



Учреждение «Бишкекский инновационный колледж»
«Бишкек инновациялык колледж» мекемеси

«ОДОБРЕНО»
на заседании пед.совета
Протокол № 1
от « 20 » « 09 » 2023г.



«УТВЕРЖДАЮ»
Директор «БИК»
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« 20 » « 09 » 2023г.

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС (УМК)
дисциплины «Практический курс основного иностранного языка» для 2-курса

Специальность: 050720 «Переводческое дело» (Английский язык)

Общее количество часов: 240 ч
Из них:
Практическая работа: 132ч
Самостоятельная работа: 100ч
Контрольная работа: 8ч
Итоговая: экзамен
Составитель: Жусуп у. Улук, Сулайманов Н., Тагаев Н.А.

«СОГЛАСОВАНО»
Отделом науки
Протокол № 1
от « 20 » « 09 » 2023 г.

Бишкек 2023г

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АННОТАЦИЯ

Дисциплина «Практический курс основного иностранного языка» изучается в первом и во втором семестре студентами отделения информационных технологий, обучающимися по направлениям «Переводческое дело», Общая трудоемкость изучения дисциплины составляет 298 часов. Рабочая программа для студентов 2-курса.

Форма обучения — очная.

Иностранный язык, как и родной, не существует в обществе изолированно и не может жить своей собственной жизнью. Обучение иностранному языку предполагает умение читать литературы для получения необходимой информации и устного общения на иностранном языке в объеме материала предусмотренной программой.

При изучении дисциплины используются знания и навыки, полученное при устном и письменном общении, а также при чтении, т.е. возможность использовать в своей работе литературу на английском языке, извлекать из них полезную информацию, переводы текстов на русский и на английский языки понимать речь на слух.

При преподавании дисциплины учитываются индивидуальные, творческие способности студентов и их умение самостоятельно добывать знания, т.е. осмысленно читать тексты, короткие рассказы, переводить тексты, умение правильно пользоваться грамматическими конструкциями английского языка, пересказ и анализ текстов.

Выписка из ГОС СПО учебной дисциплины

Учебно-методический комплекс по дисциплине «Практический курс основного иностранного языка» составлен на основании требований в соответствии с Законом Кыргызской Республики "Об образовании", статьями 10 и 17 Конституционного Закона Кыргызской Республики "О Правительстве Кыргызской Республики от 28 марта 2018 года», уровню подготовки специалиста для студентов по специальности 050720 «Переводческое дело» (Английский язык) в соответствии с примерной программой дисциплины.

Целями освоения дисциплины являются взаимосвязанное коммуникативное и социокультурное развитие студентов средствами иностранного языка, формирование у студентов иноязычной коммуникативной компетенции как средства, позволяющего обеспечить свои коммуникативно-познавательные потребности и решать практические задачи в сферах академической, профессиональной и социально-гуманитарной деятельности, участвуя в межкультурном общении.

Миссия БИК:

Формирования специалистов для потребности современного рынка труда в образовательном, культурном и нравственном развитии студентов.

1. Рабочая программа дисциплины.

1.1. Пояснительная записка

Учебная дисциплина «Практический курс основного иностранного языка» изучается студентами по специальности 050720 –«Переводческое дело», квалификация: специалист переводческого дела (Английский язык). При изучении дисциплины используются знания и навыки, полученное при устном и письменном общении, а также при чтении, т.е.

возможность использовать в своей работе литературу на английском языке, извлекать из них полезную информацию, переводы текстов на русский и на английский языки понимать речь на слух.

При преподавании дисциплины учитываются индивидуальные, творческие способности студентов и их умение самостоятельно добывать знания, т.е. осмысленно читать тексты,

короткие рассказы, переводить тексты, умение правильно пользоваться грамматическими конструкциями английского языка, пересказ и анализ текстов.

Цели и задачи дисциплины

Цель обучения иностранным языкам состоит в формировании поликультурной многоязычной личности учащихся посредством овладения ими иноязычной коммуникативной компетенцией.

Образовательные цели обучения иностранным языкам состоят в усвоении и актуализации знаний об этих языках, в овладении основными видами речевой деятельности (восприятие и понимание иноязычной речи на слух, говорение, чтение, письмо), в формировании соответствующих навыков и умений. Разнообразие сфер общения предполагает знание культуроведческих и страноведческих реалий, что обогащает представления учащихся о картине мира, расширяет их общий кругозор и возможности самообразования.

Реализация образовательных целей призвана обеспечить практическое владение иностранным языком как эффективным средством общения в единстве и взаимодействии его когнитивной, коммуникативной и экспрессивной функций.

Развивающие цели обучения иностранным языкам предполагают когнитивное, коммуникативное и эмоциональное развитие учащихся. В процессе овладения способами формирования и формулирования мысли на иностранном языке развивается лингвистический компонент гуманитарного мышления. При этом возникают возможности для развития воображения и обогащения эмоционально-чувственной сферы личности. Обучение иностранным языкам обеспечивает развитие речевых процессов и речевых механизмов, что способствует формированию языковой способности в единстве речепорождения и речевосприятия.

Воспитательные цели обучения иностранным языкам направлены на обогащение духовного мира учащихся, воспитание у них культуры мышления, чувств, поведения. В процессе обучения у учащихся развиваются гуманистические ценностные ориентации, умения осуществлять общение в контексте диалога культур, формируется психологическая готовность к межъязыковой межкультурной коммуникации. Овладение иностранными языками как средством общения способствует эффективной адаптации личности к «чужой» социальной среде, обеспечивая ее самоконтроль и адекватную самооценку.

Задачи учебной дисциплины:

- развитие коммуникативных умений при составлении монологического и диалогического высказываний, включая умения осуществлять устное и письменное высказывание;
- усвоение необходимого для уровня обучения количества лексических единиц, обогащение и дифференциация активного и пассивного вокабуляра;
- развитие и совершенствование навыков речевого поведения в разнообразных условиях общения;
- развитие способности извлекать информацию из текстов соответствующего уровня сложности;
- совершенствование фонетического оформления речи, овладение навыками транскрибирования;
- усвоение базовых грамматических особенностей изучаемого языка;
- формирование умения самостоятельно решать коммуникативно-познавательные задачи творческого и поискового характера.

1.3. Квалификационные требования.

В результате изучения данной учебной дисциплины у обучающихся должны сформироваться следующие компетенции:

<i>Код и формулировка компетенций</i>	<i>Ожидаемые результаты</i>
ОК-3	Знать: фонетические закономерности и особенности изучаемого языка; Уметь: участвовать в беседе по содержанию прочитанного или прослушанного текста; Владеть: продуктивной письменной речью официального и нейтрального характера в пределах изученного языкового материала.
ПК-4. Осуществляет устный и письменный перевод соответствующего уровня с родного и официального языка на изучаемый и обратно	Знать: условия и принципы речевого общения; Уметь: сообщать и запрашивать элементарную фактическую информацию в ситуациях повседневного общения; Владеть: навыками выражения своих мыслей и мнения в межличностном и деловом общении на английском языке.
ПК-5 Способен ясно и логически-связно выражаться и составлять тексты по определенной теме на иностранном изучаемом языке	Знать: письменно и устно новые слова, по пройденной грамматике правильно сопоставить словосочетания; Уметь: участвовать в беседе по содержанию прочитанного или прослушанного текста; Владеть: навыками извлечения необходимой информации из оригинального текста на английском языке.
ПК-6 Умеет проводить первичный анализ письменной и устной речи изучаемого иностранного языка соответственного уровня	Знать: правила отбора языковых средств при создании текстов разных жанров; Уметь: давать стилевую характеристику текстов, функционирующих в различных сферах деятельности; Владеть: функциональными навыками, необходимыми для выполнения письменных учебных заданий в формате эссе, реферата, статьи, экспертного заключения, рецензии, графического моделирования (перевода информации в графическую форму);
ПК-7 Умеет воспринимать на слух иностранную речь изучаемого языка (от живого голоса до аудио- и видеозаписи)	Знать: сообщать и запрашивать элементарную фактическую информацию в ситуациях повседневного общения; Уметь: устанавливать и поддерживать социальные контакты, включая деловые связи; Владеть: собственный вариант диалога или монолога в заданной коммуникативной ситуации.

1.4. Место дисциплины (модулей) в структуре основной образовательной программы (ООП).

Роль английского языка велика, так как он является особо востребованным. Английский язык поистине уникален по своим образовательным возможностям и способен внести свой особый вклад в главный результат образования.

Английский язык в данном курсе рассматривается как важнейшее средство воспитательного воздействия на личность. Будучи частью, инструментом культуры, английский язык

формирует личность человека через заложенные в языке видение мира, менталитет, отношение к людям и т. д., то есть через культуру народа, пользующегося данным языком как средством общения.

Английский язык открывает непосредственный доступ к огромному духовному богатству другого народа, повышает уровень гуманитарного образования ученика, способствует будущему вхождению в мировое сообщество благодаря воспитанию уважения к иным культурам. Знакомство с культурой народа (народов) изучаемого языка способствует более глубокому осознанию своей родной культуры, воспитанию патриотизма и интернационализма. Знание АЯ и культуры устраняет барьеры недоверия, даёт возможность нести и распространять свою культуру, создавать положительный образ своей страны за рубежом.

Место иностранного языка (английский язык) в структуре СПО «Переводческое дело» (колледж). Английский язык относится к циклу гуманитарно-социальным дисциплинам и обучается с первого семестра.

1.5. Трудоемкость курса.

1. 5.1 Структура дисциплины.

Дисциплина «Практический курс основного иностранного языка» предназначена для студентов СПО по специальности: лингвистика, обучающихся по кредитным технологиям.

Обучение английскому языку ведется в 3-4 семестре.

Для студентов БИК особое внимание при изучении дисциплины отводится самостоятельной работе по предлагаемой тематике лекционных и практических занятий.

В ходе освоения данного курса студенты слушают лекции, посещают практические занятия, и занимаются индивидуально. Заключается в выполнении заранее выполненной темы и подготовки СРС.

Виды контроля знаний студентов по дисциплине и способы их проведения

Курс завершается дифференцированным зачетом в конце семестра. В течение семестра студенты должны выполнять следующие виды работ:

- а) участие в практических занятиях-семинарах,
- б) промежуточная контрольная работа
- в) написание СРС
- г) сдача экзамена

1.6. Содержание дисциплины (модулей)

3-СЕМЕСТР

№		Количество часов занятий
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	Раздел, тема	Аудиторные занятия		Самостоятельная работа студентов
		Практические (семинарские) занятия	Контрольные занятия	
1.	<p>Lesson One</p> <p>Speaking: Text: “Anne meets her class”. by Miss Reed.</p> <p>Topic: Choosing a career.</p> <p>Vocabulary: Vocabulary Notes p 13-18 Essential Vocabulary (II) P 30</p> <p>Grammar: Indicative Mood .</p> <p>Phonetics: Review of Fundamental Intonation Patterns and their use</p>	12		8
2.	<p>Lesson Two</p> <p>Speaking: Text: “A day`s Wait” by Ernest Hemingway.</p> <p>Topic: Illness and their Treatment.</p> <p>Vocabulary: Vocabulary Notes p 49 – 51.</p> <p>Grammar: The Subjunctive Mood and The conditional Mood.</p> <p>Phonetics: Intonation Pattern IX. High Fall.</p>	12		8
3.	<p>Lesson Three</p> <p>Speaking:Text: “Introducing London”</p> <p>Topic: City</p> <p>Vocabulary:Vocabulary Notes p 89 – 92.</p>	12		8

	<p>Essential Vocabulary(II) p108</p> <p>Grammar: The Subjunctive Mood and The conditional Mood.</p> <p>Phonetics: Intonation Pattern X.(Low Pre-Head+) Rising Head + High Fall (+Tail)</p>			
4.	CONTROL WORK № 1.		2	
5	<p>Lesson Four</p> <p>Speaking:</p> <p>Text: “How we Kept Mother`s Day ” by Stephen Leacock</p> <p>Topic: Meals</p> <p>Vocabulary:</p> <p>Vocabulary Notes p 125 – 128.</p> <p>Essential Vocabulary(II) p141-143</p> <p>Grammar:</p> <p>Modal Verbs:</p> <p>Can, May, Must, Should, Ought, Need, Shall, Will.</p> <p>Phonetics:</p> <p>Intonation Pattern XI.</p> <p>(Low Pre-Head+) Falling Head + High Fall (+Tail)</p>	12	2	8
6	<p>Lesson Five</p> <p>Speaking:</p> <p>Text: “A Freshman`s Experience ” by Jean Webster</p> <p>Topic: Education</p> <p>Vocabulary:</p> <p>Vocabulary Notes p 163 –166.</p> <p>Essential Vocabulary (II) p 179.</p> <p>Grammar:</p>	12		8

	<p>Modal Verbs: Can, May, Must, Should, Ought, Need, Shall, Will.</p> <p>Phonetics: Compound Tunes Fall+ Rise</p>			
7	<p>Lesson Six</p> <p>Speaking: Text: “A Friend in Need” by Somerset Maugham Topic: Sports and Games Vocabulary: Vocabulary Notes p 197 –202. Essential Vocabulary (II) p 214-216. Grammar: Modal Verbs: Can, May, Must, Should, Ought, Need, Shall, Will. Phonetics: Compound Tunes Two or More Falls within One Sense – Group.</p>	12		8
8	CONTROL WORK № 2.		2	
		72	4	48

4 СЕМЕСТР

№	Раздел, тема	Количество часов занятий		
		Аудиторные занятия		Самостоятельная работа студентов
		Практические (семинарские) занятия	Контрольные занятия	

1.	<p>Lesson Seven</p> <p>Speaking: Text: “The British Isles” by C. E. Eckersley. Topic: Geography</p> <p>Vocabulary: Vocabulary Notes p 235- 238.</p> <p>Essential Vocabulary (II) p 254-255.</p> <p>Grammar: Non-Finite Forms of the Verb. The Infinitive.</p> <p>Phonetics: Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail)</p>	22		18
2.	<p>Lesson Eight</p> <p>Speaking: Text: “Seeing People Off” by Max Beerbohm. Topic: Travelling.</p> <p>Vocabulary: Vocabulary Notes p 273- 278. Essential Vocabulary (II) p 292-293.</p> <p>Grammar: Non-Finite Forms of the Verb. The Gerund.</p> <p>Phonetics: High Pre-Head.</p>	23		17
3.	CONTROL WORK № 3.		2	
4.	<p>Lesson Nine</p> <p>Speaking:Text: “Rose at the Music-Hall” by J. B. Priestley. Topic: Theatre.</p>	23		17

	Vocabulary: Vocabulary Notes p 273- 278. Essential Vocabulary (II) p 312-317. Grammar: Non-Finite Forms of the Verb. The Participles. Phonetics: High Pre-Head.			
5	CONTROL WORK № 4.		2	
		68	4	52

1.7. Распределение трудоемкости дисциплины по видам работ по семестрам (рабочая программа).

Вид учебной работы	Трудоемкость час
Общая трудоемкость дисциплины по учебному плану	240
Практические занятия	68
Самостоятельная работа (срс)	48

Контрольные работы (по учебному плану)	4
Экзамен	120
Итого за 3-семестр	

Практические занятия	64
Самостоятельная работа (срс)	52
Контрольные работы (по учебному плану)	4
Экзамен	
Итого за 4-семестр	120

Силлабус

по дисциплине: **«Практический курс английского языка».**

Специальность: **050720 «Переводческое дело» (Английский язык)**

Курс: II

Семестр: 3,4

Всего часов по учебному плану: 240ч

из них:

контрольные 8ч. , практических 132ч., СРС – 100ч.

Рубежный контроль – модуль

Итоговый контроль – экзамен

Учебно-методический комплекс разработана на основании ОПОП

Рассмотрена педагогическим советом «БИК»

Протокол № 1 от « ___ » « _____ » 20 ___ г.

Разработчик УМК: **Жусуп у Улук**

Сулайманов Н.

Тагаев Н.А.

Бишкек- 2021

Силлабус

2.1. Методические рекомендации студентам по освоению дисциплины.

Студентам предлагаются следующие рекомендации:

- выполнение заданий по образцу с целью закрепления теоретических знаний, формирования умений и навыков (прочтение, просмотр, прослушивание, запоминание, заучивание, пересказ; ответы на вопросы для самопроверки; повторение учебного материала и т.д.); на практических занятиях;
- подготовка к аудиторным занятиям и выполнение заданий разного типа и уровня сложности; подготовка к коллоквиумам, ролевым играм и т.п.:
- изучение отдельных тем (вопросов) учебных дисциплин в соответствии с учебно-тематическими планами;
- выполнение индивидуальных заданий: подбор текстов и статей для дополнительного чтения
- подготовка эссе по темам:
- составление презентаций, резюме, аннотаций по прочитанным текстам и статьям (внеаудиторное чтение), глоссариев на основе проработанных учебных материалов и т.д.;
- работа с текстами и статьями по внеаудиторному чтению (объем – 20.000 печатных знаков в семестр);

2.2. Методические указания по выполнению самостоятельных работ.

Самостоятельная работа - планируемая учебная, учебно -исследовательская работа, выполняемая во внеаудиторное время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия (при частичном непосредственном участии преподавателя, оставляющем ведущую роль за работой обучающихся).

Литература для самостоятельной работы обучающимся предлагается преподавателем, ведущим учебную дисциплину или междисциплинарный курс, исходя из требований рабочих программ и учебно-методических комплексов по учебным дисциплинам и профессиональным модулям. Обучающимися могут быть использованы и другие информационные источники, выбранные самостоятельно, в том числе ресурсы интернета.

2.3. Методические рекомендации преподавателям по организации обучения по дисциплине.

Метод обучения (иностранному языку) в узком смысле слова – это система конкретных способов обучения, а именно система взаимодействия обучающего и обучающихся, как совокупность приемов их деятельности. В учебном процессе используются следующие основные методы: коммуникативно-когнитивный, аудиолингвальный, аудиовизуальный.

1. Коммуникативно-когнитивный метод обучения иностранным языкам, основан на коммуникативном подходе. Цель – формирование коммуникативной компетенции. Суть метода – практическая направленность обучения, функциональный подход к подбору и подаче языкового материала, ситуативно-тематическое представление учебного материала, изучение лексики и морфологии на синтаксической основе, концентрическое расположение учебного материала и выделение нескольких этапов обучения, учет родного языка учащихся. Все виды речевой деятельности взаимосвязаны. Формы работы – в группе и парах. Роль студента – речемыслительная активность, индивидуализация обучения речевой деятельности с учетом личности студента. Роль преподавателя – стимулировать коммуникацию, предупреждать, устранять языковые ошибки.

2. Аудиолингвальный метод обучения иностранному языку. Цель – предназначен для интенсивного обучения устной речи (аудированию и говорению) на иностранном языке. Суть метода – многократное прослушивание, воспроизведение вслед за диктором строго отобранных типовых предложений и развитие на их основе механизма порождения новых предложений по аналогии с изученными. Учебный материал организован на основе грамматического принципа: грамматические структуры расположены по степени нарастания трудности и вводятся в диалогах. Лексика изучается в контексте диалогов. Типичная последовательность введения изучаемого материала: слушание, говорение, чтение, письмо. Широко используются трансформационные и подстановочные упражнения языкового характера. Ситуативный подход к обучению реализуется в рамках отбора аудио, видео материала, фрагментов, которые отражают основные ситуации общения. Эти ситуации воспроизводятся обучаемыми и дополняются новыми элементами. Роль студента – формирование правильного произношения, доведение до автоматизма навыков употребления изученных типовых структур в различных ситуациях общения. Роль преподавателя – формирование у студентов правильного произношения, предупреждение и устранение ошибок..

3. Аудиовизуальный метод обучения иностранному языку основан на одновременном слуховом и зрительном восприятии учебного материала, что достигается за счет использования разнообразных технических средств обучения (ТСО). Цель – предназначен для обучения устной речи (аудированию и говорению) на иностранном языке путем создания искусственной иноязычной среды. Суть метода – в ходе прослушивания или просмотра аутентичного материала на иностранном языке используется две группы упражнений: 1. Тренировочно-коммуникативные (для преодоления языковых трудностей аудирования), 2. Коммуникативно познавательные (для обучения смысловому восприятию речи). Идет поэтапное формирование автоматизированных навыков и умений: вычленение из речевого сообщения незнакомых явлений и их дифференциация; идентификация диалогических и монологических речевых сообщений в различных условиях их предъявления; удержание в оперативной памяти высказываний различной длины и объёма; соотнесение звуковых образов с семантическим значением речевых единиц, что повторяет схему естественного овладения диалогической и монологической речью на родном языке. Возможно регулирование темпа прослушиваемой речи (релятивный / акселеративный). Роль студента – формирование правильного произношения, доведение до автоматизма навыков употребления изученных типовых структур в различных ситуациях общения. Роль преподавателя – формирование у студентов правильного произношения, предупреждение и устранение ошибок.

2.4. Перечень тем и вопросов для самостоятельного изучения дисциплины (СРС).

Студентам необходимо прослушать разъяснения правил по следующим темам преподавателем и впоследствии самостоятельно просмотреть дополнительный материал опираясь на информацию данную преподавателем во время консультаций.

1. to be(in Present Simple)
2. Imperative mood
3. There is... there are
- 4 Personal and demonstrative pronouns

5. Plural form of a noun
- 6 to have (in Present Indefinite).
7. Possessive Pronouns
8. The present Indefinite Tense
9. Some, any, no. Much, many, little, few.
10. Imperative mood
11. The prepositions of place and direction
12. The Past Indefinite Tense.
13. The prepositions of time
14. The prepositions of place and direction
15. The Future Indefinite Tense.
16. to be going+ Infinitive
17. The Continuous Tense Forms.
18. The Present perfect Tense.
19. Degrees of Comparison of Adjectives and Adverbs
- 20 Modal verbs.
21. The Past and the Future Perfect Tenses.
22. Passive Voice (The Indefinite Tenses)
23. The article.
24. Passive Voice (The Perfect and Continuous Tenses)
25. Sequences of Tenses.
26. Direct and Indirect Speech.
27. to be in Past Indefinite
28. Disjunctive questions
29. General questions
30. Special questions
31. Alternative questions
32. Word order
33. Irregular verbs
34. Word building. Suffixes of noun-er-or
35. Word building. Suffix of noun-ist
35. Word building. Suffix of noun-ism
36. Word building. Suffix of noun-ion
37. Word building. Suffix of noun-ment
38. Word building. Suffix of noun-ance, ence
39. Word building. Suffix of noun-ty
40. Word building. Suffix of noun-ness
41. Word building. Suffix of adjective-al, able, ant-ent, ous
42. Word building. Suffix of adjective-ive, ic, y, ful, less
43. Suffixes of noun-ate, ize-ise, fy-en
44. Suffixes of adverb-ly, ward
45. Prefixes-un, in, im, ill, ir, mis
46. Prefixes-dis, re, de, pre, post, sub
47. Prefixes-super, inter, trans, co
48. The numerals
49. Present Indefinite
52. Present Continuous
53. Present Indefinite and Present Continuous
54. Present Perfect Continuous
55. Present Action
56. Present Perfect

57. Past Indefinite
58. Present Perfect and Past Indefinite
59. Past Continuous
60. Past Indefinite and Past Continuous
61. Past Perfect
62. Past Perfect and Past Indefinite
63. Past Perfect Continuous
64. Past Action
65. Future Indefinite
66. Future Continuous
67. Future Perfect
68. Future Perfect Continuous
69. Future Action
70. The Verbs to be, to have
71. Конструкция there is/are
72. Modal verbs
73. The noun
74. The numeral
75. The Pronouns
76. The Adjective
77. Prepositions
78. What religious holidays are celebrated by England ?
79. What is the longest river in London?
80. How many largest cities are there?
81. How celebrated Halloween?
82. How celebrated Christmas?
83. How celebrated Thinking givens day?
84. What religious holidays are celebrated by English people?
85. What is your favourite holiday and why?
86. Are national flags hang up in the streets on holidays?
87. Who can tell about landscapes in Great Britain?
88. What comes to mind when you hear the word 'Great Britain'?
89. What Landscape of London is the most famous for?
90. What traditions did English people leave to descendants?•
91. The Geographical position of GB
92. The Industry and population of GB .
93. The political system of Great Britain
94. The ancient history of the British Isles.
95. The Reign of Queen Victoria
96. Lady Diana Spencer, the Princess of Wales.
97. United of America, The Geographical Position of the USA.
98. The political system of the United States of America.
99. The Geographical Position of Australia.
100. The political system of the United States of America.
101. The political system of New Zealand
102. The Geographical Position of Australia.
103. The Geographical Position of Canada
104. The political system of New Zealand

3. Контрольно – оценочные средства (КОС).

3.1. Критерии оценивания

Текущий контроль осуществляется в виде опроса, участие в дискуссии на семинаре, выполнение самостоятельной работы и других видов работ, указанных в УМК, а также посещаемости студентов занятий - оценивается до 30 баллов.

Рубежный контроль (сдача модулей) проводится преподавателем и представляет собой письменный контроль, либо компьютерное тестирование знаний по теоретическому и практическому материалу. Контрольные вопросы рубежного контроля включают полный объем материала части дисциплины (модулей), позволяющий оценить знания, обучающихся по изученному материалу и соответствовать УМК дисциплины, которое оценивается до 20 баллов.

Итоговый контроль (экзамен) знаний принимается по экзаменационным билетам, включающий теоретические вопросы и практическое задание, и оценивается до 10 баллов.

Экзаменатор выставляет по результатам балльной системы в семестре экзаменационную оценку без сдачи экзамена, набравшим суммарное количество баллов, достаточное для выставления оценки от 55 и выше баллов – автоматически (при согласии обучающегося).

Полученный совокупный результат (максимум 100 баллов) конвертируется в традиционную шкалу:

Рейтинговая оценка (баллов)	Оценка экзамена
От 0 - до 54	неудовлетворительно
от 55 - до 69 включительно	удовлетворительно
от 70 – до 84 включительно	хорошо
от 85 – до 100	отлично

3.2. Критерии оценивания на итоговом контроле.

Посещение занятий -10 б

Поведение-5 б

Активная работа на занятиях -10 б

АКР-20б

СРС-10 б

Итоговое испытание (экзамен)

Всего – 100 баллов

Формирование накопленной оценки (текущий контроль)

По результатам текущего контроля студент получает накопленную оценку, которая выставляется в ведомость преподавателя. Для формирования накопленной оценки используются коэффициенты пересчета различных видов работ.

Шкала оценок:

ESTS Баллы Пояснение

A 85-100 Отлично

B 70-84 Хорошо

C 55-69 Удовлетворительно

F 1-54 неудовлетворительно

Шкала перевода баллов в оценки:

Все оценки складываются из результатов по каждому заданию, и по финальному зачету выводится средний балл для окончательной оценки за курс. Шкала перевода баллов в оценки следующая:

Критерии оценки знаний студентов:

оценка «отлично» выставляется студенту, который глубоко усвоил программный материал, осмысленно и логично выстроил ответ, изучил обязательную и дополнительную литературу, свободно ориентируется в теоретическом материале, отвечает на все дополнительные вопросы, уверенно применяет теоретические знания при выполнении практических заданий;

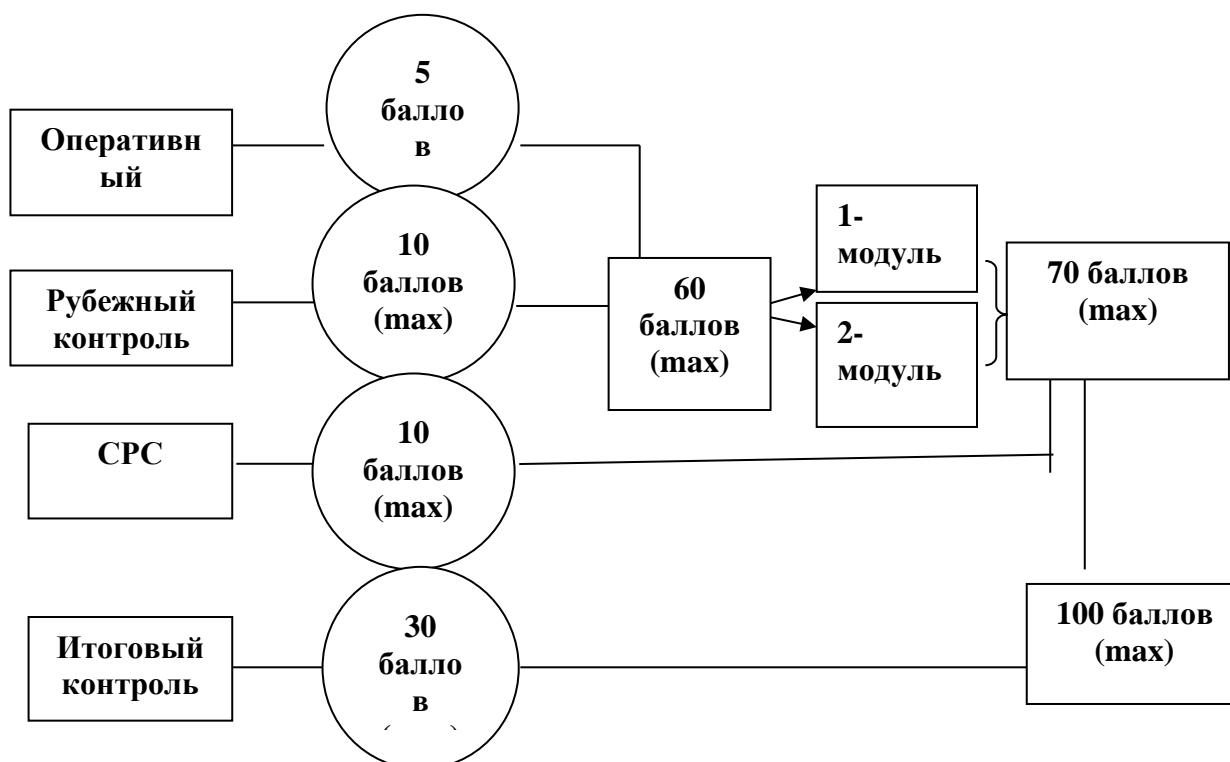
оценка «хорошо» - студенту, который относительно полно раскрыл суть вопросов, изучил обязательную литературу, допускает некоторые неточности, не искажая содержание ответа по существу, отвечает на дополнительные вопросы незначительными ошибками, при выполнении практических заданий допускает от 1 до 3 ошибок;

оценка «удовлетворительно» - студенту, который владеет материалом в пределах программы дисциплины, знает основные категории и термины, освоил примерно половину основной литературы курса, допускает грубые ошибки в ответе, при этом ответ логически не выстроен, при выполнении практических заданий не может применить имеющиеся теоретические знания; оценка «неудовлетворительно» - студенту, который освоил материал менее, чем на 50%, не может раскрыть сущность основных терминов, демонстрирует неинформативный ответ, не отвечает на дополнительные вопросы, при выполнении практических заданий допускает много ошибок либо вообще затрудняется при решении подобных заданий.

Баллы по I и II модулям: Итого:

« 2 » - 1-22	« 2 » - 1-54
« 3 » - 23-29	« 3 » - 55-69
« 4 » - 30-37	« 4 » - 70-84
« 5 » - 38-45	« 5 » - 85-100
+10 балл за СРС	


Контроль по нижеследующей схеме:



Критерии оценки оперативного, рубежного и итогового контроля достижений студентов

Критерии оценивания оперативного контроля	Критерии оценивания рубежного контроля	Критерии оценивания итогового контроля
Посещаемость студента Конспект лекции и семинарских занятий Активность во время проведения семинарских занятий	Логичность ответа Понимание содержания ответа Полнота и правильность ответа	Полнота ответа правильность ответа Грамматика Правильное решение практических (казусы) задач

3.3. Примерные тесты, задания и вопросы.

«БИШКЕК ИННОВАЦИАЛЫК КОЛЛЕДЖ» МЕКЕМЕСИ		УЧРЕЖДЕНИЕ «БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ»
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ADMINISTRATIVE CONTROL WORK I. VARIANT A.

TASK I. Transcribe the words and word combinations. Give the definition to them. Make up sentences with them.

Model: *foreign* /'fɒrən/ - from a country that is not your own. **Sent.** English is foreign language.

1. identify
2. make a note of something
3. opportunity
4. motivated
5. a wide range

TASK II. Make up the questions: General, Wh-question, Alternative question.

1. He goes to the library every Monday.
2. We play football on Sundays.

TASK III. Explain the idiom. Make up sentence with it. *Teacher`s pet.*

TASK IV. Continue the story...


Chloe and Kevin enjoy going out to Italian restaurants. They love to eat pasta, share a dessert, and _____ have _____ espresso.

Chloe and Kevin`s anniversary is coming up. Kevin wants to plan a night out at an Italian restaurant in town. He calls a restaurant to make a reservation but they have no tables available. He calls another restaurant, _____ but _____ they _____ have _____ no _____ availability _____ either.

He knows that Chloe loves Italian food more than anything else. He knows that nothing makes her happier. But the only two Italian places in town are too busy. Kevin has an idea...

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

<p>«БИШКЕК ИННОВАЦИАЛЫК КОЛЛЕДЖ» МЕКЕМЕСИ</p>		<p>УЧРЕЖДЕНИЕ «БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ»</p>
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VARIANT B.

TASK I. Transcribe the words and word combinations. Give the definition to them. Make up sentences with them.

Model: *foreign* /'fɒrən/ - from a country that is not your own. **Sent.** English is foreign language.

1. encouraging
2. be aware of something
3. in detail

4. gist

5. appropriate

TASK II. Make up the questions: General, Wh-question, Alternative question.

1. I am writing now.

2. He speaks English fluently.

TASK III. Explain the idiom. Make up sentence with it. *Pretty penny.*


TASK IV. Continue the story...

Amanda goes to work every day. She works in an office. She works very hard. She starts at 7 o'clock in the morning and finishes at 10 o'clock at night. She likes her work, and she wants to be a good worker, but she has one problem.

Her boss is not a very good boss...

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

<p>«БИШКЕК ИННОВАЦИАЛЫК КОЛЛЕДЖ» МЕКЕМЕСИ</p>		<p>УЧРЕЖДЕНИЕ «БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ»</p>
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VARIANT C.

TASK I. Transcribe the words and word combinations. Give the definition to them. Make up sentences with them.

Model: *foreign* /'fɒrən/ - from a country that is not your own. **Sent.** English is foreign language.

1. after a while

2. relevant to something

3. definition

4. idiom

5. go through something

TASK II. Make up the questions: General, Wh-question, Alternative question.

1. He writes a letter to his friend every weekends.

2. I want to learn Chinese language.

TASK III. Explain the idiom. Make up sentence with it. *Child prodigy.*

TASK IV. Continue the story...


Every Saturday Daniel and his family go to the beach. They live far from the beach, but once a week the family gets into the car and Daniel's father drives for hours until they arrive.

Daniel's parents love the beach. Daniel and his sister and brother love the beach. The family's dog loves the beach very much.

But it is a problem to go to the beach every week...

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

<p>«БИШКЕК ИННОВАЦИАЛЫК КОЛЛЕДЖ» МЕКЕМЕСИ</p>		<p>УЧРЕЖДЕНИЕ «БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ»</p>
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VARIANT D.

TASK I. Transcribe the words and word combinations. Give the definition to them. Make up sentences with them.

Model: *foreign* /'fɒrən/ - from a country that is not your own. **Sent.** English is foreign language.

1. repeat something

2. experiment with something

3. keep a record of something

4. guess something

5. context

TASK II. Make up the questions: General, Wh-question, Alternative question.

1. She is drinking a coffee now.

2. I will go to the theatre tomorrow.

TASK III. Explain the idiom. Make up sentence with it. *Child prodigy*.

TASK IV. Continue the story...

Emily is 8 years old. She lives in a big house. She has a huge room. She has many toys and she has a lot of friends. But Emily is not happy. She has a secret.

She doesn't want to tell anyone about her secret. She feels embarrassed. The problem is that if nobody knows about it, there is no one that can help her...

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

БИШКЕК ИННОВАЦИОНДУК КОЛЛЕДЖИ		БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ
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Билет №1

1. Модальные глаголы

2. Present continuouse

3. Пересказ текста

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odor of dusty cretonne. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it — not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field — the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep nix and call out when he saw her father coming. Still they seemed to have been rather happy then. Her

father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England.

Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided. And yet during all those years she had never found out the name of the priest whose yellowing photograph hung on the wall above the broken harmonium beside the colored print of the promises made to Blessed Margaret Mary Alacoque.

He had been a school friend of her father. Whenever he showed the photograph to a visitor her father used to pass it with a casual word:

“He is in Melbourne now.”

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

“Miss Hill, don’t you see these ladies are waiting?”

“Look lively, Miss Hill, please.”

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

БИШКЕК ИННОВАЦИОНДУК КОЛЛЕДЖИ		БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ
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Билет №2

1. Не правильные глаголы
2. Present perfect
3. Пересказ текста

«Now,» Robert told his wife, «I am going on a long trip. You won’t see me for years, but I will come back and see you.»

«Where are you going?»

«I am going into the future. I am sure you will be angry when you see me, but it won’t be for long, because once I have seen you, I will then vanish again and you will see me standing in this very spot exactly five minutes from now.»

Robert’s wife was puzzled.

«I am curious what our 401k will do if I invest in certain options and leave them,» he said. «I’ve

decided to go twenty years into the future and see the outcome.»

«What if you can't come back?»

A slight pause — then, «I hope I made the right choice.»

«What do you want for dinner?»

«I wouldn't make anything for me now, but, five minutes later, I will tell you what I want.»

Robert left for the basement. His wife, still confused, but knowing that Robert was a puzzling man, went to the kitchen to make dinner, with or without her husband's request. She was quite unsure what to make of all of it, but, after a few minutes, she quickly forgot the conversation.

Later in the afternoon, Robert's wife walked over to the basement door and knocked. She waited.

She knocked again, and, again, nothing. Finally, she opened the door and walked down to the

laboratory. Robert was nowhere to be seen. She hadn't heard him come up. Where had he gone?

When supper was ready, and the light outside turned a dim color, Robert's wife called out his name, but no one answered. The house was quite still.

«I don't like this,» she thought. «He's never been late for dinner before.»

Robert's dinner grew cold, and his wife placed it in the oven to keep warm hoping he would notice it when he came back. In the morning, Robert's plate was still warm in the oven. He had never touched it. His wife looked for him once again and called out his name, but it was to no avail — he wasn't in the house.

After several days, Robert's wife contacted the authorities and told them what had happened. They searched the house for clues, but all they could find was a slightly discolored spot on the basement floor.

«Did he say anything before he left?» they asked.

«I'll be back in five minutes,» she said.

After the authorities had left, and after several more days, weeks and months, the case was officially closed. Robert was missing, but since no foul play could be determined, it was decided that he had just deserted his wife. Robert's wife was not pleased.

Years passed, and Robert's wife was able to secure a job that kept her living slightly above poverty level. Day after day, while working, she cursed her husband for leaving her. She would never forgive him. Never! Her face became more wrinkled and the pretty smile she once wore turned into a permanent scowl.

Finally, twenty years to the day her husband had left, Robert's wife was sitting at the kitchen table when she heard a noise coming from the basement. She immediately got up in fright. Who was down there? She heard footsteps slowly walking up the stairs and — finally — the door flew open and there, before her eyes, was none other than Robert. He didn't look any different than when he had left.

«You!» she managed to say.

«Okay, what's the value of our 401K?» Robert asked.

«Where have you been?»

«That doesn't matter. What matters is the value of our 401K. I need to know if I invested wisely or not.»

«You left me twenty years ago with nothing to live in and expect to find anything left of the 401k?»

«You spent it all?» Robert asked. «Oh great — that's just great. I'll be right back.»

Robert turned and went down into the basement.

«Robert? Robert, where are you?» Robert's wife said but suddenly saw a brilliant blue flash of light and then nothing. Robert had vanished once again.

Robert's wife went back to the dining table. She sat down and tried to think of what had happened. Her mind was muddled. She couldn't think. The 401k had been — had been — she thought — left

untouched when Robert had first left, but now — she was beginning to remember different things. The 401k had been placed in a trust. A trust where she couldn't touch the money for twenty years. Then, she remembered that when the authorities had informed her that Robert had deserted her and was never located, that she had him declared legally dead so the trust would be legally hers without waiting for twenty years.

Another flash of light in the basement, more footsteps, and Robert walked into the kitchen.

«The value?»

«I told you I spent it.»

«I put it in a trust.»

«I had you declared legally dead.» Robert's wife said.

«Oh bother,» Robert said. «I'll be back again.»

A flash of light and Robert's wife was again confused.

«Did I say spent it? Spent what?» she thought. She had tried to obtain some money after Robert had left her. When she had gone to inquire how much was in their 401k, she had found out that Robert had withdrawn the money and had hidden it somewhere — but where?

Another light and Robert was there in the kitchen again.

«Do you know how much you put me through? You left me nothing to live on.»

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

БИШКЕК ИННОВАЦИОНДУК КОЛЛЕДЖИ		БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ
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Билет №3

1. Used to do and be used to doing something
2. Present perfect
3. Пересказ текста

An acquaintance of mine once told me the following story.

When I was a student at Moscow I happened to live alongside one of those ladies whose repute is questionable. She was a Pole, and they called her Teresa. She was a tallish, powerfully-built brunette, with black, bushy eye-brows and a large coarse face as if carved out by a hatchet—the bestial gleam of her dark eyes, her thick bass voice, her cabman-like gait and her immense muscular vigour, worthy of a fishwife, inspired me with horror. I lived on the top flight and her garret was opposite to mine. I never left my door open when I knew her to be at home. But this, after all, was a very rare occurrence. Sometimes I chanced to meet her on the staircase or in the yard, and she would smile upon me with a smile which seemed to me to be sly and cynical. Occasionally, I saw her drunk, with bleary eyes, tousled hair, and a particularly hideous grin. On such occasions she would speak to me.

«How d’ye do, Mr. Student!» and her stupid laugh would still further intensify my loathing of her. I should have liked to have changed my quarters in order to have avoided such encounters and greetings; but my little chamber was a nice one, and there was such a wide view from the window, and it was always so quiet in the street below—so I endured.

And one morning I was sprawling on my couch, trying to find some sort of excuse for not attending my class, when the door opened, and the bass voice of Teresa the loathsome resounded from my threshold:

«Good health to you, Mr. Student!»

«What do you want?» I said. I saw that her face was confused and supplicatory. . . . It was a very unusual sort of face for her.

«Sir! I want to beg a favour of you. Will you grant it me?»

I lay there silent, and thought to myself:

«Gracious! . . . Courage, my boy!»

«I want to send a letter home, that’s what it is,» she said; her voice was beseeching, soft, timid.

«Deuce take you!» I thought; but up I jumped, sat down at my table, took a sheet of paper, and said:

«Come here, sit down, and dictate!»

She came, sat down very gingerly on a chair, and looked at me with a guilty look.

«Well, to whom do you want to write?»

«To Boleslav Kashput, at the town of Svieptziana, on the Warsaw Road. . . .»

«Well, fire away!»

«My dear Boles . . . my darling . . . my faithful lover. May the Mother of God protect thee! Thou heart of gold, why hast thou not written for such a long time to thy sorrowing little dove, Teresa?»

I very nearly burst out laughing. «A sorrowing little dove!» more than five feet high, with fists a stone and more in weight, and as black a face as if the little dove had lived all its life in a chimney, and had never once washed itself! Restraining myself somehow, I asked:

«Who is this Boles?»

«Boles, Mr. Student,» she said, as if offended with me for blundering over the name, «he is Boles—my young man.»

«Young man!»

«Why are you so surprised, sir? Cannot I, a girl, have a young man?»

She? A girl? Well!

«Oh, why not?» I said. «All things are possible. And has he been your young man long?»

«Six years.»

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

БИШКЕК ИННОВАЦИОНДУК КОЛЛЕДЖИ		БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ
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Билет №4

1. Future Simple + be going to
2. Word order in questions, types of questions
3. Пересказ текста

«She said that she would dance with me if I brought her red roses,» cried the young Student;
«but in all my garden there is no red rose.»

From her nest in the holm-oak tree the Nightingale heard him, and she looked out through the leaves, and wondered.

«No red rose in all my garden!» he cried, and his beautiful eyes filled with tears. «Ah, for what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose is my life made wretched.»

«Here at last is a true lover,» said the Nightingale. «Night after night have I sung of him, though I knew him not: night after night have I told his story to the stars, and now I see him. His hair is dark as the hyacinth-blossom, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow.»

«The Prince gives a ball to-morrow night,» murmured the young Student, «and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.»

«Here indeed is the true lover,» said the Nightingale. «What I sing of, he suffers — what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine opals. Pearls and pomegranates cannot buy it, nor is it set forth in the marketplace. It may not be purchased of the merchants, nor can it be weighed out in the balance for gold.»

«The musicians will sit in their gallery,» said the young Student, «and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will throng round her. But with me she will not dance, for I have no red rose to give her»; and he flung himself down on the grass, and buried his face in his hands, and wept.

«Why is he weeping?» asked a little Green Lizard, as he ran past him with his tail in the air.

«Why, indeed?» said a Butterfly, who was fluttering about after a sunbeam.

«Why, indeed?» whispered a Daisy to his neighbour, in a soft, low voice.

«He is weeping for a red rose,» said the Nightingale.

«For a red rose?» they cried; «how very ridiculous!» and the little Lizard, who was something of a cynic, laughed outright.

But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the oak-tree, and thought about the mystery of Love.

Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.

In the centre of the grass-plot was standing a beautiful Rose-tree, and when she saw it she flew over to it, and lit upon a spray.

«Give me a red rose,» she cried, «and I will sing you my sweetest song.»

But the Tree shook its head.

«My roses are white,» it answered; «as white as the foam of the sea, and whiter than the snow upon the mountain. But go to my brother who grows round the old sun-dial, and perhaps he will give you what you want.»

So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial.

«Give me a red rose,» she cried, «and I will sing you my sweetest song.»

But the Tree shook its head.

Составитель: _____ Жусуп у Улук

Зав.учебного отдела: _____ Айтмолдоева Л.Т.

БИШКЕК ИННОВАЦИОНДУК КОЛЛЕДЖИ		БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ
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Билет №5

1. Too, enough, a little, a few

2. Gerunds and Infinitives

3. Пересказ текста

«Now,» Robert told his wife, «I am going on a long trip. You won't see me for years, but I will come back and see you.»

«Where are you going?»

«I am going into the future. I am sure you will be angry when you see me, but it won't be for long,

because once I have seen you, I will then vanish again and you will see me standing in this very spot exactly five minutes from now.»

Robert's wife was puzzled.

«I am curious what our 401k will do if I invest in certain options and leave them,» he said. «I've decided to go twenty years into the future and see the outcome.»

«What if you can't come back?»

A slight pause — then, «I hope I made the right choice.»

«What do you want for dinner?»

«I wouldn't make anything for me now, but, five minutes later, I will tell you what I want.»

Robert left for the basement. His wife, still confused, but knowing that Robert was a puzzling man, went to the kitchen to make dinner, with or without her husband's request. She was quite unsure what to make of all of it, but, after a few minutes, she quickly forgot the conversation.

Later in the afternoon, Robert's wife walked over to the basement door and knocked. She waited.

She knocked again, and, again, nothing. Finally, she opened the door and walked down to the

laboratory. Robert was nowhere to be seen. She hadn't heard him come up. Where had he gone?

When supper was ready, and the light outside turned a dim color, Robert's wife called out his name, but no one answered. The house was quite still.

«I don't like this,» she thought. «He's never been late for dinner before.»

Robert's dinner grew cold, and his wife placed it in the oven to keep warm hoping he would notice it when he came back. In the morning, Robert's plate was still warm in the oven. He had never touched it. His wife looked for him once again and called out his name, but it was to no avail — he wasn't in the house.

After several days, Robert's wife contacted the authorities and told them what had happened. They searched the house for clues, but all they could find was a slightly discolored spot on the basement floor.

«Did he say anything before he left?» they asked.

«I'll be back in five minutes,» she said.

After the authorities had left, and after several more days, weeks and months, the case was officially closed. Robert was missing, but since no foul play could be determined, it was decided that he had just deserted his wife. Robert's wife was not pleased.

Years passed, and Robert's wife was able to secure a job that kept her living slightly above poverty level. Day after day, while working, she cursed her husband for leaving her. She would never forgive him. Never! Her face became more wrinkled and the pretty smile she once wore turned into a permanent scowl.

Finally, twenty years to the day her husband had left, Robert's wife was sitting at the kitchen table when she heard a noise coming from the basement. She immediately got up in fright. Who was down there? She heard footsteps slowly walking up the stairs and — finally — the door flew open and there, before her eyes, was none other than Robert. He didn't look any different than when he had left.

«You!» she managed to say.

«Okay, what's the value of our 401K?» Robert asked.


«Where have you been?»

«That doesn't matter. What matters is the value of our 401K. I need to know if I invested wisely or not.»

«You left me twenty years ago with nothing to live in and expect to find anything left of the 401k?»

«You spent it all?» Robert asked. «Oh great — that's just great. I'll be right back.»

Составитель: _____ Жусуп у Улук

<p>«БИШКЕК ИННОВАЦИАЛЫК КОЛЛЕДЖ» МЕКЕМЕСИ</p>		<p>УЧРЕЖДЕНИЕ «БИШКЕКСКИЙ ИННОВАЦИОННЫЙ КОЛЛЕДЖ»</p>
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Примерные тесты.

TEST 1

1. Where on holidays?
A) you go B) do you go
C) do you going D) are you go

 2. I to work now. Good-bye!
A) go B) went C) am going D) goes

 3. I a book about astrology these days.
A) am reading B) read C) am reads D) reading

 4. I lots of books every year.
A) will read B) am reading
C) read D) am going to read

 5. Nurses after people in hospital.
- People say I look like my sister (33) we both have brown eyes
- A) looks B) is looking C) will look D) look

 6. Annie from Ireland.
A) come B) is coming C) comes D) coming

 7. We to a party next Saturday.
A) go B) goes C) are going D) went

 8. She for dinner this evening.
A) come B) came C) comes D) is coming

 9. to go out tonight?
A) Do you want B) Are you wanting
C) Is you want D) Would you want

 10. I four languages.
A) am speaking B) speak

C) speaks D) am speak

11. Every morning Tessa at 7.30.

A) is getting up B) got up

C) get up D) gets up

12. Oh, someone in my seat!

A) is sitting B) sits C) will sit D) sit

13. I'm sorry. I can't help you at the moment. I dinner.

A) will cook B) am cooking C) cook D) cooked

14. I a pain in my leg.

A) has B) having C) have D) am having

15. Mrs. Steele to her boss. I'll tell her you phoned.

A) talked B) talks C) talk D) is talking

16. Turn the T.V off. No one it!

A) watches B) watch C) is watching D) watched

17. She is not ready. She her hair.

A) is washing B) washes C) washed D) wash

18. Derek's good at golf but he very often.

A) aren't play B) isn't playing C) doesn't play D) didn't play

19. The sun in the day time.

A) shine B) shone C) is shining D) shines

20. In Britain people on the right.

A) are driving B) drives C) drive D) drove

TEST 2

1. I was born in Africa 1970.

A) on B) at C) in C) last

2. My parents moved back to England I was five.

A) when B) ago C) at D) for

3. We lived in Bristol three years.

A) last B) for C) at D) *

4. I left college three years .

A) nothing B) ago C) for D) in

5. I found a flat on my own last year.

A) at B) for C) * D) on

6. I usually go home the weekend.

A) in B) when C) at B) of

7. I didn't go home weekend because some friends came to stay.

A) for B) last C) * D) at

8. They arrived three o'clock the afternoon.

A) at / in B) in / for C) when / ago D) last / *

9. Saturday evening we went out to a concert.
A) Last B) In C) For D) On
10. we got home we listened to some music.
A) For B) Last C) Last D) When
11. We got up late Sunday morning.
A) * B) at C) on D) in
12. the afternoon we went for a walk.
A) At B) For C) On D) In
13. I bought a car a few weeks .
A) last B) when C) ago D) for
14. I had an accident last night.
A) in B) * C) on D) at
15. It happened seven o'clock the evening.
A) when / * B) in / at C) at / last D) at / in
16. I took my car to the garage this morning.
A) in B) when C) * D) at
17. It will be ready two weeks.
A) * B) in C) on D) for
18. I a friend while I the shopping
A) was meeting / did B) met / was doing
C) meet / do D) met / did
19. I for my things when I someone call my name.
A) paid / was hearing B) pay / heard
C) was paying / hear D) was paying / heard
20. I round and Paula.
A) turned / saw B) was turning/ was seeing
C) turn / was seeing D) was turning / saw

1-B 2-C 3-A 4-C 5-D 6-C 7-C 8-D
9-A 10-B 11-D 12-A 13-B 14-C 15-D 16-C
17-A 18-C 19-D 20-C

1-C 2-A 3-B 4-B 5-C 6-C 7-B 8-A
9-D 10-D 11-C 12-D 13-C 14-B 15-D 16-C
17-B 18-B 19-D 20-A

4. Информационные и образовательные технологии.

Оборудование: доска белая магнитная, маркеры, магнитофон для CD, ноутбук (по необходимости).

Интернет-страница курса www.oup.com/elt/englishfile/elementary

-Учебник,

-Рабочую тетрадь,

-Книгу для чтения,

-Книгу для учителя,

-Комплект наглядного дидактического материала.

«Электронной оболочки», состоящей из:

Интернет-поддержки, где учитель может найти дополнительные материалы и получить

оперативную методическую помощь на сайте авторского коллектива;

«Методического портфеля», электронная версия которого включает: авторскую концепцию, авторские учебные программы, учебно-тематические планы, электронные презентации новых УМК, набор цифровых образовательных ресурсов, лучшие учительские и ученические проекты, подборки статей из различных методических источников с описанием технологии коммуникативного иноязычного образования и опыта работы с УМК;

фильмов по технологии коммуникативного иноязычного образования на DVD;

аудиокурсов на компакт-диске в формате CD или MP3, либо размещенных в Интернете в формате MP3 для свободного доступа;

электронной версии Книги для учителя в открытом доступе.

Информационно-образовательная среда новых УМК расширяет возможности традиционного учебного процесса как на предметном, так и на метапредметном уровнях, на основе использования разнообразных технологий и методов обучения. Учителю предлагается готовый учебный материал, представленный в предметной линии учебно-методических комплектов, дающих возможность самостоятельного построения хода урока и сопровождение учебной деятельности учащихся.

Применяемые образовательные методы и технологии

Преподавание дисциплины осуществляется в форме практических занятий по освоению теоретического и дидактического материала.

Требования к минимальному материально-техническому обеспечению.

Оборудование учебного кабинета:

-посадочные места по количеству обучающихся;

-рабочее место преподавателя;

-комплект учебно-наглядных пособий по дисциплине «Иностранный язык»

Технические средства обучения:

-ноутбук

Практическое занятие целесообразно начинается с проверки выполнения домашних заданий, устного опроса студентов. В процессе устного опроса необходимо обращать внимание на наиболее удачные и творческие ответы и решения, указывать на неправильные ответы, типичные ошибки. На занятиях часто используется не один какой-то метод, а их сочетание. Каждый метод занимает особое место в стимулировании познавательной деятельности студентов.

На занятиях применяется такие методы: игры, технология развития критического мышления, кластер, синквейн, приём «Верные – неверные утверждения»,

Игры.

Игры позволяют осуществлять дифференцированный подход к учащимся, вовлекать каждого студента в работу, учитывая его интересы, склонность, уровень подготовки по языку. Упражнения игрового характера обогащают учащихся новыми впечатлениями, активизируют словарь, выполняют развивающую функцию, снимают утомляемость. Они могут быть разнообразными по своему назначению, содержанию, способам организации и проведения. С их помощью можно решать какую-либо задачу (совершенствовать грамматические, лексические навыки и т.д.) или же целый комплекс задач: формировать речевые умения, развивать наблюдательность, внимание, и творческие способности и т.д.

Одни игры выполняются учащимися индивидуально, другие – коллективно.

Каждое упражнение игрового характера требует не менее 10-12 минут учебного времени.

Технология развития критического мышления

Критическое мышление означает мышление оценочное, рефлексивное. Это открытое

мышление, развивающееся путем наложения новой информации на жизненный личный опыт.

В данной технологии принципиально меняется роль преподавателя. Он становится партнером, активизирующим и направляющим учебный процесс. Учащиеся учатся бесконфликтному обмену мнений. Осуществляется личностно-ориентированное обучение, при котором каждый ученик не просто получает очередной объем готовых знаний, а вовлекается в процесс конструирования знаний на основе равноправных партнерских отношений.

Структура технологии развития критического мышления состоит из трех стадий: вызов, осмысление содержания, рефлексия.

Первая стадия (стадия вызова) - актуализирует имеющиеся знания учащихся, пробуждает интерес к теме; именно здесь определяются цели изучения материала.

Вторая стадия- осмысление нового материала. Здесь происходит основная содержательная работа с текстом. Данную стадию, пожалуй, можно назвать основной, поскольку именно на этой стадии учащимся предъявляется новый учебный материал, именно на этом этапе они вступают в контакт с новой информацией, с новыми идеями. Иными словами, эта часть урока и есть его основной смысл, то, ради чего затеяно учение, то есть она посвящена задаче усвоения нового знания. Совсем не случайно стадия названа осмыслением – это смысловая стадия, как для преподавателя, так и для студентов. Для преподавателя на ней сосредоточен смысл его преподавательской деятельности, а для обучающихся через осмысление достигается необходимое восприятие нового учебного знания.

Третья стадия-размышления или рефлексии. Здесь студенты осмысливают изученный материал и формируют свое личное мнение, отношение к изучаемому материалу.

Элементы новизны содержатся в методических приемах, которые ориентируются на создание условий для свободного развития каждой личности, на каждой из стадий урока используя свои методические приемы.

Прием «Составление кластера»

Смысл этого приема заключается в попытке систематизировать имеющиеся знания по той или иной проблеме. Кластер - это графическая организация материала, показывающая смысловые поля того или иного понятия. Слово кластер в переводе означает пучок, гроздь. Составление кластера позволяет учащимся свободно и открыто думать по поводу какой-либо темы. Студент записывает в центре листа ключевое понятие, а от него рисует стрелки-лучи в разные стороны, которые соединяют это слово с другими, от которых в свою очередь лучи расходятся далее и далее.

Кластер может быть использован на самых разных стадиях урока.

На стадии вызова - для стимулирования мыслительной деятельности.

На стадии осмысления - для структурирования учебного материала.

На стадии рефлексии - при подведении итогов того, что студенты изучили.

Кластер может быть использован также для организации индивидуальной и групповой работы.

После того, как студенты составили кластер, можно предложить им составить предложения по данной теме. Студенты составляют предложения по теме, обмениваются информацией, работают в группах.

Прием «Написание синквейна»

В переводе с французского слово «синквейн» означает стихотворение, состоящее из пяти строк, которое пишется по определенным правилам.

В чем смысл этого методического приема? Составление синквейна требует от студента в кратких выражениях резюмировать учебный материал, информацию, что позволяет рефлексировать по какому-либо поводу. Это форма свободного творчества, но по определенным правилам.

Правило написания синквейна

1. В первой строчке тема называется одним словом (обычно существительным).

2. Вторая строчка — это описание темы в двух словах (двумя прилагательными).
3. Третья строчка — это описание действия в рамках этой темы тремя словами.
4. Четвертая строка — фраза из четырех строк, показывающая отношение к теме
5. Последняя строка — это синоним из одного слова, который повторяет суть темы.

Приём «Верные – неверные утверждения»

Используется на стадии вызова, предлагается несколько утверждений по ещё не изученной теме. Студенты выбирают «верные» утверждения, полагаясь на собственный опыт или просто угадывая.

Идёт настраивание на изучение новой темы, выделяются ключевые моменты. На одном из следующих уроков возвращаемся к этому приёму, чтобы выяснить какие из утверждений были верными, можно на стадии рефлексии.

Таким образом, используя приемы и стратегии технологии развития критического мышления, можно «вооружить» учащихся самыми разнообразными ресурсами в работе с различными типами информации. Ребята учатся работать с текстом: оценивать информацию, выделять в тексте противоречия и типы присутствующих в нем структур, аргументировать свою точку зрения, опираясь не только на логику, но и на представления собеседника.

5. Учебно-методическое и информационное обеспечение дисциплины.

5.1. Основная литература

1. Аракин курс английского языка. II курс. – М.: Владос, 2002.

5.2. Дополнительная литература.

1. Бузаров синтаксиса английской разговорной речи. – М.: Крон-Пресс, 1998. – 365 с.
2. Израилевич грамматика английского языка. – М.: Лист Нью, 2003. – 542 с
3. Романова грамматика английского языка. М.: Айрис-пресс, 2007.-384 с.
4. и др. Учебное пособие по английскому языку. Ч. I, II для II курса. – М., 2000.
5. Шлепкина грамматика в диалогах. Формы наклонения: Учеб. пособие для вузов/ , . М.: Высш. шк., 2004.-207 с.
6. Krylova I. P. A Grammar of Present-day English. Practice book. – М.: Глосса, 2000. – 425 с.
7. Krylova I. P. A Grammar of Present-day English. Practical course. – М.: Глосса, 2000. – 443 с.
8. Дроздова Т. Ю и др. Everyday English: учебное пособие.- 7-е изд.- СПб.: Антология, 2007.
9. Английский язык для студентов языковых вузов. Второй этап обучения: , .- М.: Астрель: АСТ, 2006.-380 с.
10. Блох по грамматике английского языка. М., 1985.
11. и др. Грамматика английского языка. – Л., 1960. – 319 с.

12. и др. Сборник упражнений по грамматике английского языка. –Л., 1968. – 215 с.
13. Alexander, L. G. Longman English Grammar – Longman, 1996. – 251 pp
14. English Grammar: reference and practice: Учебное пособие.-СПб.: Антология, 2006.
15. Hewings, M. Advanced Grammar in Use - Cambridge University Press, 1996. – 263 pp
16. Swan M. Practical English Usage – Oxford University Press. – 2002

Видеоматериалы

1. Видео-уроки с журналами с заданиями УМК «Англия и англичане» (на англ. яз.) под ред. Титовой С.
2. Набор дисков и кассет для проведения аудирования.
3. Quinten Manby, Jackie Martin. Key Skills for FCE. Listening and speakingp.
4. Видео фильм Лондон (на английском языке).

6. Материально-техническое обеспечение учебной дисциплины (из паспорта кабинетов).

Освоение программы учебной дисциплины «Английский язык» предполагает наличие в профессиональной образовательной организации, реализующей образовательную программу среднего общего образования на базе основного общего образования, учебного кабинета, в котором имеется возможность обеспечить свободный доступ в Интернет во время учебного занятия и в период внеучебной деятельности обучающихся.

Помещение кабинета должно удовлетворять требованиям Санитарно-эпидемиологических правил и нормативов (и быть оснащено типовым оборудованием, указанным в настоящих требованиях, в том числе специализированной учебной мебелью и средствами обучения, достаточными для выполнения требований к уровню подготовки обучающихся.

В кабинете должно быть мультимедийное оборудование, посредством которого участники образовательного процесса могут просматривать визуальную информацию по английскому языку, создавать презентации, видеоматериалы, иные документы. В состав учебно-методического и материально-технического обеспечения программы учебной дисциплины «Английский язык» входят:

- многофункциональный комплекс преподавателя;
- наглядные пособия (комплекты учебных таблиц, плакатов, портретов выдающихся ученых, поэтов, писателей и др.);
- информационно-коммуникативные средства;
- экранно-звуковые пособия;
- лингафонное оборудование на 10—12 пультов для преподавателя и обучающихся, оснащенных гарнитурой со встроенным микрофоном и выходом в Интернет;
- комплект технической документации, в том числе паспорта на средства обучения, инструкции по их использованию и технике безопасности;
- библиотечный фонд. В библиотечный фонд входят учебники и учебно-методические комплекты (УМК), обеспечивающие освоение учебной дисциплины «Английский язык»,

рекомендованные или допущенные для использования в профессиональных образовательных организациях, реализующих образовательную программу среднего общего образования в пределах освоения ОПОП СПО на базе основного общего образования.

Библиотечный фонд может быть дополнен энциклопедиями, справочниками, научной и научно-популярной, художественной и другой литературой по вопросам языкознания. В процессе освоения программы учебной дисциплины «Английский язык» студенты должны иметь возможность доступа к электронным учебным материалам по английскому языку, имеющимся в свободном доступе в сети Интернет (электронные книги, практикумы, тесты, материалы ОРТ и др.).

7. Глоссарий.

A

Admiralty ['sedmirslti] - that part of the British government which controls the navy.

Angles [asrjglz] --a north Germanic tribe (племя) who with the Saxons invaded Britain in the 5th century — англы. England gets its name from the Angles.

Anglo-Saxons fasi:glou'saeksan/ -- Germanic tribes which invaded Britain in the 5th century — англосаксы.

B bagpipes fbaegpaips] — a musical instrument with pipes (трубки) and a wind-bag (мехи) very popular in Scotland — волынка. The national instrument of the Scots is the bagpipes.

Banqueting House fbserjkwitir/haus] — one of the most famous buildings in London situated in Whitehall.

Bath [ba:0] — a town in the south of England known for its Roman baths (бани). Some are in ruins, others are still used today. The hot water comes out of the ground.

Belfast [beLfa:st] —the capital of Northern Ireland.

Ben Nevis ['ben'nevis] - - the highest mountain (1,343 metres) in Great Britain. It is in the Highlands of Scotland.

Big Ben ["big "ben] — the bell which strikes the hours in the Clock Tower of the Houses of Parliament in London. It was made in 1858 and was named after Benjamin Hall, First **Commissioner** [ka'mijana] of Works (главный смотритель работ) at the time it was hung.

Birmingham [ˈBɜːrɪŋ(ə)m] — the second largest city in Great Britain after London.

Britain fbritn] — see Great Britain.

British Isles fbritij "ailz] - - a group of islands o IT North-West Europe consisting of Great **Britain**, Ireland and many other islands.

Briton ['brim] — a native of Great Britain — бритт (ист.), британец, англичанин.

Cambridge fkeimbridS] — a town in England known for its university.

Cardiff fka:dif] — the capital of Wales, a large industrial centre and a port.

Celts [kelts] -- the tribes which lived in the British Isles when they were invaded by the Anglo-Saxons — кельты.

Cenotaph ['senstaif]— a monument in London put up in 1920 in memory of the people killed in the first world war.

Chester ftjest] --a town in England which was a Roman settlement (поселение); now it has a lot of ancient buildings.

City, the ['siti] - - the historic oenire of London, one of the greatest financial and commercial centres of the world.

college [4kolid3] - - 1) a school for highest education, often part of a university; 2) a small university; 3) a public school.161

Conservative Party [kan'sa:vativ 'po.:tij] — one of the politicalparties in Great Britain. (See also Liberal Party and Democratic Party).

Continent [kɒntɪnənt] -- Europe without the British Isles; so called by the people living in the British Isles.

Coventry ['kɒvəntri] -- an ancient town in England which was destroyed by fascist planes in 1940, the twin town of Volgograd.

cricket ['kri:kɪt] — a outdoor ball and bat (бита) game popular in Britain, played by two teams of 11 players each. D Downing Street [daʊnɪŋ *stri:t] — the London street in which (at Number 10) the Prime Minister officially lives. Druid [dru:ɪd] — officer of Welsh Eisteddfod — друид, распорядитель на айстеддводе. (See Eisteddfod.)

E **East End** ['i:st 'end] — the eastern part of London, the industrial area near the port of London on the Thames, the inhabitants of East End are mostly poor people. Edinburgh [edɪnbərə] — the capital of Scotland; an important transport junction ['dʒʌŋkʃn] (узел) and an industrial and cultural centre.

Edinburgh Castle [edɪnbərə 'kɑ:sf] — the famous ancient fortress in the city of Edinburgh.

Edinburgh Festival [edɪnbərə 'festɪvəl] - - a music and drama festival held every year in September. People come to it from all over the world; new plays can be seen and new music can be heard there.

Eisteddfod [ais'tedvɒd] — a Welsh musical festival.

England [ɪŋɡlənd] — the country occupying the largest, southern part of Great Britain. F „Flying Scotsman" [flaɪɪŋ 'skɒtsmən] — a famous London-Edinburgh express train.

franklin ['fræŋklɪn] — the name given to a free man, who owned a small area of land in Britain in the 14th and 15th centuries. G gentleman [dʒentlmən] — a man who is polite, kind and honorable; a man of high social position. Glasgow [glɑ:sgəʊ] — a city in the south of Scotland, on the River Clyde, the third largest city in Great Britain, and one of the biggest ports.

Great Britain [greɪt 'brɪm] - - 1) the largest island in the British Isles; 2) the state situated on the island of Great Britain, and consisting of England, Scotland, Wales and a number of smaller islands.

Grimsby [grɪmzbi] — Britain's biggest fishing port on the east coast of England.

H **half-crown** [hɑ:f kraʊn] — a silver-coloured coin (before 1970)— полкроны. Highlander [haɪlənda] — a native of the Highlands of Scotland.

Highland Games [haɪlənd 'geɪmz] - - a traditional Scottish meeting at which competitions in athletics, Highland dancing and bagpipe playing are held.

Highlands [haɪləndz] — a region of high ground in the north of Scotland.

high tea [haɪ 'ti:ə] -- an early evening meal (or late tea) in homes where dinner is not eaten in the evening.

Home Office [həʊm 'ɒfɪs] the British government department which controls local government, the police, prisons and other state organizations.

Horse Guards [hɔ:sgɑ:dz]—1) Королевская конная гвардия;
2) the headquarters [hedkwɔ:təz] (штаб) of the Horse Guards in Whitehall, London.

House of Commons [haʊs əv 'kɒmən] — the lower house of the British Parliament, the members of which are elected.

House of Lords [haʊs əv 'lɔ:dz] — the upper house of the British Parliament, the members of which are lords and bishops. They are not elected.

Houses of Parliament [haʊz əv 'pɑ:li:mənt] — the buildings in which the British Parliament sits.

Hyde Park [haɪd 'pɑ:k] — the most famous London park where political meetings and demonstrations are held. I inspector [ɪn'spektə] — a police officer ranking above a sergeant.

Ireland [aɪələnd] — an island of the British Isles, to the west of Great Britain, divided into the Irish Republic and Northern Ireland.

Irish, the [aɪrɪʃ] -- the people of Ireland.

Irish Sea [aɪrɪʃ 'si:ə] — the sea between Ireland and Great Britain. It is open to the Atlantic Ocean in the north and the south.

J Jutes [dʒu:ts] — a Germanic tribe (племя) that took part in the conquest ['konkwosll (завоевание) of Britain in the 5th and 6th centuries — юты. **K Kent** [kent] — a county in South-East England.

kilt [kilt] — a kind of skirt worn as part of the dress of men of the Scottish Highlands. The kilt is also worn by women and children. **L Labour Party** ['leibs 'parti] — one of the largest political parties in Great Britain.

It is a socialist party.

Lancaster ['lɑ:stɜ:lɑ:stɜ:] — a town near the north-west coast of England.

Leeds [li:dz] — a large industrial city in the north-east of England.

Liberal Party ['li:bərə! 'parti] — one of the bourgeois political parties of Great Britain.

Loch Lomond flok Uoumsnd] — a lake (37 km long, 1—8 km wide) in

West Scotland, north of Glasgow **London** [ʧlɪmɒn] — the capital of the United Kingdom of Great Britain and Northern Ireland, the largest industrial and cultural centre of the country. **Lord**

Chancellor [4o:d 'tjnsələ] --preside-ill of the House of Lords — лорд-канцлер. **Lowlands** ['ləuləndz] —the part of central Scotland lying between

the Highlands and the southern upland

M Manchester fmasntjists] — an industrial and commercial centre in the north-west of England. In the 19th century the Manchester Ship Canal was built and Manchester became an important port. **Member of Parliament** fmembar ov 'pɛdomɒnt] (M. P.) — an elected representative in the British Parliament.

Metropolitan Police [metropolitan ps'i:js] — the London police („Metropolitan" means „of or in a capital city").

N National Gallery [nɑ:ʃənəl 'gæbrɪ | -;- the greatest collection of paintings in Great Britain; its building was opened in 1824.

National Portrait Gallery [neɪnəl *pɔ:trɪt 'gæbrɪ] -

a collection of more than 4,000 portraits of famous people of Great Britain.

Nelson's Column [nelsnz 'kɒbm] — the monument to Admiral Nelson in Trafalgar Square. It is a 44-metre column with a 5-metre figure of the Admiral on top of it.

Nottingham ['nɒtɪnəm] -- an important industrial centre in the middle of England on the River Trent. **O Oxford** fɒksfɜ:d] — a town in England north of London known for its 12th century university and its colleges.

P Palace of Westminster ['p;clɪs ov 'westmɪnstɔ] - - the official name of the parliament Buildings

Parliament fpa.'hɪmɪnt] - - the main law making body (законодательный орган) in the United Kingdom.

Piccadilly Circus [pɪks'dɪli 'sɜ:kɜ:s]— a square in the central part of London. From it some of London's

best-known streets radiate.

piper ['paɪpɜ:] — a musician who plays bagpipes.

Port Talbot ['pɔ:t 'tɒlbɒt] — an industrial centre and a port in South Wales.

pound [paʊnd] — the British unit of money. 100 pence make one pound (1) — фунт стерлингов.

Princes Street fprɪnsɪz 'stri:t] -- the main street in Edinburgh, it has rich shops on one side and gardens on the other.

R Royal Mint froɪsl 'mɪnt] - - the place where the official coins are made, it was situated in the Tower until 1809 — королевский и-им. ^ии^Л ,u.>чр.

rugby football ['rʌgbɪ 'fʊtbɔ:l] — a type of football played with

an oval ball, by two teams of either thirteen or fifteen men. This is the kind of football in which the players may run with the ball in their hands.

S Saxons fsæksnz] — one of the Germanic tribes that invaded

Britain in the 5th century — саксы. Scut [skot] — a person born in Scotland Scotland ['skotbnd] — the country in the north of Great Britain. Scotland Yard fskotbnd 'ja:d]—the name of the police headquarters fhedkwoftaz] (штаб-квартира) and the police itself.

Scotsman fskotsman] —a native of Scotland. Scottish f skotij] —typical of Scotland and its people. **sea-loch** ['si:lok] — a narrow part of the sea reaching into the land.

serf [se:f] — a person who, under the feudal system, worked on the land and could be bought and sold together with the land. session fsejn] —the formal meetings til'Parliament lasting from the end of October till August of the next year.

Severn ['sevsn]— a river in the west of England. It is 310 kilometres long. Sheffield fjefi:ld] — a town in the middle of England, an important centre of heavy industry.

sir [zə:] — a word sometimes used when talking politely to a man (a teacher, an officer in the army. etc.).

sittings of the House of Commons ['sitirjz əy cb'haus av 'kotnsns]-meetings of the House of Commons when Parliament is in session.

Snowdon ['snoudn] — a mountain in North Wales with five peaks, rising to 1,085 metres. Social-Democratic Party fsoujzl dema'krastik 'pa:ti] —one of the political parties in Great Britain.

Speaker ['spiiks] —the presiding [pri'zaidirj] (председательствующей) officer of the House of Commons.

Stratford-on-Avon ['strsetfadon'eivn] — a town in the south-west of England on the River Avon. It is Shakespeare's birthplace.

Swansea fswonsi:] — a port and an industrial centre in south-east Wales.

Thames [temz] — a river (346 km long) rising in South England, and flowing east to the North Sea,

navigable fnasvigabl] by large ships up to London.

tossing the caber ftosirj cb'keibs] — a Scottish game in which a person throws a caber (деревянный столб) into the air and tries to make it land in a given place. Tower of London [Чайэр svMAndon] -- a group of ancieni * buildings east of the City of London vjn the north bank of the Thames -Тауэр. The central tower was built in 1078— 1085. For centuries the Tower was the main state prison. Today it is a historical museum.

Trafalgar Square [tre'faelgs 'skwss] — a square in the centre of London; it is the place where mass meetings and demonstrations take place. Treasury [treSsri] —the government department that controls and spends public money - казначейство, министерство финансов.

U United Kingdom [ju'naitid 'kirjdnml (the U. K.)—the United Kingdom of Great Britain ui.ij Northern Ireland — Соединенное Королевство. (See Great Britain.)

W Wales [weilz] — the country in the west of Great Britain. It is a part of the United Kingdom.

War Office ['wo:r'ofis] — a department of the British Ministry of Defense [di'fens] (обороны).

Welch, the [well] - - 1) the people of Wales; 2) the language spoken by the Welsh people.

Wessex ['wesiks] -- an Anglo-Saxon kingdom in the late 5th century; it became a united English kingdom in the 6th century. West End ["west 'end] — the western, aristocratic part of central London, where big hotels, shops, theatres and offices are.

Westminster fwestminsts] — a district in trie central pan of London, the site of the Houses of Parliament.

Westminster Abbey fwestminsts 'iebij -- the ancient large church in London in which the coronation ceremony of almost all the English kings and queens has taken place Вестминстерское аббатство. Many famous people are buried there.

Westminster Palace ['westminsts 'paelis] —see Palace of Westminster. Whitehall f waittho:!] — a London street in which there are many government offices.

William the Conqueror pkorjkara] — Duke (герцог) of Normandy ['normandi] and King of England from

1066 till 1087 - - Вильгельм Завоеватель. As Duke of Normandy, he invaded England in 1066 defeating and killing Harrold. the «woolsack [fwulsæck] — the seat in the British Parliament on which the Lord Chancellor sits in the House of Lords. At the time when the woolsack was first put in the Lord Chancellor's chair, wool was the main source of the national wealth — меток с шерстью.

U uniform [fju:nifo:m] униформа

V vanguard [vʃer]ga:d] re авангард v-etcran [vetsran] n ветеран vice-president [Vais'prezidant] вице-президент visitor [Vizits] n визитер; гость

Z zone [zoun] re зона

8. Календарно-тематический план. 3-семестр

№	Наименование разделов и тем	Вид	Элементы содержания	Планируемый результат	Задания для студентов	Календар	Кол-во часов
			(аудиторная работа)	Знать, уметь, владеть			
1	Speaking: Text: “Anne meets her class”. by Miss Reed.	Комбинированный	Topic: Choosing a career. Vocabulary: Vocabulary Notes p 13-18 Essential Vocabulary (II)P 30 Grammar: Indicative Mood . Phonetics: Review of Fundamental Intonation Patterns and Their Use.	Знать:правила согласования времен; Уметь:отработать произношение отдельных слов и фраз;разобраться в предлогах, артиклях, союзах и местоимениях; Владеть: речевыми идиомами и устойчивыми выражениями.	Ex 9, 11, 12, 13, 19, 21, p21-26. Ex 2, 7, 12, p 31-35. Assignments p 41	Сентябрь	17

2	<p>Speaking:Text: “A day’s Wait” by Ernest Hemingway.</p>	Комбинированный	<p>Topic: Illness and their Treatment. Vocabulary: Vocabulary Notes p 49 – 51. Grammar: The Subjunctive Mood and The conditional Mood. Phonetics: Intonation Pattern IX.High Fall</p>	<p><i>Знать:</i>правила согласования времен; <i>Уметь:</i>отработать произношение отдельных слов и фраз;разобраться в предлогах, артиклях, союзах и местоимениях; <i>Владеть:</i> речевыми идиомами и устойчивыми выражениями.</p>	<p>Grammar exercises 1-5 p43-45. Ex 12- 15p 61-62. Ex 2, 3, 8, 9 p 73-77. Ex 11- 16 p 75 – 77 Assignments p 81</p>	Октябрь	17
	<p>CONTROL WORK № 1.</p>					Октябрь	2
3	<p>Speaking:Text: “Introducing London”</p>	Комбинированный	<p>Topic: City Vocabulary: Vocabulary Notes p 89 – 92. Essential Vocabulary(II) p108 Grammar: The Subjunctive Mood and The conditional Mood. Phonetics: Intonation Pattern X.(Low Pre-Head+) Rising Head + High Fall (+Tail)</p>	<p><i>Знать:</i>правила согласования времен; <i>Уметь:</i>отработать произношение отдельных слов и фраз;разобраться в предлогах, артиклях, союзах и местоимениях; <i>Владеть:</i> речевыми идиомами и устойчивыми выражениями.</p>	<p>Grammar exercises 1-4 p84-85. Ex 9, 11, 13 p 96-97. Ex 16, 18 p 98-100. Ex 7, 8, 10, 14, p 111-113. Assignments p 118</p>	Ноябрь	17

4	<p>Speaking:Text: “How we Kept Mother`s Day ” by Stephen Leacock</p>	Комбинированный	<p>Topic: Meals Vocabulary:Vocabulary Notes p 125 – 128. Essential Vocabulary(II) p141-143 Grammar: Modal Verbs:Can, May, Must, Should, Ought, Need, Shall, Will. Phonetics: Intonation Pattern XI.(Low Pre-Head+) Falling Head + High Fall (+Tail)</p>	<p><i>Знать:</i> формирование грамматических навыков употребления модального глагола must, совершенствование лексико-грамматических навыков. <i>Уметь:</i>: развивать интеллектуальные, познавательные способности <i>Владеть:</i> формирование у студентов положительного отношения и интерес к изучаемому языку</p>	<p>Grammar exercises 1-5 p119-120. Ex 10- 15 p 133-135. Ex 6, 7, 14, p145-148. Assignments p 158</p>	Декабрь	17
5	<p>Speaking:Text: “A Freshman`s Experience ” by Jean Webster</p>	Комбинированный	<p>Topic: Education Vocabulary:Vocabulary Notes p 163 –166. Essential Vocabulary (II) p 179. Grammar: Modal Verbs:Can, May, Must, Should, Ought, Need, Shall, Will. Phonetics: Compound Tunes ___Fall+ Rise</p>	<p><i>Знать:</i> формирование грамматических навыков употребления модального глагола must, совершенствование лексико-грамматических навыков. <i>Уметь:</i>: развивать интеллектуальные, познавательные способности <i>Владеть:</i> формирование у студентов положительного отношения и интерес к изучаемому языку</p>	<p>Grammar exercises 1-6 p158-1160. Ex 9, 10 p 169. Ex 12, 13, 14p 169- 171. Ex 6, 9p 181-182. Assignments p 190</p>	Январь	17
6	<p>CONTROL WORK № 2.</p>					Январь	2
							72

№	Наименование разделов и тем	Вид	Элементы содержания (аудиторная работа)	Планируемый результат	Задания для студентов	Календарные	Кол-во
				Знать, уметь, владеть			
1	Speaking: Text: “The British Isles” by C. Eeckersley. Topic: Geography	Комбинированный	Vocabulary: Vocabulary Notes p 235- 238 Essential Vocabulary (II) p 254-255. Grammar: Non-Finite Forms of the Verb. The Infinitive. Phonetics: Intonation Pattern XII (Low pre-Head+) (High Head +) High Rise (+ Tail)	<i>Знать:</i> правила согласования времен; <i>Уметь:</i> отработать произношение отдельных слов и фраз; разобраться в предлогах, артиклях, союзах и местоимениях; <i>Владеть:</i> речевыми идиомами и устойчивыми выражениями.	Ex 9, 11, 12, 13, 19, 21, p21-26. Ex 2, 7, 12, p 31-35. Assignments p 41	Март	20
2	Speaking: Text: “Seeing People Off” by Max Beerbohm. Topic: Travelling.	Комбинированный	Vocabulary: Vocabulary Notes p 273- 278. Essential Vocabulary (II) p 292-293. Grammar: Non-Finite Forms of the Verb. The Gerund. Phonetics: High Pre-Head.	<i>Знать:</i> правила согласования времен; <i>Уметь:</i> отработать произношение отдельных слов и фраз; разобраться в предлогах, артиклях, союзах и местоимениях; <i>Владеть:</i> речевыми идиомами и устойчивыми выражениями.	Grammar exercises 1-5 p43-45. Ex 12- 15p 61-62. Ex 2, 3, 8, 9 p 73-77. Ex 11- 16 p 75 – 77 Assignments p 81	Апрель	20
	CONTROL WORK № 3.					Апрель	2

3	Speaking:Text: “Rose at the Music-Hall” by J. B. Priestley. Topic: Theatre.	Комбинированный	Vocabulary: Vocabulary Notes p 273- 278. Essential Vocabulary (II) p 312-317. Grammar:Non-Finite Forms of the Verb. The Participles. Phonetics: High Pre- Head	<i>Знать</i> :правила согласования времен; <i>Уметь</i> :отработать произношение отдельных слов и фраз;разобраться в предлогах, артиклях, союзах и местоимениях; <i>Владеть</i> : речевыми идиомами и устойчивыми выражениями.	Grammar exercises 1-4 p84-85. Ex 9, 11, 13 p 96- 97. Ex 16, 18 p 98- 100. Ex 7, 8, 10, 14, p 111-113. Assignments p 118	Май-Июнь	20
4	CONTROL WORK № 4.					Июнь	2
							68

9. План уроков

Unit 1 LESSON 1

Theme: Speaking: Text: “Anne meets her class”. *by Miss Reed.*

Vocabulary: Vocabulary Notes p 13-18.

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about describing and first impression of the class. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire about his/her class.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “What`s my job?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ð/)

Checking up home task:
min.

Time: 10

Speak about summer vocation.

- Introduce the topic of vacations by telling about one of your favorite vacations.
- Ask students to come up with different types of vacation activities and write these on the board.
- If necessary or helpful, review vocabulary about travel. Give each student a vacation survey and have them pair up to interview each other.
- As a class, ask each student which vacation they chose for their partner and why.
- As a follow-up exercise, students can write a short essay by choosing a dream vacation and explaining the choice.

During-Activity:

Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 13-19.

B) Listen to the text: “Anne meets her class”. by Miss Reed, mark the stresses and tunes, repeat the text following the model.

C) Read the text: “Anne meets her class”. by Miss Reed. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:

Time: 25 min.

Ex 1-5 p 19-20. Speaking exercises on the text: “Anne meets her class”. by Miss Reed.

Ex6-9 p 20-21. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 11-12 p 22-23. Vocabulary activities. Ex 19, 20, 21 p 25. Speaking activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Unit 1 LESSON 2

Theme: Grammar: Present Perfect, Past Perfect Continuous.

Vocabulary: Word combinations p 19.

Writing: The Past Indefinite and Past Participate of the regular and irregular verbs.

Type of lesson: combined

Objectives: To know: Difference between Present Perfect and Past Present Continuous.

To be able to: make up sentences using the active vocabulary of the lesson and Perfect Tenses.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words, the grammar skills.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: The game Find someone who

Checking up home task: Time: 10 min.

Ex 11-12 p 22-23. Vocabulary activities. Ex 19, 20, 21 p 25. Speaking activities.

During-Activity: Time: 25 min.

A) Study regular and irregular verbs in Past Tenses. Ex. 3 p.19

C) Read the text and talk on the following points (A. Grammar, B. Word Usage) Ex. 1 p. 19

Post Activity: Time: 25 min.

Ex 1 p. 430 3 p. 435-436. Grammar: Present Perfect / Present Perfect Continuous

Ex 2-3 p 55-56. Vocabulary Activities.

Follow up & homework: Time: 2 min.

Ex 4 p 436-437. Grammar activities.

Writing activity: a) a letter from Ann to a friend of hers about first experience at school. b) an answer of a friend of Anne's to this letter. Writing activities.

Vocabulary: Classroom English 1-4 p. 343-344

Lesson evaluation: Ask some questions on theme. Time: 3 min.

Unit 1 LESSON 3

Date:

Theme: Grammar: Nouns and adjectives. The forms of the suffixes and their meanings.

Writing: Write own sentences with new words and phrases.

Type of lesson: combined

Objectives: To know: How to use the suffixes and their definition.

To be able to: make up sentences using the active vocabulary of the lesson and nouns / adjectives using the suffixes.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words, the grammar skills.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: The game "Broken sentences".

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /i/)

Checking up home task: Time: 10 min.

Ex 4 p 436-437. Grammar activities.

Writing activity: a) a letter from Ann to a friend of hers about first experience at school. b) an answer of a friend of Anne's to this letter. Writing activities.

Vocabulary: Classroom English 1-4 p. 343-344

During-Activity: Time: 25 min.

A) Study forms of the suffix, translate the illustrative sentences into Russian and make up own sentences with new words.

B) Make up dialogues based upon the text between: a) Anne and a friend of hers, a young teacher discussing their first lessons.

Post Activity: Time: 25 min.

Ex 5-6 p 20. Grammar exercises.

Conversational Phrases 1- 2 p. 349-350 Vocabulary Activity.

Follow up & homework: Time: 2 min.

Ex 13-14 p 23-24. Grammar exercises.

Writing activity: Make up dialogues based upon the text between: a) Anne and Miss Ender by discussing the problem of discipline in class; b) Anne and her college teacher discussing situations like that described in the text.

Vocabulary: Classroom English I-VI p. 344-346

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Unit 1 LESSON 4

Date:

Theme: Speaking: Text: "Why I Didn't Do My Homework".

Vocabulary: Reacting to news p. 350

Grammar: Prepositions *for, in, with*. Like / dislike

Type of lesson: combined

Objectives: To know: The model of making up dialogues and conversation.

To be able to: make up sentences using the active vocabulary of the lesson. React to news. Retell about preference using *like / dislike*.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Sort out the sentences"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /b/ and /e/)

Checking up home task:

Time: 10 min.

Ex 13-14 p 23-24. Grammar exercises.

Writing activity: Make up dialogues based upon the text between: a) Anne and Miss Enderby discussing the problem of discipline in class; b) Anne and her college teacher discussing situations like that described in the text.

Vocabulary: Classroom English I-VI p. 344-346

During-Activity:

Time: 25 min.

A) Write a spelling-translation test:

- Translate the given phrases into English.

B) Answer the questions using the phrases "to like the idea/dislike the idea".

C) Listen to the Jokes connected with school life.

Post Activity:
min.

Time: 25

Ex. XX p. 25, Ex XXII (1-2) p 26-27. Speaking and Vocabulary Activities

Follow up & homework:

Time: 2 min.

Ex 3 p. 357 a) read c) Make up conversational situations, using the following phrases

Vocabulary: Classroom English VII–X p. 347-349

Lesson evaluation: Ask some questions on theme.
min.

Time: 3

Unit 1 LESSON 5

Date:

Theme: Speaking: Topic: Choosing a career

Text A: “What’s your line?”

Vocabulary: Essential Vocabulary and Word Combinations p. 30-31

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about career. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their lines by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “What is my job?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /ai/, /ei/)

Checking up home task:

Time: 10 min.

Ex 3 p. 357 a) read c) Make up conversational situations, using the following phrases

Vocabulary: Classroom English VII–X p. 347-349

During-Activity:

Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 30-31.

B) Listen to the text: “What’s your line?” on the topic “Choosing a career”, mark the stresses and tunes, repeat the text following the model.

C) Read the text: “What’s your line?” on the topic “Choosing a career”. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity: Time: 25 min.

Ex. 1-3 p. 31-32 Speaking and Vocabulary Activities

Follow up & homework: Time: 2 min.

Memory work: “Autumn Fires” by R. L. Stevenson p. 30

Vocabulary: Discussion opinion p. 350-351

Lesson evaluation: Ask some questions on theme. Time: 3 min.

Unit 1 LESSON 6

Date:

Theme: Speaking: Topic: Choosing a career

Text B: “Choosing is not so easy as it looks”

Vocabulary: Essential Vocabulary and Word Combinations p. 30-31

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about school. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire.

To master: the skills of the usage of vocabulary notes in their speech, the skills of telling about their lines by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: The game “Prepositions bingo”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /u/, /ʌ/)

Checking up home task: Time: 10 min.

Memory work: “Autumn Fires” by R. L. Stevenson p. 30

Vocabulary: Discussion opinion p. 350-351

During-Activity:

Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 30-31.

B) Listen to the text: “Choosing is not so easy as it looks” on the topic “Choosing a career”, mark the stresses and tunes, repeat the text following the model.

C) Read the text: “Choosing is not so easy as it looks” on the topic “Choosing a career”. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:
min.

Time: 25

Ex. 4, 6, 7, 8, p. 32-33 Speaking and Vocabulary Activities

Follow up & homework:

Time: 2 min.

Writing: Topic: “Secondary school in Kyrgyzstan”

Speaking: Find 5 proverbs and learn them by heart

Vocabulary: Agreeing. Disagreeing p. 351-352

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Unit 1 LESSON 7

Date:

Theme: Speaking: Topic: Choosing a career. Text : “My memories and Miseries As a Schoolmaster” From “College Days” by S. Leacock

Vocabulary: Giving advice p. 352

Type of lesson: combined

Objectives: To know: How to give advices. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech. To act as an interviewer.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Jigsaw reading”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /g/, /ei/, /i:/)

Checking up home task:

Time: 10 min.

Writing: Topic: “Secondary school in Kyrgyzstan”

Speaking: Find 5 proverbs and learn them by heart

Vocabulary: Agreeing. Disagreeing p. 351-352

During-Activity:

Time: 25 min.

A) *Comment the picture p. 39 Ex. 15 p. 38.*

B) *Read the text: “My memories and Miseries As a Schoolmaster” From “College Days” by S. Leacock. Talk on the following points (A. Grammar, B. Word Usage.)*

C) *Act as an interviewer. Speak about why and how they decided to qualify as a teacher of languages. Ex. 16 p. 38*

D) *Film “Mr. Brown’s Holiday”. Watch and do exercises from the guide to the film.*

Post Activity:

Time: 25 min.

Ex. 15, 16 p. 38. Speaking and Vocabulary Activities

Follow up & homework:

Time: 2 min.

Writing / Speaking: Topic: “Your idea of a happy childhood”

Ex. 5 p. 437-438

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Unit 1 LESSON 8

Date:

Theme: Speaking: Topic: Choosing a career. Text : “Studies of written English”

Vocabulary: Additional Vocabulary: Professions (handout)

Type of lesson: combined

Objectives: To know: Discuss. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech.

Visual aids: textbook, audio guide on the text, handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Irregular verbs bingo”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /g/, /ei/, /i:/)

Checking up home task:

Time: 10 min.

Writing / Speaking: Topic: “Your idea of a happy childhood”

Ex. 5 p. 437-438

During-Activity:

Time: 25 min.

A) *Read the text:* “Studies of written English”.

B) *Write a short paragraph about your visit to a former schoolmate.*

C) *Translate the sentences into English.*

D) *Continue the text on the part of the teacher. You may find the following ideas useful:*

A good teacher is one who learns all the time, from life, from colleagues, from children; a professional teacher integrates theory and practice; this sort of work demands great patience; there are many skills necessary for good teaching.

Prepare a 3-minute talk on one of the great teachers of the past on today, give reasons for your choice.

Post Activity:

Time: 25 min.

Ex. 6 p. 438 Vocabulary Activities

Follow up & homework:

Time: 2 min.

Writing / Speaking: Topic: “The problem of deprived children in Kyrgyzstan and abroad”

Read the dialogue and learn it by heart. Ex. 9 p. 34

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group: **Unit 1 LESSON 9**

Date:

Theme: Speaking: Additional topic: “Education in Kyrgyzstan” (handout)

Vocabulary: Additional Vocabulary: school (handout)

Type of lesson: combined

Objectives: To know: Discuss. Express opinion. Interview. React to news. Agreeing. Disagreeing. Giving advices.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech.

Visual aids: textbook, audio guide on the text, handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Irregular verbs bingo”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /g/, /ei/, /i:/)

Checking up home task:

Time: 10 min.

Writing / Speaking: Topic: “The problem of deprived children in Kyrgyzstan and abroad”

Read the dialogue and learn it by heart. Ex. 9 p. 34

During-Activity:

Time: 25 min.

A) *Make up your own dialogues on choosing career.*

B) *Write the dictation “Five Hundred Years of English Language Teaching”.*

C) *Write a paragraph supporting or arguing Jane's and Bob's idea about teaching. (See the Dialogue p. 29.)*

Post Activity:

Time: 25 min.

Ex. 1-2 p. 434-435 Grammar Activities

Follow up & homework:

Time: 2 min.

Writing / Speaking: Topic: “An ideal school as you see it”

Ex. 12 p. 35, Ex. 13 p. 36

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 1

Date:

Theme: Speaking: Text: “A day’s wait”. by *Ernest Hemingway*.

Vocabulary: Vocabulary Notes p 49-52.

Grammar: Speech patterns

Type of lesson: combined

Objectives: To know: Speech patterns. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Is it true or false?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ei/)

Checking up home task:

Time: 10 min.

Writing / Speaking: Topic: “An ideal school as you see it”

Ex. 12 p. 35, Ex. 13 p. 36

During-Activity:

Time: 25 min.

A) *Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 49-52.*

B) *Listen to the text: “A day’s wait”. by Ernest Hemingway., mark the stresses and tunes, repeat the text following the model.*

C) *Read the text: “A day’s wait”. by Ernest Hemingway. Talk on the following points (A. Grammar, B. Word Usage. C. Style)*

Post Activity:

Time: 25 min.

Ex. 1 p 52, Ex. 4 p 56, Ex. 8 p 58. Speaking exercises

Ex. 2 p 55, Ex. 7 p 57. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 3 p 56, Ex. 6 p 57. Vocabulary activities. Ex 5 p 57, Ex. 9 p 59. Speaking activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 2

Date:

Theme: Speaking: Text: "Patients Needed".

Vocabulary: Essential Vocabulary I p 53, Word Combinations p 54.

Grammar: Future Indefinite, Future Continuous, Future Perfect. Indirect Speech.

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about the future. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Prepositions bingo"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /f/)

Checking up home task:

Time: 10 min.

Ex 3 p 56, Ex. 6 p 57. Vocabulary activities. Ex 5 p 57, Ex. 9 p 59. Speaking activities.

During-Activity:

Time: 25 min.

A) Study Essential Vocabulary, Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 53-54.

B) Listen to the text: "Patients Needed", Find English equivalents of the Russian phrases in the text. Retell the text in indirect speech.

C) Read the text: "Anne meets her class". by Miss Reed. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:

Time: 25 min.

Ex. 11 p 59, Ex. 16 p 62 Speaking exercises

Ex. 10 p 59, Ex. 14 p 62 Vocabulary Activities.

Ex. 7 p 438, Ex. 10 p 440 Grammar Activities.

Follow up & homework:

Time: 2 min.

Ex 8 p 439, Ex. 9 p 440, Ex. 10 p 441, Ex. 19-20 pp 446. Grammar activities.

Ex 15 p 62. Speaking activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 3

Date:

Theme: Speaking: Topic: Illness and their Treatment

Text A: "A victim to one hundred and seven fatal maladies". From "Three men in a boat" by Jerome K. Jerome.

Vocabulary: Notes on Synonyms p 65-66, Essential Vocabulary II p 69,

Word Combinations p 69.

Type of lesson: combined

Objectives: To know: The model of making up conversation using indirect speech. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "What's my job?"

Phonetic drill: Memory work p 68

Checking up home task:

Time: 10 min.

Ex 8 p 439, Ex. 9 p 440, Ex. 10 p 441, Ex. 19-20 pp 446. Grammar activities.

Ex 15 p 62. Speaking activities.

During-Activity:

Time: 25 min.

A) Study Essential Vocabulary II, translate the illustrative sentences into Russian and express in writing the suggested idea using do for emphasis. Add a sentence to show that the emphasis is necessary Ex. 7 Pages 73.

B) Write 10 sentences to go with the picture on p. 68.

C) Read the text: Text A: "A victim to one hundred and seven fatal maladies". From "Three men in a boat" by Jerome K. Jerome. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:

Time: 25 min.

Ex. 1 p 71, Ex. 3 p 72 . Speaking exercises

Ex 2 p 71, Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 8 p 73, Ex. 9 p 74. Vocabulary activities.

Ex 13 p 442, Ex. 21-22 pp 447 Speaking activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 4

Date:

Theme: Speaking: Topic: Illness and their Treatment

Text B: "Visit to the Doctor".

Vocabulary: Essential Vocabulary II p 69, Word Combinations p 69.

Type of lesson: combined

Objectives: To know: The model of making up conversation using indirect speech. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity: Time: 15 min.

Warming up: The game “What’s the time bingo”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /oi/)

Checking up home task: Time: 10 min.

Ex 8 p 73, Ex. 9 p 74. Vocabulary activities.

Ex 13 p 442, Ex. 21-22 pp 447 Speaking activities.

During-Activity: Time: 25 min.

A) Write 10 sentences to go with the picture on p 71.

B) Listen to the text: “Visit to the Doctor”., mark the stresses and tunes, repeat the text following the model.

C) Read the text: “Visit to the Doctor”.. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity: Time: 25 min.

Ex 5 p 72, . Speaking exercises on the text.

Ex 13 p 75. Vocabulary Activities.

Follow up & homework: Time: 2 min.

Ex 8 p 73, Ex. 9 p 74. Vocabulary activities.

Ex 14 p 442, Ex. 21-22 pp 447 Grammar activities.

Read the jokes silently to make sure you understand each sentence. Find the sentence expressing the essence of the joke. Split up each sentence into intonation-groups if necessary. Mark the stresses and tunes. Underline the communicative centre and the nuclear word of each intonation group.

Ex. 4-5 3 p 58

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 5

Date:

Theme: Speaking: Topic: Illness and their Treatment

Text C: "At the Dentist's".

Vocabulary: Additional Vocabulary "Health".

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about health. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game "Broken sentence"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /i/, /ai/, /l/)

Checking up home task:

Time: 10 min.

Ex 8 p 73, Ex. 9 p 74. Vocabulary activities.

Ex 14 p 442, Ex. 21-22 pp 447 Grammar activities.

Read the jokes silently to make sure you understand each sentence. Find the sentence expressing the essence of the joke. Split up each sentence into intonation-groups if necessary. Mark the stresses and tunes. Underline the communicative centre and the nuclear word of each intonation group.

Ex. 4-5 3 p 58

During-Activity:

Time: 25 min.

A) Make up stories and dialogues through mime. Have the students to prepare a mime and perform it twice (for tasks A and B). The performed actions should be rather slow to allow the other students to tell the story or speak for the mimes. A. Describe the actions of the mimes using the Present Indefinite, Continuous or Perfect tenses, (for one or two students)

B. Speak for each mime, (for two students)

C. Tell the story in reported speech orally or in writing, (for one student) Pages 75-75.

B) Listen to the text: “At the Dentist’s”, mark the stresses and tunes, repeat the text following the model.

C) Read the text: “At the Dentist’s”. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:

Time: 25 min.

Ex 6 p 72, Ex. 10 p 74. Speaking exercises on the text: “At the Dentist’s”.

Ex 4 p 72. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 15-16 p 443, Ex 23 p 448. Grammar activities.

Topic “The cost of health service in Kyrgyzstan and in other countries nowadays” Writing activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

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Group:

Unit 2 LESSON 6

Date:

Theme: Speaking: Text: “Primary health in Britain” p 77.

Vocabulary: Additional vocabulary “Illness and their treatment”

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about Illnesses and their treatment. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire about health.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their health by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Jigsaw reading”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /i:/, /e/)

Checking up home task:

Time: 10 min.

Ex 15-16 p 443, Ex 23 p 448. Grammar activities.

Topic “The cost of health service in Kyrgyzstan and in other countries nowadays” Writing activities.

During-Activity:

Time: 25 min.

A) Write 10 questions about the facts mentioned in the texts that you find interesting and discuss them in class.

B) Read the text: “Primary health in Britain”. Talk on the following points (A. Grammar, B. Word Usage.)

C) Find some jokes on a medical subject and tell them to your fellow-students.

D) Give a very short description of each picture in the Present Tense. Use prompt words and phrases listed in the Note. pp 79-80

Post Activity:

Time: 25 min.

Crossword Puzzle p 81-82.

Follow up & homework:

Time: 2 min.

Ex 17 p 444, Ex 24 p 448, Ex 25 p 449.

pp 79-80 - Make up a story about the pictures in the Past Tense. Find a short title to the story.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 7

Date:

Theme: Listening: Film "Mr. Brown's Holiday. Segment 2 "Miss Peggy and Pussy Cats" (Canterbury)

Speaking: Vocabulary Notes from the guide to the film.

Type of lesson: combined

Objectives: To know: The model of making up conversation using direct and indirect speech. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "What's my job?"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ð/)

Checking up home task:

Time: 10 min.

Ex 17 p 444, Ex 24 p 448, Ex 25 p 449.

pp 79-80 - Make up a story about the pictures in the Past Tense. Find a short title to the story.

During-Activity:

Time: 25 min.

A) Film "Mr. Brown's Holiday. Segment 2 "Miss Peggy and Pussy Cats" (Canterbury. Watch and listen. Do the exercises from the guide to the film.

B) Extend the statements. Begin your sentences with "It's time you (he, etc.)" + a verb in the Past Subjunctive.

Post Activity:

Time: 25 min.

Ex 18 p 445, Ex 26 p 451, Ex 28-29 p 452.

Follow up & homework:

Time: 2 min.

Topic "My first visit to the dentist" Writing activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 2 LESSON 8

Date:

Theme: Speaking: Text: "Doctor Sally".

Vocabulary: Vocabulary Notes from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation using direct and indirect speech. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Hang man"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /i:/, /e/)

Checking up home task:

Time: 10 min.

Topic “My first visit to the dentist” Writing activities.

During-Activity:

Time: 25 min.

A) *Listen to the text:* “Doctor Sally”.

B) *Write a dictation*

Post Activity:

Time: 25 min.

Ex 30 p 453, Ex 31 p 454.

Follow up & homework:

Time: 2 min.

Ex 29 p 452,

Topic “Food and Health” Writing activities

Ex. 15 p 365, Ex. 17 p 366

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group: A1-17, A2-17, A3-17.

Unit 2 LESSON 9

Date:

Pre-Activity:

Time: 15 min.

Warming up: The game “Find the difference”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /b/, /æ/, /e/)

Checking up home task:

Time: 10 min.

Ex 29 p 452,

Topic “Food and Health” Writing activities

Time: 10 min.

Control Work 1

Time: 45 min.

Tasks:

1. Vocabulary Activity
2. Grammar Activity

3. Phonetic Activity
4. Tasks on Listening

Group: **Unit 3 LESSON 1**

Date:

Theme: Speaking: Text: "Introducing London". by Ernest Hemingway.

Vocabulary: Vocabulary Notes p 89-92.

Grammar: Speech patterns, Homonyms (p 92), Degrees of adjectives and prefix un- and
suffiz -able

Type of lesson: combined

Objectives: To know: Speech patterns. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: The game "Find out likes and dislikes"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /w/, /t/)

Checking up home task: Time: 10 min.

Ex 29 p 452,

Topic "Food and Health" Writing activities

During-Activity: Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 89-92.

B) Listen to the text: "Introducing London"., mark the stresses and tunes, repeat the text following the model.

C) Read the passage "Introducing London" and mark paragraphs with topic sentences. What central idea do they summarize? Where are they placed within the paragraph?

Post Activity:

Time: 25 min.

Ex. 1 p 84, Ex 2 p 93 (A, B, C). Speaking exercises

Ex. 2-3 p 85. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Essential Vocabulary and Word Combinations – Learn by heart

Ex 4 p 85. Speaking activities.

Ex 3 (c,d) p 94, Ex 4 (b) p 94. Grammar activities

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 2

Date:

Theme: Speaking: Text: "The House of Commons".

Vocabulary: New words from guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about new place. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Prepositions bingo"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /t/, /w/)

Checking up home task:

Time: 10 min.

Essential Vocabulary and Word Combinations – Learn by heart

Ex 4 p 85. Speaking activities.

Ex 3 (c,d) p 94, Ex 4 (b) p 94. Grammar activities

During-Activity:

Time: 25 min.

A) Study Essential Vocabulary, Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases.

B) Listen to Listen to the text “The House of Commons”. Retell the text, add more Information on the topic.

C) Listen to the text and write it as a dictation.

Post Activity:

Time: 25 min.

Ex. 5, 7, 8 (a) p 95 Speaking exercises

Ex. 9 p 96 Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 8 (b) p 95, Ex 10 p 96 Speaking activities.

Ex 11 p 96. Vocabulary activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 3

Date:

Theme: Speaking: Text: “Westminster Palace”, *Information about Parliament*.

Vocabulary: Vocabulary from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “What’s my job?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /d/)

Checking up home task:

Time: 10 min.

Ex 8 (b) p 95, Ex 10 p 96 Speaking activities.

Ex 11 p 96. Vocabulary activities.

During-Activity:

Time: 25 min.

- A) *Read the text. Retell adding some more information about Parliament.*
- B) *Say what you know about Kyrgyz Parliament.*
- C) *Write dictation.*

Post Activity:

Time: 25 min.

Ex. 14 p 97, Ex 18 p 100. Speaking exercises

Ex 13 p 97, Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 12 p 97, Ex 15-16 p 98,

Topic: “The Parliament of the Kyrgyz Republic”.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group: A1-17, A2-17, A3-17.

Unit 3 LESSON 4

Date:

Theme: Speaking: Text: “Remembrance day (Poppy Day)”.

Vocabulary: Vocabulary from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Group opinions”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /au/, /ou/)

Checking up home task:

Time: 10 min.

Ex 12 p 97, Ex 15-16 p 98.

Topic: “The Parliament of the Kyrgyz Republic”.

During-Activity:

Time: 25 min.

A) Write 10 sentences about the picture given by teacher.

B) Listen to the text: “Remembrance day”., mark the stresses and tunes, repeat the text following the model.

C) Read the text: “Visit to the Doctor”. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:

Time: 25 min.

Ex 7 p 371 . Speaking exercises

Ex 6 p 372. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Topic: Collect information on English traditions and customs.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 5

Date:

Theme: Speaking: Topic: City

Text A: “A some more glimpse of London”.

Vocabulary: Essential Vocabulary II, Word Combinations p 108

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about city. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Broken sentence”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /w/)

Checking up home task:

Time: 10 min.

Topic: Collect information on English traditions and customs.

During-Activity:

Time: 25 min.

A) Listen to the text: “A some more glimpse of London”, mark the stresses and tunes, repeat the text following the model.

C) Read the text: “A some more glimpse of London”. Talk on the following points (A. Grammar, B. Word Usage.)

Post Activity:

Time: 25 min.

Ex 1, 3 p 109. Speaking exercises

Ex 2 p 109. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 12 p 373.

Topic “My City” Writing activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 6

Date:

Theme: Speaking: Topic: City

Text B: "Sightseeing".

Vocabulary: Essential Vocabulary II, Word Combinations p 108

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about sightseeing. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire about health.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their city by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game "Jigsaw reading"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /b/, /ɔ/)

Checking up home task:

Time: 10 min.

Ex 12 p 373.

Topic "My City" Writing activities.

During-Activity:

Time: 25 min.

A) Read the text and talk on the following points (A. Grammar, B. Word usage, C. Word-formation)

B) Listen to the "Sonnet Composed upon Westminster Bridge". Mark the stresses and tunes. Learn it by heart.

C) Listen to the dialogue "Sightseeing" carefully, sentence by sentence. Write it down. Mark the stresses and tunes. Practice reading each sentence the cassette-recorder.

D) Give a very short description of picture in the Present Continuous p 103.

Post Activity:

Time: 25 min.

Ex 5 p 110, Ex 7 p 111 Speaking activities

Ex 8 p 111 Vocabulary activities

Follow up & homework:

Time: 2 min.

Ex 6 p 110

Memory Work "Sonnet Composed upon Westminster Bridge" Learn by heart. p 107

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 7

Date:

Theme: Speaking: Topic: City

Text C: "A Red Square".

Vocabulary: Essential Vocabulary II, Word Combinations p 108

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about directions. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about sightseeings by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "What's my job?"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /ʃ/, /i/, /i:/)

Checking up home task:

Time: 10 min.

Ex 6 p 110

Memory Work "Sonnet Composed upon Westminster Bridge" Learn by heart. p 107

During-Activity:

Time: 25 min.

A) *Read the text and talk on the following points (A. Grammar, B. Word usage, C. Word-formation).*

B) *Listen to the text "Some More Glimpses of London."*

C) *Listen to the joke "A pretty well-dressed young lady..." sentence by sentence. Write it down. Mark the stresses and tunes. Practise the joke for test reading. Ex 14 p 374*

Post Activity:

Time: 25 min.

Role playing: A group of guides suggests possible sightseeing routes about London (Bishkek) to their office director. Each one speaks in favour of his /her suggestion trying to convince both the director and the guides that the route is the best. In the end the participants of the talk choose the most appropriate route.

Follow up & homework:

Time: 2 min.

CURIOSITY QUIZ p 118

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 8

Date:

Theme: Listening: Film "Mr. Brown's Holiday. Film segment 3 "In Dear Old England" (Broadstairs).

Speaking: Vocabulary Notes from the guide to the film.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: The game "Getting to know you"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /f/)

Checking up home task: Time: 10 min.

Ex 12 p 112, Ex 14 p 114

Describe a sight or view that once struck you as picturesque, beautiful or unusual.

During-Activity: Time: 25 min.

A) Film "Mr. Brown's Holiday. Film segment 3 "In Dear Old England" (Broadstairs). Do the exercises from the guide to the film.

B) Listen to the text "Behind the Scenes". Discuss the text in class.

Post Activity: Time: 25 min.

Ex 18 p 445, Ex 26 p 451, Ex 28-29 p 452.

Follow up & homework: Time: 2 min.

Topic "Amazing places of Kyrgyzstan" Writing activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 3 LESSON 8

Date:

Theme: Listening: “Where is Buckingham Palace?”.

Speaking: Vocabulary Notes from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Irregular verbs bingo”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /r/)

Checking up home task:

Time: 10 min.

Topic “Amazing places of Kyrgyzstan” Writing activities.

During-Activity:

Time: 25 min.

A) Listen to the text “Where is Buckingham Palace?”.

Post Activity:

Time: 25 min.

Do the exercises from the guide to the text

Follow up & homework:

Time: 2 min.

Do you think the queen has a wonderful life? Give reasons.

Do countries need king and queens?

What other countries have kings or queens? What are they like? What do they do?

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 1

Date:

Theme: Speaking: Text: "How we kept the mother's day", by *Stephen Leacock*.

Vocabulary: Vocabulary Notes p 125-128.

Type of lesson: combined

Objectives: To know: Speech patterns. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Find the difference"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /u:/, /t/)

Checking up home task:

Time: 10 min.

Do you think the queen has a wonderful life? Give reasons.

Do countries need king and queens?

What other countries have kings or queens? What are they like? What do they do?

During-Activity:

Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 125-128.

B) Read the text and talk on the following points (A. Grammar, B. Word usage, C. Style) Ex. 1 p 130

Post Activity:

Time: 25 min.

Ex.2 p 120. Speaking exercises

Ex. 1 p 120, Ex 3 p 121. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 4-5 p 121, Ex. 7 p 381

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 2

Date:

Theme: Speaking: Text: "How we kept the mother's day", by *Stephen Leacock*.

Vocabulary: Essential Vocabulary I, Word Combinations p 129

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “The memory game”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /b/)

Checking up home task:

Time: 10 min.

Ex 4-5 p 121, Ex. 7 p 381

During-Activity:

Time: 25 min.

A) Study Essential Vocabulary and Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 129.

B) Read the text again and discuss.

C) Listen to the text and write it as a dictation.

Post Activity:

Time: 25 min.

Ex 11 p 133 Speaking exercises

Ex 3 p 131, Ex 5 p 132, Ex 9 p 132 Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex. 5 p 131, Ex. 7 p 132, Ex 10 p 133, Ex 12 (b),, 13 (d) p 385

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 3

Date:

Theme: Speaking: Text: “How we kept the mother’s day”, by *Stephen Leacock*.

Vocabulary: Essential Vocabulary I, Word Combinations p 129

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Complete the drawing"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /u:/, /w/, /tʃ/)

Checking up home task:

Time: 10 min.

Ex. 5 p 131, Ex. 7 p 132, Ex 10 p 133, Ex 12 (b),, 13 (d) p 385

During-Activity:

Time: 25 min.

A) Study Essential Vocabulary and Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 129.

B) Listen to the text "Being a Househusband". Find the English equivalents of the given Russian phrases. Get ready to speak on the part of the wife.

C) Listen to the text and write it as a dictation.

Post Activity:

Time: 25 min.

Ex. 13 p 134, Ex. 16 p 135 Speaking exercises

Ex. 12 p 133, Ex. 14 p 134

Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex. 15, 18 p 135,

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 4

Date:

Theme: Speaking: Topic: Meals

Text A: “An Englishman’s meals”

Vocabulary: Essential Vocabulary II, Word Combinations p 143

Grammar: Modal verbs: *can, may, must and have to.*

Type of lesson: combined

Objectives: To know: The model of making up conversation using modal verbs. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Can you follow instructions”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /p/, /b/)

Checking up home task:

Time: 10 min.

Ex. 15, 18 p 135,

During-Activity:

Time: 25 min.

A) *Read the text: “An Englishman’s meals” . Talk on the following points (A. Grammar, B. Word Usage.)*

B) *Make up dialogues of your own using word combinations from the text.*

Post Activity:

Time: 25 min.

Ex 1 p 144, Ex. 32 p 455 . Speaking exercises

Ex 33 p 455, Ex. 34 p 456. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 14 p 386 – Read the text and Retell

Ex 15 - Make up a dialogue.

Ex 35 p 456

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 5

Date:

Theme: Speaking: Topic: Meals

Text B: “At table”

Vocabulary: Essential Vocabulary II, Word Combinations p 143.

Additional Vocabulary “Food and dishes”

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about meals. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Can it be true?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /ʃ/)

Checking up home task:

Time: 10 min.

Ex 14 p 386 – Read the text and Retell

Ex 15 - Make up a dialogue.

Ex 35 p 456

During-Activity:

Time: 25 min.

- A) *Read the text: “An Englishman’s meals” . Talk on the following points (A. Grammar, B. Word Usage.)*
- B) *Make up dialogues of your own using word combinations from the text.*
- C) *Give a summary of Text in reported speech.*

Post Activity:

Time: 25 min.

Ex 3, 4 (a) p 144. Speaking exercises

Ex 5-6 p 145, Ex 36 p 457, Ex. 389 p 459. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 7, 8 (act out a dialogue) p 146, Ex 37 p 458, Ex 39 p 460

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 6

Date:

Theme: Speaking: Topic: Meals

Text C: "In the dining hall"

Vocabulary: Essential Vocabulary II, Word Combinations p 143.

Additional Vocabulary "Meals"

Type of lesson: combined

Objectives: To know: The model of making up conversation using modal verbs. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire about health.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about meals by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game "Jigsaw reading"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /w/)

Checking up home task:

Time: 10 min.

Ex 7, 8 (act out a dialogue) p 146, Ex 37 p 458, Ex 39 p 460

During-Activity:

Time: 25 min.

A) *Read the text: "In the dining hall" . Talk on the following points (A. Grammar, B. Word Usage.)*

B) *Compose dialogues between a Russian and an English student discussing a) English and Russian meals; b) their favourite dishes; c) where each of them has his meals.*

C) *Read the text "In the dining hall" . Learn it by heart.*

Post Activity:

Time: 25 min.

Ex 3, 4 p 144, Ex 9 p 147 Speaking activities

Ex 41 p 460, Ex 44 p 462 Vocabulary activities

Follow up & homework:

Time: 2 min.

Ex 12 p 427 – Retell

Ex 40 p 460, Ex 42 p 461

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 7

Date:

Theme: Speaking: Text: “Bread and Butter Pudding”, “Tea”, “Pubs”

Vocabulary: Vocabulary Notes from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about preferences. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their preferences by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Countable and uncountable nouns”

Phonetic drill: Proverbs ...

Checking up home task:

Time: 10 min.

Ex 12 p 427 – Retell

Ex 40 p 460, Ex 42 p 461

During-Activity:

Time: 25 min.

D) Read the text and talk on the following points (A. Grammar, B. Word usage, C. Word-formation).

E) Brush up your table manners. Comment on the table manners of the Jenssen family and let students talk what they would do if they were the father or the mother.

F) Listen to the text "Being a Househusband". Find the English equivalents of the given Russian phrases. Get ready to speak on the part of the wife.

Post Activity:

Time: 25 min.

Role playing: Arrange a tea-party (at home or in the canteen). Two of the students are to act as host and hostess, having some friends round (2 or 3 of them are English). The main topic

discussed at the party is traditions connected with meals. Each member of the group must tell a short story, joke or proverb to entertain the party.

Follow up & homework:

Time: 2 min.

Ex 14 p 148, Ex 45 p 462

Ex 11 p 147 (Describe the way you cook your favourite dish. You may need some verbs besides those in the text, such as mince, mix, grate, grind, chop, sift, roll, bake.)

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 8

Date:

Theme: Listening: Film "Mr. Brown's Holiday". Film segment 4 "Making Friends at the Restaurant"

Speaking: Vocabulary Notes from the guide to the film.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Getting to know you”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /f/)

Checking up home task:

Time: 10 min.

Ex 14 p 148, Ex 45 p 462

Ex 11 p 147 (Describe the way you cook your favourite dish. You may need some verbs besides those in the text, such as mince, mix, grate, grind, chop, sift, roll, bake.)

During-Activity:

Time: 25 min.

A) Film "Mr. Brown's Holiday. Film segment 3 "In Dear Old England" (Broadstairs). Do the exercises from the guide to the film.

B) Make a plan of your narration about the people presented in the picture (see p. 138).

Post Activity:

Time: 25 min.

Do the exercises from the guide to the film

Follow up & homework:

Time: 2 min.

Ex 48, 49 p 464

Curiosity quiz p 156 (2, 6).

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 4 LESSON 9

Date:

Theme: Listening: “He was too timid”.

Speaking: Vocabulary Notes from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Fill in the missing word”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /ʃ/)

Checking up home task:

Time: 10 min.

Ex 48 p 464

Curiosity quiz p 156 (2, 6).

During-Activity:

Time: 25 min.

- A) *Listen to the text “He Was Too Timid”. Get ready to give the summary in class.*
- B) *Arrange short debates on the following questions: 1. Should we stick to our custom of giving our guests a substantial meal? 2. How do you like the idea of celebrating family holidays in a cafe or restaurant? 3. Are old traditions worth keeping?*

Post Activity:

Time: 25 min.

Ex 46, 47 p 463.

Follow up & homework:

Time: 2 min.

Ex 48, 49 p 464

Curiosity quiz p 156 (2, 4, 6).

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 1

Date:

Theme: Speech Patterns

Type of lesson: combined

Objectives: To know: Speech patterns. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “True or False”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /θ/, /ð/)

Checking up home task:

Time: 10 min.

Ex 48, 49 p 464

Curiosity quiz p 156 (2, 4, 6).

During-Activity:

Time: 25 min.

A) Search the books you read for sentences with these patterns (1-4) to add up to your student's workbook; practice the best examples in class.

B) Make up short situations (no more than two or three sentences) or dialogues to illustrate Patterns 1-4.

Post Activity:

Time: 25 min.

Ex. 1 p 158, Ex 2, 4 p 159. Speaking exercises

Ex. 3 p 159. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 4-5 p 160

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 2

Date:

Theme: Speaking: Text: "A Freshman's experience", From "Daddy Long-Legs" by Jean Webster.

Vocabulary: Vocabulary Notes p 163-166

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Up, down, left, right”

Phonetic drill: Proverbs ...

Checking up home task:

Time: 10 min.

Ex 4-5 p 160

During-Activity:

Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 163-166.

B) Read the text and talk on the following points (A. Grammar, B. Word usage) Ex. 1 p 167

Post Activity:

Time: 25 min.

Ex 2, 3 p 167 Speaking exercises

Ex 7, 8 p 169 Vocabulary Activities

Follow up & homework:

Time: 2 min.

Ex 4 p 168, Ex 9-10 p 169

Ex 11 p 169

a) Retell the contents of Judy's letter in Indirect Speech.

b) Retell the contents of Judy's letter as her guardian might describe it to a friend of his.

c) Describe Judy's first steps in college as Julia Pendleton might be describing them to a friend of hers.

d) Give a summary of the text.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 3

Date:

Theme: Speaking: Text: "A Freshman's experience", *From "Daddy Long-Legs" by Jean Webster.*

Vocabulary: Essential Vocabulary I, Word Combinations p 166

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "Complete the drawing"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /tʃ/)

Checking up home task:

Time: 10 min.

Ex 4 p 168, Ex 9-10 p 169

Ex 11 p 169

a) Retell the contents of Judy's letter in Indirect Speech.

b) Retell the contents of Judy's letter as her guardian might describe it to a friend of his.

c) Describe Judy's first steps in college as Julia Pendleton might be describing them to a friend of hers.

d) Give a summary of the text.

During-Activity:

Time: 25 min.

A) *Study Essential Vocabulary and Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 166.*

B) Choose two or three paragraphs from the text of Unit Five for translation. Reason your choice and discuss possible variants of the translation.

C) Compose dialogues and perform them in class:

1. between Judy and Julia Pendleton about Judy's guardian;

2. between two of Judy's fellow-students about Judy;

3. between Judy and the English instructor. Write a composition in the form of a letter describing some of

your (or your friend's) experiences as a fresher. Use words and phrases

from Essential Vocabulary (I). See also Judy's letter (Ex. XV).

Post Activity:

Time: 25 min.

Ex. 12, 13 p 170 Speaking exercises

Ex. 12 p 133, Ex. 14 p 134 Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 15 p 171, Ex 18 p 172

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 4

Date:

Theme: Speaking: Topic: Education

Text A: "Higher education and teacher training in Great Britain"

Vocabulary: Essential Vocabulary II, Word Combinations p 179

Grammar: Modal verbs: *be to, need, ought, should, shall, will.*

Type of lesson: combined

Objectives: To know: The model of making up conversation using modal verbs. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity: Time: 15 min.

Warming up: The game “Have you ever...”

Phonetic drill: Proverb ...

Checking up home task: Time: 10 min.

Ex. 15 (Write a composition in the form of a letter describing some of your (or your friend's) experiences as a fresher. Use words and phrases from Essential Vocabulary (I). See also Judy's letter (Ex. XV.), Ex 18 p 135,

During-Activity: Time: 25 min.

C) *Read the text: “Higher education and teacher training in Great Britain” on Topic “Education”. Talk on the following points (A. Grammar, B. Word Usage.)*

D) *Write 15 questions on Text A, using new words and expressions in each question. Ask your comrades to reply them. Summarize what you have learned about the British system of higher education.*

Post Activity: Time: 25 min.

Ex 16 p 172 . Speaking exercises

Ex 14 p 171, Ex 1 p 180. Vocabulary Activities.

Follow up & homework: Time: 2 min.

Ex 50 p 464, Ex 51 p 465

Lesson evaluation: Ask some questions on theme. Time: 3 min.

Group:

Unit 5 LESSON 5

Date:

Theme: Speaking: Topic: Education

Text B: "Dialogue"

Vocabulary: Essential Vocabulary II, Word Combinations p 179.

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about education. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game "Irregular verbs"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /b/, /p/)

Checking up home task:

Time: 10 min.

Ex 50 p 464, Ex 51 p 465

During-Activity:

Time: 25 min.

D) Read the text: "Dialogue". Talk on the following points (A. Grammar, B. Word Usage.)

E) Make up dialogues of your own using word combinations from the text.

F) Listen to the joke "Nothing to Complain About", sentence by sentence.

Write it down. Mark stresses and tunes. Practise the joke for test reading.

b) Listen to the narration of the joke. Observe the peculiarities in

intonation-group division, pitch, stress and tempo. Note the use of temporizers.

Reproduce the model narration of the joke.

Post Activity:

Time: 25 min.

Ex 4 p 180, Ex 5 p 181, Ex 52 p 465. Speaking exercises

Ex 3 p 180, Ex 6 p 181, Ex 53-54 p 466. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 14 (Make up a dialogue about future profession) p 398

Ex 15 p 466

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 6

Date:

Theme: Speaking: Topic: Education

Text C: "How to get a Degree"

Vocabulary: Essential Vocabulary II, Word Combinations p 179.

Type of lesson: combined

Objectives: To know: The model of making up conversation on themes about education using modal verbs. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire about health.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about high education by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “What does it mean?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /w/)

Checking up home task:

Time: 10 min.

Ex 14 (Make up a dialogue about future profession) p 398

Ex 15 p 466

During-Activity:

Time: 25 min.

D) Read the text: “How to get a Degree” . Talk on the following points (A. Grammar, B. Word Usage.)

E) Speak about the English Department at your University (use Essential Vocabulary on the topic).

Post Activity:

Time: 25 min.

Ex 7-8 p 81, Ex 56 p 467 Speaking activities

Ex 16 p 398, Ex 57-58 p 468 Vocabulary activities

Follow up & homework:

Time: 2 min.

Ex 59, 60, 61 p 468,

Ex 9 - Make up dialogues, using Essential Vocabulary on the topic.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 7

Date:

Theme: Speaking: Text: “Oxford”, “Students in Tents”

Vocabulary: Vocabulary Notes from the guide to the texts.

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about future profession. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their future profession by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Countable and uncountable nouns”

Phonetic drill: Proverbs ...

Checking up home task:

Time: 10 min.

Ex 59, 60, 61 p 468,

Ex 9 - Make up dialogues, using Essential Vocabulary on the topic.

During-Activity:

Time: 25 min.

G) *Read the text.*

A) Argue the pros and cons of: 1. Tutorial system. 2. Students' uniform. 3. Residential colleges.

- B) *Work in two groups, one playing the university lecturers, the other presenting students. Both groups are discussing one and the same exam. Compare their versions and make your conclusion as to the difference in approach:*
- C) *Listen to the text "Cambridge". Write 15 questions to the text. Get ready to discuss it in class.*

Post Activity:

Time: 25 min.

Ex 62 p 470 Speaking activities

Ex 64 p 471 Vocabulary activities

Follow up & homework:

Time: 2 min.

Ex 65-66 p 472, Ex 67 p 473

Topic: "Higher Education in Kyrgyzstan and in the Great Britain"

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 5 LESSON 8

Date:

Theme: Listening: Film "Mr. Brown's Holiday". Film segment 5 "Is it Good to be a Student?"

Speaking: Vocabulary Notes from the guide to the film.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Habits questionnaire”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ð/)

Checking up home task:

Time: 10 min.

Ex 65-66 p 472, Ex 67 p 473

Topic: “Higher Education in Kyrgyzstan and in the Great Britain”

During-Activity:

Time: 25 min.

A) Film "Mr. Brown's Holiday. Film segment 3 "In Dear Old England" (Broadstairs). Do the exercises from the guide to the film.

B) Write a dictation.

Post Activity:

Time: 25 min.

Do the exercises from the guide to the film

Follow up & homework:

Time: 2 min.

Ex 68 p 473, Ex 69-70 p 474, Ex 12-13, 15 p 185

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group: A1-17, A2-17, A3-17.

Unit 5 LESSON 9

Date:

Pre-Activity:

Time: 15 min.

Warming up: The game “Up, down, left, right”

Phonetic drill: Proverb ...

Checking up home task:

Time: 10 min.

Ex 68 p 473, Ex 69-70 p 474, Ex 12-13, 15 p 185

Control Work 2

Time: 65 min.

Tasks:

5. Vocabulary Activity
6. Grammar Activity
7. Phonetic Activity
8. Tasks on Listening

Group:

Unit 6 LESSON 1

Date:

Theme: Speaking: Text: "A Friend in need", by William Somerset Maugham.

Vocabulary: Vocabulary Notes p 197-201.

Type of lesson: combined

Objectives: To know: Speech patterns. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "The memory game"

Phonetic drill: Proverb ...

Checking up home task:

Time: 10 min.

Ex 68 p 473, Ex 69-70 p 474, Ex 12-13, 15 p 185

During-Activity:

Time: 25 min.

A) Study Vocabulary Notes, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 197-201.

B) Read the text and talk on the following points (A. Grammar, B. Word usage) Ex. 1 p 203

Post Activity:

Time: 25 min.

Ex.4-5 p 192. Speaking exercises

Ex. 1-3 p 193. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 4 p 203, Ex 8 p 204

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 2

Date:

Theme: Speaking: Text: "A Friend in need", by *William Somerset Maugham*.

Vocabulary: Essential Vocabulary I, Word Combinations p 202

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game "The memory game"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /b/)

Checking up home task:

Time: 10 min.

Ex 4-5 p 121, Ex. 7 p 381

During-Activity:

Time: 25 min.

A) *Study Essential Vocabulary and Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 2023.*

B) *Read the story and discuss the following:*

1. *How does the author make the reader realize what kind of man Burton the Elder was? Which method of characterization does he use, direct or indirect? (See Notes on Style, p. 120.)*

2. *Point out the lines and passages in which the ironical attitude of the author towards Burton the Elder is felt. Is it expressed by lexical or syntactical means? (Analyse each case.) Comment on the title of the story.*

3. *What is the message (the main idea) of the story?*

Post Activity:

Time: 25 min.

Ex 7 p 204, Ex 15 p 207 Speaking exercises

Ex 3 p 203, Ex 5 p 204 Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 13 (Write a summary of the story "A Friend in Need"), Ex 14 p 206, Ex 9 p 204, Ex 10 p 205

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 3

Date:

Theme: Speaking: Text: "A Friend in need", by William Somerset Maugham.

Vocabulary: Essential Vocabulary I, Word Combinations p 202

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: The game “The adverb game”

Phonetic drill: Proverb ...

Checking up home task: Time: 10 min.

Ex 13 (Write a summary of the story “A Friend in Need”), Ex 14 p 206, Ex 9 p 204, Ex 10 p 205

During-Activity: Time: 25 min.

A) Study Essential Vocabulary and Word Combinations, translate the illustrative sentences into Russian and make up own sentences with new words and phrases. Pages 202.

B) Perform a dialogue between old Burton and his namesake. Don't forget that old Burton was busy in his office, not very easily impressed, indifferent to other people's troubles; his namesake was down and out, all to pieces and not in very good condition to swim.

C) Practice your Classroom English. Prepare a short test on the vocabulary of Unit Six. Play the part of the teacher and give the test in class, check it and comment on each work.

(See “Classroom English”, Sections VIII, IX.)

D) Listen to the text “The Story of Arthur Bloxham”; write 10 questions to the text. Get ready to discuss it in class.

Post Activity: Time: 25 min.

Ex 16, 18 p 207 Speaking exercises

Follow up & homework:

Time: 2 min.

Ex 20, 21, 22 p 208

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 4

Date:

Theme: Speaking: Topic Sports and Games

Text A: "What makes all people kin".

Text B: "Sports and Games popular in England",

Vocabulary: Essential Vocabulary II, Word Combinations p 214-216

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about sport. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game "Right or rong"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /p/, /b/)

Checking up home task:

Time: 10 min.

Ex 20, 21, 22 p 208

During-Activity:

Time: 25 min.

E) *Read the text: “An Englishman’s meals” . Talk on the following points (A. Grammar, B. Word Usage.)*

F) *Study Essential Vocabulary (II), Explanatory Notes and name: a) as many kinds of sport as you can; b) some open air games; c) some indoor games.*

Post Activity:

Time: 25 min.

Ex 14 p 217 . Speaking exercises

Ex 12 p 216. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 2 p 216 (Write 15 questions about Texts A and B; b) Retell Texts A and B (in indirect speech). Evaluate the reports of your fellow students according to delivery: general clarity, pronunciation, fluency, rythm, intonation.)

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 5

Date:

Theme: Speaking: Topic Sports and Games

Text C: “The Football match” (AConversation).

Vocabulary: Essential Vocabulary II, Word Combinations p 214-216.

Additional Vocabulary “Spor ang Games”

Type of lesson: combined

Objectives: To know: The model of making up conversation on theme about sport. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “Can it be true?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /s/, /ʃ/)

Checking up home task:

Time: 10 min.

Ex 2 p 216 (Write 15 questions about Texts A and B; b) Retell Texts A and B (in indirect speech). Evaluate the reports of your fellow students according to delivery: general clarity, pronunciation, fluency, rythm, intonation.)

During-Activity:

Time: 25 min.

G) Read the text: “An Englishman’s me The Football match” . Talk on the following points (A. Grammar, B. Word Usage.)

H) Make up dialogues of your own using word combinations from the text.

I) Speak on each kind of sport on the list below; briefly describe it as well as the qualities it requires from the sportsman, e. g. strength, endurance, quickness of reaction, courage, etc. Say a few words about its advantages and attractive features: Ex 11 p 220

Post Activity:

Time: 25 min.

Ex 7 p 218. Speaking exercises

Ex 9 p 219. Vocabulary Activities.

Follow up & homework:

Time: 2 min.

Ex 8 p 218, Ex 10 (describe your favorite game) p 219

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 6

Date:

Theme: Speaking: Text : “Hang Gliding / The Sport of the 1980s”

Vocabulary: Vocabulary Notes from the guide to the text.

Type of lesson: combined

Objectives: To know: The model of making up conversation using modal verbs. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson. Interview a partner with the questionnaire about health.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about meals by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary handout.

Pre-Activity:

Time: 15 min.

Warming up: The game “A life history”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /w/)

Checking up home task:

Time: 10 min.

Ex 8 p 218, Ex 10 (describe your favorite game) p 219

During-Activity:

Time: 25 min.

F) Read the text: “Hang Gliding / The Sport of the 1980s”. Discuss the text with the class.

G) What do you know of the kinds of sport which recently appeared? Describe them and say what attracts people in them.

H) Act out the following situations. Ex 13 p 221

Post Activity:

Time: 25 min.

Ex 13 p 221 Speaking activities

Ex 14 p 221 Vocabulary activities

Follow up & homework:

Time: 2 min.

Topic: “What kind of sport do you like?”

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 7

Date:

Theme: Speaking: Texts: “The Football Match” and “How healthy are you?”

Vocabulary: Vocabulary Notes from the guide to the texts.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Explain yourself”

Phonetic drill: Proverbs ...

Checking up home task:

Time: 10 min.

Topic: “What kind of sport do you like?”

During-Activity:

Time: 25 min.

H) Read the texts and talk on the following points (A. Grammar, B. Word usage, C. Word-formation).

I) Brush up your table manners. Comment on the table manners of the Jenssen family and let students talk what they would do if they were the father or the mother.

J) Listen to the text *Being a Househusband*". Find the English equivalents of the given Russian phrases. Get ready to speak on the part of the wife.

Post Activity:

Time: 25 min.

Ex 15 (b) p 222

Role playing: Work in groups of four or five. You are people of different age and social standing. Express your attitude to sport and sportsmen in general.

Follow up & homework:

Time: 2 min.

Ex 18 p 224

Topic: "The role of sport in modern life".

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 8

Date:

Theme: Listening: Film "Mr. Brown's Holiday". Film segment 6 "A Game of Ping- Pong"

(Southampton)

Speaking: Vocabulary Notes from the guide to the film.

Type of lesson: combined

Objectives: To know: The model of making up conversation. The model and drilling of the vocabulary notes.

To be able to: make up sentences using the active vocabulary of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Jigsaw reading”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /f/)

Checking up home task:

Time: 10 min.

Ex 18 p 224

Topic: “The role of sport in modern life”.

During-Activity:

Time: 25 min.

A) Film "Mr. Brown's Holiday. Film segment 3 "In Dear Old England" (Broad stairs).Do the exercises from the guide to the film.

B) Write the gist of two letters written by Judy and compare them. What is their message?

Post Activity:

Time: 25 min.

Do the exercises from the guide to the film

Follow up & homework:

Time: 2 min.

Curiosity quiz p 228

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 6 LESSON 9

Date:

Theme: Sports and Games

LABORATORY EXERCISES (II) p 228

1. Listen to the dialogue “Sports and Games Popular in England”. Mark the stresses and tunes. Repeat the text following the model.
2. Listen to the text “The Football Match”, mark the stresses and tunes. Repeat it following the model.
3. Write a spelling-translation test. Check it with a dictionary. 4. Task I: Translate the English sentences into Russian (in writing).
4. Listen to the text “Sport in Great Britain”.

Task I: Write down the Russian equivalents given in the exercise.

Task II: Listen to the text again and write down the English equivalents of the Russian phrases.

Task III: Write 10 questions on the text. Be ready to discuss it in class.

Group:

Unit 7. LESSON 1

Date:

Theme: Speaking: Text: “The British Isles” by C. E. Eckersley.

Vocabulary: Vocabulary Notes p 235- 238.

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The usage and translation of the new words and word combinations. The right pronunciation of the sound /ɔ:/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling about their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: The game “Who am I?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ɔ:/)

Checking up home task:

Time: 10 min.

A) Speak about winter holiday.

B) Speak and discuss about students` practicing.

During-Activity:

Time: 25 min.

A) Introducing the Active vocabulary of the lesson

B) Reading the Text: “The British Isles” by C. E. Eckersley. Work out on the right reading skills of the students.

Post Activity:

Time: 25 min.

Exercises on the text: Ex 1-5 p 239-241.

Exercises on the vocabulary of the lesson: Ex 16, 17 p 245-247.

Follow up & homework:

Time: 2 min.

A) Retell the text.

B) 8, 9 p 242-243.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 2

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Infinitive.

Phonetics: Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail)

Type of lesson: combined

Objectives: To know: The usage, formation and functions of the Infinitive in sentences. The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words. The right pronunciation of the sound /tʃ/.

To be able to: make up sentences using the Infinitive. Speak and discuss on the active theme of the lesson. Pronounce Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

To master: the skills of the usage of Infinitive in their speech, the right pronunciation of new phonetic theme. The skills of telling with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about current news

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /tʃ/)

Checking up home task:

Time: 10 min.

A) Retell the text.

B) 8, 9 p 242-243.

During-Activity:

Time: 25 min.

A) Introducing the formation, usage of the Infinitive in sentences.

B) Introducing the phonetic theme: The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 1-3 p 231.

Exercises on the phonetic skills: Ex 1 p 410.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 85, 86 p 483.

B) Learn the phonetic rule. Ex 2 p 410.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 3

Date:

Theme: Topic: Geography

Essential Vocabulary (II) p 254-255.

Type of lesson: combined

Objectives: To know: The usage, meanings of the Essential vocabulary, the principles of making conversation on the active theme of the lesson.

To be able to: make up sentences using the Essential Vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronounce the sound /iə/ in words.

To master: the skills of the usage of new words and word combinations in Ss` speech, the right pronunciation of the sound /iə/. The skills of making a conversation to the actual theme with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the speaking theme, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about current news

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /iə/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 85, 86 p 483.

B) Learn the phonetic rule. Ex 2 p 410.

During-Activity:

Time: 25 min.

A) Introducing the topic "Geography"

B) Introducing the vocabulary theme: Essential Vocabulary (II) p 254-255.

Post Activity:

Time: 25 min.

Exercises on the active topic Geography: Ex 1-3 p 255.

Exercises on the vocabulary skills: Ex 6, 7 p256.

Follow up & homework:

Time: 2 min.

- A) Retell the text “Geography”
- B) Learn the Essential vocabulary.
- C) Ex 8-11 p 256-258.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 4

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Infinitive. (*the particle “to”, how Infinitive express the time? forms of the Infinitive.*)

Phonetics: Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail)

Type of lesson: combined

Objectives: To know: The usage of the particle “to”, how Infinitive express the time? forms of the Infinitive. The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words. The right pronunciation of the sound /ŋ/.

To be able to: make up sentences using the Infinitive forms. Speak and discuss on the active theme of the lesson. Pronounce Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

To master: the skills of the usage of Infinitive in their speech, the right pronunciation of new phonetic theme. The skills of telling with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about “What is HAPPY?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ŋ/)

Checking up home task:

Time: 10 min.

- A) Retell the text “Geography”
- B) Learn the Essential vocabulary.
- C) Ex 8-11 p 256-258.

During-Activity:

Time: 25 min.

- A) Introducing the usage of the particle “to”, how Infinitive express the time?, forms of the Infinitive.
- B) Introducing the phonetic theme: The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 88, 89 p 484.

Exercises on the phonetic skills: Ex 4, 5 p 412.

Follow up & homework:

Time: 2 min.

- A) Learn the grammar rule. Ex 90, 91, 92 p 485.
- B) Learn the phonetic rule. Ex 6, 7 p 413.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 5

Date:

Theme: Speaking: Looking at the map Kyrgyzstan.

Essential Vocabulary (Proper Names).

Type of lesson: combined

Objectives: To know: The usage, meanings of the Essential vocabulary, the principles of making conversation on the active theme of the lesson.

To be able to: make up sentences using the Essential Vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronounce the sound /dʒ/ in words.

To master: the skills of the usage of new words and word combinations in Ss` speech, the right pronunciation of the sound /dʒ/. The skills of making a conversation to the actual theme with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the speaking theme, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak on the question “What is the Patriotism?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /dʒ/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 90, 91, 92 p 485.

B) Learn the phonetic rule. Ex 6, 7 p 413.

During-Activity:

Time: 25 min.

A) Introducing the topic “Looking at the map Kyrgyzstan”

B) Introducing the vocabulary theme: Essential Vocabulary (Proper Names).

Post Activity:

Time: 25 min.

Exercises on the active topic: Ex 12-13 p 258.

Exercises on the vocabulary skills: Ex 15, 16 p260.

Follow up & homework:

Time: 2 min.

A) Retell the text “Looking at the map Kyrgyzstan”

B) Learn the Essential vocabulary (Proper Names).

C) Presentation: “Places of Interest of Kyrgyzstan”

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 6

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Infinitive. (Verb+ Infinitive, Verb +Object+ Infinitive)

Phonetics: Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail)

Type of lesson: combined

Objectives: To know: The usage of the Verb+ Infinitive, Verb + Object+ Infinitive. The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words. The right pronunciation of the sound /eə/.

To be able to: make up sentences using the Infinitive forms. Speak and discuss on the active theme of the lesson. Pronounce Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

To master: the skills of the usage of Infinitive in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about “What is the Duties of Humanity in this Life?”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /eə/.)

Checking up home task:

Time: 10 min.

A) Retell the text “Looking at the map Kyrgyzstan”

B) Learn the Essential vocabulary (Proper Names).

C) Presentation: “Places of Interest of Kyrgyzstan”

During-Activity:

Time: 25 min.

A) Introducing the usage of the Verb+ Infinitive, Verb + Object+ Infinitive

B) Revising the phonetic theme: The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 93,94 p 487.

Exercises on the phonetic skills: Ex 8, 9 p 414.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 95, 96, p 488.

B) Learn the phonetic rule. Ex 10, 11 p 415.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 7

Date:

Theme: Speaking: The English Landscape.

Essential Vocabulary (words and word combinations on the text).

Type of lesson: combined

Objectives: To know: The usage, meanings of the Essential vocabulary, the principles of making conversation on the active theme of the lesson.

To be able to: make up sentences using the Essential Vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronounce the sound /θ/ in words.

To master: the skills of the usage of new words and word combinations in Ss` speech, the right pronunciation of the sound /θ/. The skills of making a conversation to the actual theme with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the speaking theme, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about weather.

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /θ/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 95, 96, p 488.

B) Learn the phonetic rule. Ex 10, 11 p 415.

During-Activity:

Time: 25 min.

A) Introducing the text :The English Landscape.

B) Introducing the vocabulary theme: Essential Vocabulary (words and word combinations on the text).

Post Activity:

Time: 25 min.

Exercises on the active topic: Ex 16-17 p 260.

Exercises on the vocabulary skills: Quiz “Across the Globe” p 264

Follow up & homework:

Time: 2 min.

A) Retell the text: The English Landscape.

B) Learn the Essential vocabulary (words and word combinations on the text).

C) Presentation: “Kyrgyz Landscape”

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 8

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Infinitive. (Infinitive after passive verb forms, Infinitive after linking verb Be, Infinitive after “How”, “What”, “Where”)

Phonetics: Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail)

Type of lesson: combined

Objectives: To know: The usage of the Infinitive after passive verb forms, Infinitive after linking verb Be, Infinitive after “How”, “What”, “Where”. The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words. The right pronunciation of the sound /ʌ/.

To be able to: make up sentences using the Infinitive forms. Speak and discuss on the active theme of the lesson. Pronounce Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

To master: the skills of the usage of Infinitive in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity: Time: 15 min.

Warming up: Speak about Idioms.

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ʌ/.)

Checking up home task: Time: 10 min.

A) Retell the text: The English Landscape.

B) Learn the Essential vocabulary (words and word combinations on the text).

C) Presentation: “Kyrgyz Landscape”

During-Activity: Time: 25 min.

A) Introducing the usage of the Infinitive after passive verb forms, Infinitive after linking verb Be, Infinitive after “How”, “What”, “Where”.

B) Revising the phonetic theme: The rule of the Intonation Pattern XII. (Low pre-Head+) (High Head +)High Rise (+ Tail) in words

Post Activity: Time: 25 min.

Exercises on the grammar: Ex 97,98 p 489.

Exercises on the phonetic skills: Ex 12,13 p 415.

Follow up & homework: Time: 2 min.

A) Learn the grammar rule. Ex 99, 100, p 490.

B) Learn the phonetic rule. Ex 14, 15, 16 p 416.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 9

Date:

Theme: Speaking: Studies of written English (Essay)

Phrasal Verbs: Get. (get on with, get across, get around, get good at, get out, get a hold of, get on/off, get over, get down to..)

Type of lesson: combined

Objectives: To know: The usage, meanings of the phrasal verbs: Get. (get on with, get across, get around, get good at, get out, get a hold of, get on/off, get over, get down to.) , the principles of making conversation on the active theme of the lesson.

To be able to: make up sentences using the phrasal verbs of the lesson. Speak and discuss on the active theme of the lesson. Pronounce the sound /æ/ in words.

To master: the skills of the usage of new words and word combinations in Ss` speech, the right pronunciation of the sound /æ/. The skills of making a conversation to the actual theme with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the speaking theme, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about phrasal verbs..

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /æ/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 99, 100, p 490.

B) Learn the phonetic rule. Ex 14, 15, 16 p 416.

During-Activity:

Time: 25 min.

A) Introducing the text : Studies of written English (Essay)

B) Introducing the vocabulary theme: Phrasal Verbs: Get. (get on with, get across, get around, get good at, get out, get a hold of, get on/off, get over, get down to..)

Post Activity:

Time: 25 min.

Exercises on the active topic: Phrases on writing essay.

Exercises on the vocabulary skills: phrasal verb worksheets.

Follow up & homework:

Time: 2 min.

A) Learn the rule, instruction of writing essay.

B) Learn the phrasal verbs and make up sentences to them.

C) Write a formal essay: "Environment"

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 7. LESSON 10

Date:

Theme: Laboratory Work p 264.

Phrasal Verbs: Take (take after smb, take apart, take sth back, take off, take over, take on, take away, take against...)

Type of lesson: combined

Objectives: To know: The usage of the new words, word combinations and phrasal verbs of the unit 7, the usage of the Infinitive, the rule of the Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail).

To master: the skills of the usage of new words and word combinations in Ss` speech. The skills of making a conversation to the actual theme with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the speaking theme, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about phrasal verbs..

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ɔ/)

Checking up home task:

Time: 10 min.

- A) Learn the rule, instruction of writing essay.
- B) Learn the phrasal verbs and make up sentences to them.
- C) Write a formal essay: "Environment"

During-Activity:

Time: 50 min.

Laboratory Work p 264.

1. Listen to the texts "Industrial and Agricultural Districts in Great Britain", "The English Landscape", "Looking at the Map of Russia". Mark the stresses and tunes. Repeat the texts following the model.
2. Without looking back at the texts, decide whether the following statements are true or false.
3. Extend the sentences according to the model.
4. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.
5. Listen to the text "The Lake District" and write it as a dictation. Check it with the key.
6. Listen to the poem "England" by G. G. Byron. Mark the stresses and tunes. Learn it by heart.
7. Listen to the text "The Isle of Man". Make a summary of the main points of the passage.

Follow up & homework:

Time: 2 min.

Revision

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 1

Date:

Theme: Speaking: Text: "Seeing People Off" by Max Beerbohm.

Vocabulary: Vocabulary Notes p 273- 278.

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The biography of the author *Max Beerbohm*. The usage and translation of the new words and word combinations. The right pronunciation of the sound /ɑ:/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about idioms...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ɑ:/)

Checking up home task:

Time: 10 min.

A) Speak about grammar theme: The Infinitive (forms, cases of usage, functions of the Infinitive).

B) Speak and use the word combinations of the Unit 7 in Ss` speech.

During-Activity:

Time: 25 min.

A) Introducing the Active vocabulary of the lesson

B) Reading the text: "Seeing People Off" by *Max Beerbohm*. Work out on the right reading skills of the students.

Post_Activity:

Time: 25 min.

Exercises on the text: Ex 1-5 p 280-281.

Exercises on the vocabulary of the lesson: Ex 6, 7 p 281.

Follow up & homework:

Time: 2 min.

A) Retell the text.

B) Learn the Vocabulary Notes. Ex 10, 11, 13p 283 – 284.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 2

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Gerund.

Phonetics: High Pre-Head.

Type of lesson: combined

Objectives: To know: What` the Gerund?, Forms of Gerund. The rule of High Pre-Head. The right pronunciation of the sound /ɜ:/.

To be able to: make up sentences using the Gerund forms. Speak and discuss on the active theme of the lesson. Pronounce the High Pre-Head in words.

To master: the skills of the usage of Gerund in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about current news.

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ɜ:/.)

Checking up home task:

Time:

10 min.

A) Retell the text.

B) Learn the Vocabulary Notes. Ex 10, 11, 13p 283 – 284.

During-Activity:

Time: 25 min.

A) Introducing the usage and forms of the Gerund.

B) Introduce the phonetic theme: High Pre-Head.

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 1, 2 p 267-268.

Exercises on the phonetic skills: Ex 1, 2 p 418.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 111, 112 p494-495.

B) Learn the phonetic rule. Ex 3, 4 p 418.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 3

Date:

Theme: Speaking: Travelling.

Vocabulary: Essential vocabulary p 292-293.

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The usage of essential words on the theme Travelling. The right pronunciation of the sound /t/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronunciation of the sound /t/ in words.

To master: the skills of usage of essential words on theme Travelling in Ss` speech, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner. The right articulation of the sound /t/.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about phrasal verbs...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / t/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 111, 112 p494-495.

B) Learn the phonetic rule. Ex 3, 4 p 418.

During-Activity:

Time: 25 min.

A) Introducing the Essential vocabulary of the lesson p 292-293.

B) Reading the text: Travelling.

Post Activity:

Time: 25 min.

Exercises on the text: Ex 1, 2 p 293.

Exercises on the vocabulary of the lesson: Ex 8, 9 p 295-296.

Follow up & homework:

Time: 2 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 10 p 297.

C) Presentation: The country which I want to have travelling.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 4

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Gerund (The Perfect forms of the Gerund, The Passive forms of the Gerund.).

Phonetics: High Pre-Head.

Type of lesson: combined

Objectives: To know: The perfect forms and The Passive forms of the Gerund. The rule of High Pre-Head. The right pronunciation of the sound /ei/.

To be able to: make up sentences using the Gerund forms. Speak and discuss on the active theme of the lesson. Pronounce the High Pre-Head in words.

To master: the skills of the usage of Gerund in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about: "Why do we need to learn English?"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /ei/.)

Checking up home task:

Time: 10 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 10 p 297.

C) Presentation: The country which I want to have travelling.

During-Activity:

Time: 25 min.

A) Introducing the perfect forms and The Passive forms of the Gerund.

B) Introduce the phonetic theme: High Pre-Head.

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 3, 4 p 269.

Exercises on the phonetic skills: Ex 5, 6 p 419.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 113, 114 p 496.

B) Learn the phonetic rule. Ex 7, 8 p 419.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 5

Date:

Theme: Laboratory Work (1) p 285.

Type of lesson: combined

Objectives: To know: mark the stresses and tunes. Respond to the given questions according to the model. Write a spelling translation of the phrases.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of usage of essential words, vocabulary notes in Ss` speech, the right pronunciation of new phrases. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about phrasal verbs...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / tʃ/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 113, 114 p 496.

B) Learn the phonetic rule. Ex 7, 8 p 419.

During-Activity:

Time: 50 min.

Laboratory Work (1) p 285.

1. Listen to the text "Seeing People Off*", mark the stresses and tunes. Repeat it following the model.
2. Respond to the given questions according to the model.

3. Extend the statements. Express your disbelief, surprise or doubt in response to the given sentences. Follow the models.
4. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.
5. Listen to the text "Climbing" and write it as a reproduction.
6. Listen to the poem "Adieu, adieu.." by G. G. Byron. Mark the stresses and tunes, repeat it following the model and learn it by heart.

Post Activity

Follow up & homework:

Time: 2 min.

Revision.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 6

Date:

Theme: Speaking: At the station p 289.

Vocabulary: Essential vocabulary p 292.

Notes on Synonyms p 291.

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The usage of essential words on the theme Travelling. The right pronunciation of the sound /oʊ/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronunciation of the sound /oʊ/ in words.

To master: the skills of usage of essential words on theme Travelling in Ss` speech, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner. The right articulation of the sound /t/.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about idioms...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / ou/)

Checking up home task:

Time: 10 min.

A) Revise the Gerund.

B) Learn the phonetic rule. Ex 3, 4 p 418.

During-Activity:

Time: 25 min.

A) Introducing the Essential vocabulary of the lesson p 292.

B) Reading the text: At the station p 289.

C) Speak and understand the Synonym Notes on the theme Travelling. (travel, journey, voyage, trip, tour, cruise, hitch-hiking, etc.)

Post Activity:

Time: 25 min.

Exercises on the text: Ex 3,4 p 294.

Exercises on the vocabulary of the lesson: Ex 6,79 p 295.

Follow up & homework:

Time: 2 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 11(a, b, c) p 297 - 298.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group: .

Unit 8. LESSON 7

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Gerund (Gerunds and Nouns, Substitutes).

Phonetics: High Pre-Head.

Type of lesson: combined

Objectives: To know: The Gerund and Nouns, Substitutes. The rule of High Pre-Head. The right pronunciation of the sound /h/.

To be able to: make up sentences using the Gerund forms. Speak and discuss on the active theme of the lesson. Pronounce the High Pre-Head in words.

To master: the skills of the usage of Gerund in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about: "Rights of women in our country"

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /h/.)

Checking up home task:

Time: 10 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 11(a, b, c) p 297 - 298.

During-Activity:

Time: 25 min.

A) Introducing the Gerunds and Nouns, Substitutes.

B) Revise the phonetic theme: High Pre-Head.

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 115, 116 p 497.

Exercises on the phonetic skills: Ex 10, 11 p420.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 117, 118 p 498.

B) Learn the phonetic rule. Ex 12, 13 p 421.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 8

Date:

Theme: Speaking: Studies of written English p 303. (Letter)

Assignments p 305.

Type of lesson: combined

Objectives: To know: The model of writing the letter. . The usage of essential words on writing the letter. The right pronunciation of the sound /v/.

To be able to: write the letter in the right order. Use the essential words in writing letter. Pronounce the sound /v/ in words.

To master: the skills of writing the letter, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner. The right articulation of the sound /v/.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about the weather...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / v/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 117, 118 p 498.

B) Learn the phonetic rule. Ex 12, 13 p 421.

During-Activity:

Time: 25 min.

A) Introducing the Studies of written English p 303. (Letter)

B) Learn and use the sample of the letter.

C) Speak and understand on the Assignment exercises p 305.

Post Activity:

Time: 25 min.

1. Go over the letters (see Unit Five) and copy down the samples of Die complimentary close.
2. Write a reply to Judy's letter as if you were the person she wrote her letter to.

Follow up & homework:

Time: 2 min.

- A) 3. Write a letter to a friend sharing the memories of your holiday trip and your feelings at the station on the day of departure.
 4. Write a letter to your dean in which you request permission to stay at your parents' several days more. Give your reason clearly and convincingly.
- B) Ex 14 p 300.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 9

Date:

Theme: Laboratory Work (1I) p 305.

Type of lesson: combined

Objectives: To know: mark the stresses and tunes. Respond to the given questions according to the model. Write a spelling translation of the phrases.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of usage of essential words, vocabulary notes in Ss` speech, the right pronunciation of new phrases. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about current news...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /f/)

Checking up home task:

Time: 10 min.

A) 3. Write a letter to a friend sharing the memories of your holiday trip and your feelings at the station on the day of departure.

4. Write a letter to your dean in which you request permission to stay at your parents' several days more. Give your reason clearly and convincingly.

B) Ex 14 p 300.

During-Activity:

Time: 50 min.

Laboratory Work (II) p 305.

1. Listen to the text "Different Means of Travel", mark the stresses and tunes. Repeat it following the model.

2. Listen to the conversation "At the Station", mark the stresses and tunes; repeat after the tape. Learn the text by heart.

3. Listen to the dialogue "A Voyage Round Europe", mark the stresses and tunes. Repeat the text following the model and record your variant. Compare your variant with the model and correct your pronunciation mistakes.

4. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.

5. Listen to the text "A Tragedy in the Air". Pick out from the text and write down the phrases that sound unfamiliar to you. Write their Russian translation, using a dictionary (oral and written work).

6. Listen to the anecdotes. Put down the word combinations you find useful. Act them out in class (oral and written work).

7. Listen to the poem "From a Railway Carriage". Mark the stresses and tunes. Repeat after the tape. Learn it by heart.

Post_Activity

Follow up & homework:

Time: 2 min.

Revision.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 10

Date:

Theme: ADMINISTRATIVE CONTROL WORK №3.

Type of lesson: combined

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about the weather...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / N/)

Checking up home task:

Time: 10 min.

A) Revise the Gerund forms.

B) Revise the new words and word combinations of the UNIT 8.

During-Activity:

Time: 50 min.

Tasks:

1. Vocabulary activity.
2. Grammar activity.
3. Phonetic activity.
4. Tasks on listening.

Post Activity:

Follow up & homework:

Time: 2 min.

Revision.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 11

Date:

Theme: Speaking: Work on mistakes.

Listening: EARTH then and now.

Type of lesson: combined

Objectives: To know: Where and when did form the Earth?, How did Earth form?, When did plants and animals first appear?, Where did the first people live on Earth?, How did oceans and continents move?, etc.

To be able to: make up sentences using the essential vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of usage of essential words, vocabulary notes in Ss` speech, the right pronunciation of new phrases. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about the current news...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / w/)

Checking up home task:

Time: 10 min.

A) Revise the Gerund forms.

B) Revise the new words and word combinations of the UNIT 8.

During-Activity:

Time: 25 min.

A) Work on mistakes on the CONTROL WORK 3.

B) Listen to the audio guide on the topic: "Earth"

Post Activity:

Time 25 min.

Work on the activities of the theme Earth.

Follow up & homework:

Time: 2 min.

Presentation: People on Earth.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 1

Date:

Theme: Speaking: Text: "Rose at the Music-Hall" by *J. B. Priestley*.

Vocabulary: Vocabulary Notes p 312-316

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The biography of the author *J. B. Priestley*. The usage and translation of the new words and word combinations. The right pronunciation of the sound /ɒ/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of the usage of vocabulary notes in their speech, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: Speak about phrasal verbs ...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / v/)

Checking up home task: Time: 10 min.

Presentation: People on Earth.

During-Activity: Time: 25 min.

A) Introducing the Active vocabulary of the lesson.

B) Reading and translating the text: "Rose at the Music-Hall" by J. B. Priestley. Work out on the right reading skills of the students.

Post Activity: Time: 25 min.

Exercises on the text: Ex 1-3 p 318.

Exercises on the vocabulary of the lesson: Ex 7, 8 p 320.

Follow up & homework: Time: 2 min.

A) Retell the text. Ex 4, 5 p 319.

B) Learn the Vocabulary Notes. Ex 9, 10 p 320.

Lesson evaluation: Ask some questions on theme. Time: 3 min.

Group:

Unit 9. LESSON 2

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Participle. (Main points, Formation of Participles)

Phonetics: Revision. Unit 7-8.

Type of lesson: combined

Objectives: To know: What` the Participle?, Forms of the Participle.. The rule of High Pre Head and Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail). The right pronunciation of the sound /3:/.

To be able to: make up sentences using the Participle forms. Speak and discuss on the active theme of the lesson. Pronounce the High Pre-Head and Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

To master: the skills of the usage of the Participle in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about the weather.

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /3:/.)

Checking up home task:

Time: 10 min.

A) Retell the text. Ex 4, 5 p 319.

B) Learn the Vocabulary Notes. Ex 9, 10 p 320.

During-Activity:

Time: 25 min.

A) Introducing the usage and forms of the Participle (Main points, Formation of Participles).

B) Revision of the phonetic theme: High Pre-Head and Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail).

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 1, 2 p 307.

Exercises on the phonetic skills: Ex 22 p 423.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 124, 125 p 502-503.

B) Learn the phonetic rule. Ex 23 p 424.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 3

Date:

Theme: Speaking: Theatre.

Vocabulary: Essential vocabulary p 328.

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The usage of essential words on the theme Theatre. The right pronunciation of the sound /b/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronunciation of the sound /b/ in words.

To master: the skills of usage of essential words on theme Theatre in Ss` speech, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner. The right articulation of the sound /b/.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about phrasal verbs...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / b/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 124, 125 p 502-503.

B) Learn the phonetic rule. Ex 23 p 424.

During-Activity:

Time: 25 min.

A) Introducing the Essential vocabulary of the lesson p 328.

B) Reading the text: Theatre.

Post Activity:

Time: 25 min.

Exercises on the text: Ex 1, 2 p 329.

Exercises on the vocabulary of the lesson: Ex 5, 6 p 330.

Follow up & homework:

Time: 2 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 7 p 330.

C) Presentation: The National Theatre of our country.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 4

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Participle. (Formation of tenses, Participles after the verb Be.)

Phonetics: Revision. Unit 7-8.

Type of lesson: combined

Objectives: To know: The tenses of the Participle (Present, Past Participle). Participles after the verb Be. The rule of High Pre-Head and Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail). The right pronunciation of the sound /j/.

To be able to: make up sentences using the Gerund forms. Speak and discuss on the active theme of the lesson. Pronounce the High Pre-Head and the Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

To master: the skills of the usage of Gerund in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about: “Art in our life”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /j/.)

Checking up home task:

Time: 10 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 7 p 330.

C) Presentation: The National Theatre of our country.

During-Activity:

Time: 25 min.

A) Introducing the Formation of tenses, Participles after the verb Be.

B) Revise the phonetic theme: High Pre-Head and Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail). .

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 3, 4 p 309.

Exercises on the phonetic skills: Worksheets on the phonetics.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 126, 127 p 503.

B) Learn the phonetic rule. Work on the phonetic activities.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 5

Date:

Theme: Laboratory Work (1) p 324.

Type of lesson: combined

Objectives: To know: mark the stresses and tunes. Respond to the given questions according to the model. Write a spelling translation of the phrases.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of usage of essential words, vocabulary notes in Ss` speech, the right pronunciation of new phrases. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about phrasal verbs...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / iə/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 126, 127 p 503.

B) Learn the phonetic rule. Work on the phonetic activities.

During-Activity:

Time: 50 min.

Laboratory Work (1) p 324.

1. Listen to the text "Rose at the Music-Hall", mark the stresses and tunes. Repeat the following the model.

2. Re-word the given sentences, making all the necessary changes.

3. Extend the following sentences according to the model.

4. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.

5. Listen to the text and write it down putting a preposition where you hear the word dash. Check it with the key.

6. Listen to the text "Chaplin". Pick out the main points from each paragraph, write a summary of the text in not more than 10 sentences: - Discuss the text in class (oral and written work).

Post Activity

Follow up & homework:

Time: 2 min.

Revision.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 6

Date:

Theme: Speaking: Pantomimes p 327.

Vocabulary: Essential vocabulary p 328.

Glossary on the theme "Theatre" p 327.

Type of lesson: combined

Objectives: To know: The model of making up conversation on the theme. The usage of essential words on the theme Theatre. The right pronunciation of the sound /i:/.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson. Pronunciation of the sound /i:/ in words.

To master: the skills of usage of essential words on theme Theatre in Ss' speech, the right pronunciation of new words. The skills of telling Ss' on the active theme of lesson by answering to the questionnaire of the partner. The right articulation of the sound /i:/.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about idioms...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / i:/)

Checking up home task:

Time: 10 min.

A) Revise the Participle.

B) Revise the phonetic rule.

During-Activity:

Time: 25 min.

A) Introducing the Essential vocabulary of the lesson p 328.

B) Reading the text: Pantomimes p 327.

C) Speak and understand the glossary notes on the theme Theatre. (auditorium, front rows, back rows, dress circle, back- stage, stage-manager, the cast, etc.)

Post Activity:

Time: 25 min.

Exercises on the text: Ex 11 p 334.

Exercises on the vocabulary of the lesson: Ex 9 p 332.

Follow up & homework:

Time: 2 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 10 p 333.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 7

Date:

Theme: Grammar: Non-Finite Forms of the Verb. The Participle. (Participles as attributes, Participle before Noun).

Phonetics: Revision UNIT 7-8.

Type of lesson: combined

Objectives: To know: The Participle. (Participles as attributes, Participle before Noun).The rule of High Pre-Head and the Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail). The right pronunciation of the sound /u:/.

To be able to: make up sentences using the Participle. (Participles as attributes, Participle before Noun). Speak and discuss on the active theme of the lesson. Pronounce the High Pre-Head and the Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail) in words. The right pronunciation of the sound /u:/.

To master: the skills of the usage of the Participle in Ss` speech, the right pronunciation of new phonetic theme. The skills of making a conversation with their class by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the grammar theme, grammar, phonetic worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about: “The best method of learning English to me”

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /u:/.)

Checking up home task:

Time: 10 min.

A) Retell the text.

B) Learn the Essential Vocabulary of the lesson . Ex 10 p 333.

During-Activity:

Time: 25 min.

A) Introducing the Participle. (Participles as attributes, Participle before Noun).

B) Revise the phonetic theme: High Pre-Head and the Intonation Pattern XII (Low pre-Head+) (High Head +)High Rise (+ Tail) in words.

Post Activity:

Time: 25 min.

Exercises on the grammar: Ex 131, 132 p 506.

Exercises on the phonetic skills: Listen to the story and mark the stresses and tunes in it.

Follow up & homework:

Time: 2 min.

A) Learn the grammar rule. Ex 133, 134 p 508.

B) Learn the phonetic rule.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 8

Date:

Theme: Speaking: Studies of written English p 340. (Free Composition)

Assignments p 341.

Type of lesson: combined

Objectives: To know: The model of writing the free composition . The usage of essential words on writing free composition. The right pronunciation of the sound /æ/.

To be able to: write the free composition in the right order. Use the essential words in writing free composition . Pronounce the sound /æ/ in words.

To master: the skills of writing free composition, the right pronunciation of new words. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner. The right articulation of the sound /æ/.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about the weather...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound /æ/)

Checking up home task:

Time: 10 min.

A) Learn the grammar rule. Ex 133, 134 p 508.

B) Learn the phonetic rule.

During-Activity:

Time: 25 min.

A) Introducing the Studies of written English p 340. (Free composition)

B) Learn and use the sample of the free composition.

C) Speak and understand on the Assignment exercises p 341.

Post Activity:

Time: 25 min.

1. Write a composition explaining the message of the passage “Rose at the Music-hair.
2. Write a composition following the events described in the pictures on pp. 338-339.

Follow up & homework:

Time: 2 min.

3. Write a composition describing your visit to a theatre and your impressions of the prevailing atmosphere.

4. If you have become proficient at writing compositions as an exercise you may turn to learning how to write compositions as art. Try your hand at writing a composition about the best way to comfort your mother (father, child, sister or brother, friend).

Evaluate your composition according to the main principles of good writing: unity, coherence, and emphasis.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 9. LESSON 9

Date:

Theme: Laboratory Work (1I) p 342.

Type of lesson: combined

Objectives: To know: mark the stresses and tunes. Respond to the given questions according to the model. Write a spelling translation of the phrases.

To be able to: make up sentences using the active vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of usage of essential words, vocabulary notes in Ss` speech, the right pronunciation of new phrases. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about current news...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / ð/)

Checking up home task:

Time: 10 min.

3. Write a composition describing your visit to a theatre and your impressions of the prevailing atmosphere.
4. If you have become proficient at writing compositions as an exercise you may turn to learning how to write compositions as art. Try your hand at writing a composition about the best way to comfort your mother (father, child, sister or brother, friend).

During-Activity:

Time: 50 min.

1. Listen to the text "Drama, Music and Ballet in Britain", mark the stresses and tunes. Repeat the text following the model.
2. Record the dialogue "At the Box-Office" in pairs. Listen to the records and discuss them in class.
3. Listen to the dialogue "Pantomimes", mark the stresses and tunes. Repeat it following the model.
4. Write a spelling-translation test: a) translate the phrases into English; b) check them with the key.
5. Respond to the following questions or statements and correct them if necessary.
6. Listen to the story. Write ten questions about the text. Suggest a title for the text and give reasons for your choice. Find evidence in the text to support the following statements.

Post Activity

Follow up & homework:

Time: 2 min.

Revision.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 10

Date:

Theme: ADMINISTRATIVE CONTROL WORK №4.

Type of lesson: combined

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity:

Time: 15 min.

Warming up: Speak about the weather...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / p/)

Checking up home task:

Time: 10 min.

A) Revise the Gerund forms.

B) Revise the new words and word combinations of the UNIT 9.

During-Activity:

Time: 50 min.

Tasks:

1. Vocabulary activity.
2. Grammar activity.
3. Phonetic activity.
4. Tasks on listening.

Post Activity:

Follow up & homework:

Time: 2 min.

Revision.

Lesson evaluation: Ask some questions on theme.

Time: 3 min.

Group:

Unit 8. LESSON 11

Date:

Theme: Speaking: Work on mistakes.

Listening: Clothes then and now. (Oxford read and discover)

Type of lesson: combined

Objectives: To know: Why do we wear clothes? The history of clothes?, The language of clothes, Fabrics, The clothing industry, etc...

To be able to: make up sentences using the essential vocabulary of the lesson. Speak and discuss on the active theme of the lesson.

To master: the skills of usage of essential words, vocabulary notes in Ss` speech, the right pronunciation of new phrases. The skills of telling Ss` on the active theme of lesson by answering to the questionnaire of the partner.

Visual aids: textbook, audio guide on the text, vocabulary worksheets.

Pre-Activity: Time: 15 min.

Warming up: Speak about the current news...

Phonetic drill: Tongue twister... (work out on the pronunciation of the sound / η/)

Checking up home task: Time: 10 min.

A) Revise the Participle forms.

B) Revise the new words and word combinations of the UNIT 9.

During-Activity: Time: 25 min.

A) Work on mistakes on the CONTROL WORK 4.

B) Listen to the audio guide on the topic: "Clothes"

Post Activity: Time 25 min.

Work on the activities of the theme Clothes.

Follow up & homework: Time: 2 min.

Presentation: Fashion Designs.

Lesson evaluation: Ask some questions on theme. **Time: 3 min.**