

# Фонетические умения закключаются:

- 1) Под речевыми **слухо-произносительными умениями** (СПН) понимаются умения фонемо-верного произношения абсолютно всех исследуемых звучаний в струе выступления, осмысления данных звучаний в выступлениях иных.
- 2) Под **ритмико-интонационными умениями** понимаются умения тонального и ритмично верного произношения фраз и предложений.

Главная задача среднего и старшего этапов – **сохранение и совершенствование фонетических навыков.**

- Развитие слухо-произносительных и ритмико-интонационных навыков – длительный и сложный процесс.

# Упражнения

1. Упражнения на восприятия звука на слух:
  - в потоке речи;
  - в отдельном слове, в сочетании с пояснением педагога;
  - с последующим многократным повторением: сначала в отдельном слове, а затем - в речевом образце.
2. Упражнения на воспроизведение фонетического явления (языковое фонетически направленное упражнение):
  - воспроизведение фонетического явления отдельными учениками;
  - хоровое воспроизведение вместе с педагогом;
  - хоровое воспроизведение без педагога;
  - индивидуальное воспроизведение в целях контроля.
3. Упражнения на автоматизацию произносительного речевого навыка в условно-речевых фонетических упражнениях:
  - работа над считалками;
  - работа над рифмовками;
  - работа над песнями;
  - работа над стихотворением;
  - чтение и проговаривание образцов речи диалогического и монологического характера;
  - чтение вслух отрывков из учебных и иностранных текстов

- Контроль слухо-произносительных навыков осуществляются при выполнении фонетических упражнений в классе, в говорении или чтении вслух.
- Только в этом случае можно объективно судить о степени практического владения фонетической стороной иностранной речи.

# 5 класс

**block of flats**

**house**

A d.....

B b.....

C h.....

D k.....

E l.....

F b.....

### Vocabulary

◆ Rooms

1 Listen and check. Which places can't you see in the pictures? What are the words for these rooms in your language?

- living room • kitchen • bathroom • bedroom • hall • dining room
- garden • garage

◆ Ordinal numbers

2 a) Listen and repeat. How do we form ordinal numbers?

1st = first	6th = sixth	11th = eleventh	16th = sixteenth
2nd = second	7th = seventh	12th = twelfth	17th = seventeenth
3rd = third	8th = eighth	13th = thirteenth	18th = eighteenth
4th = fourth	9th = ninth	14th = fourteenth	19th = nineteenth
5th = fifth	10th = tenth	15th = fifteenth	20th = twentieth

8th	Tony
7th	John & Bob
6th	Mary & Helen
5th	Billy
4th	Linda
3rd	Ann
2nd	Steve
1st	Lucy & Peter

### Reading

3 Look at the picture and the title of the article. What is the article about? Listen, read and check.

4 a) Mark the statements 1-4 T (true) or F (false).

### Live High Up!

In the South of England, near Surrey, Elspeth Beard, the famous architect has got a very unusual house. It's a water tower, 130 ft\* tall. The house is 100 years old. The tower has got six floors. There is a reception room on the ground floor. The bedrooms are on the first, second and third floors. They have all got their own bathrooms. The kitchen is on the fourth floor and the living room is on the fifth floor. There are 142 steps to the roof, 88 to the kitchen and 113 to the living room. It's a great way to keep fit as there isn't a lift. That's the price you pay for living high up!

\* feet (1 ft = 0.3048 metres)

### FOR SALE

### Villa in Mallorca

- House 300m<sup>2</sup>
- 1) ..... bedrooms
- 3 2) .....
- 10m x 3) ..... m swimming pool
- beautiful 4) .....
- fantastic view

Contact: 5) .....@house.com.au

€875,000

### Pronunciation /θ/, /ð/

#### Reading Rules

7 Listen and repeat. Then read out the sentences.

/θ/: sixth, seventh, eighth, ninth, tenth, three

/ð/: the, this, those, there

► The kitchen is on the fifth floor. This is the tenth floor.

### Game

Play in teams. Mime an activity you are doing in a room. The other team guesses where you are.

► Team A S1: (mime sleeping)  
Team B S1: Are you in the bedroom?

### Writing

(a paragraph about your house)

8 Portfolio: Write a short paragraph describing your house/flat. Write about: rooms, special features (e.g. garden, garage, etc). You can stick on a picture.

### Speaking

5 Make notes under the headings, then talk about the house in the text to the class.

- where • number of rooms/floors

Use the headings to talk about your house.

1 The house is new. ....

2 There are nine rooms in it. ....

3 The living room is on the ground floor. ....

4 There are 13 steps to the kitchen. ....

b) Read the text aloud. Then, explain the words in bold.



# 10 класс

## PSHE ACROSS THE CURRICULUM

Personal, Social & Health Education

### How responsible are you with your money?

Money choices can be difficult. What would you do in the following situations?

**1** You lend part of your pocket money to a friend. Your friend promises to pay you back tomorrow, but doesn't. What should you do?

a Forget it  
b Ask for the money  
c Other

**2** Your friend borrows money from you. He pays you back. A week later, he pays you back again. What would you do?

a Take the money again  
b Tell your friend  
c Other

**3** You spend your whole week's pocket money on video games at the arcade on Monday afternoon. Now you don't have enough money for lunches and bus tickets for the rest of the week. How would you solve this problem?

a Borrow money  
b Take sandwiches and walk  
c Other

**4** You go to the cinema with your best friend. Your friend wants to buy popcorn but doesn't have enough money. You've got some spare money with you. What would you do?

a Lend some money to him/her  
b Nothing  
c Other

**5** You use the pay phone at school to call home. When you put the phone down, £6 comes out of the coin return. What would you do?

a Keep the money  
b Hand it in  
c Other

**6** Your mum asks you to go to the shop to buy some bread and milk. She gives you a £10 note. What would you do with the change?

a Give it back to her  
b Keep it  
c Other

- 1** Debate each situation (1-6). Say what you would do and why. Agree/Disagree with your partner's decisions. Use the language in the box.

Expressing/Enquiring about opinions	
• Don't you agree that ...?	• Do(n't) you think ...?
Expressing agreement/disagreement	
• Of course (she is/ does)./That's right.	• Certainly not.
• That's correct./ Certainly.	• No, I don't think so.
	• I don't agree.
	• You are wrong there.

- A:** Don't you think you should just forget about it if your friend doesn't return your money?  
**B:** Certainly not. If they borrow money, they should give it back.

- 2** Prepare a survey with yes/no answers to find out how responsible your class is with money.
- ▶ You find a wallet in the street with an address in it. Do you keep the wallet? Yes/No
- Write a paragraph about your findings.
- Most of the class seem to be quite responsible with money. Almost everyone would ...



### Idioms

- 4** Complete the idioms. Check in the Word List.
- Jack-of-all-trades • bring home the bacon
  - in the same boat • follow in her footsteps
- 1 My aunt is a pilot and I'd really like to .....
  - 2 The man in that shop can do anything. He's a .....
  - 3 Everyone worries about finding a job when they leave school, but we're all .....
  - 4 I really admire my parents. They work very hard to .....

### Reading

- 5** Read the first and the last two exchanges in the dialogue. What is the relationship between the speakers? What is the dialogue about? Listen and check.

Mr Smith: Good morning. Please have a seat.  
 Ann: Good morning. Thank you.  
 Mr Smith: So, Ann. What are you doing at the moment?  
 Ann: I'm studying Business at college, but my course finishes next month.  
 Mr Smith: I see. Do you have any experience as a secretary?  
 Ann: Yes. I've worked for a number of different companies during my college holidays, including Barnes & Bedford, the lawyers, last summer.  
 Mr Smith: That's interesting. Do you know that in this job you will have to travel a lot?  
 Ann: Yes, and that's not a problem at all. I enjoy travelling and I don't mind working long hours or weekends.  
 Mr Smith: Excellent! Well, I think that's all I need to know.  
 Ann: Do you mean I've got the job?  
 Mr Smith: Yes. Welcome to Brown's.  
 Ann: Thank you! When can I start?  
 Mr Smith: As soon as you can, after your exams.

- 6** Read the dialogue. What kind of job is Ann applying for? Which two adjectives best describe her: *patient, hardworking, energetic, keen, outgoing*? Give reasons.

- 7** a Which heading best describes the dialogue?

Applying for a Job

A Job Interview

Asking for a Pay Rise

- b Read out the dialogue. Give the dialogue a different ending.

### Listening

- 8** a Sarah is being interviewed for a job. Look at the interviewer's notes below. What questions do you think he asked Sarah? Listen and check.

Name: Sarah 1) .....  
 Age: nearly 2) .....  
 Applying for: flight attendant 3) .....  
 Experience: hotel 4) .....  
 Qualities: good common sense & communication skills, reliable.  
 5) .....  
 Available to start training:  
 6) .....



- b Listen again and fill in the gaps (1-6).

### Speaking

- 9** Portfolio: Imagine you are applying for a part-time job as a shop assistant. Take the roles of an interviewer and a job applicant and act out a similar interview. Use the interviewer's notes to help you. Record your interview.

### Say it right

Giving & reacting to news

- 10** Choose the correct response. Listen and check. Then read out the exchanges.
- 1 I've lost my job.  
a Oh dear! b Wow!
  - 2 I'm going for a job interview tomorrow.  
a Oh, how so? b Good luck!
  - 3 I got the job!  
a That's great! Well done! b Oh no!