brush) their teeth, (to yawn) a little and (to go) to bed.
13. Their mother (to change) her clothes and (to brush) her hair. Then she (to talk) on the phone.
14. Her husband (to smoke) a cigarette and (to talk) to his wife.
15. They (to wait) for the bus. The bus (to arrive) at 9 o'clock.
16. They (to visit) their friends.
17. They (to dance) a lot there.
18. Mr. and Mrs. Smith (to rest) very well last night. They really (to have) a wonderful time at their friends.

Task№31. Rewrite the text in the Past Simple Tense. Translate it into Russian.

On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a «five». Pete does not get a «five» because he does not

know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and change the book. Then I go home.

Task№32. Fill in the gaps. Use the forms of the verb to be: was/ were/ wasn't / weren't

1. There ____ a lot of people in the fast food restaurant last night. It was very busy!
2. « ____ Katie at school last week? » «No, she ____ . She was sick.»
3. «These flowers are beautiful. ____ they expensive?» » No, they ____ «
4. ____ James and Sharlotte in the florist's? Yes, they ____ .
5. That's a pretty dress. ____ it in the sale? Yes, it ____ .
6. ____ there a toy shop in that shopping centre? No, there ____ .
7. Where ____ you yesterday, Sam? I ____ at the zoo with my mum.
8. We ____ at home last night. We ____ at the cinema with friends.

Task№33. Translate the negative sentences written in the Past Simple Tense.

- | | |
|-------------------------------|-----------------------------------|
| 1. I didn't ride a bicycle. | 7. I didn't visit my relatives. |
| 2. I didn't cook dinner. | 8. I didn't sleep long. |
| 3. I didn't open a book. | 9. I didn't walk in the forest. |
| 4. I didn't play any game. | 10. I didn't listen to the birds. |
| 5. I didn't sit by the river. | 11. I didn't sunbathe. |
| 6. I didn't write letters. | 12. I didn't meet my friends. |

Task№34. Read the story and fill in the gaps. Use the verbs in the Past Simple Tense.

The legend of Lake Naroch

Many years ago there _____ (live) a girl called Nara. She _____ (can) sing _____ very well and play the psaltery .She _____ (love) a young man and _____ (want) to marry him. One day she was sitting near a large beautiful lake when a rich man _____ (see) her. He _____ (like) Nara so much that he _____ (want) to marry her. As Nara _____ (have) a fiancé (жених) she _____ (not want) _____ to marry the rich man. But the rich man _____ (be) very stubborn, and his servants _____ (kill) Nara's fiancé and _____ (take) Nara to the rich man's palace. The girl _____ (be) so unhappy that when everybody was sleeping, she _____ (set) fire to the palace, and _____ (run) away. When the rich man _____ (learn) about it, he _____ (send) his servants after Nara. As she _____ (can not) run away from them, Nara _____ (dive) into the lake and _____ (die). From that time the lake was named Lake Naroch.

Task№35. Read the story once again and retell it.

Task №36. Fill in the gaps. Use the suitable verb given in the box below.

be (2), feed, take, start, visit, listen, go

I. The children _____ to London. The Tour _____ at Hyde Park in the morning. The children _____ the ducks and squirrels there. Then they _____ photos of Trafalgar Square. The next stop _____ the British Museum. They also _____ the Tower of London. The children _____ to the famous bell Big Ben. In the evening they _____ very tired.

see, find, help, put, catch, be (3)

II. One day the children _____ on the ship. The sea _____ quiet. Suddenly they _____ the pirates' ship. The pirates _____ the children and _____ them in a dark room, but Kevin _____ Steve and Maggie. In the room the children _____ a magic pearl. Kevin put the eight pearls together and saved the Shell Kingdom. Kevin's parents _____ very happy.

The Present vs. Past Simple Tense

(Настоящее простое или прошедшее простое время)

Task №37. Open the brackets. Choose the right option. Translate the sentences written in the Present Simple Tense.

1. ... likes to watch shows on TV. (I / you / she)
2. ... gather berries in the wood in summer. (he / we / it)
3. ... water the flowers three times a week. (I / she / he)
4. ... usually drinks tea in the morning. (I / he / they)
5. ... prefers to stay at home in the evening. (I / my sister / my cousins)
6. ... works properly, (you/the workers/my watch)
7. ... never wears a scarf in winter. (Rita / we / my friends)
8. ... mend the roof of the house every summer, (his uncle / you / my grandfather)
9. ... spend winter holidays in the mountains. (her cousins / she/Fred)
- 10... sometimes goes to the theatre. (my Granny / my parents / my sisters)

Task №38. Open the brackets and use the verbs in the Present or Past Simple Tense.

- | | |
|---|---|
| 1. We ... (go) roller-skating last Saturday. | 6. Where she usually ... (celebrate) her birthdays? |
| 2. Our granny ... (bake) meat-pies every weekend. | 7. ... you (have) a big family? |
| 3. I really ... (enjoy) the movie yesterday. | 8. Newton ... (invent) the telescope in 1668. |
| 4. Where your father ... (work) five years ago? | 9. When ... this accident (happen)? |
| 5. British people ... (prefer) tea to coffee. | 10. I always ... (send) Christmas cards to my grandparents. |
| | 11. Stanley ... (have) two sons and a daughter. |

Task№39. Make the sentences given below into negative and interrogative ones.

| | |
|------------------------------------|---|
| 1. This coat belongs to Jane. | 6. The concert will start at 7 p.m. |
| 2. I drive to London once a month. | 7. Her shoes are dirty. |
| 3. Your boss is very impudent. | 8. I bought the curtains for my bedroom |
| 4. The car stopped near the bank. | 9. I am a football fan. |
| 5. The soup was delicious. | |

Task№40. Use the verb *to be* in the Present or Past Simple Tense. Translate the sentences.

- | | |
|---|--------------------------------------|
| 1. ... your girlfriend Italian? | 6. I ... 16 years old in 2017. |
| 2. I ... afraid of spiders. | 7. She ... my neighbor last year. |
| 3. There ... a lot of tourists in our café yesterday. | 8. It ... usually very hot in Egypt. |
| 4. Peter ... in Africa last winter. | 9. I ... born in September. |
| 5. We ... never late for our Drawing classes. | 10. My parents ... doctors. |

Task№41. Find the forms of the verbs which are used in the Present or Past Simple Tense. Translate the text.

Clara had a car accident when she was ten years old. When she grew up she was afraid of cars. Then she met Brad who was a professional racing driver. He wanted to help her and drove her in his car every day. So in five years Clara became a racing driver too. Now she drives 200 km per hour and takes part in sports championships. She really enjoys driving and has a lot of future plans. Last year she opened a driving school. And Clara and Brad want to get married in a year.

The Impersonal sentence (Безличное предложение)

Task№42. Read and translate the sentences given below. Pay your attention to the usage of the pronoun *it*.

1. It always rains in autumn.
2. It was impossible to reach her by phone.
3. It snowed heavily last December.
4. It was six o'clock already.
5. It is much cheaper to get here by train.
6. It was getting cold.
7. It is early morning.
8. It's 10 degrees above zero.
9. It's quite expensive to buy a brand new car.
10. It's quite far from the post-office.
11. It will be 5 kilometres to the village.
12. It was quiet and mysterious up in the mountains.
13. It wasn't cloudy this afternoon.
14. It's noon.
15. It won't be easy to find an experienced baby-sitter.

Task№43. Answer the questions according to the Model.

Model: - How long does it take you to get to college? - It takes me 20 minutes.

1. How long will it take him to become a doctor? (six years)
2. How long does it take you to get to the restaurant? (40 minutes)
3. How long did it take her to prepare this salad? (2 hours)
4. How long does it take your son to cook an omelette? (10 minutes)
5. How long did it take Bob to master English? (about 5 years)

Task№44. Read and translate the sentences.

1. It was six o'clock already. 2. It is early morning. 3. It's quite far from the post-office. 4. It will be 5 kilometers to the village. 5. It's noon. 6. It was impossible to reach her by phone. 7. It is much cheaper to get here by train. 8. It's quite expensive to buy a brand new car. 9. It was quiet and mysterious up in the mountains. 9. It won't be easy to find an experienced baby-sitter. 10. Is it time to get up? 11. Was it getting dark? 12. Does it take him 3 minutes to get dressed? 13. Will it be late to apologize? 14. Did it rain heavily last night?

ПРАКТИЧЕСКАЯ РАБОТА № 9**Тема 4.2 The flora and fauna of Taimyr**

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении, письме; активизация использования лексического материала по теме «Флора и фауна Таймыра» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:**1. учебные:**

- совершенствовать навыки монологической и диалогической речи;
- развивать умения восприятия речи на слух с целью извлечения специальной информации;
- развивать смысловое чтение: просмотровое, поисковое, изучающее;
- активизировать употребление в речи лексики по теме: «Флора и фауна Таймыра».

2. развивающие: развивать способности к распределению внимания, к анализу; способствовать развитию памяти, логического мышления, наблюдательности, языковой догадки, умения сравнивать, правильно обобщать данные и делать выводы.

3. воспитательные: воспитание бережного отношения к растительному и животному миру своего края; любви к малой Родине; формирование потребности в коллективной работе;

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

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

Тип урока: комбинированный

Необходимое оснащение:

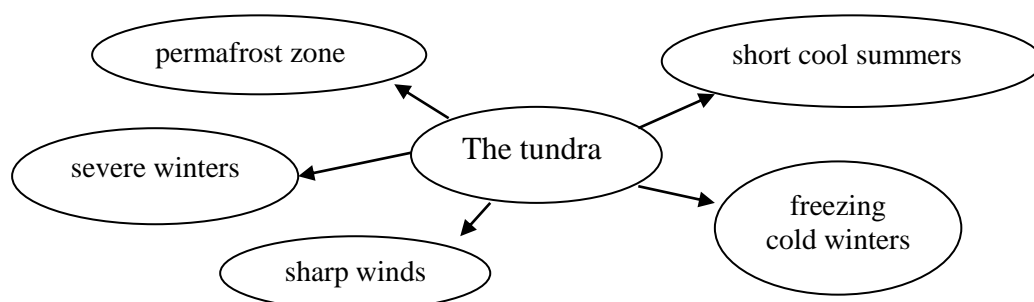
- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись

СОДЕРЖАНИЕ РАБОТЫ

Task №1. What do you associate with the tundra on the Taimyr Peninsula?



Task №2. Look through the ideas in the spidergram and answer the question:

Is the flora of the tundra more diverse than the flora of the Arctic desert? Why? Why not?

Model: I think, it is more diverse in tundra / in the Arctic desert because ...

Task №3. Read the text and entitle it. Mind the Active Vocabulary

Active Vocabulary

- | | |
|--|---|
| -kind- вид / класс (растения/ животного) | - mammal ['mæm(ə)l] - млекопитающее |
| -be adapted to - быть приспособленным к... | - reptile ['reptail] - пресмыкающееся, рептилия |
| -sweeping wind - очень сильные ветер | - amphibian [æm'fɪbiən] - земноводный |
| -soil disturbance - нарушение почвенного покрова | - division - деление |
| - budding - почкование | - to resist the cold temperatures – противостоять низким температурам |
| - herbivore ['hɜ:bɪvɔ:] - травоядное животное | - carry out photosynthesis- осуществлять фотосинтез |
| - carnivore ['kɑ:nɪvɔ:] - плотоядное животное | - low-light intensity - малая светосила |
| - to breed and raise - вынашивать и выращивать (детёнышей / птенцов) | - diverse - разнообразный |
| - migratory birds - перелётные птицы | - to handle - выносить / выдерживать |
| - insects - насекомые | - insulation - теплозащитное покрытие |
| - because of - из-за / по причине | - hibernate - находиться в зимней спячке / зимовать |
| - rodents - грызуны | - to oscillate- испытывать периодические изменения |

There are about 1,700 kinds of plants in the arctic and subarctic zones.

All of the plants are adapted to sweeping winds and soil disturbances. Plants are short and group together to resist the cold temperatures and are protected by the snow during the winter. They can carry out photosynthesis at low temperatures and low light intensities. The growing seasons are short and most plants reproduce by budding and division. The fauna in the arctic is also diverse:

- Herbivorous mammals: lemmings, voles, caribou, arctic hares and squirrels;
- Carnivorous mammals: arctic foxes, wolves, and polar bears;
- Migratory birds: ravens, snow buntings, falcons, loons, ravens, sandpipers, terns, snow birds, and various species of gulls;
- Insects: mosquitoes, flies, moths, grasshoppers, blackflies and arctic bumble bees;
- Fish: cod, flatfish, salmon, and trout;

Animals are adapted to handle long, cold winters and to breed and raise young quickly in the summer. Animals such as mammals and birds also have additional insulation from fat. Many animals hibernate during the winter because food is not abundant. Another alternative is to migrate south in the winter, like birds do. Reptiles and amphibians are few or absent because of the extremely cold temperatures. Because of constant immigration and emigration, the population continually oscillates.

























Task №4. Match the pairs.

| | | |
|---|----------------------|---|
| 1 | carnivore = predator | A. - are wild mammals and birds, small animals such as rats and mice which cause problems to humans and their farm animals by carrying disease and damaging crops or food. |
| 2 | herbivore | B. - an animal such as a frog or toad that lives mainly on land, but produces its eggs and develops into its adult form in water |
| 3 | omnivore | C. are animals such as humans, dogs, lions, and whales. In general, female mammals give birth to babies rather than laying eggs, and feed their young with milk. |
| 4 | mammals | D. -is an animal that eats only meat. (an animal that kills and eats other animals) |
| 5 | vermins | E. - a small animal that has six legs and often has wings. such as bees, flies, and beetles. |
| 6 | rodents | F. - a type of cold-blooded animal that gives birth to young animals as eggs and whose body is covered in scales (=flat hard pieces of skin). Snakes and crocodiles |
| 7 | insects | G. - is an animal that only eats plants. |
| 8 | amphibians | H. - an animal or person that eats a variety of food of both plant and animal origin |
| 9 | reptiles | I. are small mammals which have sharp front teeth. Rats, mice, hamsters, porcupines, squirrels and their relatives are rodents. |

Task №5. Look through the words given below. Read and translate them. Match the words with the pictures according to the Model.

snakes, beavers, lions, cows, deer, elephants, giraffes, horses, kangaroos, lizards, turtles, guinea pigs, tortoises, flies, sea lions, grasshoppers, porcupines, killer whales, mosquitoes, beetles, cats, dogs, groundhogs butterflies, horses, leopards, tigers, cheetahs, jaguars, pumas, sharks, crocodiles, rhinoceros, moose, bears, weasels, hyenas, lions, raccoons, rabbits, sheep, bees, mice, zebras, some species of birds, rats, wolves.

Model: F. is a lion

| | | | |
|--|--|---|--|
| <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>  | <p>J.</p>  | <p>K.</p>  | <p>L.</p>  |
| <p>M.</p>  | <p>N.</p>  | <p>O.</p>  | <p>P.</p>  |
| <p>Q.</p>  | <p>R.</p>  | <p>S.</p>  | <p>T.</p>  |
| <p>U.</p>  | <p>V.</p>  | <p>W.</p>  | <p>X.</p>  |

Task№6. Read the text again and complete the chart. Use the examples from the box.

| № | Reptiles | Insects | Rodents | Mammals | Omnivore | Herbivore | Carnivore |
|---|----------|---------|---------|---------|----------|-----------|-----------|
| 1 | | | | | | | |
| 2 | | | | | | | |

Task№7. Read ten short texts devoted to the topic «Flora and fauna of Taimyr». Mind the Active Vocabulary

Active Vocabulary

- perennial [pə'reniəl] - многолетнее растение
- creeping - вьющийся; стелющийся (о растении)
- winterkill - вымерзание
- to adjusting to the severe climate - адаптироваться к суровому климату
- a red-breasted goose - краснозобая казарка
- depict = paint - изображать
- is depicted - изображен
- a lesser white-fronted goose - пискулька
- a wolverine ['wʊlv(ə)rɪ:n] - россомаха
- polar wolves –полярный волк / тундровой волк
- a musk ox ['mʌsk, ɒks] - овцебык, мускусный бык
- a reindeer ['reɪndɪr] - северный олень
- livestock - домашний скот
- a herd - стадо
- moss - мох
- lichen ['laɪkən] - лишайник
- dwarf willow - карликовая ива
- Arctic birches = dwarf birches - карликовая береза
- peat - торф
- solitary ['sɒlɪt(ə)rɪ] -живущий обособленно
- broad hooves - широкие копыта
- snow shoes - снегоступы / лыжи
- a walrus - морж
- falcon ['fɔ:(l)k(ə)n] - сокол
- the peregrine falcon - сапсан / сокол обыкновенный
- cautious animals ['kɔ:ʃəs] - осторожные, осторожные животные
- the least studied animals - самые менее изученные животные
- protected species ['spi:ʃi:z] - охраняемые виды
- we need to be guarded against - нас нужно защищать от...
- a tusk [tʌsk] - клык, бивень
- a safeguard against poisons - защита от отравлений
- the Arctic char - Арктический голец
- gwyniad ['gwɪni, æd] - проходной сиг
- the sterlet ['stɜ:lɪt] - стерлядь
- the broad whitefish - чир
- the Siberian sturgeon ['stɜ:dʒ(ə)n] - осётр
- grayling -['greɪlɪŋ] - хариус
- lenok- ленок
- taimen - таймень
- smelt [smelt] - корюшка
- mammoth ['mæməθ] - мамонт
- extinct [ɪk'stɪŋkt] - вымерший
- the skeleton remnants ['remnənt] - останки скелета
- zone [zəʊn] - зона, пояс, полоса; область, район
- temperate zone - зона умеренного климата; умеренный пояс
- splendor ['splendə] - великолепие
- coniferous [kə'nɪf(ə)rəs] forests - хвойный лес
- dwarf [dwɔ:f] - dwarfs, dwarves - карлик
- cloudberry ['klaʊdb(ə)rɪ] - морошка
- diverse [daɪ'vɜ:s] - разнообразный
- marten ['mɑ:tn] - куница
- elk [elk] - elk, elks лось
- musk beaver - ондатра
- mink - норка
- beaver I ['bi:və] - бобр, бобёр
- build a dam - строить плотину
- the eared seal - сивуч
- the bearded seal - лахтак, морской заяц
- ptarmigan ['tɑ:mɪgən] - белая куропатка
- the hazel grouse - ряючик
- the wood grouse['wʊd, graʊs] - тетерев-глухарь
- the black grouse ['blæk, graʊs] -тетерев
- the swan - лебедь
- the puffin - топорик, тупик
- wagtail ['wægteɪl] - трясогузка
- the weasel - ['wi:z(ə)l] - ласка, горноста́й
- vermins - ['væ:mɪn] - вредители / хищники

- carnivore ['kɑ:nɪvɔ:] - плотоядное животное
- mammal ['mæm(ə)] - млекопитающее
- make a lair [leə] - делать берлогу
- rare [reə] - редкий
- a whale-like animal - китовидное животное
- a narwhale, or unicorn ['nɑ:w(ə)] - единорог/ нарвал
- the ermine ['z:ɪn] - горноста́й
- the inhabitants - обитатели
- a whale - кит
- a walrus - морж
- a seal - тюлень
- Paris herb (is very toxic / all parts are poisonous) - вороний глаз
- spurge flax (= wolfberry) - волчья ягода

I. Most of the plants in tundra are perennial, short, with tiny leaves. Many plants are creeping. It helps them to survive in harsh weather conditions, protects them from sharp winds and from winterkill. This way plants are adjusting to the severe climate.

Mosses, lichen, bushes, dwarf willows, Arctic birches or dwarf birches, grass, mushrooms, berries can be found everywhere in tundra. They grow up and die turning into peat that covers the land of tundra. This is the main reason why the flora of tundra is more diverse than in the Arctic desert. What are the flora and fauna of Taimyr? So, they are very diverse.

The flying red-breasted goose is the smallest goose and the rarest bird in the world. You can see it on the coat-of-arms and the flag of Taimyr. The locals of Taimyr respect the bird very much. The bird is a character of many local legends. The red-breasted goose can stay under the water for more than two minutes. They migrate to the coast of the Northern Europe. They swim and do not fly the most part of their way!

The Taimyr Peninsula is populated by wild reindeer, brown bears, wolverines, and polar wolves. The wolves that dwell in this place are famous for their big size.

Polar wolves live in endless spaces of the cold regions of Arctic. They have very dense, thick wool that does not pass wind. It helps them survive in such extreme conditions. Polar wolves have keen sight. So, they see very well and very far. They are wolves of nice scent. That's why polar bears are very good hunters. Their weight is from 60 to 70 kilos. Sometimes a male can weigh about 90 kilos. They live in groups called packs. Packs usually have from 3 to 10 animals. Polar wolves eat musk oxen, reindeer, livestock and hares. They live about 8 years. They have been listed in the Red Book.

One of the most unique natural phenomena of the Taimyr wildlife is the mass season migration of the wild reindeer. During these periods herds of reindeer travel as long as up to 110-150 km! The cold climate, common habitat is the tundra. The diet of the Reindeer consists of grass, moss and lichen. They live in groups called herds. Fully grown they reach the height of 1.2 m. An adult can weigh up to 130 kilos. Females tend to stay in herds. Males are more solitary. Their broad hooves act like snowshoes! Reindeer are mammals. Wild life experts consider that reindeer are endangered species.

The Putorean snow goat belongs to the least studied animals on our planet. It is very difficult to get to the central part of the plateau where it lives. It can be done only by helicopter. The animals are very cautious. So, it is very difficult to

find them. To study the animal the biologists need to have not only a climber's skills, but also a lot of enthusiasm, stubbornness and luck. They also have very dense, thick wool that does not pass wind and keeps them warm. They can jump very far (about 7 m).

II. The polar bear, or the king of the Arctic, also belongs to the protected species. But it is so big that we ourselves need to be guarded against it! It can be really dangerous. The Polar bear is the largest of the today's carnivores on the Earth. It is up to 2.5-3 m long, and weighs 300-400 kilos. It almost never stays on the solid land, as it spends all its life in the ice, always on the move searching for food. Only she-bears go to the shore in autumn, where they make a lair and then go to sleep. The bear is able to stay hungry for a long time, but it can, when it has a chance, eat 20 kilos of food at once.

The Arctic part of the Taimyr Peninsula is populated by rare whale-like animal - narwhale, or unicorn. Unlike the mythical unicorn, the narwhale really exists. The head of the male has a tusk. It is rather light. It weighs about 10 kilos. The scientists believe the narwhale breaks holes in the ice with the tusk and breathes through it. First it was just a left tooth. Later it became a very long tusk. In the past, the narwhale tusk cost a lot of money because people used it as a safeguard against poisons and black magic. The narwhale, or unicorn is about 5 meters long and weighs more than a ton.

The rivers and lakes of Taimyr are rich in fish. There are more than 40 species of it here – from very usual small fish to fantastic giant fish! The rivers of Taimyr are populated with the Arctic char. It may weigh 15 kilos and has the coloring like a tropical fish.

And have you ever heard about such fish as omul, muksun, broad whitefish and gwyniad? There is also the sterlet and the Siberian sturgeon here. And in the mountain rivers you can find grayling, lenok and taimen. In winter time fishing smelt, a very tasty fish, is very popular.

But this is not all! The scientists are sure that there are other types of fish, not yet discovered by the modern science, in the lakes of Taimyr.

Task №8. Find in the texts the English equivalents to the Russian ones given below.

Самый маленький гусь, местные жители, самые редкие птицы, оставаться под водой, переселяться (мигрировать), местные легенды, обитать в данном месте, дикие северные олени, россомаха, выживать в таких экстремальных условиях, бесконечные просторы, острое зрение, пропускать ветер, хорошие охотники, самец, уникальное природное явление, женская особь, млекопитающие, ученые полагают, пробивать лунки, существовать на самом деле, против отравлений, виды рыб, тропическая рыба, оставаться голодными долгий период времени, виды (животных / птиц), находящиеся на грани вымирания, виды, находящиеся под защитой, плотоядное животное.

Task№9 Match the pairs

| | | |
|----|------------------------------|------------------------|
| 1 | a walrus | a. пискулька |
| 2 | a red-breasted goose | b. единорог / нарвал |
| 3 | vermins | с. овцебык |
| 4 | a lesser white-fronted goose | d. домашний скот |
| 5 | a beaver | e. куница |
| 6 | a mink | f. стая |
| 7 | a herd | g. краснозобая казарка |
| 8 | marten | h. ондатра |
| 9 | a pack | i. бобёр |
| 10 | a wolverine | j. морж |
| 11 | livestock | к. хищники |
| 12 | an ermine | l. стадо |
| 13 | a narwhale, or unicorn | m. росомаха |
| 14 | a musk ox | n. норка |
| 15 | a musk beaver | o. горноста́й |

Task№10. Match the words in the left column with their Russian equivalents in the right column on topic «Fish».

| | | | |
|----|-------------------------------------|---------------|--|
| 1 | smelt | a. - хариус | |
| 2 | the broad whitefish | b. - нэ́льма | |
| 3 | grayling | с. - кит | |
| 4 | the Siberian sturgeon ['stɜːdʒ(ə)n] | d. - окунь | |
| 5 | hunchback salmon | e. нарвал | |
| 6 | pike | f. - стерлядь | |
| 7 | perch | g. - осётр | |
| 8 | a whale | h. - корюшка | |
| 9 | the sterlet | i. - щука | |
| 10 | The Siberian white salmon | j. - горбуша | |
| 11 | narwhale | к. - чир | |

Task№11. Match the English words with their definitions on topic “Some special terms”

| | | |
|----|-------------------------------|------------------------|
| 1 | the inhabitants | a. хвойный лес |
| 2 | a carnivore | b. живущий обособленно |
| 3 | lichen | с. обитатели |
| 4 | a coniferous forest | d. охраняемые виды |
| 5 | make a lair | e. плотоядное животное |
| 6 | extinct | f. осторожные животные |
| 7 | solitary | g. лишайник |
| 8 | herbivore | h. делать берлогу |
| 9. | protected species ['spiːʃiːz] | i. вымерший |

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

1. What can you see on the coat of arms and the flag of Taymyr?
2. What are the polar wolves (arctic wolves) famous for?
3. Why are the polar wolves good hunters? Do they live alone?
4. What is the most unique phenomena of the Taymyr wildlife?
5. What is the name of the plant which is eaten by most of the herbivores on the Taymyr Peninsula? What do you know about the plant?
6. What is musk ox? Is it native in Taymyr?
7. What is the unique animal which lives in mountains?
8. What reserves on the Taimyr Peninsula do you know?
9. Why is it important to protect Taymyr natural reserves?
10. Which bird is the symbol of Norilsk Nickel environmental programs?
11. What is the largest and the most dangerous animal on Taymyr? Give some facts about this gigantic animal.
12. What small vermins can you meet in tundra especially in mountains?
13. Why is the reindeer most important for people?
14. What is the mythical animal that really exists?
15. What do you know about the inhabitants of the polar waters?
16. What is the giant animal lived millions years ago and died, so it doesn't exist anymore?
17. What is the name of the animal which lives in forests of our region and looks like a fox? Give some facts about it.
18. Who knows anything about birds living in Taymyr?
19. What berries can you find in tundra? Give examples.

Task №13. Translate the sentences given below. Use the Active Vocabulary.

1. Зима продолжается 8-9 месяцев. 2. Длинное и жаркое лето. 3. Морозы стоят долго и доходят до -50...-60 градусов. 4. Налетает снежная буря - пурга. 5. Лето короткое и прохладное. 6. Солнце высоко поднимается над горизонтом и хорошо согревает поверхность. 7. Много болот и озер. 8. Многолетняя, вечная мерзлота.

Task №14. Look through the statements concerning tundra and living in a harsh climate and say whether they are true or not. Use T for *true* and F for *false*.

1. The winter lasts for 8-9 months on the Taimyr Peninsula. _____
2. Summers are long and very hot. _____
3. There are a great number of lakes and bogs in tundra. _____
4. The sun usually rises high above the horizon and warms the land surface properly. _____
5. Summers are usually short and cool. _____

6. Snowstorms and blizzards often start whirling in winter. —
7. Once a blizzard has started, it may last for days. —
8. If you are trapped by a blizzard, stay in a car or find a shelter immediately. It can be really dangerous for walking. —
9. Taimyr is a right place where you can witness a full-blown blizzard. —
10. Blizzard conditions can last for a whole day or even longer. —
11. Blizzard conditions cause different problems and are irritating. —
12. Frosts last for a long time and the winter temperature may rise up to -50 - 60 degrees Celsius. —
13. You never will be a witness of unforgettable northern lights on the Taimyr Peninsula. It happens only on the Kola Peninsula. —

Task№15. Make up the plural form of the words given below. Mind the grammar rules. Список литературы [1:34]

goose, mammal, bird, ox, musk ox, mink, sterlet, inhabitant, Polar bear, sheep, walrus, deer, rain deer, tiger, hare, owl, mouse, hoof, wolverine, polar fox, beaver, livestock, ermine.

Task№16. Read the text once again. Mind the Active Vocabulary and complete the tables «Flora and Fauna of Taimyr».

Table №1.

| № | Flora forms | Fauna forms |
|----|-------------|-------------|
| 1. | berries | mice |

Table №2.

| № | Animals | Weight | Height | Habitat area | Their diet | Special features | Interesting facts |
|----|---------|--------|--------|--------------|------------|------------------|-------------------|
| 1. | | | | | | | |

Task№17. Look through the table in Task 8 and tell about one or two flora forms according to the facts from the table and the text «Flora and fauna of Taimyr». See the Model.

Model:

I'd like to tell you about reindeer. They weigh / their weight is ...120-130 kg.

They are not very high about 1.20 m. Rein deer live in tundra.

They have broad hooves which act like snowshoes and help them never get stuck in thick snow. Rein deer eat moss, grass, lichen, berries, angelica. They are mammals. Rein deer are more just domestic animals for northern peoples. They are friends, babysitters, caregivers and so on for them. During the mass season migration herds of reindeer travel as long as up to 110-150 km.

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

1. На полуострове Таймыр живут краснозобые казарки, тетерева, соколы, полярные совы и куропатки.
2. Мне очень нравятся гагары. Для меня они одни из самых интересных птиц.
3. Бобры строят плотины.
4. Медведицы впадают в спячку на несколько месяцев. А медведи-самцы продолжают вести активный образ жизни и добывать себе еду.
5. Полярный медведь - плотоядное животное. Он очень больших размеров и может быть опасен для человека.
6. Я хочу съездить на озеро Лама и увидеть своими глазами водопады.
7. Мой дядя был на Плато Путорана в прошлом году. Это восхитительное место со сказочными видами и живописной природой. (fantastic view / picturesque surroundings)
8. Когда я был на Плато Путорана, я сделал очень много селфи и фотографировал горы, ущелья, равнины, каньоны, реки и озера. Сейчас я собираюсь сделать презентацию и показать ее моим сокурсникам. (groupmates)
9. Мы потерялись в лесу и прожили три дня в палатке. Мы готовили еду на костре, собирали грибы и ягоды. По вечерам мы пели песни, сидя у костра. А потом пилот вертолета нашел нас. Это был незабываемый опыт.
10. Горностаи - не большие красивые животные.
11. Олени очень любят есть лишайник и дягиль.
12. Нарвалы действительно существуют. Они похожи на дельфинов.
13. Полярные волки очень хорошие охотники. Они живут в стаях.
14. У полярных волков белый толстый и очень плотный мех. Он защищает их от сильных ветров и мороза.
15. Овцебыки и снежные козы живут на Плато Путорана.

GRAMMAR SECTION

The Present, Past, Future Simple Tenses

(Простое Настоящее, Прошедшее, Будущее время)

Task№19. Open the brackets and put the verbs in the Future Simple Tense

1. We ... (write) an essay tomorrow.
2. Tom, you ... (meet) me at the railway station next Sunday?
3. Nina and Nick ... (get married) in two weeks.
4. How many books they ... (bring) tomorrow?

Task№20. Put the verbs in the appropriate form.

1. Frank sometimes ... (to drink) milk for breakfast.
2. They ... (fo like) to skate in winter.
3. My friends and me sometimes ... (to walk) in the park after school.
4. His parents ... (to spend) their vacations in the countryside.

5. Her brother ... (to work) as a security officer.
6. The lessons in our school ... (to start) at eight o'clock.
7. Monica ... (to walk) her dog twice a day.
8. We sometimes ... (to play) a game of chess in the evening.
9. My Granny usually ... (to buy) vegetables at the market.
10. This show always ... (to begin) at five o'clock.
11. My cousins often ... (to visit) me at weekends.
12. Susan usually ... (to have) a shower in the morning.
13. It often ... (to rain) in autumn.
14. This car ... (to cost) too much for us.
15. You sometimes ... (to take) your children to the theme park.

Task№21. Complete the sentences. Use *don't* / *doesn't*.

1. You ... understand my idea.
2. Your brother ... often wash his car.
3. My parents ... get up late on week-days.
4. I ... buy a lot of sweets for my children.
5. Kate ... know the rules of this game.
6. Carol and Pam ... eat much for breakfast.
7. Her uncle ... wear jeans.
8. My sister and me ... want to go skating.
9. I ... expect you to follow my advice.
10. Little Johnny ... like to play alone.
11. The car engine ... work properly.
12. My classmates ... take part in this competition.
13. This article ... contain any useful information.
14. These apples ... look fresh.
15. Some people ... like to travel by plane.

Task№22. Make the sentences negative.

1. Martin often goes fishing in summer.
2. You always buy fresh newspapers.
3. His mother bakes tasty pies.
4. This fruit salad tastes delicious.
5. Pineapples grow in trees.
6. My dog eats tomatoes and pears.
7. People know a lot about the life on other planets.
8. I always travel with my grandparents.
9. They plant flowers and trees every spring.
10. Girls always like to do the washing-up.

Task№23. Read the sentences from task№22. Make them interrogative.

Task№24. Read the sentences from task№22. Make rewrite them in the Past Simple.

Task№25. Open the brackets and use the verbs in the Future Simple Tense.

1. I think we _____ two return tickets. (to buy)
2. Kate _____ ten tomorrow. (to be)
3. My aunt _____ to Canada next summer. (to go)
4. I _____ you in the evening. (to phone)
5. I'm sure our 3-day tour _____ more than 5000 roubles. (to cost)

Task№26. Fill in the gaps. Use 'll or won't.

1. Lucy was born in 1995. In 2007 she _____ be 12.
2. It's sunny today. It _____ rain.
3. Kelly is eleven today. She _____ be twelve until next year.
4. Rob is nine. He _____ be ten on his next birthday.
5. This month is May. It _____ be June next month.
6. Jenny: 'Mum, the bus is late. I _____ be home until eight o'clock.
7. It's 25 degrees today. It _____ snow tomorrow.
8. I sent the letter this afternoon. It _____ arrive until tomorrow.
9. Amy's brother is thirteen. He _____ be fourteen on his next birthday.
10. I bought a lottery ticket, but I _____ win
11. My dad is thirty-nine. He _____ be forty on his next birthday.
12. My sister Mary is fifteen. She _____ be sixteen until next year.
13. My brother's clever. He _____ pass all his exams.
14. It's raining now. But it _____ be sunny later.
15. Debbie and Bob are always late. They _____ arrive until eight o'clock.

Task№27. Put the words in the right order. Translate them.

1. help / sister / with / your / washing-up / Does / you?
2. on / early / He / Sunday / up / hates / get / to.
3. much / the / don't / seaside / at / We / time / spend.
4. changes / spring / The / often / in / weather.
5. you / relatives / visit / Do / often / your?
6. phone / doesn't / my / He / number / know.
7. any / in / vegetables / grandparents / summer / her / Do / grow?
8. often / trips / towns / goes / cousin / to / business / My / on / other.
9. you / before / hands / always / wash / Do / meals / your?
10. sugar / drink / My / without / tea / doesn't / mother.

Task№28. Put the verbs in the appropriate form. Use them in the Present Simple Tense. Translate the sentences.

1. Where ... your brother usually ... (to go) after classes? - He usually ... (to go) to the swimming-pool. He ... (to have) trainings four times a week.
2. Why ... your sister always ... (to get up) so early in the morning? - Because she ... (to help) my mother to cook breakfast for the whole family.- ... you ... (not to cook) breakfast for yourself? - No, I I usually ... (to walk) the dog before going to school.

3. What ... you usually ... (to do) on Saturdays? - Well, in the morning I ... (to go) shopping with my mother and then I ... (to take) my younger sister to the Art Studio. She ... (to paint) very well and ... (to dream) of becoming a designer.- ... you ... (to meet) your friends on Saturdays? - Of course, I We often ... (to go) to the cinema or to the disco on Saturday evenings.
4. Why ... Fred ... (to need) to buy flowers? - It... (to be) his sister's birthday today. She ... (to love) flowers and Fred ... (to believe) it ... (to be) the best present for her.
5. What time ... this programme ... (to start)? - It always ... (to start) at eight in the evening.- ... you always ... (to watch) it? - No, I... (not always to watch) it because sometimes I have to meet my younger brother at the tram stop. He often ... (to return) from the football training at this time.

The Noun. The Plural forms of the Nouns

(Имя существительное. Множественное число имени существительного)

Task№29. Form the Plural of the following Nouns.

| | |
|-----------------------------|------------------------------|
| 1. one woman, two _____ | 8. one parent, two _____ |
| 2. one roof, two _____ | 9. one ox, two _____ |
| 3. one offspring, two _____ | 10. one baby, two _____ |
| 4. one smile, two _____ | 11. one library, two _____ |
| 5. one fish, two _____ | 12. one half, two _____ |
| 6. one stitch, two _____ | 13. one alumnus, two _____ |
| 7. one key, two _____ | 14. one criterion, two _____ |
| | 15. one deer, two _____ |

Task№30. Write these Nouns in Plural

- | | |
|--------------------|--------------------|
| 1. fox- | 8. chief - |
| 2. potato - | 9. flower - |
| 3. eyelash - | 10. toy - |
| 4. club - | 11. mouse - |
| 5. house - | 12. child - |
| 6. knife - | 13. man - |
| 7. life - | 14. person - |

Task№31. Open the brackets and use the nouns in the appropriate form.

1. These (person) _____ are protesting against the president.
2. The (woman) _____ over there want to meet the manager.
3. My (child) _____ hate eating pasta.
4. I am ill. My (foot) _____ hurt.
5. Muslims kill (sheep) _____ in a religious celebration.
6. I clean my (tooth) _____ three times a day.
7. The (student) _____ are doing the exercise right now.
8. The (fish) _____ I bought is in the fridge.
9. They are sending some (man) _____ to fix the roof.
10. Most (housewife) _____ work more than ten hours a day at home.
11. Where did you put the (knife) _____? On the (shelf) _____.

12. (Goose) _____ like water.
13. (Piano) _____ are expensive.
14. Some (policeman) _____ came to arrest him.
15. Where is my (luggage) _____? In the car!

Task №32. Use the nouns in the Plural form.

city, house, boy, family, life, photo, phone, sandwich, nurse, elf, phenomenon, criterion, village. toy

ПРАКТИЧЕСКАЯ РАБОТА № 10

Тема: My working Day

Цель: формирование коммуникативной компетенции обучающихся в основных видах речевой деятельности: аудировании, говорении, чтении, письме; активизация использования лексического материала по теме «Мой рабочий день» в речи, а также создание прочных речевых связей в определенных речевых ситуациях.

Задачи:

1. учебные:

- активизировать употребление в речи лексики по теме «Мой рабочий день»;
- формировать навыки говорения с применением изученных грамматических структур;
- развивать умения восприятия речи на слух с целью извлечения специальной информации;
- развивать смысловое чтение: просмотровое, поисковое, изучающее.

2. развивающие:

- развивать умение адекватно использовать новые речевые клише и выражения в речи для достижения поставленной цели;
- способствовать развитию памяти, языковой догадки, логического мышления, умения сравнивать, обобщать данные и делать выводы;
- развивать умение самопрезентации;
- развивать умение самостоятельно строить высказывания.

3. воспитательные:

- воспитывать культуру общения;
- ориентировать обучающихся на усвоение общечеловеческих ценностей: взаимопомощи, терпимости и уважению к окружающим;

4. познавательные: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации; научиться осознанно строить речевые высказывания в устной форме, задавать вопросы по теме, используя новую лексику активного словаря и понимать на слух речь говорящего, построенную на знакомом материале;

5. социокультурные: формирование уважение к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип урока: комбинированный

Необходимое оснащение:

- мультимедийный проектор и экран;
- ноутбук;
- аудиокolonки

Используемые материалы:

- презентация в программе Power Point;
- учебник;
- раздаточный материал;
- аудиозапись;

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Look through the word chain and try to guess the topic of the lesson.

getupHAVEBREAKFASTdomyhomeworkMAKEMYBEDtakeashoverGETDRES
SEDmyclassesstartTAKEABREAKhangoutwithfirendsGOTOBEDwatchtvSURFT
HENETHavedinnerGOSHOPPINGhavelunchGOFORAWALKhelpmyparentsabout
thehouse.

Task№2. Put down the phrases into your copybook. How many are they?

Task№3. Use the phrases from task№2 to make up sentences about your working day. Use the Model.

Model: I V every morning. / I V in the morning. / I V in the afternoon. / V in the evening.

Task№4. Answer the questions according to the Model.

1. Do you have any favourite activities during a day?
2. What are they?

Model: (+) I like to water the flowers. I do it three times a week.

(+) I really like to do the washing up. It's fun.

(-) I dislike to hoover the carpets. *Unfortunately*, I do it every evening.

(-) I hate getting up early.

Task№5. Answer the questions.

1. When do you get up?
2. What do you do then?
3. When do you have breakfast?
4. When do you go to school?
5. At what time does the school start?
6. What lessons do you have every day?
7. What subjects do you have?
8. When does your school finish?
9. When do you have dinner?
10. What do you do after dinner?
11. What do you do in the evening?
12. When do you go to bed?

Task№6. Put the word-combinations given in the box into the columns.

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

Task№7. Look at the pictures in Task№7 and make up a story about the boy's morning in written form. Use the Model. (see Task7)

Task№8. Read the text «My working day»

Hello! I am a first-year student of the polytechnic college. My parents live in Novosibirsk and I study in Norilsk. So I need some **housing**. There are two **opportunities** for me: I can live in a **dormitory** (a students' **hostel**), or **to rent a flat (an apartment)**.

I decided to rent a flat. To make the rent smaller, I also decided to **share** my flat with another guy, Maxim Petrov. He studies at the college, too, and he is my best friend now. I'll tell you more about him later.

Now, let me describe my usual working day. My classes begin at 9.00. So, on **week-days** I have to get up at 7.15. I don't have an **alarm clock**, and **usually** my **roommate** wakes me up. And my working day begins. I **turn on** the radio and do my morning exercises while Maxim takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I **completely** wake up), brush my teeth. After that I go back to our room and **get dressed**. Then I brush my hair and we have breakfast. Maxim makes breakfast every Monday, Wednesday and Friday. And I cook on all other days. So, I have to **serve** breakfast on Tuesdays, Thursdays and Saturdays. On Sundays we usually eat out in our favorite cafe.

I love to listen to the latest news on the radio **while** I am eating and Maxim **prefers** rock music.

We leave the house at ten minutes past eight and walk to the nearest bus-stop. We live **rather** far from the college and it usually takes us about half an hour to get there by bus.

The classes begin at 9.00 in the morning and they end at 4:10 p.m. We have lectures in different subjects. As a rule we have three or four double classes a day. Sometimes it is very hard to wait till they end.

I usually don't **miss** my classes because I want to pass my exams successfully and do well at college. But sometimes I do, especially when the weather is really stormy and the classes are boring.

At 11:30 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the college. At 12:50 we have to be back to our classes. During the working day we also have several short breaks which last for five - ten minutes.

Occasionally I have to stay at the college till 4.30 or even 5 o'clock in the evening because I go to the library to get ready for my practical classes or to write a report. As a rule I have no free time on week-days. So by the end of the week I get very tired.

Maxim and me come home at about 7 o'clock in the evening. We eat supper together and share the latest news.

After supper we do the washing up, drink coffee or tea and watch TV. As for me, I prefer American action-thrillers and Max is really crazy about science fiction movies and films about travelling. Almost every evening Max and I go for a walk. We often hang out with our friends in the shopping mall «Arena» when the weather is unpromising.

At about eleven at night I go to bed. I like to chat with my friends and check my Instagram before going to bed and Max likes to listen to music.

Vocabulary:

| | |
|---|---|
| - housing - жилье | - have to be back - должны вернуться |
| - opportunity - возможность | - break - перерыв |
| - dormitory, students hostel - студенческое общежитие | - report - доклад |
| - to rent a flat (an apartment) - снимать квартиру | - share - делиться |
| - to share - делить(-ся) | - canteen - столовая |
| - week-days - будние дни | - tape-recorder - магнитофон |
| - alarm clock - будильник | - to brush one's hair - причесывать волосы |
| - usually - обычно | - it takes me... minutes to get to the Academy by bus - у меня уходит... минут, чтобы добраться до Академии на автобусе |
| - a roommate - сосед по комнате | - cloakroom - гардероб |
| - rather - довольно | - upstairs - наверху, вверх по лестнице |
| - to turn on (off) - включать, выключать | - downstairs - внизу, вниз по лестнице |
| - enough - достаточно | - to miss classes - пропускать занятия |
| - completely - полностью, совершенно | - to pass exams - сдать экзамены |
| - to get dressed - одеваться | - to do well - делать успехи, хорошо учиться |
| - to serve - обслуживать | - for the first (second) course - на первое (второе) блюдо |
| - make up - макияж | - to get ready - подготовиться |
| - while - пока, в то время как | - as a rule - как правило |
| - to prefer - предпочитать | - to get tired - устать |
| - healthy - здоровый, полезный | - to take pleasure in - получать удовольствие |
| - to miss - пропускать | |

| | |
|---------------------------|--|
| - successfully - успешно | от... |
| - boring - скучный | - to look forward to - ждать с нетерпением |
| - to gossip - сплетничать | - an acquaintance - знакомый |

Task№9. Read the words and word groups aloud. Write one sentence with each word:

1. Usual - usually - as usual - unusual
2. occasion - occasional - occasionally
3. to end - to finish - to be over
4. to start - to begin - to get ready for
5. on Sunday - at five o'clock - in cafeteria ...
6. full time student - part time student
7. freshman - second year student - school graduate

Task№10. Translate groups of words into English:

быть студентом дневного отделения, рассказывать вам о..., в будние дни, просыпаться, вставать в 7 часов утра, включать магнитофон, принимать душ, чистить зубы, одеваться, слушать последние новости, у меня уходит (занимает) час, чтобы добраться до..., ездить на автобусе, опаздывать на занятия, заканчиваться в 15.50, пропускать занятия, сдавать экзамены, время от времени, подготовиться к занятиям, как правило, устать, приходить домой, быть дома, иметь свободное время.

Task№11. Read the text, translate it. Use the dictionary if needed.

Most people in Britain work five days a week from Monday to Friday. Schools, colleges and universities are closed on Saturday and Sunday. Weekend starts on Friday evening when people leave work and wish each other a nice weekend. Those who work away from home may go home. Some people go away for the weekend. They stay in a hotel or boarding house in the country or at the sea.

People who stay at home at the weekend try to relax, enjoy themselves. On Friday night people like to go to a bar for the happy hour, or the theatre. Nowadays it is not "in" to go to all-night parties, they get up early on Saturday morning. Saturday morning is the time for cleaning the house, washing the car, doing the laundry. Women usually do their housework, sewing and gardening.

Saturday morning is a busy time for shopping. On weekdays shops close between 5.30 and 6 p.m. (They're closed on Sundays.) The shops in the centre of big cities usually close at one in the afternoon.

At about one o'clock people go out for lunch. After lunch they go for a walk or do some sports. On Saturday afternoon sporting events take place - football, horse-racing, rugby, cricket and other sports. People either go and watch or sit and watch the sports programmes on television.

Saturday evening is the favourite time for going out: parties, dances or theatre, maybe pictures. Some people like to go to watch a band. Church bells are a typical feature of an English Sunday morning. On Sunday morning most people

stay in bed till 9 o'clock. Then they have a cup of tea or coffee. They look through the newspapers. Reading Sunday papers is one of numerous traditions in Britain. There are quite a number of papers which are published weekly on Sundays.

After breakfast most people go for a walk or to the local pub. Men usually go to the pubs alone and their wives and children prepare for brunch.

At one or 1.30 people have brunch. It is a good time for all the family, when grandparents, parents and children go out to some restaurant and spend an hour or two over brunch. Brunch is a huge meal. They have all sorts of salads, vegetables, chicken, cold meat, pies, fruit, coffee, pudding.

Sunday evenings are rather quiet. Most people prefer to stay at home and watch television or just get ready for Monday. So they usually have an early night.

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

1. How long does a week in Britain last?
2. When does the weekend start in Britain?
3. When do the shops close on Saturday in Britain?
4. What do people usually do on Saturday afternoon?
5. What is the favourite time for going out?
6. What does brunch mean?
7. What do people usually have for brunch?

Task№13. Read the text from Task№11 again. Match the two halves.

| | | |
|----|--|---|
| 1 | People work ... | a.- the weekend. |
| 2 | Weekends start on | b. - because they get up early on Saturday. |
| 3 | Some people go away for | c. - cleaning the house and doing the shopping. |
| 4 | Those who stay at home try to | d. - at 9 o'clock. |
| 5 | People don't go to all-night parties | e. - an English Sunday morning. |
| 6 | Saturday morning is the time for ... | f. - 5 days a week from Monday to Friday. |
| 7 | Saturday evenings is the time for | g.- a huge meal. |
| 8 | On Sundays people get up | h. - going out. |
| 9 | Church bells are a typical feature of... | i. - Friday evening. |
| 10 | Brunch is ... | j. - relax and enjoy themselves. |
| 11 | On Sundays people have | k. - an early night. |

Task№14. Read the text once again. Decide if the following is true (T) or false (F).

1. People work 6 days a week. _____
2. Weekend starts on Saturday. _____
3. Women do housework on Sunday. _____
4. On weekdays shops close at 2 o'clock. _____
5. Saturday morning is a busy time for shopping. _____
6. On Sunday afternoon sporting events take place. _____
7. Saturday evening is the favourite time for going out. _____
8. On Sunday morning people stay in bed till 9 o'clock. _____

9. People have brunch at 5 p.m. _____
10. Brunch is a snack between meals. _____
11. People have tea or coffee for brunch. _____

Task№15. Read the text again. Arrange the sentences in the proper order.

1. On / people / Sunday / 9 o'clock/ at /get up.
2. At 1 p.m. /people / for lunch/ go out.
3. Men / go / alone / most / to the pubs.
4. Weekend / night / on Friday / starts.
5. On Friday / like / to go to / people / a bar.
6. After lunch / some sports / do / they.
7. On Saturday / go and watch / people / afternoon / either / or / the sports / sit / and programmes / watch.
8. On Saturday / housework / people / do / usually.
9. On weekdays / at 5.30 / or 6 p.m. / shops / close
10. After breakfast / to the local pub / go / most people.
11. are / Sunday evenings / quiet / usually.
12. On Sunday / in a restaurant / have / people / brunch.
13. have / they / an early night.
14. All the family / an hour / members / spend / or two / over brunch.

Task№16. Look through the questions given below. Answer them. (Work in pairs)

1. When do you get up?
2. Is it easy for you to get up early?
3. Do you wake up yourself or does your alarm-clock wake you up?
4. Do you do your morning exercises?
5. What do you prefer: a hot or a cold shower in the morning?
6. How long does it take you to get dressed?
7. What do you usually have for breakfast?
8. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?
9. When do you usually leave your house?
10. Do you study? If yes, where?
11. How long does it take you to get to your college?
12. Do you go there by bus or walk?
13. Where do you usually have lunch (dinner)?
14. What time do you come back home?
15. How long does it take you to do your homework?
16. How do you usually spend your evenings?
17. Do you have a lot of free time?
18. Do you play any musical instrument?
19. Are you fond of listening to music?
20. What kind of music do you prefer?
21. Do you collect anything (stamps, records, postcards, coins, matchboxes,

etc.)?

22. What time do you usually go to bed?

Task№17. Tell about:

- a) the working-day of your father or mother;
- b) the usual weekend at home;
- c) the best day of your life;
- d) a holiday spent with your friends or relatives (New Year's day, Christmas, 8th of March);
- e) the working day of famous people (writers, artists, politicians etc.).

Task№18. Answer the questions and do the test «My Working day». Choose the appropriate option. Add your own personal information.

1. I get up at _____ o'clock ...

- a. in the morning
- b. in the evening
- c. in the afternoon
- d. in the noon

2. I have breakfast at ...

- a. half past seven
- b. at two o'clock
- c. at five o'clock
- d. at a quarter past three

3. I have ... double lessons every day.

- a. four
- b. sixteen
- c. seven
- d. nine
- e. five

4. My classes finish at _____ and I ...

- a. go to the park.
- b. go home
- c. go to the cinema
- d. go to college
- e. go to the gym at once.

5. I have lunch ... at _____ a.m.

- a. in the college canteen
- b. at home
- c. at my granny's place
- d. in a restaurant

6. I ... my homework at _____ p.m.

- a. go
- b. jump
- c. do
- d. get

7. In the evening I ... TV

- a. get walk
- b. see
- c. watch
- d.

8. I sometimes ... my mother about the house.

- a. stand
- b. swim
- c. ride
- d. help

9. At _____ o'clock my working day is over and I

- a. go shopping
- b. go to bed
- c. go out
- d. chat with my friends

Task№19. Read the text B: «NICK'S USUAL WORKING DAY»

Hi, nice to meet you all!

My name is Nick Price. I am a freshman at MIT - Massachusetts Institute of Technology. I am not from Boston myself. I was born in Vermilion, Ohio, not far from Cleveland.

My family is not very rich, that is why I can't afford to live on a campus. But it is a rule that every student must reside during his or her freshman year on the campus. To cover some of the expenses I've got to work part-time on the campus. I work in a cafeteria.

Now let me tell you about my usual working day. I wake up at seven in the morning. My alarm-clock radio is tuned to my favourite radio station. My roommate Todd Hall is a football player. He jogs every morning at 6:30. He is still out jogging when I get up. First I take a cold shower and brush my teeth. Then I get dressed and rush to work - to the University cafeteria. I wash dishes and clean the tables. It is not a very interesting job, I know that, but soon I'll be a cook and will earn more. My boss Suzie is very strict but very nice when I do my job properly.

My first class starts at 11:15. The professor is never late for his classes. The lecture hall we sit in has about 100 seats. MIT is a very big school. I think that it is the best school of science and technology in the US.

At 2:00 p.m. I eat lunch at the school cafeteria. The food is free for me because I work there. I am a vegetarian and I don't like drinks with caffeine. I prefer cool filtered water or juice.

Then I have two more classes. I need to go to the library right after the classes to do my homework. There I meet my friends and we talk a lot. Twice a week I play basketball with my friends. I swim once a week. After library we usually go out to our favourite cafe or just sit outside and talk.

I have dinner at 7:00 p.m. at the little Chinese restaurant not too far from the dormitory or I cook myself in the kitchen in my dorm. My favourite food is mushroom pizza and potato salad.

After dinner I watch TV or play ping-pong with my friends. When it is Friday, we go to the football game.

I usually read before I go to bed. It calms me down after the long day. I guess, that's pretty much it for now. See you later!

Task№20. Read the text again. Answer the questions. Check your general understanding.

1. Where does Nick Price study?
2. What year of study is he in?
3. Is Nick from Boston?
4. Is Nick's family a rich one?
5. What is Nick's job? Do you think he enjoys it?
6. Is Massachusetts Institute of Technology a good school?
7. Where does Nick spend his evenings?
8. What does Nick usually do on Friday nights?

Task№21. Write the best word to fill the gaps.

Daily routine

1. I usually _____ up at 6.00 a.m. when my alarm clock goes off.
2. I _____ lunch in the school canteen at 1 p.m.

3. In my family we usually _____ dinner at about 6 p.m.
4. My school finishes at 3 p.m. and then I _____ home by bus.
5. On the weekends, I _____ to bed later than on weekdays.
6. My alarm clock goes off at 8 a.m. on Sunday but I don't _____ up until 8.30 a.m.
7. I always _____ my teeth before I go to bed.
8. On weekdays, I _____ to school with my friends at 9.00 a.m.

Task№22. Look at the pictures and say: What does the boy do? Put the verbs in the appropriate form. Finish the sentences according to the Model. Mind the Active Vocabulary.



I. The boy ____.

- wake up
- get up
- brush one's teeth
- do morning exercises
- take a shower
- have breakfast
- tidy one's room
- do one's homework
- make one's bed



II. Every morning the boy ____
Every Saturday the boy ____

III. In the mornings the boy ____

IV. The boy ____ at ____ a.m.

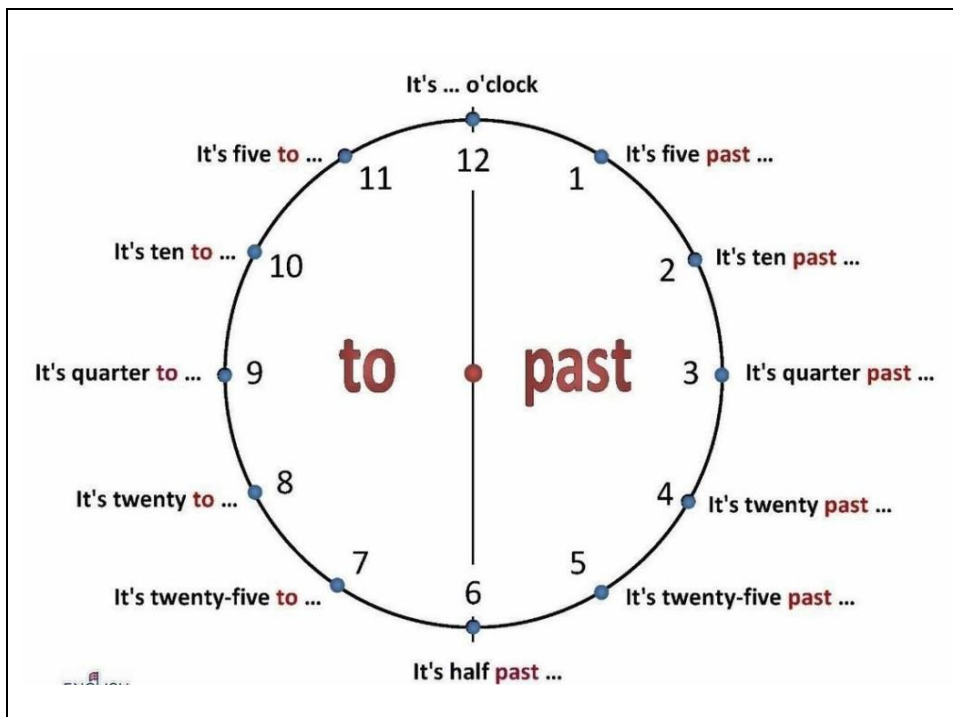
Task№23. Read the text from task№19 once again and make up some sentences about Nick's usual day. Use the Model (see Task№22). Retell the story.

GRAMMAR SECTION

What time is it?

(Обозначение времени в английском языке)

Task№24. Look at the clock face. Remember the main definitions.



Task№25. Say it in English. Do the task in written form.

Model: 10.05 - **It's five past ten.**

10.10; 11.25; 1.15; 2.00; 3.45; 6.20; 7.30; 4.15; 9.35; 7.05; 8.30; 6.45

Task№26. Look at these time expressions. Do we use these time expressions with *in, on, at* or without a preposition? Complete the table according to the example:

2 o'clock, Friday, the morning, last Friday, night, Tuesday, March, 1st March, the afternoon, next Tuesday, 1980, Monday morning, this morning, the summer, every summer, my birthday, the weekend, 8.15, tomorrow evening, July, Friday night, 1804, 4th July, the spring, weekends, Christmas, New Year's Day, yesterday afternoon

| At | On | In | -- |
|---------------------|------------------|-------------------------|----------------------|
| at 2 o'clock | on Friday | in the afternoon | last Saturday |

Task№27. Do we use these time expressions with *in, on* or *at*?

| | |
|--|-----------------------------------|
| 1. ___ ten o'clock, ___ 2.15 | 6. ___ January, ___ February |
| 2. ___ Monday, ___ Tuesday | 7. ___ 1st May, ___ 7th June |
| 3. ___ Monday morning, ___ Tuesday afternoon | 8. ___ 1930, ___ 1992, ___ 2001 |
| 4. ___ the weekend, ___ weekends | 9. ___ the summer, ___ the winter |
| 5. ___ Christmas, ___ Easter | 10. ___ night, ___ midnight |

Task№28. Fill in the gaps with the prepositions of time at / in /. Translate the sentences.

1. It's ridiculous. The bank closes _____ 2:30 pm.
2. I normally phone my Granny _____ 10 o'clock every evening.
3. _____ 1492 Columbus sailed the ocean blue.
4. I love watching the James Bond film _____ Christmas Day.
5. Jim had a terrible journey to Wales _____ Christmas Eve 2003.
6. We're planning to go skiing _____ Easter.
7. She passed her driving test _____ March.
8. Some people study best _____ night but I prefer the morning.
9. I hate doing the shopping _____ Saturdays.
10. Valencia is too hot for me _____ summer.
11. _____ mornings I have coffee and toast for breakfast and read a newspaper.
12. She's always very grumpy first thing _____ the morning.
13. I hate going out _____ Thursday.
14. We usually go out for dinner _____ the weekend.
15. _____ Wednesday evenings I go to English class.
16. I always get up _____ 7 a.m. in the morning.

Task№29. Complete the questions. Add *in, on or at*.

1. Do you sometimes watch TV _____ the mornings?
2. Are you usually at home _____ 7 o'clock _____ the evenings?
3. Do you sometimes work _____ night?
4. What do you usually do _____ weekends?
5. Do you usually go shopping _____ Saturdays?
6. Do you go skiing _____ the winter?
7. Do you have a holiday _____ December?
8. Is there a holiday in your country _____ 6 , January?

Task№30. Translate the following groups of words into English. Mind the rules.

на семь недель, за неделю, через час, за последние три месяца, во время войны, в ходе работы, до работы, после работы, с двух часов, до четырех часов, к трем часам, с 1980-го года, в 1945 году, в августе, в четыре часа, в понедельник, первого мая, утром, в полдень, ночью, в десять минут восьмого, в без десяти семь

Task№31. Fill in the gaps. Translate the sentences into Russian.

1. Does Molly paint eggs _____ Easter?
2. Did your girlfriend play any jokes _____ April 1st?
3. Do Molly and sally wear funny costumes _____ Halloween?
4. Does Greg send cards _____ Valentine's Day
5. Fred got a lot of funny presents _____ Christmas.
6. School begins _____ September 1st.

7. Do you play jokes ___ April Fool's Day?

Task №32. Insert prepositions of time.

- | | |
|--|--|
| 1. Was Easter _____ May last year? | 11. My friend was born _____ October. |
| 2. Is your birthday _____ summer? | 12. My school starts _____ 8.00. |
| 3. I'm going to have a party _____ the weekend. | 13. He was born _____ the fifth of June. |
| 4. I usually come home _____ three o'clock. | 14. We have Art _____ Monday and _____ Friday. |
| 5. I usually take a shower _____ the evening. | 15. The first lesson _____ Wednesday is Music. |
| 6. I usually tidy my room _____ Sunday. | 16. I get up _____ 7 o'clock. |
| 7. I usually wash the dishes _____ the afternoon. | 17. We have New Year _____ the first of January. |
| 8. I usually go to bed _____ 10.30. | 18. _____ end of the year we'll have no exams. |
| 9. I play basketball _____ Tuesday and _____ Friday. | 19. I have studied English _____ four years. |
| 10. Who was born _____ March? | 20. We are going to meet _____ half past three. |
| | 21. The telephone rang _____ midnight. |

ПРАКТИЧЕСКАЯ РАБОТА № 11

Тема: My last weekend.

Цели занятия: повторение, систематизация и активизация знаний и умений обучающихся по теме “Мой прошедший выходной”, применение ранее изученного грамматического материала, развитие навыков говорения, чтения и аудирования.

Задачи:

Образовательные:

- активизировать лексику по теме “Мой прошедший выходной”;
- научить использовать новые лексические единицы для решения коммуникативных задач разной направленности.

Развивающие:

- развивать коммуникативные навыки обучающихся;
- развивать умения высказывать свое мнение и делать выводы;
- развивать внимание, память, логическое мышление, языковую догадку и воображение;
- развивать навыки чтения, монологической и диалогической речи, а также аудирования

Воспитательные:

- воспитывать культуру общения;
- ориентировать обучающихся на усвоение общечеловеческих ценностей:
- взаимопомощи, терпимости и уважению к окружающим;

Познавательные: уметь ориентироваться в предложенном тексте с извлечением запрашиваемой информации; научиться осознанно строить речевые высказывания в устной форме, задавать вопросы по теме «Как ты провел выходные? Чем ты занимался?» используя новую лексику активного словаря и понимать на слух речь говорящего, построенную на знакомом материале;

Социокультурные: формирование уважение к культуре и традициям стран изучаемого языка, уважительного отношения к иноязычной культуре.

Тип занятия: комбинированное

Необходимое оснащение:

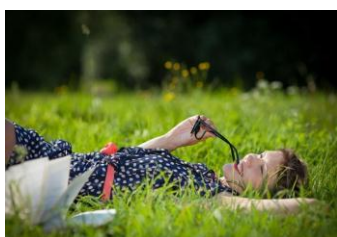
- меловая доска;
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки.

Используемые материалы:

- презентация в программе Power Point;
- раздаточный материал

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Look at the pictures. What associations do you have with them? What do all these items have in common?





Task№2. Look at the pictures once again. Answer the questions given below.

1. What are people doing in each picture?
2. When do we usually do such things?
3. When do we usually Hoover the carpets or go shopping?
4. Can we go to the cinema instead of working or studying at college?

Task№3. Look through the columns. Match the right forms of the irregular verbs. Find the third form of the verbs in the box given below.

| | | | | | | |
|------------|-------|---------------|--------------|------------|------------|-------------|
| gone [gɒn] | woken | written | taken | sent | done [dʌn] | given [gɪv] |
| begun | met | found [faʊnd] | known [nəʊn] | been | come | told |
| spoken | seen | got | had | read [red] | broken | sat |

| № | The Infinitive | The Past Indefinite (Simple) | The Participle II | Translation |
|----|----------------|------------------------------|-------------------|-------------|
| 1 | be | a. spoke | | |
| 2 | break | b. read [red] | | |
| 3 | sit | c. was, were | | |
| 4 | meet | d. sat | | |
| 5 | get | e. did | | |
| 6 | wake | f. had | | |
| 7 | see | g. told | | |
| 8 | take | h. sent | | |
| 9 | write [raɪt] | i. came | | |
| 10 | have | j. met | | |
| 11 | do [du:] | k. woke | | |
| 12 | read [ri:d] | l. gave | | |
| 13 | go | m. found [faʊnd] | | |
| 14 | tell | n. wrote [rəʊt] | | |
| 15 | send | o. knew [nju:] | | |
| 16 | find | p. began | | |
| 17 | come | q. went | | |
| 18 | give | r. broke | | |
| 19 | begin | s. took | | |
| 20 | know [nəʊ] | t. saw [sɔ:] | | |
| 21 | speak | u. got | | |

Task№4. Open the brackets and put the verbs in the Past Simple Tense

1. She (not go) to bed early yesterday. She (go) to bed at twelve o'clock.
2. He is not usually late for work, but last week he (be).
3. Whatyou (do) yesterday? - I(play) chess with my friend and(listen) to the music.
4. You(go) to the cinema yesterday? - No, we We(go) to the cinema three days ago.
5. Yesterday it ... (be) Sunday and I (wake) up late.

Task№5. Match the words to make sentences.

Match the words to make sentences. Translate them

| | | | |
|---|---------|--------------------------|---------------------------------|
| 1 | I get | a. breakfast. | |
| 2 | I have | b. TV. | I watch TV- Я смотрю телевизор. |
| 3 | I have | c. to college. | |
| 4 | I go | d. up at 7 o'clock. | |
| 5 | I watch | e. to bed at 11 o'clock. | |
| 6 | I go | f. a shower. | |

Task№6. Write the missing words.

| | | | | | | |
|----------|-----|---------|-------|------|------|------|
| hoover | get | do | watch | have | go | take |
| hang out | do | tidy up | meet | take | help | go |

| | |
|------------------------|---|
| I ...up at 7 o'clock. | I ... TV. |
| I ... a shower. | I ... to bed. |
| I ... breakfast. | I ... to college. |
| I ... my homework. | I ... my parents about the house. |
| I ... with my friends. | I often ... up with my friends. |
| I ... the washing up. | I ... my do for a walk three times a day. |
| I ... my room. | I ... the carpets at the weekend. |

Task№7. Arrange the sentences in the right order.

| | |
|-------------------------|--|
| I have a shower. | |
| I go to college. | |
| I watch TV. | |
| I go to bed. | |
| I have breakfast. | |
| I brush my teeth. | |
| I get up. | |
| I have a cup of coffee. | |
| I wake up | |
| I get dressed. | |
| I have lunch in a café. | |

Task№8. What time did you do these things yesterday or last Monday?

Model: I got up at ... a.m. / I watched TV at ...a.m.

Task№9. Read about Lesley. Translate the text.

Lesley is an ESOL teacher at Hackney College in London. On weekdays she always gets up at about 7 o'clock. She has a shower and then she has breakfast with her husband and daughter. After breakfast she brushes her teeth and gets dressed and then she takes her daughter to school. She goes to college by bicycle at 8.30 and she starts work at 9 o'clock.

At about 1.30 she usually has lunch. She has a sandwich and some fruit in her office. She finishes work at 5 o'clock and picks up her daughter from her after-school club. She usually has dinner at about 7 o'clock and then she has a cup of coffee. In the evening she watches television or sometimes she listens to the radio. She likes listening to music. She usually goes to bed at about 11.30. Then she reads her book for about half an hour. She goes to sleep at midnight.

Task№10. Read the text again and rewrite it in the Past Simple Tense. Imagine that Lesley doesn't work as an ESOL teacher any more. She has changed her job. Mind the irregular verbs.

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

My Last Weekend

I have five working days, so I have two days off - Saturday and Sunday. My weekends usually start on Friday afternoon. I come back from college and usually have a lot of things to do about the house. I vacuum the carpets, water the plants and take my dog for a walk. I often go food shopping.

During the week I am very busy, so I like to have a rest at the weekend. I usually spend my free time with my family at the weekend, so sometimes we go for a walk, we may also go to the city centre or to a pizzeria or a café, and then we go to the cinema and watch there a new film. We like watching comedies. We also receive guests at home.

A week ago my brother Max visited us. He lives in Krasnoyarsk. Max spent the weekend with us and stayed with us till Monday. We woke up late on Sunday. We got up at nine o'clock, washed and dressed. Then we had breakfast. The weather was fine and we decided to go to the country. We found a good place for our picnic. We played badminton and volleyball and took photos. We came home at two o'clock. After dinner Max and my father played chess, then we listened to music. In the evening we went to the cinema. The film was interesting and not very long. It began at seven o'clock and it was over by eight. We didn't want to go home early and went to see my friends. They were very glad to see us and we had supper together. When we came home, we didn't go to bed at once. We watched our photos and discussed the picnic. We went to bed late. I liked to have a good time with my family.

Task№12. Read the words and explain the rules of reading they have.

Weekend, carpet, water, city, ago, discuss, chess, took, badminton, volleyball, picnic.

Task№13. Remember the rules of building the Plural forms of the Nouns. Explain them.

Days, weekends, carpets, dishes, courses, comedies, photos.

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

Будни, выходной, конец недели, иметь много работы по дому, пылесосить ковры, поливать цветы, стирать одежду, посещать курсы английского языка, вкусные блюда, в течение недели, отдыхать, проводить свободное время, брать на прогулку, ходить в кино, комедия, принимать гостей, решить, поехать за город, играть в бадминтон, играть в шахматы, слушать музыку, фотографироваться, идти спать, проводить хорошо время.

Составьте с ними свои собственные предложения.

Task№15. What are the synonyms to the words given below?

Start, finish, many, visit, get.

Task№16. Give antonyms to the words given below.

Go, begin, wake up, a day off, busy.

Task№17. Look through the list and choose the actions you did yesterday or last weekend.

| | |
|----------------------------------|-----------------------------|
| got up late | listened to music |
| had a big breakfast | did some work |
| played football (computer games) | watched TV |
| went shopping | saw some friends |
| bought some clothes | cooked a meal |
| stayed at home | went to bed early / late |
| went for a walk | stayed up late with friends |
| cleaned the room | went swimming |
| went to a party. | had a great time |
| went to the gym. | surfed the Net |

Task№18. Tell what you did yesterday (last weekend). Use the ideas from

Model: Last Sunday (Saturday) I got up at ... a.m. and I went.... Then I saw ...

Listening Section

Task№20. Listen to the dialogue and fill in the gaps.

A: Hi, Rick. **Did** you **have** a good weekend?

R: Yes, I did. Thanks.

A: What _____ you do yesterday?

R: Well, I _____ up early and _____ tennis with some friends.

A: You _____ up early on Sunday!

R: Well, yes, it _____ such a lovely day!

A: Where _____ you _____ tennis?

R: In the park. We _____ lunch in the café there.

A: Oh, great! _____ you _____ out in the evening?

R: No, I didn't. I _____ a meal for my sister.

A: Mmm. What _____ you _____?

R: Roast beef. It _____ delicious! What about you, Angie? _____ you have a good weekend?

Task№21. Fill in the gaps with an appropriate preposition if it's necessary.

| | | | | | | |
|----|-----|----|------|-------|----|----|
| to | for | of | with | about | on | at |
|----|-----|----|------|-------|----|----|

1. My weekend starts Friday evening.
2. I usually have a lot ... work to do the house.
3. My son helps me to vacuum the carpets.
4. I cook my family.
5. We like to have a rest ... the weekend.
6. He likes to spend his free time his family.
7. My husband takes children a walk every Sunday.
8. Children went ... the cinema to watch a comedy.
9. We usually go ... the country to have ... a picnic.
10. My brother decided to stay us Monday.
11. We didn't play ... chess yesterday, we listened ... music.
12. When we went a walk, we took a lot... photos. We had a good time.
13. The film was five o'clock.

Task№22. Read the text again and answer the questions

1. How long did Max stay with his family?
2. How late did they get up on Sunday?
3. Where did they go in the morning?
4. What did they do in the country?
5. What did they do after dinner?
6. Where did they go in the evening?
7. What kind of film was it?
8. Why did they go to see their friends?
9. Why didn't they go to bed at once?
10. When did they go to bed?
11. Does the author like to have a good time with his family?

Task№23. Translate the sentences. Use the verbs in the Present and Past Simple Tenses.

1. Кто навестил вас вчера? - Друзья моего сына. Мы были очень рады видеть их. Они пробыли (оставались) у нас до вечера. 2. Где вы были вчера? - Я ходил в кино. - Вам понравился фильм? - Да, это интересный фильм. Мне он очень понравился. - Когда вы пришли домой? - Я пришел домой поздно и сразу же лег спать. 3. Мы прочитали новый текст на уроке позавчера. Потом преподаватель задавал нам вопросы, а мы отвечали на них. 4. В котором часу вы сегодня обедали? - Я обедал в три. 5. Вы любите играть в шахматы? - Да, но я редко (не часто) играю в шахматы сейчас. Я часто играл в шахматы в прошлом году. 6. Я обычно провожу конец недели со своей семьей. Мы решили поехать за город в прошлое воскресенье. Мы поехали туда утром. Погода была хорошая, и мы вернулись в город поздно вечером. 7. Мой маленький брат любит задавать мне много вопросов, и я всегда отвечаю на них. 8. Где вы были вчера? Я приходил к вам, но вас не было дома. 9. Где ваши друзья? - Они катаются на коньках в парке.

Task№24. Answer the questions

1. How many days off do you have?
2. Are you busy during the week?
3. When does your weekend start?
4. What do you do on Saturdays?
5. Do you have much work about the house? Do you help your parent to clean the house? What do you do?
6. Do you often go for a walk? Where do you usually go?
7. What time do you get up on Sundays?
8. What do you do on Sunday mornings?
9. What do you do in the afternoon?
10. Do you like going to the cinema? Who do you usually go there with?
11. When did you last go to the cinema?
12. What film did you see?
13. Do you like going to the country?
14. When did you last go to the country?
15. What do you do when you go to the country?
16. Do you often visit your friends?
17. What do you do on Sunday evenings?
18. What did you do last Sunday?
19. When did you go to bed last Saturday and Sunday? Why?

Task№25. Fill in with the correct Past Tense forms of the verbs in brackets:

Sarah _____ (visit) her grandparents last weekend. First, she _____ (play) with her dog. Then, she _____ (eat) apples from the garden. After that, she _____ (help) her grandma in the kitchen. They _____ (make) an apple pie. Finally, she _____ (go) to bed at 10 o'clock.

Task№26. Insert: first, next, after that, finally

It was Tim's birthday last weekend. His family did many things. His mother made him his favorite cake - chocolate and cherries. His sisters decorated the house. His brother went shopping for crisps, juice and ice-cream. His father arranged the tables and the chairs in the backyard.

Tim had a wonderful party!

Task№27. Put the verbs in brackets in the Past Simple Tense (interrogative, negative, affirmative)

Model: I work hard every day.

(+) I **worked** hard every day.

(-) I **didn't** work hard every day.

(?) Did I work hard every day?

1. (eat) a lot of fresh fruit last week.

2. Mary (go) for a walk with her friend yesterday evening.

3. The children (make) a robot from empty boxes yesterday.

4. Jane (take) her dog for a walk last night.

5. They (see) a good film on TV last Sunday.

6. I (be) on duty yesterday at school.

7. Tom (be) a good student.

8. Tony (have) a good time at my birthday party.

ПРАКТИЧЕСКАЯ РАБОТА № 12

Тема: Healthy way of life.

Цели занятия: повторение, систематизация и активизация знаний и умений обучающихся по теме "Продукты. Здоровый образ жизни", применение ранее изученного грамматического материала, развитие навыков говорения, чтения и аудирования.

Задачи:

Образовательная:

- активизировать лексику по теме "Еда. Здоровый образ жизни";
- научить использовать новые лексические единицы для решения коммуникативных задач разной направленности.

Развивающая:

- развивать коммуникативные навыки обучающихся;
- развивать умения высказывать свое мнение и делать выводы;
- развивать внимание, память, логическое мышление, языковую догадку и воображение;
- развивать навыки чтения, монологической и диалогической речи, а также аудирования

Воспитательная:

- воспитывать здоровые привычки и бережное отношение к своему здоровью;
- развивать сознательное отношение к употреблению здоровой пищи;
- воспитывать умение работать в сотрудничестве.

Социокультурная:

- ознакомить обучающихся с культурой питания жителей стран изучаемого языка и их отношением к здоровому образу жизни;
- обучить студентов этикету питания, а также развитию культуры здорового питания.
- обучить студентов речевым клише и выражениям и активизировать их в речи с целью сделать заказ в кафе.

Необходимое оснащение:

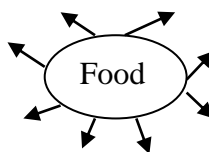
- меловая доска;
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки.

Используемые материалы:

- презентация в программе Power Point;
- раздаточный материал

СОДЕРЖАНИЕ РАБОТЫ

Task№1. What do you associate with the word «Food»?



Task№2. Look through the words given in the box. Use the dictionary and complete the table.

Part1.

| | | | | |
|--------------|---------|---------------|-------------------|-----------|
| vegetables | fruits | meat products | dairy products | junk food |
| sweet things | berries | sea products | other tasty stuff | |
| fizzy drinks | | | | |

Part2.

| |
|---|
| oil, tomatoes, potatoes, apples, peach, salmon, yogurt, milk, sour cream, cream, jam, ice cream, coffee, pear, flour, pepper, butter, carrots, grapes, plumps, cakes, pancakes, onions, |
|---|

| Vegetables | Fruits | Meat products | Dairy products | Junk food | Sweet things | Berries | Sea products | Fizzy drinks | Other tasty stuff |
|------------|--------|---------------|----------------|-----------|--------------|---------|--------------|--------------|-------------------|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Task№3. Use the information from the table (see Task№2) and use the words to make up your own sentences.

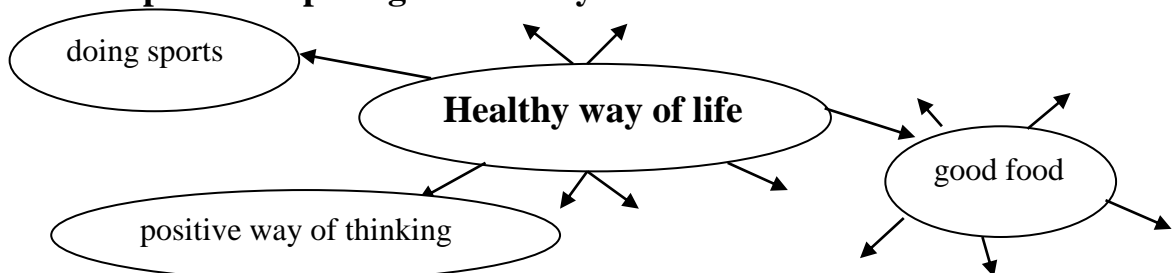
Model: (+) I think that milk products are good for our health. *We should* eat them regularly.

(-) From my point of view, fried fatty food is bad for us. *We should* stop eating it so often.

Task№4. Answer the questions. Say YES or NO

1. Do you like McDonald's food?
2. Do you snack all day long?
3. Do you eat in front of the TV?
4. Do you eat whenever you are bored or under stress?
5. Do you eat dessert at every meal?
6. Do you usually skip your breakfast?
7. Do you have soda rather than milk with your meal?
8. Do you often have a bar of chocolate for breakfast?
9. What bread do you prefer to eat: white or whole wheat bread (dark)?
10. Do you like to eat sweets?
11. How often do you drink tea?
12. Do you like drinking milk? When do you usually drink it?
13. How often do you drink kefir? Do you think kefir is really healthy?
14. What is your favourite drink?
15. What is your favourite dish?
16. Do you sometimes eat porridge?
17. Do you eat it with butter?
18. What is your favourite fruit / vegetable

Task5. Complete the spidergram. Give your associations.



Task№6. Complete the chart. Use the ideas given below.

| What is healthy food and healthy life style? | What do I want to learn about healthy life style? | What interesting facts did I learn at the lesson? |
|--|---|---|
| | | |

| | | |
|--------------|--|---|
| I would like | - to learn ... - to know ... - to find out ... - to speak about ... | - bad and good habits - the ways to look great - what health problems teenagers have - my attitude to health problems - health rules - to convince teenagers to follow a healthy way of life |
|--------------|--|---|

Task№7. Read the jumbled proverbs about health. Put the words in them in the right order. Translate them.

- wealth is good above health
- a day apple an away keeps doctor a
- to and health bed wise makes a rise man early and early to wealthy
- a mind sound a body sound in

Task№8. Read and learn the Active Vocabulary.

- | | |
|--|---|
| 1. healthy way of life = healthy living - здоровый образ жизни | 12. improve health - улучшить здоровье |
| 2. un healthy way of life = un healthy living - нездоровый образ жизни | 13. ruin health - навредить здоровью |
| 3. bad / unhealthy habit - вредная привычка | 14. do harm - причинять вред |
| 4. take care of your health - заботиться о своем здоровье | 15. skip breakfast - пропускать завтрак |
| 5. get into a habit of - завести привычку | 16. be overweight - иметь избыточный вес |
| 6. get rid of a bad habit - избавиться от вредной привычки | 17. lose weight - похудеть |
| 7. make it a rule - поставить за правило | 18. put on weight - поправиться |
| 8. prefer organic food - предпочитать натуральную еду | 19. keep to a diet / be on diet / follow a diet - быть на диете |
| 9. food with additives/ junk food/ fast food - еда с добавками, фастфуд | 20. have little physical activity - мало двигаться |
| 10. food rich in calories = fatty food - калорийная пища | 21. take regular exercises - регулярно заниматься упражнениями |
| 11. influence our health - влиять на здоровье | 22. live a regular life - вести правильный образ жизни |
| | 23. a late riser - тот, кто поздно встает |
| | 24. an early riser - тот, кто рано встает |
| | 25. be as fit as a fiddle - быть в добром здравии и прекрасном настроении |

Task№9. Read the text and entitle it.

Food we eat also influences our health. Nowadays people are very busy and they often eat in fast food restaurants as they don't have time to cook. Fast food is unhealthy. It is very *rich in calories (fatty)* and has a lot of *additives*. This food gives a lot of energy. But if you don't work it out (израсходовать), it becomes fat in your body. The same is with chocolate, cakes and sweets. They have much fat and sugar.

People should *get rid of a habit of* eating fast food and *get into a habit of* eating *organic food* such as fruit, vegetables and fish. There are other bad habits, which can *ruin our health*. It is smoking, drinking alcohol and using drugs.

Task№10. Read the text once again. Answer the questions.

1. What is the text about?
2. Is food important for us? Why?
3. What do many modern people prefer to eat nowadays? Why?
4. What is fast food not that healthy?
5. Who is fast food not so bad for?
6. What is organic food?
7. What do you understand under «bad habits»? Give examples.

Task№11. Read some ideas given in the box. Put them into two columns.

| | | |
|--|---|-----------------------------|
| be on a healthy diet | be physical inactive | stay inactive all days long |
| do sports regularly | be addicted to drugs | be addicted to alcohol |
| prefer healthy eating | maintain healthy eating habits | suffer from obesity |
| maintain strict personal hygiene | have bad habits | be TV addict |
| watching too much TV | spending too much time in front of the computer | |
| eating fast food and drinking fizzy drinks | eating junk food | |
| eat on the run (eat on the move) | snack on something healthy | |
| put on weight | drink enough water | (never) skip meals |
| do morning exercises | jog in the mornings | go swimming |
| № | Good habits | Bad habits |
| 1. | | |
| 2. | | |

Task№12. Complete the sentences. Use the information from the Task№7 and your own ideas.

1. The modern bad habits are...
2. ...is really a good way to live.
3. Our town life today gives us a few / many opportunities for ...
4. Doctors always advise us to eat...
5. ... makes people healthy and keeps them fit.
6. If you want to keep fit you must ...
7. ... is dangerous for our health.
8. A healthy way of life includes ...

Task№13. You can find different parts of habits in the table. Match the words from the 1-st with the 2-nd columns. Put them down.

- | | | |
|----------------|-----------------|-----------------------------|
| 1. A. Physical | a. low-fat food | 1. влияние окружающей среды |
| 2. B. Taking | b. breakfast | 2. есть низкокалорийную еду |

| | | |
|---------------------|--------------|---------------------------|
| 3. C. Personal | c. activity | 3. регулярные приемы пищи |
| 4. D. Skipping | d. alcohol | 4. пить спиртные напитки |
| 5. E. Regular | e. drugs | 5. принимать наркотики |
| 6. F. Environmental | f. diet | 6. привычки здоровья |
| 7. G. Health | g. hygiene | 7. физическая активность |
| 8. H. Healthy | h. meals | 8. пропускать завтрак |
| 9. I. Eating | i. influence | 9. здоровая диета |
| 10. J. Drinking | j. habits | 10. личная гигиена |

Task №14. What do you know about food? Answer the questions given below.

1. Are vitamins and mineral supplements...

- a. useful for preventing colds and boosting energy?
- b. a waste of money?
- c. an insurance policy against modern food that may be short on essential nutrients?

2. How many portions of fruits and vegetables should you eat every day?

- a. two;
- b. three;
- c. four.

3. A calorie is...

- a. a type of vitamin;
- b. a unit of energy;
- c. a blood cell.

4. Protein is...

- a. body-building material;
- b. hormone;
- c. sugar.

5. Vitamin A helps us...

- a. build strong bones;
- b. produce healthy skin;
- c. in the digestion of fats.

6. Vitamin B12 primarily helps...

- a. night vision;
- b. growth of teeth;
- c. growth of nerve cells and blood cells.

7. Vitamin K is essential for...

- a. manufacture of fats;
- b. hormone production;
- c. blood clotting.

8. Lack of iron leads to...

- a. form of anemia;
- b. discoloured teeth;
- c. soft bones.

9. Too much salt can lead to...

- a. high blood pressure;
- b. copper deficiency;
- c. over-eating.

10. What effect does eating oily fish have?

- a. It reduces blood cholesterol levels;
- b. it prevents colds;
- c. it makes you put on weight.

11. Cholesterol is...

- a. a part of sugar;
- b. a disease;
- c. a product of fat digestion.

12. Why is fast food a bad idea?

- a. it hardly contains any nutrients;
- b. it gives little protein in relation to fat;
- c. it contains too much salt and fat.

13. What effect does microwaving have on vitamins?

- a. it destroys most of them;
- b. it preserves them;
- c. it destroys fewer vitamins than normal cooking.

14. Which has the highest sugar content?

- a. a plain chocolate bar;
- b. milk chocolate bar;
- c. a coffee.

15. How many people in Western Europe are overweight?

- a. 11%;
- b. 26%;
- c. 37%.

16. Which is the best way to lose weight and stay healthy?

- a. to use slimming and vitamin pills;
- b. to eat only fruit and vegetables;
- c. to eat a variety of foods but in smaller quantities.

17. Which activity burns up the most energy per minute?

- a. swimming;
- b. walking quickly;
- c. football.

18. How often should we exercise?

- a. at least 20 minutes once a week;
- b. at least 20 minutes twice a week;
- c. at least 20 minutes three times a week. Score 1 point for each correct answer.

Task№15. Look through the questions. Express your personal point of view.

There are several questions about modern bad habits.

- What habit is the most dangerous for the person? (I think taking drugs is the most dangerous habit for the person / Smoking causes heart disease and brain disease)
- What are the modern bad habits ? / The modern bad habits are drinking too much alcohol, taking drugs, obesity/
- How many times a day do you eat? /I eat 4 or 5 times a day/
- Do you skip breakfast? /I don't skip breakfast. /
- Does our health depend on our way of life. (Yes it does.Our health depends on our way of life.)
- Do you like sweets? Do you eat a lot of sweets?
- Do you sometimes eat at night? /No I don't/ I don't eat at night/
- When do people usually follow a diet? (People usually follow a diet when they want to lose weight, or they have health problems.)
- Can a diet cause health problems? (Sometimes a diet can cause health problems)
- Should we have our meals at regular hours? (Yes we should. We should have our meals at regular hours)

Task№16. Be ready to talk about bad habits. Do the tasks given below.

Active Vocabulary

lead to (приводить) = cause (вызывать) =

argument - довод, аргумент

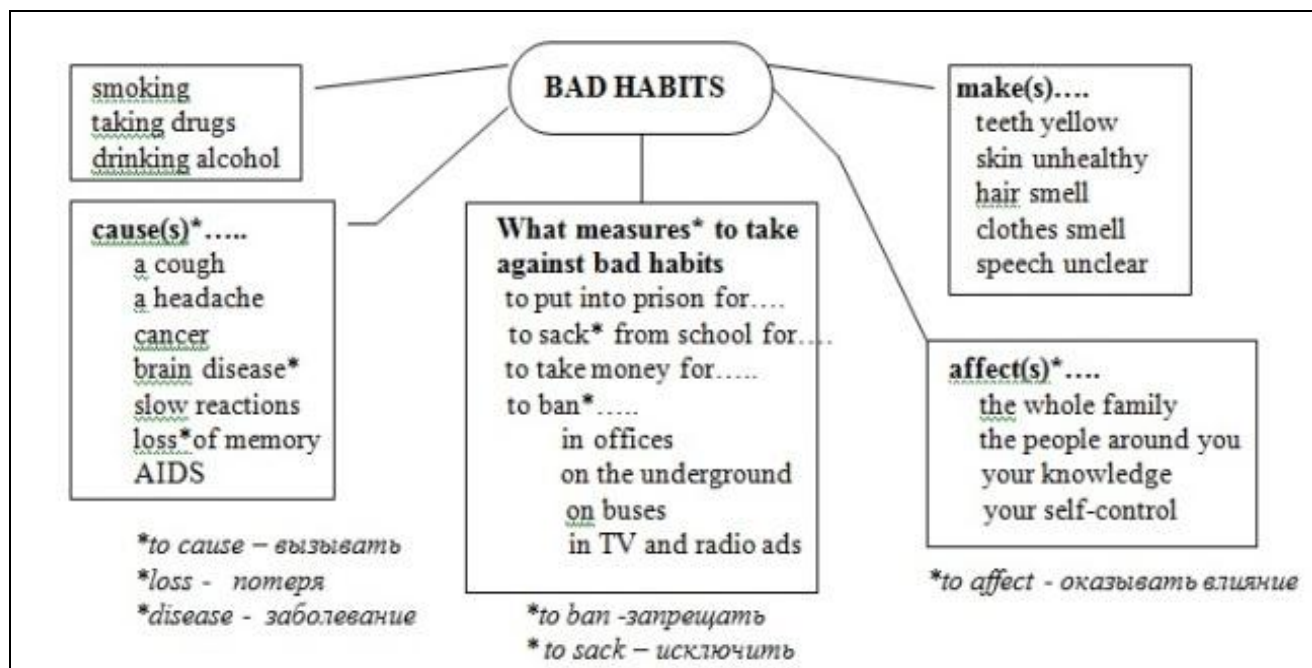
result in

convince - убеждать

take measures - принимать меры

affect= influence - влиять

1. Name bad habits. Consult the table.
2. Which arguments against bad habits seem most convincing to you? Place them in order of importance. Consult the table.
3. Which of the arguments will you use to convince your friends or parents not to smoke or drink to much? Use the table.



Task№17. Read the statement and say whether you agree or disagree with it. Give reasons.

Scientists say «What is tasty is not always healthy».

Question:

- What do they mean?

Task№18. Read the sentences given below and use *should* and *instead of* to change them and express your opinion.

Model: Many modern people eat on the run because they are always in a hurry.

Many modern people *should* find some time to enjoy their meals at an easy pace *instead of* eating their foods on the run. We *should* take care of our health.

1. We stuff ourselves with fast food and fizzy drinks like chips and pizzas, hamburgers and hotdogs, lemonades and Coke.
2. We are always in a hurry.
3. We have no time to enjoy a home-cooked dinner. We want to eat now and we want to eat fast.
4. Eating in doesn't belong to the modern life style. Eating out safes your time and energy.

Task№19. Read the text and translate it.

The food and drinks I like.

The foods I like are, quite varied. I think, food is a wonderful thing and, many people don't make enough of it. I'm not a vegetarian. I do like meat. Although, not with every meal. I tend to like beef. I like steak. Steak and chips, that's good. But I also like cuisines from all around the world. I like French food.

And I like food that's cooked very well with sauces and unusual vegetables. I don't like dull vegetables like cabbage. I'll eat them but they're not very exciting. I

like... mixed vegetables and things like stir-fries, where you've got carrots and sweet corn and interesting tasty things. I like sweet things very much. Especially pastries. But they're too fattening unfortunately. Anything with sugar is good. Fresh cream cakes are gorgeous especially if they've got chocolate on top.

I think, when it comes to meals, I tend to like just two courses. I don't like having a starter because I like to save room for pudding. Soups as starters, I think are generally quite dull. As for me it's very difficult to make soup that tastes really worthwhile. But you're taking up the space that you could be leaving for your main course and pudding. I tend to get upset with people, if I'm cooking. When I give them the food, they automatically add salt and pepper. I like to think that food should taste good enough without salt and pepper.

As for drinks I tend to like quite healthy drinks. I prefer fresh fruit juice especially, orange and pineapple. And I think apple juice is very refreshing on a hot day. I like a cup of hot nice tea in the winter because it's nice and warming and you can curl up with a nice big cup. But I don't drink coffee. And I think hot chocolate is nice just for special occasions. I don't like fizzy drinks too much. I don't drink Coke (Coca-Cola) or lemonade. But I'm out with friends, that's quite a nice drink to have.

Task №20. Read the text again. Choose the right option.

1. According to the speaker, what's the problem with pastries?
 - a. They take a long time to prepare.
 - b. They do not taste good.
 - c. They are too fattening.
 - d. They are too expensive.
2. What does the speaker say about her diet?
 - a. It is bland.
 - b. It is diverse.
 - c. It is unusual.
 - d. It is unhealthy.
3. When does the speaker get upset with her dinner guests?
 - a. When they add seasoning to the food
 - b. When they don't finish everything on their plates
 - c. When they taste the food before it is ready
 - d. When they are hesitant to try new things
4. Why does the speaker avoid starter courses?
 - a. She does not enjoy preparing food.
 - b. She likes to save room for dessert.
 - c. She prefers to eat meals quickly.
 - d. She does not like to eat large portions.
5. What is the purpose of the speaker's talk?
 - a. To describe her taste in food
 - b. To explain how to cook international cuisine
 - c. To describe uncommon ingredients

- d. To explain how she recently changed her diet
6. Which of the following drinks does the speaker prefer?
- a. Coffee
 - b. Tea
 - c. Lemonade
 - d. Beer
7. What is the purpose of the speaker's talk?
- a. To describe her drink preferences
 - b. To describe how to prepare a drink
 - c. To explain why her diet has changed
 - d. To explain the health benefits of juice

Task№21. Read the text and translate it.

Stephanie's Favorite Foods

I would like to tell you a little bit about some of my favorite foods. Right now, my favorite dish is rice with tuna fish, with little chopped up onions, cucumbers and ketchup. All mixed together. If you've never tried it, it's very good.

I also really like ketchup, tomato ketchup on many different dishes. I eat ketchup with eggs. Sometimes I eat ketchup with hamburgers and with many other different foods.

For breakfast I usually eat cereal and milk. Sometimes I have a toast with some butter and sugar on it.

For lunch, we usually eat sandwiches. We take a couple of pieces of bread and sometimes we use peanut butter and jelly. Sometimes we use tuna fish, sometimes we use turkey, or different kinds of meat. Then for lunch, I also eat a piece of fruit, or some vegetables.

In my family dinner is the biggest meal. We usually try to eat together as a family.

We usually have some kind of meat for my brothers and sisters. But my parents don't eat meat, neither do I usually.

So we don't have meat. Then we usually eat a lot of vegetables. And we also try to eat fruit as a snack.

Task№22. Read the text «Stephanie's Favorite Foods» again and choose the right option.

1. What's the woman's favorite thing to eat?
- a. Turkey sandwiches
 - b. Rice with tuna fish
 - c. Eggs with ketchup
 - d. Bread and peanut butter
2. What does the woman usually have for breakfast?
- a. Cereal
 - b. Hamburgers
 - c. Toast
 - d. Eggs

3. Where does the woman usually have dinner?
 - a. At the cafeteria
 - b. At home
 - c. At a restaurant
 - d. At work
4. What is the woman mainly talking about?
 - a. The foods she likes
 - b. How to cook
 - c. Her family
 - d. Types of sandwiches

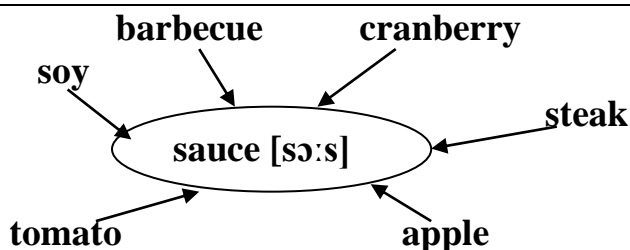
Listening Section «The Food I Eat»

Task23. Match the words.

| | | |
|---|---------------------|---|
| 1 | It's exciting. | - кусочек фрукта (фрукт) |
| 2 | snack food | - сухой завтрак (овсяные, кукурузные и т.п. хлопья) |
| 3 | a bowl of soup | - 1. пирожное 2. выпечка |
| 4 | a piece of fruit | - приём пищи; еда |
| 5 | cereal ['siəriəl] | - соус; подливка |
| 6 | meal | - Это интересно, захватывающе, впечатляюще. |
| 7 | a pastry ['peɪstri] | - чашка супа (миска супа) |
| 8 | sauce [sɔ:s] | - закуска (для перекусов на ходу) |

Task24. Look at the spider gram. Find the Russian equivalents to the English ones. Put them down according to the Model.

| | | |
|---------------|--------------------------------|-----------------|
| соевый соус | пряный острый соус для жаркого | соус для |
| мяса | томатный соус /томатная паста | клюквенный соус |
| яблочное пюре | | |



Model: tomato sauce - томатный соус /томатная паста

Task№25. Put the meals in the right order. Translate them into Russian.

| | | |
|---------------|------------------|---------------|
| LUNCH | BREAKFAST | DINNER |
| BRUNCH | | |

- | | |
|----|----|
| 1. | 3. |
| 2. | 4. |

Task№26. Listen to the speaker. Fill in the gaps and use the words given in the box below.

| | | | |
|------------------|-----------------|------------------|-------------------|
| a piece of fruit | spaghetti sauce | peanut butter | dinner |
| a pastry | exciting | meal | snack foods |
| breakfast | eating | a bowl of cereal | expensive lunches |

Well, so you ask me about what food I eat during the day. It's not very _____, I have to say. Uh, but, I eat, a break- I start out with a _____, that I think is **fairly** typical of many Americans. I... I tend to have _____ with milk... That tends to be the basis of my breakfast. And then, with it, along with it, I will often have _____. Like an apple, or an orange, or a banana.

Later in the day, for lunch, I will often have a sandwich, sometimes a _____ and jelly sandwich. Or... I might cook up some pasta, uh, some pasta and, uh, _____ ... or some macaroni and cheese. I'm a student so I can't afford very _____. Um... And maybe I'll have a little **side salad** to go with it.

Um, now before _____ I... it's hard for me to go for the whole afternoon without eating something else. So, I'll often have something sweet, like _____ or some coffee or both, uh, to keep me going until dinner time. And my dinner is, very... sometimes very similar to my lunch. Although sometimes, uh, often more **substantial**. Uh, we Americans tend to make our dinner the big _____ of the day. And, uh, I'm no exception. But, uh, I do tend to have things that are similar to lunch, pasta, **sandwiches**. Things that are inexpensive because, uh, because of my budget. But I will also keep _____ in the house like chocolate, like **popcorn**, uh, pretzels, things that I can... that I would... that I would never make part of a meal, but that are, uh, that keep me going throughout the day, uh, and that I enjoy _____.

Task№27. Read the text «The Food I Eat» again and complete the table.

| № | Meals | Meat | Fruits | Sweet things | Snack food |
|---|-------|------|--------|--------------|------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

Task№28. Find the English equivalents to the Russian ones.

1. в течение дня;
2. довольно типично / достаточно характерно;
3. основа моего завтрака;
4. бутерброд с ореховым маслом;
5. сандвич с джемом;
6. дорогие обеды;
7. чтобы поддержать меня (дать мне силы) до ужина;
8. часто более существенное (более питательное);
9. самый важный прием пищи (основательный);
10. недорогой;
11. из-за моего бюджета;
12. хранить дома

закуски (для перекусов на ходу); 13. сдобный крендель; сухой кренделёк, посыпанный солью; 14. я с удовольствием ем; 15. в течение дня

Task №29. Answer the questions and choose the right option.

1. What does the speaker like to have with her breakfast?
 - a. Peanut butter and jelly
 - b. A sandwich
 - c. A piece of fruit
 - d. Pastry and coffee
2. What does the speaker say is difficult?
 - a. Skipping breakfast
 - b. Going without a snack
 - c. Choosing what to eat
 - d. Cooking dinner
3. What problem does the speaker mention?
 - a. She eats different foods than other Americans.
 - b. She has a limited amount of money.
 - c. She dislikes American food.
 - d. She does not like cooking.
4. What is the purpose of this talk?
 - a. To tell what she ate today
 - b. To describe the American diet
 - c. To answer a question
 - d. To discuss what students eat

Task №30. Read the text «The food I like to eat» and translate it.

Active Vocabulary

crunchy - хрустящий

greasy - жирная (о еде; пропитанная маслом)

even though - несмотря на то, что...

dripping with blood - окровавленный

although - хотя

rare beef - полусырая говядина

When it comes to food, I like anything salty especially salty and crunchy, and greasy. That makes it really good. A lot of people like sweets like donuts and cakes, but I don't like sweet food too much. I like popcorn the best, and I like meat a lot. Even though I know it's not good for you. I could eat fried chicken, just tons of fried chicken. I could eat beef, rare beef dripping with blood and salt all over it. Although it gives me a stomach ache I like to eat it anyway. And the most unusual meat I've ever eaten was buffalo meat, and it was really good and it's very light too.

So, I also like to eat whole grains like rice and bread, whole-wheat bread. I don't like fruit very much, but I make myself eat it sometimes to be healthy. I sometimes eat a banana or an orange or some cherries for breakfast. I also like vegetables like broccoli, and cabbage. But it takes a long time to cook them. You have to cook them for about an hour to get them right.

What else do I like? Tomatoes, of course. The best thing is a fresh tomato right off the vine. I really love eating it when it's still warm. It's so different from

any kind of tomato you could buy in the grocery store. So, that's another good thing. I think that's about it.

Task№31. Read the text again and choose the right option.

1. What sort of food does the speaker like best?
 - a. Salty greasy food
 - b. Hard crunchy food
 - c. Fresh crispy food
 - d. Soft sweet food

2. How does the speaker like her tomatoes?
 - a. In sauces on meat
 - b. Boiled in soups
 - c. Straight off the plant
 - d. Cut up in salad

3. What kind of food does the speaker make herself eat?
 - a. Bread
 - b. Fruit
 - c. Meats
 - d. Vegetables

4. Why does the speaker mention different types of sweets?
 - a. To tell about her favorite dessert
 - b. To compare her preferences with other people's
 - c. To tell about something she likes to make
 - d. To compare them to one another

5. What conclusion might the speaker make about her diet?
 - a. It is not always very healthy.
 - b. It does not include enough grains.
 - c. It mainly consists of meat.
 - d. It mainly consists of fresh foods.

Task№32. Read the text again and answer the questions given below.

- Do you like the guy's diet?
- What food do you love eating?
- Does he eat healthy or unhealthy food?

Task№33. Read the text «Making Chicken Paprikash»

Now... Let's see. One of my favorite things to do now that I have, hardly anything to do is cooking. And I have... usually tried to cook different foods from different countries. And I think some of my favorites is Sauerbraten which is a

German dish. And it's a pickled beef that's roasted. And we serve it with potato dumplings. And it's seasoned with spices.

Uh, the next thing I like is Hungarian goulash. But I think one of my easiest recipes is chicken paprikash. And I will tell you how to make it. You take about four medium onions and you slice them. And you put them in a pan with a little bit of oil. Until they brown or caramelize. Then you remove them. And you take whatever pieces of cut up chicken you like. And you sort of brown that in the pan. Don't put any flour, just the plain chicken in the pan. Then you put your onions back. And I always add chicken broth depending on the amount of chicken you put in the pan. If you use maybe six to eight pieces of chicken, then I would just add like a cup and a half of water. And then you just cook this until the chicken is done. Then you add some sour cream depending on how much you want. It has to be like a gravy. Then you put your paprika in it until it tints to a reddish color. And you can serve it with noodles and that's your chicken paprikash.

Other things I like to cook is Spanish food. I have a recipe for a low cholesterol meat ball stew from Mexico. And I have a recipe for a pork stew. And also for the people here where I live, I make pots of soup, twice a month. And we sell it in the afternoon for a dollar a container. And it helps people here that can't really get to the stove and cook.

Why does the speaker enjoy cooking now?

- a. because people tell her she is a good at cooking
- b. because she took a cooking class
- c. because she has more free time
- d. because she enjoys cooking with her friends

What kind of recipe does the speaker describe?

- a. a Hungarian dish
- b. a Mexican dish
- c. a Spanish dish
- d. an American dish

What does the speaker mean by "low cholesterol" meatball stew?

- a. a simple dish
- b. a healthy dish
- c. a holiday dish
- d. a popular dish

Why does the speaker sell soup at a dollar per container?

- a. to provide nourishment at an affordable price
- b. to make a lot of money for charity
- c. to cover the cost of the ingredients
- d. to attract many customers

What is the main purpose of the talk?

- a. to talk about the importance of having a hobby
- b. to discuss the increasing cost of food
- c. to show how to cook a special dish
- d. to describe delicious dishes from around the world

Task №34. Act out the dialogue.

Adrienne: So, Mike, you don't eat fast food, huh?

Mike: No, no. I find fast food not very healthy and I try to eat healthy and try to live a healthy kind of lifestyle.

Adrienne: How do you do that?

Mike: Well, I'm going to the gym, not smoking, just generally trying not to do too much bad stuff for your body I guess, you know like over doing things.

Adrienne: What kind of things do you think are bad for your body?

Mike: Stress, probably the worst thing is stress, but of course I think anything you do to much of, like you know, for example, if you, if you're somebody who smokes then smoking too much is probably a bad thing, although of course smoking I think is not good at all, but anyways, or, like if some people, if you want to go out for drinks then drinking too much is probably a bad thing, or eating too much is a bad thing so, so everything I think in balance is the healthiest thing.

Adrienne: Moderation is the key!

Mike: That's the word.

Adrienne: So what kind of things do you do to stay healthy?

Mike: Um, well, wake up, I mean wake up early, go for a run or go to the gym in the morning, everyday, and then just try to eat a balanced diet, not eat a lot of, like you said at the beginning, like fast food and stuff I stay away from in general, and not try to over do it with, try not to get too stressed out about things at work, and also try not to party too much.

Adrienne: Do you have any fast food that you like to eat just once in awhile, just as a special treat?

Mike: Um, yeah, sure! I mean I love chocolate, so you know, for sure. I've lived in Belgium for several months and I got used to really, really good Belgium chocolate.

Adrienne: Very good chocolate there!

Mike: Absolutely, so yeah! It's kind of, if I do occasionally I'll have a little bit of Belgium chocolate.

Adrienne: Mm, that sounds good. Maybe we should get some.

Task №35. Answer the questions. Choose the right option.

- 1) Mike thinks fast food is _____.
 - a. healthy
 - b. delicious
 - c. unhealthy
 - d. "delicious" and/or "healthy"
- 2) Mike says the worst thing is _____.
 - a. stress

- b. smoking
 - c. drinking
 - d. “stress” and/or “smoking”
- 3) The key for health is _____.
- a. alteration
 - b. conservation
 - c. moderation
 - d. “conservation” and / or “moderation”
- 4) In the morning, Mike likes to _____.
- a. have a special treat
 - b. go to the gym
 - c. drink a lot of water
 - d. “go to the gym” and/or “have a special treat”
- 5) Occasionally, Mike likes to _____.
- a. travel to Belgium
 - b. go for a run
 - c. eat chocolate
 - d. “eat chocolate” and/or “travel to Belgium”

Task №36. Some teens answered the question: «What makes you healthy and happy?». Here you can read their opinions.

Active Vocabulary

- | | |
|---|--|
| -As for me,... - что касается меня, ... | - conscientiousness [,kɒn(t)ʃɪ'en(t)ʃəsnəs] about |
| -mental health - психическое здоровье | добросовестность касаемо... |
| - push yourself - заставлять себя что-либо сделать | - decreased functioning - снижение работоспособности |
| - increase - повышать что-либо | - keep regular hours - соблюдать режим дня |
| - improve one's mood - повышать что-либо настроение | - skip meals - пропускать приемы пищи |
| - self-esteem - самооценка | - ward off the danger of - сдерживать опасность / избежать опасности |
| - instead of вместо того, чтобы ... | - stroke - инсульт |

Jack: As for me, regular exercise has a positive effect on our body as well as our mental and physical health. I'm a sporty person and practise my sport five times a week. If you are young, you are full of energy. And you always do something to push yourself to see how far you could go.

But I'm quite sure the exercise doesn't need to be intense. Walking, for instance, increases your energy and improves your mood. According to research the number of steps we take each day directly affects our happiness, self-esteem and even conscientiousness about our health and diet.

Maggi: Have enough sleep! Poor sleep may also be a strong contributing factor to depression and decreased functioning. So, keep regular hours, never skip your meals, always air the room and go to bed before 11 o'clock at night.

Jonathan: Eat healthy foods which help you to live longer and to ward off the danger of strokes or heart disease. A diet with lots of fruit and vegetables not only keeps the doctor away but also makes us feel good. Eating carbohydrate-rich

foods like bread, cereal, rice and pasta causes the production of serotonin, which makes us feel calm and happy. And try to spend more time in the open air having fun with your friends or family or doing something instead of wasting your time in front of a computer or TV.

Task№37. Read the teens' opinions once again and say whose idea you can agree? Give reasons. Use the phrases given below.

- In my opinion,...
- To my mind,...
- I completely agree with ...
- I can't agree with ... because...
- They say «Many men, many minds». Frankly speaking, I'm convinced that ...

Task№38. Read the text, entitle it and express your opinion.

1. Keeping a diet
2. Healthy way of life
3. The sport I like
4. The food I prefer
5. Dangerous diseases

I believe that health is better than wealth, basically because you can get by living on a small amount of money, but you cannot live without good health, and without good health nothing else is worth having. People nowadays are more health-conscious than they used to be.

In order to be healthy we should avoid bad habits that can affect our health. In my opinion, smoking and drinking alcohol are the worst ones. Smoking, for example, causes lung diseases, such as pneumonia, emphysema and cancer, heart attacks and high blood pressure. Besides, it makes teeth yellow and skin unhealthy.

Alcohol causes heart disease and brain damage. A drinker becomes nervous and aggressive, loses friends, and finally loses his work, family and happy life. Smoking and drinking are joined by less dangerous habits, such as skipping meals, eating unhealthy food, or even overeating.

If we eat too much, we start to put on weight, and obesity leads to serious health problems. Experts say people should remember a wise proverb 'An apple a day keeps the doctor away'. This means that we should eat more fresh vegetables and fruit. We should have regular eating habits and try to have meals every day in the same time.

Regular exercise is an essential part of our life. A person who takes regular exercise will stay physically fit, vigorous and keep a youthful shape. Regular sleeping habits are also important. At night while we sleep our brain also processes and stores all the information learnt during the day.

In conclusion, I would like to say that it's easier to prevent a disease rather than try to cure it after you have got sick.

Task№39. Read the text again and answer the questions

1. Do you agree that health is better than wealth? Give reasons.

2. What should people do in order to be healthy?
3. Why can smoking be dangerous for people's health?
4. What diseases does alcohol cause?
5. What kind of food should people eat to stay healthy?
6. Is it strongly recommended to do exercise regularly? Why?
7. What do you do to stay healthy and fit?

GRAMMAR SECTION

Task №40. Put the words in the right order.

1. some – the kitchen – I – for – want – furniture – to buy.
2. aren't – the table – cakes – on – there – on – any.
3. have – I - please – can – some – butter?
4. there – any – casinos – in – are – Berlin?
5. take – book – you – any – can – here.
6. lives – the west – Mary – somewhere – in.
7. something – talk – let's – else – about.
8. loves – our family – fish – in – nobody.
9. on TV – interesting – is – nothing – tonight - there.
10. anybody – my dictionary – has – seen?

Task №41. Fill in the gaps with *some, any, no*.

1. You can sit at the table and have dinner. There is ... soup in the plate.
2. Is there ... milk in the bottle? - Yes, there is ... milk in the bottle.
3. It is spring now. There is ... snow under the trees.
4. Is there ... bread on the table? - Yes, there is
5. There was ... coffee in the cup. It was very tasty.
6. Is there ... fruit on the table? - No, there isn't fruit there.
7. Is there ... fruit on the table? - No, there isn't fruit there.
8. Go and buy ... butter. There is ... butter in the kitchen.
9. - Was there ... tea in the glass yesterday? - No, there was ... tea in the glass.
There was ... juice there.
10. - Is there ... meat on the table? - No, there isn't ... meat there. There is ... fish on the plate.
11. - Give me ... bread, please. - I am sorry, there is ... bread in the kitchen.

Task №42. Read the sentences given below and make them negative. See the Model.

Model: (+) I've got some euros in my purse. – (-) I haven't got **any** euros in my purse.

1. We saw some water under the fridge.
2. There are some fancy dresses in this store.
3. You'll find some balls on the floor.
4. I've had some important phone-calls this morning.
5. He is reading some letters in the kitchen.
6. I recognized somebody at the party.

7. You can plant this flower somewhere in the garden.
8. We should call somebody.

Task№43. Put the verbs in the brackets into the Present Indefinite or the Future Indefinite Tense. Translate the sentences. Mind the Conditional I.

1. If Peter _____ (come) to my place, we _____ (go) to play in the yard.
2. If Peter _____ (not come) to my place, I _____ (watch) TV.
3. If Frank's parents _____ (have) their holidays in summer, they _____ (go) to the seaside.
4. If they _____ (have) their holidays in winter, they _____ (stay) at home.
5. If the fog _____ (thicken), Harold _____ (put up) the tent for the night.
6. When I _____ (finish) my work, I _____ (go) to the cinema.
7. We _____ (buy) this book as soon as our mother _____ (give) us some money.
8. When we _____ (come) to your place you _____ (show) us your present.
9. I _____ (return) you your ring when you _____ (ask) me.
10. I _____ (wait) for my friend until he _____ (come) from the shop.
11. My father _____ (start) writing before the sun _____ (rise).
12. As soon as you _____ (finish) your study I _____ (present) you with a new flat.

Task№44. Join two sentences into one using *if*.

1. It will rain today. We shall not go for a walk.
2. Don't move. You'll fall down.
3. The wind will change. There will be snow.
4. I'll be careful. I will not break the cups.
5. You have free time now. Come for a walk with me.
6. I'll go hiking in summer. I'll see a lot of interesting things.
7. He'll go shopping. He'll buy some exercise-books for me.

Практическая работа№ 13

Тема: In a cafe.

Цели: повторение, систематизация и активизация в речи знаний и умений обучающихся по теме “В кафе”, применение ранее изученного грамматического материала, развитие навыков говорения, чтения и аудирования.

Задачи:

Образовательная:

- активизировать лексику по теме “В кафе”;
- научить применять новые лексические единицы для решения коммуникативных задач с целью ведения диалога этикетного характера по средствам иностранного языка;
- создать условия для проявления индивидуальности и познавательной активности обучающихся.

Развивающая:

- развивать коммуникативные навыки обучающихся (строить высказывание по образцу и самостоятельно);
- развивать умения высказывать свое мнение и делать выводы;
- развивать внимание, память, логическое мышление и воображение;
- развивать навыки чтения, монологической и диалогической речи, а также аудирования; развивать умения смыслового чтения: умения прогнозировать содержание текста по ключевым словам, восстанавливать пропущенные слова по контексту и устанавливать смысловые соответствия при восприятии речи на слух;
- развивать исследовательские учебные действия: умения работать с информацией (собирать, фиксировать, анализировать и обобщать);

Воспитательная:

- прививать любовь и интерес к иностранному языку;
- способствовать осознанию возможностей самореализации средствами иностранного языка, воспитывать основы культуры;
- воспитывать умение работать в сотрудничестве;
- воспитывать умение работать в парах, группах, самостоятельно;
- воспитывать культуру у питания как составляющую здорового образа жизни;
- воспитывать уважение к традициям национальной кухни как части культуры разных стран мира;
- воспитывать умение вежливо обращаться с людьми.

Социокультурная:

- ознакомить обучающихся с культурой питания жителей стран изучаемого языка и их отношением к здоровому образу жизни;
- обучить студентов этикету питания, а также развитию культуры здорового питания.
- обучить студентов речевым клише и выражениям и активизировать их в речи с целью сделать заказ в кафе.

Необходимое оснащение:

- меловая доска;
- мультимедийный проектор и экран;

- ноутбук;
- аудиоколонки.

СОДЕРЖАНИЕ РАБОТЫ

Task№1. Look at the pictures and answer the questions given below.

Model: 1.- I see... / **2.-** The guys are (at home / in a café / in a restaurant / at a canteen) / **3.-** The guys are Ving... / **4.** They are ... (They V)/ **5.** I guess he is a...



1. What and who do you see in the picture?
2. Where are the people?
3. What are they doing?
4. What are the feelings they have?
5. What is that person wearing a black and white uniform?

Task№2. Look through the menus and say what it is. (See Appendix 6)

Task№3. Think over and answer the questions

1. Do you sometimes eat out?
2. How often do you go to cafés or restaurants?
3. Where do you prefer to eat out?
4. Do you have your favourite café? Why do you like being there?
5. Who do you usually go to cafés (restaurants) with?
6. What do you like better a café, a bar or a restaurant? Why?
7. Do you have any problems to make an order when you are abroad?
8. Has English ever helped you to make an order while travelling abroad?

Task№4. Look through the menus again and have a talk. See the Model.

Model: “What salads do you have?” / “How much do they cost? What are the main ingredients?”

Task5. Answer the questions.

1. Which starter doesn't contain vegetables?
2. Which dishes are suitable for a vegetarian?
3. Which dish will a person who likes potatoes choose?
4. Which dishes will be best for a person on a slimming diet?

5. Which dishes will be a good choice for a person who does sports?
6. Which dish is spicy?
7. Which dessert contains a vegetable?
8. Which dessert is very sweet?
9. Which dessert must be quite fresh?
10. Which drink may have different flavours?

Task№6. Read the dialogue. Mind the Active vocabulary.

Dialogue I. "In a cafe"

Man: So, what would you like?

Woman: I think tomato soup to start, followed by fish and chips.

Man: Sounds good. I think I will have some garlic bread and then Thai chicken curry.

Woman: Do you like spicy food?

Man: Oh, yes. Would you like some dessert?

Woman: You know I have a sweet tooth, don't you? Well, a slice of carrot cake with chocolate sauce will be fine.

Man: I think I'll have the same. And I believe I'll need something to drink. I'll have some cold mineral water - preferably still.

Woman: And I'll have some fruit juice. Well, I guess we are ready to make an order. Where's the waiter?

Active Vocabulary

| | |
|---|--|
| - menu - меню | - main courses - главные блюда |
| - starters - закуски | - Goulash - гуляш |
| - sandwiches with cold beef - бутерброды с холодной говядиной | - lasagne - лазанья |
| - tomato soup - томатный суп | - fish and chips - рыба и картофель фри |
| - venison- оленина | - thai chicken curry - тайский куриный карри |
| - mutton ['mʌt(ə)n] - баранина | - desserts - десерты |
| - side dishes - гарниры | - apple pie - яблочный пирог |
| - beans with tomato sauce - фасоль с томатным соусом | - fruit salad (kiwi, peaches, bananas with whipped cream) - фруктовый салат (киви, персики, бананы со взбитыми сливками) |
| - seasonal vegetables (broccoli, carrots, red pepper) - сезонные овощи (брокколи, морковь, красный перец) | - carrot cake with chocolate sauce - морковный пирог с шоколадным соусом |
| - olives and cheese - оливки и сыр | - drinks- напитки |
| - garlic bread - чесночный хлеб | - milkshake - молочный коктейль |
| - lemonade - лимонад | - mineral water (still or sparkling) - минеральная вода (с газом, без газа) |
| - juice - сок | |

Task№7. Look through the phrases. Put them in the right order.

| | |
|---|--|
| - So, what would you like? | |
| - Oh, yes. Would you like some dessert? | |
| - Sounds good. I think I will have some garlic bread and then Thai chicken curry. | |

| | |
|---|--|
| - I think I'll have the same. And I believe I'll need something to drink. I'll have some cold mineral water - preferably still. | |
| - I think tomato soup to start, followed by fish and chips. | |
| - And I'll have some fruit juice. Well, I guess we are ready to make an order. Where's the waiter? | |
| - Do you like spicy food? | |
| - You know I have a sweet tooth, don't you? Well, a slice of carrot cake with chocolate sauce will be fine. | |

LISTENING SECTION

Task №8. Do this exercise before you listen. Write the words in the correct group.

| | | | | |
|--------------------|----------------|--------------------------|------------|-------------|
| Banana cake | Ice cream | Water | Apple tart | Apple juice |
| Four cheeses pizza | Cheese burger | Chicken curry and rice | | |
| Orange juice | Chocolate cake | Seafood salad with bread | Cola | |

| № | Main course | Deserts | Drinks |
|---|-------------|---------|--------|
| | | | |

Task №9. Read the dialogue

Can I have a cheese sandwich, please?

Can I have a coffee, please?

Thank you.

Can I help you?

Would you like anything to drink?

Here you are. That's £2.75 please.

Thank you.

Task №10. Put the sentences in the right order.

| | |
|---|----------------------------|
| | Enjoy your food and drink. |
| 1 | Take a tray. |

| | |
|--|---|
| | Ask for your food and drink at the counter. |
| | Choose a table to sit down. |
| | Collect cutlery and napkins. |
| | Pay for your food at the till. |

Task№11. Look through the dialogue one more time. Answer the questions.

1. What does the girl want to eat?
 2. What does the girl want to drink?
- How much does it cost?

Task№12. Read the dialogue in Task№7 once again. Put the phrases in two columns.

| № | The waiter's phrases | The customer's phrases |
|---|----------------------|------------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

Task№13. Put the sentences in the right order

| | |
|--|---|
| Thanks. Bye. | |
| Good morning. What would you like? | 1 |
| That's £2 please. | |
| Thank you. | |
| Here you are. Anything else? | |
| No, thanks. | |
| Can I have a chicken sandwich and a cup of tea please? | |

Task№14. Make up your own dialogue. Use the phrases from Task№7.

Task№15. Listen to the dialogue «In a cafe». Try to understand it.

Café worker: Next, please! What would you like?

Andi: Can I have a burger, please?

Café worker: A cheese burger or double cheese burger?

Andi: Double cheese burger, please.

Café worker: Anything else?

Andi: Yeah, I'd like some banana cake.

Café worker: Would you like a drink?

Andi: Yes, can I have an apple juice, please?

Café worker: OK, so that's one double cheese burger, one banana cake and an apple juice. What's your table number?

Andi: Table 3. How much is that?

Café worker: That's £8.37, please.

Andi: Here you are.

Café worker: Thank you ... that's £10.00 ... and £1.63 change. Next, please ...

Task№16. Listen to the dialogue once again. Put the questions in the order that you hear them.

| | |
|--|--|
| | Anything else? |
| | Would you like a drink? |
| | A cheese burger or a double cheese burger? |
| | What's your table number? |
| | What would you like? |

Task№17. Choose the correct words to complete the sentences.

1. For his main course, Andi chooses...

- a. a normal cheese burger.
- b. a double cheese burger.
- c. a burger with chips.

2. For dessert, Andi chooses...

- a. ice cream.
- b. chocolate cake.
- c. banana cake.

3. To drink, Andi chooses...

- a. pple juice.
- b. fizzy water.
- c. still water.

Task№18. Answer the following questions

1. Do you like fast food? Why or why not?
2. What food do you prefer eating? Why?
3. Do you eat out?
4. How often do you eat out?
5. What's your favourite restaurant? What food and drinks do you like to have there?

Task№19. Look through the sentences on topic «In a cafe». Put down the missing words to fill in the gaps.

| | | | | |
|--------|----------|----------|---------|------------|
| a chef | a plate | a waiter | a spoon | a bottle |
| a fork | the menu | a knife | a check | a waitress |

1. _____ is a man who takes your order and brings you your food.
2. The _____ is a piece of paper that tells you the cost of your meal.
3. A _____ is a person who cooks food in a restaurant.
4. We often use a _____ at the same time as a knife. You can pick up food with it.

5. Your food is normally served on a _____ . It is flat and round.
6. A _____ is a woman who takes your order and brings you your food.
7. You can use a _____ to cut your food into smaller pieces.
8. You use a _____ to eat ice cream or soup.
9. You look at the _____ when deciding what food to order.
10. You drink water from a _____.

Task№20. Read the phrases and words from the Active Vocabulary. Try to remember them.

- | | |
|---|--|
| - London broil - лондонское жаркое (лондонский шашлык) | - to scramble - взбалтывать (яйца) |
| - broil for a while (roast for a while) - пожарить | - to simmer (to stew) - томить на медленном огне |
| - to char-broil - жарить на углях | - a dough - тесто |
| - pan-broil - жарка продуктов в не слишком раскалённой открытой сковороде в небольшом количестве жира или без жира вообще | - to fold - вымешивать (тесто) |
| - braised beef - тушенная говядина | - a slice of a tomato - ломтик помидора |
| - to chargrill - жарить на углях | - a spoon of yeast - ложку дрожжей |
| - to deep fry - жарить во фритюре | - cut into slices - порезать тонкими ломтиками |
| | - to spread tomato sauce on ... - распределить соус по ... |
| | - to grate some cheese - натереть немного сыра |

Task21. Write the word to fill in the gaps. Use the words given in the box

| | | | | |
|---------|--------------|------------|------------------|-------------|
| to bake | to chargrill | to braise | a microwave oven | to fry |
| to boil | to cook | to steam | to stew | to deep fry |
| | to burn | to heat up | to barbecue | |

«Meals and cooking»

1. When you cook something for too long and it becomes black, you _____ it.
2. When we use the hot air from boiling water to cook something, we _____ it.
3. A small, electric machine to make food or drink hot again is called a _____.
4. In the morning we eat _____.
5. To cook chicken in an oven we usually _____ it.
6. To make bread and cakes we _____ them.
7. To make food such as bread or inside an oven using dry heat.
8. When we cook something in lots of hot fat or oil we _____ it.
9. You must _____ some foods before we can eat them.
10. To make water very hot you have to _____ it.
11. To cook food such as beef, pork or fish on a barbecue grill or oven an open fire.
12. To brown food in a little fat and then cook it with a little liquid in a covered pan.
13. To cook meat or vegetables quickly over charcoal.

14. To cook food by placing it under the surface of hot oil.
 15. To make something hot or warm.

Task22. Choose the right option.

1. This is how we make bread and cakes.
 a. bake b. boil c. fry
2. This is when you cook something for too long and it becomes black.
 a. burn b. microwave c. grill
3. We must do this to some foods before we can eat them.
 a. lunch b. cook c. dinner
4. This is when we use the hot air from boiling water to cook something.
 a. fry b. grill c. steam
5. This is when we use a small machine to make food or drink hot again.
 a. burn b. microwave c. bake
6. This is how we cook chicken in an oven.
 a. roast b. burn c. lunch
7. This is how we cook sausages under heat.
 a. burn b. grill c. roast
8. This is when we cook something in lots of hot fat or oil.
 a. fry b. microwave c. grill
9. This is how we make water very hot.
 a. roast b. steam c. boil
10. We eat this meal at night.
 a. dinner b. breakfast c. lunch
11. We eat this meal in the middle of the day.
 a. grill b. breakfast c. lunch
12. We eat this meal in the morning.
 a. breakfast b. lunch c. dinner

Task№23. Put the sentences in the right order to make a recipe for a vegetable pizza! Mind the Active Vocabulary (see Task№19)

| | |
|--|----|
| Mix the flour, water and oil into a dough. | |
| Put it on the table and fold it many times. | |
| Put the slices of tomato and vegetables on top of the cheese. | |
| First, mix 300g flour and a small spoon of yeast and salt in a bowl. | 1. |
| Cut some tomatoes, mushrooms or other vegetables into slices. | |
| Spread tomato sauce on your pizza base. | |
| Enjoy your pizza. Yummy! | |
| Roll the dough into a big circle. This is your pizza base! | |
| Bake the pizza in the oven at 220° C for about 10 minutes. | |
| Grate some cheese and put it on top of the tomato sauce. | |
| Next, pour 200ml water into the bowl and add a big spoon of olive oil. | |



GRAMMAR SECTION

Task№24. Translate the sentences. Mind the Imperative Mood

| | |
|---|---|
| 1. Open the window, please. 2. Help me with it, will you? 3. Have a cup of tea, won't you? 4. Go away! 5. Turn on the light! 6. Start work! 7. Open the window! | 8. Go to sleep! 9. Pull the door! 10. Get off the bus! 11. Listen! 12. Turn right! 13. Pass the salt and pepper, please. |
|---|---|

Task№25. Complete the sentences. Use the verbs in the box.

| | | | |
|--------|--------------|-----|------------|
| Wake | Look through | Try | Open Don't |
| Switch | Buy | | Wait |

-up! It's time to get up.
- ...that pot! It's hot! You'll burn yourself.
- ...pages 35 through 70 for tomorrow's class.
- ...the window.
- ...this soup. It's delicious.
- ...the light on. It's getting dark here.
- ...a newspaper on the way home.
- ...for me, please. I'll be ready in just a few minutes.

Task№26. Make the sentences negative.

Model: (+) Make me some tea! (-) Don't make me any tea.

- Do the shopping.
- Do the washing.
- Do your lessons yourself.
- Do these exercises.
- Do your work today.
- Do this difficult translation with the dictionary.
- Do your duty every day.
- Do the washing up after breakfast.
- Make a copy of this text.
- Make money to buy a car.

Task№27. Open the brackets and use the verbs in the Future Simple Tense

- (to do) morning exercises.
- He (to work) at a factory.
- She (to sleep) after dinner.
- We (to work) part-time.
- Mike (to be) a student.
- Helen (to have) a car.
- You (to be) a good friend.
- You (to be) good friends.
- It (to be) difficult to remember everything.

5. They (to drink) tea every day.

Task№28. Open the brackets and use the verbs in the Future Simple Tense. Translate them.

1. My working day (to begin) at six o'clock.
2. I (to get) up, (to switch) on the TV and (to brush) my teeth.
3. It (to take) me about twenty minutes.
4. I (to have) breakfast at seven o'clock.
5. I (to leave) home at half past seven.
6. I (to take) a bus to the institute.
7. It usually (to take) me about fifteen minutes to get there.
8. Classes (to begin) at eight.
9. We usually (to have) four classes a day.
10. I (to have) lunch at about 2 o'clock.

Task№29. Translate the sentences into English. Mind the Future Simple Tense.

1. Она будет занята. (to be busy)
2. Я не буду занят.
3. Вы будете заняты?
4. Они будут дома? (to be at home)
5. Его не будет дома.
6. Я не буду знать.
7. Они будут знать?
8. Она не будет знать.
9. Кто будет знать?
10. Никто не будет знать.
11. Он будет читать английские книги? (to read English books)
12. Они никогда не будут читать. (never / to read)
13. У неё будет квартира? (to have a flat)
14. У него ничего не будет.
15. Кто это будет?

Практическая работа № 14

Тема: The world of hobbies

Цели: повторение, систематизация и активизация в речи знаний и умений обучающихся по теме “Мои увлечения”, применение ранее изученного грамматического материала, развитие навыков говорения, чтения и аудирования.

Задачи:

Образовательная:

- активизировать лексику по теме “Мои увлечения”;
- научить применять новые лексические единицы для решения коммуникативных задач с целью ведения диалога этикетного характера по средствам иностранного языка;
- создать условия для проявления индивидуальности и познавательной активности обучающихся.

Развивающая:

- развивать коммуникативные навыки обучающихся (строить высказывание по образцу и самостоятельно);
- развивать умения высказывать свое мнение и делать выводы;
- развивать внимание, память, логическое мышление и воображение;
- развивать навыки чтения, монологической и диалогической речи, а также аудирования; развивать умения смыслового чтения: умения прогнозировать содержание текста по ключевым словам, восстанавливать пропущенные слова по контексту и устанавливать смысловые соответствия при восприятии речи на слух;
- развивать исследовательские учебные действия: умения работать с информацией (собирать, фиксировать, анализировать и обобщать);

Воспитательная:

- прививать любовь и интерес к иностранному языку;
- способствовать осознанию возможностей самореализации средствами иностранного языка, воспитывать основы культуры;
- воспитывать умение работать в сотрудничестве;
- воспитывать умение работать в парах, группах, самостоятельно;
- воспитывать умение вежливо обращаться с людьми.

Социокультурная:

- ознакомить обучающихся с культурой свободного времяпрепровождения жителей стран изучаемого языка;
- обучить студентов речевым клише и выражениям и активизировать их в речи с целью поддержания беседы на иностранном языке на тему «Мои увлечения».

Необходимое оснащение:

- меловая доска;
- мультимедийный проектор и экран;
- ноутбук;
- аудиоколонки.

СОДЕРЖАНИЕ РАБОТЫ

Task №1. Look at the pictures. What do you see? What do you think of all the items? What associations do you have?



Model: - In the picture I see...
 - In my opinion, the picture tells us about...

Task №2. Match the pictures with the word that describes it.

| | | | |
|------------------------------|----------------|--------------------|---------------|
| taking photos | reading | painting | rock climbing |
| doing sport | fishing | snowboarding | fishing |
| singing / listening to music | roller blading | playing volleyball | hiking |
| | | | skiing |

| | | |
|---|--|---|
|  <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> |
| <p>j.</p> | <p>k.</p> | <p>l.</p> |



Task№3. Read the text and translate it.

I don't know much about teenagers' hobbies in other countries. I would like to tell you about some popular hobbies for teenagers here in Russia. Playing computer games is very popular. My friends and I love to play online computer games where we can fight each other. I like playing Grand Theft Auto V. I also like listening to music. My favourite band is Rammstein. They are from Germany. Some girls in our class learn to play musical instruments. Other girls go to an art school where they learn drawing. But I think that is boring. I collect posters of my favourite band Rammstein. I have about one hundred of them on the walls in my room.

I have a friend whose name is Daniel and he plays the guitar and sings Russian and English songs. He is good at swimming, snowboarding and skiing. He also likes travelling. I am friendly with two girls in my class. Their names are Olga and Natasha. Olga likes listening to music. She likes both classical music and rock. She also likes playing football and she plays football better than some boys. Olga also does shooting. She is quite good at shooting too.

Natasha has many hobbies. She likes cooking, reading, drawing and singing. Her favourite hobby though is drawing. She says she likes to watch pictures appearing on paper. My parents also have hobbies. They don't play computer games of course. But they like talking to their friends on Facebook. My mother enjoys gardening and my father likes fishing and repairing his old Mercedes car.

Task№4. Read the text once again. Complete the tables. Use the author's information.

Table№1.

| Hobbies | | |
|---------|----------------|-----------------|
| № | Active hobbies | Passive hobbies |
| 1. | | |

Table№5.

| № | Hobbies young people in Russia like | The author's hobbies | Daniel's hobbies | Olga's hobbies | Natasha's hobbies | Parents' hobbies |
|---|-------------------------------------|----------------------|------------------|----------------|-------------------|------------------|
| 1 | | | | | | |

Task №6. Read the text and answer the questions

I absolutely love football. I'm crazy about it. It's the best! I love watching it but I really enjoy playing it. I'm sixteen and play for the local team at my college's football pitch. I play match twice a week- on Friday evenings after college and on Sunday mornings. And we also have football coaching on Tuesday evenings when we just practice all our football skills. It's brilliant!

We all have a special kit- a football shirt with a number on the back. I'm number 7, it's my lucky number! And we wear shorts, socks and the stuff, all in matching colors to wear and of course our football boots. And we also have to wear shin pads for protection, you know. We have a team tracksuit too. But we only wear this before and after matches and for training.

My team is sometimes not very good. In fact we lose from time to time. But we don't care. Our football coach Martin says that winning doesn't matter. It's taking part that counts. And we keep on training because I'm sure that winning is great!

Questions

1. Is the author of the text a sporty person? Why?
2. What sport is he keen on?
3. Is he a member of a team?
4. How often does he practice football?
5. Is his team good? How often do they win games?
6. What does his coach say about winning and losing?
7. Do they wear any special uniform? What do they wear?
8. What does the author think about winning?
9. Do you like playing football?
10. When, where and how often do you play football?
11. Is it really exciting to play any game?

Task №7. Read the names of sports and put them in the alphabetical order.

tennis; bobsledding; football; basketball; rugby; cricket; hang gliding; synchronized swimming; triathlon; badminton; weight athletics; croquet; gymnastics; cross country skiing; hockey; baseball; polo; volleyball; equestrian sport; archery; card games; cycling acrobatics; fishing; snowboarding; auto racing; bowling; autocross; skiing; field hockey; water skiing; biathlon; fencing; figure skating; boxing; high jumping; karate; power lifting; water polo; aikido; weightlifting, wrestling; tae kwon do; horseback; slalom; curling; squash

A: aikido, archery...

B:

Task №8. Look at the pictures and say what sports children do. Use the Model.

Model: - The boy / girl plays ...

- The boy / girl is fond of (keen on)...

- The boy / girl likes to ...



Task№9. Look at the pictures again and answer the questions.

1. Do you often play games or do any sport?
2. Do you think that doing sport is really important for people? Why?
3. What sport do you find boring?
4. What sport is exciting? Why?

Task№10. Read the statement given below. Do you agree with it?
«Sport helps to build up the character»

| | | | | | |
|-------------|------------|-------------|---------------|----------------|---------|
| ambitious | boastful | brave | calm | careless | clever |
| cooperative | courageous | curious | polite | cheerful | kind |
| forgetful | friendly | intelligent | lazy | organized | patient |
| quite | reasonable | relaxed | self-centered | self-confident | |
| serious | skillful | mean | understanding | stubborn | smart |
| | | determined | [dɪ'tæ:mɪnd] | | |

Task№11. Look through the words given in the box (see task№10) and complete the table.

| A good sportsman should be... | A good sportsman shouldn't be... |
|-------------------------------|----------------------------------|
| | |

What kind of person are you?

| I am ... | I want to be ... |
|----------|------------------|
| | |

Task№12. Read the dialogue and fill in the gaps. Use the words in the box. Act it out in pairs.

| | | | |
|------------|------------------|-------------------------------|-------------|
| fantastic | take part in | win | most of all |
| Sports Day | Congratulations! | competitions [ˌkɒmpə'tɪʃ(ə)n] | |

- Hi, Denis! I'm calling to ask about the _____.
- It was _____! We had a great time.
- What competition did you _____?
- I was in lots of things. But _____ I liked fun races.
- Did you _____ any **competitions**?
- Yes, I won silver in the 150 m race.
- _____!

Task№13. Read the example aloud. Remember them!!!

- **GO**: swimming, snowboarding, golfing, skiing, etc.
- **PLAY**: tennis, golf, basketball, volleyball, hockey. (...if there is a ball in a game)
- **DO**: martial arts like **karate, judo, stretches, yoga**, etc. (if it's an individual sport / an exercise in a gym)

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

1. Я поклонник спорта. 2. Кто вообще не увлекается спортом. 3. Есть множество видов спорта. 4. Разные виды спорта нуждаются в разных навыках. 5. Что касается меня, в прошлом году я попробовала гимнастику. 6. У меня хорошо получаются броски мячом. 7. Потом я потренировалась в верховой езде. 8. Я поучаствовала в теннисе и плавании. 9. Я хороший бегун на короткие дистанции. 10. Ты можешь попробовать разные виды спорта. 11. Существуют другие неспортивные виды деятельности.

Task №15. Read the text and answer the questions.

- Which styles of music do young people prefer?
- Which of them do you like?

There is a traditional subdivision of music into classical, folk and pop music. People of different ages usually prefer listening to different styles of music, which can probably be explained by psychological qualities of each age group.

Young people normally prefer to listen to different styles of popular music which include rock music, hip-hop music, rhythm and blues, jazz and many others.

Rock, or rock'n'roll is a form of popular music, usually featuring vocals, electric guitars, a bass guitar and a strong back beat. The genre of rock is broad, sometimes even soul is included into. It is a genre of music that emerged in the USA in the 1950s. It has been the most popular music genre until the 1990s.

Hip hop music, also referred to as rap music is made of two main components: rapping and DJing (audio mixing and scratching) and is an element of hip hop, a cultural movement that was initiated by city youth. Typically, hip hop music consists of one or more rappers who tell semi-autobiographic tales in a rhythmic lyrical form using alliteration and rhyme. The rapper is accompanied by an instrumental track, a beat, performed by a DJ and created by a producer and one or more instrumentalists. In addition to the beat other sounds are often synthesised or performed.

Rhythm and blues combines jazz and blues, now means the modern version of the soul and funk and was influenced by African American pop music. Country music is a combination of popular musical forms developed in the Southern United States, with roots in traditional folk music, Celtic music and blues. It actually embraces several different genres of music. Reggae is based upon a rhythm style which is characterised by regular chops on the back beat, known as bang, played by a rhythm guitarist and a bass drum hitting on the third beat of each measure.

Psychedelic music, of which acid rock is a form, is a musical style attempting to replicate the experience of drugs. It has lyrics often describing dreams and visions, lengthy instrumental solos, and electronic effects. Techno is a form of electronic music that emerged 1980s and is based on instrumentation and beats per minute.

Punk rock has fast tempos, its songs are normally about two and a half minutes in length, but sometimes are only twenty - seven seconds. Instrumentation includes drums, one or two electric guitars, an electric bass, and vocals. Punk vocals are usually nasal or throaty.

Jazz is an original American musical art form which emerged in the 1920s in New Orleans, and is a combination of Western music and African American techniques. It is characterized by syncopation, swing and improvisation. Typical instruments are a saxophone, a trumpet, a trombone, a piano, guitars, drums, and vocals. Blues is a form of music which appeared in the United States in the

communities of former African slaves from spirituals and other types of African music. It is characterised by call-and-response patterns in music and lyrics.

As for me, I can't say I prefer to listen to some definite kind of music all the time. The choice of music I listen to depends on my state of mind and mood. I can tell you what kind of music I prefer to listen to when I feel depressed, and it is jazz. The first reason why I do it is that jazz music usually has a powerful rhythm, so it is a kind of music that fills you with energy and strength. Secondly, it provides a brilliant combination of instrumental tunes and voice, which creates unforgettable harmony. Jazz immediately carries me away from my troubles, fills me with hope and joy, even though its tunes are often sad.

Task №16. Translate the following sentences into English.

1. Существует традиционное подразделение музыки на классическую, народную и поп музыку. Молодые люди обычно слушают различные стили поп-музыки, в том числе рок, хип-хоп, ритм-энд-блюз, джаз и т. д.
2. Хип-хоп состоит из рэпа и партии диджея. Он был создан городской молодежью.
3. Рэпперы обычно рассказывают полуавтобиографические истории в форме ритмического стиха.
4. Ритм-энд-блюз - это современная версия соула и фанка, он испытал на себе влияние афро - американской поп-музыки.
5. Когда я в плохом настроении, я предпочитаю слушать джаз. Этот тип музыки наполняет энергией и силой, он представляет собой великолепное сочетание инструментальных мелодий и голоса.

Task №17. Start reading the text about a very short history of rock music. For questions 1 - 11 fill in the gaps with the necessary form of the words given in capital letters at the end of the lines so that they lexically and grammatically fitted the text.

A Very Short History of Rock Music

Rock music in one form or another is now the most popular type of music in the world. But where did it come from?

BLACK MUSIC

| | |
|---|----------|
| Rock (1) _____ in the USA in the early 1950s. At that time, | BEGIN |
| “rhythm and blues” music was very popular with black (2) _____. | AMERICA |
| “R&B” was a mixture of black (3) _____ music and jazz. It had | RELIGION |
| strong rhythms that you (4) _____ dance to and simple, fast lyrics. | CAN |
| ROCK’N’ROLL Noticing the success of R&B music, white (5) _____ started to copy | MUSIC |

| | |
|---|---------|
| the same style. By the mid 1950s, this new R&B music, called “rock’n’ roll”, (6) _____ very popular. | BECOME |
| (7) _____ like Elvis Presley and Bill Haley attracted millions of teenage | SING |
| fans. (8) _____ music was fast and loud. Many older people | THEY |
| thought that rock’n’roll was very (9) _____. | DANGER |
| By the early 1960s, even rock’n’rol l had become (10) _____. | FASHION |
| Many of the songs had begun to sound the same. It was at that time that a new group from (11) _____ became popular: The Beatles | ENGLISH |

Алфавит с транскрипцией

В английском языке 26 букв: 20 согласных и 6 гласных.

| № | БУКВА | ТРАНСКРИПЦИЯ |
|-----|------------|--------------|
| 1. | A a | [ei] |
| 2. | B b | [bi:] |
| 3. | C c | [si:] |
| 4. | D d | [di:] |
| 5. | E e | [i:] |
| 6. | F f | [ef] |
| 7. | G g | [dʒi:] |
| 8. | H h | [eitʰ] |
| 9. | I i | [ai] |
| 10. | J j | [dʒei] |
| 11. | K k | [kei] |
| 12. | L l | [el] |
| 13. | M m | [em] |
| 14. | N n | [en] |
| 15. | O o | [əu] |
| 16. | P p | [pi:] |
| 17. | Q q | [kju:] |
| 18. | R r | [a:(r)] |
| 19. | S s | [es] |
| 20. | T t | [ti:] |
| 21. | U u | [ju:] |
| 22. | V v | [vi:] |
| 23. | W w | ['dʌblju:] |
| 24. | X x | [eks] |
| 25. | Y y | [wai] |
| 26. | Z z | [zed] |

ПРИЛОЖЕНИЕ 2

Памятка транскрипционных знаков английского языка

| Гласные звуки | Согласные звуки |
|---|---|
| [i:] - долгий звук и | [p] - п |
| [ɪ] - краткий звук и | [b] - б |
| [e] - э | [m] - м |
| [æ] - более открытый, чем э [a:] - долгий, глубокий а | [w] - звук в , произнесённый одними губами (Уильямс) |
| [ə] - краткий звук о | [f] - ф |
| [ɔ:] - долгий звук о | [v] - в |
| [u] - краткий звук у | [θ] - поместите кончик языка между зубами и произнесите букву с |
| [u:] - долгий звук у | [ð] - поместите кончик языка между зубами и произнесите букву з |
| [ʌ] - краткий а | [s] - с |
| [ə:] - долгий гласный, напоминающий ё в слове Гёте | [z] - з |
| [ə] - безударный гласный, слышится в не ударных слогах слов | [t] - т, произнесённое не у зубов, а у дёсен |
| Дифтонги: | [d] - д |
| [eɪ] - эй | [n] - н |
| [aɪ] - ай | [l] - л |
| [oɪ] - ой | [r] - соответствует звуку р в слове жребий |
| [iə] - иэ с ударением на и | [ʒ] - мягкий русский звук ж в слове вожжи |
| [ou] - оу с ударением на о | [ʃ] - мягкий русский звук ш |
| [au] - ау с ударением на а | [dʒ] - звонкий ч |
| [uə] - уэ с ударением на у | [tʃ] - ч |
| [ɛə] - эа с ударением на э | [k] - к |
| | [g] - г |
| | [ŋ] - звук н , произнесённый задней частью языка |
| | [h] - звук х , произнесённый на выдохе |
| | [j] - й |

ПРИЛОЖЕНИЕ 3

Большинство согласных букв обозначают согласный звук, входящий в название букв. Это **b, d, f, j, k, l, m, n, p, t, v, x**. Остальные согласные буквы имеют свои особенности чтения.

| Буква | Звук | Положение в слове | Пример |
|-----------|------|--------------------------------------|---|
| Bb | [b] | | be, member, lab, club |
| Cc | [s] | Перед e, i, y | cent, cell, face, center cinema, Alice, pencil, city, police, piece cycle, policy |
| | | <i>Исключения</i> | [ʃ]-ocean, social, special, musician, ancient, racial |
| | [k] | Во всех остальных случаях | cat, cost, cut, cold, code, cone, doctor, clean |
| cc | [ks] | Перед e, i, y | success, accident, accept |
| ck | [k] | | clock, neck, sack, block, lock |
| ch | [tʃ] | | chat, beach, chin, chest, chap, chain |
| | [k] | В словах греческого происхождения | ache, architect |
| | [ʃ] | В словах французского происхождения | machine |
| tch | [tʃ] | | kitchen, watch, catch |
| Dd | [d] | | dad, do, read, pudding, driver |
| dg | [dʒ] | | badge, judge, knowledge |
| Ff | [f] | | File, first, life, free, safe, Friday |
| Gg | [dʒ] | Перед e, i, y | gentleman, cage, gently, large, gin, engine, ginger, gym, gymnastics, Gypsy |
| | [g] | Исключения | give, girl, get |
| | [g] | Во всех остальных случаях | game, good, grey, gate, glad, go, get, gate, golf, egg |
| Hh | [h] | | hair, he, hen, happy |
| | [-] | В начале слова | honest, honour, hour, |
| gh | [-] | В середине и в конце не произносится | eight, high, sigh, light, bright, fight |
| | [g] | Исключения | ghost [goust] |
| gn | [n] | | sign |
| Jj | [dʒ] | | job, joke, judge, object, subject, Japan |
| Kk | [k] | | kid, like, kind, kingdom |
| kn | [n] | В начале слова | know, knife, knight, knock, knee, knot |
| Ll | [l] | | lady, leader, local, tall |
| | [-] | В сочетаниях alf alm alk | half, calm, talk, chalk |
| Mm | [m] | | make, mail, message, smoke, Tom |

| | | | |
|-----------|-------|---|--|
| mb | [m] | В конце слова | climb, bomb |
| mn | [m] | | autumn, column |
| Nn | [n] | | no, not, noon, new, ten, England |
| ng | [ŋ] | В конце слова | sing, bring, long, song, rang, ring, spring, king |
| nk | [ŋk] | | bank, thank, drink, link |
| Pp | [p] | | Put, please, play, map, stop |
| ph | [f] | В словах греческого происхождения | photo, physics, phlox, phrase |
| qu | [kw] | | quite, queen, question, quarter, quick |
| | [k] | В конце слова | unique, technique |
| Rr | [r] | | Read, race, price, across, grass, root |
| Ss | [s] | 1. В начале слова 2. Перед согласной буквой 3. В конце слова после глухой согласной | sit, sent, spoke, self best, nest lips, tops |
| | [ʃ] | Исключения | sugar, sure |
| | [z] | 1. Между гласными 2. В конце слова после звонкой согласной и гласной | rose, music, dose beds, pies, noses |
| sh | [ʃ] | | she, shine, fish, shape, shop, shut, sheet |
| sc | [c] | Перед e, i, y | scene, science, scientist |
| Tt | [t] | | tea, time, star, better, sit |
| th | [ð] | В служебных словах. В местоимениях. В знаменательных словах между гласными. | the, then, thus this, that, these, those, they, them bathe |
| | [θ] | В большинстве знаменательных слов | thin, thick, theme, depth, tenth, thanks, three, thing |
| tion | [ʃn] | | education, demonstration, administration, action |
| ture | [tʃə] | | culture, nature, structure |
| Vv | [v] | | very, never, love, live |
| Ww | [w] | | we, will, west, twice, sweet |
| wh | [h] | Перед o | who, whose, whole |
| | [w] | Перед остальными гласными | when, why, white, whip, whisper, where, what |
| wr | [r] | | write, wrong, wrote |

Part1.

1.1. TWO WAYS TO INTRODUCE YOURSELF

I'd like to introduce myself. My name is _____. (*normal*)

Hi! I'm _____. (*casual*)

Two ways to introduce others

I'd like to introduce _____. (*normal*)

This is _____. (*casual*)

Four ways to say, "How are you?"

How are you? (*normal*)

How are you doing? (*a little more casual*)

How are things? (*casual*)

How's it going? (*very casual*)

Four ways to say, "Nice to meet you."

It's a pleasure to meet you. (*formal*)

Pleased to meet you. (*a little formal*)

How do you do? (*normal*)

Nice to meet you. (*normal*)

Making contact

Excuse me, are you Mrs ... ? -Yes, that's right.

Hello, you must be Mrs

You are Mr ..., aren't you?

Have we met?

1.2. GOOD BYES

Good bye/ Bye/ I'll say good bye/ See you later/ See you soon.

I must go now.

I (really) must be going.

I must be off.

I'm afraid I've got to go.

It's getting (very/ rather) late.

I'll miss my train.

They're calling my flight.

I've got some things to prepare for

I've got a lot to do this afternoon.

I want to get away before the traffic gets too bad.

I've enjoyed talking to you.

It's been (most) interesting talking to you.

It's been a very useful meeting/ nice afternoon.

Thanks for everything.

Thank you for (all) your help.

Thank you for coming

1.3. INVITATIONS

Neutral

I was wondering if you would like to join us for a meal.

Perhaps you would like to have dinner at my home.

Perhaps you would like to come round for a meal.

We wanted to invite you to dinner.

I thought you might like to try some of our local cuisine.

There's a really nice place just a few minutes from here/ round the corner/ down the road.

There's a pretty good place you might like which specializes in fish.

There's a great new place with a fantastic view of the city.

Informal

Why not come round for a drink?

What about going out for a meal?

Why not join us for a drink?

1.4. ACCEPTING

That's very kind of you.

Thank you for inviting me.

I'd like that very much.

I'd be delighted to come.

Thank you. That'd be very nice.

I'll look forward to it.

Yes, please.

Thanks.

That's / What a good idea.

That sounds good/ fun.

1.5 SETTING THE DETAILS

What time should I come?

Where shall we meet?

Shall I pick you up?

What time / Where shall I pick you up?

Shall we meet at half past seven?

Say at half past seven?

Part3.

A: Hi, how are you doing?

B: I'm fine. How about yourself?

A: I'm pretty good.

Thanks for asking.

B: No problem.

So how have you been?

A: I've been great. What about you?

B: I've been good.

I'm in school right now.

A: What school do you go to?

B: I go to PCC.

A: Do you like it there?

B: It's okay.

It's a really big campus.

A: Good luck with school.

B: Thank you very much.

How's it going?

B: I'm doing well. How about you?

A: Never better, thanks.

B: So how have you been lately?

A: I've actually been pretty good. You?

B: I'm actually in school right now.

A: Which school do you attend?

B: I'm attending PCC right now.

A: Are you enjoying it there?

B: It's not bad.

There are a lot of people there.

A: Good luck with that.

B: Thanks.

How are you doing today??

B: I'm doing great. What about you?

A: I'm absolutely lovely, thank you.

B: Everything's been good with you?

A: I haven't been better.

How about yourself?

B: I started school recently.

A: Where are you going to school?

B: I'm going to PCC.

A: How do you like it so far?

B: I like it so far.

My classes are pretty good right now.

A: I wish you luck.

B: Thanks a lot.

ПРИЛОЖЕНИЕ 5

I. Описание человека на английском языке: внешность

Существует большое количество слов и выражений, посвященных данной теме. Например, говоря о возрасте человека можно сказать, что он молодой (young), средних лет (middle-aged), пожилой (old). Помимо веснушек (freckles) на лице могут быть морщины (wrinkles). Также можно упомянуть о голосе (voice): мелодичном (tuneful), звонком (clear) или хрипловатый голос (a husky voice).

Не забудьте отметить и улыбку (smile). Нам симпатичны люди с искренней (sincere), очаровательной (charming) или обаятельной (engaging) улыбкой. И нам не по душе, когда улыбка собеседника неискренняя (artificial), наигранная (forced) или хитрая (cunning).

Подводя итог в описании человека на английском языке, необходимо выразить мнение по поводу его внешнего вида. В копилку слов для данной цели можете добавить такие прилагательные, как

| | | | | |
|-----------------------|---------------------------|---|---------|--|
| agreeable приятный | - | engaging - очаровательный | winsome | - |
| stylish - модный | lovely- восхитительный | looking | - | unique - неповторимый |
| awkward неуклюжий | - | ugly / ugly- уродливый looking | - | dapper - аккуратный, хорошо одетый (только о мужчинах) |
| | | scruffy / untidy- грязный, неряшливый | | |

Чтобы дополнить ваше интересное описание человека на английском языке, добавьте в него несколько идиоматических выражений:

1. *be / look the very picture of one's (mother...)* - вылитая мать
2. *(as) pretty as a picture* - писаная красавица
3. *be a real beauty* - быть настоящей красавицей
4. *Appearances are deceptive.* - Внешность обманчива.
5. *in the flower of life (one's age) / in the prime of life* - в расцвете лет
6. *bear / carry off one's age well* - хорошо выглядеть для своих лет
7. *look / don't look one's age* - выглядеть / не выглядеть на свой возраст

8. *have a five o'clock shadow* - иметь щетину на лице (буквально: «пятичасовая тень»), имеется в виду щетина, появившаяся к пяти часам вечера)

9. *look like a million dollars* - великолепно выглядеть (на все сто)

10. *be a couch potato* - «Овощ», ленивый человек, проводящий все время сидя или лежа перед телевизором, играя в видеоигры или занимаясь другим малоподвижным видом деятельности.

11. *be a down-to-earth person* - Прагматичный, приземленный, практический мыслящий человек.

12. *be a go-getter* - Легкий на подъем, активный и энергичный человек. В сфере бизнеса — пробивной, инициативный и предприимчивый бизнесмен.

13. *be a wet blanket, be a spoilsport, be a killjoy* – (дословный): *wet blanket* - «мокрое одеяло», *spoilsport* - тот, кто портит спортивную игру, *killjoy* - «убийца радости», «обломщик», нытик, зануда, тот, кто портит удовольствие другим.

14. *be a man of his word* - человек своего слова, надежный, правдивый, держащий обещания.

Model: He is the very picture of his mother.

Ann was always as pretty as a picture.

You don't look your age. / My mom doesn't look her age.

He looked tired and had a five o'clock shadow.

You can count on Garry. He's a man of his word.

II. Описание человека на английском языке: характер

Описание человека на английском языке может подразумевать характеристику его личности, включая черты характера (*features of character / traits of character*), предпочтения (*preferences*) и привычки (*habits*). Как вам известно, черты характера могут быть как положительными, так и отрицательными. Критериев для описания человека на английском языке тоже несколько.

Во-первых, это умственные способности (*intellectual ability*). Человек в данном случае может быть умным (*clever / brainy*), сообразительным (*bright*), находчивым (*smart*), талантливым (*talented / gifted*). В отсутствие таковых качеств мы определяем человека глупым (*stupid / foolish / brainless*), простоватым (*simple*), жалким (*silly / half-witted*), слабоумным (*daft / dumb*).

Во-вторых, в описании человека на английском языке можно рассказать о его отношении к жизни. Мы делим людей на пессимистов (*pessimistic*) и оптимистов (*optimistic*). Кто-то из нас встречает события спокойным и беззаботным (*relaxed and easy-going*), а другой - напряженным (*tense / nervous*). Поэтому мы оцениваем людей как слабых (*weak*) и сильных (*strong*). Одним присуща излишняя восприимчивость и чувствительность (*being sensitive*), другие остаются равнодушными (*being insensitive*). Хорошим дополнением будет характеристика человека в его отношении к другим

людям. В этом описании человека на английском языке ваш выбор лексики огромен:

| | | |
|--|--|---|
| 1. gregarious [grɪ'geəriəs] - общительный | quarrelsome - сварливый | cruel / unkind - злой |
| 2. even-tempered - уравновешенный | bad-tempered - злой, раздражительный | rude - грубый |
| 3. reliable - надежный | impolite - невежливый | trustworthy - заслуживающий доверия |
| 4. envious - завистливый | kind - добрый | generous - щедрый |
| 5. amiable - любезный | considerate - внимательный | shy - застенчивый |
| 6. haughty ['hɔ:ti] - надменный, высокомерный naughty - капризный | jealous ['dʒeləs] - 1. ревнивый 2. завистливый mean - скупой / подлый | mean – жадный hardworking - трудолюбивый mature - сформировавшийся как личность, имеющий зрелые взгляды |
| 7. boastful ['bəʊstf(ə)l] - хвастливый | generous - щедрый / великодушный | (self)confident - уверенный в себе |
| omnipous - напыщенный / полный важности и самоуверенности | cunning - хитрый | |

№1.

Menu

Starters



| | |
|---------------------|--------|
| ❖ Garlic bread | £ 2.10 |
| ❖ Green salad | £ 2.90 |
| ❖ Grilled mushrooms | £ 3.10 |
| ❖ Vegetable soup | £ 3.50 |
| ❖ Onion rings | £ 3.50 |
| ❖ Pasta salad | £ 3.90 |
| ❖ Cornish pasty | £ 3.90 |
| ❖ Chicken wings | £ 4.10 |
| ❖ Meatballs | £ 4.40 |

Main Courses



| | |
|-------------------|--------|
| ❖ Spaghetti | £ 6.00 |
| ❖ Meatloaf | £ 7.20 |
| ❖ Grilled chicken | £ 7.50 |
| ❖ Lasagna | £ 8.50 |
| ❖ Steak | £ 8.90 |
| ❖ Lamb chops | £ 9.20 |
| ❖ King prawns | £ 9.90 |
| ❖ Frutti del Mare | £ 9.90 |

Side Dishes



| | |
|----------------------|--------|
| ❖ Corn cob | £ 1.90 |
| ❖ Baked beans | £ 2.10 |
| ❖ Peas | £ 2.50 |
| ❖ Chips | £ 2.90 |
| ❖ Baked potatoes | £ 3.10 |
| ❖ Rice | £ 3.10 |
| ❖ Grilled vegetables | £ 5.00 |

Desserts



| | |
|------------------|--------|
| ❖ Apple pie | £ 3.00 |
| ❖ Blackberry pie | £ 3.10 |
| ❖ Pumpkin pie | £ 3.30 |
| ❖ Chocolate cake | £ 3.50 |
| ❖ Ice cream | £ 3.70 |
| ❖ Fruit salad | £ 4.00 |

Drinks



| | |
|------------------------------|--------|
| ❖ Mineral water | £ 1.50 |
| ❖ Coke, Fanta, Sprite | £ 1.90 |
| ❖ Juice (orange, blackberry) | £ 2.00 |
| ❖ Tea | £ 2.00 |
| ❖ Coffee | £ 2.50 |
| ❖ Lager beer | £ 2.50 |
| ❖ Ale beer | £ 3.50 |
| ❖ Wine (glass) | £ 3.50 |
| ❖ Wine (bottle) | £ 9.50 |



The Deep Blue Restaurant

COLD SIDE DISHES:

- 1. Marinated raw fish..... \$ 17,90
- 2. Oysters / Mussels..... \$ 13,50
- 3. Sea food salad.....\$ 16,70
- 4. Shrimp cocktail.....\$ 14,60



HOT SIDE DISHES:

- 5. Clam chowder.....\$ 13,40
- 6. Pasta with fresh sardines.....\$ 14,00
- 7. Lobster risotto.....\$ 12,70
- 8. Stuffed squids.....\$ 14,50



FISH DISHES:

- 9. Sicilian fish with tomatoes.....\$ 11,50
- 10. Fish nuggets.....\$ 11,60
- 11. Fish in grape leaves.....\$ 21,00
- 12. Grilled salmon.....\$ 22,00



SALADS AND SIDE DISHES:

- 13. Mashed potatoes.....\$ 4,50
- 14. French fries.....\$ 2,00
- 15. Season salad.....\$ 2,30
- 16. Boiled rice.....\$ 1,70



DESSERTS:

- 17. Pancakes (jam, chocolate, walnut).....\$ 5,60
- 18. Ice cream.....\$ 3,40
- 19. Pies (peach, cherry, apple).....\$ 5,20
- 20. Fruit salad.....\$ 2,30




DRINKS:

- 21. Red wine.....\$ 11,30
- 22. White wine.....\$ 11,50
- 23. Cocktails.....\$ 6,45
- 24. Mineral water.....\$ 2,00



Put the numbers of dishes in the boxes by the pictures, write a short dialogue and translate the menu !

Main Courses



| | |
|---|-------|
| Cheese burger | £4.39 |
| Double cheese burger | £4.99 |
| Chicken curry with rice | £3.99 |
| Macaroni cheese | £4.19 |
| Seafood salad | £4.49 |
| Egg salad  | £3.99 |
| Fish and mushroom pie | £4.69 |



 = vegetarian

Pizza

Chicken pizza £4.55

| | |
|--|-------|
| Mushroom pizza  | £4.60 |
| Four cheeses pizza  | £4.10 |
| Meat pizza | £4.75 |
| Seafood pizza | £4.75 |

Desserts

| | |
|---|-------|
| Ice cream (vanilla, chocolate, strawberry) | £1.99 |
| Banana cake | £2.39 |
| Fruit cake | £2.29 |

Fruit

| | |
|----------------------------|-------|
| Apple | £0.59 |
| Orange | £0.59 |
| Banana | £0.69 |
| Pear | £0.69 |
| Mixed fruits (3 fruits) | £1.29 |

Drinks

| | |
|--------------|-------|
| Orange juice | £0.99 |
| Apple juice | £0.99 |

| | |
|--------|-------|
| Tea | £0.59 |
| Coffee | £0.59 |
| Water | £0.49 |



Работа с текстом

1.1. Перевод текста

Прежде чем приступить к чтению и переводу текста необходимо предварительно ознакомиться с пояснениями к тексту. Затем нужно прочитать внимательно весь текст до конца, чтобы познакомиться с его содержанием. Читая текст, нужно отметить все трудные места, затем разбить текст на абзацы и внимательно по предложениям начать переводить его. Если в абзаце имеются сложные предложения, следует разобраться в каждом отдельно, связывая его затем с последующим.

Предложения следует анализировать так:

а) найти подлежащее и сказуемое; б) разбить все предложение на смысловые элементы; в) перевести дословно; г) не глядя на предложение, рассказать себе простыми словами основной смысл его; д) сделать окончательный перевод, строя русское предложение согласно правилам русского языка.

Переведя предложение, следует выписывать незнакомые слова и одновременно отыскивать в словаре значение, соответствующее данному контексту.

Часто при переводе можно встретить идиомы, которые на русский язык дословно не переводятся, поэтому перевод их надо делать, либо исходя из общего смысла данного предложения, либо прибегать к помощи специального словаря «Англо-русского фразеологического словаря». Переведя все абзацы текста, следует его еще раз прочитать, чтобы установить, хорошо ли читается перевод, понятен ли его смысл, а также обработать встречающиеся шероховатости стиля. Что касается работы с русско-английским словарем, например, Русско-английским словарем» под общей редакцией Мюллера, то, прежде чем начинать работать с ним, рекомендуется ознакомиться с его структурой, прочитав предисловие к словарю. Это поможет быстро и правильно находить нужное слово и его значение. Перевод текста может быть сделан в устной или письменной форме. Оба эти вида работы взаимосвязаны и друг друга дополняют. Однако следует помнить, что основным является правильное понимание текста и правильное чтение его вслух.

1.2. Повторное чтение текста вслух для развития навыков плавного чтения

Для развития навыков правильного и плавного чтения следует повторно читать текст вслух без перевода. Читать надо медленно, громко, четко, не останавливаясь на неударных элементах предложения (артиклях, предлогах, глаголах- связках, вспомогательных глаголах и других служебных словах), т.е. произнося их слитно с теми словами, с которыми они грамматически связаны, например, предлоги со следующими за ними существительными, местоимениями и т.д. Читать текст вслух желательно несколько раз, пока не будут достигнуты беглость и четкость чтения.

1.3. Подготовка пересказа текста.

После того, как вы перевели текст, уяснив себе его общее содержание, следует выделить ключевую информацию и записать ее в тетрадь, а затем выучить ее наизусть. Если к тексту прилагаются вопросы, то следует отвечать на них письменно, выбирая ответы из текста. Вопросы к тексту, как правило, составлены так, чтобы ответы на них передавали основное содержание текста. В таком случае при подготовке пересказа полезно выучить наизусть именно ответы на вопросы к тексту.

1.4. Подготовка сообщения по теме.

Для того, чтобы подготовить сообщение по теме, необходимо, прежде всего, усвоить лексико- грамматический материал по данной теме и хорошо знать содержание основного текста конкретного урока. Следует продумать, о чем вы хотите сказать в вашем сообщении и составить в тетради для самостоятельных работ краткий план, по которому вы и будете готовить сообщение. Затем, используя основную и дополнительную учебную литературу, заполнить в тетради пункты вашего плана, логически связать их между собой и выучить сообщение наизусть.

Работа над диалогами

1. Диалоги способствуют развитию навыков устной речи. Способ проработки диалогов подобен процессу работы над текстами учебника; следует

лишь

добавить, что диалоги полезно читать вслух до тех пор, пока они не будут заучены почти на память.

2. Ряд упражнений к текстам содержит перевод диалогов с русского языка на английский. Выполнять эти переводы следует очень внимательно, используя ранее выученные слова и выражения.

Работа со словарем

1. Для того чтобы овладеть иностранным языком, необходимо накопить соответствующий словарный запас и закрепить его в памяти. Для этого рекомендуется составлять собственный словарь, записывая слова и выражения в специальную тетрадь или на карточки.

2. Новое слово надо уметь не только правильно перевести, но и правильно прочитать. Поэтому, выписывая английское слово и заучивая его значение, необходимо также запомнить правильное написание и звучание этого слова.

3. Каждое впервые встречающееся производное слово рекомендуется анализировать с точки зрения словообразования (выделить корень, приставку, суффикс).

4. Записанные слова и выражения следует постоянно повторять. Повторению слов, их заучиванию и проверке усвоения нужно уделять ежедневно 10—15 минут.
5. Лучше всего запоминать слово не изолированно, а при повторении его в связном тексте, поэтому регулярное чтение литературы на английском языке способствует расширению словарного запаса. Чтобы закрепить в памяти отдельные слова и выражения, рекомендуется:
 - а) систематически перечитывать изученные ранее тексты;
 - б) читать по возможности больше текстов, статей и книг на английском языке.

4. Работа над лексико - грамматическими упражнениями.

Проработав текст, вы должны выполнить грамматические и лексические упражнения к уроку. Эти задания нужно пополнять письменно с помощью словаря, ибо они содержат незнакомые слова и рассчитаны на расширение вашего словарного запаса. Правильность выполнения упражнений легче проверить, когда они записаны. Необходимо внимательно относиться к написанию каждого слова и помнить, что нередко замена одной буквы другой может привести к изменению смысла слова и всего предложения.

5. Рекомендации для работы по аудированию.

Аудирование – восприятие английской речи на слух. Это один из важнейших навыков в изучении английского языка, таких как говорение, чтение и письмо. Как и все остальные навыки, его нужно тренировать. Вам нужно окружить себя английским, слиться с ним. По возможности слушать как можно больше английской речи и как можно меньше родной. Для полного понимания сказанного конечно же необходимы знания грамматики и словарный запас. Поэтому для движения вперед заниматься нужно комплексно.

1. Сконцентрируйтесь на общем понимании текста. Старайтесь уловить его главную мысль. Если вы не понимаете о чем идет речь, можно уточнить значения отдельных слов в словаре.
2. Во время слушания концентрируйтесь на точном произношении каждого слова.
3. Следуйте принципу "Лучше немного, но тщательно, чем много, но поверхностно". После того, как поймете текст в общем, с целью пополнения активного словарного запаса, уточняйте значение непонятных слов. Для этого выберите какой-либо отрывок и полностью переведите его на русский язык. Вы узнаете много новых слов: эпитетов, синонимов уже известных вам слов.
4. Занимайтесь регулярно. Выделите занятием определенное время и занимайтесь каждый день. Помните, что понемногу, но часто лучше, чем много, но иногда.

5. Когда устный текст будет звучать для вас также ясно и понятно, как текст на русском языке, переходите к пассивному слушанию: выполняя какую-либо работу, отдыхая. Чем больше времени вы потратите на это занятие, тем глубже и эффективнее будет ваше обучение.

6. Для того, чтобы перевести слова и выражения из пассивного запаса в активный делайте следующее: читайте вслух, запоминайте синтаксические конструкции, записывайте свою речь на аудионоситель, для того, чтобы сравнить свое произношение с произношением диктора.

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