

1. The topic of the lesson «Studing in different countries»

Well, our lesson is coming to the end. I hope you have learnt a lot of interesting facts about schools in different countries, their methods of teaching, their advantages and disadvantages. And to broaden your outlook I would like you to make a presentation called « Schools abroad». It will be your homework for the next lesson.

Тема урока « Учеба в школах других стран». Домашнее задание : сделать дома презентацию на тему « Учеба в школах других стран».

2. The topic of the lesson « My plans for the future»

Our lesson today will be very interesting and helpful for you as today we are to speak about your plans for the future, the possibilities of getting a higher education in our country and abroad.

But before we start discussing this topic , I want you to work in groups. Each group will get a list of professions and your task is to choose those which are demanded nowadays and point to their pros and cons.

Тема урока «Мои планы на будущее». Учащиеся работают в группах. Каждая группа получает список профессий, из которых необходимо выбрать наиболее востребованные. Ученики обсуждают в группе плюсы и минусы данных профессий и через 5 минут представитель каждой группы выходит к доске и поясняет, почему они выбрали данную профессию и указывают на её преимущества и недостатки.

3. The topic of the lesson «Generation gap».

Children, today we will discuss the problem which exists practically in every family where people don't want to understand each other. It is the problem of generation gap. It happens often that people give too much freedom to their children or parents are too strict. Sometimes teenagers don't respect their parents and don't want to obey. What about you? Have you ever faced to the problem of generation gap? Do you often quarrel with your parents? Did you have any conflicts with them? How did you solve them? Let's answer the questions and discuss the most suitable ways of avoiding the conflicts in your families.

Тема урока « Конфликты в семье». Ученикам предлагается ответить на вопросы, связанные с проблемой отцов и детей и в дальнейшем обсудить способы решения возникающих конфликтов . Ученики выражают своё мнение по поводу того, как избежать и сгладить возникающие конфликты в семье.

4. The topic of the lesson « The main things in family relations»

I think you will agree that in happy, friendly and united families parents are honest with their children without bossing and moralizing them. And children in their turn try to be honest and loving. Members of such families treat one another with understanding and compassion. They always share household chores . Children in such families feel safe at home. And what is your view of an ideal family? How do you see your relations in your future family? I suggest you to write a composition at home on this important topic.

Тема урока» Главное в семейных отношениях». На данном уроке ученики и учитель ведут беседу о главных принципах в счастливой семье, способах решения возникающих проблем, о сглаживании конфликтов в семье. Ученикам получают наглядный материал, позволяющий ознакомиться со способами сплочения семьи. В конце урока ученикам предлагается написать сочинение на тему « Что главное для меня в семейных отношениях

1. The topic of the lesson is "The right choice".

Тема урока: «Правильный выбор» 11 класс

Well, children I am glad to see you today. Hope you are fine, happy and ready to work hard as today the topic of the lesson is very important for you as you are leaving school soon and should make your final choice in your future profession. I think you agree that it is difficult to do it as there are many alternatives and you dont know where to start. So, what professions do you know? What professions are demanded (well-paid, noble) nowadays? Well done. You have mentioned a great number of professions but I would like to add this list .Your task is to fill in the table matching the name of the profession and the occupation it involves.

- 1) media-planner (h)
- 2) coacher (c)
- 3) developer (a)
- 4) copywriter (b)
- 5) superwiser (e)
- 6) imagemaker (d)
- 7) security (f)
- 8) provider (g)

a) is a programmer who is able to work out and write computer programmes .  
b) is person who can write and make speech properly and can interest people.

- c) is a trainer, a person with great experience in business who teaches other people to succeed.
  - d) is specialised in making appearance, choosing proper clothes, hair style for a client.
  - e) a person who supervise or control the work of all the workers.
  - f) a person who is responsible for order in shops and organisations.
  - g) supplier of the internet service.
  - h) is a specialist who is making effective media plans to advertise the goods of the company.
- (Учащимся необходимо соотнести современные профессии и их род деятельности).

2. The topic of the lesson is "The words which came from English".  
Тема урока: « Заимствованные слова из английского языка» 10класс

Children, we have already learnt a great number of English words. But we use a lot of English words in the Russian language.

Look at the screen. Your task is to choose the words which have an English origin.

Онлайн  
Ди-джей  
Шоппинг  
Зеркало  
Покрывало  
Бульдозер  
Крекер  
Ростбиф  
Джем  
Худи

Стретч  
Смокинг  
Джинсы  
Леггинсы  
Свитер

(Учащимся необходимо выбрать слова, которые вошли в русский язык и имеют английское происхождение)

2. The topic of the lesson is "The political system of the UK and Belarus".  
Тема урока: « Политическая система Соединенного королевства и Беларуси» 11 класс

Pupils, today we are to compare the political system of the UK and Belarus. Please watch the presentation I have prepared for you carefully and then be ready to answer the following questions:

- 1) How many chambers does the British parliament consist of ?
- 2) Who is the head of the state in Britain ? (in Belarus?)
- 3) By whom are the members of House of Commons elected ?
- 4) How many people are there in the Cabinet of Ministers in Britain ?
- 5) Is there a written Constitution in Britain ?
- 6) What are the national symbols in Belarus ?
- 7) Is Belarus a presidential Republic or a monarchy ?

( Ученикам предлагается посмотреть презентацию о политической системе в Соединенном королевстве и Беларуси и затем ответить на вопросы)

4. The topic of the lesson is "The British Monarchy".

Тема урока: «Британская монархия».11 класс

Well, pupils today our task is to know some facts about the political system in the UK and about the present head of the state. Before reading the text about the Queen, I would like you to answer the following questions:

- 1) How do you understand the word "monarchy" ?
- 2) Who is the queen of the state nowadays ?
- 3) What other mon British monarchs do you know ?
- 4) Is the UK governed by the Parliament ?
- 5) What main political parties do you know ?

Good, now let's read the text about Queen Elizabeth II, her family, character, duties and pastime.

(Ученики читают текст о королеве Елизавете II и затем отвечают на вопросы по тексту)

5. The topic "Ecological problems of our city".

Тема урока: «Экологические проблемы нашего города»

Today we are to speak about the things which are vital nowadays. Ecology, ecological problems, the solutions, the protection and so on.

I think everyone agrees that today our planet is in real danger. Acid rains, global warming, air and water pollution, overpopulation are the main ecological problems .

Everybody should take care of nature as it is our home .

Now let's look at blackboard and fill in the missing words into the text.

[ Nuclear wastes, cut down, chemicals, the climate, pollution ]

- 1) Our seas are filled with industrial and ....
- 2) Our forests disappear because they are ....
- 3) A lot of people suffer from poor health because of ....
- 4) ... of many countries has already changed .
- 5) Factories emit tons of harmful ....

(Учащиеся обсуждают основные экологические проблемы, предлагают свои решения данных проблем. Затем ученикам необходимо вставить слова в предложения по смыслу)

6. The topic "Youth organisations in Britain and Belarus".

Тема урока: « Молодежные организации в Британии и Беларуси» 10класс

I have prepared the presentation about youth organisations in Britain. Before watching it I would like you to answer the question : Have you ever heard about Scout movement?

Well, let's start watching the presentation and try to remember as much as possible.

Your home task is to prepare the report about the BRSM, its aims and activities.

( Ученикам предлагается просмотреть презентацию по теме: «Молодежные организации в Соединенном Королевстве и Беларуси » и затем ответить на вопросы. Домашнее задание : составить рассказ о БРСМ, его целях и задачах.)

## Английский язык + Русский язык, русская литература 10класс.

### Задание 1. Тема «Быть благодарным»

1. Read the two definitions with the examples below.

*Прочитайте эти два определения с приведенными ниже примерами.*

2. Find equivalents for the adjectives in your language.

*Найдите эквиваленты для прилагательных в вашем языке.*

**Grateful** – feeling that you want to thank someone because of something kind they have done, or showing this feeling. *E.g. I'm so grateful for your help! My grateful thanks to all who took part.*

**Thankful** – grateful and glad about something that has happened, especially because without it the situation would be much worse. *E.g. I'll be thankful for any help now. He was thankful that his mother was there for him.*

3. Follow the instructions to write a thank-you note.

*Следуйте инструкциям, чтобы написать благодарственное письмо.*

Thank-you notes are short, and they do not take much time to write. Start with a blank piece of paper or a blank card, and write the following:

- The date
- The person's name
- One sentence explaining why you are thanking the person
- A second sentence, saying something nice about the gift, invitation, or help you received
- Your signature (which must be legible (разборчивый))

**Here is an example:**

**Вот образец:**



*May, 2019  
Dear Sebastian:  
Thank you for the lovely birthday gift. The picture looks great on my wall, and I appreciate that you remembered me on my birthday.  
Alice*

4. Play the Thank-You Card game. Have fun!

*Поиграйте в карточную игру "Спасибо".*

**Step 1:** Get a card with a classmate's name from your teacher.  
Think of a suitable gift you would like to give your friend.  
Fill in the information on the card. Send it over to your classmate.



Dear \_\_\_\_\_

Thank you for \_\_\_\_\_

*Love, Nikita*

**Step 2:** Receive a 'gift' from your classmate. Write a thank-you note for the gift. Send it over to the person who wrote it.

**Step 3:** Receive the thank-you note. How are you feeling?

Задание 2. Тема : Подготовка проекта «Автобиография». Презентация проекта «Автобиография».

1. Read an autobiography poem. What is 'Mills'? Do you have anything in common with Lucy?

*Прочтите автобиографическое стихотворение.*

**autobiography** – a history of a person's life written or told by that person

**Lucy**

Skinny, funny, friendly, outgoing

Sister of Jill

Who was born in April

Who likes funky clothes and surfing the Internet

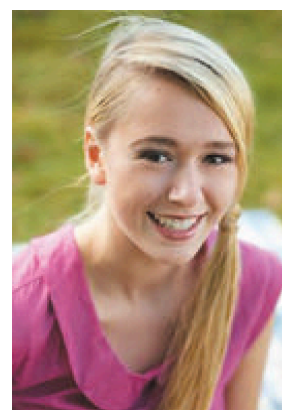
Who feels happy chatting with mates

Who needs to be on her own from time to time

Who hates field trips and microwaveable food

Who dreams of becoming a volunteer

Resident of the small blue-green planet third from the Sun



*Mills*

2. Is this type of autobiography suitable for formal situation?

*Подходит ли этот тип автобиографии для формальной ситуации?*

3. Read the extract from the book about Happy Bapetsi. Is Happy Bapetsi a man or a woman?

*Прочтите отрывок из книги о Happy Bapetsi.*

“Let me tell you a little about myself first,” said Happy Bapetsi. “I come from Maun, you see, right up on the Okavango. My mother had a small shop and I lived with her in the house at the back. We had lots of chickens and we were very happy.

“My mother told me that my daddy had left a long time ago, when I was still a little baby. He had gone off to work in Bulawayo and he had never come back. Somebody had written to us – another Motswana living there – to say that he thought my daddy was dead, but he wasn’t sure. He said that he had gone to see somebody at Mpilo Hospital one day and as he was walking along the corridor he saw them wheeling somebody out on a stretcher and that the dead person looked remarkably like my daddy. But he couldn’t be certain.

“So we decided that he was probably dead, but my mother did not mind a great deal because she had never really liked him very much. And, of course, I couldn’t even remember him, so it did not make much difference to me.

“I went to school in Maun at a place run by some Catholic missionaries. One of them discovered that I could do arithmetic rather well and he spent a long time helping me. He said that he had never met a girl who could count so well.

“I suppose it was very odd. I could see a group of figures and I would just remember it. Then I would find that I had added the figures in my head, even without thinking about it. It just came very easily. – I didn’t have to work at it at all.

“I did very well in my exams and at the end of the day I went off to Gaborone and learned how to be a book-keeper. Again it was very simple for me; I could look at a whole sheet of figures and understand it immediately. Then, the next day, I could remember every figure exactly and write them all down if I needed to.

“I got a job in the bank and I was given promotion after promotion. Now I am the No.1 sub-accountant and I don’t think I can go any further because the men are worried that I’ll make them look stupid. But I don’t mind. I get a very good pay and I can finish all my work by three in the afternoon, sometimes earlier. I go shopping after that. I have a nice house with four rooms and I am very happy. To have all that by the time you are thirty-eight is good enough, I think. Mma Ramotswa smiled. “That is very interesting. You’re right. You’ve done well.”

“I’m very lucky,” said Happy Bapetsi. “But then this thing happened. My Daddy arrived at the house.”

4. Work in pairs. Write an autobiography poem about Happy Bapetsi. Use ex. 1 and your imagination if necessary.

*Работа в парах. Напишите автобиографическое стихотворение о Happy Bapetsi. Используйте упр. 1 и ваше воображение, если это необходимо.*

5. Read a more formal autobiography. Who of the teenagers wrote it? Why do you think so?

*Прочтите более официальную автобиографию. Кто из подростков написал это? Почему ты так думаешь?*



I was born in 1995. Before attending Malet Lambert Secondary School in 2006 I went to Cavendish Primary School. I left there with good marks. I also was in the school choir and sang in the city hall. In the lower secondary school at Malet Lambert I studied the following subjects: Maths, English, Science, Geography, History, Art, Music, PE, Technology, French, German and IT. I found all these subjects enjoyable and received good marks. I particularly enjoyed History which I chose to study for my exams. Other subjects I chose to study are Maths, Science, English, PE, RE, Media Studies and German. I enjoyed media Studies and English at this stage of my education, and my *achievement* in both will help me in my future career in the media industry or business management. I would like to study at college before going to University.

I get on well with most people and often make friends through my out of school active hobbies, like playing squash, for example. I feel I am outgoing, helpful and quite popular in the school and out of school.

Many people *consider* me to be a very creative and idea person; I am also good at working with people or on my own. I enjoy being creative. Nevertheless, I am also logical and hardworking in *achieving my goals*.

6. Read the tips for writing an autobiography. Which of these tips did the teenager in ex. 5 use? How would you improve the autobiography?

*Прочитайте советы по написанию автобиографии. Какой из этих советов использовал подросток в ex. 5? Как бы вы улучшили его/её автобиографию?*

**Introduction** Write basic facts about yourself: name, where you live, when and where you were born, your parents' and siblings' names, etc.

**Timeline** Outline the events of your life. Begin with the year you were born and write about each year after that.

**Your portrait** Write what you think about yourself. Describe your habits, favourites, lifestyle, skills learned, your strengths and weaknesses, people's opinions about you, etc.

**Goals** Write about where you see yourself in the future and what you do for that.

**Conclusion** You don't have to finish up with a 'moral of the story'. You can write about your hopes, for example.

7. Write your autobiography.

*Напишите свою автобиографию.*

8. Use the tips below to write an autobiography poem.

*Используйте приведенные ниже советы, чтобы написать автобиографическое стихотворение.*

Line 1: Your first name

Line 2: Four adjectives to describe you

- Line 3: Sibling of ...  
 Line 4: I was born in ...  
 Line 5: Who likes ...  
 Line 6: Who feels ...  
 Line 7: Who needs ...  
 Line 8: Who hates ...  
 Line 9: Who dreams of ...  
 Line 10: Resident of ...  
 Line 11: Your last name

9. Hang the autobiographies and the poems around the classroom.

*Развесьте автобиографии и стихи по всему классу.*

10. Read your classmates' papers. Give each paper five marks:

*Почитайте сочинения своих одноклассников. Дайте каждому по пять оценок:*

	for the content
	for the language
	for the layout
	for the following rules
	for creativity

11. Leave all your marks with the teacher to calculate who has got the highest points. *Оставьте все свои оценки учителю, чтобы вычислить, кто получил самые высокие баллы.*

### Задание 3. Тема «Словообразование»

Without using a dictionary, try to figure out the definitions of the words in bold. For help, analyse the meaning of the prefix, suffix and root.

*Не прибегая к помощи словаря, попытайтесь найти определения слов, выделенных жирным шрифтом. Для получения дополнительной информации проанализируйте значение префикса, суффикса и корня.*

**Example:** Microbiology studies **microorganisms** and their effect on other living organisms.

**Part of speech:** *noun*

**Prefix:** *micro-*

**Root:** *organ*

**Suffix:** *-ism*

**Definition:** *any organism of microscopic size*

1. The **replacement** cost for a lost book is £25. 2. We had to **simplify** the instructions. 3. The paint will **brighten** the room. 4. All her **movements** were soft and light. 5. The **reviewer** said she acted brilliantly. 6. The understanding of art will **enrich** your life.

Задание 4. Тема «Высшее образование»

Read the following definitions in Russian and find the corresponding English words in the text:

*Прочитайте следующие определения на русском языке и найдите соответствующие английские слова в тексте:*

- а) бакалавр искусств (обладатель степени бакалавра по одной из гуманитарных или математических наук в университетах);
- б) магистр искусств, магистр гуманитарных наук;
- в) общежитие;
- г) новичок, первокурсник;
- д) заключительные экзамены.

Задание 5. (Факультативное занятие) Тема «Решение заданий Централизованного тестирования»

**Переведите на английский язык фрагмент предложения, данный в скобках.**

**B11.** This method would reward people from **(обеих)** side, the employee and employer.

**B12.** Let's **(воспользуемся)** advantage of this opportunity to sit down and rest.

Переведите на английский язык фрагмент предложения, данный в скобках.

B11. James had his hat in one hand and a bunch of red roses in the **(другой)**.

B12. I really want to move house but I can't **(позволить себе)** any of the nice places I have seen.

*Выберите правильный вариант перевода (1, 2 или 3) в соответствии с содержанием текста.*

A42. I gave way. (§4)

- 1) Я дала дорогу.
- 2) Я съехала с дороги.
- 3) Я уступила.

*Выберите правильный вариант перевода (1, 2 или 3) в соответствии с содержанием текста.*

A42. ... and a leisurely chat about matters of mutual interest. (§1)

- 1) ... и неторопливую беседу о делах, интересующих обе стороны.
- 2) ... и ничего не значащую болтовню о том, что нас интересует.
- 3) ... разговор в оставшееся после ланча время о взаимной выгоде.

**Прочитайте текст (B1–B4). От приведенных в скобках слов образуйте ОДНОКОРЕННЫЕ слова таким образом, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами.**

Doctors advise people to stand up and walk around for at least twenty minutes a day. However, many adults are **(B1) ... (WILLING)** to change their routines, even though it is common knowledge that sitting down all day is bad

for their health. For this reason, several primary schools have started to make moving around a **(B2) ... (PRIOR)** for their students. They are not saying that all the children have to be super sporty but they want to **(B3) ... (COURAGE)** them to stand up and move at every **(B4) ... (AVAIL)** opportunity.

**1. Read the words and guess the title of the topic of our today's lesson Тема: Культурный досуг. Чтение книг 9 кл. (Прочитайте слова и угадайте тему нашего сегодняшнего урока):**

Autobiography, biography, adventure story, detective story, fairy tale, fantasy, historical novel, horror story, humorous story, ghost story, love story, a legend, a myth, science fiction, travel story, poetry, a dictionary, a reference book, a text book, encyclopedia.

**2. Match the author with the books he/she wrote and genre of books Тема: Культурный досуг. Чтение книг 9 кл. (Соедините имя автора , его/ее книгу и жанр книги):**

Author	book	genre
1. Agatha Christie	Caroline	a. fantasy
2. Lewis Carroll	Lord of rings	b. horror fiction
3. Rudyard Kipling	Stories of Sherlock Holmes	c. fantasy
4. John Tolkien	Harry Potter	d. detectives
5. Edgar Allan Poe	Northern lights or the Golden Compass	e. fantasy
6. Arthur Conan Doyle	The Raven	f. fairy tale
7. Mark Twain	Alice in Wonderland	g. fantasy
8. Joanne Rowling	The adventures of Tom Sawyer	h. adventure
9. Neil Gaiman	The Jungle Book	I. detectives
10. Philip Pullman	A set of books about Miss Marple	j. fairy tale

**3. Let's play a game "Agree or Disagree". You already know a lot about Belarus. Listen to my sentences and be attentive. Repeat the statement if you agree with me and correct it if you disagree Тема: Моя Беларусь. Республика Беларусь. 10 кл.**

**(Давайте поиграем в игру «Согласен или несогласен». Вы уже много знаете о Беларуси. Слушайте меня внимательно. Повторите предложение, если вы согласны и исправьте, если не согласны) .**

T: Grodno is the capital of Belarus.

T: Minsk is the biggest city.

T: Belarus doesn't have beautiful nature.

T: The symbol of Belarus is the stork.

T: There are no lakes in Belarus.

T: There's only one castle in Belarus.

**4. Read the text. Learn and remember as much information as possible about Mir castle and Nesvizh Castle and be ready to retell the text. Тема: Моя - родина Беларусь 11 кл. Путешествие по Беларуси 11 кл. (Прочитайте текст. Запомните как можно больше о Мирском и Несвижском Замках и будьте готовы пересказать текст)**

In the old times people called Belarus the country of castles. There was 35-40 km between them. Now there are many places in Belarus where we can still see these old castles.

In the old times people called Belarus the country of castles. There was 35-40 km between them. Now there are many places in Belarus where we can still see these old castles.

Nesvizh lies in Minsk region. It is one of the oldest towns in Belarus.

From the 16th century it was the residence of the rich family – the Radziwils. There is a monument to Radziwil-Sirotko in Nesvizh.

The castle in Mir is older than the castle in Nesvizh. It dates from the 15th century. There is no other castle in the world like this one. The builders used red bricks for the castle. Since 1992 the castle in Mir has been a museum. This place is also famous for its beautiful park.

The castles are very interesting. They are famous for their ghosts. The Nesvizh ghosts are the Black Dame and the Black Nun. The Black Nun likes to play tricks on people. The ghost can push someone or break a mirror. And the Black Dame still walks in the castle. It's the ghost of Barbara Radziwil.

**5. Look at the board. Read the sounds and the words and then make sentences about ecological problems. Экология 11 класс. (Посмотрите на доску, прочитайте звуки и слова. А затем составьте предложения об экологических проблемах, используя слова )**

Pupils: [e] – environment, protect, protest

[l] – pollute, litter, less, collect

[r] – protect, forest, problem, prohibit, rubbish  
[s] – solve, sea, recycle, plastic, spoil, solution  
[k] – cut down, pick up, protection, container  
[i] – ecology, environment, litter, region, river  
[i:] – clean, people, keep, please, breathe, see  
[v] – save, river, village, everybody, never  
[w] – water, well, want, winds, weather, we  
[t] – transport, trees, plant, a lot of, city, street

**6. Make sentences using "People should" and "People shouldn't".**

**Экологические проблемы 11 класс (Составьте предложения, начиная с «Людам следует или Людям не следует...»)**

- Create national parks
- Pass antipollution laws
- Recycle wastes
- Display signs saying "Protect nature!"
- Take care of nature
- Reduce air and water pollution
- Leave food for birds in winter
- Save electricity and water
- Leave fire in forests
- Smoke, take alcohol, junk food
- Cut down trees
- Drop litter
- Kill animals

**7.Сравниваем биографии Бёрнса и Лермонтова. Учащиеся читают и переводят предложения, и определяют, какие предложения о Бёрнсе, а какие о Лермонтове. Тема: Культурный досуг. Чтение книг 9 кл.**

Read the sentences and decide which of them are about Burns and which about Lermontov.

1. His father's family came from a Scottish family
2. e was born in October 1814 in Moscow, but spent his childhood in the village of Tarkhany.
3. He was born in a poor family, but the father wanted to give the children the best education
4. He lost his mother when he was three years old and his grandmother brought him up.
5. He spent his childhood in the intellectual atmosphere and he became interested in English literature
6. He began to write when he was 15 years old.
7. His poems are full of love to mountains.
8. Lots of his poems were put on music
9. He died at the age of 37 as a result of a weak heart.
10. In July 1841 he was killed in a duel.
11. His birthday is an unofficial "National Day" for people with the national dances and dinner.

12. He is important not only for his country but people all over the world.  
8. Let's read about some foreign writers and poets. **Давайте прочитаем о некоторых зарубежных писателях и поэтах.** Тема: Культурный досуг.  
Чтение книг 9 кл.

Charlotte Brontë (1816-1855) was an English writer, best known for her novel *Jane Eyre*. There were three sisters Brontë.

Robert Burns (1759 -1796) was a Scottish poet who wrote 100s of songs and poems, mainly on country, love and national pride.

Lewis Carroll (1832-1898) was an English writer who wrote 2 well-known children's stories: *Alice's Adventures in Wonderland and Through the Looking Glass*. His real name was Charles Dodgson.

Agatha Dame Christie (1890-1976) was an English writer of popular books and plays, many of which have been made into films. Her most famous characters are detective *Hercule Poirot* and *Miss Marple*.

Daniel Defoe (1660-1731) was an English writer, whose most famous novel is *Robinson Crusoe*.

Robert Louis Stevenson (1850-1894) was a Scottish writer whose book *Treasure Island* is among the best well-known adventure stories in English.

J.R.R. Tolkien (1892-1973) was an English writer and university teacher best known for his books *The Hobbit* and *The Lord of the Rings*.

Mark Twain (1835-1910) was an American writer. His real name was Samuel Clemens, he wrote 2 his masterpieces *The Adventure of Tom Sawyer* and *Adventures of Huckleberry Finn*.

P.L. Travers Her real name was Helen Lyndon Goff (1899- ) was an English writer and wrote 11 books about *Mary Poppins*.

Joanne Rowling (1965), an English writer most known of adventures of *Harry Potter*. There are 8 books about the boy.

**Угадайте, кто и писателей не является Английским писателем. В каких жанрах они писали? Вам предложены герои из произведений - вы должны сказать кто писал о том или ином герое.**

Can you guess who of these people aren't English writers?

What do you know about these writers? What are they famous for?

What writing styles do you know?

What is the main writing style of the writer? (Conan Doyle - detective story; C. Brontë –love story; W. Shakespeare, R. Burns –poetry; D. Defoe –adventure; L. Carroll – fairy tale.)

Whose characters are these people?( Hercule Poirot – A. Christie, Mary Poppins – P.L. Travers, Hamlet – W. Shakespeare, Dr. Watson - A. C. Doyle, Tom Sawyer – M. Twain, Jane Eyre - C. Brontë, Hobbit - J. Tolkien.)

## Выбор профессии

### Задание 1: Сочетаемость слова «цель» с прилагательными. 11 класс

How *aim* often is described ( “ \_\_\_\_\_ *aim* ”)

Collocations with AIM    adjective + aim
--

1. Ребята, какой бывает цель? Предлагаю вам подобрать прилагательные на основе русского языка (литературных произведений и статей). Для работы на уроке достаточно подобрать 5 словосочетаний.

**К слову "цель" можно подобрать** немало эпитетов. Фантазии хватило на такие: благородная **цель**, высокая **цель**, а также священная, недостижимая, волнующая, невероятная, светлая, вымечтанная, реализовавшаяся, грандиозная, трудновыполнимая, ближайшая, отдаленная.

2. Все предложенные варианты учитель фиксирует в первом столбце таблицы №1. Затем учащиеся самостоятельно, а так же с помощью словаря и учителя, переводят словосочетания на английский язык. Перевод на английский язык во многом зависит от понимания на русском языке данных словосочетаний. Поэтому прежде чем перевести, учащиеся рассуждают о том, какое значение цели придают приведенные ими прилагательные.

Например: Что значит «общая цель»? Охватывающая всех людей, стран и т.д.

Что значит «первоначальная цель»? То, что необходимо выполнить в первую очередь.

Таблица №1

главная цель	<b>the main / primary / principle aim</b> (=most important and largest)
общая цель	a common aim (= an aim that people, countries etc share)
конкретная цель	a specific aim (= an exact aim)
первоначальная цель	an immediate aim (=without waiting) an initial aim (=first, happening at the beginning)
конечная цель	the ultimate aim (=final)
единственная цель	the sole aim (=only)

3. Учитель предлагает учащимся перевести предложения на русский язык, чтобы показать в каком контексте используются приведенные ими сочетания слов (коллокации). И дополнить таблицу новыми коллокациями.

1. His **sole aim** in life is to enjoy himself.
  2. It is important to have a **clear aim** in view.
  3. I want to see a strong and united country in which people work together with **common aims**.
  4. Although the report covers many areas, its **underlying aim** is to ensure that another accident never happens.
  5. His **ultimate aim** was to force the prime minister to resign.
  6. My **main aim** in life is to be a good husband and father.
  7. Our **short-term aim** is to deal with our current financial difficulties, but our **long-term aim** is to improve the company's profitability.
  8. The **express aim** of the treaty is to keep the whole region free from nuclear weapons.
  9. I'll take more **careful aim** next time.
  10. What are the **specific aims** of the course?
  11. The **immediate aim** is to develop the travel business.
1. Его единственной целью в жизни является наслаждение жизнью.
  2. Важно иметь в виду четкую цель.
  3. Я хочу видеть сильную и единую страну, в которой люди работают вместе с общими целями.

4. Хотя доклад охватывает многие области, его **основная (лежащая в основе) цель** состоит в том, чтобы гарантировать, что еще один несчастный случай никогда не произойдет.
5. Его **конечной целью** было заставить премьер-министра уйти в отставку.
6. Моя **главная (самая важная) цель** в жизни – быть хорошим мужем и отцом.
7. Наша **краткосрочная цель** – справиться с текущими финансовыми трудностями, но наша **долгосрочная цель** – повысить прибыльность компании.
8. **Прямой (определённой) целью** договора является сохранение всего региона свободным от ядерного оружия.
9. Я возьму более **точную (продуманную более тщательно) цель** в следующий раз.
10. Каковы **конкретные цели** курса?
11. **Ближайшая цель** – развитие туристического бизнеса.

## Прямая и косвенная речь

### Пример 2: Пунктуация прямой речи в английском языке (10 класс, профиль).

#### How to use punctuation in direct speech.

Цель: обратить внимание учащихся на некоторые отличия в правилах пунктуации прямой речи в английском и русском языках.

1. После слов автора должна стоять запятая (в отличие от русского языка, где мы ставим двоеточие). Также в английском языке точка ставится внутри кавычек.

Русский язык

Английский язык

A: “П.”

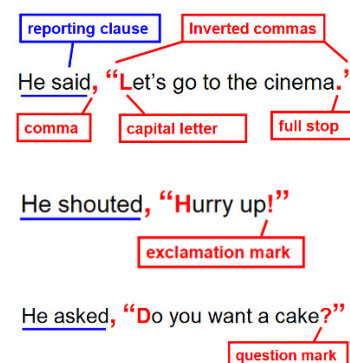
A: “P.”

A: “П!”

A: “P!”

A: “П?”

A: “P?”



2. Слова автора могут употребляться и после прямой речи. В этом случае они также отделяются запятой. В отличие от русской пунктуации, запятая ставится внутри кавычек.

Русский язык

Английский язык

“П<sub>а</sub>” – а.

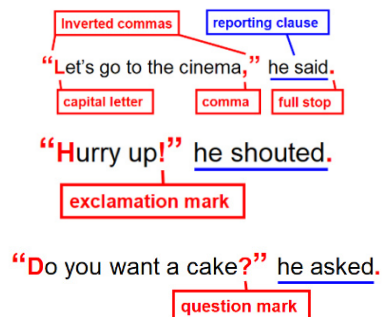
“P<sub>a</sub>” – a.

“П!” – а.

“P!” – a.

“П?” – а.

“P?” – a.



3. Прямая речь может прерываться словами автора. В английском языке тире в оформлении прямой речи не участвует. Диалогов в нашем понимании этого слова тоже нет – все реплики оформляются кавычками.

Русский язык

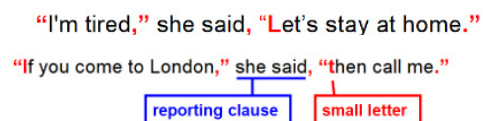
Английский язык

“П, – а, – П<sub>а</sub>”

“P,” a, “ P<sub>a</sub>”

“П, (!?)– а. – П(!?)”

“P,” a, “ P<sub>a</sub>”



4. Кавычки во многих языках отличаются друг от друга на письме и даже в зависимости от того, печатный текст или рукописный. В русском языке в печатном варианте используются «ёлочки», в рукописном – “лапки”. В английском языке используются ‘одинарные’ или “двойные” кавычки. Прямая речь обрамляется кавычками, и в *русском языке* все знаки препинания, не относящиеся к самому высказыванию, выносятся за кавычки («Я это уже сделал», ответил Борис). В *английском языке* **все знаки препинания записываются внутри**, и при этом не принципиально, какие кавычки будут записаны – одинарные или двойные: ‘I’ve already done it,’ answered Bob. “I’ve already done it,” answered Bob. Британский английский отдает предпочтение одинарным кавычкам, американский – парным.

Exercise A: Copy the following sentences, putting in the speech marks (inverted commas) “ ”.

0. What is the matter with your hand? asked Mark.

“ What is the matter with your hand?” asked Mark.

1. Would you like another cake? asked Mrs Singh.

2. These eggs are not fresh, complained the customer.
3. Is this the way to the hospital? asked the lady.
4. Look out! shouted the builder.
5. I am the best footballer in the team, boasted James.
6. We have missed the train! cried Jemima.
7. What date is it? asked the traveller.

Exercise B: Write the missing punctuation marks to complete the sentences.

0. I can't drive a lorry he said

“I can't drive a lorry,” he said.

1. She added, “Don't expect me before 11.”
2. “Hurry up!” he shouted.
3. She asked, “Am I late?”
4. “I'm coming home late tonight,” she said and added, “don't expect me before 11.”
5. “Take some more tea,” the March Hare said to Alice.
6. “I've had nothing yet,” Alice replied in an offended tone, “so I can't take more.”
7. The troll shouted, “Get off my bridge!”
8. The troll shouted, “Who goes there?”
9. “What time is it?” asked Cinderella. “I must leave before midnight.”
10. “If you must go,” said the prince, “you'd better hurry. It's 5 to 12.”

Exercise C: Rewrite each sentence below using direct speech.

1. I said that I wouldn't go swimming that day.

---

2. Lily told him that she hoped they would get married the following year.

---

3. Mrs Segal said that the police had searched her house the week before.

---

4. He said that they were waiting at the train station and they would be leaving soon.

---

5. I told them I couldn't see them that evening because I was feeling ill.

---

### **Пример 3: Факультативное занятие. Речевой этикет. 10-11 классы.**

#### **Как правильно извиняться по-английски.**

**Выбор слова: excuse me / sorry/ pardon / apologise – в значении “извинять, прощать”.**

Возможно, вы иногда задавались вопросом, чем отличаются фразы “I'm sorry”, “Excuse me”, “Pardon”, “Forgive me” и “Apologise”? Ведь все эти фразы на русский язык переводятся как “Извините!”. В чем же между ними разница?

Сегодня на уроке вы узнаете, как правильно извиняться на английском языке, и в каких ситуациях использовать каждую из этих фраз.

#### **‘EXCUSE ME’**

1. ‘ИЗВИНИТЕ’ Фраза используется при обращении к незнакомому человеку. В этом случае, аналогом в русском языке будет такие слова обращения, как: ‘Молодой человек!’, ‘Девушка!’

Например:

- Извините, можно мне счёт?    Excuse me, could I have the bill, please?



- Извините, как пройти к метро? Excuse me, how do I get to the metro?

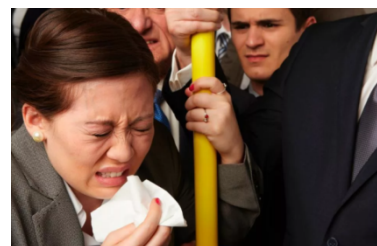
2. 'ПРОШУ ПРОЩЕНИЯ' Вы пробираетесь сквозь толпу. Используя фразу "Excuse me", вы таким образом деликатно просите прохожих посторониться, пропустить вас.



Например:

- Извините, можно пройти? Excuse me, can I get by?

3. 'ПРОСТИТЕ' Вы чихнули, кашлянули, поперхнулись. Согласно этикету в этом случае обычно используется фраза "Excuse me".



Например:

- Какая ужасная погода сегодня! Апчи! Ой, извините!

What terrible weather today! Achoo! Excuse me!

## 'SORRY'

1. 'ПРИНОШУ ИЗВИНЕНИЯ' Вы случайно кого-то задели, наступили человеку на ногу, разлили воду, опоздали и т.д., то есть причинили человеку какой-то небольшой дискомфорт или неудобство. В этом случае используйте фразу 'Sorry', а не 'Excuse me'.



Например:

- Извините, пожалуйста! (Вы наступили человеку на ногу.) Sorry!

- Извини, что заставил тебя ждать! Sorry for keeping you waiting!

2. "ИЗВИНИТЕ, Я ВИНОВАТ" Вы причинили кому-то моральную боль или совершили ошибку, которая привела к нежелательным последствиям. 'Sorry' в этом случае означает: "Прости(те) меня".



Например:

- Дико извиняюсь за ошибки в отчёте.

I'm really sorry for the mistakes in the report.

## ‘PARDON?’

1. ‘ЧТО ВЫ СКАЗАЛИ?’ Вы не расслышали, что сказал вам собеседник и хотите, чтобы он повторил фразу ещё раз. В этом случае, лучше сказать ‘Pardon?’ с вопросительной интонацией.

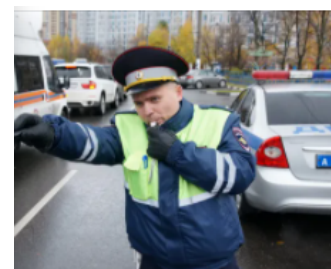


Например:

- Простите, я не расслышал, что вы сказали.

Pardon? I couldn't hear what you said.

2. ‘ЧТО? ЧТО ВЫ ИМЕЕТЕ В ВИДУ?’ Иногда фраза ‘Pardon me’ используется в ситуациях, граничащих с конфликтом. Например, если кто-то задел вас какой-то оскорбительной фразой, то ‘Pardon me’ или ‘I beg your pardon’ сигнализирует, что вы хотите приостановить такое поведение или ждете объяснения со стороны человека.



Нпример:

- Что? Простите, у вас какие-то проблемы по поводу моего вождения?

Pardon me! Do you have any problems with my driving?

## ‘MY APOLOGIES’

1. ‘ПРИМИТЕ МОИ ИЗВИНЕНИЯ’ Фраза ‘My apologies’ или ‘Our apologies’ используется в более формальном общении и используется в качестве извинения от имени компании или организации.



Например:

- От имени компании мы приносим свои извинения за доставленные неудобства.

In the name of the company we apology for any inconveniences caused.

**Теперь вы составьте предложения с этими словами:**

1. Простите за опоздание!

2. Простите, что вы сказали?

3. Извини, что расстроил тебя вчера (make you upset)
4. Извините, который час?
5. Приносим извинения за задержку рейса (for the flight delay)
6. Вы в толпе и хотите пройти. Что вы скажите в этом случае?
7. Вы кашлянули во время беседы. Что вы скажите в этом случае?

**Переведите с русского языка на английский.**

1. Простите, этот автобус идет до Трафальгарской площади?
2. О, простите, я занял ваше место?
3. Извините! Вы уронили перчатку.
4. Мы приносим извинения нашим читателям за терпение.
5. Наш офис будет закрыт в понедельник. Приносим свои извинения за неудобства.
6. Извините, я не хотел вас обидеть.
7. Простите пожалуйста, не могли бы вы мне помочь, я заблудился.
8. Приношу извинения (простите) за поведения моего сына (который разбил окно в школе).
9. Прошу прощения за то, что перебиваю, я хочу добавить кое-что.
10. Вы наступили мне на ногу! Простите.
11. Извините, что вы сказали? Здесь так шумно.

1. Excuse me, does this bus go to Trafalgar Square?
2. Oh, excuse me, did I take your seat?
3. Excuse me! You've dropped a glove.
4. We apologise to our readers for that patience.
5. *Our office will be closed on Monday. We apologize for any inconvenience.*

6. *I'm very sorry, I didn't mean to hurt you.*
7. *Excuse me, could you help me, I got lost?*
8. *I apologize for my son's behavior.*
9. Excuse me for interrupting, but I want to add something!
10. You stepped on my foot! Sorry!
11. Pardon? It's so loud here.

Толковый словарь Ожегова

## ЦЕЛЬ

1. Место, в которое надо попасть при стрельбе или метании.
2. Предмет стремления, то, что надо, желательно осуществить.
3. Поставленная задача, определенное намерение.
4. Назначение, смысл чего-либо.
5. Результат, который должен быть достигнут в итоге определенных действий.

1. Read the words and guess the title of the topic of our today's lesson Тема: Культурный досуг. Чтение книг 9 кл. **(Прочитайте слова и угадайте тему нашего сегодняшнего урока):**

Autobiography, biography, adventure story, detective story, fairy tale, fantasy, historical novel, horror story, humorous story, ghost story, love story, a legend, a myth, science fiction, travel story, poetry, a dictionary, a reference book, a text book, encyclopedia.

2. Match the author with the books he/she wrote and genre of books Тема: Культурный досуг. Чтение книг 9 кл. **(Соедините имя автора , его/ее книгу и жанр книги):**

Author	book	genre
1. Agatha Christie	Caroline	a. fantasy
2. Lewis Carroll	Lord of rings	b. horror fiction
3. Rudyard Kipling	Stories of Sherlock Holmes	c. fantasy
4. John Tolkien	Harry Potter	d. detectives
5. Edgar Allan Poe	Northern lights or the Golden Compass	e. fantasy
6. Arthur Conan Doyle	The Raven	f. fairy tale
7. Mark Twain	Alice in Wonderland	g. fantasy
8. Joanne Rowling	The adventures of Tom Sawyer	h. adventure
9. Neil Gaiman	The Jungle Book	I. detectives
10. Philip Pullman	A set of books about Miss Marple	j. fairy tale

3. Let's play a game "Agree or Disagree". You already know a lot about Belarus. Listen to my sentences and be attentive. Repeat the statement if you agree with me and correct it if you disagree Тема: Моя Беларусь. Республика Беларусь. 10 кл. **(Давайте поиграем в игру «Согласен или несогласен». Вы уже много знаете о Беларуси. Слушайте меня внимательно. Повторите предложение, если вы согласны и исправьте, если не согласны) .**

T: Grodno is the capital of Belarus.

T: Minsk is the biggest city.

T: Belarus doesn't have beautiful nature.

T: The symbol of Belarus is the stork.

T: There are no lakes in Belarus.

T: There's only one castle in Belarus.

4. Read the text. Learn and remember as much information as possible about Mir castle and Nesvizh Castle and be ready to retell the text. Тема: Моя - родина Беларусь 11 кл. Путешествие по Беларуси 11 кл. **(Прочитайте текст. Запомните как можно больше о Мирском и Несвижском Замках и будьте готовы пересказать текст)**

In the old times people called Belarus the country of castles. There was 35-40 km between them. Now there are many places in Belarus where we can still see these old castles.

In the old times people called Belarus the country of castles. There was 35-40 km between them. Now there are many places in Belarus where we can still see these old castles.

Nesvizh lies in Minsk region. It is one of the oldest towns in Belarus.

From the 16th century it was the residence of the rich family – the Radziwils. There is a monument to Radziwil-Sirotka in Nesvizh.

The castle in Mir is older than the castle in Nesvizh. It dates from the 15th century. There is no other castle in the world like this one. The builders used red bricks for the castle. Since 1992 the castle in Mir has been a museum. This place is also famous for its beautiful park.

The castles are very interesting. They are famous for their ghosts. The Nesvizh ghosts are the Black Dame and the Black Nun. The Black Nun likes to play tricks on people. The ghost can push someone or break a mirror. And the Black Dame still walks in the castle. It's the ghost of Barbara Radziwil.

**5. Look at the board. Read the sounds and the words and then make sentences about ecological problems. Экология 11 класс. (Посмотрите на доску, прочитайте звуки и слова. А затем составьте предложения об экологических проблемах ,используя слова )**

Pupils: [e] – environment, protect, protest

[l] – pollute, litter, less, collect

[r] – protect, forest, problem, prohibit, rubbish

[s] – solve, sea, recycle, plastic, spoil, solution

[k] – cut down, pick up, protection, container

[i] – ecology, environment, litter, region, river

[i:] – clean, people, keep, please, breathe, see

[v] – save, river, village, everybody, never

[w] – water, well, want, winds, weather, we

[t] – transport, trees, plant, a lot of, city, street

**6. Make sentences using "People should" and "People shouldn't".**

**Экологические проблемы 11 класс (Составьте предложения, начиная с «Людам следует или Людам не следует...)**

- Create national parks
- Pass antipollution laws
- Recycle wastes
- Display signs saying "Protect nature!"
- Take care of nature
- Reduce air and water pollution
- Leave food for birds in winter
- Save electricity and water

- Leave fire in forests
- Smoke, take alcohol, junk food
- Cut down trees
- Drop litter
- Kill animals

**7.Сравниваем биографии Бёрнса и Лермонтова. Учащиеся читают и переводят предложения, и определяют, какие предложения о Бёрнсе, а какие о Лермонтове.** Тема: Культурный досуг. Чтение книг 9 кл.

Read the sentences and decide which of them are about Burns and which about Lermontov.

13.His father's family came from a Scottish family

14.e was born in October 1814 in Moscow, but spent his childhood in the village of Tarkhany.

15.He was born in a poor family, but the father wanted to give the children the best education

16.He lost his mother when he was three years old and his grandmother brought him up.

17.He spent his childhood in the intellectual atmosphere and he became interested in English literature

18.He began to write when he was 15 years old.

19.His poems are full of love to mountains.

20.Lots of his poems were put on music

21.He died at the age of 37 as a result of a weak heart.

22.In July 1841 he was killed in a duel.

23.His birthday is an unofficial "National Day" for people with the national dances and dinner.

24.He is important not only for his country but people all over the world.

**8. Let's read about some foreign writers and poets. Давайте прочитаем о некоторых зарубежных писателях и поэтах.** Тема: Культурный досуг. Чтение книг 9 кл.

Charlotte Brontë (1816-1855) was an English writer, best known for her novel *Jane Eyre*. There were three sisters Brontë.

Robert Burns (1759 -1796) was a Scottish poet who wrote 100s of songs and poems, mainly on country, love and national pride.

Lewis Carroll (1832-1898) was an English writer who wrote 2 well-known children's stories: *Alice's Adventures in Wonderland* and *Through the Looking Glass*. His real name was Charles Dodgson.

Agatha Dame Christie (1890-1976) was an English writer of popular books and plays, many of which have been made into films. Her most famous characters are detective *Hercule Poirot* and *Miss Marple*.

Daniel Defoe (1660-1731) was an English writer, whose most famous novel is *Robinson Crusoe*.

Robert Louis Stevenson (1850-1894) was a Scottish writer whose book *Treasure Island* is among the best well-known adventure stories in English.

J.R.R. Tolkien (1892-1973) was an English writer and university teacher best known for his books *The Hobbit* and *The Lord of the Rings*.

Mark Twain (1835-1910) was an American writer. His real name was Samuel Clemens, he wrote 2 his masterpieces *The Adventure of Tom Sawyer* and *Adventures of Huckleberry Finn*.

P.L. Travers Her real name was Helen Lyndon Goff (1899- ) was an English writer and wrote 11 books about *Mary Poppins*.

Joanne Rowling (1965), an English writer most known of adventures of *Harry Potter*. There are 8 books about the boy.

**Угадайте, кто и писателей не является Английским писателем. В каких жанрах они писали? Вам предложены герои из произведений - вы должны сказать кто писал о том или ином герое.**

Can you guess who of these people aren't English writers?

What do you know about these writers? What are they famous for?

What writing styles do you know?

What is the main writing style of the writer? (Conan Doyle - detective story; C. Brontë –love story; W. Shakespeare, R. Burns –poetry; D. Defoe –adventure; L. Carroll – fairy tale.)

Whose characters are these people?( Hercule Poirot – A. Christie, Mary Poppins – P.L. Travers, Hamlet – W. Shakespeare, Dr. Watson - A. C. Doyle, Tom Sawyer – M. Twain, Jane Eyre - C. Brontë, Hobbit - J. Tolkien.)