***Гродековская средняя школа***

***Государственное учреждение***

***«Отдела образование физической культуры и спорта***

***акимата Жамбылского района »***

**Авторская программа**

**«The article»**

**Английский язык**

**в 10-11 классах.**

*Автор****:*** *учитель английского языка Абдузова Р.Б.*

*село Гродеково 2011 год*

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Абдузова Рахима Бадырдиновна

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| --- | --- |
| Сведения о себе | * Год и место рождения: 15.07.1967г * Национальность: дунганка * Семейное положение: замужем * Дети: 3 |
| Цель | Научить говорить, понимать и любить английский язык |
| Образование | 1984-1989 ДПИ (Джамбулский педагогический институт) |
| Награды | Благодарность от Interlink, III место на районной олимпиаде учителей, благодарственное письмо от районо |
| Интересы и увлечения | Чтение художественной литературы |
| Знание языков | Русский, английский, дунганский, казахский |
| Опыт работы | Учитель английского языка  1989 г- сш им. Чернышевского  1990г – сш им М.Маметова  1990 г – сш им Гродеково |
| Общественная работа | Impact сертификаты по повышению квалификации курсов Accels, Interlink Resources, Inc. |
| Квалификация | Учитель английского и немецкого языков I категория |

**ОТЗЫВ**

*на авторскую программу учителя Абдузовой Р.Б.*

*Гродековской средней школы Жамбылской области, Жамбылского района*

*на тему «The article» для учащихся 10-х и 11-х классов .*

В этой авторской программе четко показаны, раскрыты формы, методы работы по данной теме в доступной учащимся форме. Тематические задания оказывают влияние на развитие критического мышления, расширенного кругозора учащихся. Задания, представленные в этой программе, предназначены для подготовки к ЕНТ. Наряду с этим в этой программе даны задания по теме «The Article». Автор в своей работе раскрывает важные методические проблемы, связанные с проблемами в обучении. Каждая тема пособия раскрыта по возможности углубленно и в доступной учащимся форме. В дополнении к упрощениям дается дидактический материал, приводятся образцы уроков и упражнения разных типов. В программу включены краткие сведения, практические задания рассчитанные на выработку у учащихся твердых навыков правильного произношения и грамотного письма, а также для самостоятельной работы учащихся при подготовке к ЕНТ, для повышения качества знаний.

**ОТЗЫВ**

*на авторскую программу учителя Абдузовой Р.Б.*

*Гродековской средней школы Жамбылской области, Жамбылского района*

*на тему «The article» для учащихся 10-х и 11-х классов .*

Знание английского языка в школьном образовании определяется ролью развития в общества и формирования личности каждого человека. Данная программа рассматривается как системное продолжение учебников по английскому языку изучаемых в средней школе. Она полностью соответствует учебной программе и стандарту образования в средней школе.

Структура учебников опирается на общую методическую систему, основой которой является уровневый метод обучения.

Ученики любого класса имеют право расширять и углублять знания по английскому языку не зависимо от учебной программы.

Уровень предлагаемых тем дает возможность учащихся углубить знания умения и навыки по английскому языку.

Учителя должны выбирать такие упражнения по теме, которые способствовали бы формированию у учащихся прочных знаний и навыков.

Руководитель М/О английского языка Сейдалиева Л.Н

**Пояснительная записка**

Основная цель данной факультативной программы в 10-11 классах формирование языковой лингвистической, этнокультуроведческой и коммуникативной компетенции.

Задачи факультативной программы следующие:

* Реализация мировоззренческого познавательного и воспитательного потенциала учебной дисциплины;
* Обобщение системных и функционально-классификационных знаний учащихся об артикле;
* Усиление коммуникативной направленности курса;
* Совершенствование грамматических навыков старшеклассников по теме «Артикль»;
* Воспитание языковой культуры посредством использования языковых ресурсов.

Программа данного курса в 10-11 классах ориентирует на формирование комплексов коммуникативно-речевых умений и навыков.

Речеведческий материал отбирается на формирование устной и письменной речи, требующие работы по расширению словарного запаса учащихся и работы по овладению нормами речевого поведения в определенных коммуникативных ситуациях.

Каждая тема включает следующие моменты:

1. Сведения теоретического и практического характера;
2. Сведения из стилистики, культуры речи изучаемого языка;
3. Наблюдения над языком художественной литературы, связанные с изучением артикля английского языка.

Факультативный курс систематизирует сведения об артикле английского языка, культуроведческий материал, факты лингвострановедческого характера.

**Teaching functions of language based lesson plan.**

1. To introduce with all aspects of usage of the Articles.
2. To teach students to use articles in sentences.
3. To learn “Collocations”.
4. Not only to use but to explain the grammar rules.
5. Provide a written stage.
6. Provide controller oral practice of language structure.
7. Personalization/meaningful practice/fluency/
8. Provide opportunity for further controller practice.
9. Provide interest.

**Практическая цель:**

* научить учащихся общению на английском языке;
* уметь выразить свои мысли в расширенном виде;
* уметь употреблять «Article» в разных грамматических ситуациях.

**Образовательная цель:**

* развивать критическое и логическое мышление, память, воображение;
* расширять кругозор и повышать общую культуру учащихся;
* практиковать применение и употребление «Article» в грамматических ситуациях в контексте и использование «Article» в письменных упражнениях.

**Воспитательная цель:**

* осуществлять идейно – политическое воспитание;
* развивать познавательную активность учащихся.

**Развивающая цель:**

* развивать интеллектуальную, эмоциональную и мотивационную сферы личности учащегося.

**Требования к учащимся**

1. Закрепить навыки употребления артикля.
2. Научить использовать артикли в предложениях.
3. Уметь выразить мысли.
4. Уметь ставить вопросы и отвечать на них.
5. Уметь переводить с русского языка на английский и наоборот.
6. Читать и понимать без помощи словаря тексты, построенные на пройденном грамматическом материале.

***По чтению:***

* Умение читать, понимать общее содержание текстов разных функциональных стилей и жанров;
* Умение выделить ключевые слова и сочетания, необходимые для выражения собственных мыслей;

***По аудированию:***

* Умение понимать информацию предъявляемую на слух в нормальном темпе;
* Умение понимать информацию, предъявляемую учителем и одноклассниками;

***По грамматическим навыкам говорения:***

* Навыки выбора лексической единицы адекватно замыслу.
* Навыки правильного сочетания лексической единицы с другими.

**Ожидаемый результат**

1. Понимать объяснения учителя.
2. Понимать рассказы учителя и читаемый им текст.
3. Понимать и употреблять артикли в предложениях и устную речь.
4. Ставить вопросы и кратко отвечать на них.
5. Понимать и объяснять грамматические правила.
6. Уметь выразить мысли в письменном виде.
7. Making students think quickly and form short responses.
8. To understand the teachers reading the text.
9. To understand and to use the articles in the sentences and oral speech habits.
10. To realize and to explain grammar rules.
11. To make students recall and reflect on what they know about the articles.
12. To prepare and to pass examination on English.

**Содержание**

1. Article.
2. Indefinite article a/an.
3. Definite article the.
4. Articles with the name of meals.
5. Articles with countable and uncountable nouns.
6. Articles with the names of seasons.
7. Collocations: There is a…? Where is the…?
8. Articles before the names of the months and days of the week.
9. Articles with the word combinations.
10. Articles and the geographical names.
11. Articles and the geographical names and parts of the world.
12. Article and the name of the University. Ordinal adjectives and superlative degree of adjectives.
13. Collocations: “What is the use?” “to play chess” “to play the piano”.
14. Collocation: “What…!” sentences.

Countable in the singular and in the plural.

1. Collocation: “What…!” sentences. Uncountable in the plurals.
2. Articles with the nouns: school, church, work, bed…
3. Articles before school subjects and languages.

Lesson plans language based. Total 34 hours.

|  |  |  |  |
| --- | --- | --- | --- |
| № | Theme | Hours | Date |
|  | Article. | 2 |  |
|  | Indefinite article a/an. | 2 |  |
|  | Definite article the. | 2 |  |
|  | Articles with the name of meals. | 2 |  |
|  | Articles with countable and uncountable nouns. | 2 |  |
|  | Articles with the names of seasons. | 2 |  |
|  | Collocations: There is a…? Where is the…? | 2 |  |
|  | Articles before the names of the months and days of the week. | 2 |  |
|  | Articles with the word combinations. | 2 |  |
|  | Articles and the geographical names. | 2 |  |
|  | Articles and the geographical names and parts of the world. | 2 |  |
|  | Article and the name of the University. Ordinal adjectives and superlative degree of adjectives. | 2 |  |
|  | Collocations: “What is the use?” “to play chess” “to play the piano”. | 2 |  |
|  | Collocation: “What…!” sentences. Countable in the singular and in the plural. | 2 |  |
|  | Collocation: “What…!” sentences. Uncountable in the plurals. | 2 |  |
|  | Articles with the nouns: school, church, work, bed… | 2 |  |
|  | Articles before school subjects and languages. | 2 |  |

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**Авторская программа**

**«The article»**

**Английский язык**

**в 10-11 классах.**

(Рабочая тетрадь для учащихся)

*Автор****:*** *учитель английского языка Абдузова Р.Б.*

*село Гродеково 2011 год*

**LESSON 1**

**Theme: Articles (Приложение 1)**

*I. Practice: Controlled practice:*  Complete the sentences using indefinite article a/an

This is \_\_ bag.

Is this \_\_ pen?

That is \_\_ apple on the table.

Is that \_\_ apple on the table?

There is \_\_ cat in the park .

Is there \_\_ cat in the park?

*II. Freer practice.*

Match the articles with words:

a/an apricot

carrot

orange

pear

apple

garlic

tomato

banana

cabbage

potato

onion

kiwi

cherry

*III. Further controlled practice*

Finish the sentences using the following words:

I have got \_ (тетя).

She is \_\_ (учитель) .

She has got \_\_ (муж, дочь, два сына).

They live in \_\_\_ (село).

They have got \_\_\_ (кошка, собака и домашние животные).

I love my (тетя).

*IV. Production.*

Pair work

Ask and answer the questions using school vocabulary:

Example: Have you got a pen?

Yes, I have got a pen

Can you give me an English book?

No, I can’t. I haven’t got an English book.

*V. Wrap up:*

Make up a story using a/an.

**LESSON 2**

**Theme: Indefinite article (Приложение 2)**

*I. Practice. Controlled practice*

Make the sentences complete using: a large family, an old woman, a small house, an easy work, a real clever person.

Jane has got \_\_ .

My aunt lives in \_\_.

My aunt is \_\_.

I have got \_\_ to do.

My friends is \_\_ I think.

*II. Freer Practice*

Make up sentences using these words:

sea funny

tea rough

a dog beautiful

a kitten strong

a mouse disgusting

a girl hardworking

an engineer pretty

an ice- cream delicious

*III. Further controlled practice.*

Use or do not use the articles a/an with the words underlined:

1. I shall buy \_\_\_\_\_\_\_bag to my sister.
2. He met \_\_\_\_\_ young woman with \_\_\_\_girl.
3. With \_\_\_\_\_ eyes we can see this beautiful picture.
4. What is your idea of \_\_\_\_\_ good rest***?***
5. It was \_\_\_\_\_ enjoyable holiday**.**
6. My friends has flown in \_\_ plane.
7. **\_\_\_\_** stationare\_\_\_ stopping place for trains.
8. I shall be back in \_\_ hour.

*IV. Production.*

1. Describe your classroom using indefinite articles.

2. Write sentences with these word-combinations an comfortable chair an unknown land, аn independent country, an unbuilt house, an unpopulated territory.

*V. Wrap up:*

Draw your room and write the objects using articles.

**LESSON 3.**

**Theme: Definite article the. (Приложение 3)**

*I. Practice. Controlled practice. Complete the sentences using articles.*

1. Can I take \_\_\_\_ (книгу)?

2. What did \_\_\_\_\_ (врач) say?

3. Put \_\_\_\_\_ (мясо) into \_\_\_ (холодильник).

4. We buy \_\_\_\_\_(билет) on \_\_\_\_ (автобус)\_\_\_\_(трамвай), at \_\_(кинотеатр)

5. When we came to \_\_\_\_\_ (вокзал) they were waiting for \_\_\_\_\_ (поезд).

6. I think we can spend a day in \_\_\_ (город) .

7. Which is the biggest \_\_\_\_ (автовокзал), \_\_\_\_(театр)\_\_\_ or\_\_\_(здание) near \_\_\_ (театр).

8. My sister is travelling in \_\_\_ (горы) now.

9. (Мальчики)\_\_\_\_\_ coming to \_\_\_\_\_ (каток) will play hockey.

10.\_\_\_\_\_\_(старая женщина) is in \_\_\_\_\_\_(базар) selling fruit.

*II. Freer Practice.*

Insert articles where necessary.

\_\_\_\_\_\_\_circus was visiting \_\_\_\_\_\_ little town. There were \_\_\_\_\_ dogs on \_\_\_\_\_ programme. After \_\_\_\_ dogs had shown a number of \_\_\_\_ tricks, \_\_\_\_\_ man said that one of \_\_\_\_\_ dogs could play \_\_\_\_ piano. \_\_\_ dog sat on \_\_\_\_\_ chair and began to play wonderfully. Then one of \_\_\_\_\_\_ spectators shouted, “Cats”.\_\_\_\_\_\_ dog jumped off \_\_\_\_\_ chair and ran to \_\_\_\_ place from which \_\_\_ shout had come.\_\_\_\_\_\_\_\_ piano went on playing.

*III. Further controlled practice.*

Open the brackets and complete the sentences.

1. If the patient doesn’t get better, he’ll have to go to (-/the) hospital.
2. What’s on (-/the) television tonight?
3. Would you like to go to (-/the) university with me to listen to Mr. Smith’s lecture?
4. I’ve just heard on (-/the) radio that our cosmonauts in (-/the) space.
5. My father started learning English when he was at (-/the) school.
6. The king’s orders were to take the youngman to (-/the) prison.
7. Father was every angry when he saw our cat sleeping on (-/the) bed.
8. (-/the) space between the wall and the table is not enough for this big granny clock.
9. Dr. John works in (-/the) hospital where I spend three weeks last year.

*IV. Production.*

In a group of four make up a dialogue using definite articles.

*V. Wrap up:*

Imagine that you are a foreigner tell a story using articles.

**LESSON 4**

**Theme: Articles with the names of meals (Приложение 4)**

1. *Practice. Controlled practice.*

Insert articles where necessary

1. What do you do after breakfast? – After \_ breakfast I go to school.
2. My granny like to read \_\_ book after \_\_ lunch.
3. \_\_ people usually have \_\_ breakfast in \_\_ morning.
4. \_\_ lunch she had cooked was every tasty.
5. There is a proverb: “After dinner sleep awhile, after supper walk \_\_ mile”.
6. Who cooks \_\_ in your family?
7. What did you have for \_\_ lunch at school on Wednesday?
8. For \_\_ breakfast I have coffee with milk.
9. In \_\_ evening people have supper.
10. \_\_ brunch is a meal taken in \_\_ middle of the morning.

1. *Freer Practice.*

In some of these sentences articles are missing. Put in the articles to make sentences grammatically correct.

1. At what time do you usually have breakfast?
2. I advise you to have \_\_ light supper, that’ll help you to lose weight.
3. \_\_ dinner they gave us yesterday was every good.
4. \_\_ supper in \_\_ fridge warm it up.
5. Wash your hands, \_\_ dinner is ready.
6. What do you want me to cook for dinner?
7. \_\_ lunch consisted of two hot-dogs and \_\_cup of coffee.
8. What \_\_ huge breakfast!
9. Wash your hands, \_\_ dinner is ready.
10. I always have \_\_ lunch at school.
11. *Further controlled practice. Group work.*

“School canteen”

Advantages

1

2

3

4

Disadvantages

1

2

3

4

1. *Production: Pair work: Make up a dialogue “In the café”*
2. *Wrap up: to write a topic:*

“Meals in our family”.

**LESSON 5**

**Theme: Articles with countable and uncountable nouns. (Приложение 12)**

*I. Practice. Controlled practice.*

Complete the sentences using a/an/the.

1. This is \_\_ tree. \_\_ tree is tall.
2. My \_\_ sister has got\_\_ cat and \_\_ dog. \_\_ dog never bites \_\_ cat.
3. Yesterday we read \_\_ book. \_\_ book was exciting.
4. She didn’t get \_\_ letter from my friend. \_\_ letter was lost.
5. Last year I presented my \_\_ mother \_\_ ring. She liked \_\_ ring.
6. This pencil is broken. Give me that \_\_ pencil.
7. This is \_\_ town. \_\_ town is ancient.
8. Jane bought \_\_ dress. \_\_ dress is beautiful.

*II. Freer practice.*

Insert articles where necessary.

1. This is \_\_ pen. \_\_ pen is black.
2. These are \_\_ chalks. \_\_ chalks are white.
3. This is \_\_ soup. \_\_ soup is tasty.
4. He gave me \_\_ coffee and \_\_ cake \_\_ coffee was hot. \_\_ cake was tasty.
5. In the afternoon I eat \_\_ sandwich and drink \_\_ juice.
6. Tom never eats \_\_ meat, he always eats \_\_ fruit, \_\_ vegetables \_\_ seeds, \_\_ cereals, and \_\_ nuts.
7. My brother is upset. He has got \_\_ flu.
8. Mary is doing \_\_ test. \_\_ test is difficult.

*III. Further controlled practice.*

Read and think why a/an or the.

In space there is a galaxy.

In the galaxy there is a sun.

Near the sun there is a planet.

On the planet there is an ocean.

Near the ocean there is a continent.

On the continent there is a country.

In the country there is a city.

In the city there is a park.

In the park there is a house.

In the house there is a bedroom.

In the bedroom there is a bed.

And in the bed there is … me.

a/an – new information

the – old information

*IV. Production.*

Make up a dialogue using modal verbs:

Can…? May I …? Can I take….?

You may take the book.

*V. Wrap up:*

Try to make up a poem.

**LESSON 6**

**Theme: Articles with the names of seasons. (Приложение 5)**

Spring, summer, autumn, winter.

*I. Practice. Controlled practice.*

Make up sentences and complete using the words: In autumn, in the summer, hot autumn, cold winter, early spring, real winter, winter, warm spring, fine season.

*II. Freer practice.*

Complete the sentences using articles where necessary.

* 1. Spring came early that year.
  2. I love it when it is frosty and snowy winter.
  3. We get a lot of apples from this tree.
  4. The best time to visit this country is when it is broad summer.
  5. It was terrible winter.
  6. It was most beautiful early autumn I had ever seen.
  7. She is going to spend spring in the countryside .
  8. There are four season in the year: winter, spring, summer and autumn.

*III. Further controlled practice.*

Express the same in English.

1) Было очень приятно жить летом за городом (в деревне). Погода была прекрасная. Лето – хорошее время года.

2) Когда наступает весна, солнце светит ярче, но снег тает и дни становятся длиннее.

3) Осень самое чудное время года, ночи звездные, а дни жаркие.

4) Зима очень хорошее время для спорта. Дети катаются на коньках, на лыжах и играют в снежки.

*IV. Production.*

Make up a dialogue on there: “My favorite season”.

*V. Wrap up.*

“Which season is the best”. Draw a picture.

**LESSON 7**

**There: Collocation: There is a … . Where is the … ? (Приложение 1)**

*I. Practice. Controlled practice.*

Complete the sentences using a/an/the.

1) There is \_\_ big sofa in \_\_ sitting room and \_\_ little lamp on \_\_ wall over the sofa.

2) There is \_\_ old tree in \_\_ garden. On the tree there are \_\_ many fruits.

3) There is \_\_ school over there. \_\_ hotel isn’t big.

4) Is there \_\_ book in the bag? Yes, there is \_\_ book.

5) There was \_\_ knock at \_\_ door.

6) Where is \_\_ bank.

7) Where is \_\_ boy. \_\_ boy is on \_\_ sofa.

8) Where are \_\_ flowers? \_\_ flowers are in \_\_ beautiful vase.

9) Where is \_\_ John? He has gone to \_\_ theatre to listen to \_\_ opera.

10) Where were your \_\_ friends? They were at \_\_ disco.

*II. Freer practice.*

Finish the sentences.

Where is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Where are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Was there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Were there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Where was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

Where were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

*III. Further controlled practice.*

Imagine that you are going to travel and you don’t know where are your necessary things. Ask your mother to help you.

Example: where is my big suitcase?

Where is my black shirt?

There is a wallet on the bookcase.

*IV. Production.*

Make up a dialogue using: Where is/are.

There is/are.

*V. Wrap up:*

Make up sentences.

**LESSON 8**

**There: Articles before the names of the months and days of the week.** **(Приложение 6)**

*I. Practice. Controlled practice.*

1) Match the words:

January июль

February август

October сентябрь

August май

May январь

December июль

September март

July февраль

March апрель

April октябрь

June ноябрь

November июнь

2) Complete the sentences.

Example: Monday is the first day of the week.

Saturday \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Tuesday \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Friday \_\_\_\_\_\_\_\_\_\_\_\_.

Thursday \_\_\_\_\_\_\_\_\_\_.

Wednesday \_\_\_\_\_\_\_\_\_.

Sunday \_\_\_\_\_\_\_\_\_\_\_\_.

*II. Freer practice*

Insert the article where necessary.

1. There are four rooms and \_\_\_ kitchen in our new house.

2. My new skirt is made of \_\_ silk.

3. If you want to write something on \_\_ blackboard, you should have \_\_ piece of \_\_chalk.

4.\_\_May is \_\_fifth month of the year.

5. \_\_Sunday is \_\_ day off.

6. There is garden in front of our school.\_\_ garden is large, but it is very nice.

7. I have \_\_ new English book. \_\_ book is very useful.

8. Are there any pupils in \_\_ classroom.

*III. Further controlled practice.*

a) Complete the sentences.

Winter months are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Summer months are: \_\_\_\_\_\_\_\_\_\_\_\_\_.

Autumn months are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Spring months are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

b) Fill in the rhyme:

30 days have \_\_S \_\_\_, A \_\_\_, J \_\_ and N \_\_\_.

All \_\_ rest have 31.

Excepting F \_\_\_ alone which has 28 days clear. And 29 in each \_\_ leap year.

*IV. Production*

Pair work.

Ask your friends about months. Example: 1. What do people usually do in January. 2. Which month is the best to have a rest?

*V. Wrap up:*

To write topic “ My daily life ”.

**LESSON 9**

**Theme: Articles with the word combinations. (Приложение 7)**

*I. Practice. Controlled practice.*

1. тихо, тихим голосом
2. солгать
3. громким голосом
4. шепотом
5. какое-то время, недолго
6. хорошо провести время
7. пойти погулять
8. в спешке
9. быть в растерянности

to go for a walk

to have a good time

to be at a loss

in a hurry

to tell a lie

in a whisper

in a loud voice

for a while

in a low voice

* 1. *Freer practice.*

Ask your friend when he/she last: a) spoke in a whisper, spoke in a low/loud voice; b) went for a walk; c) had a swim; d)told a lie; e)had a good time; f) was in a hurry; g) felt unhappy for a while.

*III. Further controlled practice.*

1. Use articles where necessary.
2. Usually she speaks in \_\_ whisper.
3. In \_\_ summer they go to \_\_ river to have \_\_ swim.
4. In \_\_ supermarket we saw \_\_ lot of different fruits.
5. “Don’t tell \_\_ lie” said \_\_ boy.
6. After \_\_ lecture \_\_ students have \_\_ break.
7. It was very hot in \_\_ room and they decided to have \_\_ smoke in the yard.
8. “Have \_\_ rest” – said \_\_ farmer to \_\_ peasants.
9. Don’t take their \_\_ jewelry.

*IV. Production.*

Make up a dialogue in groups of four using: a few, a little, a lot of, a great deal (of), a great numbers (of).

*V. Wrap up:*

Make up sentences.

**LESSON 10**

**Theme: Articles and the geographical names. (Приложение 8)**

*I. Practice. Controlled practice.*

Put the word into correct order.

1. situated /Kazakhstan/ in /Central Asia/ is /the/
2. of /Astana/ is /capital/ Kazakhstan/ the
3. into/ parts/ divided/ Thames/ London/ the/ two
4. sea/ an/ Kapchagai sea/ is/ the /artificial
5. Are/ there/ in/ stated/ the/ fifty/ USA
6. higher/ Altai Mountains/ than/ the/ are/ Urals
7. Is/ Nursultan/ President/ the/ of/ Nazarbaev/ Kazakh
8. A/ place/ London/ in/ is/ to/ Trafalgar/ usual/ see/ Square

*II. Freer practice.*

Insert the articles

1. \_\_ Thames is \_\_ short river.
2. \_\_ Russia is washed by \_\_ Arctic Ocean in \_\_ north.
3. \_\_ North Sea separates \_\_ British Isles from \_\_ Europe.
4. Which are \_\_ highest mountains in \_\_ Kazakhstan.
5. It is warm in \_\_ Crimea and \_\_ Caucasus.
6. I want to go to \_\_ Paris some day.
7. There are four \_\_ oceans and six \_\_ continents in \_\_ world.
8. Last summer we spend on \_\_ lake Baikal.

*III. Further controlled practice.*

1. Complete the table using articles

The

River:

Ocean:

Lakes:

Mountain ranges:

Islands:

Countries:

\_\_\_

in America

in Africa

in Europe

in Asia

in Australia

in Antarctic

1. Make up sentences using:

I would like to visit \_\_ because:

*IV. Production.*

Correct the sentences where necessary

1. We visited Canada and United States \_\_ wrong The United states.
2. Africa is much larger than Europe \_\_ correct.
3. In Spain we swam in Mediterranean.
4. Toby has visited some countries in the western Europe.
5. Next mouth we are going to ski in Swiss Alps.
6. Nile is longest river in Africa.
7. UK consists of Great Britain and Northern Ireland.
8. Hide Park is the most beautiful in London

*V. Wrap up:*

“My dream vacation”

**LESSON 11**

**Theme: Articles the geographical names and parts of the world. (Приложение 8)**

*I. Practice. Controlled practice.*

a) Give a full name of the following: SE, S, SW, NW, NE, N, W, E.

Example: SE stands for the south-east.

b) Look at the map of KZ and say where these cities are situated.

Example: Semey is in the north-east of Kazakhstan.

*II. Freer practice.*

Use article where necessary.

1)\_\_\_ Shetland Islands are situated to \_\_ north of \_\_Great Britain.

2) \_\_\_Black Sea is in \_\_ south of \_\_ Russia.

3) \_\_ Philippines are situated to \_\_ south-east of \_\_ Asia.

4) My aunt likes to go to \_\_ Abai theatre every week.

5) \_\_ museum of fine arts was founded in 1803.

6) \_\_ National Gallery in \_\_Britain is one of \_\_ oldest gallery.

*III. Further controlled practice.*

Use the definite article with geographical names where necessary.

1. \_\_ Kazakhstan
2. \_\_ Great Britain
3. \_\_ Red Square
4. \_\_ London
5. \_\_ Like Ontario
6. \_\_ Europe
7. \_\_ Urals
8. \_\_ Atlantic Ocean
9. \_\_ France
10. \_\_ Royal Hotel
11. \_\_ Aral Sea
12. \_\_ Space Cinema
13. \_\_ Abai theatre
14. \_\_ Hyde Park
15. \_\_ Tretyakov Gallery
16. \_\_ History Museum
17. \_\_ Opera House
18. \_\_ Old Square

*IV. Production.*

a) Make up a story using: in the: north, south, east, west.

To the: north, south, east, west. And the words from the table a have.

b) Complete the information about your country.

The biggest lake:

The highest mountain:

The longest river:

The biggest city:

The oldest city:

*V. Wrap up:*

Create the story.

**LESSON 12**

**Theme: Article and the names of the universities. Ordinal adjectives and superlative degree of adjectives. (Приложение 3)**

*I. Practice. Controlled practice.*

1. March the numbers
2. первый
3. двадцать третий
4. тридцать второй
5. четвертый

the fourth

the first

the twenty third

the thirty second

1. Translate the sentences
2. Февраль самый короткий месяц.
3. Россия самая большая страна.
4. Самая высокая гора в Азии Тянь-Шань.
5. Первое сентября День знаний.

*II. Freer practice.*

Aizhan lives in \_\_ Almaty. She is \_\_ student. She studies \_\_ history at \_\_ Almaty University.

\_\_ University is \_\_ biggest one. On \_\_ first floor there is \_\_ big library.

On \_\_ second floor there are many big lecture halls.

Here you may meet \_\_ best lecturers. If you want to get higher education, Welcome to our \_\_ Almaty University.

*III. Further controlled practice.*

Complete the sentences using the superlative adjectives.

1. Winter is \_\_ season of the year. (холодный)
2. July and August are \_\_ months of the year. (жаркий)
3. February is \_\_ month of the year. (короткий)
4. \_\_ Oxford University is \_\_ one. (старый)
5. \_\_ University of N. Nazarbaev is \_\_ of Kazakhstan. (молодой)
6. \_\_ second month of winter is \_\_ month. (холодный)
7. \_\_ twenty second of June is \_\_ day of the year.(длинный)
   1. *Production. Pair work.*
8. Answer the questions about your classmates?
9. Who is the cleverest pupil?
10. Who is the tallest?
11. Who is the shortest?
12. Which is the first lesson on Monday?
13. Which is the second lesson on Friday?
14. Who is the best in Math’s?
15. *Wrap up.*

Make up a story “My school life”.

**LESSON 13**

**Theme: collocations “What’s the use”, “to play chess”, “to play the piano” (Приложение 12)**

*I. Practice. Controlled practice.*

* 1. Write the names of several musical instruments and sport games.

a piano

a guitar

a drum

a flute

a saxophone

an accordion

football

basketball

cricket

chess

golf

rugby

* 1. Make up sentences.

I would like to play \_\_, because …

I wouldn’t like to play \_\_, because …

*II. Freer practice.*

Put the articles where necessary.

1. Do you play \_\_ piano?
2. What \_\_ games does your friend like to play? She likes to play \_\_ tennis.
3. What \_\_ colour in your Volin.
4. \_\_ boys like to play \_\_ football.
5. \_\_ girls like to play \_\_ hopscotch.
6. \_\_ Leapfrog is not so interesting as \_\_ basketball.
7. Mr. Smith often plays \_\_ chess.
8. What \_\_ use of being so lasy?

*III. Further controlled practice.*

Translate into English.

В нашем селе есть музыкальная школа имени Толебаева. Наши дети с удовольствием занимаются музыкой. Камилла играет на пианино. A Рамиль любит играть на домбре. Он любит заниматься спортом. Он играет баскетбол и волейбол. Какая же польза? – вы спросите. Если вы занимаетесь спортом и музыкой вы будите здоровы.

*IV. Production.*

Make up a story.

Useful words and phases:

What’s the use, to play the piano, to go to school, sometimes, to play chess, everyday, to go in for sport.

*V. Wrap up:*

“In the concert hall”.

**LESSON 14**

**Theme: Collocation: “What…!” sentences (Приложение 9)**

Countable in the singular and in the plural.

*I. Practice. Controlled practice.*

Make the sentences complete a/an or zero.

1. It is \_\_ pool answer

2. It is \_\_ easy job.

3. It is such \_\_ lovely flower.

4. They are such \_\_ funny boys.

5. What \_\_ clever animals!

6. It is such \_\_ nice girl!

7. What \_\_ dangerous road!

8. These are \_\_ attractive ideas.

9. What \_\_ interesting trip.

10. What \_\_ clever parrot.

*II. Freer practice.*

Complete the sentences using words: A hunter, a close friend, rubber, an old town, a good answer, a bus, funny guys.

* + 1. Pete is \_\_ of mine.
    2. \_\_ is a person.
    3. People cover the wheels of cars with \_\_.
    4. \_\_ often served as a fortress.
    5. We usually use \_\_ to get village.
    6. After the workshop, the teacher said that it was \_\_.
    7. Walking in park we realize such \_\_ they are!

*III. Further controlled practice.*

Use the articles where necessary.

In \_\_ small town in \_\_ west there was \_\_ man who had \_\_ parrot. \_\_ parrot was taught to say \_\_ words. “There is no doubt about it”. One day \_\_ man decided to sell \_\_ bird; so he put \_\_ parrot into \_\_ cage. “Twenty dollars for \_\_ every clever parrot”. \_\_ woman asked “Are you worth twenty dollars?” “There is no doubt about it!” Answered parrot. “What \_\_ clever parrot?” – said \_\_ women and bought \_\_ bird.

*IV. Production.*

Make up sentences and questions using articles.

*V. Wrap up:*

Make up a dialogue.

**LESSON 15**

**Theme: Collocation “What \_\_ !” sentences. (Приложение 9,10)**

Uncountable in the plurals.

*I. Practice. Controlled practice.*

Complete the sentences using articles.

* 1. It is useful \_\_ (информация) for your report.
  2. Yesterday we went to the forest what \_\_(частый воздух).
  3. It is such necessary \_\_ (новости) I get from the letter.
  4. After her putting of her Kerchief we see what long \_\_ (волосы) she has.
  5. What wonderful \_\_ (совет).
  6. It was raining! What terrible \_\_ (погода).
  7. \_\_ (информация) was every useful to our students.
  8. It is important \_\_ (знания) we get at school.

*II. Freer practice.*

Match a line A with a line B.

A B

1. What useful work

2. It is deep weather

3. What good money

4. It is necessary progress

5. It is such hair

6. What long advice

7. What big information

8. What fine knowledge

*III. Further controlled practice.*

Use articles where necessary.

Tom came to his mother one day and said to her “No one at my school likes me mother. The teacher don’t, and the children don’t: “ well Tom.” It is such \_\_ sad news. Perhaps you aren’t every nice to them. If \_\_ few \_\_ people don’t like\_\_ person it may not be his fault; but if \_\_ lot of \_\_ people don’t, there is usually something wrong with such\_\_ person and he really needs to change.” “ that’s \_\_ good advice, Mother” Tom said. “ But I’m too old to change”. “ I don’t want to go to school.” “ Don’t be so silly Tom” his mother said. “ You have to go because you’re the headmaster of the school”.

*IV. Production.*

Express the same in English.

1. Какая смешная новость.

2. Это очень интересные сведения.

3. Какого цвета волосы твоей мамы?

4. Какого цвета глаза твоей сестры?

5. Это очень интересная сказка.

6. Какие печальные новости!

7. Какая ужасная погода.

8. Какие большие деньги!

9. Какая интересная работа!

10. Это свежее молоко.

*V. Wrap up.*

Make up a story using uncountable in the plurals.

**LESSON 16**

**Theme: Articles with the nouns school, church, work, bed….**

**(Приложение 11)**

*I. Practice. Controlled practice.*

Complete the sentences.

My son is \_\_ pupil. He goes to \_\_ school in \_\_ morning. He has five or six \_\_\_ lesson every day. In \_\_afternoon he goes \_\_ home. At \_\_ home he does his \_\_ homework. Three days a week he goes to \_\_ hospital, to Visit his granny. In \_\_ evening he reads \_\_ books. He usually goes to \_\_ bed at 10 o’clock.

*II. Freer practice.*

Open the brackets and complete the sentences.

1. What’s on ( \_\_/ the ) television tonight?
2. Would you like to go to (\_\_/the) university?
3. The king’s orders were to take the young man to (\_\_/the) prison.
4. I think it will be nice to take our guest to (\_\_/the) new church.
5. My friend wants to go to (\_\_/the) college.
6. If Nelly doesn’t get better, she will have to go to (\_\_/the) hospital.
7. What (\_\_/a) big college!
8. (\_\_/the) college that my friend goes trains managers.

*III. Further controlled practice.*

The/a/an. Here these words means buildings, specific objects or places.

1. We planted some trees in the space between the houses.

2. Yesterday my mother went to the school to talk to my teacher.

3. Mary works in a hospital.

4. Thank you for the work you have done.

5. Tourist often come to look at the church.

6. There are a lot of police at the prison.

7. There is going to be a big party in the university.

8. Lie down on the bed, let the doctor examine you.

*IV. Production.*

Answer the questions.

1. Where do people go when they are ill? Why?

2. Where do pupils usually go to study?

3. Where do people go to pray?

4. Where do people go to have further education?

5. Where do people usually go when they want to sleep?

*V. Wrap up:*

Make up a story.

**LESSON 17**

**Theme: Articles before school subjects and languages. (Приложение 13)**

*I. Practice. Controlled practice.*

a) Finish the sentences: Brazil, China, Holland, Kazakhstan, Russia.

Cheese comes from \_\_\_\_\_\_\_\_\_\_\_

Silk comes from \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coffee comes from \_\_\_\_\_\_\_\_\_\_\_\_\_

Samovar comes from \_\_\_\_\_\_\_\_\_\_\_

Kumis comes from \_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) 1) I know different \_\_ languages.

2) My friends know \_\_ Kazakh and Russian languages.

3) My favorite subjects are \_\_ Math and Geography.

4) \_\_\_ English is \_\_ main language of business and science.

5) \_\_ English language surrounds us like \_\_ sea.

6) Yesterday at \_\_ lesson of biology teacher told us \_\_ Every interesting things.

*II. Freer practice.*

Make list of words about the topic.

Subjects. Languages.

A ……. R……..

H …….. G……..

M ……. En …….

P ……... F………

K …….. I……….

En…….. J………..

*III. Further controlled practice.*

Put the articles where necessary.

1) They laughed a lot in their\_\_\_\_ Music lesson last \_\_\_Thursday.

2) We have \_\_ Maths five times \_\_ week.

3) On \_\_ Friday we haven’t\_\_ Computer study.

4) How many times \_\_ week have we got \_\_ History/

5) … Japanese is more difficult than \_\_ English.

6) We had \_\_ lesson of Chemistry yesterday. We wrote \_\_ teacher said:. I shall correct \_\_ test-papers in \_\_ evening. Tomorrow you will know \_\_ results.

7) I study \_\_ Maths. I attend \_\_ Maths classes in \_\_ evening.

*IV. Production.*

Imagine that your friend comes from foreign country ask your friend questions. What is your name? Where are you from? Which class are you in? What languages do you know? What subjects have you got at school!

*V. Wrap up:*

“My school life” – topic.

Lesson plans language based

|  |  |  |  |
| --- | --- | --- | --- |
| № | Theme | Hours | Date |
|  | Article. | 2 |  |
|  | Indefinite article a/an. | 2 |  |
|  | Definite article the. | 2 |  |
|  | Articles with the name of meals. | 2 |  |
|  | Articles with countable and uncountable nouns. | 2 |  |
|  | Articles with the names of seasons. | 2 |  |
|  | Collocations: There is a…? Where is the…? | 2 |  |
|  | Articles before the names of the months and days of the week. | 2 |  |
|  | Articles with the word combinations. | 2 |  |
|  | Articles and the geographical names. | 2 |  |
|  | Articles and the geographical names and parts of the world. | 2 |  |
|  | Article and the name of the University. Ordinal adjectives and superlatives degree of adjectives. | 2 |  |
|  | Collocations: “What is the use?” “to play chess” “to play the piano”. | 2 |  |
|  | Collocation: “What…!” sentences. Countable in the singular and in the plural. | 2 |  |
|  | Collocation: “What…!” sentences. Uncountable in the plurals. | 2 |  |
|  | Articles with the nouns: school, church, work, bed… | 2 |  |
|  | Articles before school subjects and languages. | 2 |  |

Total 34 hours

1. IMPACT Teacher Training Pгogramm bу Heather J. Lewis.

2. English Grammar bу Raymond Muгphy.

3. English for 10 th foгm bу Т. Ауароуа.

4. Headway bу Liz and John Soars.

5. Speed up bу Marilynn Quigley.

6. English in two years bу Т. Rogova.

7. Дайте как можно больше ученику, М.ПЕРЕС.

8. Дружите с английским языком, Тургеман Ш.,

9. Snowball English bу Denisov00a L. G.

10. English bу I.N. Vereshchagina, Т. Pritykina.

11. English bу А.Р. Starkov.

12. English bу О. Afanasyeva, Mikheeva.

13. The Intermediate Modeгn English Couгse bу Shevtsova S. V.

14. Get Оn In English bу Zarubina Z. V.

15. Английский язык в таблицах Минаев Ю. В.

16. Иностранные языки в школе 1985,1991,2000, 2001, 2003.

17. English bу Е. I. Neglevtskaya.

18. The Practice of English Language Teaching. Harmer,Jeremy 2001.

19. А couгse in Language Teaching. Ur.Penny Cambridge University

Prees 1991.

20. English Teaching FORUM. 1993, 1997, 2003.

21. English Grammar bу Bonk.

LITERATURE

22.Грамматика английского языка.Голицинский Ю.

***Гродековская средняя школа***

***Государственное учреждение***

***«Отдела образование физической культуры и спорта***

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**Авторская программа**

**«The article»**

**Английский язык**

**в 10-11 классах.**

**(Разработки уроков)**

*Автор****:*** *учитель английского языка Абдузова Р.Б.*

*село Гродеково 2011 год*

When you look at language under a microscope, you can see it changing almost as you watch it: words and phrases, pronunciations and rhythms change at astonishing speed.

“The story of English”

**LESSON 1**

**Theme: Articles (Приложение 1)**

*I. Presentation.*

Артикль – это служебное слово, которое не имеет самостоятельного значения и не переводится на русский язык. В английском языке существует два артикля: неопределенный а (аn) и определенный the Use: Артикли являются определителями имен существительных и встречаются и употребляются перед существительными. a pen an engineer a book an ice - cream a table an apple Основным назначением артикля в английском языке является указание на смысловую направленность употребляемых в речи имен существительных. Example:

a) I like ice – cream (вообще люблю мороженное)

b) I bought an ice – cream for my brother (одну порцию мороженное)

c) The ice – cream was very good (данное, купленное конкретное мороженное)

*II. Practice: Controlled practice:*  Complete the sentences using indefinite article a/an

This is \_\_ bag.

Is this \_\_ pen?

That is \_\_ apple, on the table.

Is that \_\_ apple on the table?

There is \_\_ cat in the park.

Is there \_\_ cat in the park?

*III. Freer practice.*

Match the articles with words:

a/an apricot

carrot

orange

pear

apple

garlic

tomato

banana

cabbage

potato

onion

kiwi

cherry

*IV. Further controlled practice*

Finish the sentences using the following words:

I have got \_\_ (тетя).

She is \_\_ (учитель) .

She has got \_\_ (муж, дочь, два сына).

They live in \_\_\_ (село).

They have got \_\_\_ (кошка, собака и домашние животные).

I love my (тетя).

*V. Production.*

Pair work

Ask and answer the questions using school vocabulary:

Example: Have you got a pen?

Yes, I have got a pen

Can you give me an English book?

No, I can’t. I haven’t got an English book.

*VI. Wrap up:*

Make up a story using a/an.

**LESSON 2**

**Theme: Indefinite article (Приложение 2)**

*I. Presentation*

Неопределенный артикль a/an произошел от числительного one “один” и поэтому употребляется с исчисляемыми существительными в единственном числе. Use неопределенный артикль имеет две формы:

1. А стоящий перед существительными, начинающегося с согласного звука или имеющие впереди себя определение, начинающего с согласного звука.

Example: a pen [ә‘pen] - ручка

A red apple [ә red ‘æpl] красное яблоко

2. an, стоящее перед существительными, которое начинаются с гласного звука или имеют впереди себя определение, которое начинается с гласного звука.

Example: an orange [әn ‘orindз] апельсин

An interesting man [әn ‘intristin mæn] интересный человек

*II. Practice. Controlled practice*

Make the sentences complete using: a large family, an old woman, a small house, an easy work, a real clever person.

Jane has got \_\_ .

My aunt lives in \_\_.

My aunt is \_\_.

I have got \_\_ to do.

My friends is \_\_ I think.

*III. Freer Practice*

Make up sentences using these words:

sea funny

tea rough

a dog beautiful

a kitten strong

a mouse disgusting

a girl hardworking

an engineer pretty

an ice- cream delicious

*IV. Further controlled practice.*

Use or do not use the articles a/an with the words underlined:

1. I shall buy \_\_\_\_\_\_\_bag to my sister.
2. He met \_\_\_\_\_ young woman with \_\_\_\_girl.
3. With \_\_\_\_\_ eyes we can see this beautiful picture.
4. What is your idea of \_\_\_\_\_ good rest***?***
5. It was \_\_\_\_\_ enjoyable holiday**.**
6. My friends has flown in \_\_ plane.
7. **\_\_\_\_** stationare\_\_\_ stopping place for trains.
8. I shall be back in \_\_ hour.

*V. Production.*

1. Describe your classroom using indefinite articles.

2. Write sentences with these word-combinations: an comfortable chair an unknown land, an independent country, an unbuilt house, an unpopulated territory.

*VI. Wrap up:*

Draw your room and write the objects using articles.

**LESSON 3.**

**Theme: Definite article the. (Приложение 3)**

1. *Presentation.*

Определенный артикль от указательного местоимения that “mom” и имеет одну форму the которая произносится перед существительными, начинающиеся с согласного звука.

Example: the table, the round apple.

Перед существительными, начинающиеся с гласного звука, или перед определением, начинающимся с гласного звука.

Example: the evening (тот) вечер, the old tree (это старое дерево).

Определенный артикль the употребляется с исчисляемыми и неисчисляемыми существительными в единственном и множественном числе.

Определенный артикль указывает на конкретные объекты, обозначаемые именем существительным.

Example: Give me the plate. I think the dress is too long.

*II. Practice. Controlled practice. Complete the sentences using articles.*

1. Can I take \_\_\_\_ (книгу)?

2. What did \_\_\_\_\_ (врач) say?

3. Put \_\_\_\_\_ (мясо) into \_\_\_ (холодильник).

4. We buy \_\_\_\_\_(билет) on \_\_\_\_ (автобус)\_\_\_\_(трамвай), at \_\_(кинотеатр) .

5. When we came to \_\_\_\_\_ (вокзал) they were waiting for \_\_\_\_\_ (поезд).

6. I think we can spend a day in \_\_\_ (город) .

7. Which is the biggest \_\_\_\_ (автовокзал), \_\_\_\_(театр)\_\_\_ or\_\_\_(здание) near \_\_\_ (театр).

8. My sister is travelling in \_\_\_ (горы) now.

9. (Мальчики)\_\_\_\_\_ coming to \_\_\_\_\_ (каток) will play hockey.

10.\_\_\_\_\_\_(старая женщина) is in \_\_\_\_\_\_(базар) selling fruit.

*III. Freer Practice.*

Insert articles where necessary.

\_\_\_\_\_\_\_circus was visiting \_\_\_\_\_\_ little town. There were \_\_\_\_\_ dogs on \_\_\_\_\_ programme. After \_\_\_\_ dogs had shown a number of \_\_\_\_ tricks, \_\_\_\_\_ man said that one of \_\_\_\_\_ dogs could play \_\_\_\_ piano. \_\_\_ dog sat on \_\_\_\_\_ chair and began to play wonderfully. Then one of \_\_\_\_\_\_ spectators shouted, “Cats”.\_\_\_\_\_\_ dog jumped off \_\_\_\_\_ chair and ran to \_\_\_\_ place from which \_\_\_ shout had come.\_\_\_\_\_\_\_\_ piano went on playing.

*IV. Further controlled practice.*

Open the brackets and complete the sentences.

1. If the patient doesn’t get better, he’ll have to go to (-/the) hospital.
2. What’s on (-/the) television tonight?
3. Would you like to go to (-/the) university with me to listen to Mr.Smith’s lecture?
4. I’ve just heard on (-/the) radio that our cosmonauts in (-/the) space.
5. My father started learning English when he was at (-/the) school.
6. The king’s orders were to take the youngman to (-/the) prison.
7. Father was very angry when he saw our cat sleeping on (-/the) bed.
8. (-/the) space between the wall and the table is not enough for this big granny clock.
9. Dr. John works in (-/the) hospital where I spend three weeks last year.

*V. Production.*

In a group of four make up a dialogue using definite articles.

*VI. Wrap up:*

Imagine that you are a foreigner tell a story using articles.

**LESSON 4**

**Theme: Articles with the names of meals (Приложение 4 )**

1. *Presentation.*

К этой группе имен существительных относятся слова: breakfast, \*brunch\*, lunch, dinner, supper and tea.

\*brunch\_ Am. English – a meal taken in the middle of the morning( a combination of a late breakfast and early lunch.

Чаще всего эти имена существительные описывают процесс принятия пищи и употребляются без артикля. Они относятся к устойчивым сочетаниям (collocation) типа:

To have breakfast, …

To cook dinner, …

To serve supper, …

To take brunch, …

Также: to be at lunch, dinner/supper…

After/before breakfast, brunch, tea …

And for tea, lunch, dinner.

Но если перед этими именами существительными используется определение hot, tasty, tasty, nice, expensive, cheap … , то необходимо употребить неопределенный артикль:

Would you like a hot supper?

Can he has a tasty brunch?

Но если имеется в виду сама еда: the supper you cooked или ясно из контекста, какая конкретно трапеза имеется в виду: the dinner she take yesterday употребляется определенный артикль.

1. *Practice. Controlled practice.*

Insert articles where necessary

1. What do you do after breakfast? – After \_ breakfast I go to school.
2. My granny like to read \_\_ book after \_\_ lunch.
3. \_\_ people usually have \_\_ breakfast in \_\_ morning.
4. \_\_ lunch she had cooked was very tasty.
5. There is a proverb: “After dinner sleep awhile, after supper walk \_\_ mile”.
6. Who cooks \_\_ in your family?
7. What did you have for \_\_ lunch at school on Wednesday?
8. For \_\_ breakfast I have coffee with milk.
9. In \_\_ evening people have supper.
10. \_\_ brunch is a meal taken in \_\_ middle of the morning.

1. *Freer Practice.*

In some of these sentences articles are missing. Put in the articles to make sentences grammatically correct.

1. At what time do you usually have breakfast?
2. I advise you to have \_\_ light supper, that’ll help you to lose weight.
3. \_\_ dinner they gave us yesterday was very good.
4. \_\_ supper in \_\_ fridge warm it up.
5. Wash your hands, \_\_ dinner is ready.
6. What do you want me to cook for dinner?
7. \_\_ lunch consisted of two hot-dogs and \_\_cup of coffee.
8. What \_\_ huge breakfast!
9. Wash your hands, \_\_ dinner is ready.
10. I always have \_\_ lunch at school.
11. *Further controlled practice. Group work.*

“School canteen”

Advantages

1

2

3

4

Disadvantages

1

2

3

4

1. *Production: Pair work: Make up a dialogue “In the café”*
2. *Wrap up: to write a topic:*

“Meals in our family”.

**LESSON 5**

**Theme: Articles with countable and uncountable nouns. (Приложение 12)**

* 1. *Presentation.*

Упоминая предмет впервые мы употребляем неопределенный артикль. Упоминая этот же предмет вторично, мы употребляем артикль The. Неопределенный артикль a/an может употребляться только с исчисляемыми существительными в единственном числе. Неопределенный артикль не используется перед неисчисляемыми существительными во множественном числе. Артикль the употребляется как с исчисляемыми так и неисчисляемыми существительными в единственном и во множественном числе.

This is a car. The car is fast.

This is butter. The butter is yellow.

These are skyscrapers. The skyscrapers are modern.

*II. Practice. Controlled practice.*

Complete the sentences using a/an/the.

1. This is \_\_ tree. \_\_ tree is tall.
2. My \_\_ sister has got\_\_ cat and \_\_ dog. \_\_ dog never bites \_\_ cat.
3. Yesterday we read \_\_ book. \_\_ book was exciting.
4. She didn’t get \_\_ letter from my friend. \_\_ letter was lost.
5. Last year I presented my \_\_ mother \_\_ ring. She liked \_\_ ring.
6. This pencil is broken. Give me that \_\_ pencil.
7. This is \_\_ town. \_\_ town is ancient.
8. Jane bought \_\_ dress. \_\_ dress is beautiful.

*III. Freer practice.*

Insert articles where necessary.

1. This is \_\_ pen. \_\_ pen is black.
2. These are \_\_ chalks. \_\_ chalks are white.
3. This is \_\_ soup. \_\_ soup is tasty.
4. He gave me \_\_ coffee and \_\_ cake. \_\_ coffee was hot. \_\_ cake was tasty.
5. In the afternoon I eat \_\_ sandwich and drink \_\_ juice.
6. Tom never eats \_\_ meat, he always eats \_\_ fruit, \_\_ vegetables \_\_ seeds, \_\_ cereals, and \_\_ nuts.
7. My brother is upset. He has got \_\_ flu.
8. Mary is doing \_\_ test. \_\_ test is difficult.

*IV. Further controlled practice.*

Read and think why a/an or the.

In space there is a galaxy.

In the galaxy there is a sun.

Near the sun there is a planet.

On the planet there is an ocean.

Near the ocean there is a continent.

On the continent there is a country.

In the country there is a city.

In the city there is a park.

In the park there is a house.

In the house there is a bedroom.

In the bedroom there is a bed.

And in the bed there is … me.

a/an – new information

the – old information

*V. Production.*

Make up a dialogue using modal verbs:

Can…? May I …? Can I take\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You may take the book.

*VI. Wrap up:*

Try to make up a poem.

**LESSON 6**

**Theme: Articles with the names of seasons. (Приложение 5)**

Spring, summer, autumn, winter.

*I. Presentation.*

a) Артикли обычно не употребляются перед названиями времен года. Example: Time passed, and winter began to change into spring. Autumn is wonderful.

b) Но с предлогом in мы можем сказать in winter или in the spring.

Example: In (the) summer there are many fruits. In (the) winter I like skiing.

c) Когда мы говорим об определенном времени года мы используем the.

Example: Tom was born in the summer of 1995. I am spending the autumn in Astana.

d) Артикль a/an употребляется перед любым прилагательным season.

Example: It is a rainy autumn. It was a warm summer.

*II. Practice. Controlled practice.*

Make up sentences and complete using the words: In autumn, in the summer, hot autumn, cold winter, early spring, real winter, winter, warm spring, fine season.

*III. Freer practice.*

Complete the sentences using articles where necessary.

* 1. Spring came early that year.
  2. I love it when it is frosty and snowy winter.
  3. We get a lot of apples from this tree.
  4. The best time to visit this country is when it is broad summer.
  5. It was terrible winter.
  6. It was most beautiful early autumn I had ever seen.
  7. She is going to spend spring in the countryside.
  8. There are four season in the year: winter, spring, summer and autumn.

*IV. Further controlled practice.*

Express the same in English.

1) Было очень приятно жить летом за городом (в деревне). Погода была прекрасная. Лето – хорошее время года.

2) Когда наступает весна, солнце светит ярче, но снег тает и дни становятся длиннее.

3) Осень самое чудное время года, ночи звездные, а дни жаркие.

4) Зима очень хорошее время для спорта. Дети катаются на коньках, на лыжах и играют в снежки.

*V. Production.*

Make up a dialogue on there: “My favourite season”.

*VI. Wrap up.*

“Which season is the best”. Draw a picture.

**LESSON 7**

**There: Collocation: There is a … . Where is the … ? (Приложение 1)**

*I. Presentation.*

Существует огромное количество устойчивых словосочетании collocation. К ним относятся There is a … . Where is the … ?

С оборотом There is … всегда употребляется неопределенный артикль, а с where is … мы всегда используем определенный артикль the.

*II. Practice. Controlled practice.*

Complete the sentences using a/an/the.

1) There is \_\_ big sofa in \_\_ sitting room and \_\_ little lamp on \_\_ wall over the sofa.

2) There is \_\_ old tree in \_\_ garden. On the tree there are \_\_ many fruits.

3) There is \_\_ school over there. \_\_ hotel isn’t big.

4) Is there \_\_ book in the bag? Yes, there is \_\_ book.

5) There was \_\_ knock at \_\_ door.

6) Where is \_\_ bank.

7) Where is \_\_ boy. \_\_ boy is on \_\_ sofa.

8) Where are \_\_ flowers? \_\_ flowers are in \_\_ beautiful vase.

9) Where is \_\_ John? He has gone to \_\_ theatre to listen to \_\_ opera.

10) Where were your \_\_ friends? They were at \_\_ disco.

*III. Freer practice.*

Finish the sentences.

Where is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Where are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

There is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Was there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Were there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

Where was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

Where were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

*IV. Further controlled practice.*

Imagine that you are going to travel and you don’t know where are your necessary things. Ask your mother to help you.

Example: where is my big suitcase?

Where is my black shirt?

There is a wallet on the bookcase.

*V. Production.*

Make up a dialogue using: Where is/are.

There is/are.

*VI. Wrap up:*

Make up sentences.

**LESSON 8**

**There: Articles before the names of the months and days of the week.**

**(Приложение 6)**

*I. Presentation.*

Артикли не употребляются перед названиями дней недели: Monday, Tuesday, Wednesday.

А также артикли не употребляются перед названиями месяцев: January, May, August… .

Но перед порядковыми числительными обычно употребляется определенный артикль the

The second of May.

The twenty fourth of June.

*II. Practice. Controlled practice.*

1) Match the words:

January июль

February август

October сентябрь

August май

May январь

December июль

September март

July февраль

March апрель

April октябрь

June ноябрь

November июнь

2) Complete the sentences.

Example: Monday is the first day of the week.

Saturday \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tuesday \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Friday \_\_\_\_\_\_\_\_\_\_\_\_

Thursday \_\_\_\_\_\_\_\_\_\_

Wednesday \_\_\_\_\_\_\_\_\_

Sunday \_\_\_\_\_\_\_\_\_\_\_\_

*III. Freer practice*

Insert the article where necessary.

1. There are four rooms and \_\_\_ kitchen in our new house.

2. My new skirt is made of \_\_ silk.

3. If you want to write something on \_\_ blackboard, you should have \_\_ piece of \_\_chalk.

4.\_\_May is \_\_fifth month of the year.

5. \_\_Sunday is \_\_ day off.

6. There is garden in front of our school.\_\_ garden is large, but it is very nice.

7. I have \_\_ new English book. \_\_ book is very useful.

8. Are there any pupils in \_\_ classroom?

*IV. Further controlled practice.*

a) Complete the sentences.

Winter months are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summer months are: \_\_\_\_\_\_\_\_\_\_\_\_\_

Autumn months are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spring months are: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Fill in the rhyme:

30 days have \_\_S \_\_\_, A \_\_\_, J \_\_ and N \_\_\_

All \_\_ rest has 31.

Excepting F \_\_\_ alone which has 28 days clear. And 29 in each \_\_ leap year.

*V. Production*

Pair works.

Ask your friends about months. Example: 1. What do people usually do in January. 2. Which month is the best to have a rest?

*VI. Wrap up:*

To write topic “ My daily life ”.

**LESSON 9**

**Theme: Articles with the word combinations. (Приложение 7)**

*I. Presentation.*

В английском языке есть такие словосочетания, в которых всегда употребляется неопределенный артикль а.

Example: a few, a lot of, a little, a great deal (of), a great number (of)

in a hurry

in a whisper

in a low/ loud voice

for a while

to be at a loss

to tell a lie

to go for a walk

to have a good time

to have a swim – поплавать

to have a smoke – покурить

to have a talk – поболтать

to have a look – посмотреть

to have a break – передохнуть

*II. Practice. Controlled practice.*

1. тихо, тихим голосом
2. солгать
3. громким голосом
4. шепотом
5. какое-то время, недолго
6. хорошо провести время
7. пойти погулять
8. в спешке
9. быть в растерянности

to go for a walk

to have a good time

to be at a loss

in a hurry

to tell a lie

in a whisper

in a loud voice

for a while

in a low voice

* 1. *Freer practice.*

Ask your friend when he/she last: a) spoke in a whisper, spoke in a low/loud voice; b) went for a walk; c) had a swim; d)told a lie; e)had a good time; f) was in a hurry; g) felt unhappy for a while.

*IV. Further controlled practice.*

1. Use articles where necessary.
2. Usually she speaks in \_\_ whisper.
3. In \_\_ summer they go to \_\_ river to have \_\_ swim.
4. In \_\_ supermarket we saw \_\_ lot of different fruits.
5. “Don’t tell \_\_ lie” said \_\_ boy.
6. After \_\_ lecture \_\_ students have \_\_ break.
7. It was very hot in \_\_ room and they decided to have \_\_ smoke in the yard.
8. “Have \_\_ rest” – said \_\_ farmer to \_\_ peasants.
9. Don’t take these \_\_ jewelry.

*V. Production.*

Make up a dialogue in groups of four using: a few, a little, a lot of, a great deal (of), a great numbers (of).

*VI. Wrap up:*

Make up sentences.

**LESSON 10**

**Theme: Articles and the geographical names. (Приложение 8)**

*I. Presentation.*

Определенный артикль the употребляется перед названиями рек, каналов, морей, заливов, проливов, горных цепей, горы: The Urals, the Alps.

Океаны: the Pacific ocean, the Atlantic ocean.

Моря: the Aral sea, the Baltic sea.

Реки: the Volga, the Talas.

Озера: the Baikal, the Severn.

Однако если перед название озера стоит само слово lake, артикль отсутствует. Lake Baikal

Артикль не употребляется перед названием:

Континентов: Europe, Asia

Городов: Astana, London

Площадей: Trafalgar square, Republic square

Улиц: Abai, Broadway, Mira street

Парков: Hyde Park

Стран: France, Kazakhstan

Исключения:

The United States of America

The United Kingdom of Great Britain and Northern Ireland/

The Netherlands

The Ukraine

The Crimea

The Kongo

The Caucasus

*II. Practice. Controlled practice.*

Put the word into correct order.

1. situated /Kazakhstan/ in /Central Asia/ is /the/
2. of /Astana/ is /capital/ Kazakhstan/ the
3. into/ parts/ divided/ Thames/ London/ the/ two
4. sea/ an/ Kapchagai sea/ is/ the /artificial
5. Are/ there/ in/ stated/ the/ fifty/ USA
6. higher/ Altai Mountains/ than/ the/ are/ Urals
7. Is/ Nursultan/ President/ the/ of/ Nazarbaev/ Kazakh
8. A/ place/ London/ in/ is/ to/ Trafalgar/ usual/ see/ Square

*III. Freer practice.*

Insert the articles

1. \_\_ Thames is \_\_ short river.
2. \_\_ Russia is washed by \_\_ Arctic Ocean in \_\_ north.
3. \_\_ North Sea separates \_\_ British Isles from \_\_ Europe.
4. Which are \_\_ highest mountains in \_\_ Kazakhstan.
5. It is warm in \_\_ Crimea and \_\_ Caucasus.
6. I want to go to \_\_ Paris some day.
7. There are four \_\_ oceans and six \_\_ continents in \_\_ world.
8. Last summer we spend on \_\_ lake Baikal.

*IV. Further controlled practice.*

1. Complete the table using articles

The

River:

Ocean:

Lakes:

Mountain ranges:

Islands:

Countries:

\_\_\_

in America

in Africa

in Europe

in Asia

in Australia

in Antarctic

1. Make up sentences using:

I would like to visit \_\_ because:

*V. Production.*

Correct the sentences where necessary

1. We visited Canada and United States \_\_ wrong The United States.
2. Africa is much larger than Europe \_\_ correct.
3. In Spain we swam in Mediterranean.
4. Toby has visited some countries in the western Europe.
5. Next month we are going to ski in Swiss Alps.
6. Nile is longest river in Africa.
7. UK consist of Great Britain and Northern Ireland.
8. Hide Park is the most beautiful in London

*VI. Wrap up:*

“My dream vacation”

**LESSON 11**

**Theme: Articles the geographical names and parts of the world.**

**(Приложение 8)** *I. Presentation.*

Определенный артикль употребляется перед названиями театров:

The Abai theatre.

The Kazakhstan, The Odeon.

Музеев: The Kasteev Museum, The British museum.

Картинных галереи: the National gallery.

Гостиниц: The Embassy Hotel. Также определенный артикль употребляется перед названиями частей света: the North, the South, the East, the West.

*II. Practice. Controlled practice.*

a) Give a full name of the following: SE, S, SW, NW, NE, N, W, E.

Example: SE stands for the south-east.

b) Look at the map of KZ and say where these cities are situated.

Example: Semey is in the north-east of Kazakhstan.

**.**Ural  **.**Kostanai

.Astana

**.**Aktau

**.** Almaty  **.** Taraz

*III. Freer practice.*

Use article where necessary.

1)\_\_\_ Shetland Islands are situated to \_\_ north of \_\_Great Britain.

2) \_\_\_Black Sea is in \_\_ south of \_\_ Russia.

3) \_\_ Philippines are situated to \_\_ south-east of \_\_ Asia.

4) My aunt likes to go to \_\_ Abai theatre every week.

5) \_\_ museum of fine arts was founded in 1803.

6) \_\_ National Gallery in \_\_Britain is one of \_\_ oldest gallery.

*IV. Further controlled practice.*

Use the definite article with geographical names where necessary.

1. \_\_ Kazakhstan
2. \_\_ Great Britain
3. \_\_ Red Square
4. \_\_ London
5. \_\_ Like Ontario
6. \_\_ Europe
7. \_\_ Urals
8. \_\_ Atlantic Ocean
9. \_\_ France
10. \_\_ Royal Hotel
11. \_\_ Aral Sea
12. \_\_ Space Cinema
13. \_\_ Abai theatre
14. \_\_ Hyde Park
15. \_\_ Tretyakov Gallery
16. \_\_ History Museum
17. \_\_ Opera House
18. \_\_ Old Square

*V. Production.*

a) Make up a story using: in the: north, south, east, west.

To the: north, south, east, west. And the words from the table above.

b) Complete the information about your country.

The biggest lake:

The highest mountain:

The longest river:

The biggest city:

The oldest city:

*VI. Wrap up:*

Create the story.

**LESSON 12**

**Theme: Article and the names of the universities. Ordinal adjectives and superlative degree of adjectives. (Приложение 3)**

I. Presentation.

Определенный артикль не употребляется перед названиями университетов.

I shall study at Moscow University. Mr. Brown graduated from Oxford University.

Но: I finished the University of Taraz. The students of the University of Glasgow arrived last week.

Запомните, что перед порядковыми числительными тоже употребляется the.

The first of May.

Today is the twenty third of January.

Также определенный артикль the употребляется перед превосходной степенью прилагательных.

Asia is the largest continent.

Vatican is the smallest country

*II. Practice. Controlled practice.*

1. March the numbers
2. первый
3. двадцать третий
4. тридцать второй
5. четвертый

the fourth

the first

the twenty third

the thirty second

1. Translate the sentences
2. Февраль самый короткий месяц.
3. Россия самая большая страна.
4. Самая высокая гора в Азии Тянь-Шань.
5. Первое сентября День знаний.

*III. Freer practice.*

Aizhan lives in \_\_ Almaty. She is \_\_ student. She studies \_\_ history at \_\_ Almaty University.

\_\_ University is \_\_ biggest one. On \_\_ first floor there is \_\_ big library.

On \_\_ second floor there are many big lecture halls.

Here you may meet \_\_ best lecturers. If you want to get higher education, welcome to our \_\_ Almaty University.

*IV. Further controlled practice.*

Complete the sentences using the superlative adjectives.

1. Winter is \_\_ season of the year. (холодный)
2. July and August are \_\_ months of the year. (жаркий)
3. February is \_\_ month of the year. (короткий)
4. \_\_ Oxford University is \_\_ one. (старый)
5. \_\_ University of N. Nazarbaev is \_\_ of Kazakhstan. (молодой)
6. \_\_ second month of winter is \_\_ month. (холодный)
7. \_\_ twenty second of June is \_\_ day of the year.(длинный)
   1. *Production. Pair work.*
8. Answer the questions about your classmates.
9. Who is the cleverest pupil?
10. Who is the tallest?
11. Who is the shortest?
12. Which is the first lesson on Monday?
13. Which is the second lesson on Friday?
14. Who is the best in Maths?
15. *Wrap up.*

Make up a story “My school life”.

**LESSON 13**

**Theme: collocations “What’s the use”, “to play chess”, “to play the piano”**

**(Приложение 12)**

*I. Presentation.*

Используя застывшее словосочетание “What’s the” use мы употребляем определенный артикль, также артикль употребляется в словосочетаниях с музыкальными инструментами

to play the piano, to play the guitar.

Но перед названиями спортивных игр не употребляется.

*II. Practice. Controlled practice.*

* 1. Write the names of several musical instruments and sport games.

a piano

a guitar

a drum

a flute

a saxophone

an accordion

football

basketball

cricket

chess

golf

rugby

* 1. Make up sentences.

I would like to play \_\_, because …

I wouldn’t like to play \_\_, because …

*III. Freer practice.*

Put the articles where necessary.

1. Do you play \_\_ piano?
2. What \_\_ games does your friend like to play? She likes to play \_\_ tennis.
3. What \_\_ colour in your violin.
4. \_\_ boys like to play \_\_ football.
5. \_\_ girls like to play \_\_ hopscotch.
6. \_\_ Leapfrog is not so interesting as \_\_ basketball.
7. Mr. Smith often plays \_\_ chess.
8. What \_\_ use of being so lazy?

*IV. Further controlled practice.*

Translate into English.

В нашем селе есть музыкальная школа имени Толебаева. Наши дети с удовольствием занимаются музыкой. Камилла играет на пианино. A Рамиль любит играть на домбре. Он любит заниматься спортом. Он играет баскетбол и волейбол. Какая же польза? – вы спросите. Если вы занимаетесь спортом и музыкой вы будете здоровы.

*V. Production.*

Make up a story.

Useful words and phases:

What’s the use, to play the piano, to go to school, sometimes, to play chess, everyday, to go in for sport.

*VI. Wrap up:*

“In the concert hall”.

**LESSON 14**

**Theme: Collocation: “What…!” sentences (Приложение 9)**

Countable in the singular and in the plural.

*I. Presentation:*

Основные типы речевых ситуаций обуславливающие употребление неопределенного артикля.

* 1. Название объекта как такового. Говорящий вводит в речь какой либо новый объекта и причисляет его к целому классу таких же объектов.
  2. Количественная характеристика объекта при которой неопределенный артикль употребляется в значении «один». She will be back in a minute. An apple a day. Keep the doctor away.

*II. Practice. Controlled practice.*

Make the sentences complete a/an or zero.

1. It is \_\_ cool answer.

2. It is \_\_ easy job.

3. It is such \_\_ lovely flower.

4. They are such \_\_ funny boys.

5. What \_\_ clever animals!

6. It is such \_\_ nice girl!

7. What \_\_ dangerous road!

8. These are \_\_ attractive ideas.

9. What \_\_ interesting trip.

10. What \_\_ clever parrot.

*III. Freer practice.*

Complete the sentences using words: A hunter, a close friend, rubber, an old town, a good answer, a bus, funny guys.

* + 1. Pete is \_\_ of mine.
    2. \_\_ is a person.
    3. People cover the wheels of cars with \_\_.
    4. \_\_ often served as a fortress.
    5. We usually use \_\_ to get village.
    6. After the workshop, the teacher said that it was \_\_.
    7. Walking in park we realize such \_\_ they are!

*IV. Further controlled practice.*

Use the articles where necessary.

In \_\_ small town in \_\_ west there was \_\_ man who had \_\_ parrot. \_\_ parrot was taught to say \_\_ words. “There is no doubt about it”. One day \_\_ man decided to sell \_\_ bird; so he put \_\_ parrot into \_\_ cage. “Twenty dollars for \_\_ very clever parrot”. \_\_ woman asked “Are you worth twenty dollars?” “There is no doubt about it!” Answered parrot. “What \_\_ clever parrot?” – said \_\_ women and bought \_\_ bird.

*V. Production.*

Make up sentences and questions using articles.

*VI. Wrap up:*

Make up a dialogue.

**LESSON 15**

**Theme: Collocation “What \_\_ !” sentences. (Приложение 9,10)**

Uncountable in the plurals.

*I. Presentation.*

Имена существительные: weather, advice, information, knowledge, progress, money, news являются неисчисляемыми в английском языке.

Несмотря на то, что в русском языке они могут стоять в форме единственного и множественного чисел.

Example: Advice – совет/ советы, knowledge – знание/знания, news – новость/новости, в английском языке эти существительные не употребляются в форме множественного числа, перед ними не используется неопределенный артикль, согласуются они с глаголом в единственном числе и заменяются местоимением it.

Example: It is good advice. I will follow it.

That is good news. Tell me more about it.

Название объекта как такового или причисляющее его к классу таких же объектов. При этом объект представляет собой вещество, абстрактное понятие или же неопределенное множество предметов, то есть неисчисляемые существительные отвлеченные и вещественные употребляются без артикля.

What fine weather we are having. We stand for peace and friendship. I like music.

*II. Practice. Controlled practice.*

Complete the sentences using articles.

* 1. It is useful \_\_ (информация) for your report.
  2. Yesterday we went to the forest, what \_\_ (чистый воздух).
  3. It is such necessary \_\_ (новости) I get from the letter.
  4. After her putting of her kerchief we see what long \_\_ (волосы) she has.
  5. What wonderful \_\_ (совет).
  6. It was raining! What terrible \_\_ (погода).
  7. \_\_ (информация) was very useful to our students.
  8. It is important \_\_ (знания) we get at school.

*III. Freer practice.*

Match a line A with a line B.

A B

1. What useful work

2. It is deep weather

3. What good money

4. It is necessary progress

5. It is such hair

6. What long advice

7. What big information

8. What fine knowledge

*IV. Further controlled practice.*

Use articles where necessary.

Tom came to his mother one day and said to her “No one at my school likes me mother. The teacher don’t, and the children don’t: “ well Tom.” It is such \_\_ sad news. Perhaps you aren’t very nice to them. If \_\_ few \_\_ people don’t like\_\_ person it may not be his fault; but if \_\_ lot of \_\_ people don’t, there is usually something wrong with such\_\_ person and he really needs to change.” “ that’s \_\_ good advice, Mother” Tom said. “ But I’m too old to change”. “ I don’t want to go to school.” “ Don’t be so silly Tom” his mother said. “ You have to go because you’re the headmaster of the school”.

*V. Production.*

Express the same in English.

1. Какая смешная новость.

2. Это очень интересные сведения.

3. Какого цвета волосы твоей мамы?

4. Какого цвета глаза твоей сестры?

5. Это очень интересная сказка.

6. Какие печальные новости!

7. Какая ужасная погода.

8. Какие большие деньги!

9. Какая интересная работа!

10. Это свежее молоко.

*VI. Wrap up.*

Make up a story using uncountable in the plurals.

**LESSON 16**

**Theme: Articles with the nouns school, church, work, bed….**

**(Приложение 11)**

*I. Presentation.*

Английские слова home, school, prison, church, bed, work часто употребляются в переносном значении и называют не объекты или место, а деятельность, связанную с ними: пойти в церковь( т.е. пойти помолится Богу) пойти в школу (т.е. стать учеником). В этих случаях все они употребляются с нулевым артиклем: to go to school, to go to bed, to go to church.

Также to go to college/ university учиться в колледже Университете.

To go to hospital - лечится в больнице

To go to prison - сидеть в тюрьме.

Если те же самые слова обозначают конкретные объекты, с ними употребляются определенные и неопределенные артикли в соответствии с общими правилами.

Example:

a school – здание школы.

a bed – кровать/ предмет мебели

the work – конкретно выполняемая работа человеком.

*II. Practice. Controlled practice.*

Complete the sentences.

My son is \_\_ pupil. He goes to \_\_ school in \_\_ morning. He has five or six \_\_\_ lesson every day. In \_\_afternoon he goes \_\_ home. At \_\_ home he does his \_\_ homework. Three days a week he goes to \_\_ hospital, to visit his granny. In \_\_ evening he reads \_\_ books. He usually goes to \_\_ bed at 10 o’clock.

*III. Freer practice.*

Open the brackets and complete the sentences.

1. What’s on (\_\_/ the ) television tonight?
2. Would you like to go to (\_\_/the) university?
3. The king’s orders were to take the young man to (\_\_/the) prison.
4. I think it will be nice to take our guest to (\_\_/the) new church.
5. My friend wants to go to (\_\_/the) college.
6. If Nelly doesn’t get better, she will have to go to (\_\_/the) hospital.
7. What (\_\_/a) big college!
8. (\_\_/the) college that my friend goes trains managers.

*IV. Further controlled practice.*

The/a/an. Here these words means buildings, specific objects or places.

1. We planted some trees in the space between the houses.

2. Yesterday my mother went to the school to talk to my teacher.

3. Mary works in a hospital.

4. Thank you for the work you have done.

5. Tourists often come to look at the church.

6. There are a lot of police at the prison.

7. There is going to be a big party in the university.

8. Lie down on the bed, let the doctor examine you.

*V. Production.*

Answer the questions.

1. Where do people go when they are ill? Why?

2. Where do pupils usually go to study?

3. Where do people go to pray?

4. Where do people go to have further education?

5. Where do people usually go when they want to sleep?

*VI. Wrap up:*

Make up a story.

**LESSON 17**

**Theme: Articles before school subjects and languages. (Приложение 13)**

*I. Presentation.*

Перед названиями наук, учебных предметов и языков артикль не употребляется. Если после названия языка не стоит слово “language”. В противном случае употребляется определенный артикль. Example: \_\_ Russian is difficult. The Russian language is difficult.

*II. Practice. Controlled practice.*

a) Finish the sentences: Brazil, China, Holland, Kazakhstan, Russia.

Cheese comes from \_\_\_\_\_\_\_\_\_\_\_

Silk comes from \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coffee comes from \_\_\_\_\_\_\_\_\_\_\_\_\_

Samovar comes from \_\_\_\_\_\_\_\_\_\_\_

Kumis comes from \_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) 1) I know different \_\_ languages.

2) My friends know \_\_ Kazakh and Russian languages.

3) My favourite subjects are \_\_ Maths and Geography.

4) \_\_\_ English is \_\_ main language of business and science.

5) \_\_ English language surrounds us like \_\_ sea.

6) Yesterday at \_\_ lesson of biology teacher told us \_\_ very interesting things.

*III. Freer practice.*

Make list of words about the topic.

Subjects. Languages.

A ……. R……..

H …….. G……..

M ……. En …….

P ……... F………

K …….. I……….

En…….. J………..

*IV. Further controlled practice.*

Put the articles where necessary.

1) They laughed a lot in there, \_\_\_\_ Music lesson last \_\_\_Thursday.

2) We have \_\_ Maths five times \_\_ week.

3) On \_\_ Friday we haven’t\_\_ Computer study.

4) How many times \_\_ week have we got \_\_ History?

5) … Japanese is more difficult than \_\_ English.

6) We had \_\_ lesson of Chemistry yesterday. We wrote \_\_ teacher said: I shall correct \_\_ test-papers in \_\_ evening. Tomorrow you will know \_\_ results.

7) I study \_\_ Maths. I attend \_\_ Maths classes in \_\_ evening.

*V. Production.*

Imagine that your friend comes from foreign country ask your friend questions. What is your name? Where are you from? Which class are you in? What languages do you know? What subjects have you got at school!

*VI. Wrap up:*

“My school life” – topic.

Lesson plans language based. Total 34 hours.

|  |  |  |  |
| --- | --- | --- | --- |
| № | Theme | Hours | Date |
|  | Article. | 2 |  |
|  | Indefinite article a/an. | 2 |  |
|  | Definite article the. | 2 |  |
|  | Articles with the name of meals. | 2 |  |
|  | Articles with countable and uncountable nouns. | 2 |  |
|  | Articles with the names of seasons. | 2 |  |
|  | Collocations: There is a…? Where is the…? | 2 |  |
|  | Articles before the names of the months and days of the week. | 2 |  |
|  | Articles with the word combinations. | 2 |  |
|  | Articles and the geographical names. | 2 |  |
|  | Articles and the geographical names and parts of the world. | 2 |  |
|  | Article and the name of the University. Ordinal adjectives and superlative degree of adjectives. | 2 |  |
|  | Collocations: “What is the use?” “to play chess” “to play the piano”. | 2 |  |
|  | Collocation: “What…!” sentences. Countable in the singular and in the plural. | 2 |  |
|  | Collocation: “What…!” sentences. Uncountable in the plurals. | 2 |  |
|  | Articles with the nouns: school, church, work, bed… | 2 |  |
|  | Articles before school subjects and languages. | 2 |  |

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