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УЧРЕЖДЕНИЕ «БОГАТОВСКОЕ ПРОФЕССИОНАЛЬНОЕ УЧИЛИЩЕ»

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**Методические рекомендации по выполнению практических работ
по учебной дисциплине
ОГСЭ.03. ИНОСТРАННЫЙ ЯЗЫК (английский)
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Методические рекомендации по выполнению практических работ предназначены для организации работы на практических занятиях по учебной дисциплине «Иностранный язык (английский)», которая является важной составной частью в системе подготовки специалистов среднего профессионального образования.

Методические рекомендации имеют практическую направленность и значимость. Формируемые в процессе практических занятий умения могут быть использованы студентами в будущей профессиональной деятельности.

Методические рекомендации предназначены для студентов средних профессиональных учебных заведений, изучающих учебную дисциплину «Иностранный язык (английский)» и могут использоваться на учебных занятиях.

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Пояснительная записка

Методические рекомендации по выполнению практических работ обеспечивают реализацию рабочей программы по учебной дисциплине «Иностранный язык (английский)». Реализация программы обеспечит компетентность будущих специалистов в данной области как неотъемлемой части их профессионализма в период вступления в самостоятельную жизнь.

Целью практических работ является проведение практических занятий и овладение фундаментальными знаниями, профессиональными умениями и навыками по профилю изучаемой дисциплины, закрепление и систематизация знаний, формирование умений и навыков и овладение опытом творческой, исследовательской деятельности.

Практические занятия содержат тематические текстовые материалы, упражнения на расширение словарного запаса и образование потенциального профессионального словаря, грамматические таблицы, тренировочные задания для активизации знаний грамматических форм и синтаксических оборотов.

Цели и задачи практических занятий:

- обобщить, систематизировать, углубить, закрепить полученные знания по изучаемым темам;
- формировать умения применять полученные знания на практике;
- выработать при решении поставленных задач таких профессионально значимых качеств, как самостоятельность, ответственность, точность, творческая инициатива.
- формировать у студентов навыки устной речи по профессиональной тематике;
- развивать потребность и умение пользоваться справочной литературой;
- развивать умение высказываться целостно, как в смысловом, так и в структурном отношении;
- развивать навыки чтения с полным пониманием основного содержания текста;
- активизировать знание грамматических форм и синтаксических оборотов, употребительных в специальной литературе.

Практические работы проводятся согласно календарно-тематическому планированию, в соответствии с требованиями учебной программы по дисциплине.

Преподаватель заранее информирует учащихся о графике выполнения этих работ.

Оценка за практическую работу выставляется каждому студенту, присутствовавшему на уроке, когда проводилась данная работа.

Практические работы могут проводиться как индивидуально, так и для пары или группы студентов.

Критерии оценивания практической работы.

Отметка "5" ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующее программным требованиям по определённой теме.

Отметка "4" ставится в том случае, если поставленная задача решена, студенты полностью поняли содержание задания, соответствующее программным требованиям по определённой теме за исключением отдельных подробностей, не влияющих на понимание содержания задания в целом.

Отметка "3" ставится в том случае, если поставленная задача решена, студенты поняли только основной смысл задания, соответствующего программным требованиям.

Отметка "2" ставится в том случае, если студенты проявили полное непонимание содержания задания, соответствующего программным требованиям.

Перечень практических работ

- Практическая работа № 1 «Описание друзей, родных и близких» 3 часа.
- Практическая работа № 2 «Описание характера и личностных качеств друзей, родных и близких» 3 часа
- Практическая работа № 3 «Портрет близкого человека» 2 часа
- Практическая работа №4 «Межличностные отношения в учебном заведении» 3 часа
- Практическая работа № 5 «Межличностные отношения дома» 3 часа
- Практическая работа №6 «Межличностные отношения на работе» 2 часа
- Практическая работа № 7 «Повседневная жизнь, условия жизни» 2 часа
- Практическая работа № 8 «Учебный день» 2 часа
- Практическая работа №9 «Выходной день» 2 часа
- Практическая работа № 10 «Правила здорового образа жизни» 3 часа
- Практическая работа № 11 «Спорт» 3 часа
- Практическая работа № 12 «Жизнь в больших городах» 3 часа
- Практическая работа № 13 «Преимущества и недостатки проживания в сельской местности» 3 часа
- Практическая работа № 14 «Достопримечательности моего района» 2 часа
- Практическая работа № 15 «Как отдыхает молодежь» 3 часа
- Практическая работа № 16 «Мое хобби» 3 часа
- Практическая работа № 17 «Средства массовой информации» 3 часа
- Практическая работа № 18 «Новости» 3 часа
- Практическая работа № 19 «Человек – часть природы» 2 часа
- Практическая работа № 20 «Климат, погода, экология» 2 часа
- Практическая работа № 21 «Образование в России» 3 часа
- Практическая работа №22 «Образование за рубежом» 3 часа
- Практическая работа №23 «Профессиональное образование в России и за рубежом» 2 часа
- Практическая работа №24 «Культурные и национальные традиции, краеведение, обычаи и праздники» 2 часа
- Практическая работа №25 «Жизнь в обществе» 4 часа
- Практическая работа №26 «Профессиональные навыки и умения» 4 часа
- Практическая работа №27 «Научно-технический прогресс» 3 часа
- Практическая работа №28 «Компьютер в нашей жизни» 3 часа
- Практическая работа №29 «5 вещей, без которых я не представляю свою жизнь» 2 часа
- Практическая работа №30 «Биография знаменитого ученого» 3 часа
- Практическая работа №31 «Профессии» 3 часа
- Практическая работа №32 «Почему я выбрал профессию агронома» 3 часа
- Практическая работа №33 «Лучший отдых - это...» 3 часа
- Практическая работа №34 «Путешествие - способ убежать от реальности» 3 часа
- Практическая работа №35 «Творчество знаменитых людей» 3 часа
- Практическая работа №36 «Современная киноиндустрия» 3 часа

- Практическая работа №37 «Музыка - лекарство от грусти» 3 часа
- Практическая работа №38 «Описание любимой картины» 3 часа
- Практическая работа №39 «Государственное устройство в России» 2 часа
- Практическая работа №40 «Государственное устройство в Великобритании и в США» 2 часа
- Практическая работа №41 «Правовые институты в России» 2 часа
- Практическая работа №42 «Цифры. Числа» 3 часа
- Практическая работа №43 «Математические действия» 2 часа
- Практическая работа №44 «Современное оборудование» 3 часа
- Практическая работа №45 «Сельскохозяйственные работы» 2 часа
- Практическая работа №46 «Физические явления» 3 часа
- Практическая работа №47 «Природные явления» 3 часа
- Практическая работа №48 «Химические понятия» 2 часа
- Практическая работа №49 «Химия в агрономии» 2 часа
- Практическая работа №50 «Природа нашего региона» 3 часа
- Практическая работа №51 «Природные катастрофы» 2 часа
- Практическая работа №52 «Научно-технический прогресс и сельское хозяйство» 3 часа
- Практическая работа №53 «Агроном – главный проводник науки в сельском хозяйстве» 3 часа
- Практическая работа №54 «Экологические проблемы мирового масштаба» 3 часа
- Практическая работа №55 «Защита окружающей среды» 2 часа
- Практическая работа №56 «Документы. Подписание и расторжение контракта» 2 часа

Практическая работа № 1. «Описание друзей, родных и близких»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (личные и объектные местоимения, порядок слов в английском предложении), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Описание друзей, родных и близких», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: местоимения, порядок слов в английском предложении.

Индивидуальная самостоятельная работа.

Вариант 1

1. Замените существительные на местоимения

- | | |
|-----------|------------------|
| 1. cheese | 6. policemen |
| 2. a fox | 7. grandmother |
| 3. stars | 8. a post-office |
| 4. people | 9. a son |
| 5. Robert | 10. a newspaper |

2. Заполните пропуски личными местоимениями (I, we, you, he, she, it, they, me, us, him, her, them).

1. I work for my mother. I help ... in the shop. And she gives ... some money.
2. We have two dogs. We often take ... for a walk. We also take a ball and our dogs like to play with ...
3. My brother works at the hospital. ... is a doctor.
4. My favorite subject is History. ... is very exciting.
5. Tom is a good lawyer. Do you know ...?

Вариант 2

- | | |
|------------|-------------|
| 1. teeth | 6. a king |
| 2. a wife | 7. Julia |
| 3. a tooth | 8. animals |
| 4. weather | 9. toys |
| 5. petrol | 10. a horse |

2. Заполните пропуски личными местоимениями (I, we, you, he, she, it, they, me, us, him, her, them).

1. Look at her. ... is so beautiful!
2. Where is my notebook? I can't find
3. We are going to the beach. You can join ...
4. I like Kate's hair. ... is so thick and long.
5. These are my souvenirs. ... bought ... in England.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Описание друзей, родных и близких».

Чтение. Прочитайте и переведите текст, озаглавьте его.

Every family where each member is responsible for its comfort, success in work, health and good spirits must be a strong unit. We ought not to forget that we are all members of society and the family is the most important thing for each of us. The children whose parents take proper care of them are very grateful to them either now or afterwards when they become grown-ups. Now I want to tell you a few words about my family. My family is' quite large. I have a mother,

a father, a sister and a brother. There are five of us in the family.

First of all I'll tell you something about my parents. My mother is a teacher of biology. She works at school. She likes her profession. She is a good-looking woman with brown hair. She is forty-four but she looks much younger. She is tall and slim.

My father is a computer programmer. He is very experienced. He is a broad-shouldered tall man with fair hair and grey eyes. He is forty-six. My father often sings and when we are at home and have some free time I play the guitar and we sing together. My father knows all about new radio sets and likes to repair old ones. He is also handy with many things. When he was small he liked to take everything to pieces. My grandmother told me how my father once tried to «repair» their kitchen clock. He managed to put all the wheels and screws back again, but the clock didn't work. They had to give it to a repairman. But that happened a long time ago. Now he can fix almost everything: a vacuum cleaner, a washing machine, a fridge and what not. He's got a few shelves where he keeps everything he needs. On the table there is always a radio in pieces.

Работа в парах. Подготовьте диалог в форме вопрос-ответ о своих друзьях, родных и близких.

Практическая работа № 2 «Описание характера и личностных качеств друзей, родных и близких»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (безличные предложения), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Описание характера и личностных качеств друзей, родных и близких», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: безличные предложения.

Индивидуальная самостоятельная работа.

Вариант 1

1. Распределите следующие безличные предложения на три группы: «Погода и явления природы», «Время и расстояние» и «Оценка действия, отношение к факту». Переведите предложения.

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.

2. Ответьте на вопросы, используя подсказки в скобках. Обратите внимание на время глагола в вопросах.

1. How long will it take him to become a doctor? (six years) (Сколько времени потребуется на то, чтобы он стал врачом?)
2. How long does it take you to get to the restaurant? (40 minutes) (Сколько времени тебе нужно, чтобы добраться до ресторана?)

Вариант 2

1. Распределите следующие безличные предложения на три группы: «Погода и явления природы», «Время и расстояние» и «Оценка действия, отношение к факту». Переведите предложения.

1. It's quite expensive to buy a brand new car.
2. It's quite far from the post-office.
3. It will be 5 kilometres to the village.
4. It was quiet and mysterious up in the mountains.
5. It wasn't cloudy this afternoon.
6. It's noon.
7. It won't be easy to find an experienced baby-sitter.

2. Ответьте на вопросы, используя подсказки в скобках. Обратите внимание на время глагола в вопросах.

How long does it take your son to cook an omelette? (10 minutes) (Сколько времени нужно твоему сыну, чтобы приготовить омлет?)

How long did it take Bob to master English? (about 5 years) (Сколько времени ушло у Боба, чтобы освоить английский?)

Чтение. Прочитать и перевести текст.

Character

Character is a set of personal traits that help someone to live, love, choose, decide, communicate and even survive. The word "character" has a Greek origin and means a sign or distinguishing feature. It defines the features of behavior of a certain person and influences his relationships with others. Traits of a character are important as they determine the patterns of behavior and each individual's way of life. Professional psychologists outline four important groups of human nature: attitude to work, relation to others, attitude to things and attitude to oneself. Each group contains a number of positive and negative traits. For example, showing a strong character at work, one should be hard-working, responsible, reserved, creative and a good entrepreneur. Negative traits at work are arrogance, disdain and impoliteness. In relation to others strong people show kindness, respect, sociability, while negative signs include surliness, arrogance and rudeness. In relation to things, good-natured people show accuracy and gentle handling, while ill-bred people are careless and negligent. And, finally, in relation to oneself ideally a person should show self-esteem, modesty, adequate pride. Such personal traits as selfishness, arrogance, impudence and vanity are considered to be negative. Thus, everyone is different. Some people are more extrovert, some are introverted, but all of them have personal traits of characters which define their social behavior and mode of life.

Работа в парах. На основании прочитанного составить вопросы к тексту, затем озвучить в парах вопрос-ответ.

Самостоятельная индивидуальная работа. Прочитайте описания разных людей и на основании прочитанного заполните таблицу (поставьте галочку там, где прилагательное правильно описывает каждого человека).

Sarah's amazing. She always remembers people's birthdays. She even remembered Mum's birthday and bought her a big bunch of flowers and some of those really expensive Belgian chocolates.

I'm fed up with Paul. Yesterday we went out for dinner and I met an old school friend I haven't seen for years. So obviously we had a nice long chat. Paul just sat silently and got really angry. Then in the car he said he didn't want me to see my friend again!

This is typical of Bill. On Saturday we were going to visit some friends who live right out in the country. Anyway, we got lost and Bill was determined to find the place himself, so we spent an hour driving round in circles because he refused to ask someone the way!

Trish and I share a flat and we get on quite well but she's beginning to annoy me. I had some friends for dinner and washed up but didn't put the things away. In the morning she was quite angry. She said it annoyed her to see things lying around. Now she's started to organize the food cupboard. Can you believe it? Every shelf is labeled and we have to put the right things on the right shelf!

	1 Sarah	2 Paul	3 Bill	4 Trish
jealous				
tidy				
thoughtful				
stubborn				
generous				
fussy				
bad - tempered				

Фронтальная работа. Выберите слова, соответствующие определениям. Слова записаны на доске, определения зачитывает учитель.

Brave loyal stubborn thoughtful selfish serious generous fussy tidy optimistic jealous honest

Someone who:

- always remembers your birthday.
- is unwilling to change her / his mind.
- worries too much about details.
- only thinks about her /himself.
- always tells the truth.
- always supports her / his friends.
- is not frightened of anything .
- likes to keep things in their correct place.
- doesn't laugh or make jokes very often.
- wants what other people have got.
- always believes good things will happen.
- likes to give money, help or presents.

Практическая работа № 3 «Портрет близкого человека»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (побудительные предложения), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Портрет близкого человека», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: побудительные предложения.

Индивидуальная самостоятельная работа.

Вариант 1

1) Прочитайте нижеследующие побудительные предложения и распределите их по группам:- предложения, выражающие приказание;- предложения, выражающие просьбу;- предложения, выражающие приглашение.

1. Let's talk about art.
2. Help yourself.
3. Meet Oleg t the airport at 2.
4. Close the textbooks.
5. Don't stay here.
6. Come in please.

2) Перепишите побудительные предложения в отрицательной форме.

1. Speak Russian at the lesson.
2. Tell him about our visit.
3. Take this chair to that room.
4. Put you thing here.

Вариант 2

1) Прочитайте нижеследующие побудительные предложения и распределите их по группам:- предложения, выражающие приказание;- предложения, выражающие просьбу;- предложения, выражающие приглашение.

Come to see me on Sunday.

Please sit down.

Don't open the window.

Speak louder please.

Rewrite this text again.

Tell me about it please.

2) Перепишите побудительные предложения в отрицательной форме.

Leave me here alone.

Take little Mike with you.

Show me city now.

Discuss these questions with Mr. Brown.

Чтение. Прочитать и перевести текст.

My best friend's name is Andrew. He is fifteen years old. Andrew is my classmate. We also do judo together. Andrew is a really good friend. What I like about him is that he is sincere with his friends. He is very helpful and his friends can always rely on him. I think he is a loyal friend to me.

Andrew is an optimistic person. He is well-balanced and quite reserved. He always keeps calm in critical situations. Andrew is quite sensible and practical. He is very responsible.

Andrew is purposeful and assertive. He always expresses his ideas and opinion with confidence. He does well at school, because he is studious and works really hard. My friend is also very intelligent and resourceful. Andrew is good at Math, Physics and Chemistry.

Andrew is a sociable person. He has a good sense of humour and a great imagination. We always have a lot of fun together. To my mind Andrew is a wise person: he often gives me good advice.

Although Andrew and I are good friends, we sometimes argue fiercely about different things. And Andrew can often be really stubborn. Sometimes he is also too self-confident and bossy.

Индивидуальная самостоятельная работа. Составить описание характера и личностных качеств близкого человека (10-15 предложений).

Практическая работа №4 «Межличностные отношения в учебном заведении»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (модальные глаголы), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Межличностные отношения в учебном заведении», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: модальные глаголы.

Индивидуальная самостоятельная работа.

Вариант 1

1) Перефразируйте предложения, используя модальный глагол might.

1. Perhaps it will snow tomorrow.

2. Perhaps I'll travel to the islands for my holiday.

2) Поставьте модальные глаголы have to, has to или had to. Переведите предложения.

1. I can't see you quite well. I ... put on my glasses.

2. In London we ... drive on the left side.

3. Jack ... wear a suit and a tie to school.

Вариант 2

1) Перефразируйте предложения, используя модальный глагол might.

1. Perhaps you'll get a brand new car for your birthday.

2. Perhaps she'll be late because of a traffic jam.

2) Поставьте модальные глаголы have to, has to или had to. Переведите предложения.

1. She ... go now or she'll miss the train.

2. If I lose my job, I will ... sell my diamonds.

3. She doesn't ... buy an expensive present.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Межличностные отношения».

Чтение. Прочитайте и переведите текст.

Friendship

One of the most valuable things in life is friendship. It is extremely important for people to have someone, who they can trust. It isn't difficult to find friends, but not everyone can stay for a lifelong period. Those, who stay, become the closest people for us. Usually people meet, get acquainted, communicate and as a result become friends. However, only time can show, whether the friendship is strong or not. For me friendship is not only communication, but support, understanding and sympathy. If your friends are real, they never betray you, they never leave you in trouble, they always listen to your problems and try to help when needed. I have lots of good friends, but two of them are the best. Their names are Lana and Rita. I can always rely on them and share my thoughts with them. We spend lots of time together. I simply can't imagine life without these people. They make my life brighter and more interesting. When I'm bored, I can always phone my friends and ask them to come over. Sometimes we go to the cinema,

sometimes to the theatre or to the museum. For me they are a part of my family. I fully trust them and I know that they would do anything for me. For example, Lana has once saved my life. When we were both twelve, we went to swim in the lake. While we were swimming, I had a leg cramp. Nobody noticed that I couldn't swim to the shore, but Lana did and she helped me to get out. Such things can happen to anyone, so we always try to be caring and attentive to each other. I know that it's not easy to find a real friendship. I have met lots of false friends as well. So, now I try to appreciate the relations I have with my true friends.

Работа в парах. Составьте вопросы к прочитанному тексту и озвучьте в парах диалоги.

Практическая работа № 5 «Межличностные отношения дома»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (предложения с оборотом *there is/there are*), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Межличностные отношения дома», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: предложения с оборотом *there is/there are*.

Самостоятельная индивидуальная работа.

Вариант 1.

1. Согласитесь или опровергните следующие утверждения. Дайте правильный ответ.

Напрмер: *There are 50 minutes in one hour. – No, there aren't. There are 60 minutes in one hour.*

1. *There are 10 planets in the Solar system.*
2. *There are 7 days in a week.*

2. Расставьте слова в утвердительных, отрицательных и вопросительных предложениях по порядку.

1. a market – is – the river – there – near
2. TV – there – a good film – on – is

3. Переведите предложения.

1. Рядом с отелем есть чистый пляж.
2. На диване три кошки.
3. В холодильнике есть бутылка молока.
4. В корзине нет клубники.
5. На автобусной остановке есть люди?

4. Задайте к предложениям вопросы, начиная с предлагаемых слов.

1. *There are four elephants in the zoo. (How many ...?)*
2. *There is a lot of snow in February. (Is ...?)*

Вариант 2.

1. Согласитесь или опровергните следующие утверждения. Дайте правильный ответ.

Например: *There are 50 minutes in one hour. – No, there aren't. There are 60 minutes in one hour.*

1. *There are 7 fingers on one hand.*
2. *There is one nose on the face.*

2. Расставьте слова в утвердительных, отрицательных и вопросительных предложениях по порядку.

1. in my coffee – is – sugar – any – there ?
2. sailors – are – in the boat – five – there

3. Переведите предложения.

1. В твоей сумке есть зеркало?
2. В этом парке нет туалета.
3. В нашем саду много цветов.
4. Под столом зеленый мяч.
5. За дверью никого нет.

4. Задайте к предложениям вопросы, начиная с предлагаемых слов.

1. There are no cars in the car park. (Are ... ?)
2. There are ancient walls around the city. (What ... ?)

Работа в парах. Задайте вопросы своему соседу по парте и на основании его ответов заполните таблицу.

	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?			

Самостоятельная индивидуальная работа. Ответить на вопросы теста, чтобы определить, насколько вы внимательный сын/дочь.

- 1) Can you say when your mother's (father's) birthday is?
- 2) Are you always polite and kind with your parents?
- 3) Do you lay the table?
- 4) Do you clean your room?
- 5) Do you go shopping?
- 6) Do you wash the dishes?
- 7) Do you feed your pet?
- 8) Do you make your bed?
- 9) Do you take care of your little brother (sister)?
- 10) Do you sometimes give presents to your mother?

8 - 10 "yes" - you are an ideal child; 6 - 8 "yes" - you are a good child; 4 - 5 "yes" you must try to be better; less than 4 "yes" - I'm sorry for your parents."

Практическая работа №6 «Межличностные отношения на работе»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (сложносочиненные предложения, глаголы в Present, Past, Future Simple), развитие навыков монологической и письменной речи, чтения и перевода по теме «Межличностные отношения на работе», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: сложносочиненные предложения, глаголы в Present, Past, Future Simple.

1 вариант

1) Завершите предложения, используя глагол в скобках в правильном времени - Present Simple, Past Simple или Future Simple.

1. Next Thursday Charlie ... to London. (go)

2. My brother usually ... early. (get up)

2) Вставьте вспомогательный глагол в отрицательных и вопросительных предложениях.

1. Lily ... go to the cinema last week. She stayed at home.

2. What time ... you usually go to bed?

3) Переделайте предложения в соответствии с информацией, данной в скобках.

Пример: Our friends come to see us every Friday. (last Friday) - Our friends came to see us last Friday.

1. Every day the shop closes at 7 p.m. (yesterday)

2. I will help you tomorrow. (yesterday)

4) Выберите правильный вариант ответа.

1. He drink/drinks milk every day.

2. I read/readed that article a week ago.

2 вариант

1) Завершите предложения, используя глагол в скобках в правильном времени - Present Simple, Past Simple или Future Simple.

1. I ... coffee every morning. (drink)

2. I ... to him a week ago. (speak)

2) Вставьте вспомогательный глагол в отрицательных и вопросительных предложениях.

1. ... you watch the news last night?

2. Nick ... know Jack. They haven't met before.

3) Переделайте предложения в соответствии с информацией, данной в скобках.

Пример: Our friends come to see us every Friday. (last Friday) - Our friends came to see us last Friday.

1. My sister went on holiday a week ago. (next month)

2. We will have a meeting in two weeks. (two weeks ago)

4) Выберите правильный вариант ответа.

1. I doesn't trust/don't trust this kind of people.

2. My son didn't go/didn't went swimming yesterday.

Работа в малых группах. Описать людей по картинкам (внешность, предполагаемые черты характера, профессия). Затем представитель группы зачитывает описание.



Практическая работа № 7 «Повседневная жизнь, условия жизни»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (имя существительное), развитие навыков монологической и письменной речи, чтения и перевода по теме «Повседневная жизнь, условия жизни», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: имя существительное.

Самостоятельная индивидуальная работа.

1 вариант.

1. Образуйте форму множественного числа нижеприведенных существительных.

month, horse, flower, potato, book, plan, bridge, match, nose, bus, box, army, carrot, watch.

2. Распределите существительные по колонкам в зависимости от того, как произносится окончание множественного числа.

Friend, cinema, bottle, lake, bus, glass, bed.

[s]	[z]	[iz]

3. Образуйте форму множественного числа нижеприведенных существительных, оканчивающихся на – O.

Cargo, piano, video, zoo, potato, Eskimo, hero, dodo.

4. Образуйте множественное число существительных, оканчивающихся на –F/-FE.

Shelf, calf, grief, cliff, life, knife, proof, reef, sheaf.

2 вариант.

1. Образуйте форму множественного числа нижеприведенных существительных.

onion, shop, address, day, fly, hotel, lady, key, gate, clock, office, city.

2. Распределите существительные по колонкам в зависимости от того, как произносится окончание множественного числа.

Boy, hat, cap, tape, shop, brush, bench, box.

[s]	[z]	[iz]

3. Образуйте форму множественного числа нижеприведенных существительных, оканчивающихся на – O.

disco, cockatoo, tomato, volcano, mosquito, studio, photo, dingo.

4. Образуйте множественное число существительных, оканчивающихся на –F/-FE.

safe, gulf, self, elf, leaf, loaf, wolf, chief.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Повседневная жизнь, условия жизни».

Самостоятельная индивидуальная работа.

1. Составьте предложения из следующих слов.

- 1) at 10 p.m./Mike/ goes/to bed/
- 2) often/a bike/they/ride
- 3) washes/his face/ and/Sam/hands/ in the morning
- 4) usually/do/in the evening/we/our homework
- 5) Tom/with his friends/walks/in the park/every week
- 6) goes /to college/every day/she

2. Переведите предложения.

- 1) Моя мама всегда готовит завтрак по утрам.
- 2) Я часто играю в теннис с Мери после школы.
- 3) Мои друзья и я обычно ходим в кино каждый месяц.
- 4) Сэм часто катается на велосипеде.
- 5) Она встает в семь утра каждый день.
- 6) Ее брат каждый вечер играет на пианино.

Практическая работа № 8 «Учебный день»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (артикли), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Учебный день», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: артикли.

1 вариант.

1. Поставьте артикли a или an.

1. ... elephant
2. ... English dictionary
3. ... butterfly
4. ... German car
5. ... Italian bag
6. ... American college
7. ... Russian city

2. Поставьте артикли a/an или the там, где необходимо.

1. I'd like ... chicken sandwich and ... glass of ... mineral water.
2. Would you like ... banana or ... strawberries?
3. She always has ... apple, ... toast and ... cup of ... coffee for ... breakfast
4. The fly is on ... ceiling in ... kitchen.
5. My mother is ... accountant and my father is ... lawyer. They work in ... same company in ... centre of ... our town.

3. Поставьте артикли с именами собственными, если это необходимо.

1. ... Cairo is ... capital of ... Egypt.
2. It was so picturesque in ... Crimea ... last summer.
3. ... London stands on ... Thames.
4. I had ... my holiday in ... northern Italy ... last year but I'm going to cross ... Atlantic ocean and visit ... USA ... next year.
5. ... Moon moves round ... Earth.

2 вариант.

1. Поставьте артикли a или an.

1. ... French designer 2. ... Indian river 3. ... egg 4. ... notebook 5. ... elegant lady 6. ... ice-cream 7. ... Japanese phone

2. Поставьте артикли a/an или the там, где необходимо.

1. How much are ... her Italian lessons? – Ten dollars ... hour.
2. Where are ... dogs? – They are in ... garden.
3. ... cats like eating ... fish. ... cows like eating ... grass. ... birds like eating ... insects.
4. My favourite subjects are ... chemistry and ... biology.
5. There is ... parrot in ... cage. And there are ... pieces of ... fruit in it.

3. Поставьте артикли с именами собственными, если это необходимо.

1. ... Great Patriotic war started in 1941.
2. ... Volga is ... longest river in ... Russia.
3. ... Ukraine and ... Turkey are separated by ... Black sea.
4. My friend usually goes to ... Alps in ... spring by ... plane.
5. ... Urals are lower than ... Caucasus.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Учебный день».

Работа в парах. Составить диалоги о том, как прошел ваш вчерашний день. Примерные вопросы:

- | | |
|--|---|
| – What time did you get up yesterday? | – What did you have for lunch? |
| – Did you do your morning exercises? | – What time did you come home? |
| – Did you wash hands and face yesterday morning? | – What time did you have dinner? |
| – Did you take a shower in the morning? | – What did you have for dinner? |
| – Did you dress yesterday morning? | – Did you help your mother about the house? |
| – What time did you have breakfast? | – Did you do your homework? |
| – What did you have for breakfast? | – Did you go for a walk? |
| – What would you like to have for breakfast? | – Did you watch TV? |
| – What time did you go to College? | – What did you have for supper? |
| | – What time did you go to bed? |

Практическая работа №9 «Выходной день»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Выходной день», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Выходной день».

Самостоятельная индивидуальная работа. Составить рассказ о том, как ваша семья проводит выходные дни (10-15 предложений).

Чтение. Прочитайте и переведите текст.

My name is Catherine. I'm fifteen years old. I've moved to St. Petersburg recently. I study six days a week that's why I try to spend my only day off merrily and interestingly. In the morning I wake up later than usual. I like to lie slugging a bed and to watch TV. Television shows many interesting programmes on Sunday. My mother cooks something delicious at the weekend. She bakes cakes or sweet buns. We have breakfast together and then walk around the town. I'm fond of painting that's why I like to visit art exhibitions. In the evening I meet with friends and we go to the cinema. After the film we spend time in any cafe or McDonalds and compare notes. Sometimes I can't meet with friends and then I spend the whole evening with my parents and elder sister. We go to the theatre or to the concert hall together. I love my day off very much because I can have a good rest and collect my strength for a whole week.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа № 10 «Правила здорового образа жизни»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (числительные), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Правила здорового образа жизни», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: числительные.

Самостоятельная индивидуальная работа.

Задание 1. Выберите правильный вариант:

1. The 23rd of April 1987.
a) The twenty-three of April one thousand nine hundred eighty-seven
b) The twenty-threed of April nineteen eight seven
c) The twenty-third of April nineteen eighty-seven
2. There are ... people in the restaurant.
a) sixteen b) sixteenth c) sixteenths
3. Your second book is worse than
a) first b) the first c) one
4. Olivia found this quotation on ... page.
a) the forty-fifth b) forty-fifeth c) forty-five
5. I need ... peaches for a pie.
a) three b) the third c) threety

Задание 2. Запишите словами следующие количественные числительные и образуйте от них порядковые:

1; 2; 3; 4; 5; 11; 12; 14; 15; 21; 25; 28; 30; 52; 67; 74; 83; 99; 100.

Задание 3. Запишите по-английски:

1. 245; 533; 816.
2. 3,562; 7,324.
3. Сто книг; сотня страниц; сотни людей.
4. Тысяча машин; тысячи людей; миллион книг.
5. $2+3=5$; $7-4=3$; $3 \times 5=15$; $10:2=5$.
6. 1 Января; 8 Марта.
7. Глава 5; автобус 6.
8. 3.45; 8.09, $2/3$; $4/5$.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Правила здорового образа жизни».

Чтение. Прочитайте и переведите.

Nowadays healthy life-style is gaining more and more popularity. Lately people have finally realized that whatever a person would do and whatever post he would hold, health is the most valuable wealth in our life. (*The greatest wealth is Health).

People became more health-conscious. Now everyone understands that healthy nutrition is not a mere name. Even developing countries began to take GMO, colorings and unnatural additives with caution. Now buying only organic and healthy food, eating more fruits and vegetables, as well as going in for sports and keeping fit are in.

Sport is as important as the quality of food. Many people are still lazy and do not want to take up any sports, because they think that sport is only weights and bulky exercise equipments. In fact, sport is an active approach to life and desire to improve a body. We are not talking only about the gyms and professional sports centers. The alternative of any exercises can be dancing, walking and jogging in the open air.

Healthy lifestyle is not only a sound body but also a sound mind. Faith, optimistic approach to life, ability to keep even temper and calm - these things are also equally important.

Работа в парах. Придумайте заголовок к прочитанному тексту. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа № 11 «Спорт»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической и письменной речи, чтения и перевода по теме «Спорт», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Спорт».

Фронтальная работа. Учащиеся отвечают на вопросы.

1. Why is sport so important in our life?
2. Do all the people need exercise?
3. What should people who suffer from general tiredness do?
4. How does exercise change you?
5. What kind of exercise is the best?
6. What sports are popular in our country?

Чтение. Прочитайте и переведите.

Sport is probably as old as the humanity itself. It has been developing with the developing and growth of the mankind. All over the world people of different ages are very fond of sports and games.

Sport not only helps people to become strong and to develop physically but also makes them more organized and better disciplined in their daily activities. It makes for a healthy mind in a healthy body. Sports help people to keep in good health.

We all need to exercise. Even if you don't plan to make a career in sport you still have to practice. Regular exercises give you more energy. That is why many people who suffer from general tiredness should take more exercise than more rest.

Exercise makes you feel and look better.

The best exercise is one which involves in repeated movements, those are: walking, jogging or swimming. Bending and stretching will add flexibility and feeling of lightness.

Among the sports popular in our country are football, basketball, swimming, volleyball, ice

hockey, tennis, gymnastics, figure skating. A person can choose sports and games for any season, for any taste.

Самостоятельная индивидуальная работа.

Вариант 1

1. Выберите правильный вариант ответа:

1. Участвовать в спортивных соревнованиях:

A) to take part B) to keep fit C) to compete

2. Парусный спорт:

A) a skating B) a swimming C) a sailing

3. Мастерство:

A) a sense B) a skill C) an injury

4. Быть выносливым:

A) to be tough B) to be self -confident C) to be competitive

5. Побить рекорд:

A) to win B) to break a record C) to throw

2. Поставьте глагол в подходящую форму:

1. Sport (to teach) _____ you to win and to lose.

2. The Olympic Games (to dedicate) _____ to the Olympian Gods.

3. The Olympic Flag (to be) _____ the symbol of the Olympic Games since 1920.

4. The first Modern Olympic Games (to take) _____ place in Greece in 1896.

5. By about 650 BC the Games (to held) _____ over five days.

3. С вашей точки зрения:

1) Sport takes a lot of time and energy.

2) Sport makes people strong and healthy.

3) Sport develops a sense of coordination.

4) Sport is dangerous.

5) Sport teaches to be competitive.

4. Запишите ваш любимый вид спорта: _____

5. Выпишите одно слово, которое по каким-либо признакам выпадает из логического ряда:

-football

-skiing

-basketball

-volleyball

-tennis

6. Прочитайте текст.

For many years now, mail-order shopping has served the needs of a certain kind of customers. Everything they order from a catalogue is delivered to their door. Now, though, e-mail shopping on the Internet has opened up even more opportunities for this kind of shopping.

Подберите заголовок к тексту.

-Difficult task

-Shopping in comfort

-Digging for the past

-Shopping from home

-Risky sport

Вариант 2

1. Выберите правильный вариант ответа:

1. Быть бодрым и здоровым:

A) to take part B) to keep fit C) to compete

2. Плавание:

A) a skating B) a swimming C) a sailing

3. Участие в группе поддержки:

A) a cheerleading B) a skill C) an injury

4. Быть уверенным в себе:

A) to be tough B) to be self -confident C) to be competitive

5. Победить:

A) to win B) to break a record C) to throw

2. Поставьте глагол в подходящую форму:

1. The first Modern Olympic Games (to take) _____ place in Greece in 1896.

2. Sport (to teach) _____ you to win and to lose.

3. The Olympic Games (to dedicate) _____ to the Olympian Gods.

4. The Olympic Flag (to be) _____ the symbol of the Olympic Games since 1920.

5. By about 650 BC the Games (to held) _____ over five days.

3. С вашей точки зрения:

1. Sport takes a lot of time and energy.

2. Sport makes people strong and healthy.

3. Sport develops a sense of coordination.

4. Sport is dangerous.

5. Sport teaches to be competitive.

4. Запишите ваш любимый вид спорта: _____

5. Выпишите одно слово, которое по каким-либо признакам выпадает из логического ряда:

-football

-skiing

-basketball

-volleyball

-tennis

6. Прочитайте текст

For many years now, mail-order shopping has served the needs of a certain kind of customers.

Everything they order from a catalogue is delivered to their door. Now, though, e-mail

shopping on the Internet has opened up even more opportunities for this kind of shopping.

Подберите заголовок к тексту.

-Difficult task

-Shopping in comfort

-Digging for the past

-Shopping from home

-Risky sport

Практическая работа № 12 «Жизнь в больших городах»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Жизнь в больших городах», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Жизнь в больших городах».

Фронтальная работа. Учащиеся отвечают на вопросы:

Do you like your Samara? Why?

Do you know the history of Samara well?

What historical facts of the city do you remember?

Do you know the main sights of Samara?

What makes the country ideal for living in it?

What should the place have to satisfy its citizens?

What makes people love their native cities?

What are the people dissatisfied with? (authorities; lack of order; bad work of police; lack of good doctors and other specialists; a few kindergartens and children's playgrounds; litter; unemployment; bad roads; undeveloped tourist system and infrastructure of several regions; problems with housing and communal services, etc.)

What should people do to solve these problems? (to be interested in politics and economics; to vote in elections (especially local ones); to enter political parties and social organizations; to participate in meetings or strikes; to send letters to higher authorities; to take part in political and social life of the city; to be polite, tolerant and kind; to participate in cleaning days; to protect historical and architectural monuments, etc.)

Игра "Fast Pictures". Ученикам предлагается посмотреть на изображение в течение нескольких секунд и попытаться запомнить как можно больше деталей. После этого учащиеся описывают ситуацию на фотографии, опираясь на наводящие вопросы преподавателя.



Практическая работа № 13 «Преимущества и недостатки проживания в сельской местности»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Преимущества и недостатки проживания в сельской местности», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Преимущества и недостатки проживания в сельской местности».

Самостоятельная индивидуальная работа. Заполните таблицу, используя слова: a field, a capital, people, a park, small houses, a horse, a bridge, an apple tree, a Zoo, a river, a cinema, sheep, a supermarket, a farm, a car, a cow, tall houses, a hill.

city	countryside

Чтение. Прочитайте и переведите.

A country is a perfect place to live in for some people. However, there also those, who consider living in the country a very bad idea. It is impossible to define who is right, because different thoughts exist, you can find pros and cons of living there.

We chose a place to live in according to the certain reasons. First of all, we try to look for the place, where we will have an opportunity to develop ourselves and use all the available possibilities. It can be a prestigious place to study, a well developed firm or, for example, a farm where we will have an opportunity to grow fruits and vegetables and keep animals. If you want to make a career, a country is not suitable place to live in, but if you want to be a farmer and keep your own garden, a village would be an ideal place to choose.

There is a big plus of living in the village – fresh air and beautiful nature. There are people who are tired of noisy cities, overcrowded streets and roads. Such people want to live in a quiet place where there is a high level of privacy, a place, where they can heal the soul and find a harmony with nature. In such a case, a countryside will suit the best.

While talking about the disadvantages, you will have some difficulties if there is a need to commute. It may also happen that there will be no transport routes or no proper public transport. People, who live in the countryside and daily commute to a working place, can be very disappointed. However, if you have your own car, it will not become a problem for you.

A countryside is a perfect place for old people and children. Old people can improve their health conditions or just have a rest there. They can also find some activities not to be bored at their age. They can organize a walk in the woods, to enjoy beautiful landscapes, to grow fruits or vegetables. There is a lot of freedom for children in the village. They can safely ride a bike or play outdoor games. In summer, they can swim in the river and sunbathe, in winter it is possible to play snowball fights. A countryside is quite a safe place as there are no cars and highways; there are no crowded streets, where they can be lost.

If you want to live in the rural area very much, you can find an alternative. For example, you can look for a countryside, which is situated not far from a big city. It will give you an opportunity to study or work in the prestigious place, but you will live in the quiet and peaceful area. If you find a place, where your heart belongs, there will be no difference for you, whether it has many disadvantages. It is just very important to learn how to turn them into the advantages or just look for the alternative ways.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа № 14 «Достопримечательности моего района»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Достопримечательности моего района», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Достопримечательности моего района».

Чтение. Прочитайте и переведите.

The History of the Samara region

More than two million seven hundred twenty thousand one hundred seventy one persons Russian - the basic population of the Russian Federation live in the Samara Region. The formation of the Russian population of the Samara area occurred in the sixteenth - nineteen the centuries for the account of a resettlement from the other places. The first constant settlements in Zavolzhje have

appeared after building a fortress Samara on the left coast of the Volga river in fifteen eighty six under which protection there were Russian settlements on Samara Luka. The peasants running to the Volga became founders of these villages in the central districts of Russia. The first Russian villages trebled, as a rule, under the aegis of large proprietors - church feudal lords and merchants - industrialists.

Large and small villages were the earliest Russian settlements in the territory of the Average Volga region. The last population was formed near the strengthened lines and fortified cities. The most widespread type of rural Russian settlements was a village with a small amount of yards. While increasing in number of inhabitants and occurrence of churches rural area was renamed into a village. Names of settlements had a various origin. On an environment the Samara region can be divided into northern and southern parts which natural watershed is the river Samara. In a northern part prevailing soil is the fertile chernozem with clay, limestone and quarts breeds, in a southern part - loam with the same sort.

The basic systems of land tenure in the Samara province is tryokhpolie, prevailing in northern and northern parts of the province, and a refalse system extending in its southern parts.

Traditional instrument of labour was a plough, a heavy wheel plough - caban, a horse plough and a frame harrow. The heavy plough to which were put three-four, and sometimes five steams of an oxen, was available only in an economy of prosperous peasants, the horse plough was more universal and thus equally well overturned and loosened the earth.

The basic agricultural crops in territory of the Samara were the rye, oats, buckwheat, barley, peas, and also flax and hemp (for clothes manufacturing).

In the twentieth century there was a number of settlements where a down - knitting craft has been extented. Rod weathing of furniture and house utensils has been developed in the Samara province.

The Samara province is known for the house carving which has had especial development in northern areas.

The traditional national suit of Russian settlement of the Samara province prior to the beginning of the twentieth century represented three ethnographic groups: northern, southern and average.

The main element of a North Russian complex of Russian national suit is a sundress in a combination to a shirt, a headdress and a short breast clothes which has had various names (epanechka, korotyona, pyoruskry).

Today`s inhabitants of the Samara region remember different /stories of our settlements and carefully store a sacred precept of our ancestors: to live in peace consent and respect.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Чтение монологов. Учащиеся зачитывают подготовленные заранее короткие сообщения о достопримечательностях Богатовского района (Святое озеро, Кутулукское водохранилище, Бузулукский бор, храмы Богатовского района и т.д.)

Практическая работа № 15 «Как отдыхает молодежь»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (придаточные предложения времени и условия if, when), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Как отдыхает молодежь», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: придаточные предложения времени и условия if, when.

Самостоятельная индивидуальная работа. Заполните пропуски союзами when или if.

1 вариант

1. ... I go home tonight, I'll have a bath.
2. ... there is a good programme on TV, I'll watch it.
3. ... there's nothing in the fridge, we'll eat out.
4. ... you can't do your homework, ask for help.
5. I'll give the money back to you, ... I see you next time.
6. I'll come to bed ... this programme ends.
7. ... anyone phones me, tell them I'm out.

2 вариант

1. We'll go skiing next winter ... we have enough money.
2. ... it's a nice day tomorrow, we'll go swimming.
3. I'm coming to London tomorrow. I'll phone you ... I arrive.
4. Come on! ... we hurry, we'll catch the bus!
5. ... I play tennis with Justin, he always wins.
6. The shops are full of things to buy ... Christmas comes.
7. «I've lost my bag.» — «... I find it, I'll let you know.»

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Досуг».

Самостоятельная индивидуальная работа. Определите, какой жанр музыки соответствует каждому определению. Используйте слова: Rap, opera, jazz, punk, heavy metal, blues.

1. _____ Rock music that is played in a fast, loud, and aggressive way. It was very popular in the late 1970s.
2. ____ A style of music invented by black American musicians in the early part of the twentieth century. It has a strong rhythm and often involves improvisation. Famous musicians include Louis Armstrong, Billie Holiday and Miles Davis.
3. _____ A type of music in which singers don't sing but speak the words quickly, in a rhythmic way.
4. _____ It's like a play in the theatre, but people sing the words.
5. _____ A type of very loud rock music, with lots of guitars and a strong beat.
6. _____ A type of music developed by black American musicians in the southern United States. It is slow, often sad, and with a strong rhythm.

Чтение. Прочитайте и переведите.

Free Time

Most people have hobbies and interests which they prefer doing in their free time. As for me, I don't get much free time, especially on weekdays. However, at weekends I try to do the activities I like most of all. They are bowling, dancing, swimming, reading, listening to music and playing chess. Football playing is something that I have taken up recently and I quite enjoy it. Swimming is my all time favourite activity. For bowling and singing I need a company. Sometimes me and my friends go to the nearest disco and dance there. The ground floor has bowling alleys, so we can combine these two activities. When I have spare time I love reading books, especially romantic novels and detective stories. When I want something relaxing, I listen to music. My favourite band at the moment is Linkin Park. Occasionally I go for a walk with my best friends. We chat about everything, and sometime we even gossip about other classmates. I plan my weekends in advance. If I don't have my own plans my friends usually offer me something exciting: rock climbing, diving or snowboarding. Speaking of hobbies, I'd like to tell you about my collection of coins. I collect coins from all over the world. My father often travels and he

brings me many different coins. I know that teenagers have many other leisure activities, such as playing football, snowboarding, rock climbing, drawing, windsurfing or travelling, and else.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа № 16 «Мое хобби»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Мое хобби», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Мое хобби».

Фронтальная работа. Ответить на вопросы:

Do you have a hobby?

What is your (your mother's, your father's, your sister's, your brother's, your friend's) hobby?

How often do you do it?

When do you do it?

Who do you do it with?

Работа в парах. Прочитать диалоги. На этих примерах составить собственные диалоги.

Диалог №1. P1: Do you have a hobby?

P2: Yes? I do. My hobby is fishing. What about you?

P1: Have a hobby too. My hobby is sport. I like sport very much.

P2: That's great.

Диалог №2. P1: Have you got a hobby?

P2: Yes, I have. My hobby is dancing. And, I hope, you have a hobby too. What is your hobby?

P1: I'm fond of playing football. I like football very much.

P2: That's wonderful.

Фронтальная работа. Учитель зачитывает описание различных хобби. Учащиеся отвечают, о каких хобби идет речь.

1. Some people like to visit different cities, towns, historical places, some visit other countries. They can travel by car, by train or by bus. This hobby helps them to learn history, geography, traditions of different people and countries. (travelling)
2. Some people play football, swim very well. They often go to the stadium or the sports ground. (sports)
3. Last Sunday my mother enjoyed the performance greatly. There was a storm of applause; she saw the stage and the scenery very well. So she promised to take me to the opera next time. (going to the theatre)
4. My friend likes to plant beautiful flowers and grows many plants in her ground. (gardening)
5. My cousin is fond of travelling and two weeks ago he bought a new camera. He is proud of his collections of photos. (taking photos)
6. When I come to visit my brother, he shows me new coins, badges and stamps on the theme he specializes in. (collecting)
7. Jane has got a puppy, she feeds it, takes her puppy for a walk, teaches to do tricks. Jane wants to have a parrot as well. (keeping pets)

8. Bob`s mother and father spend much time in the nature. They go to the river to catch fish. (fishing)
9. Mary Watson goes to Music school where her teachers teach her to play the piano. So she is fond of playing ... (playing musical instruments)
10. My grandmother has got a big collection of books. I often buy new detective stories for her. (reading)
11. Some people like to sing songs. They sing them at home, at the parties, listen to songs with great pleasure. (singing)

Самостоятельная индивидуальная работа. Составить рассказ о своем хобби на основе плана:

My hobby is ...

It helps me...

I can...

My hobby is very interesting because ...

I think it is ...

Практическая работа № 17 «Средства массовой информации»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (местоимения: указательные, притяжательные), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Средства массовой информации», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: местоимения: указательные, притяжательные.

Самостоятельная индивидуальная работа.

1 вариант.

1) Замените выделенные слова притяжательными местоимениями.

- | | |
|-------------------------------|-----------------------------------|
| 1. This is Ben's room. | 4. Nick's mother is an economist. |
| 2. This is Helen's hat. | 5. Where is my brother's bag? |
| 3. Here is my parents' house. | 6. I like Helen's car. |

2) Измените предложения по образцу, употребляя указательные местоимения во множественном числе.

- | | |
|--------------------------------|--|
| 1. This book is French. | 3. That map is old. |
| 2. This girl is in the garden. | 4. This student is from Great Britain. |

2 вариант.

1) Замените выделенные слова притяжательными местоимениями.

- | | |
|---|---|
| 1 This student's sister is my friend. | 4. Ann's brothers study at the university. |
| 2. My sister's house is not far from Ben's house. | 5. These boys' fathers don't work at the factory. |
| 3. Where is the children's room? | 6. Here is my sister's flat. |

2) Измените предложения по образцу, употребляя указательные местоимения во множественном числе.

- | | |
|--------------------|---------------------------|
| 1. This is my bag. | 2. This is a French text. |
|--------------------|---------------------------|

3. That room is nice.

4. This film is interesting.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Средства массовой информации».

Фронтальная работа. Ответить на вопросы:

What kind of mass media do you prefer?

Do you use it for entertainment or education?

Where do you usually get news from?

Can we believe in everything written in newspapers?

What source of information helps you in studying?

Работа в группах. Обсудить позитивные и негативные стороны каждого вида средств массовой информации.

Самостоятельная индивидуальная работа. Подберите слова к каждому определению.

- | | |
|------------------|--------------------|
| a) Television | h) Handbook |
| b) Newspaper | i) Radio |
| c) Advertisement | j) Music programme |
| d) Quiz | k) Soap opera |
| e) Tabloid | l) Sports news |
| f) Talk show | m) Encyclopedia |
| g) The Internet | |

1. A small book giving useful facts
2. A book giving information about everything
3. A TV or radio programme or an article giving information about sports competitions
4. The process of sending and receiving messages through the air
5. A serial about relationships between people especially about love usually with a happy end
6. A way to communicate with your partner who might be a thousand miles away using the computer
7. A TV programme where people discuss different problems expressing their opinions
8. Broadcasting programmes for people to watch on their television sets
9. A set of questions on different subjects to be asked
10. A paper printed and sold usually daily or weekly with news, advertisements
11. A newspaper with rather small pages, many pictures and little serious news
12. A short film or a short article which gives us information about an object and makes us buy it
13. A programme which gives us information about the modern trends of music and lets us listen to it

Практическая работа № 18 «Новости»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (Present Continuous), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Новости», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: Present Continuous.

1 вариант.

1. Переведите предложения в настоящем продолженном времени.

1. Хелен покупает помидоры на рынке.
2. Маленький Том плачет в спальне.
3. Идет дождь.
4. Мы играем в теннис с друзьями.
5. Мама готовит куриный суп.
6. Обезьянки едят бананы на дереве.
7. Мой брат учит стишок.

2. Составьте из слов предложения.

1. Anna – juice – is – orange – drinking.
2. not – sun – shining – the – is.

2 вариант.

1. Переведите предложения в настоящем продолженном времени.

1. Что ты читаешь?
2. Почему он спит сейчас?
3. Где играют твои дети?
4. Поезд не движется.
5. Мальчики не танцуют.
6. Джек и Джейн не помогают мне.
7. Учитель не смотрит на нас.

2. Составьте из слов предложения.

1. dress – she – long – is – a – today – wearing.
2. we – playing – not – violin – are – the.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Новости».

Чтение. Прочитайте и переведите.

Mass media is a broad concept. It includes radio, television, newspapers, magazines, Internet and else. It's hard to imagine life without mass media nowadays. Media plays very important part in everyday life. It informs us about current affairs in the world. It educates us, gives a possibility to learn something new. It certainly entertains us in different ways. Mass media influences the way people dress, eat, communicate and many other parts of our lives. It can often make people change their views on different matters. Millions of people watch TV every day, listen to the radio in cars, read newspaper and magazines. Everyone finds something interesting through means of media. Of course, not all that we see, hear or read is objective. Sometimes the information can be altered. However, I believe that good reporters try to deliver us only reliable information. My favourite types of media are TV and Internet. I often watch interesting films on TV or educational channels, such as Animal Planet and National Geographic. As for Internet, it probably unites all media sources nowadays. So I can easily watch the same films or channels online. Besides, Internet is also used for mass communication, so I use it to talk to my friends. I don't usually listen to the radio but if my parents turn it on in the car, I enjoy it. We also buy sometimes newspapers and magazines from kiosks.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа № 19 «Человек – часть природы»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (Present Perfect), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Человек – часть природы», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: Present Perfect.

1 вариант.

1) Раскройте скобки и поставьте глаголы в Present Perfect.

1. John (write) his name. 2. I (draw) a picture. 3. Tom (blow out) the light. 4. The cat (drink) its milk. 5. The tree (fall) across the road. 6. John (give) his bicycle to his brother. 7. You (make) a mistake.

2) Сделайте данные предложения отрицательными

1. Jack has washed the dog. 2. Father has already cleaned his car. 3. Mr Snowdon has made a speech at the conference. 4. Granny has bought me some cakes. 5. They have painted their old house. 6. Liz has bought some flowers. 7. My sister has just cooked breakfast for the family. 8. The cat has already eaten fish. 9. Mrs Gracy have gone to London. 10. I have never been to India.

2 вариант.

1) Раскройте скобки и поставьте глаголы в Present Perfect.

1. We (eat) our dinner. 2. The train just (go). 3. I just (tell) the answer. 4. George never (be) in Australia. 5. John and Richard just (go away). 6. The baker (sell) all his cakes. 7. I (read) this book.

2) Сделайте данные предложения отрицательными

1. She has just broken a vase. 2. We have cleaned the room. 3. Cris has phoned his friend. 4. The train has just arrived. 5. It has just started to rain. 6. Kelly has gone to America. 7. We have left our books to school. 8. The stree has changed a lot. 9. You have worked here for a long time. 10. Mandy has been to Greece.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Человек – часть природы».

Фронтальная работа. Ответить на вопросы.

How do you understand the topic of the lesson? Why does man depend on nature?

Why are scientists so worried about the greenhouse effect and the process of global warming? Do you think it is caused by human activities?

Can you name some of the disasters which are not always controlled by people?

Have you heard about huge tornado in America and flood in Russia?

Are people able to resist natural disasters and survive?

Some people believe that the Earth is being damaged by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion?

Have you ever thought about your future?

Do you think the people of tomorrow will be happier than we are?

Чтение. Прочитайте и переведите.

Nature is all around us. We see it every day. It's the sunset, the sunrise, the song of birds, the blooming of flowers, the wind that blows, etc. These signs are an integral part of our lives. On

the one hand we cherish these natural blessings, on the other hand – we don't appreciate fully their importance. Thus, our future generations can be cut from these treasures. They might see less of natural wonders, because the humanity gradually destroys forests and kills some species of animals. It all happens due to industrial revolution and the growing number of chemical plants. Humans are the only species on our planet that consciously manipulate the environment. Unfortunately, we are poor leaders in this hierarchy, if we can't increase the awareness of ecology. People are too self-centered to notice how badly they treat the surrounding environment. For thousands of years they lived in harmony with nature till the development of civilization. They could use the natural riches limitlessly, while today we have to use all the resources sparingly. Pollution is another threat to nature. So many cities today are trapped in air and noise pollution that comes from motor vehicles and factories. That's why some people tend to live in the countryside, where the air is much cleaner and fresher. World industries throw about 1000 million tons of dust and harmful substances into atmosphere. As a result many rare species of animals and plants die out, lakes dry up, forests disappear. Obviously our nurtured nature is in danger. And if people don't take serious measures to save it, our planet can soon become lifeless.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа № 20 «Климат, погода, экология»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (сложноподчиненные предложения), развитие навыков монологической и письменной речи, чтения и перевода по теме «Климат, погода, экология», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: сложноподчиненные предложения.

Самостоятельная индивидуальная работа.

1 вариант.

1. Образуйте сложное предложение, соединив два простых предложения подходящим союзом “and – but – or – so – because” (возможны несколько вариантов).

1. The taxi stopped. The passenger got out.
2. The taxi stopped. The passenger stayed in the car.
3. My brother is married. He lives in Italy.
4. My brother is married. My sister is single.
5. It rained yesterday. We stayed at home.
6. I bought a magazine. I haven't read it yet.
7. They've got a nice house. They haven't got a garden.
8. Mary often goes to the theatre. She loves operas.
9. Are you going to make a cake? Have you already made it?
10. Our neighbors were very poor. They never asked for help.

2. Поставьте but или so.

1. We were late, ... we missed the train.
2. I live in Oxford, ... I work in London.
3. The hotel is very expensive, ... only rich people stay there.

3. Выберите подходящий союз.

1. Some of my friends have found the work ... (after – while – before) others are still unemployed.
2. I agree with the idea, ... (since – although – before) I don't think it's quite practical.
3. You should brush your teeth ... (after – before – while) have finished your meal.
4. Let's go home ... (after – before – while) it starts raining.
5. The storm started ... (after – before – while) the kids were playing in the yard.

2 вариант.

1. Образуйте сложное предложение, соединив два простых предложения подходящим союзом “and – but – or – so – because” (возможны несколько вариантов).

1. We opened the window. It was too hot inside.
2. The sea was cold. We didn't go swimming.
3. I was so tired. I went to bed.
4. Tim doesn't like Moscow. It is very noisy and big.
5. It was a difficult exam. I passed it.
6. They wanted to eat sushi. There wasn't any Japanese restaurant nearby.
7. Gordon worked hard. She could make a lot of money.
8. Joanna is fond of tennis. She plays really well.
9. To get to town you can take any bus. You can just walk.
10. I needed some help with French. I took private lessons.

2. Поставьте but или so.

1. He lost his laptop, ... he went to the police station.
2. The hotel is very expensive, ... only rich people stay there.

3. Выберите подходящий союз.

1. Give this book to Sam ... (since – when – until) you see him.
2. He has ridden a horse ... (since – when – until) he was a little boy.
3. The first jeans were designed for workers, ... (since – although – before) today they are worn all over the world.
4. The sun is quite warm today, ... (after – while – before) the air is still chilly.
5. ... (Unless – When – While) they help me, I won't be able to finish the report on time.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Климат, погода, экология».

Чтение. Прочитайте и переведите.

How the climate can influence meals

In southern countries where there is a lot of sunlight and it is usually hot many people like eating their meals in the fresh air. In these areas people often eat under trees or big umbrellas during the day because the heat is generally very strong. While in the evening they eat under the moon and stars which produces a romantic effect on people. This, for example, is often done in Italy. The restaurants put tables in a garden or in the street and most people eat there and not inside the restaurants.

Renato was born in Italy and lived in a small town on the seacoast. When he was thirty-two, he moved to London and bought a restaurant there. At first London seemed huge, grey and unfriendly to him. But by and by he began to like this city. Though he couldn't forget Italy and his home town.

So, it's not surprising that one day he put some of his tables out in the street. As you know it rains much more in England than it does in Italy. That's why Renato's idea was not really good and did not work. What happened to Mr Jenkins, a Londoner, one rainy afternoon, proves it. Mr Jenkins went to Renato's restaurant and in the evening he said to his wife, “I had lunch at that

new Italian restaurant today, and it rained all the time. It took me twenty-five minutes to drink my soup”.

Самостоятельная индивидуальная работа. Распределите следующие высказывания в две колонки: 1) what people can do to protect our planet (что люди могут сделать для защиты планеты); 2) what they are not allowed to do (что люди не должны делать), в этом случае используйте слово don't.

1. ask your governments to make laws to protect air, water and soil.
2. develop international cooperation to solve ecological problems.
3. waste water, gas, energy, natural resources.
4. turn the planet into a pile of rubbish.
5. save water, gas, energy and other natural resources.
6. dump or pour industrial waste into rivers, lakes, seas and oceans.
7. put poisons into the water, air and soil.
8. keep your towns, cities and countryside clean.

Практическая работа № 21 «Образование в России»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (согласование времен, косвенная речь), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Образование в России», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: согласование времен, косвенная речь.

Самостоятельная индивидуальная работа.

1 вариант

Упражнение 1.

Передайте следующие повелительные предложения в косвенной речи.

Пример: The teacher said to me: “Hand this note to your parents, please”. – The teacher asked me to hand that note to my parents.

1. “Please help me with this work, Henry,” said Robert.
2. He said to us: “Come here tomorrow.”

Упражнение 2.

Передайте следующие повествовательные предложения в косвенной речи.

Пример: He said “I have just received a letter from my uncle.” – He said he had just received a letter from his uncle.

1. “I am going to the theatre tonight,” he said to me.
2. I said to them: “I can give you my uncle’s address.”

Упражнение 3.

Восстановите прямую речь в следующих предложениях.

Пример: Tom said he would go to see the doctor the next day. – Tom said: “I shall go and see the doctor tomorrow”

2. He told me he had fallen ill.
2. They told me that Tom had not come to school the day before.

Упражнение 4.

Передайте следующие специальные вопросы в косвенной речи.

Пример: Mother said to me: “Who has brought this parcel?” – Mother asked me who had brought that parcel.

1. He said to her: "Where do you usually spend your summer holidays?"

2. Ann said to Mike: "When did you leave London?"

Упражнение 5.

Передайте следующие специальные вопросы в косвенной речи, начиная каждое предложение со слов, данных в скобках.

Пример: Where did I put the book? (I forgot ...) – I forgot where I had put the book.

1. Who has given you this nice kitten? (She wanted to know ...)

2. Where can I buy an English-Russian dictionary? (He asked me ...)

Упражнение 6.

Передайте следующие общие вопросы в косвенной речи.

Пример: I said to Mike: "Have you packed your suitcase?" – I asked Mike if he had packed his suitcase.

1. I said to Kate: "Did anybody meet you at the station?" 2. I said to her: "Can you give me their address?" 3. I asked Tom: "Have you had breakfast?"

Упражнение 7.

Восстановите прямую речь в следующих предложениях.

Пример: I asked him if he was going to a health resort. – I said to him: "Are you going to a health resort?"

1. I asked him if the doctor had given him some medicine. I asked him if he was feeling better now.

2. I asked the man how long he had been to St. Petersburg.

2 вариант.

Упражнение 1.

Передайте следующие повелительные предложения в косвенной речи.

1. "Please bring me some fish soup," he said to the waitress.

2. "Please don't mention it to anybody," Mary said to her friend.

Упражнение 2.

Передайте следующие повествовательные предложения в косвенной речи.

1. Misha said: "I saw them at my parents' house last year."

2. "I don't go to this shop very often," she said. ."

Упражнение 3.

Восстановите прямую речь в следующих предложениях.

1. He told me he was ill.

2. I told my sister that she might catch cold.

Упражнение 4.

Передайте следующие специальные вопросы в косвенной речи.

1. She said to Boris: "When will you be back home?"

2. I said to Nick: "Where are you going?"

Упражнение 5.

Передайте следующие специальные вопросы в косвенной речи, начиная каждое предложение со слов, данных в скобках.

1. Where is he going? (He didn't tell anybody ...)

2. Where is he? (Did you know ...)

Упражнение 6.

Передайте следующие общие вопросы в косвенной речи.

1. Mary said to Peter: "Have you shown your photo to Dick?"

2. He said to us: "Did you go to the museum this morning?"

Упражнение 7.

Восстановите прямую речь в следующих предложениях.

1. I asked my friend if he had a headache.
2. I wanted to know when he had fallen ill.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Образование в России».

Чтение. Прочитайте и переведите.

Education in Russia

Education is an important part of modern life.

Originally Russian education starts from the early age. Children can start going to kindergarten from the age of two, but this is not a compulsory education. It depends on parents' decision and child's wish to attend this institution.

In the Russian Federation the school education is compulsory. Pupils start going to school from the age of seven and till 16.

Mandatory education in Russia is presented by three types of schools: primary, secondary and high.

The primary school teaches its pupils elementary skills, such as reading, writing, counting. Many schools also offer foreign languages or some other special disciplines at this age.

The most important period is the secondary school, which starts from the 4th or 5th grade, depending on school. This is the time when children start learning Biology, Geography, Chemistry, Physics, Computing, and many other new subjects.

At the 9th grade children face a very important period in their life. They have to choose whether to continue school education, or to leave for other types of educational institutions, such as college, specialized schools and else. If the pupil decides to continue studying in high school, which lasts for two years, he can enter the university after school graduation.

Of course, it's only the general pattern of education in Russia, but there can also be some exceptions nowadays. For example, there are lots of special schools, where they pay attention only to particular subjects. Also, apart from state schools, there are a number of private schools, where education is not free of charge.

When they complete high grades they can either continue to study at school for more 2 years, or go to a professional school where they study not only main subjects, but are able to learn some profession. When school pupils leave school they can try to continue their education in institutes or universities.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №22 «Образование за рубежом»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (неопределенные местоимения), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Образование за рубежом», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: неопределенные местоимения.

Самостоятельная индивидуальная работа. Поставьте подходящее местоимение.

1 вариант.

1. Would you like ... (some/any/no) milk?
2. You can leave at ... (some/any/no) time.
3. Could you give me ... (some/any/no) help, please?

4. We must buy ... (some/any/no) vegetables for dinner.
5. I haven't got ... (some/any/no) eggs for pancakes.

2 вариант.

1. I think ... (something/anything) is burning.
2. ... (Somebody/Anybody) told me about his job.
3. I couldn't find my umbrella ... (somewhere/anywhere/nowhere).
4. Sorry, I can do ... (someone/anyone/nothing) for you.
5. There was ... (something/anything/nobody) to answer the phone in the office.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Образование за рубежом».

Чтение. Прочитайте и переведите.

THE SYSTEM OF EDUCATION IN GREAT BRITAIN

The system of education in any country is aimed at developing a personality for the good of the individual and society as a whole.

Pre-school education in England begins at the age of 3 or 4. Around half of the children at this age attend nursery schools or playgroups mostly organised by parents. Children of this age need care as well as education. That's why kids play a lot, learn to listen attentively and to behave.

Compulsory primary education begins at the age of five in England, Wales and Scotland and at four in Northern Ireland. Children start their school career in an infant school. Lessons start at 9 a. m. and are over at 4 p.m. They are taught «3 R's»: Reading, wRiting, aRithme-tic. Pupils have a lot of fun at school, drawing, reading, dancing or singing.

When they are 7 pupils move to a junior school, which lasts four years till they are 11. They study a lot of subjects: English, Mathematics, Science, History, Geography along with Technology, Music, Art and Physical education.

Most of children (over 90 per cent) go to state schools where education is free. Only a small proportion of them attend private (Public) or independent schools. Parents have to pay for the education at these schools. The fees are high and only some families can afford it. So such schools are for the representatives of the high class of England. The most notable Public schools are Eton, Harrow, Winchester, Rugby.

Secondary education begins at 11. The majority of secondary schools are Comprehensive schools where boys and girls study together. Besides, parents can take their sons and daughters to Grammar schools or Secondary Modern Schools.

Grammar schools provide an academic course from 11 to 18. They prepare pupils for colleges and universities.

Many children of working class families go to Modern schools. They give a very limited education. Pupils get instruction in woodwork, metal work, sewing, shorthand, typing and cooking. After finishing such a school a pupil becomes an unskilled worker.

The Comprehensive Schools have their own «Grammar school» classes and «Modern classes».

Every pupil has to choose a set of subjects to learn. If he takes up Art he will study English Literature, Music, Art, Drama and foreign languages. If he is good at exact and natural sciences, he will learn Science: Mathematics, Physics, Chemistry. Biology. Geography, Economics and Technical Drawing.

The British government encourages careers education in the country. That's why secondary schools try to break down the barriers between education and business. They set up close links with firms to allow their students to take part in business activities.

At around 16 years old teenagers take some exams and coursework to get General Certificate of Education. Those who choose to stay on at school usually study for two further years to pass A level (Advanced level) exams. These exams will give them a chance to enter the university.

Самостоятельная индивидуальная работа. Отметьте, какие из высказываний правильные, а какие нет. “true” or “false”.

1. Schools which State does not control are private schools. (T)
2. Children went to different schools at the age of 14. (F)
3. British children don't need to stay at school until they are 16. (F)
4. Boys and girls who are interested in working with their hands go to modern schools. (T)
5. Boarding schools are the places, where pupils don't pay for education. (F)
6. In technical schools children study mostly rechnical subjects. (T)
7. Students study at colleges at the age between 15 and 17. (T)

Практическая работа №23 «Профессиональное образование в России и за рубежом»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (имена прилагательные и наречия в сравнительной и превосходной степенях), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Профессиональное образование в России и за рубежом», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: имена прилагательные и наречия в сравнительной и превосходной степенях).

1 вариант.

1. Вставьте подходящее прилагательное в нужной степени.

1. A train is _____ than a bus.
2. This text is the _____ of all.
3. I was ill last week but today I am _____
4. Park Street is _____ than Market Street.

2. Вставьте more или less.

1. People are _____ intelligent than monkeys.
2. Summer holidays are _____ splendid than winter holidays.
3. Maths is _____ important than English.
4. Books are _____ interesting than films.

2 вариант.

1. Вставьте подходящее прилагательное в нужной степени.

1. This jacket is small for me. Show me a _____ one.
2. What is the _____ thing in life?
3. A crocodile is _____ than a water snake.
4. Helen is the _____ girl in our class.

2. Вставьте more или less.

1. Writing in English is _____ difficult than speaking.
2. Parents are _____ helpful than teachers.
3. Reading is _____ useful than watching TV.

4. Food is _____ expensive than clothes.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Профессиональное образование в России и за рубежом».

Фронтальная работа. Ответить на вопросы.

1. At what age do children usually finish infant & junior schools in Britain?
2. After finishing primary school children go to secondary schools, don't they?
3. What types of secondary school do you know?
4. How long can pupils stay in secondary schools?
5. When do they take their 1st public exam?
6. Where will children go after the fifth form if they decide to continue their education?
7. Is schooling in the sixth form compulsory in Britain?
8. What kind of exam do they take after the sixth form?
9. Where will children go after the fifth form if they decide to leave school?
10. At what age do children go to school in Russia?
11. How long do they study in primary school?
12. What time do their classes begin?
13. What subjects do they study?

Самостоятельная индивидуальная работа.

1) Определите, какие из утверждений верны, а какие нет.

- There are two types of Britain's schools: state and private schools;
- Private schools are not expensive;
- Kindergarten and nursery schools are optional;
- Primary school in Britain consists of infant school and secondary school;
- Comprehensive schools are schools which take children of all abilities;
- At the age of 18 pupils take their GCSE exams;
- Secondary education is compulsory for all children in Russia;
- In Russia at 17(18) pupils graduate from school and can't continue their education.

2) Заполните пропуски, используя следующие слова: *Trouble* *education*
attend *allowed* *ages* *schools*

Have *punish* *private* *punishment* *behaves*

In Russia education is compulsory between ... of 6-7 and 15 years. There are different types of secondary....in our country. Most of them are state schools where is free.

But some parents want their children to attend ...schools which are not free.

Children have to...school from Monday till Friday. In some schools they ... to wear uniform. In others they are ... to wear what they want.

The discipline is not very strict. But if a pupil ...badly the teacher can ...the child. Of course, the ...is not severe. The teachers want their pupils to stay out of ...and always do

We pass over to another exercise. Complete the sentences. These sentences are taken from this text.

Практическая работа №24 «Культурные и национальные традиции, краеведение, обычаи и праздники»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (глаголы в страдательном залоге), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Культурные и национальные традиции, краеведение, обычаи и праздники», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: глаголы в страдательном залоге.

1 вариант.

1. Напишите вопросы в страдательном залоге. Некоторые из них в настоящем времени, некоторые – в прошлом.

1. Ask about the telephone. (when/invent?) *When was the telephone invented?*

2. Ask about glass. (how/make?) How _____?

2. Раскройте скобки, поставив глаголы в нужном времени (present или past) и залоге.

1. It's a big factory. Five hundred people *are employed* (employ) there.

2. Water _____ (cover) most of the Earth's surface.

3. Most of the Earth's surface _____ (cover) by water.

3. Сделайте из предложений в действительном залоге предложения в Present Perfect Passive.

1. They first made cognac in 1643. *Cognac has been made* since 1643.

2. People drank wine over 5,000 years ago. _____ for over 5,000 years.

3. They first brewed beer near Munich almost 1,000 years ago. _____ for almost 1,000 years.

2 вариант.

1. Напишите вопросы в страдательном залоге. Некоторые из них в настоящем времени, некоторые – в прошлом.

1. Ask about silver. (what/use for?) _____?

2. Ask about television. (when/invent?) _____?

2. Раскройте скобки, поставив глаголы в нужном времени (present или past) и залоге.

1. The park gates _____ (lock) at 6.30 p.m. every evening.

2. The letter _____ (post) a week ago and it _____ (arrive) yesterday.

3. The boat _____ (sink) quickly but fortunately everybody _____ (rescue).

3. Сделайте из предложений в действительном залоге предложения в Present Perfect Passive.

1. People first bought beer in cans in 1935. _____ since 1935.

2. They first produced whisky more than 700 years ago. _____ for over 700 years.

3. People first sold Coca-Cola in 1886. _____ since 1886.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Культурные и национальные традиции, краеведение, обычаи и праздники».

Фронтальная работа. Ответить на вопросы.

1. What holidays do people celebrate in our country?
2. Tell me what is your favorite holiday?
3. What British holidays do you know?
4. The British have got many celebrations?
5. What British celebrations do you know?
6. When do British people celebrate New Year?
7. 2. When do British people celebrate Christmas?
8. 3. When do Russian people celebrate Christmas?
9. 4. When do children dress up as witches and ghosts?
10. 5. On what day do people in many European countries send special cards to someone they love?
11. 6. Do we have the same tradition in Russia?
12. 7. What other Russian holidays can you name?
13. 8. What do you know about Victory Day?

Чтение. Прочитайте и переведите.

There are fewer public holidays in Great Britain than in other European countries. They are Christmas Day, Boxing Day, New Years Day, Good Friday, Easter Monday, May Day, Spring Bank Holiday, and Summer Bank Holiday. Public holidays in Britain are called bank holidays, because the banks as well as most of the offices and shops are closed.

The most favourite holiday is Christmas. Every year the people of Norway give the city of London a present. It's a big Christmas tree and it stands in the Trafalgar Square.

Before Christmas, groups of singers go from house to house. They collect money for charities and sing carols, traditional Christmas songs. Many churches hold a service on the Sunday. before Christmas.

The fun starts the night before, on the 24th of December. Traditionally this is the day when people decorate their trees. Children hang stockings at their beds, hoping that Father Christmas will come down the chimney during the night and fill them with toys and sweets.

Christmas is a family holiday. All the family usually meet for the big Christmas dinner of turkey and Christmas pudding. And everyone gives and receives presents. The 26th of December, Boxing Day, is an extra holiday after Christmas. Its the time to visit friends and relatives.

New Years Day is not such favourable in Britain than Christmas. But in Scotland Hogmanay, New Years Eve is the biggest festival of the year.

Besides public holidays, there are some special festivals in Great Britain. One of them takes place on the 5th of November. On that day, in 1605, Guy Fawkes tried to blow up the Houses of Parliament and kill King James I. He didn't succeed. The King's men found the bomb, took Guy Fawkes to the Tower and cut off his head.

Since that day the British celebrate the 5th of November. They burn a dummy, made of straw and old clothes, in a bonfire and let off fireworks. This dummy is called a "guy" (like Guy Fawkes).

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Самостоятельная индивидуальная работа. Подготовить небольшой рассказ о том, как вы отмечаете свой день рождения.

Практическая работа №25 «Жизнь в обществе»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (инфинитивные обороты), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Жизнь в обществе», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: инфинитивные обороты.

Самостоятельная индивидуальная работа.

1 вариант.

1) Найдите в предложениях ошибки, если они имеются.

1. The teacher made John to apologize. (Учитель заставил Джона извиниться.)
2. What are you planning to eat for lunch? (Что ты планируешь съесть на обед?)
3. That old car may not to cost much. (Та старая машина не может стоить много.)
4. I don't want wait any longer. (Я не хочу больше ждать.)
5. My father promised buy new shoes for me. (Мой папа пообещал купить мне новые туфли.)

2) Переделайте предложения, используя инфинитив.

1. I have only two stylish outfits for the party between which I can choose.
2. This is not the coat you should wear.
3. This shop is the only one where you can choose proper accessories for your outfits.

3) Переведите на английский

1. Я сняла шелковое платье в вешалки, чтобы примерить его. 2. Мы остановились, чтобы разглядеть красивый вязаный свитер. 3. Чтобы носить такие джинсы, тебе надо немного похудеть. 4. Мне так понравились перчатки и шарф, что я не могла не купить их. 5. Было слишком жарко, чтобы надевать пальто и берет.

2 вариант.

1) Найдите в предложениях ошибки, если они имеются.

1. I would like to try this shirt on. (Я бы хотел примерить эту рубашку.)
2. We must to hurry up. (Мы должны поторопиться.)
3. Mark was unable to do anything else. (Марк был не в состоянии делать что-либо еще.)
4. They couldn't to fall asleep till midnight. (Они не могли заснуть до полуночи.)
5. Sheila refused delete files and folders about cooking. (Шейла отказалась удалять файлы и папки о кулинарии.)

2) Переделайте предложения, используя инфинитив.

1. I've got a lot of sweaters to match with these flares.
2. The trousers were very expensive. He couldn't afford them.
3. The skirt is too loose. I can't wear it.

3) Переведите на английский

1. Было достаточно тепло, чтобы гулять просто в джинсах и майке. 2. Ей придется сильно похудеть, чтобы носить эту юбку-стретч. 3. У меня не слишком много времени, чтобы мерить все пиджаки в магазине. 4. Он надел модный галстук, чтобы выглядеть стильно. 5. Где Аня? – Она пошла купить шляпку и перчатки.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Жизнь в обществе».

Самостоятельная индивидуальная работа. Составить рассказ о традициях приема пищи в вашей семье, используя следующие выражения:

Our usual meals are ...

The chief meal of the day is ...

My usual breakfast is ...

I generally have lunch at ... o'clock, in ...

I usually have ... at lunch.

We have dinner at ...

It consists of ...

At weekends we ...

For festive dinners we cook...

Our special dish is ...

Чтение. Прочитайте и переведите.

Many things have changed over the past decades. Same can be said about the life of modern teenagers. Today teens are more independent, have other interests, and are definitely lazier than before. Computer is the root of most changes in the society. Modern teenagers spend almost all their free time online, playing computer games, chatting with friends, surfing social networks, instead of going out and doing some outdoor activities. If you ask a teenager what the life was like twenty or thirty years ago, he won't answer, because he doesn't know. Modern children simply can't imagine their life without cell phones, tablets and MP3 players. These gadgets have gradually replaced the whole world of childish games and live communication. Previous generations of teenagers could still be seen in the streets jumping, running around and playing active games. Today, teenagers are mostly seen online. From the one hand, it's certainly not good. From the other hand, this can be understood. How can children avoid electronic toys if they are everywhere? Other than that, the life of teenagers is not easy. They have a number of problems, which they don't want to discuss with adults. Chatting with friends, at least they can share with them. Being online, they can also find answers for many urgent questions or problems. Modern teenagers are luckier than other generations for having the freedom of choice and life full of possibilities. It's a "computer-based" generation. Even their homework is done with the help of computers and the Internet.

Работа в парах. Озаглавьте текст. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №26 «Профессиональные навыки и умения»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (окончание -ing), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Профессиональные навыки и умения», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: окончание -ing.

Самостоятельная индивидуальная работа. Используйте инфинитив (частица to) или герундий (окончание -ing), чтобы предложения получились грамматически правильными.

1 вариант.

1. When I'm tired, I enjoy ... television. It's relaxing. (watch)
2. It was a nice day, so we decided ... for a walk. (go)
3. It's a nice day. Does anyone fancy ... for a walk? (go)
4. I'm not in a hurry. I don't mind ... (wait)
5. They don't have much money. They can't afford ... out very often. (go)

2 вариант.

1. I wish that dog would stop ... It's driving me mad. (bark)
2. Our neighbour threatened ... the police if we didn't stop the noise. (call)
3. We were hungry, so I suggested ... dinner early. (have)
4. Hurry up! I don't want to risk ... the train. (miss)
5. I'm still looking for a job but I hope ... something soon. (find)

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Профессиональные навыки и умения».

Самостоятельная индивидуальная работа. Работа с текстом. Прочитайте текст и ответьте на вопросы теста.

Kate: I am dreaming of becoming a pop star. My mom thinks I've got a good voice so maybe I could do it, but my friends don't really care. I don't think there's any set job just for men or just women. Sometimes men get more money than women for doing the same job. I don't think it's fair. I believe if you do the same job, then you should get the same money. I wouldn't like to be a doctor because I don't like blood and I don't like seeing the insides of people. But I do want to earn lots of money! Did you see in the newspapers about Jennifer Lopez getting two million dollars for a two-hour show? I'd like to be on that sort of money. Of course, I would feel more comfortable with a job that I enjoy, but for me, the money's more important, so I would have to go with that, even if it was cleaning toilets!

1. Kate has a good voice
a) True b) False c) Not stated
2. Kate would like to be a doctor.
a) True b) False c) Not stated
3. Kate wants to earn lots of money.
a) True b) False c) Not stated
4. Kate would like to work flexible hours.
a) True b) False c) Not stated
5. She doesn't mind cleaning toilets if it is well-paid.
a) True b) False c) Not stated

Чтение. Прочитайте и переведите.

In the United States, the approach varies from state to state. Most of the vocational courses are offered by community colleges. Historically, high schools have offered some vocational courses, such as home economics, typing, and auto repair, though schools have put more emphasis on academic subjects for all students because of educational reform standards.

Most colleges operate under a policy of "open admission". This means that anyone with a high school diploma may attend, regardless of prior academic status or college entrance exam scores.

The "open admission" policy results in a wide range of students attending college classes. Students range in age from teenagers to working adults who are taking night classes to complete a degree or gain additional skills in their field. There are also students with graduate degrees who enrol to become more employable or to pursue lifelong interests.

The first type of study is to get an associate's degree, in which a student earns the qualification after a two-year course. This degree coincides with jobs that require some level of college education but not a full four-year degree. The associate's degree programme is also for students who are planning to obtain a bachelor's degree at a four-year college. It allows them to complete the necessary "core" requirements before they enter the four-year college.

The second type of study provides certification in an area of training to become, for example, a computer repairperson, a medical technician, or a translator. Such certification allows for better job opportunities in many areas, as well as hiring preference or higher salary status when entering the workplace.

The largest and the most unified system of vocational education was created in Russia in the second half of the 20th century with the so-called Professional'notehnicheskoye uchilische and Tehnikum.

Vocational education is still an important part of the education system in Russia. A vocational qualification from Russia is generally recognized in the other states in Eastern Europe.

Работа в парах. Заполните таблицу, используя информацию из текста.

	The USA	Russia
1. Where can you get a vocational education?		
2. Are there any entrance exams?		
3. What are the minimum entrance requirements?		
4. Who studies there?		
5. How long is the course?		
6. What qualifications (degrees) are given at the end of the course?		

Практическая работа №27 «Научно-технический прогресс»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (предложения с союзами neither...nor, either...or), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Научно-технический прогресс», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: предложения с союзами neither...nor, either...or.

Самостоятельная индивидуальная работа.

1 вариант.

1) Выберите из скобок подходящий вариант.

1. We have asked them both but ... (neither/both) of them knows his address.
2. He has lived in Milan and Madrid but he didn't like ... (either/neither) of the cities much.
3. She is very slim. I think she is ... (either/neither) a sportsman ... (or/nor) a model.
4. Anna never works all day. She works ... (either/neither) in the morning ... (or/nor) after lunch.
5. He has 2 cars, but I don't like ... (either/neither) of them.

2) Дайте краткие ответы, используя neither и слово в скобках в качестве подлежащего.

Пример: I don't eat garlic. (Mary) – Neither does Mary. (Я не ем чеснок. – И Мэри тоже.)

1. I cannot understand him. (we)
2. We are not from Brazil. (I)
3. He didn't go to the movie. (William)
4. I will never talk to him. (my Mum)

2 вариант.

1) Выберите из скобок подходящий вариант.

1. She couldn't choose between them, she liked them ... (both/either).
2. You can take ... (either/neither) a bus or a train to get to Oxford.
3. Would you like fish or chicken? - It doesn't matter. ... (Either/Both) will do for me.
4. Would you like apple juice or orange juice? - ... (Either/Neither), thanks. I don't like juice.
5. Would you like some salad or some steak? - ... (Either/Both). I'm so hungry.

2) Дайте краткие ответы, используя **neither** и слово в скобках в качестве подлежащего.

Пример: I don't eat garlic. (Mary) – Neither does Mary. (Я не ем чеснок. – И Мэри тоже.)

1. He hasn't bought a present yet. (I)
2. I haven't got any sisters. (my friend)
3. I don't enjoy horse-riding. (we)
4. I am not going to Moscow. (Jack)

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Научно-технический прогресс».

Фронтальная работа. Продолжить высказывание «Computers are used for...»

Примерные ответы:

1. searching for information
2. typing and keeping information
3. listening to music
4. reading books
5. downloading information
6. watching films
7. printing documents
8. using e-mail
9. chatting with friends and relatives
10. using social networks...

Чтение. Прочитайте и переведите.

Why I hate smartphones

First of all, very few teenagers really need a smartphone. If you need to call your friend or use the internet, a normal mobile phone or computer is good enough. A smartphone is a status symbol. Teenagers like being seen with one- they think it makes them look important and successful. It is also very fashionable nowadays. People buy them, in the same way as they buy the latest trainers or jeans, and very often don't use most of the functions.

In addition, teenagers can waste a lot of time and money on smartphones instead of doing more interesting and healthy things like sport. As well as this, it can actually be dangerous in some situations to use a smartphone, even when just walking about with one. According to the police, a lot of accidents happen when people concentrate on their smartphones and don't notice what is happening around them. Also, teenagers often get their expensive smartphones stolen.

Самостоятельная индивидуальная работа. Ответить на вопросы по тексту письменно.

1. If the article did not have the title, would it be clear from the text that the author really hates smartphones? Why?
2. Do these paragraphs sound more like somebody's opinion or like an argument against smartphones?
3. Imagine that this is not a magazine article, but an opinion essay with the question "Smartphones are becoming very popular with young people. Is a smartphone the gadget every teenager should have? What is your opinion?"
Do you think these paragraphs would get a good mark? What is missed in them?
4. How can you make this text sound like an opinion essay? Rewrite part A or B so that it sounds like your opinion. Use the functional phrases.
Functional phrases: *In my opinion/view I think/believe that... I don't think It seems to me that... I'm sure that...*

Практическая работа №28 «Компьютер в нашей жизни»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (Past Perfect), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Компьютер в нашей жизни», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: Past Perfect.

Самостоятельная индивидуальная работа.

1 вариант.

1) Поставьте глаголы из скобок в форму Past Perfect.

1. He never ... (be) to Oxford before. (Он никогда раньше не был в Оксфорде.)
2. When I found my camera the butterfly already ... (fly away). (Когда я нашел фотоаппарат, бабочка уже улетела.)
3. Sandra ... (suffer) from pneumonia for many years. (Сандра страдала от пневмонии в течение многих лет.)

2) Поставьте глаголы из скобок в форму Past Simple и Past Perfect, обращая внимание на последовательность действий.

Пример: When my mum ... (appear), my father already ... (start) the car. – When my mum appeared, my father had already started the car. (Когда мама появилась, мой папа уже завел машину.)

1. When the police ... (arrive), we already ... (catch) the thief.
2. Jack ... (finish) the test before the bell ... (ring).
3. When Anna ... (come) to say good-night, her children already ... (fall asleep).
4. Scott already ... (prepare) the dinner when her husband ... (get) home from work.
5. When Brad and Susan ... (get married), they ... (know) each other for 3 years.

2 вариант.

1) Поставьте глаголы из скобок в форму Past Perfect.

1. Tony ... (not appear) on TV before that. (Тони никогда раньше не появлялся на ТВ.)
2. My cousin ... (buy) the tickets before we came. (Мой кузен купил билеты до того, как мы пришли.)

3. I was too tired because my working day ... (start) at six. (Я слишком устал, потому что мой рабочий день начался в шесть.)

2) Поставьте глаголы из скобок в форму Past Simple и Past Perfect, обращая внимание на последовательность действий.

1. She ... (not enjoy) the film because she ... (read) the book before.
2. Our apartment ... (be) in a mess because I ... (have) a birthday party the night before.
3. We ... (not go) to a restaurant because we ... (spend) all our money on clothes.
4. Mary ... (can't go) skating after she ... (break) her leg.
5. Larry ... (be late) because he ... (get stuck) in a traffic jam.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Компьютер в нашей жизни».

Фронтальная работа. Ответить на вопросы:

Do you have a computer at home?

How often do you use it?

What computer terms do you deal with when you use a computer?

Самостоятельная индивидуальная работа.

1. Догадайтесь, о чем идет речь:

- 1) a portable computer
- 2) it is used for storing data or to transport to another PC
- 3) a device for taking pictures or videos
- 4) a device for typing instructions for computer
- 5) it is used to produce audio output
- 6) the biggest worry for computer companies, they crack the password and steal the secret data
- 7) a computer component where the visual information is placed

2. Найдите слова с одинаковым значением:

data	to keep
an icon	to choose
dependent	Computer thieves
hackers	information
a display	addictive
to select	a sign
to store	a screen

3. Какие из утверждений – о достоинствах компьютера, а какие – о недостатках?

1. They make our life easier.
2. It is a good way to entertain oneself and not feel bored.
3. The computer users become addictive .
4. It improves communication, saving time and money
5. They emit dangerous rays.
6. They are bad for your eyes.
7. They make people more isolated and inactive.

Практическая работа №29 «5 вещей, без которых я не представляю свою жизнь»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (Past Continuous), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «5 вещей, без которых я не представляю свою жизнь», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: Past Continuous.

Самостоятельная индивидуальная работа. Поставьте глаголы из скобок в форму Past Continuous. Переведите предложения.

1 вариант.

1. I ... (live) in Mexico in June, 2010.
2. When I entered the bathroom he ... (shave).
3. When she met him, they ... (work) for the same company.
4. What you ... (do) last night?
5. I showed him my new dress, but he ... (not look) at it.
6. When it started to rain, they ... (sit) on the grass.
7. Which hotel Anna ... (stay) when she lost her credit card?

2 вариант.

1. Doctor Fleming discovered penicillin while he ... (study) influenza.
2. Sam ... (stand) under the tree because it ... (rain).
3. When the teacher came into the classroom, the children ... (run) and ... (scream).
4. While Bob ... (chop) the meat, his wife ... (peel) potatoes.
5. When I arrived at the party, all the guests ... (dance).
6. The waiter cut his finger while he ... (pick up) the broken glasses.
7. What you ... (wear) when he met you?

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «5 вещей, без которых я не представляю свою жизнь».

Фронтальная работа. Ответить на вопросы:

What does word “gadget” mean?

Name electronic gadgets that you have at home. (варианты ответов: PC (personal computer), laptop, mobile phone, MP3 player, digital camera, i-pad, TV-set, smart phone, i-pod, game console, e-book, play station, headphones, tablet, etc)

Самостоятельная индивидуальная работа.

Догадайтесь, о чем идет речь:

1. It is a *small electronic* gadget for playing music. It was made by the Apple computer company. You can carry it around with you and it can store a lot of music files which you get from the Internet. (It is an I – Pod).
2. It is a small portable computer. You can carry it around with you and it can sit on your lap. You can use it to connect the Internet, send e-mails, store information. (It is a laptop).
3. It is a *small mobile* device that we use to call other people, take pictures, send text messages, connect the Internet, store information. (It is a smart phone).

4. It is a small mobile computer device that was made by the Apple computer company. You can hold it in your hands and carry around with you. It is bigger than a smart-phone but smaller than a laptop. We use it for entertainment (listening to music or playing games...) (It is an i – Pad).

5. It is a small electronic device that we use to read stories in different languages, make notes and translate words. (It is an electronic book).

Работа в парах. Составить несколько предложений о том, как вы используете следующие гаджеты: камеру, компьютер, смартфон, современный телевизор. Использовать слова: store music files, take pictures, talk to friends and parents, send text messages, send e-mails, surf the Net, read electronic books, watch films, listen to music, play computer games, store information.

Практическая работа №30 «Биография знаменитого ученого»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (Future in the Past), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Биография знаменитого ученого», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: Future in the Past.

Самостоятельная индивидуальная работа. Поставьте данные в скобках глаголы в нужную временную форму, соблюдая правило согласования времен.

1 вариант.

1. They promised that they (bring) ____ us all the necessary books.
2. He did it better than I (expect) ____ he would.
3. He said that the tractors (be) ____ there soon.
4. I think it all happened soon after the meeting (end) ____.
5. He said that he (can) ____ not do it without my help.
6. The astronomer told us that the Moon (be) ____ 240,000 miles from the Earth.
7. We asked the delegates whether they ever (see) ____ such a demonstration.
8. It was decided that we (start) ____ our work at four o'clock.

2 вариант.

1. I told you that I (leave) ____ town on the following day.
2. I did not know that you already (receive) ____ the letter.
3. The boy did not know that water (boil) ____ at 100 degrees.
4. He wanted to know what (become) ____ of the books.
5. I was told that the secretary just (go out) ____ and (to come back) ____ in half an hour.
6. We were afraid that she not (be able) ____ to finish her work in time and therefore (offer) ____ to help her.
7. He said we (may) ____ keep the book as long as we (like) ____.
8. When I called at his house, they (tell) ____ me that he (leave) ____ an hour before.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Биография знаменитого ученого». Просмотр презентации.

Самостоятельная индивидуальная работа. Заполнить таблицу.

The name of scientist	His invention
Johann Mendel	
	radium
Ivan Pavlov	
Albert Einstein	
	paper
Alexander Popov	
	discovered magneto-electricity
Rudolf Engine Diesel	
	x-ray
Alexander Graham Bell	
Louis Pasteur	
	table of chemical elements
Galileo Galilei	
	three laws of mechanics

Практическая работа №31 «Профессии»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (Indefinite Passive), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Профессии», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: Indefinite Passive.

Самостоятельная индивидуальная работа.

1 вариант.

1) Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1. My question (to answer) yesterday.
2. Hockey (to play) in winter.
3. Mushrooms (to gather) in autumn.
4. Many houses (to burn) during the Great Fire of London.
5. His new book (to finish) next year.
6. Flowers (to sell) in shops and in the streets.
7. St. Petersburg (to found) in 1703.
8. Bread (to eat) every day.
9. The letter (to receive) yesterday.
10. Nick (to send) to Moscow next week.

2) Переведите на английский язык выделенные глаголы:

1. A lot of houses (построено) in Moscow.
2. When (было написано) this letter?

3. Many places of interest (посещаются) by tourists.
4. When (была переведена) this article?

2 вариант.

1) Раскройте скобки, употребляя глаголы в Present, Past или Future Simple Passive.

1. I (to give) a very interesting book at the library last Friday.
2. Many houses (to build) in our town every year.
3. This work (to do) tomorrow.
4. This text (to translate) at the last lesson.
5. These trees (to plant) last autumn.
6. Many interesting games always (to play) at our PT lessons.
7. This bone (to give) to my dog tomorrow.
8. We (to invite) to a concert last Saturday.
9. Lost time never (to find) again.
10. Rome (not to build) in a day.

2) Переведите на английский язык выделенные глаголы:

1. English (говорят) in many countries of the world.
2. The student (задают) many questions by the teacher now.
3. The film (показывали) when we entered the hall.
4. The device (был протестирован) by last month.

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Профессии».

Фронтальная работа. Ответить на вопросы:

- What is your father (mother)?
- Is your mother a doctor (nurse)?
- Where does your mother work?
- Does your father work in a hospital?
- What do you want to be?
- Do you want to be a dentist?
- Was your grandmother a teacher or a doctor? etc.
- Were your grandparents doctors?
- Who works in a field?
- Who works with computers?
- Who helps sick animals?
- Who helps children to learn?
- Who takes pictures of famous people?
- Who makes new cars?
- Who flies in a spaceship?
- Who helps doctors?
- Who flies in airplanes?
- Who can play tricks?

Самостоятельная индивидуальная работа. Заполните пропуски, используя слова: fights, drives, work, helps, bakes, brings, flies, protects, play, take care of.

1. A postman ... letters.
2. Clowns ... tricks in the circus.
3. A policeman ... people.
4. A fireman ... fires.
5. My mother ... cakes well.
6. His father ... a car.
7. I ... my teeth.
8. An astronaut ... in a spaceship.
9. Teachers ... at school.
10. A vet ... sick animals.

Чтение. Прочитайте и переведите.

An Important Decision

Choosing a future profession is one of the most important decisions in a person's life. If you spend eight hours a day five times a week at the place you hate, your whole life can be spoilt only because of your job.

So, it is a question of satisfaction with the career. Besides, a future income depends on the type of work a person will do. It should be enough to correspond to his needs and ambitions.

How to Make a Right Choice?

Those people who manage to choose a prosperous and satisfying career are lucky. But, most young people are not quick in making a right decision because they do not have enough life experience.

First, estimate your own abilities and talents. Most likely, your favourite subjects at school or your hobbies will build up a strong basis for your future professional field.

Secondly, it is good to ask for advice from working professionals and visiting them at work. Try to visit different places, compare what you see, analyse if it your cup of tea or not. Moreover, parents and teachers are always ready to help, ask them.

Finally, look inside yourself. See how ambitious you are, what kind of character and temper you have, what your tempo of life is. Your future job should be corresponding to your nature.

Popular Professions among the Modern School-leavers

Professional preferences of school-leavers change from generation to generation. Scientific progress, fashion and economic situation in the country play a great role in choosing definite professions.

Modern teenagers want to be engineers, policemen, doctors, lawyers. Among the least popular are scientists, teachers, and artists.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №32 «Почему я выбрал профессию агронома»

Цели и задачи работы: расширение и активизация лексических и грамматических знаний (систематизация знаний о сложносочиненных и сложноподчиненных предложениях), развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Почему я выбрал профессию агронома», развитие интереса учащихся к

изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение грамматического материала: сложносочиненные и сложноподчиненные предложения.

Самостоятельная индивидуальная работа.

1 вариант.

1) Используйте глаголы в правильной форме.

1. If I ... him I will invite him to join us.

a) will see b) see

2. We'll be late unless we

a) will hurry b) hurry

3. If it ... fine tomorrow, we'll go for a picnic.

a) is b) will be

4. If I see him, I ... him that book.

a) will give b) give

5. If he ... all these apples, he will be ill.

a) eats b) will eat

2) Завершите предложения:

1. If I go to the USA this summer, I will visit

2. If I feel hungry this evening, I will eat

3. If I have time next weekend, I shall go

4. If I have to write a story for homework, I will write about

5. If you come to my home, you will see

6. If it is cold tomorrow, I will put on

7. If we finish early today

2 вариант.

1) Используйте глаголы в правильной форме.

1. If you ... away, I'll call my brother.

a) will not go b) do not go

2. If he ... late, we'll go without him.

a) will be b) is

3. If he ... hard today, can he have a holiday next week?

a) works b) will work

4. If you ... this magazine, I'll bring you another.

a) will not like b) do not like

5. If he ... university now, he will be sorry afterwards

a) leaves b) will leave

2) Завершите предложения:

1. If I lose my keys

2. If we get too much homework

3. If my friend gets into trouble
4. I'll eat my hat if
5. We will be very happy if
6. I will be angry with my friend if
7. Will you help me if ... ?

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Профессия агронома».

Чтение. Прочитайте и переведите.

Cultural practices

Before planting a grower has to perform some tillage operations that insure proper environment for germination. The first tillage operation is plowing. It may be done either in the fall or in spring, depending on the crop and the region. Harrowing and rolling are the operations that are known to insure a level and firm seedbed. Nowadays the traditional tillage practices are increasingly replaced by minimum tillage. Under minimum tillage the number of operations is reduced. Farm machines can prepare the soil, apply fertilizers, and plant the seed in one operation. Main advantages of this method are lower soil compaction and lower labour and energy costs.

Planting the seed is usually done when the soil and the air are warm enough. For cereals to germinate well two factors must be controlled during planting: depth and rate. Everybody knows the depth of planting the seed to depend largely on the type of the soil and the size of the seed. The coarse seeds of corn and peas are to be planted much deeper than fine seeds of clover or alfalfa. The establishment of high-quality stand is also favoured by a proper seeding rate. Too thick or too thin sowing lowers grain production.

Harvesting is the last cultural practice. Mechanical harvesting helps farmers obtain highest yields of good quality.

Самостоятельная индивидуальная работа.

1) Заполните пропуски:

1. Coarse seeds are planted deeper than 2. For the seedbed to be firm it should be 3. The depth of sowing depends on the seed 4. The new tillage practice is known as 5. To obtain a good stand the grower should use a proper seeding

2) Ответьте на вопросы:

1. What is the first tillage operation?
2. What other tillage operations are necessary before planting? What is minimum tillage?
3. What are the advantages of minimum tillage?
4. What factors are important during planting?
5. What is the last cultural practice?

Практическая работа №33 «Лучший отдых - это...»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Лучший отдых – это...», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Лучший отдых – это...».

Фронтальная работа. Ответить на вопросы:

- Where would you like to travel?
- What kind of transport do you prefer?
- Do you like to go to the sea?

What sport do you prefer?

Where do you play this game?

Do you like any other game?

Do you like to go to the cinema?

Do you like to go to the park?

Работа в группах. 1 группа – те, кто любит путешествовать.

2 группа – те, кто любит заниматься спортом.

Задача – доказать, почему именно этот вид отдыха самый лучший. Каждая группа составляет рассказ и затем зачитывают.

Примеры текстов:

Travelling

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

For some people there is nothing so exciting as traveling, and I'm not an exception. And I'm happy that I have traveled a lot and I hope that every my journey wasn't the last one. First of all, the members of our family usually have long walks in the country. During such walks we see a lot of interesting places, sometimes we meet interesting people. It's useful for all members of our family. At this time we don't think about tickets and there is no need to hurry up.

Travelling by sea is very popular. Large ships and small river boats can visit foreign countries and different interesting places/

Of course, travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through. Modern trains have very comfortable seats.

There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Every year my friend and I go somewhere to the South for holidays. The Black Sea is one of the most wonderful places which attracts holiday-makers all over the world. There are many sanatoriums and tourist camps there. Sometimes, we can place ourselves in a tent on the sea shore enjoying fresh air and the sun all day long.

As a rule, I make new friends there during the trip. In the day-time with new friends we play volleyball, tennis, swim in the warm water of the sea. I like to sit on the beach watching the sea and enjoying the sunset. I'm fond of mountaineering. So I do a lot of climbing together with my friends. Time passes quickly and soon we have to make our way back. We return home sunburnt and full of impressions.

Sometimes I travel by ship. It's wonderful to feel the deck of the ship under the feet, to see the rise and fall of the waves, to feel the fresh sea wind blowing in the face, hear the cry of the sea-gulls. Of course, the voyage isn't exciting for those who are sea-sick.

But I repeat again - the cheapest and enjoyable way to travel - is walking the forest, country.

I love travelling!

Sport in My College

If you want to keep fit you must go in for one kind of sport or another.

Sport is an essential part of my daily life. Every morning all the year round I do my morning exercises. Almost every day I do some training. In summer I go swimming or rowing. During my summer holidays I go on hikes. I usually spend my winter holidays in the country where I ski, skate or toboggan. I also go in for track-and-field (athletics) events.

Different sports and games are popular with my classmates. All my friends go in for different kinds of sport, such as water polo, gymnastics, horse-riding, wrestling, fencing, weightlifting, boxing, ice-hockey, speed-skating, figure-skating, football, basket-ball, volley-ball, etc. We have fine teams at our school and different kinds of competitions take place there. The boys of my school are crazy about football, they play football and the girls are football fans. The girls never miss a single match played by school teams.

And now a few words about our physical training lessons. In winter our physical training lessons are held out-of-doors. We go skiing or skating. When it is cold outside P.T. lessons are held indoors, in our school gymnasium. We play different team-games such as basket-ball or volley-ball. Besides we have some training in gymnastics.

In autumn and in spring, when the weather is warm we have P.T. lessons at our school stadium. My school has a sports day once a year in late spring. On this day we have no lessons. All the competitors change into their sports clothes, the spectators find their seats round the track ready to cheer. All the events take place at the same time. This day is a great success every year. Even if the weather is not warm, we enjoy ourselves just the same.

Практическая работа №34 «Путешествие - способ убежать от реальности»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Путешествие - способ убежать от реальности» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Путешествие - способ убежать от реальности».

Фронтальная работа. Ответить на вопросы:

What are your associations with the word “summer”?

What countries do you know?

How can we travel?

Работа в группах. Каждой группе выдается изображение флага и 2-3 достопримечательностей определенной страны. Задача – составить небольшой рассказ о путешествии в эту страну, не называя ее. Задача остальных учащихся – догадаться, о какой стране идет речь.

План описания путешествия:

We go to...

We can see...

We can visit...

We take...

We go there by...

Чтение. Прочитайте и переведите.

I like to travel. First of all, the members of our family usually have long walks in the country. Such walks are called hikes.

If we want to see countryside we have to spend a part of our summer holidays on hikes. During such hikes we see a lot of interesting places, sometimes we meet interesting people.

It's useful for all members of our family. We take our rucksacks. We don't think about tickets and there is no need to hurry up.

As for me, it's more comfortable to travel by train and by plane. But it's difficult to buy tickets for the plane. That's why we buy our tickets beforehand.

When I travel by plane, I don't spend a lot of time going from one place to another, I like to fly. If I travel by train or by plane my friends see me off at the railway station or in the airport.

I like to travel by car. It's interesting too, because you can see many things in a short time. When we go by car, we don't take tickets. We put all things we need in a car. We don't carry them.

Sometimes we go to the seaside for a few days. As usual the weather is warm and we can swim. It's a pleasure to watch white ships.

So I can say that I enjoy all kinds of travelling very much.

Самостоятельная индивидуальная работа. Ответить письменно на вопросы к тексту.

1. Do you like to travel?
2. How do you like to travel?
3. Do you prefer to travel by sea or by plane?
4. Whom do you like to travel with?
5. Why do we buy tickets beforehand?

Практическая работа №35 «Творчество знаменитых людей»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Творчество знаменитых людей» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Творчество знаменитых людей».

Фронтальная работа. Ответить на вопросы:

1. What kind of music do you like?
2. Do young people like classical music?
3. Can you play any musical instruments?
4. Who is your favourite singer?
5. Which composers do you know?

Чтение монологов. Учащиеся зачитывают заранее подготовленные сообщения о биографии и творчестве музыкантов: Моцарта, Прокофьева, Вивальди, Баха, Чайковского.

Пример:

Wolfgang Mozart is a famous Austrian composer, Mozart was born in 1756 in Salchburg, Austria. His father, a violinist and a composer, noticed wonderful talent of his son and taught him how to play musical instruments and to compose.

Being 4 years old Mozart played the clavier. When he was 5 or 6 years old he started composing music» At the age of 8— 9 Mozart created his first symphonies, and at the age of 10-

11 his first creations for musical theatre.

When he was 6 years old his father decided to take him and his sister to the big cities of Europe. Two children gave concerts in Germany, Austria, France, England, Switzerland» The audience was delighted to see such a small boy playing the clavier.

When he was 14 he was invited to Italy. He could not imagine his life without music.

By the age of 19 he was the author of ten major musical works.

At the age of 26 he moved from his native town to Vienna. Though he didn't have a great success as a composer in Vienne, Mozart wrote many songs, serenades, symphonies.

Burdens of life, poverty and disease speeded up his death. He died at the age of 35.

The real fame came to Mozart only after his death. Many people now know and like his music.

Фронтальная работа. Ответить на вопросы к сообщению.

1. When was Mozart born?
2. How old was he when he started to play musical instruments?
3. When did he start to compose music?
4. What countries did young Mozart visit?
5. When did the real fame come to Mozart?
6. When did he die?

Практическая работа №36 «Современная киноиндустрия»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Современная киноиндустрия» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Современная киноиндустрия».

Самостоятельная индивидуальная работа.

- 1) Разделите слова на три группы: жанры, профессии, прилагательные для описания фильма.

Impressive, producer, wealth, magnificent, sound film, stuffed with, actor, boring, shoot, stunt man, corporation, entertainment, audience, melodrama, western, success, comedy, fights, thriller, unreal things, mystery, suspense, story line, musicals, director, astonishing, costumier, lousy, lose, sound film, sound engineer, aggression, action films, mysterious, screenwriter, rotten, cartoon, cameraman, romantic, documentary, historical films.

- 2) Соотнесите слова и определения:

Western	a film with lots of music and dance.
Fantasy	a film in which unnatural and frightening things happen, such as dead people coming to life, people turning into animals, etc.
Thriller	an action – film about cowboys, horses and gunfights.
Comedy	a film about space travel or life in an imaginary future.
Horror	a film made by funny pictures.
Cartoon	an action film full of violence and crime.
Musical	

Фронтальная работа. Ответить на вопросы:

1. Do you like watching films?
2. Do you go to the cinema?
3. Do you watch films on TV or on a computer?
4. What genres do you know?
5. What is your favourite genre?
6. Do you like love story?
7. What is your favourite love story?
8. Did you watch the new Russian film “Вий”?
9. What is **the** genre of this movie?
10. What do you think about films of different genres?
11. What is your favourite genre and why?
12. Определите жанр фильмов: Titanic, “War And Peace”, Harry Potter, Star Wars, Wild west, Batman.

Чтение. Прочитайте текст и ответьте на вопросы:

Everyone loves a good blockbuster film. They are exciting to watch and often use incredible special effects. Many of the greatest box office hits (кассовые хиты) of all time were made in the 1990s. They include *Toy Story 2* (1999), *Titanic* (1997), and *Jurassic Park* (1993), to name a few. These films had huge budgets and took time to make. However, they also made a lot of money both for the studio and for the actors who starred in them. Russell Crowe was paid \$15 million for his role in the 2000 blockbuster, *Gladiator*. After he won the Best Actor Oskar, he was able to demand as much as \$20 million per film.

1. When were many of the greatest box hits made?
2. What box hits do they include?
3. What film was a blockbuster in 2000?
4. Who played the main role in this film?
5. What prize did Russell Crowe win?

Практическая работа №37 «Музыка - лекарство от грусти»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Музыка – лекарство от грусти» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Музыка – лекарство от грусти».

Фронтальная работа.

1) Ответить на вопросы:

Do you agree with the words of one of the greatest Russian composers?

What sorts of music do you know?

What is your favourite style/singer/group?

Which great composers do you know?

2) Назвать инструменты по картинкам презентации (скрипка, гитара, фортепиано, барабаны и т.д.).

Чтение монологов (заранее подготовленных) о музыкальных инструментах по плану:

1. I like the sound of (a musical instrument).
2. When I hear the (the musical instrument) playing I feel.
3. The instrument was invented by (appeared in).
4. The famous musician who plays(ed) it is (was) .

Чтение. Прочитайте и переведите.

Music is the universal language of the world with some meaning at least for the immense majority of people. It is the mirror of our lives and life problems. People can't live without music.

It is everywhere at home, in a concert hall, in parks at the seaside and even in the forest. Nowadays it thunders out of every high-street shop, hotel, restaurant, public transport.

Music is an art, which reflects life, people's ideas and emotions. There are different musical genres: symphony, concerto, opera, ballet and others.

Some music is difficult to understand, but other's types are not very difficult. Some people have an idea of classical music as of complicated art it's difficult to find the way into it.

As a result of changing times many young people today are gravitating towards new rhythms and new styles. Music is simple, cheerful and up-to-date now. While listening to such music you can dance or just talk to friends.

Music affects our bodies. Some music promotes loving feelings, other – hate. Susan Burghardt said that all music can be divided into 3 types. The 1st is low-energy music that makes you feel bad. The next category is high-energy music that makes you feel better and it can help to normalize heart rate. The 3d category is prayerful music that is the most healing of all. Music is being used in hospitals, and doctors have found that 20 min. of soothing music is often effective than sleeping pills.

Different people prefer different kinds of music. As for me I listen to different kinds, but most of all I prefer pop music.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №38 «Описание любимой картины»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Изобразительное искусство» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Изобразительное искусство».

Самостоятельная индивидуальная работа. Запишите предложения, используя образец:
Gainsborough was a brilliant portraitist.

Bryullov, Shishkin, Surikov, Vasnetsov, Aivasovski

Was a brilliant, Painter of, Nature, Sea-scape, Genre scenes, Battle scenes

Работа в парах. Составить описание определенной картины, используя выражения:
the picture belongs to the brush of ...;

to be executed with great skill;
one could feel the painter's palette;
the picture conveys to me the idea of ...;
it's hard to take one's eyes away from the picture;
the landscape has caught my fancy;
to give food for thought;
to serve to create.

Чтение монологов. Учащиеся по очереди читают заранее подготовленные сообщения о биографиях великих художников. Остальные задают вопросы к сообщениям.

Практическая работа №39 «Государственное устройство в России»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Государственное устройство в России» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Государственное устройство в России».

Чтение. Прочитать и перевести.

The State Power System in the Russian Federation

In 1992 — shortly after the Soviet Union broke up — Russia established a transitional (temporary) government headed by Boris N. Yeltsin. Yeltsin had been elected president of the R.S.F.S.R. in 1991. After the break-up of the Soviet Union, Yeltsin continued to serve as president of Russia. In December 1993, Russia adopted a new constitution that established a permanent government.

Russia is a democratic federative state based on rule of law and a republican form of government. State power in Russia is exercised by the President, the Federal Assembly, the Government and the courts.

One of the basic principles of constitutional government is the division of powers. In accordance with this principle, power must not be concentrated in the hands of one person or one institution, but must be divided among the legislative, executive and judicial branches of power. The division of powers requires that there be a clear delineation of responsibilities and a system of checks and balances so that each branch of power can offset the others.

The President is at the summit of the system of state power. He ensures that all the state institutions are able to carry out their responsibilities and keeps watching over them to ensure that no institution can encroach on another's prerogatives, attempt to usurp power in the country or take over another's powers.

The president of Russia is the government's chief executive, head of state, and most powerful official. The president is elected by the people to serve a four-year term. The president, with the approval of the lower house of parliament, appoints a prime minister to serve as head of government. The prime minister is the top-ranking official of a Council of Ministers (cabinet). The council carries out the operations of the government.

Each institution of state power is only partially responsible for enforcing the Constitution. Only the President has the responsibility of safeguarding the state system, the state's sovereignty

and integrity overall. This is the guarantee that the other state institutions and officials can exercise their powers in a normal constitutional fashion.

The President's place in the state power system is tied to his constitutional prerogatives regarding, above all, the executive branch of power. Legally, the President is distanced from all the branches of power, but he nonetheless remains closer to the executive branch. This closeness is reflected in the specific constitutional powers the President exercises as head of state.

The origins of this constitutional situation lie in the particularities of the way the government is formed in Russia. The Constitution does not link the process of forming a government to the distribution of seats in parliament among the different political parties and fractions. In other words» the party with the majority in parliament could form the government, but the government does not have to be formed according to this principle. Both approaches would be in keeping with the Constitution. But a situation where the governments makeup does not reflect the parliamentary majority can be a source of problems for many aspects of the executive branch's work, especially law-making. Such problems could reduce the effectiveness of the executive branch's work and make it unable to resolve pressing tasks.

In order to overcome such a situation, the Constitution gives the President a number of powers that he can use on, an ongoing basis to influence the government's work. These powers include approving the structure of the federal executive bodies of power, appointing deputy prime ministers and ministers, the right to preside government meetings, exercise control over the lawfulness of the government's action, and direct subordination of the security ministries to the President. The President has the right to dismiss the government or to accept the Prime Ministers resignation, which automatically entails the resignation of the government as a whole.

The President works with two consultative bodies — the Security Council and the State Council. The President chairs these two councils. The system of Presidential power includes the Presidential Plenipotentiary Envoys in the Federal Districts.

Работа в парах. 1) Составить вопросы к тексту и озвучить вопрос-ответ в парах.

2) Составить схему государственной системы нашей страны.

Фронтальная работа. Ответить на вопросы.

1. The head of the state is _____.
2. How is the political system called?
3. The head of the government is _____.
4. The term (срок) of office of the president is _____.
5. Legislative power consists of _____.
6. Executive power consists of _____.
7. Judicial power consists of _____.

Практическая работа №40 «Государственное устройство в Великобритании и в США»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Государственное устройство в Великобритании и в США» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Государственное устройство в Великобритании и в США».

Самостоятельная индивидуальная работа.

1) Заполнить таблицу.

	Russia	The USA	The UK
1. The head of the state			
2. How is the political system called?			
3. The head of the government			
4. The term (срок) of office of the president			
5. Legislative power			
6. Executive power			
7. Judicial power			

2) Выбрать правильные ответы:

1. In Great Britain is the head of state.

- a) the Prime Minister b) the Monarch c) the President

2. In the USA..... is the head of state.

- a) the President. b) the Prime Minister c) the Vice President

3. In Great Britain is the head of government.

- a) the Monarch b) the Prime Minister c) the President

4. In the USA is the head of government.

- a) the Vice President b) the Prime Minister c) the President

5. In Great Britain..... represents the legislative branch.

- a) the Cabinet b) the House of Commons c) Parliament

6. In the USA..... represents the legislative branch.

- a) the Administration b) Congress c) the Senate

7. In Great Britain..... represent(s) the executive branch.

- a) the Prime Minister with cabinet and non-cabinet ministers

b) the House of Commons

c) the House of Lords

8. In the USA represent(s) the executive branch.

- a) the Senate b) the President and his Administration c) Congress

3) Заполните пропуски:

1. The British Parliament consists of two chambers: the ... of Lords and the ... of Commons
2. The ... power is exercised by Prime Minister and his Cabinet
3. The two leading parties in Great Britain are the Conservative (the Tories) and the ...
4. The job of Congress is to make laws. The President can ... a bill.
5. The Congress can declare ...
6. The judicial branch works together with the legislative and executive branches to ... the Constitution and the ... rights of people

Практическая работа №41 «Правовые институты в России»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода по теме «Правовые институты в России» развитие интереса учащихся к изучению английского

языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Правовые институты в России».

Чтение. Прочитайте и переведите.

Legal system of Russia — set of the national law system and international legal obligations of the Russian Federation, the legal culture of Russian society, and the prevailing legal practices.

Sources of law are the Constitution, Federal constitutional laws, Federal laws, decrees and orders of the President of the Russian Federation, decisions and orders of the Government of the Russian Federation, departmental acts of Federal bodies of Executive power, the Constitution (statutes) of constituent entities of the Russian Federation, laws of constituent entities of the Russian Federation, acts of the Executive authorities of the constituent entities of the Russian Federation, acts of local governments; the sources of law are international treaties and agreements, if they were duly ratified.

The Constitution is the primary source of law in Russia, the principles which must comply with all other legal norms (part 1 of article 15 of the Constitution of the Russian Federation). Any act contrary to the Constitution null and void in the part of conflicting rules and should be either repealed or modified.

Institutions of law of the Russian Federation:

civil (civil law)

criminal (criminal law)

constitutional (constitutional law)

administrative (administrative law)

Работа в парах. Составить вопросы к тексту и озвучить вопрос-ответ в парах.

Практическая работа №42 «Цифры. Числа»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Цифры. Числа» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Цифры. Числа».

Фронтальная работа. Ответить на вопросы, учитывая следующую информацию:

Использование *and*.

And используется после слов *hundred/thousand*, если за ним следует число меньше 100.

Телефонные номера.

Читаются как отдельные цифры; *ноль* обычно читается как *oh*, а перед повторяющимися цифрами произносится слово *double*: *055-oh double five*.

Цены.

Цены читаются таким образом: *&1.82-one (pound eighty-two)*, *\$99.99-ninety-nine (dollars) ninety-nine*, *99p.ninety-nine pence*.

Номер паспорта или удостоверения личности.

Обычно это сочетание цифр и букв и каждая буква и цифра читается индивидуально.

Вопросы:

Прочитать вслух по-английски:

1) цифры: 151, 345, 657, 3031, 4068;

2) телефонные номера: 8937457821, 23207, 88462430908;

3) цены: \$51.50, \$235.05.

Самостоятельная индивидуальная работа. Соотнесите цифры с числами:

What time does the train leave?	07700 984 361
How far is it to Moscow?	27 kilos
How long is the flight?	1,915 km
How much does it cost?	13.45
What's your credit card number?	17,5%
What's the expiry date?	About 11/2 hours
How much does it weigh?	6356 5055 5137 9904
What's your mobile number?	&34.99
What's the rate of VAT?	02/14

Аудирование. Прослушайте диалог и ответьте на вопросы.

1. Where is it taking place?
2. Who are the people?
3. Where does the man want to travel to?
4. What is the problem?

Диалог

A Good morning. Where are you flying to?

B Dubai.

A And how many bags do you want to check in?

B Just this one.

A Fine. Put it on the scales, please...Oh dear.

B What's the matter?

A I'm afraid it's overweight. It's nearly 30 kilos and you are only allowed 23.

B What can I do?

A Well, you can pay for excess baggage. The rate is erm-&18.75-that's 37 per kilo.

B So 7 times &18.75 that's er.

A That's 131.25 or \$259.

B Goodness. That's a fortune but I'll just have to pay it.

A OK.And just one piece of hand luggage?

B Yes, just this bag.

A That's fine. Here's your boarding pass. You're boarding from Gate 6 at 9.20.The gate will be open 45 minutes before the flight. Have a good journey.

B Thank you.

Практическая работа №43 «Математические действия»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Математические действия» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Математические действия».

Самостоятельная индивидуальная работа.

1) Сопоставьте с правильными ответами:

1) 45: 5	2) 9-6	a) eighty-five	b) fifty-four
3) 29-12	4) 73+12	c) nine	d) seventeen

2) Решите задачи:

Пример: (a) $98.4 \cdot 5 = 492$ $492:12 = 41$

- a) Multiply 98.4 by 5 and divide the answer by 12. _____
- b) Add 33.5 to 26.35 and subtract 45.8 from the answer. _____
- c) Divide 40.5 by 5, and multiply the answer by 8. _____
- d) Add 235.08 to 51.73, and subtract the answer from 326.2. _____
- e) Subtract 54.93 from 85.01. Add 2.27. Subtract the answer from 61.9. _____

3) Прочитайте, переведите и решите задачу:

In the street I live there are two hotels. In each hotel there are five floors. On each floor there are ten rooms. In each room there is a bathroom. In each bathroom there are two bars of soap. Then one day a thief steals half the soap bars. How many bars of soap are left in the room?

4) Запишите ответы:

$9 \cdot 9 = ?$ $25:5 = ?$ $90-5 = ?$

Практическая работа №44 «Современное оборудование»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Современное оборудование» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Современное оборудование». Просмотр презентации о сельскохозяйственном оборудовании.

Самостоятельная индивидуальная работа.

Ответить на вопросы:

Answer the questions: What is agriculture?

What machinery do we call agricultural?

Which are two main types of tractors?

Since what time did the Soviet Union begin the mass production of tractors?

When did Russia start production of the first tractor with a closed cabin S-80?

When was Concern Tractor plants founded?

Чтение. Прочитать и перевести.

Having a computer, a farmer can quickly and easily calculate the required for planting the number of seeds and amount of fertilizer, plan your budget and keep track of livestock. The computer system can plan crop rotations, to calculate an irrigation schedule of crops, to control supply of livestock feed and perform many other useful functions.

We are witnessing a technological revolution in agriculture, computers and individual microsensors allow you to control status and each individual animal and plants. This frees up significant financial and human resources dramatically improves the quality of human life.

Работа в парах. 1) Придумать заголовок к тексту.

2) Составить вопросы к тексту и озвучить вопрос-ответ в парах.

Практическая работа №45 «Сельскохозяйственные работы»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Сельскохозяйственные работы» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Сельскохозяйственные работы».

Чтение. Прочитайте и переведите.

Cultural practices

Before planting a grower has to perform some tillage operations that insure proper environment for germination. The first tillage operation is plowing. It may be done either in the fall or in spring, depending on the crop and the region. Harrowing and rolling are the operations that are known to insure a level and firm seedbed. Nowadays the traditional tillage practices are increasingly replaced by minimum tillage. Under minimum tillage the number of operations is reduced. Farm machines can prepare the soil, apply fertilizers, and plant the seed in one operation. Main advantages of this method are lower soil compaction and lower labour and energy costs.

Planting the seed is usually done when the soil and the air are warm enough. For cereals to germinate well two factors must be controlled during planting: depth and rate. Everybody knows the depth of planting the seed to depend largely on the type of the soil and the size of the seed. The coarse seeds of corn and peas are to be planted much deeper than fine seeds of clover or alfalfa. The establishment of high-quality stand is also favoured by a proper seeding rate. Too thick or too thin sowing lowers grain production.

Harvesting is the last cultural practice. Mechanical harvesting helps farmers obtain highest yields of good quality.

Работа в парах. Составить вопросы к тексту и озвучить вопрос-ответ в парах.

Самостоятельная индивидуальная работа.

1) Заполните пропуски:

1. Coarse seeds are planted deeper than 2. For the seedbed to be firm it should be 3. The depth of sowing depends on the seed 4. The new tillage practice is known as 5. To obtain a good stand the grower should use a proper seeding

2) Назовите русские эквиваленты интернациональных слов:

Situation, unbalanced, effectively, aeration, progressive, automatically, irrigation, importer, limited, unlimited, economist.

Практическая работа №46 «Физические явления»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Физические явления» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Физические явления».

Чтение. Прочитайте и переведите.

Science is important to most people living in the modern world for a number of reasons. In particular, science is important for world peace and understanding, for understanding of technology, and for our understanding of the world.

Science is important for world peace in many ways. On the one hand, scientists have helped to develop many of the modern tools of war. On the other hand, they have also helped to keep the peace through research, which has improved life for people. Scientists have helped us understand the problem of supplying the world with enough energy; using energy of the sun and of the atom. Scientists have also analysed the world's resources. Scientists study the Universe and how to use its possibilities for the benefit of men.

Scientists are also important for everyone who is affected by modern technology. Many of the things that make our lives easier and better are results of advances in technology. In some cases, such as technology of producing salt from ocean water, technology may be essential for our lives on Earth.

Scientists are learning to predict earthquakes, to study many other natural events such as storms. Scientists are also studying various aspects of human biology and the origin and development of the human race. The study of the natural world may help improve life for many people all over the world.

Basic knowledge of science is essential for everyone. It helps people to find their way in the changing world.

Работа в парах. 1) Придумать заголовок к тексту.

2) Составить вопросы к тексту и озвучить вопрос-ответ в парах.

Чтение. Прочитайте и переведите.

Electric circuit.

This is a circuit. Its elements are a voltage source, a resistor and a conductor. The circuit consists of a voltage source, a resistor and a conductor. A voltage source supplies current. A resistor reduces current. A conductor connects the elements of the circuit. Compare circuit a with Circuit "b". What is the difference between them? Circuit passes through circuit "a" while no current passes through circuit "b". Circuit "b" has an open. No current through circuit "b" results from an open. An open and a short are troubles in a circuit.

Самостоятельная индивидуальная работа. Продолжите высказывания, выбрав правильные варианты:

1. Circuit a consists of

- a) resistors and conductors.
 - b) a voltage source and resistors.
 - c) a voltage source, a resistor and a conductor.
2. A voltage source
- a) conducts current.
 - b) reduces current.
 - c) supplies current.
3. A conductor
- a) connects the elements.
 - b) supplies voltage.
 - c) conducts current.
4. A resistor
- a) connects the elements.
 - b) supplies current.
 - c) reduces current.
5. No current results from
- a) an open.
 - b) a short.

Практическая работа №47 «Природные явления»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Природные явления» развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Природные явления».

Чтение. Прочитайте и переведите.

The term “nature” includes all around us: trees, lakes, mountains, seas, animals, flowers, etc. So, nature is something special not controlled by humans. How marvelous and rich nature is!

Human beings have been closely attaching to nature since time out of memory. In period of paganism people were frightened of such natural sources as storm, thunder, earthquake and downpour. That’s why they made some sacrifices to the mother-nature because ancient people believed it could gain nature’s favour and make their life easier and better.

In our century the attitude to it has been changed. People learned to read the sky, avoid dangerous results of “nature’s rage” and explain all the phenomena scientifically. Now people know how to deal with nature for personal use – they created hydro-electric power stations, solar batteries, lighting conductors, successful agriculture systems and other interesting things. We use natural resources permanently and it helps us survive, but they are not endless and we should not forget to take care about it.

Sometimes we forget about beauty and richness of nature around us because we are just used to thinking about ourselves and vested interests. You can notice many miracles if you pay attention

to them: twitter of birds, sounds of rain and wind, great mountains, green hills and bright sunlight.

I guess that the nature can be compared with a piece of art or even a master who creates all these beautiful and fantastic things around us. Nature is responsible for our mood and can make us happy and inspired or sad and depressed. Probably, indescribable waterfalls, eye catching meadows with flowers, mysterious mountains attract people's attention because human being is just a small part of nature and can't exist separately from it.

Работа в парах. 1) Придумать заголовки к тексту.

2) Составить вопросы к тексту и озвучить вопрос-ответ в парах.

Чтение монологов. Учащиеся читают заранее подготовленные сообщения о различных природных явлениях. Пример сообщения:

Hurricanes

There are many violent and destructive storms in nature and hurricane is one of them. It is a form of a tropical cyclone, which normally hits the north or south shores of America. In Asia or the Far East cyclones are relatively milder and are known as "typhoons". The cyclone itself is clearly visible from space and has a spiral shape with a hole in the middle - "the eye of the storm". Surprisingly, it is very calm and clear in it with a low air pressure. Depending on a number of factors, hurricanes can come in impressive sizes. Some of them can be up to 600 miles across with strong spiraling winds. They usually use warm, moist air as fuel. That's why they are formed over warm ocean waters near the equator. Tropical cyclones weaken when they hit the land, as they get no longer energy from the warm currents of water. However, when they move far inland, they can cause lots of wind damage. There are a few satellites above the Earth's surface that keep their eyes on hurricanes. These satellites help weather forecasters to predict severe storms and warn people in advance about the danger. The largest loss of life is usually caused by flooding and storm surge rather than by winds. One of the deadliest hurricanes ever hit the United States at the beginning of the 20th century. This hurricane killed more than ten thousand people due to the high storm surge and lack of warning. Today the forecasters try to be more attentive and to predict the amount of storm surge that might affect coastal areas. It is interesting that the storms which were formed south of the equator spin clockwise, while those formed north of the equator spin counterclockwise. This difference is due to the Earth rotation on its axis.

Практическая работа №48 «Химические понятия»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Химические понятия», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

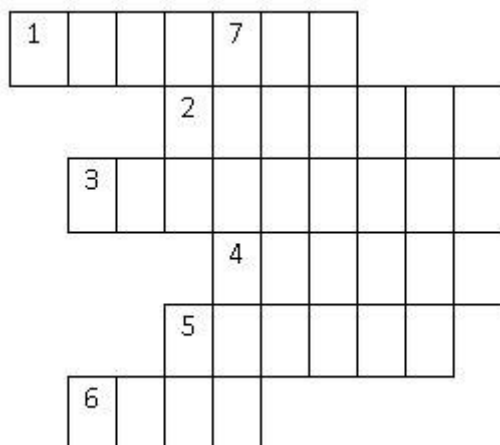
Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Химические понятия».

Фронтальная работа. Ответить на вопросы:

1. It is the seventh chemical element of the periodic table. It is in the cell between carbon and oxygen. (Nitrogen)
2. It is the first element in the group of halogen gases. (fluorine)
3. It is one of those elements that you will never find free in nature. It is very reactive. (Phosphorus)
4. It is the eighth element of the periodic table and in the second period. (Oxygen)

Работа в парах. Разгадать кроссворд.



1. This element has atomic number of 14. (silicon)
2. This element is of 4 period 2 group A (calcium)
3. It has 1 proton. (hydrogen)
4. This element has atomic mass of 137,34. (barium)
5. This element's symbol is Cu. (copper)
6. This element is 4 period 8 group B. (iron)
7. What is the seventh element? (carbon)

Ролевая игра. «Правила техники безопасности при работе в химическом кабинете»

Игровая цель: Кто больше ошибок заметит у лаборанта. Лаборанты (подготовленные ученики) показывают жестами и мимикой опыты. Учащиеся должны находить ошибки и отвечать после каждого действия лаборанта. Подсказка дается на английском языке.

Подсказка 1 действие. Dont touch substances by hands and taste it! 2 действие. If you catch a smell of substances, you mustnt approach a cup to face. 3 действие. Dont light a spirit lamp by other one, because alcohol can spill and became a fire 4 действие. When heating its necessary to direct hole test tubes aside from itself 5 действие. You must close a cap to stop flame 6 действие. Dont pour out the remains of substances and pour in vessel with pure substances

1 действие. Ученик трогает вещество руками и проверяет на вкус (Вещества нельзя брать руками и проверять их на вкус). 2 действие. Ученик при выяснении запаха веществ подносит сосуд близко к лицу. (При выяснении запаха веществ нельзя подносить сосуд близко к лицу, нужно ладонью руки сделать движение от отверстия сосуда к носу) 3 действие. Спиртовку зажигает от другой спиртовки (Пользуясь спиртовкой, нельзя ее зажигать от другой спиртовки, ибо может пролиться спирт и возникнет пожар) 4 действие. Ученик при нагревании пробирки, направляет ее отверстие в сторону себя. (При нагревании нужно направлять отверстие пробирки в сторону от себя и соседей) 5 действие. Тушит пламя спиртовки дуновением. (Чтобы погасить пламя спиртовки, ее следует закрыть колпачком). 6 действие. Остатки веществ вливает обратно в сосуд с чистыми веществами. (Остатки веществ не надо высыпать и не вливать обратно в сосуд с чистыми веществами).

Работа в парах. Даны характеристики веществ на английском языке. Необходимо определить, какое это вещество и по формуле рассчитать относительную молекулярную массу этого вещества.

1) It is a white solid substance, it hasnt got a smell, it solutions quickly in the water. We are used it in our meals, every day. 2) It is a white solid substance, it hasnt got a smell, it solutions quickly in the water. This substance usually we are add it in paste. 3) Its a liquid substance,

without smell and colour, it usually was in three aggregate conditions. Life is not exist without it.

1) Белое твердое вещество, не имеет запаха, быстро растворяется в воде. Каждый день мы употребляем это вещество в еде. (Хлорид натрия - поваренная соль NaCl). 2) Белое твердое вещество, не имеет запаха, быстро растворяется в воде. Это вещество используем как разрыхлитель теста. (Сода - гидрокарбонат натрия NaHCO₃). 3) Жидкое вещество, без цвета и запаха, находящееся в 3-х агрегатных состояниях. Без него не существует жизнь. (Вода H₂O) .

Работа в группах. Каждой из трех групп необходимо ознакомиться с текстом и понять, о чем идет речь, затем пересказать на русском языке.

Текст №1.

A diamond is crystalline modification of pure carbon. The word 'diamond' is from Greek, it means 'hardest steel' or 'hardest substance'. Everyone knows diamonds are hard and beautiful, it is a brilliant precious stone, but did you know a diamond could be the oldest material you might own? While the rock in which diamonds are found may be 50 to 1,600 million years old, the diamonds themselves are approximately 3.3 billion years old. Diamonds also may be formed under the high pressures and temperatures at the site of meteorite impacts. Diamond is made up of repeating units of carbon atoms joined to four other carbon atoms. The structural unit of diamond consists of 8 atoms, fundamentally arranged in a cube. This network is very stable, that is why diamonds are so very hard and have a high melting point. They are used in industry, they are the best and the most expensive jewelry.

Текст №2.

Graphite is the second allotropic modification of a carbon. It is soft, black substance. Since early times people used pieces of soft mineral, graphite, as a writing instrument. Graphite has a stratified, scaly structure. During the friction graphite loses its layers and leaves them on objects. The origin of the word "graphite" comes from Greek "grafo" which means "write". Later people began to make sticks out of graphite. To protect hands from graphite they started to cover graphite sticks with different materials. The evolution of graphite writing instrument has brought to the creation of a pencil which we still use. Graphite is used as a crucible for melting metals, in pencils, for rust protection, for lubrication, and as a moderator for slowing neutrons for atomic fission.

Текст №3.

FULLERENES, a group of specific molecules, consisting only of atoms of carbon, which form a framework out of 12 pentagons and a few hexagons. Fullerenes are a family of carbon allotropes, molecules composed entirely of carbon, in the form of a hollow sphere, ellipsoid, tube, or plane. These combinations got their name after engineer and designer R. Buckminster Fuller. The fullerene was discovered in 1985 at the University of Sussex and Rice University, who named it after Richard Buckminster Fuller. As the discovery of the fullerene family came after buckminsterfullerene, the shortened name 'fullerene' was used to refer to the family of fullerenes. Fullerene have unusual chemical and physical properties. So, at high pressure C₆₀ becomes hard, as a diamond. Due to this property of C₆₀ it is possible to use it as a hard greasing substance.

Практическая работа №49 «Химия в агрономии»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Химия в агрономии», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Химия в агрономии».

Чтение. Прочитайте и переведите.

Fertilizer research is currently focusing on reducing the harmful environmental impacts of fertilizer use and finding new, less expensive sources of fertilizers. Such things that are being investigated to make fertilizers more environmentally friendly are improved methods of application, supplying fertilizer in a form which is less susceptible to runoff, and making more concentrated mixtures. New sources of fertilizers are also being investigated. It has been found that sewage sludge contains many of the nutrients that are needed for a good fertilizer. Unfortunately, it also contains certain substances such as lead, cadmium, and mercury in concentrations which would be harmful to plants. Efforts are underway to remove the unwanted elements, making this material a viable fertilizer. Another source that is being developed is manures. The first fertilizers were manures, however, they are not utilized on a large scale because their handling has proven too expensive. When technology improves and costs are reduced, this material will be a viable new fertilizer.

Работа в парах. 1) Придумайте заголовок к тексту.

2) Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Работа в группах. Задача каждой группы – ознакомиться с текстом, понять, о чем идет речь, затем пересказать на русском языке.

Текст №1.

Natural fertilizer (organic fertilizer) includes biodegradable compounds such as green manure, animal waste and compost. In other words, application of any natural organism or element for the improvement of soil fertility is referred as the natural fertilizer. Natural fertilizers release chemicals slowly to the soil. Therefore, they are suitable for long-term crops such as perennials. On the other hand, natural fertilizers are enriched with micronutrients other than macronutrients. At present micronutrients are a limitation factor of the fertilizer application. Therefore, there is a high demand for organic fertilizer. On the other hand, natural fertilizers include more nutrients together. Also, natural fertilizer minimizes the negative environmental impacts. Natural fertilizers are cheaper than artificial fertilizer. They have minimum health hazards. Therefore, they are applicable in environmentally sensitive areas, such as home gardens. Since organic fertilizer improves the soil texture and the water holding capacity of the soil, it prevents soil erosion.

Текст №2.

Chemical fertilizer is synthetic fertilizer that is made out of non-degradable elements. This fertilizer comprises with one or two essential growth nutrients. It releases chemicals quickly. Therefore, this is suitable for fast growing crops or annual crops. During the manufacturing process chemical fertilizer incorporates with acids, which causes environmental hazards. Urea, MOP (muriate of potash), superphosphate and diammonium phosphate are frequently used in crop cultivation. There are some disadvantages of chemical fertilizer. Some of them are excessive in vegetation growth (eutrophication), they increase the acidity of the soil and inhibit the microbial growth in soil. On the other hand, some plants cease their fruit setting due to excessive nutrient availability. There are advantages of chemical fertilizer as well. It ensures the uniform application all over the field. It can immediately recover nutrient deficiency in plants. Also, chemical fertilizer can precise the required quantity of fertilizer for a plant (for economical purposes).

Самостоятельная индивидуальная работа. Ознакомиться с текстом и заполнить таблицу.

What is the difference between Natural and Chemical Fertilizers?

- Chemical fertilizer and organic fertilizer are branches of fertilizer. Their common feature is providing nutrients to plants. Therefore, both of them improve the productivity of soil.
- Natural fertilizers such as manure, animal waste, and compost are considered as organic fertilizer. Fertilizers that synthesize are chemical fertilizers.
- Natural fertilizer includes several nutrients together while chemical or artificial fertilizer incorporates only one or two nutrient.
- On the other hand, natural fertilizer is rich with micronutrients but, chemical fertilizer lacks micro-nutrients.
- There are some advantages of natural or organic fertilizer. They are environmental friendly, improve the soil texture and water holding capacity, minimize the soil erosion and have some alternative benefits such as enhancing microbial growth and applicable as a mulch.
- Chemical fertilizer releases nutrients faster. Therefore, it is suitable for fast growing crops like annual crops. It ensures the uniform application of nutrients all over the field. It can immediately recover nutrient deficiency of a plant.
- Disadvantages of chemical fertilizer include eutrophication, inhibition of microbial growth and increasing acidity of the soil. Also, natural fertilizer has disadvantages including, slow releasing of nutrients and difficult to precise the quality and the quantity of available nutrients.

	Natural fertilizers	Chemical fertilizer
What is it? (Что из себя представляют).		
advantages (преимущества)		
disadvantages (недостатки)		

Практическая работа №50 «Природа нашего региона»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Природа нашего региона», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Природа нашего региона».

Работа в группах. Задача каждой группы – ознакомиться с текстом, придумать заголовок и пересказать на русском языке.

Текст №1.

Samara region is located in the middle reaches of the Volga divides the oblast into two parts. Its total area is 53.6 thousand square kilometers. In southern stretches of the Volga steppes. The right Bank and the Northern part of the left Bank located in the zone of forest-steppes.

Samara region is located in the zone of influence of the Asian continent. This region is intensively heated in the summer and cools in the winter. The influence of Atlantic air masses weakens the fluctuations of temperatures. The environment of the Samara region is snowy and cold winter, short spring, dry and hot in the summer. Winter lasts from 150 to 155 days, and the summer-from 140 to 147 days. The average temperature in summer is +10градусов Celsius. The abundant rainfall in the North of Samara TRANS-Volga region, least of all accounted for by the southern steppes. In summer, quite frequent are winds and high dust levels.

Текст №2.

More than twenty percent of the region's territory is covered with forests. Among them are many of the oak forests, pine forests and deciduous forests. The most common breed is the pine. It employed 40 percent of the area of the forest. Common oak, maple, Linden, birch, poplar and elms. Rarely comes across willow, black alder stands. Growing everywhere Osinniki. On relatively fertile soils grow lime forest. At the same time, the forest consists entirely of birch trees, in the Samara region practically do not occur.

In the Samara region particular widespread step: North meadow and feather grass-fescue and mixed grass, and also features rocky, sandy and shrub steppes. Many species growing here are endangered species.

In Samara region there are species of plants that grow only in a certain area. For example: the Volga hawthorn, spurge, sunflower or Zhiguli.

Текст №3.

The fauna in the region is represented exclusively widely. This diversity was due to diversity of natural conditions. For this reason in the Samara region it is possible to meet the typical inhabitants of the taiga, mixed and deciduous forests of the steppe people as well as visitors from the tundra and semi-desert. So, elks and wild boars, white Arctic owl, tundra and willow ptarmigan, bustards, many of jerboa, corsac foxes, mole rats and many others.

In the forests and forest steppes are the home to many elk, deer, wild boars, badgers, weasels. Widely represented birds such as black grouse, hazel grouse, nutcrackers, jays. Almost everywhere, hares (hare and hare), foxes, polecats. In the forests settled in red deer.

In the spring in Samara oblast arriving warblers, starlings, flycatchers, warblers, Orioles, cuckoos, rollers. Wintering sparrows, bullfinches, waxwings, Tits and finches.

In reservoirs there are about fifty species of fish. The most common bream, Rudd, tench, roach, gudgeon, carp.

Чтение монологов. Учащиеся читают заранее подготовленные монологи о растениях и животных нашего региона, занесенных в Красную книгу.

Практическая работа №51 «Природные катастрофы»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Природные катастрофы», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Природные катастрофы». Просмотр презентации об экстремальных природных явлениях.

Самостоятельная индивидуальная работа. Заполните пропуски, используя глаголы в скобках в Past Simple. Переведите текст.

On December 26th 2004, no one 1) _____ (**expect**) that a terrible disaster 2) _____ (**have to**) take place. At 8:00 am local time, an undersea earthquake 3) _____ (**occure**) off the west coast of Sumatra, Indonesia. The natural tremor 4) _____ (**result**) in a destructive tsunami which 5) _____ (**hit**) Indonesia, Sri Lanka, India and Thailand. The force from these massive waves 6) _____ (**cause**) roads to crack and buildings to collapse. Despite the fact that several countries quickly 7) _____ (**send**) rescue teams to the area to search for and treat survivors almost 230,000 people 8) _____ (**die**) that day.

Чтение. Прочитайте и переведите.

Natural disasters such as flood, fire, tornado, earthquake, tsunamis are becoming more and more frequent on our planet. In short description a natural disaster is a result of a natural hazard, which has a negative effect on human beings. These geologic processes can lead to serious consequences such as loss of life, property damage, economic problems. Certain areas are more exposed to natural disasters. For example, most of New Zealand's coastline is exposed to tsunami hazard, while the Far East region is exposed to floods. Being aware of possible dangers, people should be prepared to protect themselves, their families and communities. Two important preparation steps are the developing of emergency plan and assembling a supply kit. However, all the known disasters have unique nature and should be approached separately. Some of the common natural hazards are as follows: earthquake, flood, drought, heat wave, hurricane, volcanic eruption, hailstorm, tornado, tsunami, landslide, wildfire, blizzard. I'd like to tell you a bit more about floods, hurricane and earthquakes. A flood is an overflow of water that submerges land. In severe cases it can result in human and animal deaths. Very often the crops are destroyed, which brings famine. A hurricane is a severe tropical cyclone or storm that often occurs in certain parts of the Atlantic and Pacific Oceans. This destructive hazard can lead to changes in weather and economy. It can also result in heavy rains, thunderstorm, flood or even tornado. An earthquake is the result of a sudden collision among the tectonic plates of the Earth. Such collision leads to massive and occasionally deadly vibrations. However, learning about these specific threats and the measures, which should be taken, can save many lives.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №52 «Научно-технический прогресс и сельское хозяйство»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Научно-технический прогресс и сельское хозяйство», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Научно-технический прогресс и сельское хозяйство».

Работа в группах. Задача каждой группы – ознакомиться с текстом, придумать заголовок и пересказать на русском языке.

Текст №1.

In the field of crop production the main directions of scientific-technical progress are:

- development of modern breeding methods based on approaches of transgenesis, genetic engineering, molecular genetics, new concepts of the formation of quantitative traits of productivity, approaches of selection at the level of the creation on their basis of new varieties and hybrids, resistant to biological and abiotic stresses of the environment with high production potential;
- development of ecologically viable and economically feasible technologies of cultivation of agricultural crops, providing the stable yields;
- the development of systems of seed production to ensure the reproduction of varietal characteristics and to obtain stable yields of grain quality.

Текст №2.

In the field of animal husbandry, technological progress can significantly increase the productivity of livestock and poultry, reduce the period of growing and fattening to improve meat quality, reduce production costs.

Livestock development is projected due to the intensification precocious livestock industries (pork and poultry), as well as encourage production on farms and personal subsidiary farms of the population. To achieve these goals is possible only if the state and collective farms with feed, equipment and other material resources at affordable prices.

In the future, in the field of fodder production and feeding of animals in Russia are also expected to further increase on-farm range and improve the composition of feed, the increased use of chemical additives, granular and piketirovanijah feed. Will increase already started in the beef cattle and pig breeding, the process of transition to an industrial method of organization of large-scale production for example, modern broiler industry.

Чтение. Прочитайте и переведите.

Agriculture in the United Kingdom uses around 71% of the country's land area and contributes about 0.6% of its gross value added. The UK produces less than 60% of the food it eats and the industry's share of the national economy is declining. Despite skilled farmers, high technology, fertile soil and subsidies, which primarily come from the European Union, farm earnings are low and falling, mainly due to low prices at the farm gate. With each generation, fewer young people can afford the increasing capital cost of entry into farming and more are discouraged by low earnings. The average age of the British farm holder is now 59. Recently there have been moves towards organic farming in an attempt to sustain profits, and many farmers now supplement their income by diversifying activities away from pure agriculture. Now, biofuels present new opportunities for farmers against a background of rising fears about fossil fuel prices, energy security, energy sustainability, and climate change. There is increasing awareness that farmers have an important role to play as custodians of the British countryside and wildlife. The high cost of entry into farming presents a significant barrier. Land prices in the United Kingdom are high. Local authorities recognise this and some offer smallholdings intended to allow those with skill or training but little capital to set up as tenant farmers. Nevertheless, this provision is shrinking and there is an increasing shortage of farmland to let. The total area on agricultural holdings is about 17.1 million hectares (43 million acres), or 18.3 million including rough grazing land, of which 6.2 million hectares (15.3 million acres) are croppable. During the growing season about half the croppable area is devoted to cereal crops, and of the cereal crop area, more than 65% is wheat. There are about 31 million sheep, 10 million cattle, 9.6 million poultry and 4.5 million pigs. These are arranged on almost 327,000 agricultural holdings, on which the average farmable area is around 54 hectares (130 acres) each. About 70% of farms are owner-occupied or mostly so, the remainder being tenant farmers. Farmers represent an ageing population, partly due to low earnings and barriers to entry, and there are ongoing difficulties in recruiting young people into farming. The average farm holder is now 59 years old. British farming is intensive and highly mechanised, but the country is so heavily populated that it cannot supply its own food needs. The United Kingdom is a net importer of food, producing only 59% of the food it consumes.

Самостоятельная индивидуальная работа. Подберите эквиваленты следующим интернациональным словам:

population, independent farms, grazing land, tractor, gross value added, organic farming, croppable, biofuels, agriculture, arranged, smallholdings.

Практическая работа №53 «Агроном – главный проводник науки в сельском хозяйстве»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Агроном – главный проводник науки в сельском хозяйстве», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Агроном – главный проводник науки в сельском хозяйстве». Просмотр презентации «Профессия агроном».

Работа в группах. Первая группа готовит сообщение о преимуществах профессии агронома, вторая – о недостатках. Примерные тексты сообщений:

Advantages:

- interesting and diverse work
- rich research activities
- often work outdoors
- career growth, development of methodological and scientific literature
- obtaining high administrative and Executive posts

Disadvantages:

- great physical and mental costs
- irregular hours associated with prolonged stay in the fields even in summer, business trips are possible
- verbally be responsible for the removal of a good harvest

Чтение. Прочитайте и переведите.

What is Agronomy?

The term agronomy is derived from Greek words “AGRO” meaning field & “NOMO” meaning to manage.

Definition of agronomy:

1. Agronomy is branch of agril science which deals with principles & practices of soil, water & crop management.
2. It is branch of agril science that deals with methods which provide favorable environment to the crop for higher productively,
3. It deals with the study of principles and preaches of crop production and field management.
4. It is the study of planet in relation to soil and climate. It deals essentially with all aspects of soil, crop and water management to increase productively of crops.

Principles of agronomy deal with scientific facts in relations to environment in which crop are produced

Scope of agronomy:

Agronomy is a dynamic discipline with the advancement of knowledge and better understanding of planet & environment, agril. Practices and modified of new practices developed for high productively as follows:

1. Proper methods of filling the lands.
2. Suitable period for its cultivation.
3. Keeping farm implements in good shape and managing field crops in a efficient manner as experienced farmer.
4. Management of crops, live stock & their feedings.
5. Care and disposal of farm & animal products like milk & eggs.
6. Proper maintenance of accounts of all transactions concerning farm industry.
7. Availability of chemical fertilizers has necessitated the generation of knowledge on the method.
8. Availability of herbicides for control of weeds has led to development for a vast knowledge about selectivity, time & method of its application.

9. Water management practices.
10. Intensive cropping.
11. New technology to overcome the effect of moisture stress under dry land condition.
12. Packages of practices to explore full potential of new varieties of crops.

Restoration of soil fertility, preparation of good seedbed, use of proper seed rates, correct dates of sowing for each improved Variety, proper methods of conservation & management of soil moisture & proper control weeds are agronomic practices to make our finite land water resources more productive.

With the growth of other allied agril sciences, the present day agronomy not only embodies the act of soil management of crop production and obtaining maximum production at minimum cost but also establishing new facts and applying scientific knowledge to practical problems.

The emphasis of agronomy is now more towards the scientific study of the behavior of plant under the different environmental conditions like varing soils and climate, irrigation, fertilization etc. by conducting well laid out experiments in the fields, pots & laboratories.

It is also involves application of research in the field or forming suitable packages of practices under a given set of conditions.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №54 «Экологические проблемы мирового масштаба»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Экологические проблемы мирового масштаба», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Экологические проблемы мирового масштаба».

Чтение. Прочитайте и переведите.

World Problems of Ecology

Until recently the planet was a large world in which human activities and the nature were in balance. Acid rain, global warming, ozone reduction, widespread desertification and species loss: we have to face them now.

Ecology and economy are very closely connected. First economy influenced the state of our environment. Now we have to face degradation of soils, water, atmosphere and forests. Millions of trees are dying in Germany's Black Forest and thousands of lakes in Sweden are so acidic that nothing can live in them. In Scotland farmers complain that acid rains kill their fish. Forests in Denmark, France, Northern Italy, Greece and Norway are damaged.

Thousands of lakes in Canada and the USA can no longer support fish life. The Mediterranean Sea has one of the dirtiest coastlines in the world. Ten million tons of oil, industrial waste, chemicals are pumped into the sea every year. It causes diseases like typhoid, dysentery, hepatitis and cholera. The Rhone in France, the Po in Italy, the Ebro in Spain and the Nile in Egypt carry pesticides and chemical wastes.

Many industries produce waste products, which can be difficult or dangerous to dispose of. Many countries have no storage facilities for the spent nuclear fuel. The search for ways to dispose of radioactive waste goes on. In 1982 seventeen countries took part in the United Nations environmental programme. The World Commission on Environment and Development, headed by the Prime Minister of Norway, was set up in 1983 by the United Nations. Its aim was

to examine the environment and development problems on the planet and to formulate realistic proposals to solve them.

Now some chemicals are banned and some must be controlled. In several countries there is frequent analysis of the water around the coasts. The time has come for the governments and their people to take responsibility for the policies that cause the environmental damage.

Работа в парах. Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Чтение монологов. Учащиеся читают заранее подготовленные монологи об экологических проблемах мирового масштаба.

Практическая работа №55 «Защита окружающей среды»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Защита окружающей среды», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Защита окружающей среды».

Самостоятельная индивидуальная работа.

1) Заполните пропуски:

The Earth is our _____. We must take care of it. The importance of this task is _____ by the ecologists, scientists, who study the relations between living things and their _____. Each of us must do everything possible to _____ the land, air and water clean. Of course, people undertake some measures to _____ the environment, but this activity is complicated by the economic difficulties.

Protect, home, keep, pointed out, environment.

2) Завершите предложения:

Environmental protection is an _____ problem.

a) easy b) important c) pleasant

Factories pour a lot of _____ into air and water.

a) shortage b) waste c) pollution

What caused the _____ of wildlife?

a) destruction b) poison c) population

Many rivers and lakes are _____ .

a) poisoned b) filled c) used

Many scientists try _____ ecology problems.

a) to solve b) to know c) to protect

People must _____ aluminium cans, newspapers.

a) throw out b) recycle c) save

Ecology is a science which studies _____ .

a) environment b) the relationship between people

c) the relationship between all forms of life on our planet and the environment

Big cities _____ from smog.

a) suffer b) have c) improve

Every ten minutes one kind of animal, plant or insect _____ .

a) appears b) dies out forever c) survives

10. Acid rain is caused by _____ .

a) natural gas b) emissions of industrial enterprises

c) scientific work

3) Сопоставьте слова и перевод:

- | | |
|----------------|---------------------|
| 1. to pollute | a) оружие |
| 2. environment | b) загрязнять |
| 3. a weapon | c) безопасный |
| 4. to poison | d) сбрасывать |
| 5. waste | e) отравлять |
| 6. destruction | f) разрушение |
| 7. to dump | g) отходы |
| 8. to cause | h) окружающая среда |
| 9. to survive | i) вызывать |
| 10. safe | j) выживать |

Чтение. Прочитайте и переведите.

“Water, water everywhere, not any drop to drink,” said the sailor from Coleridge’s poem describing to a friend how awful it was to be without drinking water on a ship in the middle of the ocean. It is strange to think that the water around his ship was probably quite safe to drink. It was salty – but not polluted. The sea waters today are much more dangerous.

There is no ocean or sea which is not used as a dump. The Pacific Ocean, especially, has suffered from nuclear pollution because the French Government tests nuclear weapons there. Many seas are used for dumping industrial and nuclear waste. Britain alone dumps 250,000 tons of industrial waste straight into the North Sea. This poisons and kills fish and sea animals. “Nuclear-poisoned” fish can be eaten by people.

Many rivers and lakes are poisoned, too. Fish and reptiles can’t live in them. There is not enough oxygen in the water. In such places all the birds leave their habitats and many plants die. If people drink this water they can die too. It happens so because factories and plants produce a lot of waste and dump it into rivers. So they poison the water. Factories use clean water. After the water is used it becomes poison which goes back into rivers, lakes and seas.

Работа в парах. 1) Придумайте заголовок к тексту.

2) Составьте вопросы к тексту и озвучьте вопрос-ответ в парах.

Практическая работа №56 «Документы. Подписание и расторжение контракта»

Цели и задачи работы: расширение и активизация лексических знаний, развитие навыков монологической, диалогической и письменной речи, чтения и перевода, по теме «Документы. Подписание и расторжение контракта», развитие интереса учащихся к изучению английского языка, формирование внимательности, трудолюбия, уверенности в себе, способности к самовыражению.

Содержание работы

Изучение нового материала. Знакомство с новыми лексическими единицами по теме: «Документы. Подписание и расторжение контракта».

Работа в группах. Каждая группа по образцу оформляет договор продажи продукции «своего» предприятия.

CONTRACT No.234/567	КОНТРАКТ № 234/567
Moscow	Москва
[Date] [Company Name], hereinafter referred to as the Sellers, on the one hand and [Company Name], hereinafter referred to as the Buyers, on the other hand have concluded the present Contract as follows:	[Дата] [наименование компании], именуемый в дальнейшем Продавец, с одной стороны, и [наименование компании], именуемый в дальнейшем Покупатель, с другой стороны, заключили настоящий контракт о нижеследующем:

1. Subject of the Contract	1. Предмет контракта
The Sellers have sold and the Buyers have bought the goods to the amount of ___ in the quantity, assortment, at prices and according to technical conditions as stated in Supplements No.1, 2... which are the integral part of the present Contract.	Продавец продал, а Покупатель купил товара на сумму ___ в количестве, ассортименте, по ценам и в соответствии с техническими условиями, указанными в приложениях №№ 1, 2..., которые являются неотъемлемой частью настоящего контракта.

2. Price and Total Amount of the Contract	2. Цена и общая сумма контракта
The prices for the goods are fixed in [Currency]. The Total Amount of the present Contract is ___.	Цены на товары устанавливаются в [валюта]. Общая сумма настоящего контракта составляет ___.
3. Dates of Delivery	3. Сроки поставки
Delivery of the goods under the present Contract should be effected within the dates stipulated in the Supplement No.__ to the present Contract.	Поставка товаров по настоящему контракту должна быть произведена в сроки, указанные в Приложении №__ к данному контракту.

4. Quality of the Goods	4. Качество товара
The quality of the goods should conform to the technical conditions stated in the Supplement No...	Качество поставляемых изделий должно соответствовать техническим условиям, указанным в Приложении №...
5. Packing and Marking	5. Упаковка и маркировка
Tare and inner packing should secure full safety of the goods and protect the goods from any damages during transportation by all kinds of transportation means taking into consideration transshipments. Each case is to be marked with indelible paint as following:	Тара и внутренняя упаковка должны обеспечивать полную сохранность и предохранять товар от повреждений при транспортировке всеми видами транспорта с учетом перевалок. На каждом месте несмывающейся краской должна быть нанесена маркировка, содержащая следующие данные:
Case No.__ Contract No.__ Consignor__ Consignee__ Gross Weight__ Net Weight__	Место №__ Контракт №__ Грузоотправитель__ Грузополучатель__ Вес брутто__ Вес нетто__

6. Payment	6. Платеж
Payment for the goods delivered is effected in [Currency] under an irrevocable, confirmed divisible Letter of Credit established by the Buyer with the Bank [Bank Name]. The terms and conditions of the Letter of Credit should correspond to the terms and conditions of the Contract; the terms which are not included in the Contract to be not inserted in the Letter of Credit.	Расчеты за поставленный товар производятся в [валюта] по безотзывному, подтвержденному, делимому аккредитиву, открытому Покупателем в [наименование банка]. Условия аккредитива должны соответствовать условиям контракта; условия, которые не были включены в контракт, не должны быть включены в аккредитив.

The Letter of Credit to be available against presentation of the following documents:	Платеж с аккредитива производится против документов:
1) Full set of clean onboard Bills of Lading;	1) полного комплекта чистых бортовых коносаментов;
2) Invoice in triplicate;	2) счета в трех экземплярах;
3) Specification stating Contract No.;	3) спецификации с указанием номера контракта;
4) Quality Certificate issued by the Seller in duplicate.	4) сертификата о качестве товара, выданного Продавцом в двух экземплярах.
The Sellers should submit the above-said documents to the Bank for payment within ___ days after loading of the goods.	Продавец обязан вышеперечисленные документы предъявить в Банк для оплаты в течение ___ дней после погрузки товара.
Should the Sellers fail to do this he is to bear the expenses for prolongation of the Letter of Credit.	В случае нарушения данного условия, Продавец несет расходы по пролонгации аккредитива.

7. Claims	7. Рекламации
Claims in respect of the quantity in case of shortage inside the case may be submitted by the Buyers to the Sellers not later than ___ days and in respect of the quality of the goods in case of non-conformity of same to that stipulated by the Contract not later than ___ days after the arrival of the goods at the port of destination.	Рекламации в отношении количества в случае внутритарной недостачи могут быть заявлены Покупателем Продавцу в течение ___ дней, а в отношении качества – в течение ___ дней с момента поступления товара в порт назначения.

Contents and ground of the claim should be certified either by Expert's Report or by a Report made up with the participation of a representative of an uninterested competent organization.	Содержание и обоснование рекламации должно быть подтверждено либо актом экспертизы, либо актом, составленным с участием незаинтересованной компетентной организации.
The Sellers should consider the received claim with in ___ days counting the date of its receipt. In case of no reply from the Sellers after expiration of the said date the claim will be considered as admitted by the Sellers.	Продавец обязан рассмотреть полученную рекламацию в течение ___ дней, учитывая дату получения. Если по истечении указанного срока от Продавца не последует ответа, рекламация считается признанной Продавцом.

The Buyers have the right to return to the Sellers the rejected goods for their replacement with the goods of proper quality.	Покупатель имеет право потребовать от Продавца заменить забракованный товар товаром хорошего качества.
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8. Arbitration	8. Арбитраж
All disputes and differences which may arise out of the present Contract or in connection with the same are to be settled without application to State courts by the International Commercial Arbitration Court at Chamber of commerce, Moscow in accordance with the which are final and binding upon both Parties.	Все споры и разногласия, которые могут возникнуть из настоящего контракта или в связи с ним, подлежат рассмотрению, с исключением обращения сторон в общие суды, в Международном Коммерческом Арбитражном суде при Торгово-промышленной палате в г. Москве, в соответствии с Регламентом этого суда, решения которого являются окончательными и обязательными для обеих сторон.
9. Force-majeure	9. Форс-мажор
Should any circumstances arise which prevent complete or partial fulfillment by any of the Parties of their respective obligations under the present Contract namely: fire, acts of God, war, military operations of any kind, blockade, prohibition of export or import or any other circumstances beyond the control of Parties, the time stipulated for the fulfillment of such obligations shall be extended for the period equal to that during which such circumstances will remain in force.	При наступлении обстоятельств невозможности полного или частичного исполнения любой из сторон обязательств по настоящему контракту, а именно: пожара, стихийных бедствий, войны, военных операций любого характера, блокады, запрещений экспорта или импорта, или других, не зависящих от сторон обстоятельств, срок исполнения обязательств отодвигается соразмерно времени, в течение которого будут действовать такие обстоятельства.

Should the above circumstances continue to be in force for more than ___ months, each Party shall have the right to refuse any further fulfillment of the obligations under the Contract and in such case neither of the Parties shall have the right to make a demand upon the other Party for the compensation of any possible damages.	Если эти обстоятельства будут продолжаться более ___ месяцев, каждая из сторон будет иметь право отказаться от дальнейшего исполнения обязательств по контракту, и в этом случае ни одна из сторон не будет иметь права на возмещение другой стороной возможных убытков.
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The Party for whom it becomes impossible to meet their obligation under the present Contract, shall immediately advise the other Party as regards the beginning and the cessation of the circumstances preventing the fulfillment of their obligations.	Сторона, для которой создалась невозможность исполнения обязательств по контракту, должна о наступлении и прекращении обстоятельств, препятствующих исполнению обязательств, немедленно извещать другую сторону.
10. Other Conditions	10. Другие условия
All dues, taxes and customs duties levied in the territory of the Seller's country connected with execution of the present Contract are to be paid by the Sellers and for their account.	Все сборы, налоги и таможенные платежи на территории страны Продавца, связанные с выполнением настоящего контракта, оплачиваются продавцом и за его счет.

From the moment of signing the present Contract all the previous negotiations and correspondence connected with same are null and void.	С момента подписания настоящего контракта все предыдущие переговоры и переписка по нему теряют силу.
None of the Parties has the right to assign their right and obligations under the present Contract without written consent of the other Party.	Ни одна из сторон не вправе передать свои права и обязательства по контракту без письменного на то согласия другой стороны.
Any amendments and supplements to the present Contract are valid only if made in writing and signed by duly authorized representatives of both Parties.	Всякие изменения и дополнения к настоящему контракту будут действительны лишь при условии, если они совершены в письменной форме и подписаны уполномоченными на то лицами обеих сторон.
The present Contract is made up in two copies both having the same value.	Настоящий контракт составлен в двух экземплярах, причем оба экземпляра имеют одинаковую силу.
11. Legal Addresses of the Parties	11. Юридические адреса сторон

Список использованной литературы

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2. Агабекян И.П. Английский язык. Для студентов средних профессиональных заведений. – Ростов н/Д: Феникс, 2015.

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