**Конспект урока**

**Английского языка**

**В 9 классе по теме «Биографии Великих людей»**

**С использованием современных образовательных технологий**

**Тип урока:** Предъявление и усвоение нового учебного материала

**Вид урока:** Комбинированный

**Цели урока**

*Образовательная:*активизация в речи новых лексических единиц по теме «Наука и техника».

*Познавательная:*знакомство обучающихся с жизнью и творчеством великих людей на примере краткой биографии Марии Кюри.

*Развивающая:*формирование способности к лексико-грамматическому анализу научно-публицистических текстов.

*Воспитательная:*формирование чувства сопричастности к мировой истории, уважения к чужому труду и творчеству**.**

Для достижения поставленных целей на уроке решаются следующие ***задачи:***

*в области говорения:*

* развитие умений ответить на вопросы в связи с прочитанным текстом;
* развитие умения вести дискуссию на основе прочитанного;
* активизация лексики по теме «Наука и техника» и развитие навыков ее использования в речи.

*в области письма:*

* развитие лексико-грамматических навыков.

*в области чтения:*

* развитие умений в чтении с общим охватом содержания.

*Оснащение урока:* учебная литература, дидактический и раздаточный материал, фотографии Марии Кюри, мультимедийный проектор, интерактивная доска

*Метод обучения:*организация устных и письменных упражнений по развитию ключевых компетенций

*Методы осуществления учебно-познавательной деятельности:* словесные, наглядные

*Формы организации деятельности обучающихся:* фронтальная, индивидуальная, парная

**Ход урока**

|  |  |  |
| --- | --- | --- |
| **Этапы урока** | **Формы взаимодействия обучающихся** | **Материалы, технические средства** |
| 1. Greeting

*Организационная часть*а) приветствие обучающихсяб) проверка присутствующихв) проверка готовности к уроку | Приветствие преподавателяGood morning, students! I’m glad to see you. Are you ready for the lesson? |  |
| 1. Warming-up

*Постановка темы и цели урока* | Мотивация обучающихся, определение темы урока, речевая разминка. Have you ever heard about radioactive elements? Are they dangerous for a human life? Who discovered radium? Would you like to know about the first scientists who gave their lives for our sakes? To learn more about them we shall read the text about Marie Curie. | Фотографии Марии Кюри |
| 1. Phonetic work

*Фонетическая работа* | Ознакомление с правилом чтения буквосочетаний –ture, -sure.**-ture [ʧə]: future, creature, nature****-sure [ʒə]: closure, exposure** | Запись на доске |
| 1. Lexical work

*Лексическая работа* | Обучающиеся знакомятся с новыми словами к тексту и выполняют дифференцированные задания различной степени сложности. | Дидактический материалПриложение 1Задание 1, 2 |
| 1. Reading

*Чтение* | Обучающиеся читают предложенный текст по цепочке, затем осуществляют устный перевод. | Дидактический материалПриложение 1 |
| 1. Listening

*Аудирование* | Обучающиеся заполняют пропуски во время прослушивания текста. | Дидактический материалПриложение 2Задание 3 |
| 1. Reading
 | Обучающиеся выполняют лексико грамматическое упражнение. | Дидактический материалПриложение 2Задание 4 |
| Break | Перерыв |  |
| 1. Homework checking-up

Проверка домашнего задания | Преподаватель осуществляет проверку домашнего задания. | Агабекян И. П., учебное пособие: Английский язык для ССУЗов. С. 270, “M.V. Lomonosov (1711-1765)” |
| 9.Revision of the new words learnt*Закрепление нового лексического материала* | Обучающиеся выполняют задание на закрепление новых ЛЕ. | Дидактический материалПриложение 3Задание 5 |
| 10. Reading*Развитие умений в чтении с общим охватом содержания* | Тренировка навыков чтения с общим охватом содержания. Обучающиеся восстанавливают текст в логическом порядке. | Дидактический материалПриложение 3Задание 6 |
| 11. Students' activity*Самостоятельная работа обучающихся на повторение пройденного материала* | Обучающиеся самостоятельно выполняют тренировочные упражнения на повторение пройденного материала по теме «Порядок слов в предложении». | Раздаточный материалПриложение 4Задание 7 |
| 12. Ending the lesson*Заключительный этап урока* | Краткий опрос и обсуждение по темеПодведение итогов урока, постановка домашнего задания. | А Раздаточный материалПриложение 5Задание 8, 9Агабекян И. П., учебное пособие: Английский язык для ССУЗов. С. 270, “D.I. Mendeleyev (1834-1907)” |
| 13. Feeding-back*Рефлексия* | Написание краткого эссе по теме. | Раздаточный материалПриложение 6Задание 10 |
| 14. Assessment*Выставление оценок* | Преподаватель выставляет оценки обучающимся. |  |

**Marie Curie**

Marie Curie was born in 1867. She is one of the greatest scientists ever to have lived. She was a pioneer in the field of radioactivity and discovered the chemical elements radium and polonium. Curie is the only person ever to win two Nobel Prizes in two different sciences. Other achievements include being the first female professor at the University of Paris.

Curie was born in Warsaw, Poland. Her father was a maths and physics teacher and was a big influence on Marie’s early education. From an early age, Marie was an exceptional student with an amazing memory. She often went without food and sleep to study. Her brilliant mind led her to Paris to study and conduct her research.

She met her future husband Pierre Curie at the university. He considered Marie to be a genius and instantly wanted to work with her. They got married and spent most of their time together in their laboratory studying radioactive materials. Their research led to the discovery of radium, for which they were honoured with the Nobel Prize for Physics in 1903.

Pierre was killed in 1906 and Marie was devastated and extremely lonely. She threw herself even deeper into her work and won the Nobel Prize for Chemistry in 1911. She spent the 1920s raising funds for more research into radium. In 1934 she died from a condition caused by decades of exposure to radiation. No one knew how deadly radium was until years later.

245 words

**Sources: http://www.wikipedia.org/ and assorted biographies.**

**Задание 1. SYNONYM MATCH/Подберите синонимы к словам (работа в парах):**

**Match the words from the article on the left with their synonyms on the right. Are your answers the same as other students?**

|  |  |  |
| --- | --- | --- |
| ***Paragraphs 1 and 2*** |   |   |
| **1.** | pioneer | ***a.*** | role model |
| **2** | field | ***b.*** | groundbreaker |
| **3.** | achievements | ***c.*** | carry out |
| **4.** | influence | ***d.*** | outstanding |
| **5.** | exceptional | ***e.*** | successes |
| **6.** | conduct | ***f.*** | area |
| ***Paragraphs 3 and 4*** |   |   |
| **7.** | genius | ***g.*** | lethal |
| **8.** | instantly | ***h.*** | crushed |
| **9.** | discovery | ***i.*** | gifted person |
| **10.** | devastated | ***j.*** | money |
| **11** | funds | ***k*** | immediately |
| **12** | deadly | ***l*** | finding |

**Задание 2. PHRASE MATCH/Составьте фразы из текста:**

**Match the following phrases from the article:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.** | one of the greatest scientists | ***a.*** | materials |
| **2** | She was a pioneer in the field | ***b.*** | to Paris to study |
| **3.** | Marie was an exceptional | ***c.*** | food and sleep to study |
| **4.** | She often went without | ***d.*** | of exposure to radiation |
| **5.** | Her brilliant mind led her | ***e.*** | of radioactivity |
| **6.** | He considered Marie | ***f.*** | ever to have lived |
| **7.** | radioactive | ***g.*** | radium was until years later |
| **8.** | She threw herself even | ***h.*** | to be a genius |
| **9.** | died from a condition caused by decades | ***i.*** | student |
| **10.** | No one knew how deadly | ***j.*** | deeper into her work |

**Приложение 2**

**Задание 3. LISTENING GAP FILL/Аудирование. Заполните пропуски во время прослушивания текста.**

Marie Curie was born in 1867. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ greatest scientists ever to have lived. She was a pioneer \_\_\_\_\_\_\_\_\_\_\_\_\_\_ radioactivity and discovered the chemical elements radium and polonium. Curie is the only person \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nobel Prizes in two different sciences. Other achievements include \_\_\_\_\_\_\_\_\_\_\_\_\_\_ female professor at the University of Paris.

Curie was born in Warsaw, Poland. Her father was a maths and physics teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_ influence on Marie’s early education. From \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Marie was an exceptional student with an amazing memory. She often went without food \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Her brilliant mind led her to Paris \_\_\_\_\_\_\_\_\_\_\_\_\_\_ conduct her research.

She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ husband Pierre Curie at the university. He considered Marie to be a genius and instantly wanted \_\_\_\_\_\_\_\_\_\_\_\_\_\_. They got married and spent \_\_\_\_\_\_\_\_\_\_\_\_\_\_ time together in their laboratory studying radioactive materials. Their research led to the discovery of radium, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ were honoured with the Nobel Prize for Physics in 1903.

Pierre was killed in 1906 and Marie was devastated \_\_\_\_\_\_\_\_\_\_\_\_\_\_ lonely. She threw herself \_\_\_\_\_\_\_\_\_\_\_\_\_\_ her work and won the Nobel Prize for Chemistry in 1911. She spent the 1920s raising \_\_\_\_\_\_\_\_\_\_\_\_\_\_ research into radium. In 1934 she died from a condition caused by decades of exposure to radiation. No one \_\_\_\_\_\_\_\_\_\_\_\_\_\_radium was until years later.

**Задание 4. CHOOSE THE CORRECT WORD/Выберите верный вариант.**

Marie Curie was born in 1867. She is one of the greatest *science / scientists* ever to have lived. She was a pioneer *in / on* the field of radioactivity and discovered the chemical elements radium and polonium. Curie is the only person ever to *win / won* two Nobel Prizes in two different sciences. Other achievements include *was / being* the first female professor at the University of Paris.

Curie was born in Warsaw, Poland. Her father was a maths and physics teacher and was a *big / tall* influence on Marie’s early education. From an early *old / age* Marie was an exceptional student with an amazing *memories / memory*. She often went without food and sleep to study. Her brilliant mind led her to Paris to study and *conduct / conductor* her research.

She met her future husband Pierre Curie at the university. He considered Marie to be a *genie / genius* and instantly wanted to work with her. They got married and *spent / spending* most of their time together in their *laboratory / lavatory* studying radioactive materials. Their research led to the discovery of radium, for *which / who* they were honoured with the Nobel Prize for Physics in 1903.

Pierre was killed in 1906 and Marie was devastated and extremely *lone / lonely*. She threw herself even *deepest / deeper* into her work and won the Nobel Prize for Chemistry in 1911. She spent the 1920s raising *finds / funds* for more research into radium. In 1934 she died from a condition caused by decades of exposure to radiation. No one knew how *deadly / dead* radium was until years later.

**Приложение 3**

**Задание 5. SPELLING/Запишите подчеркнутые слова в правильном порядке.**

|  |
| --- |
| ***Paragraph 1*** |
| 1. | one of the greatest tinictssse |
| 2. | She was a reinoep in the field of radioactivity |
| 3. | discovered the lcechmia elements radium and polonium |
| 4. | the first female serorpfos |
| ***Paragraph 2*** |
| 5. | iysphsc teacher |
| 6. | a big nefulcien on Marie’s early education |
| 7. | an amazing emomry |
| 8. | Her ibllitrna mind |
| ***Paragraph 3*** |
| 9. | her ufreut husband |
| 10. | He considered Marie to be a enusig |
| 11. | studying radioactive mritsaela |
| 12. | Their research led to the vdsyrieco of radium |
| ***Paragraph 4*** |
| 13. | extremely lneoyl |
| 14. | She wethr herself even deeper into her work |
| 15. | niarigs funds for more research |
| 16. | No one knew how dydela radium was |

**Задание 6. PUT THE TEXT BACK TOGETHER/Пронумеруйте строки в логическом порядке.**

|  |  |
| --- | --- |
| (    )  | memory. She often went without food and sleep to study. Her brilliant mind led her to Paris to study and conduct her research. |
| (    )  | deeper into her work and won the Nobel Prize for Chemistry in 1911. She spent the 1920s raising |
| (    )  | to win two Nobel Prizes in two different sciences. Other achievements |
| (    )  | funds for more research into radium. In 1934 she died from a condition caused by decades of |
| (    )  | genius and instantly wanted to work with her. They got married and spent most of their time together in their |
| (    )  | influence on Marie’s early education. From an early age Marie was an exceptional student with an amazing |
| (    )  | She met her future husband Pierre Curie at the university. He considered Marie to be a |
| (    )  | laboratory studying radioactive materials. Their research led to the discovery of |
| ( ***1*** )  | Marie Curie was born in 1867. She is one of the greatest scientists ever to have lived. She was a pioneer |
| (    )  | exposure to radiation. No one knew how deadly radium was until years later. |
| (    )  | radium, for which they were honoured with the Nobel Prize for Physics in 1903. |
| (    )  | Pierre was killed in 1906 and Marie was devastated and extremely lonely. She threw herself even |
| (    )  | in the field of radioactivity and discovered the chemical elements radium and polonium. Curie is the only person ever |
| (    )  | include being the first female professor at the University of Paris. |
| (    )  | Curie was born in Warsaw, Poland. Her father was a maths and physics teacher and was a big |

**Приложение 4**

**Задание 7. SCRAMBLED SENTENCES/запишите предложения, соблюдая правильный порядок слов.**

|  |  |
| --- | --- |
| 1. | a   of   pioneer   radioactivity   in   She   the   was   field |
| 2. | professor   Paris   at   the   the   first   University   female   of |
| 3. | early   a   influence   Marie’s   education   big   on |
| 4. | student   Marie   with   was   an   an   amazing   exceptional   memory |
| 5. | study   food   She   and   often   sleep   went   to   without |
| 6. | Marie   be   genius   considered   to   a   He |
| 7. | time   spent   together   most   in   of   their   their   laboratory |
| 8. | her   into   deeper   even   herself   threw   She   work |
| 9. | caused   to   by   radiation   decades   a   of   condition   exposure |
| 10. | knew   deadly   was   one   how   radium   No |

**Приложение 4**

**Задание 7. SCRAMBLED SENTENCES/запишите предложения, соблюдая правильный порядок слов.**

|  |  |
| --- | --- |
| 1. | a   of   pioneer   radioactivity   in   She   the   was   field |
| 2. | professor   Paris   at   the   the   first   University   female   of |
| 3. | early   a   influence   Marie’s   education   big   on |
| 4. | student   Marie   with   was   an   an   amazing   exceptional   memory |
| 5. | study   food   She   and   often   sleep   went   to   without |
| 6. | Marie   be   genius   considered   to   a   He |
| 7. | time   spent   together   most   in   of   their   their   laboratory |
| 8. | her   into   deeper   even   herself   threw   She   work |
| 9. | caused   to   by   radiation   decades   a   of   condition   exposure |
| 10. | knew   deadly   was   one   how   radium   No |

**Приложение 4**

**Задание 7. SCRAMBLED SENTENCES/запишите предложения, соблюдая правильный порядок слов.**

|  |  |
| --- | --- |
| 1. | a   of   pioneer   radioactivity   in   She   the   was   field |
| 2. | professor   Paris   at   the   the   first   University   female   of |
| 3. | early   a   influence   Marie’s   education   big   on |
| 4. | student   Marie   with   was   an   an   amazing   exceptional   memory |
| 5. | study   food   She   and   often   sleep   went   to   without |
| 6. | Marie   be   genius   considered   to   a   He |
| 7. | time   spent   together   most   in   of   their   their   laboratory |
| 8. | her   into   deeper   even   herself   threw   She   work |
| 9. | caused   to   by   radiation   decades   a   of   condition   exposure |
| 10. | knew   deadly   was   one   how   radium   No |

**Приложение 5**

**Задание 8. MARIE CURIE DISCUSSION/Дискуссия**

|  |
| --- |
| **STUDENT A’s QUESTIONS (Do not show these to student B)** |
| 1. | What do you know about Marie Curie? |
| 2. | Would you like to have met Marie Curie? |
| 3. | What would you like to know about Marie Curie and why? |
| 4. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 8. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Задание 8. MARIE CURIE DISCUSSION/Дискуссия**

|  |
| --- |
| **STUDENT B’s QUESTIONS (Do not show these to student A)** |
| 1. | What did you learn from this text about Marie Curie? |
| 2. | What questions would you like to have asked Marie Curie? |
| 3. | What would her answers have been to those questions? |
| 4. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 6. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 7. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 8. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Задание 9. MARIE CURIE SURVEY/Напишите 5 вопросов о Марии Кюри, задайте вопросы другим студентам и запишите их ответы.**

**Write five questions about Marie Curie in the table. Do this in pairs/groups. Each student must write the questions on his / her own paper. Without your partner, interview other students. Write down their answers.**

|  |  |  |  |
| --- | --- | --- | --- |
|   | STUDENT 1\_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENT 2\_\_\_\_\_\_\_\_\_\_\_\_\_ | STUDENT 3\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Q.1.  |   |   |   |
| Q.2.  |   |   |   |
| Q.3.  |   |   |   |
| Q.4.  |   |   |   |
| Q.5.  |   |   |   |

**Return to your original partner(s) and share and talk about what you found out.  Make mini-presentations to other groups on your findings.**

**Приложение 6**

**Задание 10. WRITING/Напишите о Марии Кюри. Время выполнения задания 10 мин.**

**Write about Marie Curie for 10 minutes. Show your partner your paper. Correct each other’s work.**

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Эталон ответов

**ANSWERS**

**SYNONYM MATCH:**

|  |  |  |
| --- | --- | --- |
| **Paragraphs 1 and 2** |   |   |
| 1. | pioneer | *a.* | groundbreaker |
| 2 | field | *b.* | area |
| 3. | achievements | *c.* | successes |
| 4. | influence | *d.* | role model |
| 5. | exceptional | *e.* | outstanding |
| 6. | conduct | *f.* | carry out |
| **Paragraphs 3 and 4** |   |   |
| 7. | genius | *g.* | gifted person |
| 8. | instantly | *h.* | immediately |
| 9. | discovery | *i.* | finding |
| 10. | devastated | *j.* | crushed |
| 11 | funds | *k* | money |
| 12 | deadly | *l* | lethal |

**PHRASE MATCH:**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | one of the greatest scientists | *a.* | ever to have lived |
| 2 | She was a pioneer in the field | *b.* | of radioactivity |
| 3. | Marie was an exceptional | *c.* | student |
| 4. | She often went without | *d.* | food and sleep to study |
| 5. | Her brilliant mind led her | *e.* | to Paris to study |
| 6. | He considered Marie | *f.* | to be a genius |
| 7. | radioactive | *g.* | materials |
| 8. | She threw herself even | *h.* | deeper into her work |
| 9. | died from a condition caused by decades | *i.* | of exposure to radiation |
| 10. | No one knew how deadly | *j.* | radium was until years later |