# Ministry of education and science of Ukraine

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*Course paper on the topic*

The selection and adaptation of the material on the topic “Towns and places”

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**I**. **Introduction**

This research paper is devoted to the topic “The selection and adaptation of the material on the topic “Towns and places”. The topicality of this subject is brought about that many students travel to other cities, towns and abroad, and they are eager to tell about their impressions, adventures. The topic is closely connected with our life; it is easy for pupils to learn the words, to make up sentences, dialogues. They have discussions, surveys, and questionnaires. To our mind, most of students take part in the role-plays with great pleasure. Such lessons should be very various, intensive, full of joy. At the first lesson students learn new words, expressions, enrich their vocabulary stock. Later they can bring their own albums and describe their trips, cities, towns they’ve visited. There is a wide range of material for teachers, which helps them in teaching such an interesting topic.

The aim of our paper is to work out the system of exercises on the topic “Towns and places” for students of intermediate level.

According to the aim the following tasks are to fulfill:

1. Observe the ways of selections material on the topic;
2. Design a set of activities and exercises, directed on development of writing skills, speaking, listening, reading, on the material from course books adopted by ministry of education and science of Ukraine.

**II.** **Theoretical part**

**a) The ways of introducing the new material**

Whatever the level of the pupils and however language study is organized within ESA teaching sequences, there are four things that need to do with new language: be exposed to it, understand its meaning, understand its form (how it’s constructed) and practice it). Teachers use different wooden blocks of different length and colours there are different visual possibilities too: cards, drawings, and pictures.

Topic “Towns and places” gives wide opportunity for using different kinds of texts about cities and towns of the USA, Great Britain and Ukraine, about the most important places of interest. Types of texts may be quite different, they are encyclopedia – type texts or short stories. The teacher must take the pupils read magazines articles, letters, stories, menus, advertisements, reports, play extracts, instructions, and poems.

There are very different kinds of work with texts:

1. Students are given a number of words from the text. They must guess what city or town it is;
2. They read the text and have to guess where people come from (city, town). Some places of interest are mentioned there;
3. Students read narrative with the end missing. They have to supply their own ending.

As we understand the teacher must choose the material on the “Towns and places” so interesting and useful, that every pupil will work with pleasure, will be interested in learning this topic.

## The main condition of learning of the topic is knowing words and expressions. It’s basis. How can pupils remember the new words best of all? They repeat the new words after the teacher. Repetition can be very useful. Chorus repetition allows pupils to try the new words out with everybody else rather than having to risk getting it wrong in front of the class. The pupils repeat the words individually. Choral and individual repetitions are useful for sentences as well.

Practice sessions at this level are likely to be a combination of repetition and simple – making of the kind the teacher is using in this example. With different words and constructions he may not be able to hold up objects or point to them, instead he can use pictures, drawings, mime, gesture, words, etc.

It’s very useful to use invitations. It’s a good chance to make up good dialogues.

For example:

* Would you like to visit the museum of water in Chuguyev on Sunday?
* That would be great! I’m sure I’ll be free and we’ll go there.

b) **Types of activities**

Students need to practice the questions and answer exchange, they work in pairs and make as many invitations and replies as they can. In very large classes, it may be useful to divide the class in half: one half is Sarah; the other half is Joe.

The teacher can conduct the halves so that they can practice the questions and answers.

A much better kind of practice is to ask them to make their own sentences using the words correctly if they make some mistakes.

The main aim of the pupils is to perform some kind of talk about towns and places of interest. There are different kinds of speaking activities from puzzle – like tasks to more involved role-playing.

One type of speaking activity involves the so-called “information gap” – where two speakers have different parts of information making up a whole. Because they have different information there is a gap between them. One popular information gap activity is called “Describe and draw”. In this activity one student has a picture which he or she must not show his or her partner. All the partners have to do is to draw the picture without looking at the original, so the one with the picture will give instructions and descriptions and the “artist” will ask questions.

“Describe and draw” has many of the elements of an ideal speaking activity. It is highly motivating; there is a real purpose for communication.

A further extension of the information gap idea occurs in the story – telling activity. The teacher puts the class into four groups, calling them A, B, C, D. each group receives some pictures of the places of interest of some city or town. The groups memorize everything they can about the pictures. The teacher collects the pictures and asks for one student from each group to form a new four – person group. He tells them that they each seen a different picture, but the picture taken together in some order or other tell a story about the city, may the pupils remember some facts, details about the monuments, museums, etc. the final stories may be different. The groups tell the whole class what their version is, and the teacher can finally re-show the pictures. Their story-telling can, of course be useful as a prelude to written narrative work. One way of provoking conversation opinion exchange is to get students to conduct questionnaires and surveys. If the pupils plan these questionnaires themselves, the activity becomes even more useful. The teacher wants to activate pupils’ knowledge.

* What kind of questionnaire can it be?
* What places of interest do you always try to visit?
* Where do you stop? (a hotel, private flat or a house)
* Have you met any interesting people during your excursion?
* Have you taken any photos?

If you answer ‘yes’, describe the experience. The pupils go round the class questioning other pupils noting down what they say. While they are doing this the teacher listens and prompts where necessary and he then gets them to tell the class of any interesting experience. Encouraging pupils to get up and walk around talking to other classmates has many advantages. It varies the structure of classroom period, allows pupil a bit of physical movement and provides a welcome variety of interaction. Pupils can design and use surveys and questionnaires about any topic – transport, places where you can rest, services in the city, etc.

The change of opinions provokes spontaneous fluent language use. The first thing to remember is that people need time to assemble their thoughts before discussion. The ability to give spontaneous and articulate opinions is challenging in our own language, let alone the language we are struggling to learn.

The teacher starts by asking individual students to name any museums they have visited. Did they enjoy the excursion? Did they learn any interesting facts about the history? Students are broken up into groups. They have a chance to think of ideas. This kind of discussion can be formalized into proper debate-speakers on different sides giving speeches comments. Role – play activities are those where students are asked to imaging that they are in different situations and act accordingly. The teacher may tell them to role-play being guests from another city, travel agents answering customer questions, participants in a public-building project, guides.

For example, the conversation at the travel agency. The teacher asks pupils to ask about details of their traveling. Pupils must stick to the information on their original cards, but can invent new facts, which fit with that information. The teacher now tells the group to start, but sets a time limit for the chairperson to announce the result. While the activity is going on the teacher goes around the groups prompting where necessary and making notes on examples of good and bad English usage that he hears. When the time limit is up, the teacher asks the various chairpeople to say haw their groups voted and why.

The role-game can now lead into a number of possible writing tasks: a segment of the dialogue, a newspaper report, letters to the newspaper, posters, etc.

We want to describe some material, which can de used for teaching pupils. It is divided into two aspects:

1. Cities of English-speaking countries;
2. Cities and town of Ukraine;

**III**. **Practical part. The cities of English speaking countries**

### The set of the exercises

**Listening.**

1. The four guests from Canada have now returned from their visit and are being interviewed on the local radio.

Work in pairs. Before you listen, try to imagine which part of your plan they enjoyed most. Now listen to the 4 visitors talking about their trip. Then fill in the grid below.

|  |  |
| --- | --- |
| Name | Best part of the trip |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

**Writing**

1. Draw a line to match the city sentence on the right. Then combine the two simple sentences into a complex sentence with an adjective clause. Think carefully about using where or which. Write your new sentence on another piece of paper.
   1. Some North American Cities

|  |  |
| --- | --- |
| 1. Atlanta is a fast growing city | The Golden Gate Bridge is located here. |
| 2. Calgary has a big annual rodeo | It is often called “Big Apple” |
| 3. New York City is a great cultural center | Disneyworld, the Epcot Center and Universal Studios are located there. |
| 4. Mexico City is the largest city North America | It is located near the foothills the Rocky Mountains |
| 5. San Francisco has many steep hills | It’s on the St. Lawrence River |
| 6. Denver is called “the Mile High City” | The 1996 Summer Olympics were held there. |
| 7. Orlando is a popular tourist destination | The 1996 Supreme Olympics were held there. |
| 8. Montreal is the second Largest French speaking city in the world | It is capital of Mexico |

3. Look at the sentences and match them with their meaning

|  |  |
| --- | --- |
| James has been to Scotland | James is not here, he is in Scotland now |
| James has been in Scotland since 1990 | James has visited Scotland but he isn’t here now |
| James has gone to Scotland | James lives in Scotland now |

11) Write sentences using the following words.

1. Capital, population, to be;
2. to be situated, river, mouth;
3. home, many famous men, to be;
4. period, fruitful life
5. sightseeing, tour, about the city, to like
6. to be famous for, building

4. Translate such sentences into English:

1. Лондон – одно из наибольших городов Европы
2. Этот парк славится своими фонтанами
3. В Вестминстерском аббатстве похоронены известные ученые и писатели
4. Крепость Тауэр была много лет крепостью и тюрьмо

5. Туристы осмотрели достопримечательности этого большого и красивого города

**Reading**

1. “My Neibourhood”

Read the text describing places, and fill in the gaps with suitable prepositions from the list below

*Through, outside, from, opposite, on, near, in.*

My flat is (1)….. the 5th floor of a high – rise block which is (2) ….. a busy road. During the day we can hear the traffic passing (3) …… which can be quite disturbing, but fortunately there is a park just (4) ……. Our building, so we have a pleasant view of grass and trees (5) …… our living room windows. I often walk (6) …… the park to get to the other side. The center of the town is quite (7) ….. my flat, so it’s convenient for both shopping and entertainment.

3. You and partner are members of a committee responsible for twinning your town. You want to twin your town with a small town in England called Budleigh Salterton. So you have invited four people from Budleigh Salterton to your town.

Read the information about two of your guests and fill in the form opposite.

Dear Mary!

Thank you for your letter. I’m looking forward for my trip.

I work at home, I’m married. I have two small children. I make sweets desserts for restaurants in the area. I would be interested in visiting local restaurants and picking up traditional recipes as well as meeting self-employed people. I’d like to visit your native town.

I’d love to do some sightseeing but not museums.

Your friend Jane

Dear Christine!

I work closely with Emergency Services and would appreciate the opportunity of finding out more about how your police, fire and ambulance services function.

I would also like to visit any sports centers in your town. Perhaps next year we could organize a football, basketball or tennis match between our teams ?

1) Your sincerely Simon

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Age | Interests | Other information |
|  |  |  |  |

2) Now ask your partner about other two visitors. Answer your partner’s questions and fill in the rest of the form.

3) Then with your partner plan two exciting and informative days for the visitors to your town. Try to keep together as much as possible, but also try to keep everyone happy. When you are planning their itinerary remember to include travel time, means of transport, etc.

|  |  |  |
| --- | --- | --- |
| Time | Day 1 | Day 2 |
| Coffee break |  |  |
| Lunch |  |  |
| Tea break |  |  |
| Dinner and evening |  |  |

**Grammar**

My town

*Across, in, behind, on, through.*

My hometown is situated (1)….. the south coast of England. It is very picturesque, with wooden hills (2)….. it and a river running (3)….. it. Most of the buildings (4) …… the High Street are old and quaint, and there are several beautiful old bridges. (5) ….. the river you’ll find the newer part of the town, which is also attractive. I think my town is one of the prettiest in England.

Our local library

*Through, across, in, inside, at.*

Our local library which is situated at the edge of the park (1)….. the road from my house is a surprisingly good one. The outside is quite modern, and (2) …. The atmosphere is very quiet and relaxed. Books are arranged neatly (3)….. the shelves, and people sit (4)….. tables or (5)….. comfortable armchairs, reading and taking notes. (6)…. the windows you can see the green trees of the park, I love spending time there, and go whenever I can.

1. Fill in the correct preposition
2. I wanted to go to the park …… foot, but my sister insisted that we should go ….. taxi because it was so far away. However, once we were … the taxi, we realized that it would have been quicker to walk, because there was so much traffic.
3. the building used to be a warehouse. It has now been transformed …. Into a restaurant and it’s wellknown …. Its delicious food.
4. My brother went to Spain …. plane last month. He was a bit scared as he had never flown before, but once he was …. the plane, he forgot all his fears and enjoyed the flight.
5. Old Mr. Roberts has a huge variety….. of plants in his garden, and is always boasting …. the price he won in a gardening competition.
6. We don’t need to worry …. noisy tourists as our cottage is far …. From the popular bars and beaches.

5. Put the words in brackets into the Past Simple or Continuous.

Many years ago while I (1)…. (travel) through Europe by train I (2)… (have) the chance to visit most of the major European capitals and admire the traffic scenery. One day as the train (3)… (pass) through the French countryside it suddenly (4)… (stop) at small picturesque village because of engine problems. While we (5) … (wait) for the train to be repaired, we (6) … (get off) to do some sightseeing for a couple of hours. I (7)… (go) cozy restaurant where I (8)… (enjoy) some exquisite French wine. In the end, I (10) … (not mind) the delay at all.

6. Fill in the gaps with ‘since’ or ‘for’.

1 James has been digging the flowerbeds … 9.30 this morning. 2. Leslie has lived in Amsterdam … 2 years. 3. how long is it … you last went to the opera? 4. that man has been waiting for the bus … over 25 minutes. 5. I have been learning English … last much.

7. Put the verbs in brackets into the Past Simple, Past Perfect Simple or Past Perfect Continuous

The 1st time I (1)…(to visit) Silver Beach I was on holiday with my family. A friend of ours (2)… (tell) us that it was the best beach in the area. When we (3)…(arrive) we saw hundreds of people lying on the beach, enjoying the sunshine. We (5)… (not realize) that we were getting sunburnt, when we suddenly realized that we were getting sunburnt, so we (10) …. (decide) to go for a swim. The water was so refreshing that we (11)… (swim) for over an hour. After that we (12)… (to go) to the bar for a snack. Much to our surprise, when we got back to our spot, all of our things were soaked! While we (13)… (be) at the bar the tide (14 )… (come) in. our friend (15) … (forget) to tell us not to sit too close to the water.

8. Fill in the gaps with prepositions and find out some facts about Manchester

Manchester is a large city … (1) in the northwest of England. It is located … (2) the river Irwell, a tributary -…(3) the big Mersey river, and is linked … (4) it … (5) the Manchester ship Canal. Its position make it one …(6) the main ports … (7) England. Manchester was formerly known …(8) its wool and cotton industries, but is now the financial and business center … (9) the area. When Britain was an Empire, Manchester was known as “Cottonpolis” because there were many large cotton mills… (10) the city and … (11) the small towns … (12) it.

Manchester is a beautiful city but unfortunately many …(12) its old buildings (14) were destroyed. The citizens … (15) Manchester are called Manchurians.

**Speaking**

1. Look at the pictures on the blackboard and guess some of them:

a+ fast

b + diff

c + mon

d el+ (Bridge)

camel

e + gow

f+ chester

Key: a) Belfast, b) Cardiff, c)London, d) Cambridge, e) Glasgow, f) Manchester

2. On the blackboard the places of interest are written.

a) Choose only places of interest of London.Trafalgar Square

The Capitol

The Houses of Parliament

The White House

The British Museum

The Lincoln Memorial

Buckingham Palace

Kreschatic

The National gallery St Pauls Cathedral

Kyiv-Pechersk Lavra

Piccadilly Circus

Big Ben

b) Tell about these places of interest, give some information

3. Guess the name of the city

It’s 2000 years old. The Fatar settlement of Khadzybey first mentioned it in 1415. it was based here. The Ukrainian sea Cossacks conquered the Turkish fortress and the settlement of Khadzybey during the Russian – Turkish war of 1787-1791. the city was founded at the end of the XVII century in 1784 and 1795 it was renamed (Odessa)

* 1. Now choose a city in Ukraine and write a similar description. Don’t give the name.
  2. Now let’s play a ‘Guessing game’. Read out the description to the rest of the class. Pupils guess the name of the city.

4. Speak on the following

In your opinion, can the capitals of the countries be called their typical cities?

Explain why or why not?

* If you could visit only 3 places of interest in Kiev, London and Washington which would you visit? And why?
* Can you explain what attracts people in the big cities?
* If you visit some new place do you prefer to see it from the bus or car window or to explore it on foot?
* Find three similarities and three differences in the 3 capitals
* Are you interested in the history of cities, towns, and villages in general and capitals in particular?

5. There are sheets of paper on the table with the names of the cities. They are put face down. In turns pupils come to the table and take one card. Pupils must tell classmates about cities, they have (chosen) (Coventry, Manchester), Liverpool, Oxford, Cambridge, Sheffield, and Birmingham. Pupils work in groups in four. Every group must guess some city. other group ask some questions to guess the name of the city.

**Vocabulary**

1. Label the different parts of the house and the garden using words of the text

Gazebo, roof, chimney, shed, porch, flowerbed, veranda, vegetable plot, tiles, drive, balcony, gate, wall, garage.

2. Complete the sentences:

1. London is the ……………... of England.
2. Birmingham and Coventry are two of the big …………. .
3. Sheffield is the center of the steel …………… .
4. Liverpool is one of the big …………… on the West coast of the island.
5. Manchester is a center of …………… industry.

Key: 1) Capital, 2) industrial center, 3) industry, 4) ports, 5) textile.

**Tests**

**Test**

***І. Choose the right variant to complete the following sentences:***

1. ***Kiev is***

|  |  |
| --- | --- |
| a) Younger than London | c) Younger than Washington |
| d) As old as London | d) As old as Washington |

2. ***Kiev became the capital of Kyivan Rus***

* 1. In the reign of Prince Volodimir;
  2. In the reign of Prince Yaroslav;
  3. Before the reign of Prince Volodimir;
  4. After the reign of Prince Yaroslav;

3***. Golden Gates in Kiev used to be***

* 1. a place of warship;
  2. a place of learning;
  3. an entrance to the city;
  4. an entrance to the cathedral;

***4. Andriyivska Church***

1. was designed by an Italian architect;
2. is in Shevchenko boulevard
3. was painted by Rastrelli
4. has frescos painted by Vrublyov

5. ***St. Pauls Cathedral is famous for it’s unique***

1. physical phenomenon
2. Clock tower
3. huge bell
4. irons

***6. The changing of the guard takes place in front of***

1. Westminster Palace
2. Buckingham Palace
3. The Tower
4. The Houses of Parliament

***7. Nelson Column commemorate the British victory in the war with***

1. Germany
2. Italy
3. Russia
4. France

***8. George Washington was***

1. the first President of the USA
2. the architect
3. assassinated in the Ford Theatre
4. the author of the Declaration of Emancipation

***9. Washington is situated in***

1. the state of New York
2. the state of Columbia
3. the state of Washington
4. no state

***10. The Capital is***

1. a musium in Washington
2. the Washington Memorial
3. the President’s residence
4. the location of the Congress

***11.The Lincoln Memorial looks like***

1. big pencil
2. an ordinary house
3. a classical Greek Temple
4. a classical Roman Temple

**ІІ. Capital quiz**

* 1. Where in Kiev can you see monsters in the street?
  2. In which of London’s parks can you find the lake with a snake name?
  3. What fruit-tree is honoured in one of Washington’s festivals?
  4. Who is the patron saint of Kiev?
  5. Where will you go in London to find the lodging of Mr. Sherlock Holms?
  6. Where in London can people of different historic epoch get together?
  7. Abraham Lincoln’s name can be found on the map of the USA. Where?

Cities of Ukraine

**Writing**

1. Translate into English:

1. Київ – одне з найкращих міст у світі. Розкинутий на мальовничих схилах Дніпра він увесь потопає у зелені садів і парків. 2 Історія України тісно пов’язана з Києвом .3 Хрещатик – головна вулиця Києва 4 Київ відомий своїми архітектурними пам’ятниками старовини

**Grammar**

1. Fill in the prepositions in the following text and learn about another large Ukrainian city.

Dnipropetrovsk is one of …(1) the most important cities … (2) the Southeastern part …(3) Ukraine. It stands … (4) a curve … (5) the Dnieper River and spreads … (6) its both banks … (7) many kilometers. It was founded … (8) 1776 … (9) the reign … (10) Catherine II and named …(11) her honour Katerinoslav

Today Dnipropetrovsk is the third largest city …(12) Ukraine a population … (13) 1 million people. It is industrial, scientific, educational center. It has many places …(14) interest that are worth seeing. You can begin … (15) Glory Square and the monument …(16) the liberators … (17) the city …(18) the Great Patriotic War.

Another very interesting place is Komsomolskiy Island. … (19) The 9th century there was a Greek monastery there which was visited … (20) Several Grand Kievan Princes and Princess Olga … (21) their way …(22) Visantium. Unfortunately it was ruined … (23) 1240. Today the island is a popular leisure center … (24) the largest fresh water aquarium … (25) Europe.

Using all this exercises, tests, quizzes the teacher can vary the lessons, do them interesting, useful, friendful. The teacher can change the forms of work – listening, reading, oral speech, writing. Every minute of the lessons must be thought over carefully. Let’s go to the lesson in the 10th form.

**Speaking**

* 1. Match the sentence

|  |  |
| --- | --- |
| Kiev is one of | the most ancient cities of Europe |
| Kiev is situated | Of about 3 million people |
| Kiev has a population | On the banks of the Dnieper |
| The city is green | with chestnut trees |
| The streets are lined up | and beautiful |
| It is the scientific, | By three brothers – Kyi, Schek, Rhoriv and sister Lybid |
| According to the legend Kiev was founded | specializing in electronics, aviation, food, chemical production |
| It’s a major industrial center that includes | 2000 years ago |

2. Game. Name the place of interest by its description

* 1. It’s the main street of Kiev. The most treasured pieces of architecture have been presented here. Old houses are combined with modern buildings of shops and cafes glaring in the evening with bright light. ( Khreschatik)
  2. It’s a traditionally Slavic six-column church crowned by seven cupolas (St. Volodimir Cathedral)
  3. A very famous university (Kiev National University)
  4. Classical Ukrainian operas such as Lysenko “Taras Bulba” are performed here (Taras Shevchenko National Opera Theatre of Ukraine)
  5. the 17 storey hotel built in 1970 named after the very famous sister (Lybid)

3. The church built in 1037 by Prince Yaroslav the Wise to glorify wisdom of Christianity (Sophia in Greek means “wisdom”. The St. Sophia Cathedral)

4. Make up the story about Kiev. Here is the example of the story:

1 Kiev is the capital of Ukraine. It is more than 2000 years old. It is situated on the bank of the Dnieper. Famous places are: St. Sophia Cathedral, Kiev – Pechersk Lavra, Golden Gates, Volodimir Cathedral, Andriyivska Church, Khreschatik Street, Andriyivskiy Spusk, Shevchenko Boulevard.

2 Describe the picture of the Ukrainian Arts Museum, using the necessary words:

splendid buildings, architecture style, a broad staircase, facade, slender column, grotesque stone figure, tent-shaped roof, portal.

Here is the example of description:

The cultural life of our capital is rich and vivid. There are a lot of museums in it, among them the Ukrainian Fine Arts Museum. It occupies a great splendid building. We are impressed by its architecture style. The building has a broad staircase leading up to the portal. The façade is decorated with slender columns and grotesque stone figures near the museum you can see many people. They are visitors of the museum.

5 Game “A round Kiev tour”

The class is broken up into groups. Every group is given a task to prepare an excursion, using some pictures of Kiev. Special additional material is prepared: “souvenirs for guides from thankful tourists”.

6 Make up dialogues “In the city”, use the necessary words: Is this the right way to …?, Where is the nearest …?, Thanks. Thanks a lot. Turn to the right.(left) Take the 1st (2nd) turning on the right. Go straight! I’m sorry. I don’t know.

7 Make up questions using the following table

|  |  |  |  |
| --- | --- | --- | --- |
| What | | Is  are | the territory of Ukraine? |
| the population of Ukraine? |
| the highest body of state power? |
| the achievements of Ukrainian scientists? |
| The main river of Ukraine? |
| Is Kiev | An industrial, scientific, center of Ukraine? | | |
| the capital of Ukraine? | | |
| the seat of the Supreme Council? | | |
| the seat of the Cabinet of Ministers? | | |
| one of the most ancient cities? | | |
| famous for its beauty? | | |
| located on the picturesque banks of the Dnieper river? | | |

**12. Guess**

Match the places at the photos with the names.

For example:1) Volodimir Hill

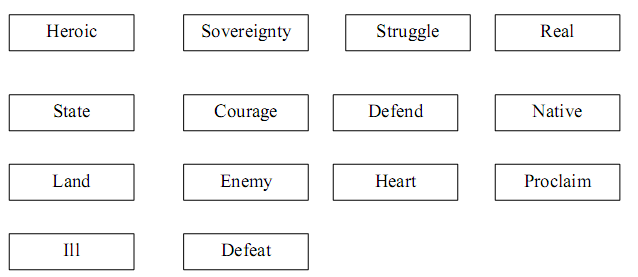
2) Monument to Taras Shevchenko

3) Khreschatik

4) the Golden Gate

**13 Find a partner**

Write the following words on separate pieces of paper. Put them face down and tangle. Take one. Now find your partner to make up a word – combination. Write it on the blackboard. Make up a sentence with your word-combinations.



**Key: *ill heart, heroic struggle, state sovereignty, real Courage, defend native land, proclaim sovereignty, defeat enemy***

**13. Answer the following questions about your feelings, associations and memories of Kharkiv.**

* 1. Were you born in Kharkiv and do you consider yourself a native citizen of Kharkiv
  2. Did any of your ancestors live here?
  3. Are you interested in the past of your native city?
  4. Do you think it’s wise to spend money on the reconstruction of old buildings or it would be better to build new houses with this money?
  5. There are a lot of beautiful buildings in Kharkiv. Do you have a favourite among them?
  6. Are there any places of interest, which are worth to be proud of?

**Vocabulary**

8 Complete the following sentences:

1. Ukraine has its own territory, higher and local bodies of … .

2. The geographical position of Ukraine is very favourable to the … .

3. The population of Ukraine is … .

4. The Declaration of Ukrainian Independence was ….

5. The Dnieper, the Dnister, the Bug are the major …

6. Ukraine is rich in ….

10.Give synonyms to the words in bold type

1. You can see here ancient monuments and modern new structures.

2. There are a lot of museums, places and monuments to see there.

3. Kiev is a well-known industrial centre

4. The main river in Ukraine is the Dnieper River, which divides it into to parts.

5. The state of Kiev Rus situated on the territory of present Ukraine was set up in the 9th century.

##### Example of the lesson on the topic

###### The city and the village

###### Practical aim: to learn new words, to improve habits of reading, writing and listening.

**General education aim:** to enrich knowledge of pupils about life of people in the city and in the town.

**Developing aim:** to stimulate speech activity of pupils

**Educational aim:** all the pupils must be proud of their birthplace.

**Visual aids:** Pictures of the cities, villages, the text “Living in the city”, Match the words.

The procedure of the lesson

1. **Aim**.

You know quite a lot about our country from your Geography and History lessons. Today we’ll speak about life of people in the village and in the city, about its advantages and disadvantages.

2. **Warm - up**

Look at the blackboard and replace the words underlined with one of the following.

|  |  |
| --- | --- |
| In spite of | Pros and cons |
| Another point is that | One advantage is that |
| All things considered | For instance |
| To sup up | In my opinion |
| One disadvantage is that | Especially |
| Moreover | Finally |

3. **Language work (Speech practice)**

* 1. Do you live in a town or in a city?
  2. Do you like your native city (town)?
  3. What are advantages of life in a village?
  4. What are advantages of life in a city?
  5. What are disadvantages of life in a city?

4. **Reading**

**Read the text “Living in the city” using the words on the blackboard**

**Learning of the new words**

|  |  |
| --- | --- |
| On the plus side | 1) reading of new words |
| For example | 2) making up sentences with them |
| All in all |  |
| For one thing |  |
| Practically |  |
| Cheap accommodation |  |
| Last of all |  |
| In conclusion |  |
| To appeal to smb |  |

6) Reading and translating of the text

7) Answer the questions

* + 1. There are three paragraphs in the text. What is the purpose of each one?
    2. Name the advantages.
    3. What are disadvantages of living in a city?
    4. Give your own opinion.

8)**Write rough notes about the pros and cons of living in a country using the table:**

|  |  |
| --- | --- |
| Advantages of life in a city | Advantages of life in a country |
|  |  |

9) Speaking practice**. I’ve brought you some photos of cities and villages. Look attentively at them and say where you would like live and why? Use as many new expressions as you can**.

**Reinforcement**

10) **Choose the correct item**

* 1. ***Living in town you can***

1. find work
2. work in your own kitchen-garden
3. sunbathe

2 ***Living in the country you have***

1. a wide choice of transport
2. much free time
3. chance to go for a walk in fresh air

3) **The city life is for**

1. old people
2. young people
3. all the people

4) **I’d like to live in a city, because**

1. I was born here
2. City life is full of bustle
3. I can visit places of interest, museums

11 **Match the adjectives with nouns**

bottomlesscrowdedpebblydeep

sandysleepboregrassy

1. beach

* 1. lake
  2. hillside

12. Summarizing of the lesson

It’s very actual topic, we have discussed today. It’s just for you to decide whether you will live and work in a country or in a city. It depends on your character, on your future profession and other circumstances.

H/t. write a composition (250 words) “I’d like to live in…”

**IV.** **Conclusion**

So we have chosen the material on the topic “Towns and Places” for the 10th form. We attained our aim, having selected an interesting and useful material for this topic, which is favorable for lessons. The teacher can show different photos, pictures, and drawings. Students can draw the plan of the city and show the main places of interest. Due to tests texts they learn much about the history of the cities, main historical monuments and other places of interest. Using grammar exercises, students revise grammar rules and simultaneously learn about the life in town. Texts for reading and discussing have to be interesting, containing much new information.

We tried to cover in our research paper all aspects of the lesson, such as reading, writing, listening, speaking, vocabulary and grammar.

The selected material corresponds to the school curriculum of the 10th form and can be used on the lessons.

While writing this research paper I used different Oxford, Longman, Collins ELT editions such as: How to teach English, New Headway, Blueprint, The Choice.

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