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# Предисловие

КРАТКАЯ ХАРАКТЕРИСТИКА  
УМК «АНГЛИЙСКИЙ В ФОКУСЕ»

# Spotlight

Новые федеральные государственные образовательные стандарты заложили основы для серьёзных позитивных изменений в российском школьном образовании. Самая серьёзная задача, стоящая перед учителем сегодня, – изучение, осмысление и внедрение их в жизнь. Вобрав в себя весь лучший опыт отечественной школы, новый стандарт впервые ставит в центр образовательного процесса живого ребёнка, с его возрастными и индивидуальными психологическими особенностями, закладывает большую возможность индивидуализации обучения.

УМК «Английский в фокусе», совместный международный проект издательства «Просвещение» с британским издательством Express Publishing, создан специально для российских общеобразовательных школ. Учебники нового поколения, к которым относится и «Английский в фокусе» (включённый в федеральный перечень учебников, рекомендованных к использованию в образовательном процессе) – мощный инструмент в реализации новых требований времени. Они интегрируют обновлённое содержание, инновационные педагогические и компьютерные технологии. УМК «Английский в фокусе», созданный с учётом новых подходов, лежащих в основе ФГОС, предусматривает, наряду с предметными результатами, систему работы по достижению личностных и метапредметных результатов образования. Через обновлённые способы действия УМК, обеспечивается последовательное развитие универсальных учебных действий (УУД) учащихся – основы развития личности в системе образования. Такое развитие предполагает, в частности, «формирование у учащихся потребности овладения иностранным языком как средством общения, познания, самореализации и социальной адаптации в поликультурном полиэтничном мире»<sup>1</sup>.

В основу УМК положен коммуникативно-когнитивный подход к обучению иностранному

языку, предполагающий поэтапное формирование знания и развитие всех составляющих коммуникативной компетенции. Учебник поможет учителю выбрать стратегии и приёмы обучения с учётом возможностей и индивидуального стиля учебной деятельности школьников.

Личностно-ориентированный подход к обучению иностранному языку, которого придерживаются авторы, обеспечивает особое внимание интересам, возрастным и индивидуальным особенностям и реальным возможностям учащихся.

Ученик становится активным субъектом образовательного процесса, который приобретает деятельностную направленность, а это, в свою очередь, определяет и формы обучения, например работу в группах, и современные технологии обучения, например метод проектов. Результатом такого процесса обучения должно стать формирование компетентного пользователя иностранного языка, готового осознанно и с желанием участвовать в диалоге и полилоге культур в современном развивающемся мире.

Основными отличительными характеристиками курса «Английский в фокусе» являются:

- аутентичность значительной части языковых материалов;
- адекватность методического аппарата целям и традициям российской школы;
- соответствие структуры учебного материала модулей полной структуре психологической деятельности учащихся в процессе познавательной деятельности: мотивация – постановка цели – деятельность по достижению цели – самоконтроль – самооценка – самокоррекция – рефлексия способов деятельности;
- современные, в том числе компьютерные, технологии;
- практико-ориентированный характер;
- личностная ориентация, адресность содержания учебных материалов;
- включённость родного языка и культуры;
- система работы по формированию общеучебных умений и навыков, обобщённых способов учебной, познавательной, коммуникативной, практической деятельности;
- межпредметные связи как способ переноса языковых знаний и речевых умений на дру-

<sup>1</sup> Стандарты второго поколения. Примерные программы основного общего образования. Иностранный язык. М.: Просвещение, 2009.

гие образовательные области, освоение языка как средства познания мира;

- возможности дифференцированного подхода к организации образовательного процесса;
- воспитательная и развивающая ценность материалов, широкие возможности для социализации учащихся.

## СОСТАВ УМК «АНГЛИЙСКИЙ В ФОКУСЕ»

УМК «Английский в фокусе – 8» состоит из:

- учебника с приложением на электронном носителе;
- рабочей тетради;
- книги для учителя;
- языкового портфеля;
- книги для чтения с CD;
- контрольных заданий;
- аудиокурса для занятий в классе;
- электронного приложения с аудиокурсом для самостоятельных занятий дома (ABBYU Lingvo);
- рабочих программ;
- тренировочных упражнений в формате ГИА;
- интернет-сайта [www.prosv.ru/umk/spotlight](http://www.prosv.ru/umk/spotlight);
- блога для размещения проектов учащихся <http://spotlight-in-russia.blogspot.ru>

## ОБЩАЯ ХАРАКТЕРИСТИКА КОМПОНЕНТОВ УМК: СТРУКТУРА И СОДЕРЖАНИЕ

Особенности содержания обучения английскому языку в основной школе обусловлены динамикой развития школьников. Выделяются два возрастных этапа: 5–7 и 8–9 классы. На новом уровне продолжается формирование теоретического рефлексивного мышления учащихся. В соответствии с этим структура учебника для 8–9 классов отличается от предшествующих (для 5–7 классов).

**Учебник (Student's Book)** является основным компонентом УМК.

Структура учебника позволяет учителю оптимально организовать планирование работы. В соответствии с Федеральным базисным учебным планом (3 часа в неделю в 5–9 классах) учебник рассчитан на 96 часов аудиторной работы, включающих промежуточный и итоговый контроль и домашнее чтение, и 8 резервных уроков.

Учебник состоит из 8 тематических модулей, каждый из которых включает 12 уроков (по 40–45 мин). Резервные уроки планируются по усмотрению учителя, с учётом особенно-

стей освоения материала и данных педагогической диагностики в конкретном классе/группе учащихся. Меньшее количество тем для освоения позволяет сделать их рассмотрение глубже и многоаспектнее, реализовать отличительную возможность возраста – направленность на самостоятельный познавательный поиск. «Учебная деятельность приобретает черты деятельности по саморазвитию и самообразованию»<sup>1</sup>.

Тематика модулей, в соответствии с требованиями стандартов, отвечает возрастным особенностям подростков с их стремлением к самосознанию, самоопределению, самовоспитанию, саморазвитию. Стоит обратить внимание на следующие темы модулей: *Socialising, Be Yourself, Global Issues, Culture Exchanges*.

Освоение основного лексико-грамматического материала организовано в условиях интеграции всех видов речевой деятельности. Однако в учебнике для 8 класса отдельные уроки модуля концентрируются на определенных (обозначенных в заголовке) аспектах знаний и видах речевой деятельности, развиваемых на новом лексико-грамматическом материале.

Так, урок **a** – *Reading&Vocabulary*; **b** – *Listening&Speaking*; **c** – *Grammar in Use*; **d** – *Vocabulary&Speaking*; **e** – *Writing Skills*; **f** – *English in Use*, далее следуют уроки *Culture Corner, Spotlight on Russia, Across the Curriculum/Going Green* (через модуль). Все уроки в содержательном плане представляют разработку заявленной темы модуля. Такой подход позволяет поддерживать высокую мотивацию учащихся, с одной стороны, с другой – обеспечивать осознанное отношение к способам действий при освоении разных видов речевой деятельности с учётом нового этапа в формировании познавательной сферы учащихся. В рамках данной темы они получают все необходимые средства для развития устной и письменной речи с учётом их индивидуальных интересов и устремлений к самообразованию и саморазвитию.

Изменилось содержание урока *English in Use*. Если в 5–7 классах это был урок речевого этикета, то в 8 классе *English in Use* сосредоточен на наиболее трудных для освоения языковых средствах и навыках оперирования ими, что позволяет сделать изучение и использование языка максимально эффективным (*phrasal verbs, word formation, words often confused, prepositions*). Таким образом, на новом этапе

<sup>1</sup> Стандарты второго поколения. Примерные программы основного общего образования. Иностранный язык. М.: Просвещение, 2009.

обучения обогащение словаря учащихся выходит далеко за пределы освоения новой тематической лексики в процессе изучения новых тем.

Уроки культуроведения – как стран изучаемого языка (*Culture Corner*), так и России (*Spotlight on Russia*), – представленные также в каждом модуле, обеспечивают учащихся релевантными возрасту учебными материалами и соответствующим методическим аппаратом для развития социокультурной компетенции как составляющей коммуникативной компетенции. Новый для учебника 8 класса урок *Going Green* (в модулях 2, 4, 6, 8) реализует систему воспитания экологической культуры как составляющей гражданской идентичности личности.

Современность курса составляет и регулярная рубрика *Study Skills*, включающая описание способов учебной деятельности, советы и рекомендации школьникам по развитию разнообразных учебно-познавательных умений, обеспечивающих в том числе процесс освоения английского языка (например, в 8 классе приёмы запоминания новых слов, осмысления и освоения грамматических способов понимания идиом/фразеологизмов, стратегий смыслового чтения, редактирование и проверка созданного текста). Будучи подкреплёнными заданиями на их практическое применение, рубрики *Study Skills* составляют основу для формирования общеучебных умений и навыков, обобщённых способов учебной, познавательной, коммуникативной, практической деятельности учащихся.

Отличительной чертой данного курса является регулярный урок дополнительного чтения, построенный на межпредметной основе (*Extensive Reading. Across the Curriculum*; в учебнике для 8 класса в модулях 1, 3, 5, 7). Отражение в уроках межпредметных связей в значительной мере обеспечивает мотивацию учащихся к освоению АЯ как средства познания окружающего мира. Завершает каждый модуль материал для самопроверки и рефлексии учебных достижений учащихся, который, как правило, объединён в один урок с вводной страницей следующего модуля, также выполняющей мотивирующую и целеполагающую функции.

Важно особо остановиться на разделе *Spotlight on Russia*, посвящённом аспектам российской культуры в соответствии с тематикой модулей. Выполненный в формате журнала для подростков, он стимулирует интерактивность, способствует социализации учащихся. Текстовые материалы о России разных жанров и фор-

матов (текст-описание, интервью, статьи из справочников разного характера) служат базой для речевой деятельности школьников (в устной и письменной формах) с переносом на личный опыт. В задания включены предложения учащимся прислать свои материалы по обсуждаемой теме на сайт УМК, что является одной из форм обеспечения интерактивности курса, способствует развитию самостоятельности и социализации учащихся, повышению мотивации к практическому использованию английского языка, в том числе в рамках диалога культур.

Обеспечение в УМК системы подготовки школьников к итоговой аттестации (ГИА, ЕГЭ) является одним из основных критериев при выборе учителем того или иного курса. Формат заданий учебников уже в 5–7 классах соответствует формату заданий на итоговой аттестации – при обучении всем языковым аспектам и развитию навыков всех видов речевой деятельности. В учебнике для 8 класса вводится регулярная рубрика, в которой в основном сосредоточены задания экзаменационного формата – *RNE (Russian National Exam)*. Таким образом, подготовка к единому государственному экзамену не требует дополнительных затрат времени и усилий на организацию, она является неотъемлемой частью всей системы обучения английскому языку по учебникам серии «Английский в фокусе».

Новым в структуре учебника является и приложение *Grammar Check*, предлагаемое к использованию как в ходе обобщающего повторения по модулям, так и для дифференцированной работы в процессе освоения грамматического материала.

*Справочные материалы* учебника также построены с учётом развития самостоятельности их использования учащимися, роль родного языка при этом трудно переоценить. Так, грамматический справочник составлен на русском языке. Поурочный англо-русский словарь, построенный с разграничением лексики для активного/продуктивного и пассивного/рецептивного освоения, даёт возможность учащимся эффективно пользоваться им на разных этапах деятельности, в том числе при организации самоконтроля. Специальные разделы словаря (Appendix 1, 2, 3) посвящены фразовым глаголам, предлогам в устойчивых словосочетаниях, идиомам.

В Приложении к учебнику помещены тексты и задания к песням, рекомендуемым к использованию в соответствии с темами модулей. Задания направлены на самоопределение подростков в системе ценностей и формирования

ние основ мировоззрения, носят речевую направленность, развивают ценностно-смысловую компетенцию.

**Рабочая тетрадь (Workbook)**, так же как и учебник, включает 8 основных модулей, каждый из которых соотносится с соответствующим разделом учебника. Упражнения в рабочей тетради, дополняя учебник, направлены на закрепление лексико-грамматического материала и дальнейшее развитие навыков аудирования, чтения, письма, а иногда и устной речи. Задания отличаются разнообразием форматов. Они могут частично выполняться в классе, но в основном рассчитаны на самостоятельную работу учащихся дома. Рабочая тетрадь сопровождается звуковым пособием для работы над небольшими текстами, для отработки навыков чтения вслух и аудирования. В конце каждого модуля находится рубрика *Translator's Corner*, включающая упражнения на перевод с русского языка на английский основных словосочетаний модуля, предложений на основе новой лексики и вновь изученных грамматических структур, а также ситуаций или фрагментов тематических диалогов.

В конце рабочей тетради помещены задания и визуальные опоры (карточки) для парной работы, которые могут быть использованы учителем для организации дифференцированной работы на уроке.

Рабочая тетрадь, в отличие от общепринятых традиций, выполнена в цвете. Богатый красочный иллюстративный материал служит, в частности, решению мотивационных задач.

**Языковой портфель (My Language Portfolio)** – новый компонент УМК для российских общеобразовательных школ, способствующий развитию навыков самоанализа и самооценки учащихся, рефлексии способов деятельности в процессе овладения английским языком. Для этого учащимся предлагается система опор по самоанализу освоения языкового материала и развития всех видов речевой деятельности. Представляя собой портфель достижений ученика, языковой портфель, как отдельный компонент УМК, предлагает разнообразные дополнительные материалы по освоенным темам и творческие задания, мотивирующие учащихся к самостоятельной работе. Ученик сам выбирает задания для выполнения. Помимо этого, ученик на своё усмотрение включает в языковой портфель любые работы, которые считает подтверждением своих успехов и достижений в изучении английского языка. Рекомендации по пополнению языкового портфеля даются

в соответствующих рубриках учебника, причём включают не только выполнение письменных творческих работ, но и запись на аудионосители самостоятельно выполненных функциональных и ситуативных диалогов.

**Книга для чтения (Reader)** в УМК «Английский в фокусе – 8» является обязательным компонентом при работе над каждым модулем. Однако исходя из конкретных условий обучения и уровня класса книга для чтения может использоваться факультативно для организации дифференцированного подхода к учащимся (без ущерба в освоении основного учебного материала) и достижения целей модуля.

Во всех УМК «Английский в фокусе» принято использовать в качестве материалов для чтения образцы классической (в том числе детской) литературы. Так, в УМК для 8 класса это сказочная повесть юмористического характера О. Уайльда «Кентервильское привидение». Книга адаптирована в соответствии с уровнем языковой подготовки учащихся и разбита на эпизоды для удобства использования на уроках. Объём эпизода предназначен для работы в течение урока с учётом выполнения полного комплекта заданий к текстам (*before-reading, while-reading, after-reading tasks*). Богатые иллюстрации могут быть использованы для развития навыков прогнозирования, эффективной организации речевой деятельности на основе прочитанного. К книге для чтения имеется аудиоприложение, выполненное на высоком художественном уровне, с выразительным музыкальным оформлением.

Книга для чтения положена в основу пьесы, рекомендованной к постановке в конце учебного года. Полный сценарий и рекомендации по постановке размещены в книге для учителя. Музыкальное оформление и песенный материал к пьесе доступны в аудиоприложении.

### **Аудиоматериалы**

УМК включает CD для работы в классе и самостоятельной работы учащихся. В аудиозаписи, помимо специальных заданий для развития умений аудирования, доступны практически все текстовые материалы курса, что даёт возможность учителю и учащимся использовать их для решения конкретных задач и проблем группового и индивидуального характера.

**Веб-сайт [www.spotlightinrussia.ru](http://www.spotlightinrussia.ru), [www.prosv.ru/umk/spotlight](http://www.prosv.ru/umk/spotlight)**

Включение интернет-ресурсов в процесс обучения ИЯ способствует социальной адаптации школьников в современном мире.

Веб-сайт – полноценный компонент УМК Spotlight. Помимо общей информации о курсе и авторах, на веб-сайте УМК существуют специальные страницы для всех субъектов образовательного процесса: учащихся, учителей, родителей. Учащиеся разных уровней обучения могут найти на сайте дополнительные задания к изучаемым модулям. Одной из многих функций сайта является размещение писем и творческих работ школьников, следовательно, создаётся возможность для интерактивной деятельности детей на АЯ вне урока.

### ***Книга для учителя (Teacher's Book)***

В книге для учителя содержится примерное тематическое планирование, а также подробные поурочные планы, включающие методические рекомендации по работе с заданиями

разного формата. В книге для учителя помещены также ключи и предполагаемые ответы к упражнениям учебника и рабочей тетради, а также тексты заданий на развитие умений аудирования.

### ***Контрольные задания (Test Booklet)***

Сборник включает восемь контрольных заданий, которые выполняются по завершении работы над каждым модулем. В сборнике также даётся материал для вводного тестирования, промежуточного контроля (по модулям 1–4) и итоговая годовая контрольная работа. Здесь же помещены ключи к контрольным работам и тексты заданий на аудирование. Все контрольные задания можно копировать. Сборник контрольных заданий в значительной мере оптимизирует и объективизирует процесс контроля.

В книге для учителя помимо концептуальной характеристики курса содержится примерное календарно-тематическое планирование, цели обучения (помодульно), а также подробные поурочные планы.



# Методические рекомендации по работе над модулем

Модульное построение учебника предполагает работу с модулем как основной структурной единицей курса. Модуль – блок уроков, предназначенный для достижения группы целей, связанных с автономным, логически целостным фрагментом содержания.

Поэтому в поурочном планировании цели сформулированы помодульно, причём с позиции учащихся, роль учителя – организовать достижение учащимися поставленных перед ними (с их участием) целей.

Многие темы, изучаемые в УМК «Английский в фокусе – 8», представляют собой расширение изученных ранее тем.

## РЕКОМЕНДАЦИИ ПО ОТДЕЛЬНЫМ РУБРИКАМ И ЗАДАНИЯМ МОДУЛЯ

### • **Вводная страница модуля**

Следует обратить особое внимание на вводную страницу каждого модуля, играющую важную роль как в работе с мотивацией, так и в постановке учебных задач. Все разделы страницы напрямую отражают деятельность учащихся, включая развитие конкретных речевых навыков. Характерны сами названия рубрик, охватывающих всё содержание модуля: *Look at Module ...; Find the page numbers for ...; Listen, read and talk about ...; Learn how to ...; Practise ...; Write/Make ...*. Учителю предоставляется возможность организации антиципации (опережения), активного поиска знаний самими учащимися.

### • **Задания к упражнениям**

Работа над заданиями упражнений требует системного подхода. Важно убедиться, что смысл задания и порядок его выполнения понятен каждому из учащихся. Не подменяйте работу учащихся по чтению и осмыслению заданий своим неизменным разъяснением или своим переводом, хотя такая помощь не исключается.

### • **Чтение**

Приём *прогнозирования (prediction)*, широко используемый в УМК, очень важен как для решения мотивационных задач, так и для организации речевой деятельности при выполнении заданий на чтение и аудирование, в том числе для развития компенсаторных умений

учащихся. Следует выслушать разные варианты ответов учащихся и, если необходимо, их аргументацию (*How do you know?*).

Использовать *аудиозаписи текстовых материалов* следует по усмотрению учителя с визуальной опорой на текст или без опоры. Можно дифференцировать способы выполнения таких заданий, исходя из уровня подготовки отдельных учащихся.

*Работа с контекстом* – один из важных ресурсов пополнения словаря учащихся и развития компенсаторной компетенции в целом. Проверка понимания выделенных в тематическом тексте слов и выражений может быть организована разными способами исходя из условий и характеристик класса: подбором русских эквивалентов (не подменять дословным переводом!), синонимичных выражений, толкований.

### • **Лексика**

Новые лексические единицы вводятся разными способами, в 8 классе всё больше путём толкования, при помощи синонимов/антонимов, перефразирования и дефиниций. В отличие от более ранних ступеней обучения новая лексика вводится преимущественно в словосочетаниях. Одна из важнейших задач учителя при обучении лексике – удерживая введённый лексический материал, создавать возможности для его актуализации, использования в речи. Достаточно большой объём в УМК так называемой «пассивной» лексики (предполагаемой для рецептивного усвоения) может перейти в актив, если учитель сам использует новые лексические единицы и стимулирует к этому учащихся путём создания соответствующих речевых ситуаций.

### • **Грамматика**

Работа с новым грамматическим материалом гораздо эффективнее, если она организована как деятельность учащихся по осмыслению изучаемого явления в контексте (в том числе на примере предшествующего текстового материала), анализу имеющегося языкового и речевого опыта. Поэтому важно освоить работу над грамматикой в предлагаемой логике заданий.

Достаточно принципиальный вопрос – освоение английской грамматики с точки зрения терминологии, а на данном этапе особенно в названии грамматического явления. Реко-

мендуется осваивать с учащимися английские названия изучаемых тем (времен, категорий и пр.), соотнося их с соответствующими русскими (если они имеются). По этой причине в грамматическом справочнике учебника названия даются и на английском, и на русском языке.

- **Устная речь**

При обучении диалогической речи не ограничивайтесь фронтальной работой с поочерёдным заслушиванием диалогов отдельных пар или диалога-образца. Такой режим работы, часто называемый «открытыми парами», должен предшествовать непосредственной одно-временной работе в парах («закрытые пары»). Учитель при этом выполняет роль наблюдателя, оказывая дифференцированную помощь и осуществляя контроль с последующим анализом типичных ошибок или индивидуальных затруднений.

После выполнения заданий по устной речи проанализируйте ответы учащихся. Во время индивидуального контроля при работе в парах и монологических высказываниях делайте пометки, поощряя использование новой лексики и разнообразных грамматических структур. Привлекайте к такой аналитической работе учащихся.

- **Письменная речь**

Большинство заданий на развитие навыков связного продуктивного письма предполагается выполнять дома, так как они требуют значительных затрат времени. Однако подготовка к их выполнению должна неизменно планироваться как отдельный важный этап урока. Этот этап представляет собой повторение, рефлекссию изученного на уроке материала, который предполагается использовать в письменной речи, а также проработку устных вариантов, часто на основе изученного на уроке теста-модели. Проверенные работы по желанию учащихся могут быть приобщены к языковому портфелю. Как указывалось выше, в учебнике 8 класса развитию умений продуктивного письма посвящён отдельный урок в каждом модуле (*Writing Skills*). В 8 классе осваиваются такие виды письменных работ, как различные поздравительные открытки, письмо личного характера (формат ГИА, ЕГЭ), официальное письмо, сочинение с элементами рассуждения (формат ЕГЭ), рассказ.

- **Фонетическая сторона речи**

Соответствующий раздел включён в материалы урока **b** каждого модуля. В 8 классе последовательно отрабатывается соблюдение

ударения и интонация в предложениях различного типа. Обращайте внимание на ошибки произносительного характера в связной речи учащихся, по необходимости организуйте коррекционную групповую или индивидуальную работу.

- **Домашние задания**

На уроке необходимо запланировать время на просмотр и пояснение домашнего задания, убедиться в понимании заданий и готовности к их выполнению. Задания в рабочей тетради, соответствующие каждому уроку модуля, в целом по объёму отвечают предполагаемым временным нормам. Однако учитель может использовать предлагаемые задания дифференцированно в зависимости от уровня и индивидуальных потребностей в закреплении того или иного материала отдельными учащимися. Ключи к заданиям рабочей тетради размещены в приложениях книги для учителя. Проверка домашнего задания может быть организована на разных этапах следующего урока в разных формах: выборочная проверка, анализ затруднений и типичных ошибок, проверка и оценка письменных работ за пределами урока. Главное – система в работе, которая определяет мотивацию и успешность самостоятельной работы учащихся с языковым материалом дома.

- **Spotlight on Russia**

Рекомендуется проводить урок по соответствующему разделу материалов о России после урока *Culture Corner*. Тем самым обеспечивается последовательность в развитии социокультурной компетенции учащихся, структурно выдерживается подход «диалога культур».

- **Now I Can**

Работа с этим разделом организуется как рефлексия (осмысление) учебных достижений учащихся по окончании работы над модулем. Следует прочитать и прокомментировать все пункты таблицы, вовлекая в разговор всех учащихся класса, сопровождая эту работу примерами учащихся, спонтанными высказываниями, отражающими приращения в знаниях, умениях, навыках учащихся в соответствии с целями модуля.

- **Учёт индивидуального стиля учебной деятельности ученика**

Психологическая компетенция – одна из важнейших характеристик современного учителя. Всё шире в практику урока входит изучение и учёт индивидуального стиля учебной деятельности учащихся, в частности модальности



(аудиалы, визуалы, кинестетики). Такой подход обеспечивает наиболее эффективное освоение учебного материала и новых способов действий. УМК предлагает разнообразные материалы и задания, которые стимулируют развитие всех типов модальности. Полезно, в частности, учитывать следующие моменты. Так, визуалам для лучшего понимания важно видеть жесты и выражение лица учителя. Для них необходимы визуальные опоры, такие как иллюстрации, диаграммы, видеофрагменты, раздаточные материалы и т. п. Аудиалам необходимы словесные объяснения, обсуждения, восприятие на

слух. Письменные материалы представляют для них гораздо меньшую значимость в процессе учения, если они не озвучены. Для них очень полезно читать текст вслух, пользоваться аудио-записью текста при чтении. Кинестетикам важно «потрогать», ощутить на ощупь изучаемый объект. Им трудно подолгу сидеть без движения, они могут легко отвлекаться из-за потребности активного действия. Такие ученики проявляются в движении. Для них эффективны такие виды учебной деятельности, как ролевая игра, парная работа, дидактические игры и другие активные формы.

# КАЛЕНДАРНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

\* В планировании обозначены темы и блоки, по которым вводится и активизируется лексика урока. Вся лексика к модулю с рекомендациями для продуктивного и рецептивного (активного и пассивного) усвоения – см. указанную страницу словаря в учебнике (Word List).

\*\* Задание по выбору учащихся.

\*\*\* Урок 11 каждого модуля вместе с разделом Progress Check включает работу над материалом вводной (модульной) страницы следующего модуля.

№ урока	№ урока по УМК	Тема/Место урока в теме (ведущие виды деятельности)	Лексика*	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/Правила чтения
<b>МОДУЛЬ 1. SOCIALISING (Общение)</b>									
1		Вводный урок с. 9	с. 9 – ознакомительно	Обзорное повторение	по заданиям с. 9 на базе с. 9–24			Entry Test	
2	1a	Reading & Vocabulary с. 10–11	<b>WL 1</b> прилагательные для описания характера человека; язык мимики и жестов: упр. 5–7, 9		Прогнозирование содержания текста; поисковое и изучающее чтение – статья психологического характера: упр. 2, 4; Study Skills: определение цели текста: упр. 3	Аудiosoписание текста: упр. 3	Описание/анализ своего характера (микродиалоги на базе новой лексики): упр. 8; высказывания на основе прочитанного: упр. 10		
3	1b	Listening & Speaking с. 12–13	<b>WL 1–2</b> общение; информация личного характера: упр. 2, 6		Изучающее чтение – диалог – обмен информацией личного характера: упр. 3; диалог эткетного характера: упр. 7	Аудiosoписание текста и заданий: упр. 3, 6, 8, 9; аудирование с выбором нужным извлечением заданной информации: упр. 5b	Диалог – обмен информацией личного характера: упр. 4; диалог эткетного характера: упр. 8	Микромонологический характер: упр. 10	Интонация при передаче эмоциональных состояний: упр. 9

4	1с	<i>Grammar in Use</i> с. 14–15	<i>Present Simple vs. Present Continuous vs. Present Perfect Simple vs. Present Perfect Continuous</i> , глаголы состояния ( <i>stative verbs</i> ): упр. 1–3; способы выражения будущего ( <i>will – going to – Present Continuous – Present Simple</i> ): упр. 4–6; <i>Past Simple vs. Past Continuous</i> : упр. 7–9	Изучающее чтение – использование активного грамматического материала: упр. 1; текст – письмо личного характера: упр. 8	Аудирование с выборомным извлечением заданной информации: упр. 6	Микродиалог: упр. 6	Предложения по заданной теме с использованием слов и выражений – маркеров разных грамматических времён: упр. 9	
5	1d	<i>Vocabulary &amp; Speaking</i> с. 16–17	<b>WL 2–3</b> внешность человека; родственные отношения: упр. 1–4, 7; идиомы: упр. 9–10; <i>Study Skills</i> : понимание идиом	Изучающее чтение – полезные открытки: упр. 3, 5	Аудирование с выборомным извлечением заданной информации: упр. 6	Монолог-описание: упр. 1; описание/сообщение о своей семье: упр. 5		
6	1e	<i>Writing Skills</i> с. 18–19	<b>WL 3</b> поздравительные открытки	Изучающее чтение – полезные открытки: упр. 3, 5			Поздравительные открытки: упр. 1–8	

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7	1f	<i>English in Use</i> с. 20	<b>WL 3</b> словообразование: прилагательные от существительных (-ful, -al, -ic, -ish, -less, -ly, -ous) и глаголов (-able, -ed, -ing, -ible, -ive); упр. 1; phrasal verbs (get); упр. 2	Предлоги с прилагательными (derelict prepositions): упр. 3; времена глаголов (повторение); упр. 4a	Изучающее чтение – электронное письмо-благодарность: упр. 4a		Диалог этикетного характера на основе прочитанного: упр. 4b		
8	Culture Corner 1	<i>Socialising in the UK</i> (Правила общения в Великобритании) с. 21	<b>WL 3</b> общение, социальный этикет: упр. 1, 4		Прогнозирование содержания текста с опорой на иллюстрации и подзаголовки; поисковое и изучающее чтение: упр. 2–3	Аудиосопровождение текста: упр. 2	Высказывания на основе прочитанного с переносом на личный опыт (о родной стране) (по вопросу сам): упр. 3	Заметка в международный журнал для школьников о правилах этикета в России (по плану): упр. 6	
9	Spotlight on Russia 1	<i>Socialising in Russia</i> (Правила общения в России) Sp on R с. 3			Изучающее чтение – статья о некоторых правилах этикета в России		Обсуждение текста; советы зарубежному гостю по этикету в России	**Статья для журнала: о других правилах этикета	
10	Across the Curriculum 1	<i>PSHE (Personal, Social &amp; Health Education) Dealing with Conflict</i>	<b>WL 3</b> конфликты		Техника чтения стихотворения; ознакомительное чтение: упр. 1;	Аудиосопровождение текстов: упр. 1, 5	Обсуждение поведения в ситуации конфликта (диалог): упр. 2;	Составление стихотворения на основе пар антонимов (по образцу): упр. 6	

		(Конфликты и способы их разрешения) с. 22–23		ознакомительное и изучающее чтение – статья учебника о конфликтах: упр. 3; <i>Study Skills</i> : заполнение пропусков в тексте: упр. 3		«Я» – высказывания на основе прочитанного: упр. 4; советы другу – монологические высказывания на основе прочитанного: упр. 5; выражение личного аргументированного отношения к прочитанному: упр. 7		
11	Progress Check 1***	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 24). Работа с вводной страницей Модуля 2 (с. 25)						
12–13	Тест 1 / Книга для чтения (эпизод 1)							
<b>МОДУЛЬ 2. FOOD&amp;SHOPPING (Продукты питания и покупки)</b>								
14	2a	<i>Reading &amp; Vocabulary</i> с. 26–27	<b>WL 4</b> продукты питания; способы приготовления пищи (глаголы): упр. 1, 5, 6, 7	Прогнозирование содержания текста по невербальным оппорам: упр. 2; поисковое и изучающее чтение – статья о национальном блюде: упр. 3	Аудиосопровождение текста: упр. 2	Высказывания на основе прочитанного: упр. 4; описание блюда своей национальной кухни (по вопросам и опорной лексике): упр. 8	Электронное письмо зарубежному другу с описанием блюда своей национальной кухни: упр. 9	
15	2b	<i>Listening &amp; Speaking</i> с. 28–29	<b>WL 4–5</b> покупки; виды магазинов; как пройти? упр. 1, 3, 4	Изучающее чтение – диалог-расспрос: упр. 5	Аудиосопровождение текста и заданий: упр. 5, 7, 8; аудирование с вы-	Монолог – описание картинки: упр. 2; диалог – обмен мнени-		Интонация общих и специальных вопросов: упр. 7, 8



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16	2с	<i>Grammar in Use</i> с. 30–31	<b>WL 5</b> способы выражения количества: упр. 8	<i>Present Perfect vs. Present Perfect Continuous:</i> упр. 1, 2; <i>Present Perfect vs. Past Simple:</i> упр. 3; <i>has gone to/has been to/has been in:</i> упр. 5, 6; <i>Артикли the/a(an):</i> упр. 7	Поисковое чтение – текст о «Дне без покупок» с использованием актив-ного грамматического материала: упр. 1; ознакомительное чтение текста-таблицы о самых популярных покупках у американских подростков: упр. 8	борочным извлечением заданной информации: упр. 6	Тематические микродиалоги по заданной ситуации и образцу: упр. 3, 4, 9	Предложения по заданной теме с использованием слов и выражений – маркеров разных грамматических времён: упр. 9	
17	2d	<i>Vocabulary &amp; Speaking</i> с. 32–33	<b>WL 5–6</b> обозначение количества продуктов питания; глаголы по теме «На кухне»; идиомы с лексикой по теме «Еда»: упр. 1–4, 6	Существительные, имеющие только форму единственного или множественного числа: упр. 5	Аудирование с пониманием основного содержания, с извлечением заданной информации: упр. 7	Тематические микродиалоги этикетного характера (заказ в кафе/ресторане): упр. 4; монолог-повествование о семейном обеде в ресторане/гостях: упр. 8	Электронное письмо зарубежному другу о семейном обеде: упр. 9		

18	2e	<i>Writing Skills</i> с. 34–35	<b>WL 6</b> (электронное) письмо личного характера: упр. 2, 3, 5, 6	Порядок имён прилагательных: упр. 4	Изучающее чтение – практика написания личного письма: упр. 2; ознакомительное чтение: упр. 3	Монолог – описание картины: упр. 1; обсуждение порядка написания письма: упр. 6; <i>Study Skills</i> : работа с исходным письмом при написании ответа	Письмо личного характера: упр. 7	
19	2f	<i>English in Use</i> с. 36	<b>WL 7</b> phrasal verbs (go): упр. 1a; словообразование: прилагательные от-рицательного значения (dis-, mis-): упр. 2	Предлоги ( <i>dependent prepositions</i> ): упр. 3a; времена глаголов (повторение): упр. 4a	Изучающее чтение – диалог (в магазине): упр. 3a; текст с использованием разных временных форм: упр. 4a	Монолог-повествование (описание ситуации): упр. 1b; диалог на основе прочитанного: упр. 3b, 4b		
20	Culture Corner 2	<i>Charity Begins at Home</i> (Благотворительность начинается с помощи близким) с. 37	<b>WL 7</b> благотворительность		Прогнозирование содержания текста по заголовку и иллюстрациям; поисковое и изучающее чтение: упр. 1–2	Высказывания на основе прочитанного с переносом на личный опыт (о благотворительности): упр. 3	Заметка в международном журнале для школьников о благотворительных организациях в России: упр. 4	
21	Spotlight on Russia 2	<i>Russian Cuisine</i> (Особенности русской национальной кухни) Sp on R с. 4			Изучающее чтение – статья-интервью о русской кухне	Обсуждение текста с переносом на личный опыт; монолог-опи-сание и ре-цепт любимого блюда	**Меню из блюд русской кухни	

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22	Going Green 2	<i>Paper Bag vs Plastic Bag</i> (Какой пакет выбрать для покупок: бумажный или полиэтиленовый) с. 38–39	<b>WL 7–8</b> экология: упр. 4; словообразование: глаголы с <i>re-</i> : упр. 6		Поисковое и изучающее чтение – статья экологического содержания: упр. 3, 4; <i>Study Skills</i> : приёмы работы для более глубокого понимания текста (по технологии критического мышления): упр. 2, 3, 5	Аудiosoпровождение текста: упр. 3	Управляемый диалог – побуждение к действию: упр. 7; выражение личного аргументированного отношения к прочитанному: упр. 8		
23	Progress Check 2***				Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 40). Работа с вводной страницей Модуля 3 (с. 41)				
24–25	Тест 2 / Книга для чтения (эпизод 2)								
<b>МОДУЛЬ 3. GREAT MINDS (Великие умы человечества)</b>									
26	3а	<i>Reading &amp; Vocabulary</i> с. 42–43	<b>WL 8</b> отрасли науки: упр. 5; дифференциация лексического значения слов: <i>raise – lift – put up</i> : упр. 4		Прогнозирование содержания текста по заголовкам и вступлению: упр. 1; поисковое и изучающее чтение – статья об истории изобретения воздушного шара: упр. 2, 3;	Аудiosoпровождение текста: упр. 1	Высказывания на основе прочитанного: упр. 6	Письмо-приглашение личного характера (на основе прочитанного): упр. 7	

27	3b	<i>Listening &amp; Speaking</i> с. 44–45	<b>WL 9</b> профессии, работа: упр. 1, 2a; сообщение новостей/реакция на новости: упр. 4			<i>Study Skills:</i> чтение с выделением задания на множественный выбор	Аудиоспроведение текста и задания: упр. 2, 3b, 5; аудирование с выбором нужным извлечением заданной информации: упр. 6	Монолог-общение о профессии родителей: упр. 2b; микродиалоги – сообщения о новостях, о работе: упр. 4, 5; диалог-расспрос о работе родителей: упр. 8	Интонация вопросов-ответов (echo questions): упр. 7
28	3c	<i>Grammar in Use</i> с. 46–47	<b>WL 9</b> изобретения, научные открытия	<i>Past Perfect – Past Perfect Continuous – Past Simple – Past Continuous:</i> упр. 1–9	Поисковое чтение – текст об открытии пеницилина: упр. 1; изучающее чтение – текст-письмо личного характера: упр. 9			Коллективное составление рассказа по картинкам и опорным словам: упр. 10	Электронное письмо другу об удивительном событии: упр. 9
29	3d	<i>Vocabulary &amp; Speaking</i> с. 48–49	<b>WL 10</b> этапы жизни; события в жизни, идиомы по теме «Биография»: упр. 1, 4, 5, 7		Прогнозирование содержания текста, поисковое и изучающее чтение – статья о М. Кюри: упр. 1, 2; <i>Study Skills:</i> чтение с выделением задания на заполнение пропусков в тексте	Аудирование с пониманием основного содержания: упр. 6a	Монологические высказывания на основе прочитанного (биография): упр. 3; монолог-повествование о важных периодах в своей жизни: упр. 6b	Биография знаменитого соотечественника (по плану): упр. 8	

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30	3e	Writing Skills с. 50–51	<b>WL 10–11</b> рассказы: упр. 2, 3, 5, 6; прилагатель- ные и наре- чия в описа- ниях: упр. 5, 6	Выражение последова- тельности событий в сложнопод- чинённых предложениях ( <i>when, while,</i> <i>as soon as,</i> <i>before</i> ): упр. 4	Прогнозиро- вание содер- жания текста, поисковое чтение – рас- сказ: упр. 1, 3; изучающее чтение: упр. 2		Обсуждение порядка на- писания рас- сказа: упр. 2	Рассказ: упр. 7; редактирова- ние рассказа: упр. 8	
31	3f	English in Use с. 52	<b>WL 11</b> phrasal verbs ( <i>bring</i> ): упр. 1 словообразо- вание: глаго- лы от существ- вительных ( <i>-ise/-ize</i> ): упр. 2; дифференци- ация лексиче- ских значе- ний слов: <i>dis-</i> <i>cover – in-</i> <i>vent – find</i> <i>out, job –</i> <i>work – career,</i> <i>employer –</i> <i>employee –</i> <i>colleague, wa-</i> <i>ges – salary –</i> <i>money</i> : упр. 3	Предлоги ( <i>dependent</i> ( <i>prepositions</i> ): упр. 4а; времена гла- голов (повто- рение): упр. 5	Изучающее чтение – вик- торина о ве- ликих людях прошлого: упр. 4а; текст с использова- нием разных временных форм: упр. 5		Вопросы к викторине о великих людях про- шлого: упр. 4б		
32	Culture Corner 2	English Bank- notes (Анг- лийские бан- кноты) с. 53	<b>WL 11</b> история денег; дифференци- ация лексиче- ских значе- ний слов: <i>name – call –</i> <i>make</i> : упр. 4	Аудiosoпро- вождение текста: упр. 2а	Прогнозиро- вание содер- жания текста по иллюстра- циям; поиско- вое и изучаю- щее чтение: упр. 1, 2а, 3	Высказывания на основе прочитанного: упр. 2б	Текст – опи- сание рос- сийских бан- кнот: упр. 5		



33	Spotlight on Russia 3	<i>Pioneers of space</i> (Пионеры космоса) Sp on R с. 5		Изучающее чтение – статья о великих русских исследователях космоса		Обсуждение текста с переносом на личный опыт; монолог-биография (на основе прочитанного с включением дополнительной информации)	
34	Across the Curriculum 3	<i>History The Master Thief of the Unknown World</i> (Железный пират не-открытых морей) с. 54–55	<b>WL 11–12</b> история мореплавания	Прогнозирование содержания текста; ознакомительное, поисковое и изучающее чтение – статья о Фрэнсисе Дрейке: упр. 1, 2, 3, 4, 5	Аудиоспро-вождение текста: упр. 2	Сообщение на основе прочитанного (с опорой на географическую карту): упр. 6; выражение личного аргументированного отношения к прочитанному: упр. 7	
35	Progress Check 3***	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 56). Работа с вводной страницей Модуля 4 (с. 57)					
36–37	Тест 3 / Книга для чтения (эпизод 3)						
<b>МОДУЛЬ 4. BE YOURSELF (Будь самим собой!)</b>							
38	4a	<i>Reading &amp; Vocabulary</i> с. 58–59	<b>WL 12</b> внешность; самооценка: упр. 3, 4, 5	Прогнозирование содержания текста по заголовку и подзаголовкам: упр. 1; ознакомительное и изучающее чтение – статья психологического	Аудиоспро-вождение текста: упр. 7	Высказывания на основе прочитанного (по вопросам): упр. 6	Совет другу (на основе прочитанного): упр. 7

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39	4b	<i>Listening &amp; Speaking</i> с. 60–61	<b>WL 12–13</b> одежда; мода; рисунок (ткани)/ узор, стиль, материал: упр. 1, 2; Дифференциация лексических значений слов: <i>fit – match – suit – go with; wear – try on;</i> упр. 3	<i>Too – enough;</i> упр. 7	характера: упр. 2, 3; <i>Study Skills:</i> выбор заголовков для частей текста (выделение главной мысли)	Аудิโอпроектирование текста и задания: упр. 3, 5; аудирование с выбором речевым извлечением заданной информации: упр. 8	Описание картинок (одежда): упр. 1; обсуждение темы с переносом на личный опыт: упр. 2; микродиалоги – выражения (не)одобрения: упр. 4; высказывание на основе прочитанного: упр. 5; диалог о выборе наряда на вечеринку: упр. 9	Письменный ответ на вопрос: «Влияет ли модная одежда на внешний вид человека?» упр. 11	Многосложные прилагательные оценочного характера; интонация при восклицаниях: упр. 10
40	4с	<i>Grammar in Use</i> с. 62–63	<b>WL 13</b> спектакли, представления	<i>Passive Voice (Страдательный залог):</i> упр. 1–8	Поисковое чтение – текст о мюзикле <i>Cats</i> : упр. 2	Аудิโอпроектирование текста: упр. 2	Микродиалог с переносом на личный	Викторина о знаменитых людях: упр. 9	
41	4d	<i>Vocabulary &amp; Speaking</i> с. 64–65	<b>WL 13</b> тело человека; идиомы	<i>Causative Form:</i> упр. 3, 4, 5, 6	Прогнозирование содержания текста,	Аудิโอпроектирование текста: упр. 2	Микродиалог с переносом на личный		

						изучающее чтение – статья о внешнем виде звёзд и отношении к нему: упр. 2		опыт: упр. 4; обсуждение на основе прочитанного: упр. 8	
42	4e	<i>Writing Skills</i> с. 66–67	<b>WL 13–14</b> проблемы подросткового возраста; формы совета, структура письма-совета: упр. 3, 4	<b>WL 14</b> phrasal verbs ( <i>put</i> ): упр. 1; словообразование: прилагательные с отрицательным значением ( <i>il-, im-, in-, ir-</i> ): упр. 3; дифференциация лексических значений слов: <i>match – suit – fit, borrow – lend – rent, priceless – invaluable – worthless, custom – habit – trend, realistic – original</i> – упр. 4	Предлоги ( <i>dependent prepositions</i> ): упр. 2; Passive voice (закрепление): упр. 5	Ознакомительное и по-исковое чтение – письма подростков о проблемах, письмо-совет: упр. 1, 2, 3	Обсуждение порядка написания письма-совета: упр. 5	Письмо-совет: упр. 3, 6, 7	
43	4f	<i>English in Use</i> с. 68	<b>WL 14</b> phrasal verbs ( <i>put</i> ): упр. 1; словообразование: прилагательные с отрицательным значением ( <i>il-, im-, in-, ir-</i> ): упр. 3; дифференциация лексических значений слов: <i>match – suit – fit, borrow – lend – rent, priceless – invaluable – worthless, custom – habit – trend, realistic – original</i> – упр. 4	Предлоги ( <i>dependent prepositions</i> ): упр. 2; Passive voice (закрепление): упр. 5	Изучающее чтение – диалог о покупках: упр. 2; текст об открытии нового магазина: упр. 5	Аудиоспро-вождение текста: упр. 2			
44	Culture Corner 4	<i>Traditional costumes in the British Isles</i> (Национальные костюмы)	<b>WL 14</b> национальный костюм: упр. 1; дифференциация лексических значений слов: <i>match – suit – fit, borrow – lend – rent, priceless – invaluable – worthless, custom – habit – trend, realistic – original</i> – упр. 4	Предлоги ( <i>dependent prepositions</i> ): упр. 2; Passive voice (закрепление): упр. 5	Прогнозирование содержания текста по иллюстрациям; поисковое и изучающее чтение – статья о внешнем виде звёзд и отношении к нему: упр. 2	Аудиоспро-вождение текста: упр. 2	Описание национального костюма на основе прочитанного: упр. 4	Текст – описание национального костюма одного из народов	



**МОДУЛЬ 5. GLOBAL ISSUES (Глобальные проблемы человечества)**

50	5a	Reading & Vocabulary с. 74–75	<b>WL 15</b> природные катаклизмы/ стихийные бедствия: упр. 4b, 6, 7	Passive Voice: упр. 4a	Прогнозирование содержания текста по невербальным основам: упр. 1; ознакомительное и изучающее чтение – статья о цунами: упр. 2, 3	Аудиосопровождение текста: упр. 2	Ролевая игра: интервью с жертвами цунами (на основе прочитанного): упр. 5, 9; сообщение на основе прочитанного с переносом на личный опыт: упр. 8		
51	5b	Listening & Speaking с. 76–77	<b>WL 15–16</b> глобальные проблемы: упр. 1; речевое взаимодействие: упр. 4, 6		Ознакомительное чтение – статья о глобальных проблемах человечества: упр. 2; поисковое чтение – диалог – обсуждение документального фильма о проблемах в странах третьего мира: упр. 5	Аудиосопровождение текста и заданий: упр. 5, 6; аудирование с выбором из заданной информации: упр. 3	Диалог о детском труде как глобальной проблеме (обсуждение документа фильма): упр. 8	Тоновые группы (Tone groups): упр. 7 <i>Study Skills:</i> тоновые группы в интонационных моделях	
52	5c	Grammar in Use с. 78–79	<b>WL 16</b> приключения	<i>Infinitive/-ing forms:</i> упр. 1–5; <i>used to – be used to – get used to:</i> упр. 7	Поисковое чтение – статья о поведении животных во время стихийных бедствий: упр. 1		Рассказ по опорным словам: упр. 6	Предложения о своем детстве ( <i>used to</i> ): упр. 8	
53	5d	Vocabulary & Speaking с. 80–81	<b>WL 16–17</b> погода; идиомы с лексикой по теме «Погода»: упр. 1, 5, 6, 7	Прогнозирование содержания текста, поисковое чтение – статья об исто-	Аудиосопровождение текста и заданий: упр. 3, 4	Микродиалоги о погоде: упр. 9; высказывания с переносом на личный	Вступление к «страшному» рассказу: упр. 8		



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54	5e	<i>Writing Skills</i> с. 82–83	<b>WL 17</b> мнения, суждения, гипотезы	Сложные союзы <i>both ... and, either ... or, neither ... nor.</i> упр. 4	Прогнозирование содержания текста, поисковое и изучающее чтение – письменное высказывание с элементами рассуждения (эссе) о развитии дорожного движения в родном городе: упр. 1, 2, 3	Аудиосопровождение текста: упр. 1; аудирование с выбором ным извлечением заданной информации: упр. 5	Обсуждение структуры и порядка написания письменного высказывания с элементами рассуждения (эссе): упр. 2, 3	Письменное высказывание с элементами рассуждения (эссе) (по плану): упр. 6; редактирование сочинения: упр. 7	
55	5f	<i>English in Use</i> с. 84	<b>WL 17–18</b> phrasal verbs ( <i>call</i> ): упр. 2; словообразование: существительные от глаголов ( <i>-(t)ion, -ance, -ence</i> ): упр. 1; дифференциация лексических значе-	Предлоги ( <i>dependent prepositions</i> ): упр. 4; <i>Infinitive/-ing forms</i> (закрепление): упр. 5	Изучающее чтение – плакаты экологического содержания: упр. 1; личное письмо о посещении заповедника: упр. 5			Электронное письмо другу о недавней поездке: упр. 6	

56	Culture Corner 5	Scottish Coos (Шотландские коровы) с. 85	<p>ний слов: rubbish – litter – waste, inactive – extinct – disappeared, fog – fumes – smoke, lose – miss – waste, team – crew – staff. упр. 3</p> <p><b>WL 18</b> порода коров</p>	<p>Прогнозирование содержания текста по иллюстрациям; поисковое и изучающее чтение: упр. 1, 2</p>	<p>Аудиоспровождение текста: упр. 1</p>	<p>Описание шотландской коровы на основе прочитанного: упр. 3</p>	<p>Заметка в международный журнал для школьников об одном из животных, обитающих в России (по плану): упр. 4</p>		
57	Spotlight on Russia 5	The Natural World: Lily-of-the-valley (Мир природы: ландыш) Sp on R с. 7	<p>Изучающее чтение – статья о ландыше</p>			<p>Обсуждение текста с переносом на личный опыт</p>	<p>**Составление списка растений, увиденных во время прогулки в парке/лесу</p>		
58	Across the Curriculum 5	Science Tornadoes. Hail (Торнадо. Град) с. 86–87	<p>Прогнозирование содержания текста, ознакомительное, поисковое и изучающее чтение – статьи о торнадо и граде: упр. 1, 2, 3; практическая работа по инструкции: упр. 6</p>	<p>Аудиоспровождение текста: упр. 2; аудирование с выбором личным извлечением заданной информации: упр. 5</p>	<p>Сообщение на основе прочитанного: упр. 4; выражение личного аргументированного отношения к прочитанному: упр. 7</p>				

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59	Progress Check 5**	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 88). Работа с вводной страницей Модуля 6 (с. 89)							
60–61	Тест 5 / Книга для чтения (эпизод 5)								
<b>МОДУЛЬ 6. CULTURE EXCHANGES (Культурные обмены)</b>									
62	6a	<i>Reading &amp; Vocabulary</i> с. 90–91	<b>WL 18</b> отпуск, каникулы; путешествия, виды отдыха, занятия упр. 3b, 4		Прогнозирование содержания текста по невербальным опорам и заголовку: упр. 1, 2; поисковое и изучающее чтение – статья о путешествиях: упр. 2, 3	Аудиосопровождение текста и задания: упр. 1, 2	Диалоги на основе прочитанного: упр. 5	Письменный ответ на вопрос «Расширяют ли путешествия кругозор? Почему?»: упр. 6	
63	6b	<i>Listening &amp; Speaking</i> с. 92–93	<b>WL 18–19</b> проблемы на отдыхе: упр. 1, 3		Поисковое чтение, чтение вслух – диалог о неудачном путешествии: упр. 5	Аудиосопровождение текста и задания: упр. 1, 5; аудирование с выбором нужным извлечением информации: упр. 2, 4, 6; <i>Study Skills:</i> аудирование с выбором нужным информацией	Диалог о неудачном путешествии: упр. 8	Логическое ударение и интонация при эмоционально-оценочных высказываниях: упр. 7	

64	6с	<i>Grammar in Use</i> с. 94–95	<b>WL 19</b> путешествия	<i>Reported Speech:</i> упр. 1–8	Изучающее чтение: упр. 5b, 7a, 8	Сообщение о советах путешественникам: упр. 5b; изложение содержания прочитанного: упр. 7, 8		
65	6d	<i>Vocabulary &amp; Speaking</i> с. 96–97	<b>WL 19–20</b> виды транспорта; идиомы с лексикой по теме «Транспорт»: упр. 2, 3, 11; дифференциация лексических значений слов: <i>catch – book – miss – board – get off – give – take:</i> упр. 7	Предлоги <i>at – on</i> в выражениях по теме «Транспорт»: упр. 8	Прогнозирование содержания текста, поисковое и изучающее чтение – статья об истории создания парохода: упр. 1	Сообщение с переносом на личный опыт: упр. 5; высказывание на основе личных ассоциаций при прослушивании музыки: упр. 6; обсуждение на основе прочитанного: упр. 8	Сообщение с переносом на личный опыт: упр. 5; высказывание на основе личных ассоциаций при прослушивании музыки: упр. 6; обсуждение на основе прочитанного: упр. 8	
66	6е	<i>Writing Skills</i> с. 98–99	<b>WL 20</b> Принимающие семьи (обменные поездки): упр. 1a	Ознакомительное, поисковое и изучающее чтение – письмо-благодарность принимающей семье: упр. 2, 3, 5	Ознакомительное, поисковое и изучающее чтение – письмо-благодарность принимающей семье: упр. 2, 3, 5	Высказывания на основе прочитанного (о преимуществах принимающей семьи): упр. 1a; обсуждение порядка написания официального письма благодарственного характера: упр. 4, 7	Письменный ответ на вопрос: упр. 1b; освоение официального стиля: упр. 6; письмо – благодарность принимающей семье: упр. 8; <i>Study Skills:</i> проверка письменного текста: упр. 9	

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67	6f	<i>English in Use</i> с. 100	<b>WL 20</b> phrasal verbs (set): упр. 1; словообразование: существительные (-less, -ment): упр. 4; дифференциация лексических значений слов: <i>arrive – get – reach, bring – fetch – deliver, voyage – journey – trip, excursion – expedition – tour, place – room – gap, foreign – strange – curious</i> : упр. 2	Предлоги ( <i>dependent prepositions</i> ): упр. 3; косвенная речь (закрепление): упр. 5	Изучающее чтение – текст о поезде: упр. 1		Сообщение с переносом на личный опыт: упр. 6		
68	Culture Corner 6	<i>Liquid History: the Thames</i> (История реки: Темза) с. 101	<b>WL 20</b> река и её берега; словообразование (практика): упр. 2a		Прогнозирование содержания текста; ознакомительное, изучающее чтение: упр. 1, 2, 3	Аудиосопровождение текста: упр. 2	Высказывания на основе прочитанного: упр. 4	Заметка в школьный журнал об одной из крупных рек России (по плану): упр. 5	
69	Spotlight on Russia 6	<i>Kizhi</i> (Кижы) Sp on R с. 8			Изучающее чтение – статья о музее ревянского зодчества на о. Кижы		Обсуждение текста с переносом на личный опыт; сообщение об одном из образцов русской культуры		

70	Going Green 4	<i>World Monuments in Danger</i> (Памятники мировой культуры в опасности) с. 102–103	<b>WL 20–21</b> экология в сохранении памятников старины; <i>Study Skills</i> : работа с кон- текстом: упр. 4, 5	Прогнозиро- вание содер- жания текста, поисковое и изучающее чтение – ста- тья о памят- никах миро- вой культуры, находящихся в опасности: упр. 1, 2, 3			туры, принад- лежащих к мировому ху- дожественно- му наследию	Сообщение об одном из памятников мировой культуры, находящихся в опасности: упр. 6; выражение личного аргу- ментирован- ного отноше- ния к прочи- танному: упр. 7		
71	Progress Check 6***	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 104). Работа с вводной страницей Модуля 7 (с. 105)								
72–73	Тест 6 / Книга для чтения (эпизод 6)									
<b>МОДУЛЬ 7. EDUCATION (Образование)</b>										
74	7a	<i>Reading &amp; Vocabulary</i> с. 106–107	<b>WL 21</b> новые техно- логии, совре- менные сред- ства комму- никации: упр. 4, 6	Прогнозиро- вание содер- жания текста; поисковое и изучающее чтение – статья об ис- пользования подростками современных технологий: упр. 1, 2, 3; чтение элект- ронного ад- реса: упр. 7; поисковое чтение текста- диаграммы: упр. 8	Аудиоспро- вождение текста: упр. 2	Диалог – обмен мне- ниями (об- суждение прочитанно- го): упр. 5; сообщение на основе прочитанного с переносом на личный опыт: упр. 8; рассказ (по- вествование) на основе прочитанного: упр. 9	Обобщение результатов опроса по те- ме «Какие средства и современные технологии используют мои одно- классники при подго- товке домаш- них зада- ний»: упр. 10			

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75	7b	<i>Listening &amp; Speaking</i> с. 108–109	<b>WL 21</b> образование, школа, экзамены: упр. 1–4; речевое взаимодействие (совет): упр. 7		Прогнозирование содержания текста; поисковое и изучающее чтение – диалог об экзаменах: упр. 5–6	Аудиропро- вождение текста: упр. 5; аудирование с пониманием основного содержания: упр. 8	Описание картинок: упр. 1; ролевая игра – диалог об экзаменах (на основе прочитанного): упр. 7		Логическое ударение: упр. 9
76	7c	<i>Grammar in Use</i> с. 110–111	<b>WL 21</b> школа	<i>Модальные глаголы:</i> упр. 1, 3, 4, 6, 7, 8, 9, 10	Прогнозирование содержания текста; поисковое чтение – статья о театральной школе в Англии: упр. 1		Высказывания на основе прочитанного с переносом на личный опыт (о своей школе): упр. 2, 5; описание картинок (предположения): упр. 11		
77	7d	<i>Vocabulary &amp; Speaking</i> с. 112–113	<b>WL 21–22</b> профессии в СМИ; идиомы по теме «Новости»: упр. 4, 6, 7	<i>Passive voice</i> (применение): упр. 8	Прогнозирование содержания текста, поисковое и изучающее чтение – статья о коале: упр. 1, 2; ознакомительное и изучающее чтение – текст о производстве бумаги: упр. 8	Аудиропро- вождение текста: упр. 2; аудирование с пониманием основного содержания: упр. 5	Обсуждение темы по вопросам: упр. 3; повествование по серии картинок на основе прочитанного: упр. 9		
78	7e	<i>Writing Skills</i> стр. 114–115	<b>WL 22</b> современные технологии	<i>Linkers (средства логической связи)</i>	Ознакомительное и изучающее		Обсуждение структуры и порядка	Написание абзаца сочинения: упр. 6;	







**МОДУЛЬ 8. PASTIMES (На досуге)**

86	8a	<i>Reading &amp; Vocabulary</i> с. 122–123	<b>WL 23</b> интересы и увлечения упр. 1, 5		Прогнозирование содержания текста; поисковое и изучающее чтение – статья об экстраемальных видах спорта: упр. 1, 2, 3, 4а	Аудиосопровождение текста: упр. 1	Высказывания на основе прочитанного: упр. 4b; описание вида экстремального спорта (по составленным заметкам): упр. 6	Статья в международный журнал для школьников о любимом виде спорта: упр. 7	
87	8b	<i>Listening &amp; Speaking</i> с. 124–125	<b>WL 23–24</b> виды спорта: упр. 1, 2, 3		Прогнозирование содержания текста; поисковое и изучающее чтение – диалог о занятиях спортом: упр. 6	Аудирование с пониманием содержания: упр. 4, 8; аудиосопровождение текста: упр. 6	Высказывание по теме «Спорт в моей жизни» по опорным выражениям: упр. 5; микродиалоги – выражения пригласения и предложения/отказа от приглашения: упр. 7; диалог – приглашение к совместной деятельности: упр. 11	Интонация в разговорной речи: упр. 10	
88	8с	<i>Grammar in Use</i> с. 126–127	<b>WL 24</b>	<i>Conditionals</i> (0, 1, 2, 3); <i>if – unless</i> : упр. 1–4, 6, 7, 9, 10	Поисковое и изучающее чтение – шутки: упр. 1		Диалог о планах на выходные: упр. 5; описание ситуаций с опорой на карточки: упр. 8; рассказ по цепочке (с <i>if</i> ): упр. 11		

№ урока	№ урока по УМК	Тема/Место урока в теме (ведущие виды деятельности)	Лексика*	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
89	8d	<i>Vocabulary &amp; Speaking</i> с. 128–129	<b>WL 24</b> спортивное снаряжение, места для занятий спортом; идиомы с лексикой по теме «Спорт»: упр. 3, 4, 5, 6, 8	<i>both ... and, neither ... nor, either ... or</i> (повторение): упр. 7	Прогнозирование содержания текста, поисковое и изучающее чтение — статья о чемпионате мира по футболу: упр. 1, 2	Аудиосопровождение текста: упр. 1	Высказывание по теме «Спорт в моей жизни» по вопросам: упр. 9		
90	8e	<i>Writing skills</i> с. 130–131	<b>WL 24–25</b> запрос, заявление (о приёме в клуб): упр. 1	Запрос информации в письмах официально-делового и неофициального стиля: упр. 5a	Ознакомительное, поисковое и изучающее чтение — текст-инструкция по написанию интерактивных писем, периодический текст-опора для написания интерактивного письма (реклама клуба), письмо-запрос: упр. 3, 4	Прогнозирование содержания текста, аудирование с выбором нужным извлечением заданной информации: упр. 2	Ролевая игра-диалог — разговор по телефону на основе прочитанного: упр. 5b	Электронное письмо-запрос: упр. 6	
91	8f	<i>English in Use</i> стр. 132	<b>WL 25</b> <i>phrasal verbs (take)</i> : упр. 1; словообразование: прилагательные, образованные путем словосложения: упр. 4; дифференциация лексических значений слов:	Предлоги ( <i>dependent prepositions</i> ): упр. 3; <i>Conditionals</i> (закрепление): упр. 5	Изучающее чтение — текст о любимом виде спорта: упр. 2	Высказывание по проблеме с переносом на личный опыт: упр. 6	Высказывание по проблеме с переносом на личный опыт: упр. 6		

92	Culture Corner 8	Mascots (Талисманы) с. 133	<i>fit – healthy, team – group, pitch – court, match – practice, coach – instructor, etc.</i> упр. 2	<b>WL 25</b>	Прогнозирование содержания текста по иллюстрациям; поисковое и изучающее чтение: упр. 2, 3, 4	Аудиоспровождение текста: упр. 2	Высказывание на основе личных ассоциаций при прослушивании музыки: упр. 1; описание куклы-талисмана на основе прочитанного: упр. 5	Плакат о талисманах футбольных клубов России (иллюстрации, краткое описание): упр. 6	
93	Spotlight 8 On Russia 8	<i>The Festival of the North</i> (Праздник Севера) Sp on R с. 10	Изучающее чтение – статья о празднике Севера		Обсуждение текста с переносом на личный опыт (спорт)	**Текст для журнала: о спортсменке своего края/региона			
94	Going Green 8	<i>Project</i> A.W.A.R.E. (Экологический проект A.W.A.R.E.) с. 134–135	Прогнозирование содержания текста, поисковое и изучающее чтение – статья об экологическом проекте A.W.A.R.E.: упр. 1, 2, 3	Аудиоспровождение текста: упр. 2	Диалог на основе прочитанного: упр. 4; обсуждение проблем текста с переносом на личный опыт: упр. 5; выражение личного аргументированного отношения к прочитанному: упр. 7	Буклет о состоянии экологического мероприятия: упр. 6			
95	Progress Check 8	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 136). Повторение							
96–97	Тест 8 / Книга для чтения (эпизод 8)								
98									
99–102									
Итоговый тест (Exit Test)									
РЕЗЕРВНЫЕ УРОКИ									

### Цели

- **обучающие (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по теме «Поведение в обществе»;
  - научиться слушать, читать тексты, вести разговор о способах начать общение, о языке мимики и жестов, членах семьи и родственниках, конфликтах и способах их разрешения; описывать и сравнивать внешность и характер людей;
  - научиться писать поздравительную открытку, короткую статью о правилах этикета в России, стихотворение (по образцу);
  - освоить (на основе расширения значений) распознавание и употребление в речи Present Simple/Present Continuous/Present Perfect/Present Perfect Continuous, Past Simple/Past Continuous, глаголов состояния (stative verbs), способов выражения действий в будущем, степеней сравнения прилагательных и наречий;
  - освоить образование прилагательных от существительных с помощью суффиксов -ful, -al, -ic, -ish, -less, -ly, -ous; от глаголов с помощью суффиксов -able, -ed, -ing, -ible, -ive;
  - освоить значение и употребление фразовых глаголов (get), идиом по теме;
  - освоить правильную интонацию при передаче эмоциональных состояний;
  - развивать умения, составляющие лингвистическую компетенцию: сопоставление языковых явлений в изучаемом и родном языках;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- **развивающие (ориентированные на достижение метапредметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) во всех видах речевой деятельности, в том числе через освоение правил межличностного общения и поведения в обществе в Великобритании и России;
  - развивать умения планировать свое речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД), в том числе умение пользоваться словарями и справочниками, понимание идиом;
  - развивать регулятивные УУД, в том числе умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям/ ключевым словам/заголовку, выделять основную мысль, устанавливать смысловые соответствия;
- **воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - развивать мотивацию к изучению иностранного языка и обучению в целом;

- формировать гражданскую идентичность учащихся, в том числе через развитие умения вести диалог на основе равноправных отношений и взаимного уважения, конструктивно разрешать конфликты;
- развивать самосознание, в том числе через освоение психологических основ самопознания;
- формировать нравственные чувства и нравственное поведение, воспитывать осознанное и ответственное отношение к собственным поступкам;
- воспитывать культуру поведения через освоение норм этикета.

### Урок 1

#### Введение в модуль

##### Вводная беседа

Организуйте беседу с учащимися о летних каникулах. Спросите, приходилось ли им пользоваться английским языком, в каких ситуациях. Подведите к выводу о важности самостоятельного пользования языком в любых формах (устное общение, чтение, просмотр фильмов и телепередач, переписка, Интернет и др.) для его успешного освоения.

Рекомендуется напомнить особенности структуры учебника, вспомнить рубрики каждого модуля и принятые формулировки заданий – тем более что в структуре модуля в учебнике 8 класса произошли некоторые изменения (см. Предисловие). Необходимо обратить внимание учащихся на справочные материалы в конце учебника, организовать беседу о важности самостоятельной работы с ними для успешного освоения английского языка, вспомнить приёмы работы со словарём, грамматическим справочником, таблицей неправильных глаголов. Целесообразно просмотреть вместе с учениками содержание учебника, обращая внимание на темы, которые вызывают особый интерес у подростков.

#### Введение темы модуля

**Socialising** – обсуждение значения заголовка, возможных русских эквивалентов: *общение, поведение в обществе, социализация*. Попро-

сите учащихся высказаться о том, что они хотели бы узнать, чему хотели бы научиться, работая над материалом этого модуля.

**Предполагаемый ответ:**

*The title refers to how people interact with each other in their daily lives, with their families and friends. I think we will learn about how we socialise in different situations and in different countries.*

## Look at Module 1

Используйте рисунки 1–4 в качестве стимулов для обсуждения и развития интереса к теме. Начните обсуждение возможных проблем данного модуля рядом своих вопросов. Увязывайте последующие вопросы с ответами детей.

**Предполагаемый ответ:**

рис. 1, с. 10

*T: What page is the picture on?*

*S1: It's on page 10. It's a group of friends.*

*T: What do you think they are doing?*

*S2: They are spending time together and having fun.*

*T: How often do you spend time with your friends?*

*S3: Every day after school.*

*T: What do you do with your friends?*

*S4: Sometimes we go out to the cinema, other times we go over to each other's house and talk.*

рис. 2, нет в учебнике

*How old do you think this boy is? Do teenagers have a difficult time in social situations? Why? Is it difficult to meet people and make friends as a teenager?*

рис. 3, с. 13

*What are these people doing in the picture? Are they enjoying themselves? How do you think they feel? What do you do with your friends?*

рис. 4, с. 21

*What's happening in this picture? What do you think the men are saying? When you meet people on/in the street what do you do and say? Are you friendly when you meet new people?*

## Find the page number(s) for

Просматривая модуль, учащиеся находят указанные изображения и дают краткие пояснения по каждому пункту. Окажите помощь, задавая вопросы.

**Предполагаемый ответ:**

**notes (с. 15)**

*What do the notes say? What are they for? Why did a person write them? Do you ever write notes like these?*

**a comic strip (с. 14)**

*What is the comic strip about? Is it funny? Where do we find comic strips? Do you read comic strips? Why?*

**greeting cards (с. 18)**

*What are these cards trying to say? Why do people send them? To whom do people send these cards? Have you ever sent a greeting card? What kind of card? To whom?*

**a poem (с. 22)**

*What is a poem? What is this poem about? Why do we write poems? Do you read or write poems? What about?*

Пролистайте вместе с классом уроки модуля, поясняя, что к концу модуля они научатся выполнять обозначенные виды заданий. Объясните, что каждый урок модуля сосредоточен на определённом виде знаний и речевой деятельности (*Reading & Vocabulary, Listening & Speaking, Grammar in Use, Culture Corner* и т. д.). Учащиеся также просматривают иллюстрации и заголовки рубрик и текстов. Обсудите разные аспекты темы **Socialising** (с. 10–11 *breaking the ice, body language*, с. 12 *giving personal information*, с. 18 *writing greeting cards*, с. 21 *social etiquette in the UK* и т. д.).

## Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...

При фронтальной работе учащиеся (по очереди, по выбору учителя) читают содержание материала, который предстоит изучить в данном модуле. По ходу работы задавайте уточняющие вопросы, приводите примеры, давайте пояснения. При необходимости объясняйте незнакомую лексику. Можно предложить учащимся в процессе работы отмечать галочкой материал, который, на их взгляд, им знаком, крестиком – незнакомый, новый материал (чего не знают, не умеют), звёздочкой – то, что, по их мнению, будет особенно полезным. Организуйте обратную связь (высказывания учащихся по завершении работы). Помните, главная цель вводного урока модуля – мотивировать учащихся на работу по теме, подвести к постановке личных целей в овладении материалом модуля.

**Домашнее задание:** просмотреть учебник и рабочую тетрадь, быть готовым высказаться о наиболее заинтересовавшем материале.





# Reading & Vocabulary

### • Упр. 1, с. 10

**Задачи:** повторение слов по теме «Общение» (в речи), развитие умений прогнозирования содержания текста по заголовку, развитие умений ознакомительного и поискового чтения.

Убедитесь в понимании учащимися значения слова *prediction* (*saying what you think something will be, based on the evidence you have*). Учащиеся по иллюстрации и заголовку высказывают предположения о возможном содержании текста. Запишите предположения на доске. Учащиеся читают текст и проверяют правильность прогнозирования.

**Предполагаемый ответ:**

*The title of the text means finding out what people are like by getting to know them. To start a conversation with someone I don't know I would introduce myself and ask the other person what their name is and what they do.*

### • Упр. 2, с. 10

**Задачи:** развитие умений поискового и изучающего чтения; развитие языковой догадки.

Поясните задание, напомнив учащимся, что для ответа на вопросы не требуется понимания каждого слова в тексте. Учащиеся работают индивидуально, затем сверяют ответы в парах. Организуйте проверку.

**Ключи:**

*1 T; 2 T; 3 DS; 4 F. When you meet someone for the first time, it's better to smile. 5 DS; 6 F. You should show you're interested in others by asking them to speak too. 7 F. You should make the effort to get to know people, even if you find it difficult.*

**opportunity:** situation in which it is possible to do sth (**возможность**)

**blush:** become red in the face because you feel embarrassed (**краснеть от смущения**)

**approach:** go up to, speak to (**приближаться, подходить к**)

**fancy:** feel attracted to (зд. **нравиться, испытывать симпатию к**)

**bright:** positive, full of light (**яркий**)

**benefit:** get help, improve sth/sb (**извлекать пользу**)

**develop:** grow or change over a period of time (**развиваться**)

**avoid:** keep away from sb/sth (**избегать кого-либо/чего-либо**)

### • Упр. 3, с. 10

**Задачи:** развитие умений работать с текстом (выделение цели автора), умений изучающего чтения.

До начала выполнения задания проработайте коллективно рубрику *Study Skills*, посвящённую выявлению цели автора как одному из приёмов повышения эффективности чтения.

Далее учащиеся читают текст повторно в сопровождении аудиозаписи. В парах обсуждают свои варианты ответов (цель автора). Заслушайте несколько вариантов ответов учащихся классом.

**Ключи:**

*The author's purpose is to inform us about how we can break the ice.*

### • Упр. 4, с. 11

**Задачи:** развитие языковой догадки, освоение значений и использования новых слов по теме «Общение» в речи.

При введении новой тематической лексики можно предложить учащимся записать новые слова в словарные тетради или пользоваться словарём *Word List* в конце учебника, составленным помодульно. Англо-русский словарь дополняется при этом работой (на уроках) с дефинициями, толкованиями, а также синонимами, антонимами на английском языке.

Убедитесь в понимании значений новых слов (в том числе через перевод на русский язык). Учащиеся выполняют упражнение индивидуально. Организуйте проверку.

**Ключи:**

*1 blushes; 2 fancies; 3 benefited; 4 avoid*

### • Упр. 5, с. 11

**Задача:** повторение изученных и введение новых слов по теме «Описание характера человека», развитие интеллектуальных умений (анализ, категоризация).

Учащиеся работают в группах по 3–4 человека: читают описания характера и выписывают прилагательные в два столбика, вместе решают, к какой колонке относится слово. Обсудите ответы, представленные группами. Попросите аргументировать ответы. Например: *Shy is negative, because being shy is a problem for Bill. It's difficult for him to communicate with people.*

**Ключи:**

1 positive; 2 negative; 3 positive; 4 positive;  
5 positive; 6 negative; 7 negative; 8 negative

- Упр. 6, с. 11

**Задача:** расширение объёма продуктивного словарного запаса по теме «Описание характера человека» за счёт освоения прилагательных-антонимов.

Проверьте понимание значений данных прилагательных. Вместе выполните подбор антонимов (к 1–2 словам). Далее задание выполняется индивидуально. Учащиеся прослушивают аудиозапись и выполняют самопроверку.

**Ключи:**

1 c 2 a 3 b 4 e 5 d 6 i 7 j 8 f 9 h 10 g

- Упр. 7, с. 11

**Задачи:** развитие умений аудирования (умения понимать основное содержание с опорой на ключевые слова); развитие интеллектуальных умений.

Учащиеся слушают аудиозапись и подбирают прилагательное к каждому из описываемых характеров. Заслушайте варианты ответов (2–3 ученика) с обоснованием. Учащиеся слушают запись повторно и проверяют ответы.

**Ключи:**

Ann – sociable; Sue – stubborn; Billy – selfish

- Упр. 8, с. 11

**Задача:** развитие умений в диалогической речи (диалог – обмен мнениями, перенос знаний на личный опыт).

Прочитайте с классом образец мини-диалога.

Учащиеся работают в парах.

Учитель следит за работой в парах, помогает при затруднениях. Несколько пар разыгрывают свои диалоги перед классом. Организуйте исправление ошибок. Следите за произношением.

**Предполагаемый ответ:**

A: I'm sociable and honest. It's not a problem for me to meet new people. And my friends can always trust me. I think telling lies is disgusting. But I'd like to be more patient.

B: What do you mean?

A: I can't wait and listen when other people are speaking in the discussion! I could give more examples or versions. What about you?

B: I'm quite patient but I'd like to be more confident.

A: Why?

B: Very often I feel nervous. I know the way out! It's to develop one's talents and not to avoid being around new people.

- Упр. 9, с. 11

**Задачи:** развитие умений выражать эмоциональные состояния вербальными и не-

вербальными средствами, умения понимать язык мимики и жестов.

Обсудите понимание учащимися выражения *body language (gestures and movements of the body that communicate something)*. Прочитайте образец. Учащиеся выполняют задание в парах. Заслушайте несколько вариантов ответов учащихся. Обсудите.

**Ключи:**

2 Pete is scratching his head. He seems puzzled./ He looks puzzled.

3 Alex is tapping his foot. He seems impatient./ He looks impatient.

4 Helen is biting her lip. She seems worried./ She looks worried.

5 Gus is crossing his arms. He seems bored./ He looks bored.

6 John is shrugging his shoulders. He seems unsure./ He looks unsure.

7 Laura is clenching her teeth/fists. She seems furious./ She looks furious.

8 Tom is raising his eyebrows. He seems surprised./ He looks surprised.

- Упр. 10, с. 11

**Задача:** развитие умений монологического высказывания (сообщение на основе прочитанного, выражение личного отношения к прочитанному).

Обсуждение организуется в малых группах (3–4 человека). Заслушайте обобщённые мнения групп, используйте их при подведении итогов урока.

**Предполагаемый ответ:**

To break the ice you can smile at the new person. Then you will feel more comfortable speaking to a new person. It is also a good idea to have something interesting to talk about – you should develop a passion! You should also develop good listening skills and show that you are interested in what other people have to say. I should follow these recommendations because I sometimes have problems meeting people.

**Итог урока**

Этот важный этап урока помогает учащимся вспомнить, что нового они узнали на уроке (лексика, грамматические структуры, полезные фразы), что научились делать. При этом важно, чтобы учащиеся смогли воспроизвести освоенный способ деятельности (на данном уроке – как вести себя при знакомстве). На данном уроке рефлексия организуется частично при выполнении упр. 10, с. 11.

**Домашнее задание:** учебник (SB), слова, с. 10–11; рабочая тетрадь (WB), с. 4.



## Урок 3



# Listening & Speaking

### • Упр. 1, с. 12

**Задача:** развитие умений монологической речи (описание картинки по вопросам).

Обсудите варианты ответов, можно записать их на доске.

**Предполагаемый ответ:**

1 The picture shows a girl sitting on a fence and a boy standing next to her. They are in the countryside.

2 They are talking to each other and smiling/laughing. They are enjoying each other's company.

3 They are wearing casual clothes. The girl is wearing jeans and a T-shirt; the boy is wearing jeans, a T-shirt and a checked shirt.

4 They are feeling happy and relaxed.

### • Упр. 2, с. 12

**Задача:** обсуждение содержания и роли вопросов личного характера при знакомстве (развитие коммуникативной культуры).

Учащиеся вслух читают вопросы. Обсудите, когда мы их обычно задаём. Учащиеся приводят примеры различных ситуаций, в которых уместны эти вопросы.

**Ключи:**

You would ask these questions when you meet someone for the first time/when you are just getting to know someone.

### • Упр. 3, с. 12

**Задача:** развитие умений изучающего чтения.

Учащиеся читают диалог и выполняют задание индивидуально. Затем учащиеся читают диалог в сопровождении аудиозаписи и проверяют правильность ответов.

**Ключи:**

1 Have we met before? 2 Are you new here? 3 What's your name? 4 Have you got any brothers or sisters? 5 How old are you?

### • Упр. 4, с. 12

**Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера); умений запрашивать и сообщать фактическую информацию личного характера.

Учащиеся на основе диалога (упр. 3) работают в парах, инсценируя ситуацию знакомства.

Поощряйте дополнение диалогов деталями и подробностями, приближая ситуацию к реальности. Можно заслушать несколько диалогов перед классом.

**Предполагаемый ответ:**

A: Hello, my name is Penny. What's your name?

B: I'm Sally. Sally Spencer.

A: Nice to meet you, Sally. Are you new here?

B: Yes. We arrived here on Saturday.

A: Welcome to the neighbourhood.

B: Thanks, Penny. Have you been living here long?

A: Yes. All my life, actually!

B: Do you have any brothers or sisters?

A: Just one brother. He's one year older than me. You?

B: I'm an only child.

A: I see. How old are you?

B: I turn fifteen in March.

A: I'm fifteen in May. That makes us about the same age.

B: So, we might have some classes together at school.

A: Great! I'll see you on Monday then.

B: Yes. See you then!

### • Упр. 5, с. 12

**а) Задачи:** расширение тематического словаря; развитие умений монологической речи (тематическое сообщение на основе прочитанного с переносом на личный опыт).

Учащиеся читают предложения. Поясните значение незнакомых слов, выражений. Учащиеся выбирают фразу, соответствующую их семейной ситуации, и строят на её основе высказывание. Заслушайте несколько ответов, предложите учащимся задать вопросы друг другу. Поощряйте аргументированные высказывания.

**Предполагаемый ответ:**

I enjoy hanging out with my grandparents. I like to go and stay with them during the holidays. Grandma likes to chat about absolutely everything. I like going out for long walks with her and their dog, Rex. Grandma is a really good cook and prepares lovely meals. She also makes good cakes! Besides that, she is a very optimistic and reliable person. I trust her a lot and share my problems. Grandpa is very good at fixing things. He fixed my bike and I am really pleased! I try to learn patience and self-confidence from him.

### • Упр. 5, с. 12

**б) Задача:** развитие умений аудирования с выборочным извлечением заданной информации.

Убедитесь в понимании учащимися задания. В процессе первого прослушивания записи учащиеся выполняют задание индивидуально.

Затем они сверяют ответы в парах. Организуйте повторное прослушивание. Проверьте ответы.

**Ключи:**

1 D 2 C 3 A 4 F 5 E

• Упр. 6, с. 13

**а) Задача:** развитие умений диалогической речи (обмен репликами в диалогах этикетного характера).

Убедитесь в понимании учащимися задания. Вместе с классом прочитайте фразы 1–10 и ответы а–j. При необходимости поясните незнакомую лексику. Учащиеся выполняют задание индивидуально. Организуйте проверку (учитель/ученик читает фразу – учащиеся дают ответы). Учащиеся проверяют правильность своих ответов при прослушивании аудиозаписи.

**Ключи:**

1 f 2 j 3 i 4 a 5 h 6 c 7 b 8 e 9 g 10 d

• Упр. 6, с. 13

**б) Задача:** развитие умений диалогической речи – определение темы/функции реплик в диалогах этикетного характера.

Учащиеся в парах зачитывают обмены репликами из упр. 6а). Коллективно выполните подбор значения из упр. 6б), обсудите ответы.

**Ключи:**

1. exchanges 3, 5; 2. exchange 1; 3. exchange 5; 4. exchange 2; 5. exchange 7; 6. exchanges 8, 9; 7. exchanges 7, 10; 8. exchanges 2, 4, 5, 6

• Упр. 7, с. 13

**Задача:** развитие умений диалогической речи (обмен репликами в диалогах этикетного характера).

Учащиеся выполняют задание на основе упр. 6а – дополняют обмен репликами и зачитывают ответы в паре при проверке.

**Ключи:**

1 See you later! 2 How are you? 3 Well, thank you for inviting me. 4 Hello! 5 Excuse me!

• Упр. 8, с. 13

**Задачи:** развитие социокультурной компетенции, развитие умений диалогической речи (обмен репликами в диалогах этикетного характера).

**Ключи:**

1 a 2 b 3 b 4 a 5 b

• Упр. 9, с. 13

**Задача:** развитие произносительных и интонационных навыков (различение и соблюдение интонации в высказываниях с положительной и отрицательной эмоциональной окрашенностью).

Прочитайте и поясните важность интонации в речи. Учащиеся слушают аудиозапись и выполняют задание индивидуально. Проверьте ответы при повторном паузированном прослушивании.

**Ключи:**

1 rising – polite, falling – annoyed; 2 rising – friendly, falling – aggressive; 3 rising – polite, falling – suspicious

• Упр. 10, с. 13

**Задачи:** проверка освоения ключевых реплик в диалогах этикетного характера; развитие умений в письменной речи.

Задание выполняется в парах. Учащиеся на этапе проверки инсценируют свои варианты обменов репликами.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 5.

## Урок 4



## Grammar in Use

• Упр. 1, с. 10

**Задачи:** развитие навыков распознавания грамматических времён Present Simple, Present Continuous, Present Perfect и Present Perfect Continuous и их значений, развитие умений ознакомительного и поискового чтения.

Прочитайте текст-комикс вместе с классом. Организуйте короткую беседу на основе содержания прочитанного (*What is the dog's main talent? Why is the story humorous? Etc.*). Затем учащиеся, работая всем классом, определяют временные формы выделенных в тексте глаголов и соотносят их со значениями, приведёнными в задании. Далее в малых группах (3–4 человека) учащиеся записывают свои примеры употребления глаголов в данных временных формах и соответствующих значениях. Обсудите ответы.

**Ключи:**

Are you – a permanent state (Present Simple). I've been studying – an action which started in the past and continues up to the present with emphasis on the duration (Present Perfect Continuous). I've learnt – an action that happened at an unstated time in the past (Present

Perfect). He's always lying – expressing anger or irritation at a repeated action (Present Continuous).

**Present Simple** is also used for:

– general truths and laws of nature, e.g. Water boils at 100 °C.

– habits and routines, e.g. John goes to the dentist's every six months.

– timetables, e.g. The train arrives in Moscow at two twenty six.

– sporting commentaries, reviews and narrations, e.g. It's in! It's another goal for Liverpool.

– feelings and emotions, e.g. I like Diana. She's a good friend.

**Present Perfect Continuous** is also used for:

– an action which started in the past and lasted for some time. It may be continuing or has finished already with the result visible in the present, e.g. Alex has been working in the garden all day and is really tired now.

– to express anger, irritation or annoyance, e.g. I don't believe it! Fiona has been using my perfume again!

– for repeated actions in the past continuing to the present, e.g. Harry has been practising a lot for the competition and is sure to do well.

**Present Perfect** is also used for:

– an action which started in the past and continues up to the present, especially with stative verbs such as *be, have, like, know, etc.* I have known Karen for five years.

– a recently completed action. I've washed the dishes.

– personal experiences or changes. Dee has lost weight.

**Present Continuous** is also used for:

– actions taking place at or around the time of speaking. Tim is talking on the phone.

– temporary situations. We're staying in London this week.

– fixed arrangements in the near future. I'm meeting Sarah at two o'clock.

– currently changing and developing situations. The earth is getting warmer and warmer.

• Упр. 2, с. 14

**Задача:** развитие навыков распознавания и употребления в речи грамматических времён Present Simple, Present Continuous, Present Perfect и Present Perfect Continuous.

**Ключи:**

1 A: do the kids come

B: starts

2 A: is looking

B: Has she found

3 A: Does your sister always leave

B: is always complaining

4 B: am learning; have been taking

5 A: have lost

B: are always losing

• Упр. 3, с. 14

**Задачи:** изучение признаков глаголов состояния (stative verbs); развитие навыков распознавания и употребления их в речи в Present Simple и Present Continuous.

Прочитайте правило в рамке. Убедитесь в понимании. Учащиеся находят два примера в тексте комикса. Попросите учащихся привести свои примеры глаголов состояния. Обсудите. Обратитесь к грамматическому справочнику – с. GR 2 (комментированное чтение). Проверьте понимание.

**Ключи:**

a) **know** – I know how to do maths, too...

**believe** – I don't believe it.

b) 1 A: is Billy being; B: is; 2 A: are you tasting; B: tastes; 3 A: looks; B: are looking; 4 A: do you think; B: am thinking

• Упр. 4, с. 15

**Задачи:** развитие навыков распознавания способов выражения действий в будущем will – be going to – Present Simple – Present Continuous (в соответствии со значением).

**Ключи:**

1 f 2 b 3 a 4 e 5 d 6 c

• Упр. 5, с. 15

**Задача:** развитие навыков распознавания и употребления в речи форм **will – be going to** для выражения действий в будущем.

**Ключи:**

1 am going to; 2 are going to; 3 will; 4 will; 5 am going to

• Упр. 6, с. 15

**Задача:** развитие навыков употребления в речи (диалог) форм Present Simple – Present Continuous для выражения действий в будущем.

**Ключи:**

A: What time does the concert start?

B: 9.30, so we're going to leave/we're leaving the house at 8.00.

A: What time does the film start?

B: At 8 o'clock, so we're meeting/going to meet outside the cinema at 7.45.

A: What time does your ballet lesson finish?

B: Six o'clock.

A: So, I'll pick you up at 6.15.

• Упр. 7, с. 15

**Задача:** развитие навыков распознавания значений и употребления в речи форм Past Simple – Past Continuous.

**Ключи:**

1 b 2 c 3 a 4 e 5 d

• Упр. 8, с. 15

**Задача:** развитие навыков распознавания значений и употребления в речи различных временных форм глаголов.

**Ключи:**

1 haven't written; 2 have been; 3 started; 4 am studying; 5 am going to become; 6 have had; 7 was walking; 8 ran; 9 took; 10 will write

• Упр. 9, с. 15

**Задачи:** развитие навыков употребления в речи различных временных форм глагола с соответствующим наречием времени или выражением, обозначающим время действия; развитие умений продуктивного письма (письменное высказывание по теме).

На основе предложенного ряда слов/выражений повторите соотношение разных временных форм глагола с определёнными наречиями времени/временными выражениями (e.g. ago/yesterday/last month – Past Simple, already/just/since/ever/never – Present Perfect, etc.). Попросите учащихся привести свои примеры с этими словами. Обсудите. Далее учащиеся работают индивидуально, а затем в парах обсуждают свои предложения о школьной жизни.

**Ключи:**

S1: I came to this school three years ago.

S2: Before I came to this school I went to a smaller school.

S3: I still haven't done my biology homework.

S4: I have already played in two football matches for the school this year.

S5: I haven't decided yet what I want to do when I leave school.

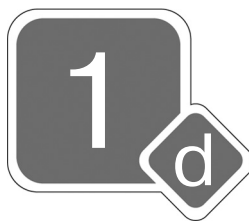
S6: Tomorrow we have French and English in the morning.

S7: I have been studying German for two years.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, Grammar Check 1, с. 138–139; WB, с. 6.

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 16

**Задачи:** повторение изученных и введение новых слов по теме «Описание людей: внешность, характер»; развитие умений монологической речи (сообщение).

Проработайте тематическую лексику в таблице, введите новые слова. Прочитайте описание-образец, убедитесь в полном понимании текста учащимися. Далее учащиеся готовят и представляют классу свои описания известных людей. Класс старается угадать, о ком идёт речь.

**Предполагаемый ответ:**

*He is a sports star in his thirties. He's tall with a strong muscular build. He has blond very short hair. He has almond-shaped green eyes. He is humourous and has an unusual style. He is quite good-looking and his fans love him. He is the best football player in the world. Who is he? David Beckham*

• Упр. 2, с. 16

**Задачи:** повторение признаков степеней сравнения прилагательных и наречий и развитие навыков распознавания их форм.

После коллективной работы с таблицей учащиеся приводят свои примеры прилагательных и наречий в сравнительной и превосходной степенях. Примеры можно записать на доске. Предложите учащимся соотнести их с аналогичными формами в русском языке (deep – deeper – (the) deepest – глубокий – глубже – глубочайший; interesting – more interesting – (the) most interesting – интересный – более интересный – самый интересный; то же – с наречиями).

• Упр. 3, с. 16

**Задача:** развитие навыков употребления в речи форм степеней сравнения прилагательных и тематической лексики при сравнении внешности людей.

Прочитайте с классом образец диалога и проверьте понимание. Учащиеся по образцу в парах разыгрывают аналогичные микродиалоги. Требуйте от учащихся интенсивного использования новой лексики – прилагательных из упр. 1. Поощряйте более развёрнутые диалоги. Заслушайте несколько диалогов.



**Предполагаемый ответ:**

A: *Sue is slimmer than Sarah.*

B: *Yes, but Sally is the slimmest. Maybe she exercises a lot in the gym. Who do you think is the oldest?*

A: *Probably Sarah is the oldest and Sue is the youngest, she looks really very young with her short hair. She is a teenager, I think, and she wears very short skirts.*

• **Упр. 4, с. 16**

**Задача:** развитие навыков употребления в речи форм степеней сравнения прилагательных и наречий, а также сравнительных оборотов *as ... as, twice as ... as, not so ... as, the more ... the better*.

**Ключи:**

1 *as funny*; 2 *the earliest*; 3 *the most popular*; 4 *more/the angrier*; 5 *as good-looking*; 6 *the least*; 7 *sooner/better*

• **Упр. 5, с. 17**

**Задачи:** развитие навыков употребления в речи форм степеней сравнения прилагательных и наречий, а также сравнительных оборотов; развитие умений монологической речи (повествование о членах своей семьи).

**Предполагаемый ответ:**

*My aunt is younger and slimmer than my mother. But she is shorter and her eyes are smaller. But the more you look at them the more you believe that they are sisters.*

• **Упр. 6, с. 17**

**Задача:** развитие умений аудирования с пониманием основного содержания, с извлечением заданной информации.

**Ключи:**

1 D (Laura Smith); 2 B (Roger); 3 C (Mrs Jones); 4 A (Bill)

• **Упр. 7, с. 17**

**Задача:** повторение изученных и введение новых слов по теме «Родственные и прочие отношения».

**Ключи:**

1 *classmates*; 2 *acquaintance*; 3 *colleagues*; 4 *aunt*; 5 *neighbours*; 6 *stepmother*; 7 *niece*; 8 *nephew*

• **Упр. 8, с. 17**

**Задача:** введение и развитие навыков употребления в речи наречий степени.

Вместе с учащимися изучите содержание таблицы. Обсудите. Учащиеся ставят вопросы к наречиям в таблице *very, really, pretty, quite, a bit, a little* – к ним подходит вопрос *how much?* (насколько, в какой степени). Попросите уча-

щихся найти аналогии в русском языке (очень, достаточно, довольно, немного и т. д.).

Далее учащиеся читают диалог-образец. В парах они составляют аналогичные микродиалоги с использованием наречий степени.

**Предполагаемый ответ:**

A: *What's your new teacher at school like?*

B: *Well, he is quite serious and very helpful.*

A: *That's good.*

B: *Yes, but he can be a bit impatient at times.*

A: *Well that's better than my teacher who is very bossy and a little annoying sometimes.*

• **Упр. 9, с. 17**

**Задачи:** знакомство с идиомами по теме «Межличностные отношения», развитие умений употребления их в речи.

До начала выполнения задания проработайте коллективно рубрику *Study Skills*, посвящённую определению идиом и их роли в словарном запасе. Убедитесь в понимании учащимися феномена идиомы (выражение имеет другой смысл, нежели его отдельные слова-компоненты). Предложите учащимся соотнести предложенные идиомы с фразеологизмами в русском языке (*спустя рукава* – кое-как, *небрежно*; *вывести на чистую воду* – разоблачить; *зарубить на носу* – хорошо запомнить и др.). Учащиеся в группах по 3–4 человека выполняют задание. Поясните, что картинки иллюстрируют буквальное значение выражения, а его реальный смысл передаётся переносным значением (см. Appendix 3, с. WL 26). Организуйте проверку.

Задание б) учащиеся выполняют самостоятельно. Организуйте проверку.

**Ключи:**

**a)** 1D – *to say honestly what you think about a situation, even if it might upset/offend people*; 2 F – *to be annoying/irritating*; 3 E – *to annoy/irritate*; 4 C – *to make sb extremely annoyed*; 5 A – *not to say things that upset people*; 6 B – *to make people who have not met before feel more relaxed with each other*

**b)** 1 *hold, tongue*; 2 *speak, mind*; 3 *driving, crazy*; 4 *pain, neck*; 5 *gets, nerves*; 6 *break the ice*

• **Упр. 10, с. 17**

**Задача:** развитие умений употребления в речи (микродиалоги) идиом по теме «Межличностные отношения».

**Предполагаемый ответ:**

A: *Karen is so confident; she really speaks her mind.*

B: *Yes, but sometimes she should hold her tongue as not to hurt other's feelings.*

**Итог урока:** Рефлексия освоенного материала организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, с. 16–17 лексика; WB, с. 8.

## Урок 6



### Writing Skills

#### • Упр. 1, с. 18

**Задачи:** введение темы «Написание поздравительной открытки»; развитие умений монологической речи (описание картинки).

Учащиеся описывают устно изображения на поздравительных открытках. Обсудите, в каких случаях посылают ту или иную открытку. Прочитайте текст в рамке – проверьте ответы.

**Предполагаемый ответ:**

*In card A I can see someone in bed, he is ill. In card B I see two rings joined together. I think it's a wedding. Card C shows someone with a birthday cake and presents. Card D has a picture of a ring that is inside a heart and surrounded by flowers. Card E shows a stork carrying a little baby in its beak. Card F has two penguins playing in the snow. Card G shows a girl wearing a graduation gown dancing for joy. Card H shows pretty flowers. We usually send such messages to congratulate people or to wish people well.*

#### • Упр. 2, с. 18

**Задачи:** повторение изученных и введение новых слов и выражений по теме «Темы поздравительных открыток».

Прочитайте с учащимися список ситуаций, по необходимости поясняя новые слова и выражения. Учащиеся самостоятельно выполняют задание на установление соответствий. Проверьте ответы.

**Ключи:**

1 e 2 h 3 b 4 c 5 f 6 d 7 a 8 g

#### • Упр. 3, с. 18

**Задача:** развитие умений изучающего чтения.

Прочитайте текст с классом. Попросите учащихся найти ключевые слова, которые помогают определить, к какой открытке относится текст. Запишите ключевые слова на доске. Обсудите ответы (повод для написания открытки).

**Ключи:**

*Card A. Janet wrote the card to wish Helen a speedy recovery.*

#### • Упр. 4, с. 19

**Задача:** развитие умений распознавания неофициального стиля речи в письмах (письмо личного характера).

Организуйте чтение материала в рамке. Проверьте понимание. Учащиеся находят соответствующие примеры в тексте упр. 3. Запишите эти выражения на доске.

**а) Ключи:**

**short opening and closing remarks:** *Dear Helen, Hugs and kisses*

**abbreviations:** *What's, wasn't, I'm, you'll*

**colloquial phrasal verbs, idioms and everyday**

**language:** *you'll be back on your feet in no time*

**the imperative:** –

**informal linkers:** *and*

#### • Упр. 5, с. 19

**Задача:** развитие умений распознавания и употребления в речи (письмо личного характера) неофициального стиля речи.

**Ключи:**

*A Jane has written to congratulate Tony on his new job.*

*Examples of informal style: Hi Tony, Well done, All the best*

*B Greg has written to Neil to suggest that they get together.*

*Examples of informal style: Hi Neil, How's it going? I'm, you're, Let's get together, Give me a ring, Catch you later*

*C Sarah has written to Amanda to apologise for not being able to go to her party.*

*Examples of informal style: Hey Amanda, can't, stuck, I'll, make it up to you, Kisses*

#### • Упр. 6, с. 19

**Задачи:** развитие умений продуктивного письма (умение писать поздравительную открытку): освоение лексики и структур-клише.

**Ключи:**

*1 thoughts (has a family problem) 2 recovery (had an accident) 3 proud (got his/her degree) 4 luck (is moving to another place) 5 day (celebrating his/her birthday)*

#### • Упр. 7, с. 19

**Задача:** развитие умений продуктивного письма (умение писать поздравительную открытку).

Учащиеся в парах переписывают текст, изменяя стиль на неофициальный. Заслушайте несколько вариантов, подготовленных учащимися, обсудите.

**Предполагаемый ответ:**

Hi Matthew!

Happy birthday! Cheers for inviting me to your party next week! I'll definitely come! Can't wait to see you all!

Love,  
Paul

• Упр. 8\*, с. 19

**Задача:** развитие умений продуктивного письма (поздравительная открытка другу).

Учащиеся в парах пишут своё поздравление с опорой на образец, используя лексику и структуры неофициального стиля. Заслушайте несколько вариантов ответов учащихся, обсудите.

**Предполагаемый ответ:**

Dear Kira,

Congratulations on winning the summer school scholarship! I'm sure you'll enjoy studying and living in London. Best of luck with everything! Will be thinking of you,

Love,  
Sarah

• Упр. 9, с. 19

**Задача:** развитие умений понимать иностранный юмор (английский).

Учащиеся читают часть шутки. Предложите им ответить на поставленный вопрос. Обсудите все предложенные варианты ответов. Выберите лучший, объясните, почему он уместен в шутке (что в нём смешного).

**Ключи:**

Another year (meaning: she got another year older which is something she really doesn't want).

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 19; WB, с. 8.

## Урок 7



## English in Use

• Упр. 1, с. 20

**Задачи:** освоение способов образования прилагательных от существительных с помощью суффиксов **-ful, -al, -ic, -ish, -less, -ly, -ous** и от глаголов с помощью суффиксов **-able, -ed, -ing, -ible, -ive**; практика упот-

ребления в речи прилагательных в превосходной степени.

Организуем чтение правил словообразования в рамке. Прокомментируйте. Проверьте понимание. Попросите учащихся привести примеры словообразования суффиксальным способом в русском языке (свет – светлый, берёза – берёзовый; школа – школьный и т. д.).

В задании **b** проработайте приведённый пример ответа. Далее учащиеся выполняют задание самостоятельно и проверяют ответы по словарю. В парах учащиеся отвечают на вопросы упражнения. Заслушайте несколько вариантов ответов учащихся.

**Ключи:**

**b)** 2 successful; 3 traditional; 4 romantic; 5 stylish; 6 careless; 7 generous; 8 educated; 9 rainy; 10 boring; 11 enjoyable; 12 horrible

**Предполагаемый ответ:**

2 I think Vanessa Mae is the most successful musician. 3 I think beef stroganoff is the best traditional dish. 4 I think Karmelita is the worst romantic TV series. 5 The most stylish outfit, in my opinion, is a silk tunic with black leggings. 6 I deleted a file on my computer by mistake. 7 My most generous friend is called Irina. She is always giving me presents! 8 My neighbour, Professor Petrov, is the most educated person I know. He has written a lot of books on physics. 9 I think it is best to stay at home and watch DVDs on a rainy day. 10 The most boring film I have ever seen is The Da Vinci Code. 11 The least enjoyable holiday I ever had was when I had to stay in town. 12 The most horrible food I've ever tasted was a Chinese takeaway from the Far East.

• Упр. 2, с. 20

**Задача:** освоение значений и развитие навыков распознавания и употребления в речи фразовых глаголов (get).

Можно сначала записать фразовые глаголы с get на доске и ввести их значения в нетрудном контексте. Например, *How are you **getting along with** your sister? – Oh, we are best friends.* Учащиеся дают свои варианты понимания значений. Обсудите. Далее учащиеся работают индивидуально, используя для проверки Appendix 1 на с. WL 26. Учащиеся зачитывают свои предложения вслух.

**Ключи:**

1 across; 2 along; 3 over with; 4 down; 5 over

• Упр. 3, с. 20

**Задачи:** развитие навыков распознавания и использования предлогов в устойчивых сочетаниях (в рамках тематической лексики).

Учащиеся выполняют задание самостоятельно, пользуясь справочными материалами. Объясните, что выделенные в предложениях слова требуют определённых предлогов – их нужно заучивать вместе с предлогами. Этот важный материал включён в каждый модуль. Ему посвящён специальный раздел словаря – Appendix 2 на с. WL 26. После проверки выпишите слова с предлогами на доске. Прочитайте данный в упражнении образец. Учащиеся в парах составляют предложения о знакомых им людях.

**Ключи:**

1 with; 2 about; 3 of; 4 of; 5 on; 6 at; 7 of; 8 to; 9 with

**Предполагаемый ответ:**

Sasha is **nervous about** acting in the school play. Our young PE teacher is very **popular with** both junior and senior students. She is an excellent teacher and the students are very **fond of** her. She is not **keen on** going sailing, as she gets seasick easily. Vadim has become quite **good at** tennis after only a few lessons. Julia's parents are **proud of** her talent in Arts. Tania is very **close to** her cousin and tells her everything. How can he be a teacher? He's not **patient enough with** children!

• Упр. 4, с. 20

**а) Задача:** развитие навыков распознавания и использования в речи временных форм Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous.

Учащимся предлагается текст электронного письма. Поясните, что для задания такого рода необходимо прежде всего обращать внимание на наречия и другие обстоятельства времени, указывающие на время/частоту совершения действия. Именно они определяют видо-временную форму глагола. Учащиеся выполняют задание самостоятельно. Проверьте ответы.

**Ключи:**

1 sent; 2 was feeling; 3 cheered; 4 have already been; 5 have never been; 6 have been studying

**б) Задачи:** развитие навыков использования в речи временных форм Past Simple, Past Continuous, Present Perfect, Present Perfect Continuous; развитие навыков диалогической речи (ролевая игра – разговор по телефону).

**Предполагаемый ответ:**

**Claire:** Hi Jane. It's Claire, how are you?

**Jane:** Oh, hi Claire. Fine and how are you feeling?

**Claire:** I'm fine. I'm calling to thank you so much for the lovely card and flowers you sent last week.

*They really cheered me up as I was feeling very low.*

**Jane:** You're very welcome, it's the least that I could do. How are you feeling now?

**Claire:** Much better, I have been back at school for a couple of days.

**Jane:** How is school going?

**Claire:** I have never been so busy, as I have a lot of schoolwork. For the past two nights, I have been studying until midnight to try and catch up.

**Jane:** Oh dear. You should try and get some rest.

**Claire:** I have almost finished the work I missed and then I am going to take a break.

**Jane:** Good, call me when you finish and we can get together.

**Claire:** Ok. Take care.

**Jane:** You too.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 9.

## Урок 8

### Culture Corner

• Упр. 1, с. 21

**Задачи:** развитие мотивации, актуализация лексико-грамматического материала для беседы по теме «Этикет/Правила поведения в обществе».

Учащиеся, используя предложенные ответы, говорят о своём понимании термина *social etiquette*. Можно расширить беседу, спросив, какие ассоциации вызывают у учащихся эти слова.

**Ключи:**

*Social etiquette: customs&rules for polite behaviour*

• Упр. 2, с. 21

**Задачи:** развитие умений прогнозирования содержания текста по заголовку и подписям под иллюстрациями; развитие умений поискового чтения; развитие социокультурной компетенции.

**Предполагаемый ответ:**

*I think British people shake hands when they meet people for the first time. When they greet people they know well, I think they sometimes hug each other or kiss; sometimes they just wave to each other or smile. I think the British like to talk about the weather and also about gardening and pets. When British people go visiting people I think they like to bring something for the host, maybe a little present or some flowers.*



• Упр. 3, с. 21

**Задача:** развитие умений поискового чтения.

**Ключи:**

- 1 They shake hands.
- 2 They kiss them on the cheek or give them a hug.
- 3 You can talk about family, friends, films, television, sport, studies, food, hobbies and weather.
- 4 You should be on time and bring a little gift for your hosts.

• Упр. 4, с. 21

**Задачи:** развитие умений изучающего чтения; развитие навыков употребления в речи новой тематической лексики.

Учащиеся стараются по контексту понять значение новых слов/словосочетаний и объяснить значение по-английски, а также дать русский эквивалент.

**Ключи:**

**respect:** have a good opinion of their character or ideas (**уважать**)

**kiss (sb) on the cheek:** kiss sb on the side of their face (**целовать кого-либо в щеку**)

**give them a hug:** put your arms around them and hold them tightly (**обнять их**)

**affectionate:** showing love or fondness for sb (**нежный, любящий**)

**offended:** upset because of sth sb has or has not done (**обиженный**)

**small talk:** conversation about unimportant things between people who do not know each other well (**светский разговор**)

**marital status:** the state of being married or not (**семейное положение**)

**acceptable:** good enough, appropriate (**приемлемый**)

**hosts:** people who have guests (**хозяева**)

1 respect; 2 hug; 3 acceptable; 4 hosts; 5 cheek

• Упр. 5, с. 21

**Задачи:** развитие умений монологической речи (сообщение по вопросам на основе прочитанного текста); развитие умений представлять родную страну на английском языке.

Обсудите варианты ответов. Окажите помощь в подборе лексического материала. Более подробно тема будет разработана на следующем уроке (*Spotlight on Russia*).

**Предполагаемый ответ:** см. упр. 6.

• Упр. 6\*, с. 21

**Задача:** развитие умений продуктивного письма (написание заметки о правилах общественного поведения/этикета в России).

**Предполагаемый ответ:**

**Social Etiquette in Russia**

Russians are very warm and hospitable people. They enjoy meeting new people and like to invite people to their homes for food and conversation. When Russian people meet a person for the first time, they usually shake hands with him/her. They usually smile as they introduce themselves. When they greet people they know well, they kiss them on both cheeks (often three times) to say hello and goodbye.

Popular topics for small talk are TV programmes, pets, family or you can complain about public transport or the weather. When visiting friends or relatives in their homes, it is fine for Russian people to arrive five or ten minutes late. It is good manners to take some flowers with you, or a little gift to show your appreciation. It's an accepted rule in most homes to take off shoes at the door and put on a pair of slippers. Meals are usually big and tasty, especially for visitors.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 21; WB, с. 10.

## Урок 9

### **Spotlight on Russia с. 3. Social Etiquette in Russia**

**Задачи:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране; развитие умений оказывать помощь зарубежным гостям в ситуациях общения в России.

#### **Вводная беседа**

Ознакомьте учащихся с общей структурой подборки материалов о России, представленных (как и в учебниках для 5–7 классов) в формате журнала для подростков. Прочитайте и обсудите редакционное обращение. Используйте его для мотивации учащихся на взаимодействие при помощи английского языка (создание материалов о своей жизни, родном крае) для решения обозначенной коммуникативной задачи: помочь английским школьникам и другим зарубежным сверстникам как можно больше узнать о России. Запишите действующий адрес электронной почты – сюда учащиеся могут посылать свои материалы.

Вспомните материалы учебников 5–7 классов: какие темы и задания о России учащимся особенно запомнились?

Учащиеся просматривают содержание (*Contents*): какие темы кажутся особенно привлекательными?

Организуем беседу о правилах поведения в обществе, принятых в России.

Работа над текстами урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах.

Организуем беседу на основе прочитанного текста. Каков источник текстов? (Вероятно, путеводитель по России для иностранцев.) Какие структуры использованы для выражения рекомендаций? Обсудите содержание текстов.

Предложите учащимся выполнить задания и ответить на вопросы. Выслушайте разные варианты ответов учащихся, организуем обсуждение. Поощряйте развернутые ответы с использованием изученной в новом модуле лексики и грамматических структур.

Подведите учащихся к написанию короткой заметки о правилах этикета в России, представляющей дополнение к тексту.

**Предполагаемый ответ:**

*But there are a few things you should remember when you go to Russia.*

**Naming Conventions.** *Russian names are comprised of: a first name, which is the person's given name; a middle name, which is a patronymic or a version of the father's first name formed by adding '-vich' or '-ovich' for a male and '-evna' or '-ovna' for a female. The son of Ivan would have a patronymic of Ivanovich while the daughter's patronymic would be Ivanovna and a last name, which is the family name or surname. In formal situations, people use all three names. Colleagues and close acquaintances may refer to each other by their first name and patronymic. Close friends and family members call each other by their first name only.*

**Appearance.** *Businessmen in Russia usually wear suits that are dark and well tailored along with good dress shoes. A businessman's wardrobe demonstrates the individual's image as a professional. Men often do not take off their jackets in negotiations. Do not stand with your hands in your pockets. This is considered rude. Women dress rather conservatively, avoiding overly flashy outfits. Men should always take off their hats and women should always cover their heads when entering into any Russian Orthodox Church. Skirts should be worn rather than pants.*

**Be Mindful of Gesticulations.** *When travelling in Russia, there are a few extra travel etiquette rules*

*that you should keep in mind. The thumbs-up sign is acceptable to communicate that everything is going well. You may be surprised to learn that whistling indoors is against common rules, as some Russians believe in the superstition that indoor whistling results in poor financial performance. Even whistling during applause is not acceptable.*

**Things to Keep in Mind.** *When touring Russia it's a little hard to get around in Russia without knowing some of the language, but in major cities like Moscow and St. Petersburg, there are many people (generally of the younger generation) who speak English and are happy to help tourists about directions. It's not necessary for tourists to be nervous about being annoying to local people in Russia. Russian locals are very forgiving and are accustomed to Western visitors. Most Russians will go out of their way to help tourists visiting their cities. A little bit of knowledge of the Russian language will go a long way. At the very least, tourists should learn to say 'Please' (Pazhalsta) and 'Thank You' (Spasiba).*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, Spotlight on Russia (SP on R), с. 3\*; WB, с. 11.

## Урок 10

### **Across the Curriculum: PSHE (Personal, Social & Health Education)**

• Упр. 1, с. 22

**Задачи:** развитие умений прогнозирования содержания текста по заголовку и с опорой на стихотворение в качестве эпиграфа; развитие умений чтения стихотворного текста.

Обратите внимание учащихся на иллюстрации и заголовок стихотворения. Обсудите возможную тему и содержание стихотворения. Учащиеся читают в сопровождении аудиозаписи текст. Обсудите понимание. Учащиеся делятся наблюдениями относительно структуры текста (короткие предложения, в основе – антонимы как отражение противоречий, спора, ссоры).

**Ключи:**

*The title of the poem is 'Argument' which is exactly what the poem is about. The words in the poem are made up of two people contradicting each other. It serves as a kind of epigraph to the text titled Dealing with Conflict.*

• Упр. 2, с. 22

**Задача:** развитие умений обсуждать проблемы литературного произведения с переносом на личный опыт; воспитание толерантности, умения выстраивать поведение в ситуации конфликта.

Учащиеся высказываются по вопросам задания. Можно организовать работу в парах, а затем выслушать советы групп о том, как вести себя в ситуации ссоры, конфликта.

**Предполагаемый ответ:**

A: How do you deal with arguments?

B: I try not to argue with people. I hate arguments. If people are arguing, I try to keep out of it. What about you?

A: I don't like them either, but sometimes I argue for ages with people. I try to get them to see my point of view. I try not to shout or get emotional.

B: That's the best thing to do. Etc.

• Упр. 3, с. 22

**Задача:** развитие умений изучающего чтения.

Проработайте с классом рубрику *Study Skills*, посвящённую одному из основных форматов заданий при обучении чтению – заполнению пропусков (реконструкции текста, восстановлению пропущенных слов). После прочтения рекомендаций и обсуждения учащиеся восстанавливают предложенный алгоритм действий. Можно кратко записать его на доске.

Учащиеся читают текст и выполняют задание, затем сравнивают ответы в парах. Проверьте ответы. Организуйте работу по освоению новой лексики (выделенные слова и выражения) по контексту.

**Ключи:**

1 how 2 at 3 them 4 but 5 other

**show up:** appear (**возникать, появляться**)

**frustrated:** feeling upset or angry because you are unable to do anything about a problem (**расстроенный**)

**annoyed:** fairly angry about sth (**раздражённый**)

**disappointed:** feeling sad because sth has not happened/because sth is not as good as you hoped (**разочарованный**)

**resolving:** solving (**разрешение (конфликта)**)

**process:** series of actions carried out in order to achieve a particular result (**процесс**)

**blame:** say sb is responsible for sth, even if they may not be (**винить**)

**accuse:** tell sb you think they did sth (**обвинять**)

**boss me around:** bully me (**помыкать, указывать кому-либо, что делать**)

**flexible:** adaptable (**гибкий**)

• Упр. 4, с. 22

**Задача:** развитие умения выражать свои чувства в ситуации разрешения конфликта.

Убедитесь в понимании учащимися задания и текста (предложений) упражнения. Организуйте работу по освоению значения новой лексики. Учащиеся выполняют задание в парах. Заслушайте несколько вариантов ответов.

**Предполагаемый ответ:**

2 I am disappointed that you are late again. I don't feel I can rely on you.

3 I don't feel I can believe what you say anymore as there have been so many lies.

4 I wish you would listen to me for once!

• Упр. 5, с. 23

**Задача:** развитие умений монологической речи (сообщение в связи с прочитанным текстом).

Учащиеся повторно читают текст и делают выписки (заметки, тезисы) как основу для сообщения. Заслушайте несколько вариантов рекомендаций. Обсудите.

**Предполагаемый ответ:**

You cannot resolve conflict when you are feeling angry. You must take a deep breath and calm down. Only then will you be able to discuss the problem. It may help to count to 10 or imagine that you are in a relaxing place – do something to make yourself feel better. When you speak, try not to blame or accuse the other person. Also, try to use I-statements. Etc.

• Упр. 6, с. 23

**Задача:** развитие умений написания стихотворного текста по образцу на базе пар антонимов.

Поясните задание. Учащиеся в парах работают со списком слов-антонимов, используя упр. 1 как образец, и составляют свои стихотворения. Учащиеся (по желанию) читают свои стихотворения. Заслушайте отзывы класса.

**Предполагаемый ответ:**

The never-ending argument

Sad! Happy! Won't! Will!

Bad! Good! Cold! Hot!

Go! Come! Old! Young!

Slow! Fast! Night! Day!

Don't! Do! Light! Dark!

• Упр. 7, с. 23

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).

Организируйте работу в малых группах (3–4 человека). Учащиеся высказываются, согласны ли они с утверждением Франклина и как, на их

взгляд, оно соотносится с темой прочитанного текста. Оказывайте помощь в отборе языкового материала и организации обсуждения.

**Предполагаемый ответ:**

*A: I agree with the text about how easy it is for a conflict to become very bad with people screaming and even hitting. It has happened to me before.*

*B: I think it's really important not to blame or accuse people when discussing a problem as it doesn't help.*

*C: Yes, I agree, it's important to use "I feel" statements also.*

*D: I agree that being flexible and listening to the way the other person sees the problem helps when solving a problem. Etc.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 23; WB, с. 12–13.

## Progress Check

*Progress Check 1* и *Look at Module 2* проводятся на одном уроке.

**Задачи:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 clenched 2 sociable 3 pessimistic 4 patient  
5 reliable 6 insincere 7 selfish 8 shy 9 shrugged  
10 stubborn

**2** 1 optimistic 2 attractive 3 generous 4 furious  
5 boring

**3** 1 take 2 is looking 3 tastes 4 are tripping/might  
trip 5 was cooking 6 dressed 7 'll have 8 has  
been working 9 is always shouting/always shouts  
10 is thinking

**4** 1 on 2 down 3 across 4 over 5 over with

**5** 1 with 2 at 3 on 4 of 5 of

**6** 1 c 2 a 3 e 4 b 5 d

## Цели

- обучающие: (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по темам «Еда, способы приготовления пищи» и «Покупки, магазины»;
  - научиться вести разговор о здоровой пище, кулинарных рецептах, разного рода магазинах, в том числе благотворительных, о покупках;
  - научиться писать письма личного характера (в том числе электронные), в частности, письмо другу о традиционных блюдах национальной кухни;
  - научиться писать статью/заметку о благотворительных организациях;
  - освоить использование во всех видах речевой деятельности грамматического времени Present Perfect Continuous в сравнении с Present Perfect;
  - освоить использование определённого/неопределённого артикля с географическими названиями и в некоторых устойчивых выражениях;
  - освоить использование во всех видах речевой деятельности собирательных имён существительных;
  - освоить образование прилагательных, глаголов и существительных с отрицательным значением с помощью приставок *dis-*, *mis-*; глаголов со значением повторения действия с помощью приставки *re-*;
  - освоить использование фразовых глаголов (*go*);
  - развивать умения, составляющие лингвистическую компетенцию: сопоставление языковых явлений в изучаемом и родном языках;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение метапредметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) через все виды речевой деятельности, в том числе умения общения и взаимодействия, умение планировать своё речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД), в том числе умение пользоваться словарями, справочной литературой, ИКТ;
  - развивать регулятивные УУД, в том числе умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям и ключевым словам или заголовку, выделять основную мысль, устанавливать смысловые соответствия при восприятии речи на слух;
  - развивать воображение при моделировании ситуаций общения;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - мотивировать к изучению иностранного языка;
  - воспитывать культуру питания как составляющую здорового образа жизни;
  - воспитывать уважение к традициям других стран, проявляющихся в национальной кухне;
  - воспитывать культуру поведения через освоение норм этикета (умение расспросить о магазине или покупке; умение расспросить и объяснить дорогу);
  - воспитывать нравственные ценности, обсуждая такие явления как благотворительность;
  - воспитывать бережное отношение к природе, экологическую культуру;
  - формировать умения социально значимой деятельности (участие в решении экологических проблем).

Структура всех модулей учебника одинакова. Подробные советы по работе с компонентами модуля даны в Предисловии и поурочных рекомендациях к Модулю 1. Далее приводится краткий комментарий и ключи к заданиям.

## Урок 1

### Введение в модуль

Организуется на том же уроке, что Progress Check, по завершении работы над разделом *Now I can...* Модуля 1.

**Вводная беседа** по изученной теме.

*E.g.: What do you do and say when you meet people? How do you solve conflicts with your friends and family?*

### Введение темы модуля

**Food & Shopping** – обсуждение возможных русских эквивалентов: *продукты питания и покупки, пройдёмся по магазинам*. Попросите учащихся объяснить по-английски, что означает название: *The title means things that we eat and buy. I think we will learn about different types of food, ways of shopping and places to shop.*

**Look at Module 2** (работа с иллюстрациями)

**Предполагаемый ответ:**

рис. 1, с. 27

*T: What page is the picture on?*

*S1: It's on page 27. It's a ball of rice.*

*T: What is it in?*

*S2: Some kind of dish or package.*

*T: Where would you find this?*

*S3: Probably in a restaurant or lunch box.*

*T: Do you eat rice? Is this from our country?*

*S4: I never eat rice. I think it's from a country in Asia.*

рис. 2, с. 30

*What is this picture of? What do the words mean? What do they celebrate? Why would you celebrate this way? Are you careful about what you buy?*



рис. 3, с. 32

*What is in the picture? Do you eat this food? How is it prepared? Do you know how to cook?*

рис. 4, с. 34

*What's happening in this picture? What kinds of things are being sold? Who shops at this place? Where do you shop? Have you ever shopped at a place like this?*

## Find the page number(s) for

Просматривая модуль, вместе с классом найдите указанные изображения. Обсудите, что на них изображено.

**Ключи:**

### **a flea market advertisement (с. 29)**

*What does the advertisement say? What information does it give? Where would you find such an advertisement? Would you go to the flea market? Why?*

### **logos (с. 37)**

*What are logos? What do you usually find on them? Where do you find them? What kind of groups have logos? Why do groups have them? Do you know a logo?*

(A **logo** — **логотип, эмблема** — is a symbol that represents an organization or company, used often in advertisements or on its products.)

## Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 1.

## Урок 2



## Reading & Vocabulary

### • Упр. 1, с. 26

**Задачи:** повторение изученных и введение новых слов по теме «Продукты питания»; мотивирование учащихся на работу по теме.

**Предполагаемый ответ:**

*I usually eat an apple or a banana at school at break time and then I have a cheese or ham sandwich for lunch with some salad and tea.*

*I take a banana or an apple from home — my mum gives it to me in the morning before I leave. And for lunch I go to the school canteen.*

### • Упр. 2, с. 26

**Задача:** развитие умений прогнозирования содержания текста по невербальным опорам.

**Предполагаемый ответ:**

*I think that an obento is a school meal. It is from Japan.*

### • Упр. 3, с. 26

**Задачи:** развитие умений поискового (а) и изучающего (b) чтения; развитие языковой догадки.

**а) Предполагаемый ответ:**

*Do students make their own obentos? What foods are obentos made of? Why do they make attractive shapes with their food?*

**б) Ключи:**

*1 ... a boxed meal. 2 ... the 5th century. 3 ... in theatres, airports or train stations. 4 ... rice, meat or fish, vegetables and fruit. 5 ... appealing. 6 ... small and sometimes include new foods for the children to try.*

**basically:** mostly/more or less (**в основном**)

**nourishing:** good for your health, giving you the food you need (**питательный**)

**appealing:** pleasing and attractive (**привлекательный**)

**take pride in:** take pleasure to do something (**гордиться чем-либо**)

**fussy eater:** eat only familiar/known foods (**привередливый в питании**)

### • Упр. 4, с. 26

**Задача:** развитие умений монологической речи (сообщение на основе прочитанного текста, оценочное высказывание).

**Предполагаемый ответ:**

*I found it very interesting that obentos have been used since the 5th century. It's also very interesting that they are shaped like flowers, animals or even cartoon characters. I found it interesting that nursery schools have rules about how to prepare an obento. Obentos are healthy because they contain rice, meat or fish, vegetables and fruit that are all very nourishing and healthy.*

### • Упр. 5, с. 26

**а) Задачи:** повторение изученных и введение новых слов по теме «Продукты питания и способы приготовления пищи»; развитие интеллектуальных умений (анализ, сопоставление, сравнение).

**Ключи:**

*1 roast; 2 pickled; 3 scrambled; 4 mashed; 5 roast; 6 scrambled*

**b) Задача:** развитие умений диалогической речи (диалог – обмен мнениями).

**Предполагаемый ответ:**

A: I love pickled vegetables. They are very tasty. How about you?

B: I prefer them steamed because it's healthy food. When you steam vegetables or fish they keep all vitamins and useful minerals. Pickled vegetables are usually too salty. Etc.

• Упр. 6, с. 27

**Задача:** повторение изученных и введение новых слов по теме «Питание».

**Ключи:**

1 salad; 2 food; 3 diet; 4 weight; 5 meal; 6 sauce; 7 chocolate; 8 vegetables

Обратите внимание на сходство значительного ряда тематической лексики в английском и русском языках. Учащиеся приводят свои примеры (salad – салат, diet – диета, sauce – соус, chocolate – шоколад и т. д.).

• Упр. 7, с. 27

**Задача:** развитие умений монологического высказывания (сообщение с переносом на личный опыт с опорой на модель).

**Предполагаемый ответ:**

2 peanuts because; 3 Mexican dishes because; 4 grapefruits; 5 sweets because; 6 hamburgers because

• Упр. 8, с. 27

**Задача:** развитие умений письменного высказывания (по вопросам и опорной лексике).

**Предполагаемый ответ:**

1 A traditional dish in my country is called pelmeni.

2 Pelmeni is made from minced meat, dough and various spices.

3 You prepare the dough using eggs, sometimes with milk or water added, and use it to wrap the minced meat. You also add various spices such as pepper, onions and garlic. You can either boil or fry the pelmeni until they turn golden brown.

4 It tastes delicious and can be quite spicy depending on how many spices you use.

• Упр. 9, с. 27

**Задача:** развитие умений продуктивного письма (письменный ответ на вопросы, электронное письмо другу о своей национальной кухне).

**Предполагаемый ответ:**

Dear Matt,

Last time you asked me what national dishes we usually cook. (OR In your letter you asked me about my favourite Russian national dish.) There

are a lot of nice dishes in Russian cuisine but my favourite is pelmeni. It's made from minced meat, dough and various spices. You prepare the dough from eggs, sometimes with milk or water added, and use it to wrap the minced meat. You also add various spices such as pepper, onions and garlic. You can either boil or fry the pelmeni until they turn golden brown. They can taste really spicy! Try to cook it! But I can't say that it's healthy food so don't eat it too often! What's your favourite traditional dish? I'd like to try it.

Your friend,  
Olga

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 27; WB, с. 14.

## Урок 3



## Listening & Speaking

• Упр. 1, с. 28

**Задача:** развитие умений аудирования (развитие умения понимать основное содержание с опорой на иллюстрации).

**Ключи:**

The dialogues are taking place in a department store, at a car boot sale and in a shopping mall.

• Упр. 2, с. 28

**Задача:** развитие умений монологического высказывания (описание картинок).

## Study Skills

До начала выполнения задания проработайте коллективно раздел *Study Skills*, посвященный описанию иллюстраций, а также данный в книге для учителя образец (предполагаемый ответ). На основе тематической лексики организуйте обсуждение описаний предложенных иллюстраций.

**Предполагаемый ответ:**

Picture D shows us some people shopping at a busy flea market. You can probably hear a lot of noise as people are talking about what they want to buy and the stall-holders are trying to persuade people to buy things. The weather

must be warm because they are wearing light clothes, such as T-shirts and shorts. The person working on the stall is wearing sunglasses. The stalls are selling clothes. This flea market is probably somewhere in the UK because I can see the UK flag at the top right hand corner of the picture.

• Упр. 3, с. 28

**а) Задача:** развитие умений работать с контекстом при освоении тематической лексики (названия магазинов и других предприятий сферы обслуживания).

**Ключи:**

1 clothes shop; 2 hairdresser's; 3 butcher's; 4 bakery; 5 chemist's; 6 shoe shop; 7 optician's; 8 post office; 9 florist's; 10 fishmonger's; 11 newsagent's; 12 jeweller's

**б) Задача:** освоение в речи тематической лексики. Поощряйте более развёрнутые ответы учащихся.

**Ключи:**

You can buy some stamps at the post-office. You can also send letters or parcels from there.  
You can buy a packet of aspirin and some other medicines, drops or painkillers at the chemist's.  
You can buy a kilo of sausages at the butcher's and of course all kinds of meat.  
You can buy a pair of sunglasses at the optician's. You can also check your eyesight there.  
You can buy some prawns as well as all kinds of fish at the fishmonger's.  
You can buy a bunch of tulips at the florist's. What flowers do you like? You can find a lot of sorts there.  
You can buy a dress at a clothes shop. You can also find a scarf and a hat to match.  
You can buy a fruitcake at the bakery. Or do you prefer rolls or biscuits? You can also buy a loaf of hot white bread and some rye bread there.  
You can buy a necklace at the jeweller's. You can also find a nice ring to suit you there.

• Упр. 4, с. 28

**Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера).

**Предполагаемый ответ:**

A: I need to buy some stamps. Is there a post office near here?  
B: Yes, there's one between the bakery and the florist's. It's a five minute walk from here. Just go down the street then turn right.  
A: Thanks a lot/thank you.  
B: You are welcome/don't mention it.

• Упр. 5, с. 29

**Задача:** развитие умений изучающего чтения.

**Ключи:**

1 F 2 A 3 B 4 E 5 A

• Упр. 6, с. 29

**Задача:** развитие умений в аудировании (аудирование с выборочным извлечением заданной информации).

**Ключи:**

1 jewellery; 2 500; 3 7; 4 5:30; 5 station

• Упр. 7, с. 29

**Задача:** развитие произносительных и интонационных навыков (работа над интонацией различных типов вопросов).

• Упр. 8, с. 29

**Задача:** развитие социокультурной компетенции (выбор правильного ответа в соответствующей ситуации общения).

**Ключи:**

1 a 2 a 3 b 4 a

• Упр. 9, с. 29

**Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера).

**Предполагаемый ответ:**

A: What a nice scarf. Is it new?  
B: Yes, I bought it three days ago. I'm glad you like it.  
A: This blue colour really suits you. Where did you get it?  
B: At the department store near "Kopeyka".  
A: Whereabouts is it exactly?  
B: In Flotskaya Street, opposite the post office.  
A: Was it very expensive?  
B: No, not at all. It was only 300 roubles.

• Упр. 10, с. 29

**Задача:** использование новой лексики в контексте.

**Предполагаемый ответ:**

1 At the optician's shop, they asked me if I am long or short-sighted. 2 Could you please get a bunch of tulips at the florist's for the party tonight? 3 Every Saturday my mother goes to the flea market and searches for antiques. 4 This was a bargain and only cost 5£. 5 Those glasses really suit you. 6 The bakery is just around the corner.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 29; WB, с. 15.



## Урок 4



## Grammar in Use

### • Упр. 1, с. 30

**Задачи:** развитие навыков распознавания грамматических времён Present Perfect и Present Perfect Continuous, развитие умений ознакомительного и поискового чтения.

До начала грамматического анализа текста организуйте короткую беседу по содержанию прочитанного:

*What is 'Buy nothing day'? What is the idea of this day? Do you like the idea? Would you like to join this day/to organize it in your class/school?*

**Ключи:**

**Present Perfect:** *It has always fallen; All the students have brought in a few items; We have decided; We've walked to school; We've asked our parents*

**Present Perfect Continuous:** *People have been celebrating; We have been working*

### • Упр. 2, с. 30

**Задача:** развитие навыков распознавания и использования в речи грамматических времён Present Perfect и Present Perfect Continuous.

**Ключи:**

1 A: *Have you seen;* B: *has been trying;* 2 A: *have known;* B: *Has she been studying;* 3 A: *has lost;* B: *has not been eating;* 4 A: *Have you been cleaning;* B: *have just started*

### • Упр. 3, с. 30

**а) Задача:** развитие навыков распознавания грамматических времён.

**Предполагаемый ответ:**

*In the first sentence we have used the Present Perfect because it refers to an action that happened at an unstated time in the past. In the second sentence the Past Simple is used because it refers to an action that happened at a specific time in the past (last year).*

**б) Задача:** развитие навыков использования в речи (диалог-расспрос) грамматических времён.

**Предполагаемый ответ:**

A: *Have you ever saved money for a reason?*  
B: *Yes, I have.*

A: *What did you save it for?*

B: *I saved it to buy a new bicycle. It was a year ago.*

A: *Have you ever visited a charity shop?*

B: *Yes, I have.*

A: *Did you buy anything?*

B: *I bought a pair of earrings.*

A: *Have you ever bought something you regretted afterwards?*

B: *Yes, I have.*

A: *What did you buy?*

B: *I bought a very expensive pair of jeans.*

### • Упр. 4, с. 30. Game

**Задачи:** практика использования в речи прилагательных, обозначающих чувства и эмоциональные состояния; развитие навыков использования в речи (диалог-расспрос) грамматических времён Present Perfect и Present Perfect Continuous.

Мотивируйте учащихся давать развёрнутые высказывания и говорить три-четыре реплики со стороны каждого партнёра в диалоге, используя предписанные в задании временные формы. Победителем может считаться пара, составившая диалог с наибольшим количеством реплик (связанных логически, с правильным употреблением заданных структур).

**Предполагаемый ответ:**

**I.** A: *I am/have been very tired lately.*

B: *Have you not been sleeping well?*

A: *I'm afraid not. I've been worrying about my coming exam.*

B: *Do you know the material well?*

A: *Quite. I've been studying hard for a year.*

B: *Then you should stop worrying. Everything will be OK.*

**II.** A: *I'm so angry at Peter!*

B: *Has he been lying again?*

A: *Yes, he has. He has been making up stories about me. I won't speak to him again.*

B: *Don't worry, everybody in the class knows you well.*

**III.** A: *Natasha is/has been happy lately.*

B: *Has she been doing well in school?*

A: *Yes, very. She's got a lot of excellent marks in Literature and History.*

B: *Congratulations!*

### • Упр. 5, с. 31

**Задача:** развитие навыков распознавания и использования в речи грамматических времён Present Perfect и Present Perfect Continuous.

**Ключи:**

1 to 2 gone 3 been 4 in 5 gone

• Упр. 6, с. 31

**Задача:** развитие навыков распознавания и использования в речи грамматических времён Present Perfect и Present Perfect Continuous и соответствующих наречий и союзов.

**Ключи:**

1 How long; 2 never; 3 last; 4 since; 5 just; 6 recently; 7 ago; 8 ever; 9 so far; 10 yet

• Упр. 7, с. 31

**Задача:** развитие навыков распознавания и использования в речи определённого и неопределённого артиклей.

**Ключи:**

1 the; 2 The, the, —; 3 the, a; 4 —, a, the; 5 the, a; 6 the, an; 7 the; 8 —, the; 9 the, —

• Упр. 8, с. 31

**Задачи:** развитие навыков распознавания и использования в речи местоимений с количественным значением, развитие умений изучающего чтения.

До начала выполнения грамматической части задания организуйте беседу по содержанию текста на тему «Подростки и карманные деньги»: чем похожи американские и российские подростки, в чём различия; что удивило учащихся и т. д.

**Ключи:**

1 a lot of; 2 Very few; 3 much; 4 few; 5 many

• Упр. 9, с. 31

**Задача:** развитие навыков распознавания и использования в диалогической речи (диалог-расспрос) грамматических времён Present Perfect и Present Perfect Continuous.

Мотивируйте учащихся на распространённые диалоги.

**Ключи:**

A: How long have you known your best friend?  
B: Since I was six./For ten years. How long have you been at this school?

A: Since 2003./For seven years. How long have you lived in this area?

B: All my life. What about you? How long have you lived here?

A: For eight years. How long have you been studying English?

B: For six years.

A: Me too. Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, Grammar Check 1, с. 140–141; WB, с. 16.

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 32

**Задачи:** повторение изученных и введение новых слов по теме «Питание»; развитие умений монологической речи (перенос на личный опыт).

**Ключи:**

1 bars; 2 litres; 3 teaspoons; 4 pinch; 5 slices; 6 loaves

**Предполагаемый ответ:**

1 I eat one or two bars of chocolate per week. 2 I drink about one litre of milk per week. 3 I don't take any teaspoons of sugar in my tea. 4 Yes, I add a pinch of salt to my salad. 5 I usually put one slice of cheese in my sandwich. 6 I usually buy one or two loaves of brown bread a week.

• Упр. 2, с. 32

**а) Задача:** повторение изученных и введение новых слов по теме «Питание и способы приготовления пищи».

**Ключи:**

1 grate; 2 melt; 3 beat; 4 slice; 5 pour; 6 peel; 7 chop

**Предполагаемый ответ:**

**grate:** cabbage; **beat:** a mixture for a cake; **slice:** apple, fruit, pizza; **pour:** wine, juice, milk; **peel:** orange, cucumber, carrot

**б) Задача:** развитие умений диалогической речи (диалог-расспрос).

**Предполагаемый ответ:**

A: Oh! You're cooking omelette. Have you melted the butter?

B: Yes, I have./No, I haven't melted it yet.

A: Have you grated the cheese?

B: Yes, I have./No, I haven't grated it yet.

A: Have you chopped the onion?

B: Yes, I have./No, I haven't chopped it yet.

A: Can I help you?

B: It's very kind of you. Chop the onion, please. We'll have a meal in ten minutes.

• Упр. 3, с. 32

**Задача:** развитие умений ознакомительно-го и изучающего чтения.

**Ключи:**

The text is a recipe.

1 teaspoon; 2 pinch; 3 grate; 4 slice/cut; 5 chop; 6 melt

• Упр. 4, с. 32

**Задача:** развитие умений диалогической речи (диалог этикетного характера в кафе/ресторане).

**Ключи:**

A Sparkling or still? B Steamed, fried or grilled?  
C Rare, medium or well done? D Fried, boiled or scrambled? E White or brown?

**Предполагаемый ответ:**

A: I'd like some water, please.

B: Sparkling or still?

A: Still, please.

B: What would you like for the main course?

A: I'd like the fish, please.

B: Steamed, fried or grilled?

A: Grilled, please.

B: Would you like some dessert?

A: Just a cup of coffee.

B: Sparkling water, grilled fish and a cup of coffee.

• Упр. 5, с. 33

**Задача:** развитие навыков распознавания и использования в речи существительных, употребляемых только во множественном числе, и существительных, используемых только в единственном числе.

Сопоставьте с аналогичным явлением в русском языке. Попросите учащихся привести примеры (ножницы, брюки, прятки; молоко, счастье, мебель и др.).

**б) Ключи:**

1 is; 2 is/is; 3 is; 4 are/these; 5 is; 6 is/it; 7 doesn't

• Упр. 6, с. 33

**Задача:** знакомство с идиомами, связанными своими компонентами с темой модуля.

**Ключи:**

1 his cup of tea; 2 spill the beans; 3 a piece of cake; 4 with a pinch of salt; 5 crying over spilt milk  
The pictures shows the idiom "crying over spilt milk" (it means what has happened can't be changed, so it's better to accept it rather than be upset about it).

• Упр. 7, с. 33

**Задача:** развитие умений аудирования (аудирование с пониманием основного содержания, с извлечением заданной информации).

**а) Ключи:**

The first one gives a positive opinion and the second one a negative opinion.

**б) Ключи:**

**First dialogue**

First of all there were so many dishes to choose from. The portions were huge. I was really full when we finished.

**Second dialogue**

When we left I was still hungry. The prices turned out to be reasonable. The waiter mixed up our order. I wouldn't recommend it. There was a really long queue. They tried to overcharge us.

• Упр. 8, с. 33

**Задача:** развитие умений монологической речи (повествование-рассказ о семейном обеде в ресторане/гостях).

**Предполагаемый ответ:**

My family and I had dinner at an Italian restaurant at the weekend. The food was great and the portions were just right. The waiter was friendly and welcoming and helped answer all of our questions. At the end of our meal, he even brought us a plate of fruit. I would definitely like to go there again.

• Упр. 9, с. 33

**Задача:** развитие умений продуктивного письма (электронное письмо английскому другу с описанием семейного обеда в ресторане, кафе).

**Предполагаемый ответ:**

To: Jane

Re: My weekend

Hi Jane!

How are things with you? What did you do this weekend?

My family and I went out to a really nice Italian restaurant – it was brilliant! The food was so tasty and it wasn't expensive at all. The waiter made us feel really welcome and gave us a lovely plate of fruit at the end of our meal – free of charge! We should go there when you come over to visit us in the summer!

Bye just now,

Lucy

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 33; WB, с. 17.

**Урок 6**



**Writing Skills**

• Упр. 1, с. 34

**Задача:** развитие умений монологической речи (описание картинка) с опорой на тематическую лексику (словосочетания).

**Предполагаемый ответ:**

The picture shows people shopping at a flea market. / The picture shows a flea market. / There are many open-air stalls full of second-hand items, as well as handcrafted goods such as silk scarves and silver jewellery. Most of these things can be bought at reduced prices. The street vendors are usually friendly and quite loud, to draw your attention. Many excited shoppers are enjoying the colourful atmosphere.

• Упр. 2, с. 34

**Задачи:** развитие умений изучающего чтения (правила написания (электронного) письма личного характера) и подготовка к продуктивному письму.

**а) Ключи:**

1 an email. 2 my American pen friend Jack. 3 cheap places where Jack's sister can go shopping

**б) Ключи:**

I'm going to write in an informal style. I'm going to start my letter with an informal greeting such as Dear Jack and I'm going to choose an informal ending such as Take care.

• Упр. 3, с. 34

**Задача:** развитие умений ознакомительно-го чтения.

**Ключи:**

1 C; 2, 3 A; 4 B

• Упр. 4, с. 35

**Задача:** развитие навыков распознавания и использования в речи правильного порядка прилагательных в предложении при описании.

**а) Ключи:**

colourful, indoor, outdoor, international, vintage, beautiful, embroidered, second-hand, rare, leather

**б) Ключи:**

1 Ann bought a small square wooden table. 2 Steve wore a second-hand navy blue woollen pair of gloves. 3 Sarah gave them a beautiful round silver frame. 4 Her grandmother has an old Russian gold pair of earrings. 5 He bought her a modern striped cotton bag.

• Упр. 5, с. 35

**Задача:** развитие умений продуктивного письма (умения подбирать соответствующее начало и концовку личного письма).

**Ключи:**

Opening remarks: **A, D**

Closing remarks: **B, C, E, F**

Replace – Hi! How are you? **with** Hi! How's everything going? **or** How's things?

Replace – Have to go now. I've got a project to finish for Monday **with** I'd better go and do some work!

• Упр. 6, с. 35

**Задача:** развитие умений продуктивного письма (умения составлять план личного письма).

## Study Skills

Предварительно проработайте коллективно рубрику *Study Skills*, посвящённую работе с заданием и вводной частью упражнения на написание письма-ответа. В работе обычно даётся описание ситуации, а также основные позиции, которые необходимо осветить в письме.

**Ключи:**

**Key words:** part, letter, pen friend, write, letter

1 My American pen friend Jim is going to read my letter. 2 To give my friend some information about open air markets in my town. 3 They are in the city centre. 4 You can buy everything from vintage clothing to antiques. 5 I can start with 'Dear Jim' and end with 'I'd better go and do some work! Take care'.

• Упр. 7, с. 35

**Задача:** развитие умений продуктивного письма (написание электронного письма другу).

**Предполагаемый ответ:**

Dear Jim,

Hi, how are you? I am fine, although I have been very busy with school. I got your letter and I was happy to hear you enjoyed Paris. You asked me if there are any similar markets in my city. There are some – let me tell you about them.

We do have a few open-air markets here, but they only operate during the summer months. The largest one is alongside the river. It is in the city centre so it is easy for everyone to get to and it is quite enjoyable. You can buy clothes, toys, handicrafts, furniture, and even baking. It is a unique experience.

If you come for a visit this summer I will take you and show you round. We can shop and then have lunch at one of the food stalls after. Hope to see you soon.

Take care,

Tanya

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 7\*, с. 35; WB, с. 18.



## Урок 7



### English in Use

#### • Упр. 1, с. 36

**Задача:** освоение значений и развитие навыков распознавания и употребления в речи фразового глагола **go**.

**а) Ключи:**

1 after; 2 with; 3 off; 4 down with; 5 through; 6 without; 7 up

**б) Ключи:**

The man is going after the bus.

**Предполагаемый ответ:**

I sometimes wake up late and have to go after the school bus. It's very stressful because if I miss it, I end up being late for school.

#### • Упр. 2, с. 36

**Задача:** освоение образования прилагательных, существительных и глаголов с отрицательным значением с помощью префиксов **dis-**, **mis-**.

**Ключи:**

1 misbehaving; 2 misplaced; 3 dishonest; 4 misunderstanding; 5 disrespect; 6 disadvantages

#### • Упр. 3, с. 36

**а) Задачи:** развитие умений изучающего чтения; развитие навыков распознавания и использования предлогов (*in, out, by*) в устойчивых словосочетаниях (в рамках тематической лексики).

**Ключи:**

1 in 2 out 3 by 4 by 5 in

**б) Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера).

**Предполагаемый ответ:**

A: Can I help you?

B: Yes, please. Do you have a copy of "Harry Potter and the Goblet of Fire"?

A: Let me see. I'm afraid it's out of stock at the moment. How about "Harry Potter and the Order of the Phoenix" instead?

B: Ok, I'll take that.

A: Would you like to pay in cash or by credit card?

B: Is it possible to pay by cheque?

A: Of course it is. Just make it out to WH Smith.

B: Thank you very much.

#### • Упр. 4, с. 36

**а) Задача:** развитие навыков распознавания и использования в речи Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous.

**Ключи:**

1 makes; 2 writes; 3 plans; 4 has been experimenting; 5 is entering; 6 wants; 7 has always dreamed; 8 will bring

**б) Задачи:** развитие навыков распознавания и использования в речи грамматических времён Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous; развитие умений диалогической речи (интервью).

**Предполагаемый ответ:**

**Interviewer:** Amanda, you have been cooking ever since you were a little girl. What exactly are you doing now with your cooking?

**Amanda:** Well I make up my own recipes and write the successful ones down in my own cookery book, which someday I plan on publishing.

**Interviewer:** Do you have a favourite cooking style?

**Amanda:** Recently I have been experimenting with different cooking styles and spices from around the world and I find them all interesting so I don't really have a favourite.

**Interviewer:** I see, so what do you plan to do next?

**Amanda:** Next week, I am entering an international cooking competition that I really want to win, as the first prize is a scholarship to a well-known catering school in France.

**Interviewer:** That's exciting!

**Amanda:** Yes, I have always dreamed of becoming a qualified chef!

**Interviewer:** Well, good luck to you! I hope your dish will bring home first prize.

**Amanda:** Thank you very much.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 4\*, с. 36; WB, с. 19.

## Урок 8

### Culture Corner

#### • Упр. 1, с. 37

**Задачи:** развитие умений прогнозировать содержание текста и умений поискового чтения.

**Предполагаемый ответ:**

The title of the text means that people should think of the needs of people who live near to

them before they think about helping anyone else. The title refers to charity and all these logos are logos of charities in the UK.

• Упр. 2, с. 37

**Задача:** развитие умений изучающего чтения.

**Ключи:**

1 B 2 D 3 C 4 B 5 B 6 C 7 B 8 A 9 D 10 C

• Упр. 3, с. 37

**Задача:** развитие умений продуктивного письма (письменный ответ на вопросы); развитие умений диалогической речи (диалог – обмен мнениями).

**Предполагаемый ответ:**

A: Do you think it is a good idea to have big charity organisations?

B: Yes, because people tend to trust them more. They can get help from the government and they can help more people in need. What do you think?

A: I agree that it is important to help those in need. I prefer to give money to big charity organisations rather than beggars in the street.

• Упр. 4, с. 37

**Задача:** развитие умений продуктивного письма (написание заметки о благотворительной организации в России).

**Предполагаемый ответ:**

One charity organisation in my country is called 'Good Deed'. It aims to help elderly people. They help in many ways, such as visiting people in their homes, providing them with food, medicine, vitamins and someone to talk to. They also help finance visits to doctors and specialists. Another well-known charity organisation in Russia is called 'Caring Heart'. It has many programmes to help the needy. These organisations are able to help people thanks to the support of international humanitarian organisations, commercial companies and government agencies.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 4\*, с. 37; WB, с. 20.

## Урок 9

### Spotlight on Russia с. 4. Food & Shopping

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

### Начало урока

Организуйте беседу о национальной кухне, традиционных национальных блюдах, которые готовят по особым случаям.

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах.

Организуйте лексическую работу на основе текста. Она может включать работу над кратким описанием (дефинициями) национальных блюд, транслитерацией их названий. Предложите учащимся задать свои вопросы шеф-повару. Окажите лексическую помощь в оформлении вопросов и ответов.

Предложите учащимся выполнить задания и ответить на вопросы. Выслушайте разные варианты ответов, организуя обсуждение. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур.

Выйдите на монологические высказывания учащихся о рецептах любимых блюд и национальных праздниках, когда их готовят. Обсудите, что бы они приготовили на «Русский вечер», если бы были в гостях в Англии или Америке или в международном молодёжном лагере.

**Предполагаемый ответ:**

**A.** Russian cuisine is one of the most popular and widely spread in the world. French cuisine is elegant, Chinese cuisine is exotic, Russian cuisine is healthy and delicious. Russian dishes are easy to cook and they do not demand special ingredients. Traditional Russian cuisine is an important part of Russian national culture. **Well-known dishes include:** borsch (beet soup), olivie (potato salad), golubtsy (cabbage rolls filled with meat and rice, covered in a tomato broth), blini (pancakes), pirozhki (small pies), ponchiki (donuts). Russian cuisine has a rich history and offers a wide variety of soups, dishes made from fish, cereal, vegetables, fruit, mushrooms, berries. Peasants had to find a way to make cucumbers, cabbage and mushrooms last the winter. Pickling was the answer. But like so many things in Russia, it had to be done in a completely different way: while most of Europe used some form of vinegar, as the key component in the pickling process, Russians used salt.

**B.** Pickling is very popular in Russia. My favourite dish is pickled tomatoes, here is the recipe.

Ingredients:

Tomatoes • Dill • Horseradish leaves • Cherry leaves • Blackcurrant leaves • Garlic • Summer savoury • Coarse grain salt • Water • Sterilised jars



Preparation:

1. Sort tomatoes by size and ripeness, wash in cool water.

2. For every 5 kg of tomatoes use 75 g dill, 30 g horseradish greens, cherry leaves and black-currant leaves (don't worry if you can't find all of these leaves: while all are desirable, any one of three will do fine), 6–7 garlic cloves (peeled), as well as a half sprig each of tarragon and savoury.

3. The amount of salt required for pickling depends on the ripeness of the tomatoes. Green or brown tomatoes need 70–80 g of salt per litre of water. Red tomatoes need 100 g of salt per litre.

4. Line the bottom of a sterilised jar with one third of the spice/herb/garlic mixture, with dill at the bottom.

5. Place tomatoes neatly on top of the spices until the jar is half full.

6. Place another layer of spice mixture on top of tomatoes, and then add one more layer of tomatoes. Place remaining spice mixture on top.

7. Add salted water, making sure tomatoes are completely covered, and seal jar.

8. Store for 2–3 months at 5 °C.

9. Open and enjoy.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 4\*; WB, с. 21.

## Урок 10

### Going Green

• Упр. 1, с. 38

**Задача:** мотивация на изучение экологических проблем.

Обратитесь к иллюстрации и заголовку текста. Обсудите понимание учащимися вопроса в задании как экологической проблемы.

• Упр. 2, с. 38

**Задачи:** освоение приёмов работы с текстом, относящихся к технологии критического мышления, мотивация к познавательной деятельности.

Коллективно изучите рубрику *Study Skills*. Поясните, что описанный способ работы с текстом относится к приёмам, составляющим технологию критического мышления. Она позволяет с максимальной эффективностью проработать проблему, которой посвящён текст.

**Предполагаемый ответ:**

**What I already know:** I know that shopping bags are made of paper and plastic and that paper can be recycled more easily than plastic. **What I want to know:** I want to know which type of bag is friendlier to the environment.

• Упр. 3, с. 38

**Задача:** развитие умений поискового чтения.

**Ключи:**

1 Paper bag. 2 Plastic bag. 3 Plastic bag. 4 Plastic bag. 5 Plastic bag.

• Упр. 4, с. 39

**Задача:** освоение тематической лексики через контекст.

**Ключи:**

Confuse with – mistake for  
a large deep hole where we bury rubbish – landfill site

not heavy – light

only a little – minimal

damage – harm

get rid of them – throw them away

making – manufacturing

break up – decompose

• Упр. 5, с. 39

**Задачи:** развитие умений изучающего чтения; освоение приёмов работы с текстом, относящихся к технологии критического мышления, мотивация к познавательной деятельности.

**Ключи:**

I learned that the best way to carry my shopping is a reusable bag because it takes minimal energy to make, it's light and it lasts for years. I can learn more through the Internet.

• Упр. 6, с. 39

**Задача:** освоение способов словообразования (приставка **re-** с глаголами для обозначения повторного действия).

**Ключи:**

Examples in the text: recycle, reusable

1 remarry; 2 rename; 3 reopen; 4 restart;

5 rewrite; 6 reprint; 7 reappear; 8 rediscover

• Упр. 7, с. 39

**Задача:** развитие умений диалогической речи (диалог – побуждение к действию) с опорой на схему.

**Предполагаемый ответ:**

A: You shouldn't use plastic bags when you shop, because they take thousands of years to decompose when they end up in landfills.

*B: I see your point. How about paper bags? They are very easy to recycle and more environmentally friendly.*

*A: I don't think so because we use more energy and chemicals to recycle them. Plus, it takes a great number of trees to make paper.*

*B: So, what should I do?*

*A: You could use reusable bags. They last a long time and we don't waste so much energy to make them.*

*B: I guess you're right.*

• **Упр. 8, с. 39**

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).

**Предполагаемый ответ:**

*The quote means we make a strong effort to do something when we have an important reason behind it.*

Предложите учащимся подтвердить правоту высказывания примерами ситуаций из личного опыта. Подведите к выводам экологического содержания: *If each of us understands how important it is not only to think, but act ecologically friendly, we'll manage to save our planet for future generations.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, с. 8\*; WB, с. 22–23.

## Progress Check

*Progress Check 2 и Look at Module 3 проводятся на одном уроке.*

**Задачи:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 pickled 2 pinch 3 sparkling 4 bar 5 rare  
6 litre 7 overcooked 8 peel 9 grated 10 dark

**2** 1 dislike 2 misplaced 3 dishonest 4 disadvantages 5 misunderstand

**3** 1 has gone; 2 Have you been working; 3 has Helen spent; 4 Has Mum been baking; 5 has Tom been saving; 6 has never been; 7 he has been working; 8 haven't bought; 9 has been cleaning; 10 Have you ever eaten

**4** 1 after 2 off 3 down/up 4 without 5 through

**5** 1 by/with 2 by 3 in 4 in 5 out

**6** 1 d (pay in cash) 2 e 3 c 4 a 5 b

Цели

- обучающие (ориентированные на достижение предметных результатов обучения):**

  - освоить во всех видах речевой деятельности новые лексические единицы по темам «Великие люди прошлого», «Выдающиеся деятели мировой науки»;
  - научиться вести разговор о разных областях науки, о профессиях, работе, изобретателях и изобретениях, периодах жизни (в биографии);
  - научиться писать письмо личного характера с просьбой об услуге, электронное письмо о необычном происшествии, биографию известного человека, рассказ;
  - освоить использование во всех видах речевой деятельности грамматических времён Past Perfect/Past Perfect Continuous;
  - освоить образование глаголов с помощью суффиксов *-ise/-ize*;
  - освоить использование фразовых глаголов (*bring*);
  - развивать умения, составляющие лингвистическую компетенцию: сопоставление языковых явлений в изучаемом и родном языках;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение метапредметных результатов обучения):**

  - развивать коммуникативные универсальные учебные действия (УУД) во всех видах речевой деятельности, в том числе умения полно и точно выражать свои мысли в соответствии с задачами и условиями коммуникации (по плану), адекватно использовать речевые средства для дискуссии и аргументации своей позиции, умения работать в группе;
  - развивать познавательные универсальные учебные действия (УУД), в том числе умения пользоваться словарями и справочниками, ИКТ для поиска, обработки и представления информации, понимание идиом;
  - развивать регулятивные УУД, в том числе умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям/ключевым словам/заголовку, выделять основную мысль, устанавливать смысловые соответствия;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**

  - формировать гражданскую идентичность учащихся через освоение мирового и российского общекультурного наследия (достижения науки), через формирование потребности в самореализации, социальном признании (выбор профессии);
  - развивать мотивацию к учению, образованию как основе успешной профессиональной деятельности;
  - формировать систему ценностей;
  - воспитывать уважение к людям разных профессий.

**Вводная беседа** по изученной теме.

*E.g.: Do you like the food served at the canteen at school? Do you think you eat healthy food? What kinds of things do you spend your money on? Do you like shopping?*

**Введение темы модуля**

**Great Minds** – обсуждение возможных русских эквивалентов: *великие люди прошлого, великие умы человечества, выдающиеся деятели мировой науки*. Попросите учащихся объяснить по-английски, что означает название: *The title refers to great people in history who have contributed or achieved something important. I think we will learn about great people and what they have accomplished.*

**Look at Module 3** (работа с иллюстрациями)  
**Предполагаемый ответ:**

рис. 1, с. 42

*T: What page is the picture on?*

*S1: It's on page 42. It's a sheep in a hot-air balloon.*

*T: Why do you think it is in there?*

*S2: It has something to do with the history of the hot air balloon. Maybe they tested the balloons on animals first.*

*T: Why?*

*S3: To be sure it's safe.*

рис. 2, с. 48

*Whom can you see in the picture? What kind of information is in the text? Do you find inventors interesting? Do you know any inventors? Who? What did they invent?*

рис. 3, с. 53

*Whom can you see in the picture? Why is she famous? Do you like to read about famous people? Why? Who do you read about?*

рис. 4, с. 50

*What's happening in this picture? What did they discover? Have you ever found or discovered anything important? Do you know of a famous discovery?*

**Урок 1**

**Введение в модуль**

Организуется на том же уроке, что Progress Check, по завершении работы над разделом *Now I can...* Модуля 2.

**Find the page number(s) for**

Просматривая модуль, вместе с классом найдите указанные виды текстов или других материалов. Обсудите.

**Предполагаемый ответ:**

**a map (с. 54–55)**

What does this map show? Why do we look at maps? What kinds of maps have you used? Do you like to study maps? Why or why not?

**a person's biography (с. 48)**

What is a biography? What kind of information does it contain? Whose biography is it? Why do we read biographies?

**a job advertisement (с. 45)**

What is this advertisement about? What kind of information does it contain? Who would read a job advertisement?

**an email (с. 47)**

What are some reasons that we write emails? Do you write and send emails? To whom? Why do you send emails instead of using the telephone?

**a quotation from a famous person (с. 55)**

What is a quotation? Who said this one? Why is she famous? Do you know any quotations from famous people?

**Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...**

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 2.

**Урок 2**



**Reading & Vocabulary**

• Упр. 1, с. 42

**Задачи:** повторение лексики по теме «Великие изобретения», мотивация на работу по теме; развитие умений прогнозировать содержание текста; развитие умений ознакомительного и поискового чтения.

**Предполагаемый ответ:**

Hot-air balloons can fly to high altitudes. They have carried humans since the late 18th century. The text may be about the history of the hot-air balloon.

• Упр. 2, с. 43

**Задача:** развитие умений поискового чтения.

До начала выполнения задания проработайте коллективно рубрику *Study Skills*, посвящённую освоению формата задания по чтению «множественный выбор». Убедитесь в понимании – учащиеся восстанавливают алгоритм выполнения задания такого типа. Учащиеся выполняют задание самостоятельно. При проверке организуйте выборочное чтение – для аргументации выбора ответов.

**Ключи:**

1 c 2 b 3 a 4 c 5 c

• Упр. 3, с. 43

**а) Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

Обращайтесь к русским эквивалентам слов и выражений в последнюю очередь – для (выборочной) проверки понимания. Последовательно работайте, развивая умения учащихся пояснять значение лексических единиц, обращаясь к дефинициям, перифразу, синонимам и пр.

**Ключи:**

**came to the conclusion:** decided (**решили**)

**lift:** raise (**поднимать**)

**capture:** catch (**поймать**)

**experiments:** tests (**эксперименты, испытания**)

**presented:** showed (**представили**)

**safe and sound:** not in danger (**живые и невредимые**)

**б) Задача:** развитие навыков распознавания и понимания значений форм глагола в тексте (инфинитив и форма Past Simple).

Учащиеся проверяют ответы в парах.

**Ключи:**

began (begin), noticed (notice), was/were (be), threw (throw), happened (happen), came (come), had (have), loved (love), wanted (want), started (start), began (begin), became (begin), realised (realise), presented (present), made (make), burned (burn), helped (help), put (put), hung (hang), landed (land), gathered (gather), asked (ask), agreed (agree), took (take), reached (reach), floated (float)

• Упр. 4, с. 43

**Задачи:** освоение новой лексики; развитие навыков распознавания и использования в речи глаголов, сходных по значению.

**Ключи:**

1 raise; 2 lifted/raised; 3 lift

• Упр. 5, с. 43

**Задачи:** повторение изученных и введение новых слов по теме «Отрасли науки», развитие навыков их использования в речи.

**а) Предполагаемый ответ:**

*I'm interested in Psychology because I think it helps me to understand myself and other people. I'm sure my knowledge in Psychology will help me see my talents and inner resources better and achieve more in life.*

**б) Ключи:**

2 Computer; Science; 3 Astronomy; 4 Politics; 5 Psychology; 6 History

• **Упр. 6, с. 43**

**Задача:** развитие умений монологической речи (сообщение, включающее эмоционально-оценочные суждения, на основе прочитанного текста).

Дайте время учащимся просмотреть текст ещё раз и спланировать своё высказывание от лица изобретателя. Обратите внимание на описание эмоционального состояния. Обсудите ответы с классом.

**Предполагаемый ответ:**

*I have invented a balloon that floats high in the sky and that can carry people. I got the idea when I threw some small pieces of paper into the fireplace and watched them float upwards. I began performing experiments and came to the conclusion that heat had the power to lift things. I presented, with my brother, the first balloon which was made from paper and cloth. We burned straw to help the balloon float. On the first trip we put a sheep, a duck and a chicken in the basket. Shortly afterwards, the king gave us permission to send men up in the balloon. Our first trip with human passengers took place in Paris with great success. I was very nervous at first, but when I saw the flight with the animals I knew that my idea could work with people. I was very excited to watch the balloon travel high above Paris and hope that all people some day will try a trip on a hot-air balloon high in the sky. Both my brother and I were really happy. I was looking forward to further experiments. I felt really enthusiastic about making science help progress in people's everyday life.*

• **Упр. 7, с. 43**

**Задача:** развитие умений продуктивного письма (письмо личного характера на основе прочитанного текста).

**Предполагаемый ответ:**

*Dear Jean-François,  
We finally made it. The first hot-air balloon is finally up in the air! We made it from paper and cloth. To make it float, we burned some straw underneath it. The first passengers were a sheep, a duck and a chicken. His Majesty King Louis XVI*

*and many members of the royal family watched this first flight. The king has agreed to send men up in the balloon. Would you like to join us in the next flight?*

*Best regards,  
Joseph Montgolfier*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 7\*, с. 43; WB, с. 24.

## Урок 3



## Listening & Speaking

• **Упр. 1, с. 44**

**Задачи:** повторение изученных и введение новых слов и выражений по теме «Профессии»; развитие навыков их использования в речи.

При работе над заданием **б)** учащиеся пользуются таблицей упр. 5, с. 43.

**а) Предполагаемый ответ:**

*1 John might be drawing designs to construct a building. I think he is an architect. 2 Steve is operating a machine. I think he is an air traffic controller. 3 Kim seems to be exchanging some money for a customer. I think she is a bank teller. 4 Bill is giving someone a pizza. I think he is a pizza delivery boy.*

**б) Предполагаемый ответ:**

*To become a computer programmer, you should study Computer Science.*

*To become an accountant, you should study Economics.*

*To become a geologist, you should study Earth Science.*

*To become a mechanic, you should study Engineering.*

*To become a teacher, you should study Psychology&Education.*

• **Упр. 2, с. 44**

**а) Задачи:** повторение изученных и введение новых слов и выражений по теме «Работа»; развитие навыков их использования в речи.

**Ключи:**

*1 desk; 2 full-time; 3 overtime; 4 uniform; 5 salary; 6 pay rise; 7 deadlines; 8 shift; 9 part-time; 10 freelancer*



**b) Задача:** развитие умений монологической речи (сообщение с переносом на личный опыт с использованием тематической лексики).

**Предполагаемый ответ:**

*My mum is a nurse at a hospital. She works various shifts and she has to wear a uniform at work. My dad is a computer programmer. He works full-time in a big company and he often has to work overtime.*

• Упр. 3, с. 44

**а) Задачи:** развитие навыков использования тематической лексики в речи; развитие умений диалогической речи (диалог-расспрос).

**Ключи:**

*The dialogue is about jobs and salaries.*

1 E 2 B 3 C 4 A

**b) Задачи:** подготовка к диалогической речи (диалог-расспрос); развитие навыка чтения вслух.

• Упр. 4, с. 45

**Задачи:** освоение клише, используемых при сообщении новости/реакции на известие; развитие умений диалогической речи.

Изучите выражения в таблице. Убедитесь в понимании и различении учащимися фраз для сообщения хороших/плохих известий. Учащиеся в парах составляют микродиалоги по заданным в упражнении ситуациям. Заслушайте и обсудите несколько ответов.

**Предполагаемый ответ:**

2 A: *I didn't get the part-time job, I'm afraid.*

B: *Really? What happened?*

3 A: *Guess what! My mum got a promotion!*

B: *Wow! That's brilliant!*

4 A: *I've got some good news! My dad got a pay rise!*

B: *That's fantastic!*

• Упр. 5, с. 45

**Задача:** развитие социокультурной компетенции (выбор правильного ответа в соответствующей ситуации общения).

**Ключи:**

1 a 2 b 3 a 4 b 5 b

• Упр. 6, с. 45

**Задачи:** развитие умений прогнозировать содержание текста; развитие умений в аудировании (аудирование с выборочным извлечением заданной информации).

**Ключи:**

**а) Information about the age you have to be and what kind of personality you need to have to get the job; what the job involves and what the pay is.**

**b) 1 16; 2 well-organised; 3 hours; 4 serve; 5 payments; 6 £5.50/hour**

• Упр. 7, с. 45

**Задачи:** знакомство со структурой вопросов-повторов (echo questions) и развитие навыков их использования в речи; развитие произносительных и интонационных навыков (работа над интонацией (echo questions)).

**Ключи:**

*You saw **Brad Pitt** at the club yesterday? You saw **who** at the club yesterday? **Who** did you see at the club yesterday? You saw **who**? You saw Brad Pitt **where** yesterday? You're leaving for **Brazil**? You're going **where**? **Where** are you leaving for?*

• Упр. 8, с. 45

**Задача:** развитие умений диалогической речи (диалог-расспрос о профессии и работе родителей).

**Предполагаемый ответ:**

A: *What does your dad do for a living?*

B: *He works as a teacher. He is one of a few male teachers in his school.*

A: *Does he like his job?*

B: *Yes, he really likes working with young people.*

*He decided to become a teacher when he was 15!*

A: *How long has he been working as a teacher?*

B: *For 18 years. And he has always been really happy about his job.*

A: *What's the pay like?*

B: *Quite good, but the holidays are even better! That is what my mum likes most about his job.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 25.

## Урок 4



## Grammar in Use

• Упр. 1, с. 46

**Задачи:** развитие навыков распознавания грамматических времён Past Perfect и Past Perfect Continuous; развитие умений ознакомительного и поискового чтения.

До начала грамматического анализа текста организуйте короткую беседу по содержанию прочитанного: *What was special about Fleming's*



discovery? What kind of personality was A. Fleming? Попросите учащихся также ответить на вопрос из текста: *Have you ever made a mistake that turned out to be something good?*

**Ключи:**

**had been experimenting** (Past Perfect Continuous): *past action in progress, putting emphasis on the duration, which finished before another past action.*

**had left** (Past Perfect): *past action which finished before another past action.*

**had discovered** (Past Perfect): *past action which finished in the past and whose results were visible in the past.*

• Упр. 2, с. 46

**Задача:** развитие навыков распознавания и использования в речи грамматических времён Past Perfect и Past Perfect Continuous.

**Ключи:**

2 Her sister had mopped the floor. 3 He had already had lunch. 4 She had arranged to go out with her parents. 5 She had seen the film before. 6 She had been waiting for an hour. 7 She had already left. 8 She had been working on the computer all morning.

• Упр. 3, с. 46

**Задача:** развитие навыков распознавания и использования в речи грамматического времени Past Perfect.

**Предполагаемый ответ:**

1 had ... cooked. 2 the children had already gone to bed. 3 she had fought with her brother. 4 he had passed his English exam. 5 he had finished his homework.

• Упр. 4, с. 46

**Задача:** практика использования в речи грамматического времени Past Perfect.

**Предполагаемый ответ:**

By the age of 10 I hadn't taken up tennis.  
By the age of 10 I had learned to cook soup and even make pancakes.  
By the age of 10 I had been in music school for three years playing the violin.

• Упр. 5, с. 46

**Задача:** развитие навыков распознавания и использования в речи грамматических времён Past Perfect и Past Simple.

Убедитесь в понимании учащимися разницы в значении времён Past Perfect и Past Simple. Past Simple имеет значение действия в (историческом) прошлом, часто обозначенном конкретными обстоятельствами времени. Это время используется и при описании последовательных действий в прошлом. Past Perfect часто называ-

ют предпрошедшим: оно обозначает действие, совершившееся до определённого действия в прошлом, его результаты видны в указанный момент в прошлом.

**Ключи:**

1 Did you manage/had already left/got; 2 did Helen do/arrived/made/went; 3 was Sarah/came/had got; 4 Did the children see/drove/had already fallen

• Упр. 6, с. 47

**Задача:** развитие навыков распознавания и использования в речи грамматических времён Past Perfect Continuous и Past Simple.

**Ключи:**

2 Larry had been looking for his glasses for over an hour before he found them. 3 They had been playing football for over an hour before Tom scored. 4 Jane had been driving for over two hours before she had reached the Smith's cottage. 5 Mr Smith had been working in the company for ten years before he decided to leave.

• Упр. 7, с. 47

**Задача:** развитие навыков использования в речи грамматических времён Past Perfect и Past Perfect Continuous (в придаточных предложениях причины).

**Предполагаемый ответ:**

2 Our teacher was angry because we had been noisy. 3 She had a terrible headache because she had been driving in traffic for over two hours. 4 The children came back home very tired because they had been playing football all afternoon. 5 She was late because she had missed the bus. 6 They were wet because they had fallen into the pool.

• Упр. 8, с. 47

**Задача:** развитие навыков использования в речи грамматических времён Past Perfect и Past Perfect Continuous.

**Ключи:**

1 had been working; 2 had left; 3 hadn't finished; 4 had been waiting; 5 had gone

• Упр. 9, с. 47

**Задача:** развитие навыков использования в речи грамматических времён Past Perfect, Past Perfect Continuous, Past Simple, Past Continuous.

**Ключи:**

1 happened; 2 was walking; 3 spotted; 4 started; 5 turned; 6 grabbed; 7 was trying; 8 took; 9 saw; 10 knew; 11 had found; 12 went; 13 examined; 14 announced; 15 had been waiting; 16 came; 17 dug; 18 didn't find; 19 had come

• Упр. 10, с. 47

**Задачи:** развитие умений монологической речи (рассказ по картинкам в прошедшем времени).

Учащиеся рассматривают картинки и читают опорные слова (глаголы). Прочитав начало рассказа, учащиеся продолжают его. Обратите внимание учащихся на используемые временные формы. Работу можно организовать по цепочке или в парах. Обсудите ответы.

**Предполагаемый ответ:**

... when she heard someone crying. She looked inside the well and found a little boy there. He had been crying for help for a long time before Mandy arrived to save him. She pulled him out of the well. The boy was very happy that she had rescued him. His parents thanked her very much.

• Упр. 11, с. 47

**Задачи:** развитие умений продуктивного письма (электронное письмо о странном событии).

Учащиеся используют текст упр. 9 и составленный рассказ в упр. 10 в качестве образца. Подчеркните необходимость использования *Past tenses* (попросите учащихся обосновать выбор той или иной временной формы). Обсудите варианты получившихся текстов.

**Предполагаемый ответ:**

To: pamela@mail.com

Re: So strange!

Hi Pam!

How are you? Hope you are fine. I am a little bit upset – something strange happened to me at the weekend. On Saturday night everything was normal. My cat, Sandy, was sleeping on the sofa when I said goodnight to her and went to bed. In the morning, though, I couldn't find her anywhere at all. As you know, I live on the fifth floor and I never let my cat out. She only goes on the balcony sometimes. I looked on the balcony and all through the house but she wasn't there. Where had she gone? I can only imagine that she fell down from the balcony. I looked outside our building and didn't see her either. I called her and called her. Strange! I hope I'll find her soon!

Bye just now,

Anna

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 11\*, с. 47; WB, с. 26; Grammar Check 3, с. 142–143 (по выбору).

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 48

**Задачи:** повторение и введение новой лексики по теме «Биография», мотивация на работу по теме; развитие умений прогнозирования содержания текста; развитие умений поискового и изучающего чтения.

**Предполагаемый ответ:**

The woman in the picture is Marie Curie. She was a great physicist. She discovered radium and got a Nobel Prize.

Where did she get education? How old was she when she got the Nobel Prize? What country did she live in?

**Ключи:**

**medicine:** a field of study of the treatment of illness and injuries (**медицина**)

**study:** learn about a particular subject (**изучать**)

**degree:** a qualification got when someone successfully completes the course of university study (**степень**)

**graduate from:** successfully complete a degree at university or college (**оканчивать университет**)

**research:** studying something and trying to discover facts about it (**исследование**)

**element:** a substance that consists of only one type of atom such as copper or gold (**хим. элемент**)

**radioactive:** producing energy in the form of powerful and harmful rays (**радиоактивный**)

**design:** plan and make a detailed drawing of something (**конструировать**)

• Упр. 2, с. 48

**Задачи:** развитие умений изучающего чтения.

До начала выполнения задания проработайте коллективно рубрику *Study Skills*, посвящённую освоению формата задания по чтению на множественный выбор при заполнении пропусков в тексте. Убедитесь в понимании – учащиеся восстанавливают алгоритм выполнения заданий такого типа. Учащиеся выполняют задание самостоятельно, а затем проверяют правильность ответов, прослушивая текст.

**Ключи:**

1 B 2 A 3 C 4 C 5 B 6 D 7 C 8 C 9 A 10 D

**Предполагаемый ответ:**

*The writer thinks that Marie Curie is successful because she was awarded two Nobel Prizes and because she was the first woman who received this award.*

• Упр. 3, с. 48

**Задачи:** развитие умений изучающего чтения; освоение структуры биографического текста.

**Ключи:**

*1867: Marie Curie was born. 1877: Marie Curie's mother died. Marie Curie became a tutor. Marie Curie's sister got married. Marie Curie moved to Paris and studied Physics and Maths. Marie Curie got her Master's degree. Marie Curie started researching magnetism. Marie Curie met Pierre Curie and got married. Marie Curie studied uranium and radioactivity with her husband. Marie and Pierre Curie discovered radium. 1903: Marie and Pierre Curie won a Nobel Prize in Physics. 1906: Her husband died. 1911: Marie Curie got a Nobel Prize in Chemistry. 1934: Marie Curie died.*

• Упр. 4, с. 48

**Задачи:** освоение лексики по теме «Биография: этапы жизни»; развитие навыков использования её в речи.

**а) Ключи:**

*A младенец; B ребёнок, начинающий ходить; C ребёнок; D подросток; E взрослый; F пожилой человек*

**б) Предполагаемый ответ:**

*I am a teenager. My parents are adults and my brother is a toddler. My grandparents are senior citizens.*

• Упр. 5, с. 49

**а) Задачи:** развитие навыков использования в речи новой лексики (глагольные словосочетания) и временных форм глаголов; развитие навыков работы с контекстом.

**Ключи:**

*1 studied/got/working/are getting; 2 had/move; 3 leave/start; 4 gets/buy; 5 change/moving*

**б) Задача:** развитие навыков использования новой лексики (глагольные словосочетания) в новом контексте (предложения с переносом на личный опыт).

**Предполагаемый ответ:**

*My parents got married in 1995. My dad studied law and my mum studied medicine. My dad works as a lawyer and my mum works as a doctor. We have just moved into a nice new house and I will be starting at a new school this September.*

• Упр. 6, с. 49

**а) Задача:** развитие умений в аудировании (аудирование с извлечением заданной информации).

**Ключи:**

*1 D 2 F 3 C 4 A 5 B*

**б) Задача:** развитие умений монологической речи (сообщение на основе личного опыта).

Учащиеся работают в парах, поочередно представляя свои сообщения по заданию, используя лексический материал упр. 5 и 6а.

**Предполагаемый ответ:**

*I changed schools two years ago. It was very difficult for me at the beginning as I felt very lonely. But now I have made lots of new friends and I'm very happy here.*

• Упр. 7, с. 49

**а) Задача:** знакомство с идиомами, связанными по значению с темой модуля.

**Ключи:**

*A 3; B 1; C 5; D 2; E 4*

*1 step by step; 2 again and again; 3 round and round; 4 All in all; 5 on and on*

**б) Задача:** развитие навыков использования новой лексики (идиомы) в новом контексте (предложения с переносом на личный опыт).

**Предполагаемый ответ:**

*I go over my work again and again to see if I have made any mistakes. I don't go to the fairground very often because I don't like it when my head goes round and round after being on the rides. All in all, I have had a good year at school. I didn't understand algebra at first but then my teacher explained it to me step by step. Now I find it easy.*

• Упр. 8, с. 49

**Задача:** развитие умений продуктивного письма (биография известного человека).

Учащиеся читают предложенный план, собирают материал и организуют его в соответствии с планом.

**Предполагаемый ответ:**

*Wassily Kandinsky was born in Moscow on December 4, 1866. He spent his early childhood in Odessa and learned the piano and cello at an early age. He would become one of the most influential artists and theorists of the 20th century. In 1886, however, he studied Law and Economics, at Moscow University. It wasn't until 1896 that he went to Munich to study art. In 1911, along with other German painters, he formed an art group called 'Der Blaue Reiter.' He produced many*

abstract paintings during this time, full of brilliant colours and complex patterns. At the beginning of World War I, Kandinsky returned to Russia and became a teacher. It was then that he married 16-year-old Nina de Andrejevski.

After the war, Kandinsky returned to Germany and became professor at the 'Bauhaus of Weimar'. Kandinsky received German citizenship in 1928 but he moved to France and settled there with his wife. He died there in 1944 at the age of 78. Many people admire Kandinsky's beautiful paintings to this day and recognise him as one of the first explorers of abstract art.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 49; WB, с. 27.

## Урок 6



## Writing Skills

### • Упр. 1, с. 50

**Задачи:** развитие умений прогнозирования содержания текста по заголовку и иллюстрациям; развитие умений аудирования с выборочным пониманием заданной информации.

#### а) Ключи:

The story is probably about some ancient paintings that a group of people discovered.

#### б) Предполагаемый ответ:

1 Who are these people? 2 Where are they? 3 How did they find this place? 4 Who should they tell about the paintings? 5 Who made these paintings?

### • Упр. 2, с. 50

**Задачи:** развитие умений изучающего чтения (способ написания и структура рассказа); подготовка к продуктивному письму.

После прочтения и комментирования правила в рамке учащиеся работают в группах по 3–4 человека: анализируют тип рассказа и его соответствие данному в упражнении плану. Проверьте ответы.

#### Ключи:

It is an adventure story. Yes, it follows the plan.

### • Упр. 3, с. 51

**Задачи:** развитие умений поискового чтения; развитие умений монологической речи

(повествование – воспроизведение сюжетной линии рассказа).

Учащиеся выполняют задание индивидуально. Затем в парах они проверяют ответы и пересказывают сюжет.

#### Ключи:

1 The main characters are four young boys. 2 The story takes place during a beautiful afternoon in the woods near the village of Montignac. 3 They felt proud. 4 The writer has used: and, so that, as, when, by this time, after, later 5; 2; 7; 4; 5; 3; 8; 6; 1; 6. The climax event is finding the painting.

### • Упр. 4, с. 51

**Задача:** развитие навыков преобразования простых предложений в простые предложения с однородными членами и сложные предложения при помощи союзов.

#### Ключи:

1 When he was walking slowly down the road, it started raining. 2 While the sun was shining, the birds were singing. 3 She ran towards the police officer and asked for help. 4 I returned the wallet as soon as I found the owner's address. 5 She hid the letter in the drawer before she opened the door.

### • Упр. 5, с. 51

**Задачи:** знакомство с лексическими особенностями стиля повествования (рассказа); развитие умений поискового чтения.

#### Ключи:

1 beautiful afternoon; 2 blue sky; 3 autumn leaves; 4 tall trees; 5 small, dark tunnel; 6 loud gasp; 7 colourful pictures; 8 fantastic discovery

### • Упр. 6, с. 51

**Задачи:** развитие умений поискового чтения; развитие умений продуктивного письма (составление предложений в стиле описания).

Заслушайте варианты составленных предложений, обсудите.

#### Ключи:

1 strolled happily; 2 ran quickly; 3 went immediately

#### Предполагаемый ответ:

1 We were lucky with the weather last Sunday and strolled happily along the beach all day long. 2 The little boy saw his mum coming and ran quickly to her laughing happily. 3 As she was not well yesterday she didn't go to school but went immediately to see the doctor.

### • Упр. 7, с. 51

**Задача:** развитие умений продуктивного письма (написание рассказа по плану).



До начала написания рассказа коллективно проработайте задание упражнения. Обратите внимание учащихся на необходимость чётко представлять себе коммуникативную цель текста (кому адресован), жанр и название, основных героев и место/время событий, сюжетную линию, кульминацию, конец рассказа, чувства героев в конце рассказа. После этого учащиеся работают индивидуально по плану упр. 2.

**Предполагаемый ответ:**

1 a short story for a teenage magazine; 2 a short story – It happened to me ...; 3 me and some friends; 4 last summer holidays, on the beach; 5 We decided to go for a picnic. Packed the picnic basket. We cycled to the beach. Roy, my dog, followed us. We all sat on the picnic rug and enjoyed our picnic. Noticed Roy was digging a hole. Roy came back with a bottle. Inside there was a message: in a foreign language. Showed the message to mum. She managed to translate it. We put the message back into the sea; 6 finding the message/bottle; 7 send our own messages; 8 proud, happy

• Упр. 8, с. 51

**Задача:** развитие умений редактировать собственные тексты.

Обсудите с учащимися, что означает редактирование текста: проверка не только с исправлением ошибок, но и с внесением необходимых изменений (в соответствии с предложенным планом). Убедитесь, что учащиеся понимают алгоритм редактирования рассказа: общая структура, структура абзацев/частей, наличие элементов повествовательного стиля (разнообразие прилагательных, наречий), проверка орфографии/грамматики/пунктуации.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 7\*, с. 51; WB, с. 28.

## Урок 7



## English in Use

• Упр. 1, с. 52

**Задача:** освоение значений и развитие навыков распознавания и употребления в речи фразового глагола **bring**.

**Ключи:**

1 back 2 up 3 about 4 in 5 round 6 out

• Упр. 2, с. 52

**Задача:** освоение образования глаголов от существительных и прилагательных с помощью суффикса **-ise/-ize**.

**Ключи:**

1 memorised; 2 apologised; 3 summarise; 4 modernise; 5 characterised; 6 criticises

• Упр. 3, с. 52

**Задача:** развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для российских школьников.

**Ключи:**

1 invented 2 job 3 employees 4 salary

**Предполагаемый ответ:**

Do you know who discovered Australia and New Zealand? I've just found out that he told me lies! As soon as I finish my work we may go for a walk. He is very successful in his career. This is the treaty between the employer and the trade union. Her colleagues respect her a lot. Can I borrow some money from you, please? Workers are protesting against low wages.

(**Wages** – got daily, weekly, hourly; **salary** – affixed amount of money paid)

• Упр. 4, с. 52

**Задача:** развитие навыков распознавания и использования предлогов (**at, by, in, under**).

**а) Ключи:**

1 at/under 2 At 3 in 4 in/at

**б) Предполагаемый ответ:**

Even **at** a young age Sergei Rakhmaninov showed great skill **in** composition. Alexander Pushkin became the father of Russian literature **in** the 19th century.

• Упр. 5, с. 52

**Задача:** развитие навыков распознавания и использования в речи временных форм глаголов.

**Ключи:**

1 had invented; 2 was working; 3 stumbled; 4 was trying; 5 lived; 6 was experiencing; 7 will always remember

**Предполагаемый ответ:**

S1: Why will we always remember Alexander Graham Bell?

S2: He invented the telephone.

S1: How did Alexander Graham Bell invent the telephone?

S2: He was working on a hearing device when he stumbled on the invention of the telephone.

S1: Why was he trying to help deaf people?

S2: He lived with his deaf mother and wife and was experiencing deaf people's problems first hand. Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 29.

## Урок 8

### Culture Corner

- Упр. 1, с. 53

**Задачи:** развитие умений прогнозирования содержания текста и умений поискового чтения.

**Предполагаемый ответ:**

Yes, I know Adam Smith, he's famous for his theories in economics. I think that all these people are famous for something and they all appear on the English banknotes.

- Упр. 2, с. 53

**Задачи:** развитие умений поискового и изучающего чтения; развитие навыков распознавания частей речи в контексте и использования различных средств словообразования.

**а) Ключи:**

1 illustration; 2 prisoners; 3 various; 4 recently; 5 composer; 6 building

**б) Предполагаемый ответ:**

You can see Queen Elizabeth II on all banknotes in the UK. (Queen of England); You can see Elizabeth Fry on the back of a 5-pound note. (Improved living conditions for woman in European prisons.); Edward Elgar used to be on the old 20-pound note. (British composer); You can see Adam Smith on the new 20-pound note. (Economist).

- Упр. 3, с. 53

**Задача:** освоение значений тематической лексики.

**Ключи:**

**improving:** making better

**developed:** invented

**evolution:** gradual development

**governor:** director

**site:** location

- Упр. 4, с. 53

**Задача:** освоение значений тематической лексики (словосочетания).

**Ключи:**

1 called (insulted by saying unpleasant things) – обзывали

2 made (became well-known) – сделал себе имя

3 name (identify sb by giving a name) – выбрали имя (для ребёнка)

- Упр. 5, с. 53

**Задачи:** развитие умений собирать и организовывать информацию по заданной теме; развитие умений продуктивного письма (сообщение об истории денег/национальной валюты).

**Предполагаемый ответ:**

The 10-ruble banknote is dark green and dark brown in colour. On the one side there is an engraving showing a bridge across the River Yenisei in Krasnoyarsk and a chapel on a multicoloured background. On the other side is the Bank of Russia logo.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 5\*, с. 53; WB, с. 30.

## Урок 9

### Spotlight on Russia с. 3. Pioneers of Space

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

**Начало урока**

Организуйте беседу об истории исследования космоса в России, о полётах в космос, о первых советских космонавтах.

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

– фронтальное чтение текста вслух;

– самостоятельная работа с чтением про себя;

– работа в парах/малых группах.

На коротких биографических текстах ещё раз отработайте использование тематической лексики, обратите внимание на чтение дат (1857 to 1935).

Организуйте работу над расширением продуктивного словарного запаса за счёт интернациональной лексики по теме «Наука и техника»: *rocket, design, system, programme, legend, orbit, cosmonaut.*

Предложите учащимся ответить на вопросы и выполнить задания. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур, привлечение фоновых знаний и межпредметных связей.



### **Предполагаемый ответ:**

**Konstantin Eduardovich Tsiolkovsky** was a Russian and Soviet rocket scientist and pioneer of the astronautic theory. He is considered by many to be the father of theoretical astronautics. His works later inspired leading Soviet rocket engineers such as Sergey Korolyov and contributed to the early success of the Soviet space program.

Tsiolkovsky spent most of his life in a log house on the outskirts of Kaluga. He was born in Ryazan Oblast to a middle-class family. His father, Edward Tsiolkovsky was Polish; his mother, Maria Yumasheva, was an educated Russian woman. His father was a Polish patriot deported to Russia as a result of his revolutionary political activities. At the age of 9, Konstantin caught a serious illness and got nearly deaf. He was not accepted at elementary schools because of his hearing problem, so he was self-taught.

Tsiolkovsky is considered the father of spaceflight. He believed that colonizing space would lead to the perfection of the human race.

Nearly deaf, he worked as a high school mathematics teacher until retiring in 1920. Only late in his lifetime was Tsiolkovsky honoured for his pioneering work. On 23 August 1924 he was elected as a first professor of the Zhukovsky Airforce Academy. He died on 19 September 1935 in Kaluga.

During his lifetime he published over 500 works on space travel, including science fiction novels. Among his works are designs for rockets and space stations.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 4\*; WB, с. 31.

## **Урок 10**

### **Across the Curriculum: History**

- **Упр. 1, с. 54**

**Задачи:** активизация ключевой лексики (название континентов); мотивация на изучение темы.

**Ключи:**

*I can see Europe, Asia (Eurasia), Africa, North America, South America, and Australia.*

- **Упр. 2, с. 54**

**Задачи:** развитие умений прогнозировать содержание текста; развитие умений ауди-

рования с выборочным пониманием заданной информации.

**Предполагаемый ответ:**

*What is he famous for? Where did he travel? How did he travel there?*

- **Упр. 3, с. 54**

**Задача:** развитие умений ознакомительного чтения.

**Ключи:**

*A 2 B 6 C 4 D 1 E 5 F 3 G 7*

- **Упр. 4, с. 54**

**Задача:** развитие умений поискового чтения.

**Ключи:**

*Plymouth – place he left from in 1577*

*The Golden Hind – his ship*

*The Pacific – the ocean where one of his ships was destroyed/crossed to get to The Meluccas Islands*

*The New World – where the gold was*

*The Meluccas Islands – travelled here after North America*

*Africa – sailed around the southern tip before returning to England to complete his round the world tour*

*Elizabeth I – knighted him*

- **Упр. 5, с. 54**

**Задачи:** развитие умений изучающего чтения; освоение значений новой лексики – развитие языковой догадки.

Попросите учащихся найти эквиваленты лексических единиц в русском языке.

**Ключи:**

*1 b on board: on the ship (на борту)*

*2 e remaining: left (оставшихся)*

*3 c route: way (путь, маршрут)*

*4 a violent: strong (сильный)*

*5 d ports: harbours (порты)*

*6 h treasure: valuable objects (сокровища)*

*7 g Eventually: In the end (в конце концов)*

*8 f fortune: sum of money (состояние)*

- **Упр. 6, с. 55**

**Задача:** развитие умений монологической речи (краткое изложение содержания прочитанного текста с опорой на географическую карту).

**Предполагаемый ответ:**

*Francis Drake first travelled across the Atlantic Ocean to South America. He travelled all around South America and then sailed to North America before travelling to the Moluccas Islands in the Pacific. He then sailed around the southern tip of Africa and finally returned to England.*

• Упр. 7, с. 55

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).

**Предполагаемый ответ:**

*The quote means that how we think is very important and that if we are negative and pessimistic in our thinking then we will never accomplish great things.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 32–33.

## Progress Check

Progress Check 3 и Look at Module 4 проводятся на одном уроке.

**Задачи:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 vet 2 uniform 3 Linguistics 4 freelancer  
5 author 6 overtime 7 salary 8 cashier 9 Chemistry 10 deadlines

**2** 1 summarise 2 apologise 3 fantasises 4 characterise 5 sympathised

**3** 1 had been waiting 2 had gone 3 had been playing 4 hadn't ordered 5 had he finished 6 had been performing 7 had been looking 8 had written 9 had been studying 10 had eaten

**4** 1 back 2 round 3 up 4 out 5 in

**5** 1 in 2 in 3 under 4 at 5 by

**6** 1 a 2 c 3 b 4 e 5 d

## Цели

- обучающие: (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по теме «Внешность и характер», «Психологические проблемы подростков»;
  - научиться вести разговор о внешности и стиле в одежде, национальных костюмах, современной одежде из экологических материалов;
  - научиться оценивать самого себя, говоря о своей внешности и характере;
  - научиться писать электронное письмо другу, давая совет (решение одной из психологических проблем подростков);
  - освоить распознавание и употребление в речи форм страдательного залога и каузативных форм;
  - освоить распознавание и употребление в речи фразовых глаголов (*put*);
  - освоить образование прилагательных-антонимов, образуемых с помощью префиксов *il-, im-, in-, ir-*;
  - развивать умения, составляющие лингвистическую компетенцию: использование синонимов, развитие языковой догадки;
  - развивать компенсаторную и социокультурную компетенции (знакомство с национальными британскими костюмами, с американскими театральными постановками);
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение метапредметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) через все виды речевой деятельности, в том числе умение взаимодействия при работе в группе, умение планировать своё речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД), в том числе умение структурировать письмо для изложения совета;
  - развитие исследовательских учебных действий, включая навыки работы с информацией, в том числе умение пользоваться словарями, справочной литературой, ИКТ;
  - развивать регулятивные УУД, а именно: умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям и ключевым словам или заголовку, выделять основную мысль, устанавливать смысловые соответствия при восприятии речи на слух;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - способствовать осознанию возможностей самореализации средствами иностранного языка;
  - воспитывать толерантность и уважение к людям всех возрастов;
  - воспитывать активную жизненную позицию и эмпатию;
  - формировать систему ценностей.
  - воспитывать культуру поведения через освоение норм этикета: умение выразить свое одобрение/неодобрение;
  - воспитывать бережное отношение к природе, экологическую культуру.

## Урок 1

## Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над разделом *Now I can...* Модуля 3.

**Вводная беседа** по изученной теме.

*E.g.: Do you like reading about famous people and their accomplishment? Why? What other inventions have changed our lives? Who are some important inventors or explorers?*

## Введение темы модуля

**Be Yourself** – обсуждение возможных русских эквивалентов: *будь самим собой*. Попросите учащихся объяснить по-английски, что означает название модуля (*The title refers to acting and accepting yourself as you are and not trying to be something that you are not*).

**Look at Module 4** (работа с иллюстрациями)

**Предполагаемый ответ:**

рис. 1, с. 64

*T: What page is the picture on?*

*S1: It's on page 64. It's Penelope Cruz, the actress.*

*T: Why is she famous?*

*S2: She is a good actress and very beautiful.*

*T: Do you think she always looks good?*

*S3: No. I'm sure there are times when she is not so beautiful.*

рис. 2, с. 60

*Who is this picture of? What kind of clothes is he wearing? Why? Do you wear different clothes when you go on holidays?*

рис. 3, с. 62

*What is this picture of? What kind of costumes are they wearing? Have you ever worn a costume for a play or performance? What other times do we wear costumes?*

рис. 4, с. 70

*What are the girls in this picture wearing? What kind of clothes are they? What kind of clothes do you wear? Are you concerned of what and how the clothes you wear are made?*

## Find the page number(s) for

Просматривая модуль, вместе с классом найдите указанные рисунки. Обсудите, что на них изображено.

**Ключи:**

**a map (с. 69)**

*What does this map show? Why do we look at maps? Why do people dress in different ways*

in different places? When do we dress in traditional ways?

### **a paragraph plan (с. 67)**

What does this plan show? Why is it important to follow a plan when we write? What happens if we don't?

## **Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...**

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 3.

## **Урок 2**



## **Reading & Vocabulary**

### **• Упр. 1, с. 58**

**Задачи:** развитие умения прогнозировать содержание текста по заголовку и подзаголовкам; мотивировать учащихся на работу по теме.

Обратите внимание учащихся на рубрику *Study Skills*, цель которой – помочь учащимся в освоении способа выделения главной мысли абзаца (части текста).

### **Предполагаемый ответ:**

*The title of the text is 'Do you feel at home in your body?' so I think the text is about body image, how your looks influence your mood, if they are important for you.*

*Heading A b; Heading B a; Heading C b; Heading D b; Heading E b*

### **• Упр. 2, с. 58**

**Задачи:** развитие умений ознакомительного чтения; освоение способа выделения главной мысли абзаца и определения коммуникативной задачи текста, развитие умений монологической речи.

**Ключи:** 1 D 2 E 3 C 4 A 5 B

### **Предполагаемый ответ:**

*The authors' purpose is to explain that how we feel about ourselves is very important and that we should ignore what the media shows us and concentrate on what we like about ourselves.*

**1 D** *looking, mirror, too skinny, taller, more muscular, thicker hair, longer legs, better teeth,*

*smaller nose, pimple* **2 E** *bodies change, growing up* **3 C** *compare yourself to friends, see if you are 'normal', doesn't happen at the same speed for everyone* **4 A** *media images, advertising, affect your self-esteem, magazines, put pressure on you, unrealistic image* **5 B** *focus on things you like about yourself, walk with confidence*

### **• Упр. 3, стр. 58**

**Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

### **Ключи:**

**muscular:** well-built (**мускулистый**)

**stare:** look (**смотреть уставившись**)

**remarks:** comments (**замечания/примечания**)

**affect:** influence (**влиять**)

**mature:** develop (**взрослеть**)

**obsessed:** too concerned (**озабоченный**)

**fit:** match (**соответствовать, подходить**)

**unrealistic:** false (**нереальный**)

**vanity:** false pride (**тщеславие**)

**focus:** concentrate (**сконцентрироваться**)

*The athlete was tall and muscular. Stop staring at that man! It's not polite. My teacher's remarks were all very positive and I felt good about my work. The amount of sleep I get affects my energy levels. It isn't good to be obsessed with losing weight. The punishment should always fit the crime. If you have unrealistic expectations, you might be disappointed. Expensive beauty products appeal to people's vanity. I am trying hard to focus on my school work now that I am in my final year.*

### **• Упр. 4, с. 58**

**Задачи:** повторение изученных слов по теме «Внешность»; развитие интеллектуальных умений (анализ, сравнение); развитие умений монологического высказывания (описание героя).

### **Ключи:**

*1 spotty; 2 curly; 3 bushy; 4 thick; 5 short*

### **Предполагаемый ответ:**

*Fred Flintstone is tall, overweight and has thick, straight hair. He has got small ears and a big nose. His eyebrows are thick. Etc.*

### **• Упр. 5, с. 59**

**Задача:** повторение изученных слов (глаголы) по теме «Внешность, характер».

### **Ключи:**

*1 go on; 2 grown; 3 grown, got; 4 been; 5 join, lose*

### **• Упр. 6, с. 59**

**Задача:** развитие умений монологической речи (сообщение с переносом на личный опыт на основе прочитанного текста).

**Предполагаемый ответ:**

*I can't stand my eyebrows. They are too bushy. I'd like to do something with them. I prefer penciled eyebrows but mum doesn't allow me to experiment.*

• Упр. 7, с. 59

**Задача:** развитие умений письменного ответа на вопросы с опорой на текст (оценочное суждение на основе прочитанного).

**Предполагаемый ответ:**

*Self-esteem is how you feel about yourself. Teenagers can feel uncomfortable about their body because of the rapid changes. They might feel worried if they see they are putting on weight suddenly or getting taller/wider at the shoulders. A young person should focus on what he/she likes about him/herself, be confident. Your friends don't pay attention to every pimple on your face or something like that. They take for what you are. It's more important to be cheerful, interesting to talk to than look like a model.*

• Упр. 8, с. 59

**Задача:** развитие умений продуктивного письма (совет другу на основе прочитанного текста).

**Предполагаемый ответ:**

*You shouldn't think you are fat because you aren't. Don't think that people are staring at you and stop looking at yourself in the mirror all the time! You shouldn't have a negative image of yourself – believe in yourself! You may put on a little bit of weight as you develop into an adult – this is normal – your body is growing. You shouldn't compare yourself to the models you see in the media. It is unrealistic to want to be like them. Eat healthily and focus on all the good qualities you have. You should feel confident about who you are!*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 59; WB с. 34.

### Урок 3



## Listening & Speaking

• Упр. 1, с. 60

**а) Задачи:** повторение изученных и введение новых слов по теме «Одежда»; разви-

тие умений монологического высказывания, описание тематических картинок.

**Ключи:**

*The woman in picture B is wearing loose-fitting checked trousers and a smart long jacket. The woman in picture C is wearing a tight-fitting striped dress and an elegant hat. The man in picture D is wearing a casual woolen jumper, a plain shirt and a pair of scruffy jeans. The woman in picture E is wearing a plain tight-fitting cotton dress with a smart jacket and patterned scarf around her waist.*

**б) Задача:** развитие умений монологической речи (оценочное суждение).

**Предполагаемый ответ:**

*The woman in picture B looks comfortable. She has chosen rather loose-fitting checked trousers and a long leather jacket. They are suitable for a walk in the country or in a city park or to go to a café with her friends.*

*The woman in picture C looks fashionable. She's wearing a striped smart summer dress made of silk and a super modern summer hat. I think she's a model.*

*The man in picture D looks casual. He's wearing a dark woolen sweater and jeans, very suitable clothes for many occasions. But he won't wear such clothes to a restaurant or to an office party.*

*The woman in picture E looks classy. She's wearing a really smart cotton dress. The scarf instead of a belt makes her look trendy. The colour suits her dark hair. I think she's an actress.*

• Упр. 2, с. 60

**Задача:** развитие умений диалогической речи (диалог-расспрос по теме «Одежда») с опорой на вопросы.

**Предполагаемый ответ:**

*A: What kind of clothes do you like to wear?*

*B: I like to wear casual clothes. I feel comfortable in them. What about you?*

*C: I like to wear cotton clothes. I like plain colours best.*

*A: Me too. But I also have a few patterned things in my wardrobe. I like wearing silk tops.*

*B: I sometimes wear floral designs. I like wearing bright colours like red.*

*C: What do you usually wear on a cold day?*

*A: I wear trousers or jeans and a woolen jumper.*

*B: So do I. I also wear a leather jacket to keep me warm.*

*C: I wear comfortable clothes to school, sometimes a skirt but mostly trousers.*

*A: I try not to look too scruffy for school. At home I wear anything I like – usually jogging trousers and a T-shirt.*



B: Me too. But when I go somewhere special I like to wear something smart, like a dress.

C: Or something trendy. Do you try to keep up with the latest fashions?

A: Not really. I like to wear what I like, not what the magazines tell us to wear.

B: I like to experiment with clothes and see what looks good.

C: I really like getting dressed up. It feels good to make an effort.

A: Yes, you're right.

• Упр. 3, с. 60

**Задача:** развитие навыков распознавания и употребления в речи глаголов по теме «Одежда».

**Ключи:**

1 A: fit; 2 A: matches B: worn; 3 A: try B: suit; 4 B: go

• Упр. 4, с. 60

**Задача:** развитие умений диалогической речи (диалог – обмен мнениями – выражение одобрения/неодобрения).

**Предполагаемый ответ:**

A: How do I look in this?

B: I don't think it suits you. The sweater's too plain.

A: How's this dress?

B: It's really nice. It fits you like a glove and you look trendy.

A: But isn't it too loose-fitting?

B: No, it's good on you especially if you wear your sandal shoes.

A: Thank you for advice.

• Упр. 5, с. 61

**Задачи:** развитие умений аудирования (развитие умения понимать основное содержание); развитие умений ознакомительного чтения.

На усмотрение учителя учащиеся либо прослушивают первый раз текст, либо читают, отвечая на основной вопрос.

**Ключи:**

a black silk dress

• Упр. 6, с. 61

**Задача:** развитие умений поискового чтения.

**Ключи:**

1 She can't decide what to wear. 2 It is too casual. 3 They don't fit her any more. 4 He wants to look as smart as Lisa.

• Упр. 7, с. 61

**Задача:** развитие умений распознавания и употребления в речи наречий **too** и **enough**.

Учащиеся соотносят значения наречий **too** и **enough** с русскими эквивалентами: *too* – *слишком*, *enough* – *достаточно*. Учащиеся анализируют примеры, делают вывод о месте наречия (порядок слов) в предложении.

**Ключи:**

a) 1 too 2 enough

b) 1 too 2 enough 3 too 4 enough, too

• Упр. 8, с. 61

**Задача:** развитие умений прогнозирования содержания текста и умений аудирования (аудирование с выборочным извлечением заданной информации).

**Ключи:**

1 A 2 B 3 C 4 A 5 B 6 B 7 A

• Упр. 9, с. 61

**Задача:** развитие умений диалогической речи (диалог – побуждение к действию).

**Предполагаемый ответ:**

A: I don't know what to wear to the party! Can you help me, please?

B: What do you fancy wearing? Something casual, smart or trendy?

A: Something trendy would be good.

B: I like those black leggings. You could wear them with this long purple top.

A: And I have earrings to match as well. Good idea.

• Упр. 10, с. 61

**Задача:** развитие произносительных и интонационных навыков (работа над ударением и интонацией неполных восклицательных предложений).

**Ключи:**

EXcellent! BRILLiant! DisGUSTing! DREADful! AmAZing.

• Упр. 11, с. 61

**Задача:** развитие умений продуктивного письма (подготовка к эссе – выражение собственного мнения по проблеме).

**Предполагаемый ответ:**

I think a person who dresses smart and wears fashionable clothes looks better. Clothes should always be comfortable and suit the person. It's important to look good but not too trendy. Fashionable clothes don't change the way a person looks but it can improve their appearance. A person should wear clothes that match the occasion.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 11\*, с. 61; WB с. 35.



## Урок 4



### Grammar in Use

#### • Упр. 1, с. 62

**Задачи:** развитие умений распознавания и употребления в речи форм страдательного залога; усвоение признаков и значений страдательного залога.

При работе над пониманием значений и форм страдательного залога соотнесите их с эквивалентными структурами в русском языке: *Письма пишутся в этой конторе каждый день. Письмо было написано вчера.* И т. д. Добейтесь понимания учащимися значения третьей формы глагола (соответствует страдательному причастию в русском языке: *written* – написанный, *read* – читаемый/прочитанный, *invented* – изобретаемый/изобретённый и т. д.). Грамматическое время в предложении определяется временной формой глагола *be*: *The work is always finished at 6 o'clock in this office. The work was finished 3 days ago. The work has just been finished.* И т. д.

#### • Упр. 2, с. 62

**Задачи:** развитие навыков распознавания и употребления в речи форм страдательного залога (*Passive Voice*); развитие умений поискового чтения.

**Ключи:**

**is chosen** – Present Simple; **has been translated** – Present Perfect; **has been shown** – Present Perfect; **(has been) seen** – Present Perfect; **were designed** – Past Simple; **will be remembered** – Future Simple; **must be seen** – modals

#### • Упр. 3, с. 62

**а) Задача:** развитие навыков соотнесения форм и значений действительного и страдательного залога.

**б) Задача:** развитие умений употребления в речи форм страдательного залога.

**б) Ключи:**

2 Three hundred people are employed by the company. (*Present Simple Passive*) 3 A new cinema complex has been built near the airport by B&K. (*Present Perfect Passive*) 4 The essay was written by John. (*Past Simple Passive*) 5 The new theatre will be opened by the Mayor this Sunday. (*Future Simple Passive*)

#### • Упр. 4, с. 63

**Задача:** развитие навыков использования в речи форм страдательного залога с союзами **by**, **with**.

**Ключи:**

1 with 2 by 3 by 4 with 5 by

#### • Упр. 5, с. 63

**Задача:** развитие навыков использования в речи форм страдательного залога.

**Ключи:**

1 The opera house will be opened next week. 2 He wasn't invited to the party. 3 The food is being prepared. 4 The costumes were designed by Donna Karan. 5 The article hasn't been checked yet.

#### • Упр. 6, с. 63

**Задача:** развитие навыков распознавания и использования в речи форм страдательного залога с глаголами, имеющими два прямых дополнения.

**Ключи:**

2 The children will be brought some DVDs by Robert./Some DVDs will be brought to the children by Robert. 3 The costume designer has been offered a job by the film producer./A job has been offered to the costume designer by the film producer. 4 Laura was sent an email by the director./An email was sent to Laura by the director.

#### • Упр. 7, с. 63

**Задача:** развитие навыков использования в речи форм страдательного залога (вопросительные предложения).

**Ключи:**

2 When will the show be staged? 3 Were the costumes prepared before the director arrived? 4 Was the play translated? 5 Was the music written by Andrew Lloyd Webber? 6 Will this film be directed by Steven Spielberg? 7 Who was the first pair of jeans designed by? 8 What was the fire caused by? 9 Who was the television invented by? 10 What is silver used for?

#### • Упр. 8, с. 63

**Задача:** развитие навыков использования в речи форм страдательного залога.

**Ключи:**

2 I'm afraid cameras are not allowed in the museum. 3 It hasn't been cleaned for days. 4 It hasn't been repaired yet. 5 It is being delivered tomorrow.

#### • Упр. 9, с. 63

**Задача:** развитие навыков использования в письменной речи форм страдательного залога (продуктивное письмо – составление викторины).

**Предполагаемый ответ:**

*Who was the Mona Lisa painted by? Who was the telephone invented by? Who were the pyramids built by?*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 63; Grammar Check 4, с. 144–145; WB, с. 36.

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 64

**Задачи:** развитие умений прогнозирования содержания текста и умений монологической речи (сообщение об актёрах на снимках с опорой на фоновые знания).

**Предполагаемый ответ:**

*The pictures are of Brad Pitt and Penelope Cruz. They are famous film stars. They are popular all over the world. The title of the text is 'Altered Images' which means that pictures are changed, probably to make famous people like Brad Pitt and Penelope Cruz look even better than they are.*

• Упр. 2, с. 64

**Задачи:** развитие умений изучающего чтения; развитие умения определять коммуникативную задачу текста.

**Ключи:**

1 B; 2 D; 3 A; 4 A; 5 C; 6 D

**Предполагаемый ответ:**

*The purpose of the text is to explain why famous people in the media always look so good and to persuade us not to let their pictures make us feel bad about ourselves.*

• Упр. 3, с. 64

**Задача:** развитие умений распознавания и использования в речи каузативных конструкций (усвоение признаков и значений).

Обратите внимание учащихся на тот факт, что некоторые конструкции по форме представляют собой активный залог (*She's having her hair done*), но по смыслу являются пассивными (= *Somebody is doing her hair*). Такие конструкции и называются каузативными.

**Ключи:**

A2, B1

*Sentence B means that someone else is doing something for someone*

Сопоставьте изучаемые структуры с одним из значений, передаваемых в русском языке возвратными глаголами: *Я подстригся. Она покрасилась*. Обратите внимание, что не всегда можно провести такие аналогии.

• Упр. 4, с. 64

**Задача:** развитие навыков использования каузативных конструкций в диалогической речи (мини-диалог-расспрос).

**Предполагаемый ответ:**

2 A: *Have you ever had your teeth straightened?*

B: *Yes I have. In my childhood I had some problems and dentists helped me.*

3 A: *Have you ever had your nails done?*

B: *Yes, many times. I like them look neat and modern.*

4 A: *Have you ever had a hair extension added?*

B: *No, I haven't. I prefer my natural hair. It's easier to do it.*

5 A: *Have you ever had your teeth whitened?*

B: *No, I haven't. I don't think it's a good idea. It may be even harmful.*

6 A: *Have you ever had your hair dyed?*

B: *Yes, I have. It was in summer. But it didn't suit me and mum was angry.*

7 A: *Have you ever had your eyes checked?*

B: *Yes. I get them checked every two years.*

8 A: *Have you ever had an x-ray taken?*

B: *Yes, several times. ...*

• Упр. 5, с. 65

**Задачи:** развитие навыков распознавания и использования в речи каузативных конструкций; развитие умений изучающего чтения.

**Ключи:**

*1 is having her hair straightened; 2 is having her make-up done; 3 have false nails put on; 4 has had his teeth whitened; 5 am having my eyes tested; 6 have my hair cut*

• Упр. 6, с. 65

**Задача:** развитие навыков распознавания и использования в речи каузативных конструкций.

**Ключи:**

*2 She will have a dress made. 3 He had his car fixed yesterday. 4 She had her nails done yesterday. 5 He's having his shoes mended. 6 She's having the house painted. 7 He's having his suits cleaned. 8 They're having the film developed.*

• Упр. 7, с. 65

**а) Задача:** повторение лексики по теме «Тело человека».

**Ключи:**

chest, heart, leg, knee, toe, ankle, wrist, shoulder, stomach, waist, hips, eyes, mouth, ears, lips, nose, etc.

**б) Задача:** знакомство с английскими идиомами с компонентами, обозначающими части тела.

**Ключи:**

1) hair; 2) fingers; 3) leg; 4) head; 5) hand; 6) foot

1 pulling your leg; 2 put her foot down; 3 keep my fingers crossed; 4 lost her head; 5 made my hair stand on end; 6 give me a hand

- Упр. 8, с. 65

**Задача:** развитие умений письменного ответа на проблемный вопрос с использованием тематической лексики (подготовка к продуктивному письму).

**Предполагаемый ответ:**

*I think people change their looks to feel better about themselves. People can't help but compare themselves to the perfect media images of famous people. They have their hair coloured, their teeth whitened and their bodies improved to look more like these unreal media images. They have their appearance changed to become more like the famous people they see in the media.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 65; WB, с. 37.

**Урок 6****Writing Skills**

- Упр. 1, с. 66

**Задачи:** развитие умений ознакомительного чтения; повторение изученной лексики по теме «Проблемы подростков».

**Ключи:**

**Stuart** – is being bullied at school; **David** – his parents want him to quit the football team because of his poor grades; **Sarah** – doesn't like the way she looks; **Karen** – her parents don't want her to go on holiday

**Предполагаемый ответ:**

*Other problems: low self-esteem, not having enough money/freedom, parents worry too much, pressure of exams, parents not liking friends, etc.*

- Упр. 2, с. 66

**Задачи:** освоение особенностей структуры и стиля письма-совета; развитие умений поискового и изучающего чтения; развитие умений монологической речи (оценочное суждение).

**Ключи:**

*The letter is for Sarah. Claire's advice: start doing some exercise, follow a healthy diet.*

**Possible results**

*If you try to keep fit and healthy your body will grow in the best way.*

*Possibly you'll lose some weight if you do enough exercise and eat healthy food. Healthy food will also provide your skin with necessary vitamins to look healthy and bright.*

- Упр. 3, с. 66

**Задачи:** освоение структур, используемых в высказываниях-советах; развитие умений поискового чтения и умений монологической речи (совет-рекомендация).

**Ключи:**

**a** David; **b** Karen; **c** Stuart; **d** Sarah; **b** If I were in your position, I would get a part-time job. Then you would be able to save some money. **c** Why don't you talk to a teacher? If you do this, you will feel better because you won't have to suffer in silence any more. **d** Have you thought about doing some exercise? This would help you lose the extra weight.

- Упр. 4, с. 67

**Задача:** развитие умений распознавания и использования реплик этикетного характера (начинающих и завершающих письмо).

**Ключи:**

1 С 2 О 3 С 4 О 5 С 6 О

- Упр. 5, с. 67

**Задача:** развитие умений продуктивного письма (письмо-совет).

**Ключи:**

**1** а; **2** I'm sorry you've been having problems at school. Here's what you can do to improve your situation. **3** 1b, 2a, 3e, 4d, 5c; **4** I hope that my advice helps and everything turns out all right. **5** а

- Упр. 6, с. 67

**Задача:** развитие умений продуктивного письма (умения разворачивать и аргументировать высказывание).

**Предполагаемый ответ:**

*Have you thought about talking to the school counsellor, your parents or a teacher? If you do this, bullies won't pick on you because they will know that somebody is supporting you. Another good idea is to try to overcome your shyness.*

This way you would be able to make some friends and start enjoying your time at school. If bullies see that you have friends, they will leave you alone.

• Упр. 7, с. 67

**а) Задача:** развитие умений продуктивного письма (составление заметок по плану).

**Предполагаемый ответ:**

Para 1 Dear Stuart,

Sorry you've been having problems at school. Here's what you can do to improve your situation.

Para 2 Talk to the school counsellor, parents or a teacher – bullies won't pick on you if they know sb is supporting you. Overcome your shyness – make some friends.

Para 3 Hope my advice helps/everything turns out OK. Diana

**б) Задача:** развитие умений продуктивного письма (написание письма другу с советом по его проблеме).

**Предполагаемый ответ:**

Dear Stuart,

I'm sorry to hear you've been having problems at school. Here's what you can do to improve your situation. Have you thought about talking to the school counsellor, your parents or a teacher? If you do this, bullies won't pick on you because they will know that somebody is supporting you. Another good idea is to try to overcome your shyness. This way you would be able to make some friends and start enjoying your time at school. If bullies see that you have friends, they will leave you alone. I hope that my advice helps and everything turns out all right.

Yours,

Diana

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 7b\*, с. 67; WB, с. 38.

## Урок 7



## English in Use

• Упр. 1, с. 68

**Задача:** освоение значений и развитие умений распознавания и употребления в речи фразового глагола **put**.

**Ключи:** 1 away 2 off 3 through 4 on 5 out 6 up with

• Упр. 2, с. 68

**Задача:** развитие умений изучающего чтения; развитие умений распознавания и использования предлогов **for, in, to, with**.

**Ключи:**

1 to 2 for 3 to 4 with 5 to 6 in 7 in

• Упр. 3, с. 68

**Задача:** освоение способа образования прилагательных с отрицательным значением с помощью приставок **il-, im-, in-, ir-**.

**Ключи:**

1 impatient; 2 irresponsible; 3 impossible; 4 illogical; 5 illegal; 6 informal

• Упр. 4, с. 68

**Задача:** развитие навыков распознавания и использования в речи слов, значение которых представляет трудность для российских школьников.

**Ключи:**

1 match; 2 borrow; 3 worthless; 4 trend; 5 genuine

**Предполагаемый ответ:**

1. I liked the dress very much but when I tried it on it didn't suit me at all. My new trousers fit me perfectly and make me look slim. 2. If you want, I can lend you my CD player until yours gets fixed. When we go on holiday as a family we usually rent a car so we can travel around easily. 3. I thought our old table was worth nothing but we found out it was a priceless piece of furniture. I gained invaluable experience when I worked at the nursery last summer. 4. A local custom in Scotland is to clean your house before the New Year. I don't need to eat chocolate bars – it's just a bad habit I have. 5. I wish my boss would give more realistic deadlines – I have difficulty getting things done in time. My friend Sarah is always full of original ideas.

• Упр. 5, с. 68

**Задача:** развитие навыков распознавания и использования в речи форм страдательного залога.

**Ключи:**

Last week Bluemoore's new shopping mall was opened by the Mayor. He was given a tour and he was introduced to some shop owners. Then, he was taken to lunch in the restaurant. They were told by the Mayor the visit had been enjoyed very much.

• Упр. 6, с. 68

**Задача:** освоение в речи тематической лексики.



Попросите учащихся составить предложения с изученной лексикой.

**Предполагаемый ответ:**

*He is so immature for his age and the teacher will not put up with his behaviour anymore. Long dresses are the latest trend but they don't appeal to me. I like informal dresses and casual clothes. This handbag is made of genuine leather and with its classic style it's sure to always be in fashion.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41. Можно попросить учащихся составить предложения с изученной лексикой.

**Домашнее задание:** SB, упр. 5\*, с. 68; WB, с. 39.

## Урок 8

### Culture Corner

- Упр. 1, с. 69

**Задача:** освоение значений тематической лексики.

**Ключи:**

*long-sleeved dress, knee-high white socks, black shoes – Picture A; pleated woollen skirts, pin, goatskin bag, cloak – Picture B; tall black hat, lace cap, long full skirt, white apron, black shoes, stockings, basket – Picture C; white trousers, loose white shirt, pad of bells, ribbons, handkerchiefs – Picture D*

- Упр. 2, с. 69

**Задача:** развитие умений прогнозирования содержания текста и поискового чтения.

**Ключи:**

*Irish traditional costumes and Morris dancing costumes*

- Упр. 3, с. 69

**Задача:** развитие умений поискового чтения.

**Ключи:**

*1 I 2 S 3 S 4 E 5 W*

- Упр. 4, с. 69

**Задача:** развитие умений монологической речи (описание с опорой на прочитанный текст).

**Предполагаемый ответ:**

*The traditional Irish costume is a long-sleeved dress, knee-high white socks and black shoes. The dresses have lovely Celtic designs on them.*

- Упр. 5, с. 69

**Задачи:** развитие умений продуктивного письма (описание национального костюма); развитие умений работать в группе.

**Предполагаемый ответ:**

*Traditional Cossack costume consists of a white cotton smock with a high collar and bright baggy trousers. It is worn by men and is associated with Russian Cossack dancing. On top they wear a full-length back coat and a sheepskin hat. It is also traditional to carry a sword. Its origins lie in the 18th century Ukraine and Southern Russia. You can still see men wearing Cossack costume today in some villages.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 4\*, с. 69; WB, с. 40.

## Урок 9

### Spotlight on Russia с. 6. National Costumes

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

**Начало урока**

Организуйте беседу о национальном костюме, его влиянии на современную моду, о роли костюма в истории России, о современных модных тенденциях.

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением текста про себя;
- работа в парах/малых группах.

Предложите учащимся выполнить задания и ответить на вопросы. Выслушайте разные варианты ответов, организуйте обсуждение. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур.

Подведите учащихся к выполнению работы проектного характера о национальном костюме в вашем регионе. Поощряйте групповую работу над творческим проектом. Учитывайте личностные способности учащихся (при оформлении проекта) и пр.

**Предполагаемый ответ:**

*Russian costumes are not only beautiful, they are also convenient in wearing because they were created for work with freedom of movement. The Russian meaning of the word "beautiful" comes from the word "krasny", the Russian for "red". A woman's headdress "kokoshnik", fine linen "rubashka" shirts, a beautiful woman's*

dress "sarafan" with embroidery (вышивка) – all these are comfortable and nice clothes worn ages ago by Russian women. **Sarafan** is the traditional sleeveless long women's dress. From the 19th century it was mainly worn by peasant girls and women in the northern and central regions of Russia, in the Volga Region. The oldest type of sarafan was almost straight; it was like an ordinary sleeveless dress put on over a shirt. Later there appeared the sarafan with embroidery in front, or buttoned through. In some parts of Russia old type sarafans still exist.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 6\*, WB, с. 41–42.

## Урок 10

### Going Green

• Упр. 1, с. 70

**Задача:** повторение изученных слов по теме «Одежда».

**Предполагаемый ответ:**

scarf, top, pullover, cardigan, tights, waistcoat, tie, coat, gloves, vest, T-shirt, pyjamas, etc.

• Упр. 2, с. 70

**Задача:** повторение изученных слов по теме «Одежда» (материалы).

**Предполагаемый ответ:**

The clothes I am wearing are made of cotton, wool and polyester.



• Упр. 3, с. 70

**Задачи:** развитие умений прогнозирования содержания текста; освоение приёмов работы с текстом, относящихся к технологии критического мышления; мотивация к познавательной деятельности.

**Предполагаемый ответ:**

Eco clothes are kind to the environment. 1 How are eco clothes made? 2 Are they more expensive to buy? 3 Are they popular nowadays?

• Упр. 4, с. 70

**Задачи:** развитие умений поискового и изучающего чтения; развитие навыков распознавания частей речи в контексте и использования различных средств словообразования.

**Ключи:**

1 better; 2 third; 3 Unfortunately; 4 different; 5 quickly; 6 fashionable

**Предполагаемый ответ:**

I found out how eco clothes are made but I did not find out about the cost/the popularity of them.

• Упр. 5, с. 70

**Задача:** развитие умений монологической речи (умение передавать содержание прочитанного).

**Предполагаемый ответ:**

Natural fabrics are not always the best for the environment. You can make pullovers out of recycled plastic. Bamboo clothing is good to wear when it is hot and when it is cold.

• Упр. 6, с. 71

**Задача:** развитие умений диалогической речи (диалог – побуждение к действию).

**Предполагаемый ответ:**

A: You should buy eco friendly clothes, Ben!

B: Why? What's good about them?

A: They are better for the environment, that's what! Do you know how many pesticides it takes to make cotton clothes? Why not try bamboo instead?

B: It feels soft, but will it keep me warm?

A: Try it on and see! And here's an eco fleece as well. This is really cosy!

B: Looks nice! I should give it a go! Etc.

• Упр. 7, с. 71

**Задачи:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному); развитие умений вести обсуждение.

**Предполагаемый ответ:**

The quote means that the environment and people are one thing. Whatever harm we do to



*the environment we are doing to ourselves as it directly affects us. If we spoil the water in the rivers we can't drink it. If we cut trees it affects the climate. Etc.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 71; WB, с. 43.

## Progress Check

*Progress Check 4* и *Look at Module 5* проводятся на одном уроке.

**Задача:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

### Ключи:

**1** 1 protruding 2 join 3 overweight 4 crooked  
5 frizzy 6 try 7 bushy 8 fit 9 suits 10 slim

**2** 1 impatient 2 irresponsible 3 illegal 4 immature  
5 independent

**3** 1 *This dress has been designed by Calvin Klein.*  
2 *A new bridge is being built.* 3 *A pink sweater will be knitted for me by my mother.* 4 *James was sent an invitation by Karen.* 5 *Where was the car parked?* 6 *Who was the music for Cats written by?* 7 *My flat was being painted when I arrived.* 8 *The meal had been cooked before the lights went off.* 9 *Many famous operas were composed by Puccini.* 10 *The cake was decorated with flowers and chocolate pearls.*

**4** 1 out 2 up with 3 off 4 away 5 on

**5** 1 by 2 for 3 to 4 into 5 from

**6** 1 e 2 d 3 c 4 a 5 b

## Цели

- обучающие (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по теме «Глобальные проблемы человечества»;
  - научиться вести разговор о стихийных бедствиях и природных катаклизмах, проблемах охраны окружающей среды, погоде, животном мире, проблемах детского труда;
  - научиться брать и давать интервью, писать сочинение (эссе) с элементами рассуждения, статью о животных родного края;
  - научиться распознавать и освоить использование во всех видах речевой деятельности инфинитива глагола и формы на *-ing* (*Gerund*);
  - научиться распознавать и освоить использование глаголов и структур *used to – be used to – get used to*;
  - освоить образование существительных от глаголов с помощью суффиксов *-(t)ion, -ance/-ence*;
  - освоить использование фразовых глаголов (*call*);
  - развивать умения, составляющие лингвистическую компетенцию: сопоставление языковых явлений в изучаемом и родном языках;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение метапредметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) во всех видах речевой деятельности, в том числе умения общения и взаимодействия, умение работать в паре/группе, умение планировать своё речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД), в том числе умения пользоваться словарями и справочниками, ИКТ для поиска, обработки и представления информации, понимание идиом, умения проектно-исследовательской деятельности;
  - развивать регулятивные УУД, в том числе умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям/ключевым словам/заголовку, выделять основную мысль, устанавливать смысловые соответствия;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - развивать мотивацию к изучению иностранного языка и обучению в целом, способствовать осознанию возможностей самореализации средствами иностранного языка;
  - формировать гражданскую идентичность учащихся через формирование экологического сознания, осознание основных принципов и правил отношения к природе, воспитание любви к природе;
  - формировать умения социально значимой деятельности (участие в решении экологических проблем в своём городе/районе);
  - формировать систему ценностей.

## Урок 1

### Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над разделом *Now I can...* Модуля 4.

**Вводная беседа** по изученной теме.

*E.g.: What kind of teen clothes is in fashion nowadays? Is it important for you? Would you like to be a fashion designer? Why? When do people wear national costumes? Why do we wear them? Do you wear eco clothes?*

### Введение темы модуля

**Global Issues** – обсуждение возможных русских эквивалентов: *глобальные/насуточные проблемы человечества, катаклизмы, стихийные бедствия*. Попросите учащихся объяснить по-английски, что означает название, что они узнают в модуле.

**Предполагаемый ответ:**

*The title refers to different problems that affect everyone in the world such as environmental problems. We will probably learn about weather problems and environmental problems around the world.*

**Look at Module 5** (работа с иллюстрациями)

**Предполагаемый ответ:**

рис. 1, с. 74

*T: What page is the picture on?*

*S1: It's on page 74. It's a tsunami.*

*T: Have you ever seen on TV people who experienced a tsunami? What do you think it would be like?*

*S2: Very scary and dangerous!*

*T: Why dangerous?*

*S3: It destroys everything on the way and can kill many people.*

рис. 2, с. 75

*What can you see in the picture? When does this occur? Is it dangerous? How can you tell when one is happening?*

рис. 3, с. 78

*What is this picture of? Have you ever seen one? Where? What are they like?*

рис. 4, с. 81

*What is the cartoon showing? Does the saying match the picture? Could the words mean something else? Is your mood ever affected by the weather?*

## Find the page number(s) for

Просматривая модуль, вместе с классом найдите указанные виды текстов. Обсудите.

**Предполагаемый ответ:**

**sayings about the weather (с. 81)**

*What do the cartoons show? What are these sayings? Do they mean exactly what they say? Are they really about the weather? Do you know any sayings in Russian about the weather?*

**instructions for making a tornado (с. 87)**

*Why would we want to make a tornado? What science experiments have you done? In what lessons? What did you learn? Why do we try to understand the weather?*

## Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 4.

## Урок 2



## Reading & Vocabulary

• Упр. 1, с. 74

**Задачи:** введение темы «Стихийные бедствия, природные катаклизмы», мотивация на работу по теме; развитие умений прогнозирования содержания текста по невербальным опорам.

**Предполагаемый ответ:**

*I am on the beach and I see huge waves coming towards me. People are screaming and running to safety. I feel really scared.*

• Упр. 2, с. 74

**Задача:** развитие умений ознакомительного и поискового чтения.

**Ключи:**

**a member of a rescue team** – Jason; **a journalist** – Alex; **a holiday maker** – Bill; **a doctor** – Sue

• Упр. 3, с. 75

**Задачи:** развитие умений поискового чтения.

**Ключи:**

1 Bill (we were rescued by some local men and taken to the hospital) 2 Sue (my colleagues and I were helping injured people, gave them emergency first aid, some of the injuries we had to treat); Jason (distributing food, searching for more survivors, we managed to find a 13-year-old girl) 3 Bill (I was lying on the beach sunbathing) 4 Alex (07.59 local time under the Indian Ocean) 5 Bill (pulled me out of the water) 6 Jason (managed to find a 13-year-old girl who was still alive)

• Упр. 4, с. 75

**а) Задачи:** развитие навыков распознавания и использования в речи форм глагола в страдательном залоге (Passive Voice).

После проверки конструкций страдательного залога в тексте можно предложить учащимся самостоятельно записать эти предложения в действительном залоге. Организуйте проверку.

**Ключи:**

*Text A: She had been buried underneath a five-storey building for 52 hours. A five-storey building had buried her.*

*Text B: After a few hours we were rescued by some local men and taken to the hospital. After a few hours some local men rescued us and took us to the hospital.*

*Text C: ... they were taken to the hospital. We took them to the hospital. The streets outside were littered with fallen palm trees and huge pieces of wood and metal. Outside, fallen palm trees and huge pieces of wood and metal littered the streets.*

**б) Задача:** развитие умений изучающего чтения, развитие языковой догадки.

**Ключи:**

**tinned fish:** fish in tins (**рыбные консервы**)

**supplies:** provisions (**запасы**)

**cracked:** with lines, damaged (**повреждённые**)

**collapsed:** fallen down (**разрушенные**)

**survivors:** people who have survived (**оставшиеся в живых**)

**buried:** with things lying on top so that you can't escape (**погребена**)

**pieces:** bits (**куски, обломки**)

**pulled me out:** took me out of the water (**вытащил меня**)

**we were rescued:** we were saved (**мы были спасены**)

**horrific:** very bad (**ужасающие**)

**occurred:** happened (**произошло**)

**generated:** caused (**вызвало**)

**massive waves:** very big waves (**огромные волны**)

• Упр. 5, с. 75

**Задача:** развитие умений диалогической речи (диалог-расспрос: ролевая игра-интервью).

Учащиеся работают в группах по 5 человек: 1 – играет роль журналиста, остальные – героев текста (упр. 2). Интервью проговаривается несколько раз – учащиеся меняются ролями.

**Предполагаемый ответ:**

A: Where did the tsunami happen?

B: In southern Asia.

A: How many people were killed?

B: Over 10 000 people.

A: Why did it happen?

B: An 8.9 magnitude earthquake occurred under the Indian Ocean.

A: What time did the earthquake happen?

B: At 07.59 local time. Etc.

• Упр. 6, с. 75

**Задача:** повторение изученных и введение новых слов по теме «Стихийные бедствия, природные катаклизмы».

Учащиеся читают дефиниции новых слов. Проверьте понимание значений через перевод на русский язык. Обсудите причины данных природных явлений, используйте картинки A–D.

**Ключи:**

**drought (засуха)** – caused by lack of rain

**flood (наводнение)** – caused by too much water

**tornado (торнадо)** – caused by a tall column of air spinning around

**tsunami (цунами)** – caused by an earthquake happening in the sea

**earthquake (землетрясение)** – caused by movement of earth's crust

**cyclone (циклон)** – caused by air going round and round during low atmospheric pressure

**avalanche (лавина)** – caused by a large amount of unstable snow on a mountain

**hurricane (ураган)** – caused by low pressure areas formed over warm water

Picture A – tornado; Picture B – drought; Picture C – earthquake, tornado or hurricane; Picture D – flood

• Упр. 7, с. 75

**Задача:** освоение лексики (глаголы в словосочетаниях) по теме «Стихийные бедствия, природные катаклизмы».

При выполнении задания учащиеся могут пользоваться словарём учебника.

**Ключи:**

1 left; 2 drowned, lost; 3 cracked, collapsed, feared; 4 snowed, covered

1 tsunami/earthquake/flood; 2 flood; 3 earthquake; 4 avalanche

• Упр. 8, с. 75

**Задача:** развитие умений монологической речи (сообщение на основе прочитанного текста, включающее эмоционально-оценочное суждение).

**Предполагаемый ответ:**

I see a tornado, a drought, a flood and destruction from an earthquake or a hurricane. Forest fires and floods are the most common natural disasters in Russia. Hurricanes sometimes occur and cause a lot of damage in populated areas.

• Упр. 9, с. 75

**Задача:** развитие умений диалогической речи (диалог-расспрос: ролевая игра-интервью на основе прочитанного).

**Предполагаемый ответ:**

Journalist: What were you doing when the tsunami struck?

Survivor: I was lying on the beach.

Journalist: What were your first thoughts when you saw the huge wave approaching?

Survivor: At first I didn't think it was anything unusual. But then I saw it coming nearer and then I started to panic.

Journalist: What did you do?

Survivor: I grabbed on to a palm tree. I had no time to go anywhere else.

Journalist: And then what happened?

Survivor: Luckily, I was swept towards a ruined building and I managed to find somewhere safe to hide until someone came to rescue me.

Journalist: Were you injured?

Survivor: Yes. I had a few broken bones, but nothing too serious. I was really lucky.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 75; WB с. 44.

## Урок 3



# Listening & Speaking

### • Упр. 1, с. 76

**Задачи:** повторение изученных и введение новых слов и выражений по теме «Глобальные проблемы человечества»; развитие навыков их использования в речи.

**Ключи:**

1 война; 2 бедность; 3 голод; 4 глобальное потепление; 5 исчезающие/вымирающие виды; 6 загрязнение; 7 бездомные; 8 детский труд

### • Упр. 2, с. 76

**Задачи:** развитие умений ознакомительного чтения; развитие навыков использования в речи тематической лексики.

**Ключи:**

Text A: global warming (climate change, greenhouse gases; Earth warmer)

Text B: famine (too many people to feed; sending food)

Text C: poverty/child labour (everybody has to work or there won't be enough food, support, children get an education)

Text D: endangered species (animals' habitats destroyed, hunt, protect areas where animals live)

### • Упр. 3, с. 76

**Задачи:** развитие умений аудирования (аудирование с пониманием основного содержания); развитие навыков использования в речи тематической лексики.

**Ключи:**

1 D pollution; 2 B homelessness; 3 F global warming; 4 E child labour; 5 C endangered species; 6 A war

### • Упр. 4, с. 77

**Задача:** развитие умений диалогической речи (поддержание разговора).

Учащиеся могут подобрать и другие эквиваленты данных фраз в русском языке.

**Ключи:**

Речевое взаимодействие:

- ...ты понимаешь, что я имею в виду?
- Ты знаешь, что ...?
- Правда, да?
- Это правда, более того, ...
- Итак, что мы можем ...?
- Совершенно верно.

Поддержание разговора:

- Правда? / Неужели? (Я этого не знал.)
- Боже мой! Это ужасно!
- Нет, я полагаю/думаю, это не так.
- Я потрясён!
- Я думаю, ты прав. / Ты, наверное, прав.
- Правильно.
- Согласен.

### • Упр. 5, с. 77

**а) Задачи:** развитие умений аудирования с выборочным извлечением заданной информации; развитие умений поискового чтения.

**Ключи:**

2 – amount of money in dollars that people live on per day; 3 billion – number of people in the world living on \$2/day; 30,000 – number of children dying every day because of lack of food and medicine/permanent home.

All of the expressions are in the dialogue except ... you know what I mean?'

**б) Задачи:** развитие умений монологической речи (сообщение на основе прочитанного текста, включающее эмоционально-оценочное суждение); развитие социальной компетенции.

Заслушайте ответы, организуйте обсуждение.

**Предполагаемый ответ:**

There should be free education available to all children in every country. Governments must enforce strict laws against hiring children. I can support organisations that fight against child labour and write letters to governments or newspapers of countries with no child labour laws to create awareness of the problem.

### • Упр. 6, с. 77

**Задача:** развитие умений диалогической речи; развитие социокультурной компетенции (выбор правильного ответа в соответствующей ситуации общения).

**Ключи:**

1 b 2 a 3 a

### • Упр. 7, с. 77

**Задача:** развитие произносительных и интонационных навыков.

Обратите внимание учащихся на рубрику *Study Skills*, посвящённую делению предложений на смысловые группы (tone groups) – при освоении интонации предложений.

**Ключи:**

2 I didn't know/such things/existed! 3 Yes,/they have been around/for a while now. 4 For lots/of reasons! 5 They certainly can't/all/fit in there. 6 And look,/it is so small/and easy to park.



• Упр. 8, с. 77

**Задача:** развитие умений диалогической речи (диалог – обмен мнениями на основе прочитанного).

**Предполагаемый ответ:**

A: Did you know that one in six children in the world is involved in child labour? That is 246 million children!

B: Really?

A: Yes. It's shocking, isn't it?

B: I had no idea it was so many.

A: And what's more, 300,000 children around the world are currently serving as soldiers.

B: Goodness me! That's terrible!

A: It is, isn't it?

B: So what can we do to help?

A: I think governments should make schooling compulsory and make companies pay huge fines if they use child labour. It shouldn't be allowed to happen.

B: I agree. Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 77; WB, с. 45.

## Урок 4



## Grammar in Use

• Упр. 1, с. 78

**Задачи:** развитие навыков распознавания и употребления в речи инфинитива и герундия (-ing form); развитие умений ознакомительного и поискового чтения.

До начала грамматического анализа текста организуйте короткую беседу по содержанию прочитанного: *Can animals predict natural disasters? Do you know any examples?* Организуйте фронтальную работу с заданием **a**. На доске выпишите из задания разные случаи (позиции) употребления инфинитива и герундия – учащиеся находят в тексте соответствующие примеры. Убедитесь в понимании значений глагольных форм в каждом случае. По необходимости переводите на русский язык.

**Ключи:**

**a) after modal verbs** – bare infinitive form, e.g. *could mean, should take, may know*

**to show purpose** – infinitive form, e.g. *trying to tell you*

**after certain verbs (decide, appear)** – infinitive form, e.g. *decide to run*

**after prepositions** – -ing form, e.g. *of predicting*

**as a noun** – -ing form, e.g. *hearing*

**after expressions (I'm busy, etc.)** – -ing form, e.g. *were very busy looking*

**after certain verbs (fancy, start, avoid, spend, imagine, suggest, etc.)** – -ing form, e.g. *started acting*

**b)** 1 to study; 2 to play; 3 to say; 4 watching; 5 visit; 6 to go

• Упр. 2, с. 78

**Задача:** развитие навыков распознавания и использования в речи инфинитива и герундия.

**Предполагаемый ответ:**

1 I usually avoid walking under ladders as it is believed to be unlucky. 2 I'm happy to study at this school. 3 It's not worth worrying about things you can't change. 4 There's no point trying to look like models you see in magazines. 5 I spend a lot of time hanging out with my friends. 6 I don't mind helping with the housework. 7 I can't stand waiting for people. 8 I'd prefer to be poor and happy than rich and miserable. 9 I love walking barefoot on the sand. 10 I really want to be successful in my career.

• Упр. 3, с. 78

**Задача:** развитие навыков распознавания и использования в речи инфинитива и герундия (различение значений после глаголов **forget, remember, try, mean, stop**).

После коллективной проработки правила учащиеся работают в парах. Проверьте ответы.

**Ключи:**

1 a didn't remember, b will always remember; 2 a don't forget, b recall; 3 a stopped in order to do sth else, b finished doing sth; 4 a did her best, attempted, b did it as an experiment

• Упр. 4, с. 79

**Задача:** развитие навыков использования в речи инфинитива и герундия (различение значений после глаголов **forget, remember, try, mean, stop**).

**Ключи:**

1 falling; 2 to lock; 3 to buy; 4 doing; 5 seeing; 6 to bring; 7 taking; 8 to finish; 9 studying

• Упр. 5, с. 79

**Задача:** развитие навыков использования в речи инфинитива и герундия.

**Ключи:**

1 A: to feed, B: to do; 2 A: give, B: to take; 3 A: watching, B: to watch; 4 A: trying, B: to be;



5 A: reach, B: using; 6 A: to tell, B: to go out;  
7 A: to do, B: go; 8 A: talking, B: to listen;  
9 A: to help, B: collecting

• Упр. 6, с. 79

**Задачи:** развитие навыков использования в речи инфинитива и герундия; развитие умений монологической речи (рассказ по картинкам и опорным словам).

Учащиеся выполняют задание в парах – заканчивают рассказ письменно. Заслушайте варианты рассказов. При обсуждении уделите особое внимание использованию неличных форм глаголов.

**Предполагаемый ответ:**

*They were hoping to enjoy their holiday in Pukhet. At first everything went well. They spent their time on the beach making sandcastles. The weather was perfect and everyone felt relaxed. But then Mr Brown noticed some waves rushing towards the beach at an incredible speed. The whole family panicked and started running towards the shore. The waves soon reached them and smashed against them. As a result, they all fell over but they soon managed to run to safety. They were extremely relieved to find out that the whole family had survived.*

• Упр. 7, с. 79

**Задача:** развитие навыков распознавания и использования в речи структур **used to – be used to – get used to**.

**Ключи:**

**a)** *used to do sth* – имел обыкновение делать что-либо; *be/get used to sth/doing sth* – иметь привычку/привыкать к чему-либо/делать что-либо

**b)** *1 is used to working; 2 is used to waking up early; 3 used to live there; 4 has got used to*

• Упр. 8, с. 79

**Задача:** развитие навыков использования в речи структур **used to – be used to – get used to**.

**Ключи:**

*I used to play with my dolls for hours. I used to visit my grandparents every Saturday. I used to ride my bike every afternoon. Etc.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, 8\*, с. 79; WB, с. 46; Grammar Check 5, с. 146–147 (по выбору).

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 80

**Задачи:** повторение и введение новой лексики по теме «Погода»; мотивация на работу по теме; развитие навыков использования тематической лексики в речи (сообщение).

Поощряйте использование различных типов схем при повторении лексики, воспроизведите их на доске при проверке.

**Предполагаемый ответ:**

**a)** *cold, sunny, foggy, freezing, snowing, windy, cool, warm, breeze, gale, hailstones, sleet, etc.*

**b)** *Today it is cold but sunny. The temperature is about – 5 °C. There isn't any wind. There is still some snow on the ground but you can feel spring in the air. My favourite type of weather is summer weather. I like it when it's hot.*

• Упр. 2, с. 80

**Задачи:** развитие умений прогнозирования содержания текста по заголовку; развитие умений монологической речи.

**Предполагаемый ответ:**

*I think the title means that we can tell what the weather is going to be like from looking at the sky. There are some signs that can help us. For example, if the sunrise is red it will be windy the next day. Etc.*

• Упр. 3, с. 80

**Задача:** развитие умений поискового чтения.

**Ключи:**

*Methods used in the past to predict the weather: watching the clouds, observing the behaviour of animals, inspecting plants and the soil, looking at the sky at night*

• Упр. 4, с. 80

**Задачи:** освоение лексики по теме «Погода»; развитие умений понимать пословицы и поговорки (приметы погоды).

**Ключи:**

*Onion skin is very thin, mild winter is coming in. Onion skin is thick and tough, winter will be cold and rough. Pale moon rains, red moon blows. White moon neither rains nor snows. Evening red*

and morning grey, two sure signs of a **fine** day. Clear moon, **frost** soon. When seagulls fly to land, a **storm** is at hand. When **clouds** appear like rocks and towers, the Earth's refreshed by frequent **showers**.

**Предполагаемый ответ:**

There are a lot of folk signs about the weather – but not in rhyme. Here are some of them. Курица на одной ноге стоит – к стуже. Лягушки по берегу прыгают – к дождю. Кошка лижется – к ненастью. В полдень лучи Солнца темнеют – ожидай грозу. Большие дождевые пузыри – к ненастью и пущему дождю. Гром зимой – к сильным ветрам. Ночная роса не просыхает – быть грозе. Комары кусают весь день – к продолжительному дождю. Воробьи купаются в пыли – быть дождю. Собака валяется в снегу – к вьюге. Кошка свернулась клубком – к морозу.

• Упр. 5, с. 80

**Задачи:** развитие навыков использования в речи новой тематической лексики; развитие навыков работы с контекстом и словарём.

Учащиеся самостоятельно выполняют задание на составление словосочетаний при помощи словаря; организуйте проверку в парах.

**Ключи:**

1 c 2 b 3 a 4 e 5 d  
1 scorching sun; 2 heavy rain; 3 light breeze; 4 huge snowstorm; 5 strong winds

• Упр. 6, с. 81

**Задача:** знакомство с идиомами, содержащими лексику по теме «Погода».

Учащиеся выполняют задание в группах по 3–4 человека, пользуясь приложением учебника Appendix 1. Для проверки понимания используйте пояснения на русском языке.

**Ключи:**

1 is feeling under the weather; 2 's been on cloud nine; 3 to save up for a rainy day

• Упр. 7, с. 81

**Задачи:** развитие языковой догадки при семантизации новой лексики (глаголы) по теме «Погода»; развитие навыков использования тематической лексики в речи.

**Ключи:**

A sound 3: whistle	1 whistled
B sound 4: pour	2 poured
C sound 1: howl	3 howled
D sound 5: drizzle	4 drizzling
E sound 2: roar	5 roared

• Упр. 8, с. 81

**Задачи:** развитие навыков использования тематической лексики в речи; развитие

умений продуктивного письма (описание погоды в рассказе).

Поощряйте интенсивное использование новой лексики по теме. Написав абзац в соответствии с заданием, учащиеся работают в парах, поочередно зачитывая свои работы. Обсудите несколько работ. Убедитесь в понимании предложений с тематической лексикой.

**Предполагаемый ответ:**

It was getting late and it seemed like I would never get home. Heavy rain poured down as I drove along the road. I couldn't see very far in front of me. I had to slow down. The wind howled and made me shiver. I didn't think it could get any worse but it did – lightning flashed and the thunder roared...

• Упр. 9, с. 81

**Задача:** развитие навыков использования тематической лексики в диалогической речи.

**Ключи:**

1 e 2 d 3 g 4 a 5 b 6 f 7 c

• Упр. 10, с. 81

**Задача:** практика использования тематической лексики в речи.

Заслушайте ряд предложений, самостоятельно составленных учащимися. Можно сгруппировать их по ключевому слову: rain, winter, summer, etc.

**Предполагаемый ответ:**

They are expecting heavy rain tomorrow. Many farmers observe the behaviour of their animals to predict storms. I can't decide; I will just see which way the wind blows. Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, 10\*, с. 81; WB с. 47.

## Урок 6



## Writing Skills

• Упр. 1, с. 82

**Задачи:** развитие интеллектуальных умений (логика, причинно-следственные связи); развитие умений прогнозирования содержания текста; развитие умений поискового чтения.

**Ключи:**

1 e 2 a 3 b 4 c 5 d

Ideas in essay: – To encourage car sharing programmes; – To improve public transport; – To create more cycling lanes

- Упр. 2, с. 82

**Задачи:** развитие умений изучающего чтения – способ написания сочинения-рассуждения (эссе); подготовка к продуктивному письму (стиль, язык, структура).

После работы над теоретическим материалом и повторного чтения текста эссе учащиеся находят мнение автора по освещаемой в сочинении проблеме. В каких абзацах изложено мнение автора? Проверьте ответы.

**Ключи:**

The writer's opinion is that heavy traffic is a serious problem in our cities that has to be dealt with and that there are many ways to reduce it. The writer gives his opinion in the first and the last paragraphs.

- Упр. 3, с. 82

**Задачи:** развитие умений изучающего чтения, освоение структур/выражений, используемых в сочинении (выдвижение идей, сообщение о результате, подведение итога).

При проверке понимания значений фраз предложите учащимся подобрать синонимичные выражения в русском языке.

**Ключи:**

**a) To introduce suggestions:** To begin with ...; Another solution would be ... (Следует начать с того, что...; Другим решением может стать...)

**To express effect:** The result would be ...; Consequently (Результатом может стать...; Следовательно / В результате) **To conclude:** To sum up ... (В итоге... / в заключение...)

**b) To start with** → To begin with; Another way to → Another solution would be; As a result there would be → The result would be; As a consequence → Consequently; All in all → To sum up

- Упр. 4, с. 83

**Задача:** освоение значений и структуры предложений со сложными союзами both ... and, either ... or, neither ... nor.

**Ключи:** both ... and ... (description a); either ... or ... (description b); neither ... nor ... (description c)

1 Factories pollute both the water and the air.  
2 You can either reuse or recycle old things.  
3 You should leave neither your computer nor your TV on when you leave the house.  
4 You can either walk or ride a bicycle to work.

- Упр. 5, с. 83

**Задачи:** развитие интеллектуальных умений (логика, причинно-следственные связи); развитие умений в аудировании с выборочным извлечением заданной информации.

**Ключи:**

1 a 2 c 3 d 4 b. Sally mentions suggestions 1 and 3

- Упр. 6, с. 83

**Задача:** развитие умений продуктивного письма (написание сочинения-рассуждения).

**Предполагаемый ответ:**

Today we produce so much litter that the world could very easily become one big litter bin. Fortunately, there are several possible suggestions which could lead to a reduction in the amount of litter we create.

To begin with, we could get young people involved in clean-up programmes. As a consequence people would start to realise how much litter there is around us and see the negative effects. After being involved in a clean-up programme they will become interested in keeping parks and their neighbourhoods clean and tidy.

Another way would be to educate people about how to reduce the amount of packaging in the goods that they buy. As a result people would choose to buy products with biodegradable packaging and get into good habits, thus landfill sites would not become so full.

Finally, it would be fair to fine people who litter in public places. If people know that they will have to pay for littering, they will stop doing it.

To sum up, there are a lot of practical ways to reduce the litter and to solve the problem. I'm sure, the main thing is to start acting both socially and individually.

- Упр. 7, с. 83

**Задача:** развитие умений проверки сочинений.

Убедитесь, что учащиеся понимают алгоритм само- и взаимопроверки сочинений: содержание, общая структура, структура абзацев/частей, аргументация точек зрения, правильное использование слов-связок, проверка орфографии/грамматики/пунктуации.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 83; WB, с. 48.

## Урок 7



### English in Use

#### • Упр. 1, с. 84

**Задачи:** освоение образования существительных от глаголов с помощью суффиксов *-(t)ion, -ance/-ence*; развитие навыков использования их в речи.

**Ключи:**

*A performance; B guidance; C protection; D collection; E convenience*

#### • Упр. 2, с. 84

**Задача:** освоение значений и развитие навыков распознавания и употребления в речи фразовых глаголов (*call*).

**Ключи:**

*1 in 2 off 3 for 4 in 5 on*

#### • Упр. 3, с. 84

**Задача:** развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для российских школьников.

**Ключи:**

*1 waste; 2 extinct; 3 fumes; 4 waste; 5 team*

**Предполагаемый ответ:**

*1 I put the rubbish in the bin outside our house. It is not very nice to see litter everywhere – it is best to pick it up. 2 If you lead an inactive lifestyle, you may damage your health. The aeroplane disappeared into the clouds and could not be seen. 3 Drivers were warned to drive carefully in the thick fog. A cloud of black smoke blew over the city. 4 Be careful not to lose your way when you go on the underground. When I am away from home I miss my family. 5 The crew on board a ship work hard to serve the public. The supermarket employs a total of 200 staff.*

#### • Упр. 4, с. 84

**Задача:** развитие навыков распознавания и использования предлогов (*by, in, on, out*).

**Ключи:**

*1 by 2 out 3 in 4 on 5 in*

#### • Упр. 5, с. 84

**Задача:** развитие навыков распознавания и использования в речи инфинитива и герундия/причастия (*-ing form*).

**Ключи:**

*1 to tell; 2 to see; 3 roaming; 4 feeding; 5 lying; 6 having; 7 take; 8 hearing*

#### • Упр. 6, с. 84

**Задачи:** развитие умений продуктивного письма (электронное письмо другу о недавней поездке); развитие навыков использования в речи инфинитива и герундия/причастия (*-ing form*).

В качестве образца учащиеся используют текст упр. 5.

**Предполагаемый ответ:**

*Dear Steven,  
I hope you are well. I really want to tell you about my trip to St Petersburg. It was great and I especially enjoyed walking along Nevsky Prospekt. It's so beautiful. Every day I looked forward to visiting different museums. One afternoon we went to the Hermitage and I ran into my classmate listening to the guide.  
I planned to visit Peterhoff, but we didn't have enough time for travelling outside the city. It was a wonderful experience! Tell me about your summer. How was your trip to the seaside? Write soon!  
Love,  
Tanya*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 84; WB, с. 49.

## Урок 8

### Culture Corner

#### • Упр. 1, с. 85

**Задачи:** развитие умений прогнозировать содержание текста и умений поискового чтения.

**Ключи:**

*It is a Highland cow.*

**Предполагаемый ответ:**

*Is it easy to farm Highland cows? Do they all have the same colour of hair? Are they found anywhere else other than Scotland?*

#### • Упр. 2, с. 85

**Задача:** развитие умений поискового и изучающего чтения.

**Ключи:**

**а)** *1 F 2 F 3 T 4 T 5 T*

*1 Nessie is a legendary monster from Loch Ness.  
2 Highland coos are easy to spot.*



**b) legendary:** very famous (**легендарный**)  
**creature:** animal (**существо**)  
**spot:** see, catch sight of (**увидеть, заметить**)  
**Highland:** from the Highlands of Scotland (**северошотландский/характерный для горной Шотландии**)  
**breed:** type of animal (**порода**)  
**fringe:** hair that hangs over the forehead (**чёлка**)  
**legend:** old and popular story (**легенда**)  
**impress:** make an impression (**впечатлять**)  
**grazing grounds:** land where animals feed (**пастбища**)  
**crossed:** mixed two types of animal (**скрещённый (порода/вид)**)  
**shaggy:** hairy (**лохматый**)  
**miss the chance:** lose the opportunity to do sth (**упустить возможность сделать что-либо**)

• Упр. 3, с. 85

**Задача:** развитие умений монологической речи (описание картинки, сообщение на основе прочитанного).

**Ключи:**

*The Highland cow has shaggy red hair and a fringe which goes over its eyes, long horns and a big wet nose. They can survive on poor grazing grounds. They are a cross of two kinds of cow. They have become a national symbol of Scotland.*

• Упр. 4, с. 85

**Задачи:** развитие умений собирать и организовывать информацию по заданной теме; развитие умений продуктивного письма (статья в журнал об одном из животных родного края).

Учащиеся пишут статью в журнал по предложенному плану, используя текст упр. 1 в качестве образца.

**Предполагаемый ответ:**

**Siberian Tiger**

*If you go to Russia, you will probably not see a Siberian Tiger. They are very rare because they are an endangered species. They live in a very small part of Russia, in the Amur-Ussuri region of Primorsky and Khabarovsky Krai. They are very attractive creatures. They are different from other tiger species because their fur is lighter orange in colour. They have widely spaced brown stripes rather than black and a white chest and belly. Their fur is thick and long to help them cope in freezing temperatures and their feet are large to help them walk in the snow. An average male weighs around 200–230 kg. Females are smaller and weigh 100–167 kg. The Siberian Tiger is an excellent hunter. It feeds mostly on wild boar, red deer, elk and bear. An adult needs to eat around 9 kg of food a day to survive, but they can eat up*

*to 50 kg in just one meal! Unfortunately, the loss of forests and poaching has meant that there are only about 450 Siberian Tigers left in the wild.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 4\*, с. 85; WB, с. 50.

## Урок 9

### **Spotlight on Russia с. 7. Lily-of-the-valley**

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

**Начало урока**

Организуем беседу о флоре родного края, о полевых и лесных цветах, лекарственных растениях (*herbs*).

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах.

На основе текста организуйте высказывания учащихся различной тематической направленности (можно начать с вопроса: *What are your associations with the lily-of-the-valley?*).

Так как предложен текст научно-популярного характера, можно остановиться на его характеристиках (термины). По образцу описания ландыша учащиеся описывают другие растения.

Предложите учащимся ответить на вопросы и выполнить задания. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур, привлечение фоновых знаний и межпредметных связей.

**Предполагаемый ответ:**

*Like most other countries, Russia has a wide range of so-called traditional folk remedies, and Russians rely to a large extent on medicinal herbs and a number of other centuries-old healing procedures.*

*Many Russians, including doctors, are knowledgeable about medicinal herbs. Mint is one of the most popular herbs in Russia. It grows like a weed, is perfectly safe for use, and is an excellent remedy for reducing symptoms related to digestion. And it tastes good! Make a tea out of fresh or dried leaves for a tasty and refreshing after-dinner stomach soother. For the*

children, it can also be heated with milk for the same effect (and they will like it).

New research indicates that mint oil used in a cold compress or rubbed directly into the skin can significantly reduce pain in joints.

Garlic therapy is one of Russia's most popular folk remedies. In Russia, many people believe that garlic kills viruses as strong as flu.

During flu epidemics, Russian parents may put a piece of garlic in their children's pockets. They also tend to eat more garlic in the winter in order to strengthen the immune system.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 7\*; WB, с. 51.

## Урок 10

### Across the Curriculum: Science

#### • Упр. 1, с. 86

**Задачи:** активизация тематической лексики (по теме «Природные явления»), мотивация на изучение темы; развитие умений прогнозировать содержание текста; развитие умений поискового чтения.

**Предполагаемый ответ:**

a) *I have seen hail in real life but I haven't seen a tornado.*

b) *Tornadoes are formed when warm air near the earth's surface rises and meets with cold air. Hail is formed when raindrops are blown up into the clouds by strong winds. Instead of falling to the ground immediately, the raindrops freeze.*

#### • Упр. 2, с. 87

**Задача:** развитие умений ознакомительного чтения (умение выделять основную мысль – подбор заголовка к частям текста).

**Ключи:**

*1 f happen in various parts of the world, at any time of year; 2 d spinning, whirling, shape of a funnel or tube, twist, twisting rope; 3 e scale, how strong tornadoes are, calculate strength, damage a tornado causes; 4 a can be as small as peas or as big as cricket balls; 5 c start to fall, Before they reach the ground, bounces ... up and down, rise and fall; 6 b make quite a noise*

#### • Упр. 3, с. 87

**Задача:** развитие умений изучающего чтения.

**Ключи:**

a) **forceful** – violent;      b) **different** – various;  
c) **leave** – disappear;      d) **harm** – damage;

e) **made** – formed;

f) **chunks** – lumps;

g) **created** – formed

#### • Упр. 4, с. 87

**Задача:** развитие умений монологической речи (сообщение на основе прочитанного текста, эмоциональные и оценочные суждения).

**Предполагаемый ответ:**

*Tornadoes can reach speeds of more than 250 mph. There is a scale to measure how strong tornadoes are. There was a hailstone as large as 44.5 centimetres in width!*

*I was visiting my grandfather's farm one afternoon, when the sky started to turn dark grey and it became very windy. In the far distance I noticed a long dark funnel or tube. I realized it was a tornado that was moving towards the farm. I suddenly felt very scared and screamed for my grandparents. Fortunately, they have an underground shelter where we climbed down in to protect ourselves. The tornado passed over us. It was a very frightening experience with a horrible noise as the tornado ripped roofs from buildings and tossed heavy objects like trees into the air. When it finally passed, I was so relieved and very happy to be alive!*

#### • Упр. 5, с. 87

**Задача:** развитие умений в аудировании с выборочным пониманием заданной информации.

Учащиеся просматривают текст-инструкцию, предполагая по смыслу, как можно заполнить пропуски. При прослушивании учащиеся заполняют пропуски. Организуйте проверку ответов в парах.

**Ключи:**

*1 paper; 2 tape; 3 hole; 4 on; 5 top*

#### • Упр. 6, с. 87

**Задача:** развитие умений точно следовать инструкции при выполнении практической работы.

При подготовке к уроку учащиеся в парах составляют список необходимых предметов для изготовления «торнадо». Работа проводится в парах – учащиеся осуществляют взаимоконтроль при чтении и выполнении инструкции.

Рассмотрите поделки учащихся. Обсудите процесс (*What did you do first? What did you do after that?*) и результат (*What can you see? Etc.*).

#### • Упр. 7, с. 87

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).



**Предполагаемый ответ:**

*The weather is something we all have in common and is often used to start a conversation, especially when there is a sudden change in it.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 52–53.

## Progress Check

*Progress Check 3* и *Look at Module 4* проводятся на одном уроке.

**Задача:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 endangered 2 avalanche 3 tornado 4 pollution 5 earthquake

**2** 1 collection 2 protection 3 guidance 4 appearance 5 invitation

**3** 1 to lock 2 worrying 3 to visit 4 help 5 seeing

**4** 1 used to 2 getting used to 3 am used to 4 use to 5 isn't used to

**5** 1 for 2 off 3 by 4 in 5 on

**6** 1 into 2 out 3 in 4 on 5 in

**7** 1 a 2 c 3 d 4 b

## Цели

- обучающие (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по темам «Страны и путешествия», «Виды транспорта»;
  - научиться вести разговор о занятиях в свободное/каникулярное время; путешествиях, сохранении мировых памятников культуры;
  - научиться писать благодарственное письмо полуофициального характера; статью о реке своего региона;
  - научиться делать презентацию о сохранении памятников культуры;
  - освоить распознавание и употребление косвенной речи;
  - освоить образование существительных от прилагательных и глаголов с помощью суффиксов *-ness, -ment*;
  - освоить значение и употребление фразовых глаголов (*set*);
  - развивать умения, составляющие лингвистическую компетенцию: использование синонимов, развитие языковой догадки;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение мета-предметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) через все виды речевой деятельности, в том числе умение взаимодействия при работе в парах/группе, умение планировать своё речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД) в том числе умение структурировать письмо благодарности;
  - развитие исследовательских учебных действий, включая навыки работы с информацией, в том числе умение пользоваться словарями, справочной литературой, ИКТ для поиска, обработки и представления информации;
  - развивать регулятивные УУД, а именно: умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям и ключевым словам или заголовку, выделять основную мысль, устанавливать смысловые соответствия при восприятии речи на слух;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - мотивировать к изучению иностранного языка;
  - способствовать осознанию возможностей самореализации средствами иностранного языка;
  - формировать общекультурную и этническую идентичность;
  - формировать стремление к осознанию культурных ценностей своей страны, готовность содействовать ознакомлению с культурными памятниками представителей других культур;
  - воспитывать толерантность и уважение к разным культурам, разным жизненным укладам;
  - воспитывать культуру поведения через освоение норм этикета (выражение сочувствия, сопереживания);
  - формировать гражданскую идентичность учащихся через формирование экологического сознания, воспитывать бережное отношение к природе, экологическую культуру.

**Вводная беседа** по изученной теме.

*E.g.: What natural disasters have occurred in our country? How can we reduce pollution and traffic in our cities?*

## Введение темы модуля

**Culture Exchanges** – обсуждение возможных русских эквивалентов: *культурные обмены, знакомство с культурой других стран*. Попросите учащихся объяснить по-английски, что означает название: *The title refers to learning and experiencing other cultures and we will probably learn about other countries and travel.*

**Look at Module 6** (работа с иллюстрациями)

**Предполагаемый ответ:**

рис. 1, с. 100

*T: What page is the picture on?*

*S1: It's on page 100. It's an unusual building.*

*T: Do you know where and what it is?*

*S2: I think it's in Australia and it's the opera house there.*

*T: Why is it important?*

*S3: It's a tourist attraction because of its architecture and location.*

рис. 2, с. 102

*What is this picture of? Why is it important?*

*What monuments have you visited? Why?*

рис. 3, с. 91

*What is this picture of? Why and when do people do this? What kind of activities do you like to do on vacation?*

рис. 4, с. 96

*What kind of boat is in the picture? What does it do? Why are tourists interested in riding on this kind of boat? Have you ever gone on a ride on something unusual? What was it like?*

## Find the page number(s) for

Просматривая модуль, вместе с классом найдите указанные рисунки. Обсудите, что на них изображено.

**Ключи:**

**tips for travelers (с. 95)**

*What are tips? How do they help? Have you ever used tips for something? Why?*

**a letter (с. 98)**

*What are some reasons we write letters? When do you write letters and why? Do you use different*

## Урок 1

### Введение в модуль

Организуется на том же уроке, что Progress Check, по завершении работы над разделом *Now I can...* Модуль 5.

language depending on if it's for a friend or someone you don't know that well?

**an advert (с. 98)**

What is the advert about? Where would we find such an advert? Have you ever answered an advert? What about?

**a statue of a Buddha (с. 103)**

What is a Buddha? Have you ever seen one? Where? What are monuments? Why do we visit them? What are some famous monuments in our country?

**Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...**

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 5.

**Урок 2**



**Reading & Vocabulary**

• Упр. 1, с. 90

**Задача:** развитие умений прогнозирования содержания текста по невербальным опорам.

**Ключи:**

*I am in Yakutia, Russia. It is freezing cold. I hear the sound of the reindeers' bells as they run through the snow. I feel like it is Christmas – I am so happy!*

• Упр. 2, с. 90

**Задача:** развитие умений прогнозирования содержания текста по заголовку.

Обсудите с учащимися заголовок текста «Человеку принадлежит весь мир».

**Предполагаемый ответ:**

*I think the text is about some of the places we can visit and what we can do there.*

• Упр. 3, с. 90

**Задачи:** развитие умений поискового (а) и изучающего чтения (b); развитие языковой догадки; развитие умений монологической речи (делать сообщение на основе прочитанного).

**а) Ключи:**

1 C 2 B 3 C 4 C 5 D 6 A

**means of transport:** reindeer sled, horse, camel, wagon, on foot, snowmobile; **geographical features:** valleys of the Lena River, desert, the Dades Gorge, the Atlas Mountains, beaches, sand, (varied) landscapes, unspoilt countryside, Wyoming, the Arctic Ocean, The Arctic

**б) Ключи:**

**varied:** different (разнообразный)

**wonder:** think about (задумываться о)

**unique:** unusual or special (необычный)

**unspoil:** undamaged (нетронутый)

**majestic:** impressive (величественный)

**beneath:** under (под)

**snaps:** photographs (фотографии, снимки)

**native:** local (коренной, местный)

1 snaps; 2 varied; 3 wondered; 4 beneath

**Предполагаемый ответ:**

*I'd like to go on the 'Camel Riding in Morocco' holiday because I have always wanted to visit Morocco. There's lots to do and see, for example, travel across the desert on a camel, visit historic sites and relax on beautiful beaches.*

• Упр. 4, с. 91

**Задачи:** повторение изученных и введение новых слов по теме «Отпуск», «Каникулы»; развитие умений монологического высказывания (сообщение) с использованием тематической лексики.

**Предполагаемый ответ:**

*I really enjoy shopping when on holiday and buying souvenirs from the places I visit. You meet local people while shopping, watch their behaviour, reactions, sometimes you can speak with them if they know a bit of English. It's very interesting. Besides souvenirs remind me of the places I visited.*

*I like to lie on the beach and relax all day when I go on holiday. I enjoy swimming and sunbathing and don't like doing the sights or visiting museums much. I also prefer to try the local cuisine. If we go anywhere I prefer to explore nature rather than famous landmarks.*

*I enjoy meeting the locals when I go on a holiday somewhere different. I like practicing the language. I also like guided tours because you get a lot of information and meet different people, you can exchange your impressions of the famous landmarks.*

• Упр. 5, с. 91

**Задача:** развитие умений диалогической речи (диалог – обмен мнениями).

**Предполагаемый ответ:**

A: *I'd like to go to the Caribbean one day.*

B: *Really? What would you like to do there?*

A: I'd like to lie on the beach all day and get a good tan. Isn't it fantastic!

B: What about seeing famous landmarks?

A: I don't like guided tours and prefer to explore towns or cities myself. But during summer vacation I don't like visiting museums and this kind of thing. Where would you like to go?

B: I'd like to go to Iceland. I'd like to visit volcanoes and explore nature. I like meeting local people and practise my English as many people speak it nowadays. At local markets you can buy very nice souvenirs to remember your trip. Etc.

• Упр. 6, с. 91

**Задача:** развитие умений продуктивного письма (письменный ответ на вопрос – рассуждение на основе прочитанного).

**Предполагаемый ответ:**

When you travel to different places in the world, it's a unique opportunity to experience another culture and way of living. By meeting the locals and visiting landmarks and museums, we learn about the culture and history. Many times we have a chance to practise a new language and try a different cuisine. All of these experiences help open our mind to new ideas and ways of living. Travel definitely broadens our minds and we should try to do it as often as possible.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 91; WB, с. 54.

## Урок 3



## Listening & Speaking

• Упр. 1, с. 92

**Задача:** развитие умений монологического высказывания – описание картинок с опорой на тематическую лексику.

**Предполагаемый ответ:**

**Picture B** shows someone running after a plane. It seems that/looks as if he has missed his flight. He seems to be in a panic. **Picture C** shows two people by the sea. They are sitting on sun loungers but it is raining. It seems that/looks like the weather has got bad. They seem to be very unhappy. **Picture D** shows someone looking at the signpost with a map in his hand. It seems that/looks like he has lost his way.

• Упр. 2, с. 92

**Задача:** развитие умений аудирования (развитие умения понимать основное содержание).

**Ключи:**

Ann – the weather getting bad; Laura – getting sunstroke; Tony – car breaking down

• Упр. 3, с. 92

**Задачи:** развитие умений использования речевого этикета (выражение сочувствия); развитие умений диалогической речи (диалог-расспрос).

**Предполагаемый ответ:**

A: How was your holiday? Did you have a nice time?

B: Not quite. You'll never guess what happened!

A: What? What happened?

B: I missed my flight home and had to spend 24 hours at the airport waiting for the next one. It was an awful experience.

A: Oh, you poor thing! Etc.

• Упр. 4, с. 92

**Задача:** развитие умений просмотрового чтения.

**Ключи:**

Isabelle visited Greece, Italy, and Spain.

• Упр. 5, с. 92

**а) Задача:** развитие умений поискового чтения.

**Ключи:**

**Good experiences:** Greece was beautiful, Italians were friendly, Italian cuisine was great. **Bad experiences:** got sunstroke in Greece, got seasick on the ferry on the way to Italy, got purse stolen in Barcelona while waiting for a bus.

**б) Задача:** развитие умений чтения вслух.

• Упр. 6, с. 93

**Задача:** развитие умений аудирования (аудирование с выборочным извлечением заданной информации).

**Ключи:**

1 C 2 C 3 A 4 B 5 A

• Упр. 7, с. 93

**а) Задача:** развитие произносительных и интонационных навыков (работа над интонацией различных типов предложений, выражающих эмоциональную реакцию).

1 That's ABsolutely BRILLiant! 2 That REALLY drives me mad. 3 OH thank GOODness! 4 REALLY? What happened? 5 I don't QUITE understand that. 6 WHY do these things KEEP happening to me?  
1 d 2 f 3 c 4 e 5 a 6 b

**b) Задача:** развитие умений диалогической речи (мини-диалог этикетного характера – выражение эмоциональных реакций).

**Предполагаемый ответ:**

1. A: I'm sorry, sir. We can't seem to find your reservation.

B: Really? What happened?

2. A: I'm sorry. It looks like your luggage has got lost again.

B: Why do these things keep happening to me?/That drives me mad.

3. A: I'm sorry, madam. You can't take photographs inside the palace.

B: I don't quite understand that./That drives me mad.

4. A: Your room has a wonderful view of the sea.

B: That's absolutely brilliant!

5. A: Paul, I've just had an accident in my car.

B: Really? What happened?

• Упр. 8, с. 93

**Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера – выражение сочувствия).

**Предполагаемый ответ:**

**Paula:** Welcome back, Ned! How was your holiday?

**Ned:** Hi, Paula. It was good, but a few things went wrong.

**Paula:** What happened?

**Ned:** The first day everything was perfect. The weather was brilliant and I lazed on the beach. Florida is beautiful, you know.

**Paula:** I've never been myself. Do you recommend it?

**Ned:** Be careful when you go. When I was there the weather turned bad all of a sudden. There were huge storms – so I had to stay indoors.

**Paula:** What did you do?

**Ned:** I spent a lot of time in shopping malls and in my hotel room reading!

**Paula:** How awful! Did anything else happen?

**Ned:** Well, yes! I actually lost my passport as well. I had to get a new one, so I spent quite a lot of time at the Embassy. But, I still had time to go to Mexico.

**Paula:** What was it like?

**Ned:** Fantastic. The food is great, if you like spicy food! And it wasn't expensive either. You should come with me next year – I'm planning to go back, you know.

**Paula:** You are?

**Ned:** Yes. You see, I definitely need someone to co-drive. I lost my way and had to drive an extra two hundred kilometres.

**Paula:** That's so annoying! But you got to see a lot more of the countryside, didn't you?

**Ned:** Yes. I've got some amazing photos to show you ...

• Упр. 9, с. 93

**Задача:** освоение новой лексики в контексте.

**Предполагаемый ответ:**

Did I tell you that my luggage got stolen on my trip to Florida! I got seasick on the ferry to Italy but it didn't spoil my holiday. You'll never guess what happened to me on my trip to India! My trip was awful! I got sunstroke, missed my flight and had my wallet stolen! Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 93; WB, с. 55.

**Урок 4**



**Grammar in Use**

• Упр. 1, с. 94

**Задача:** развитие навыков распознавания прямой и косвенной речи.

• Упр. 2, с. 94

**Задача:** развитие навыков распознавания, формообразования и использования косвенной речи.

**Ключи:**

Direct Speech	Reported Speech
is (Present Simple) →	was, that, no quotation marks (Past Simple)
travelled (Past Simple) →	had travelled, that, she, previous, no quotation marks (Past Perfect)
have done (Present Perfect) →	had done, that, she, no quotation marks (Past Perfect)
will travel (Future Simple) →	would travel, that, he, no quotation marks (Would)
am looking (Present Continuous) →	was looking, that, he, no quotation marks (Past Continuous)
can't wait (Modal) →	couldn't wait, that, she, no quotation marks (Modal in the Past)



• Упр. 3, с. 94

**Задача:** развитие навыков распознавания и использования глаголов **say/tell**.

**Ключи:**

1 told; 2 said; 3 said; 4 told; 5 said

• Упр. 4, с. 94

**Задача:** развитие навыков использования косвенной речи.

**Ключи:**

He said it was the most thrilling experience he had ever had. He said he had spent five days in Edinburgh and that it was amazing. He said he sometimes got lonely. He said he couldn't carry all his stuff around easily. He said that he was flying to Ireland and that if he had time, he would visit Cardiff too.

• Упр. 5, с. 95

**Задача:** развитие навыков распознавания и использования в косвенной речи повелительного наклонения.

a) We report the imperative using tell + sb + (not) to-infinitive.

b) The travel agent told me to leave copies of my itinerary with family and to call them regularly, to learn about local laws and customs, not to leave my luggage unattended, not to carry large amounts of cash and not to tell people that I am travelling alone.

• Упр. 6, с. 95

**Задача:** развитие навыков распознавания и использования в косвенной речи вопросов разного типа.

**Ключи:**

a) 1 ask; 2a same question word; 2b if or whether; 3 same as in reported statements

b) 2 Nathan's friends asked him if/whether he had had his photographs developed. 3 Nathan's friends asked what Edinburgh was like. 4 Nathan's friends asked how much money he had spent. 5 Nathan's friends asked if/whether he would travel alone again in the future. 6 Nathan's friends asked him if/whether he had made any English friends.

• Упр. 7, с. 95

**Задача:** развитие навыков использования косвенной речи.

**Ключи:**

Jason called to remind you that you have football practice at 9. He said he hoped to see you later. Also Alan phoned to say sorry he wouldn't be able to come. He said Tony had had a nasty fall and that they were taking him to the hospital. Oh yes! And Patty called as well. She said she had picked up the tickets on her way to work and so you don't have to bother.

• Упр. 8, с. 95

**Задача:** развитие навыков распознавания и использования косвенной речи.

**Ключи:**

2 Julia asked Penny which forms of public transport she used. Penny said that she normally used the bus or the tram but said she never used the metro. 3 Frank asked Pat if she felt well. Pat said she felt terrible and that she had a terrible headache. Frank told her to take an aspirin, have a rest and she would feel better soon. 4 David asked Gwen if she had gone to the party the day before. Gwen said she had but that she had left early.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** Grammar Check 6, с. 148–149; WB, с. 56.

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 96

a) **Задача:** развитие умений прогнозирования содержания текста.

**Предполагаемый ответ:**

I think the title means a way of travelling.

b) **Задача:** развитие умений изучающего чтения.

**Ключи:**

1 most/many 2 from 3 their 4 the 5 by 6 in 7 for 8 them 9 some 10 by

• Упр. 2, с. 96

**Задача:** развитие умений поискового чтения.

a) **Ключи:**

way – means; effect – impression; turn – rotate; show – indicate; well-known – popular; goods – merchandise

• Упр. 3, с. 96

**Задача:** повторение изученных слов по теме «Транспорт».

**Ключи:**

by land	by sea	by air
coach	hovercraft	helicopter
car	steamboat	aeroplane
bicycle	ferry	hot air

<b>by land</b>	<b>by sea</b>	<b>by air</b>
bus	canoe	balloon
train	raft	private jet
horse/donkey/camel	cruise ship	
on foot	yacht	
skateboard	ship	
scooter		
motorbike		
underground/metro		
on foot		

• Упр. 4, с. 96

**Задача:** развитие умений аудирования (понимание основного содержания).

**Ключи:**

**Sophie** – bike because you don't get stuck in traffic, it's free and it keeps you fit.

**Peter** – train because it is a fast way to travel and he likes looking out of the window at the beautiful countryside.

**Greg** – boat because you can walk around or go outside and look at the sea. It is a really interesting way to travel.

• Упр. 5, с. 96

**Задачи:** развитие умений монологической речи (сообщение на основе прочитанного текста); развитие умений продуктивного письма (письменный ответ на вопрос).

**Предполагаемый ответ:**

The most commonly used means of transport in my country is the train/the underground. I like travelling by car most of all because you are free to go where you want whenever you want.

• Упр. 6, с. 96

**Задача:** развитие воображения при моделировании речевой ситуации.

**Предполагаемый ответ:**

I am on a steamboat on the Mississippi river. I am standing on deck looking out and enjoying the view. I feel very calm and relaxed.

• Упр. 7, с. 97

**Задача:** развитие грамматических навыков при использовании тематической лексики в речи.

**Ключи:**

1 A: miss, B: give; 2 B: got off; 3 A: booked; 4 A: board; 5 B: take; 6 A: catch

• Упр. 8, с. 97

**Задача:** развитие умений употребления в речи предлогов **at** и **on** с видами транспорта (в выражениях по теме «Транспорт»).

**Ключи:** 1 at 2 on 3 on 4 at 5 at 6 on 7 at 8 on 9 at

**Предполагаемый ответ:**

2 He told us that the traffic on the motorway was heavy and we should take the train instead. 3 Karen said that she had waited on the toll bridge for over an hour due to heavy traffic. 4 She asked me why I had left my car at the garage. 5 Frank said he would meet me at the bus stop tomorrow. 6 The police advise drivers not to drive on the roads until the snowstorm has stopped. 7 She informed us that there are many great fish restaurants at the harbour. 8 They announced to wait for the next train on platform six. 9 Frank said he had waited at the station for over thirty minutes for the next train to come.

• Упр. 9, с. 97

**Задачи:** развитие социокультурной компетенции; развитие умений использования речевого этикета в транспорте.

**a) Ключи:**

1 train; 2 station, airport; 3 harbour, station; 4 road, bus stop; 5 airport; 6 bus stop, harbour; 7 station; 8 bus stop; 9 airport

**b) Ключи:**

1 d; 2 b; 3 c; 4 i; 5 g; 6 h; 7 e; 8 f; 9 a

• Упр. 10, с. 97

**Задача:** развитие умений в аудировании (понимание основного содержания).

**Ключи:**

1 train – intercity service, buffet car, carriage A; 2 plane – captain, welcome aboard, flight BA345, flight time, flying, flight attendants, enjoy the flight; 3 coach – National Express, driver, heavy traffic

• Упр. 11, с. 97

**Задача:** знакомство с идиомами, связанными своими компонентами с темой «Транспорт».

**Ключи:**

1 B: drives; 2 B: track; 3 A: road; 4 B: boat; 5 B: shipped

• Упр. 12, с. 97

**Задача:** освоение новой лексики в контексте.

**Предполагаемый ответ:**

I would like to book a return ticket to London, please. The travel agent asked us which fare we wanted business or economy. I forgot to get off at my stop and was late for classes. Most people travel by train and bus downtown as there is heavy traffic. Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 57.

## Урок 6



### Writing Skills

#### • Упр. 1, с. 98

**Задачи:** развитие умений ознакомительно-го чтения; развитие умений монологической речи (эмоционально-оценочное суждение); развитие умений продуктивного письма (связное письменное высказывание по предложенным вопросам).

#### **а) Предполагаемый ответ:**

Yes, I think my family would benefit from playing host to a foreign student because we would have the opportunity to learn more about another culture. I think I would enjoy such an experience. I would make a new friend from another country.

#### **б) Предполагаемый ответ:**

I'd like to stay with a host family. It might be difficult to get to know them. There could be problems if I did not get along with the children in the family. I could have problems with the language and not understand them very well. It would definitely be a challenging and interesting experience.

#### • Упр. 2, с. 98

**Задача:** развитие умений ознакомительно-го чтения.

**Ключи:** a thank-you letter

#### • Упр. 3, с. 98

**Задачи:** развитие умений изучающего чтения, подготовка к продуктивному письму.

#### **Ключи:**

1 I had a wonderful time; 2 Thank you once again for; 3 What helped me most; 4 I appreciate

#### • Упр. 4, с. 98

**Задача:** освоение структуры и лексики при написании официального или полуофициального письма-благодарности.

#### **Ключи:**

**less formal language:** let you know, had a wonderful time, you really made me feel at home, my mum is going to try some of the recipes you gave me, perhaps you could visit us one day;

**formal linking words:** and I must say that, I even, thanks to; **words/phrases in the passive:** I was made to feel at home;

**respectful, polite tone:** thank you for your kindness during my stay with you, I will never forget you, I appreciate

everything you did to make my stay so pleasant, I must say that Mrs Reeves' cooking is amazing, What helped me most was our interesting conversations, thanks to Mr Reeves' great sense of humour, I appreciate your generosity and hospitality, I hope we will keep in touch

#### • Упр. 5, с. 98

**Задачи:** развитие умений поискового чтения и умений продуктивного письма (освоение структуры письма).

#### **Ключи:**

a 3 b 2 c 4 d 1

#### • Упр. 6, с. 99

**Задачи:** освоение лексики при написании официального или полуофициального благодарственного письма; подготовка к продуктивному письму.

#### **Ключи:**

1 I am writing; 2 It was kind of you; 3 I appreciated; 4 As for; 5 What helped me most; 6 Thank you very much

#### • Упр. 7, с. 99

**а) Задача:** освоение лексики для выражения благодарности при написании полуофициального письма.

#### **Ключи:**

1, 3, 5, 7

**б) Задача:** развитие навыков распознавания и употребления лексики при написании официального благодарственного письма и письма личного характера.

#### **Ключи:**

2 I really enjoyed the weekend I spent with you. 3 I am very grateful for the help you gave me with my project. 4 It gave me great pleasure to spend the summer with you and your family. 5 It was very nice of you to buy me a present for my birthday.

#### • Упр. 8, с. 99

**Задача:** развитие умений продуктивного письма (написание полуофициального благодарственного письма).

#### **Предполагаемый ответ:**

Dear Mr and Mrs Harper,  
I am writing to let you know that I arrived home safely and I would like to thank you for your wonderful hospitality. It gave me great pleasure to spend my summer holiday in Oxford. I am sure I will remember the time I spent with you for a long time to come. I appreciate everything you did to make my stay so memorable. I felt very comfortable in my room and I really enjoyed tasting true English cuisine. I must say that Mrs Harper's baking is amazing. I have never eaten such deli-

cious homemade cakes before. Furthermore, the sightseeing tours we went on were very informative. I have learned a lot about your country. My English has improved a lot and I am pleased to say that I have received higher marks! I have managed to expand my vocabulary by helping Mr Harper with the daily crossword. I am very grateful. Thank you once again for your kindness and hospitality. I hope we will have the chance to meet again – perhaps you could visit us one day.

Best regards,  
Danny

- Упр. 9, с. 99

**Задача:** развитие умений самоконтроля – освоение алгоритма проверки написанного текста.

Обратите внимание учащихся на рубрику *Study Skills*, направленную на развитие умений самопроверки. Убедитесь в понимании учащимися алгоритма проверки.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8, 9\*, с. 99; WB, с. 58.

## Урок 7



## English in Use

- Упр. 1, с. 100

**Задачи:** развитие умений изучающего чтения; освоение значений и развитие навыков распознавания и употребления в речи фразовых глаголов (**set**).

**Ключи:**

1 save; 2 begin and seem likely to continue; 3 start a journey; 4 slow down

- Упр. 2, с. 100

**Задача:** развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для российских школьников.

**Ключи:**

1 reached; 2 fetch; 3 voyage; 4 expedition; 5 room; 6 foreign

**Предполагаемый ответ:**

1 We arrived at school just before the bell rang. I got to the theatre early so I had to wait for

my friend. 2 'Please bring me your homework tomorrow morning,' the teacher said. It only takes 24 hours to deliver documents by courier. 3 My journey home took longer than usual because of the heavy snow. I really enjoyed the school trip I went on earlier this year. 4 The tourists went on an excursion to Suzdal for the day. The guide took us on a fascinating tour of the city. 5 The best place for shopping is New York. Mind the gap as you get off the train. 6 It felt strange to leave home and live on my own. Maria was curious to find out the results of the test.

- Упр. 3, с. 100

**Задача:** развитие навыков распознавания и использования предлогов (at, in, on, for, without, off).

**Ключи:**

1 at 2 for 3 off 4 without 5 on 6 in

- Упр. 4, с. 100

**Задача:** освоение образования существительных от прилагательных и глаголов с помощью суффиксов **-ness, -ment**.

**Ключи:**

1 kindness; 2 madness; 3 amusement; 4 achievement

- Упр. 5, с. 100

**Задача:** развитие навыков распознавания и использования косвенной речи.

**Предполагаемый ответ:**

2 My parents told me I could go to the party tomorrow. 3 Our teacher said she was looking for students to help set up for the school play. 4 Our neighbour asked us if we would watch her home while she was on vacation. 5 Before the school trip the headmaster told us not to leave the group or we could get lost. 6 My grandfather asked me if I wanted to go to the museum.

- Упр. 6, с. 100

**Задача:** развитие навыков использования новой лексики в контексте (составление предложений).

Сильным учащимся можно предложить составить рассказ по образцу упр. 1. Мотивируйте учащихся использовать фразовые глаголы из предыдущих модулей.

**Предполагаемый ответ:**

We set off early that morning for an excursion to the mountains to do some hiking. But it started raining two hours later and that set us back a bit as we had to find some shelter. Jane advised to put off our trip but we didn't agree. Soon the sun began to shine again, it was clear spring had set in. It was very warm. The air was fresh.



We enjoyed climbing the mountains. In the afternoon we made a fire and baked some potatoes for lunch. Of course we put it out before leaving.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 100; WB, с. 59.

## Урок 8

### Culture Corner

• Упр. 1, с. 101

**Задача:** развитие умений прогнозирования содержания текста и умений поискового чтения.

**Предполагаемый ответ:**

I know that the river Thames is in the south-east of England. It runs through the city of London. Which places does the river Thames run through? How long is the river Thames? How deep is the river Thames?

• Упр. 2, с. 101

**Задачи:** развитие навыков распознавания частей речи в контексте и использования различных средств словообразования; развитие умений изучающего чтения; развитие языковой догадки; освоение изученной лексики в речи.

**а) Ключи:**

1 extremely; 2 drinking; 3 thirsty; 4 Industrial; 5 beautiful; 6 famous; 7 childhood; 8 pleasant; 9 different; 10 lucky

**б) Ключи:**

reaches: gets to (**достигает**)

provided: was used as (**обеспечивала/служила**)

supplies: amounts (**запасы**)

attacks: invasions (**нападения**)

banks: shores (**берега реки**)

exported: sold to other countries (**экспортировали**)

symbol: emblem, sth that represents sth else (**символ**)

admire: appreciate the beauty of sth (**восхищаться**)

**Предполагаемый ответ:**

What was built on the Thames after the industrial revolution? Beautiful homes were built along the banks of the river. How did the Thames help London at wartime? Castles and forts were built on the mouth of the river and they protected London. Etc.

• Упр. 3, с. 101

**Задача:** развитие умений ознакомительного чтения.

**Предполагаемый ответ:**

**Para 1**

**Main idea:** London would not be London without the river Thames. **Suggested heading:** The importance of the river Thames

**Para 2**

**Main idea:** England had very few roads in the past so the Thames provided a major highway between London and many parts of the country. **Suggested heading:** The many uses of the river Thames

**Para 3**

**Main idea:** With the Industrial Revolution in the 18th century, the Thames became one of the busiest waterways in the world. **Suggested heading:** The river Thames – the place to be!

**Para 4**

**Main idea:** Today the Thames has become a symbol of London, just as much as Big Ben or Buckingham Palace. **Suggested heading:** Why we all love the river Thames

• Упр. 4, с. 101

**Задача:** развитие умений монологической речи (изложение содержания с опорой на текст).

**Предполагаемый ответ:**

In the past you could see cows and sheep drinking water from the Thames. Charles Dickens spent part of his childhood near the river Thames.

• Упр. 5, с. 101

**Задача:** развитие умений продуктивного письма (написание заметки о местной реке).

**Предполагаемый ответ:**

**The Kama River**

The river Kama is an important river in Russia. Situated in west-central Russia, it is one of the longest tributaries of the Volga and 1,805 kilometres long. It starts its journey in Udmurtia, near the town of Kuligi, and flows north, then east, south and south-west until it reaches the Volga river. There are many cities situated on the banks of the Kama, such as Solikamsk, Berezniki and Perm. The Kama is a valuable waterway to the Urals and Siberia and is therefore often used as a trade route. Its waters support a wide variety of industries and its floodplains are rich in salt and potassium. There are hydroelectric stations at Perm and petroleum is extracted in the Sylva and Iren valleys. Although the Kama is mostly associated with industry, it remains a beautiful river nonetheless. During the winter months when the river is frozen, you can find people ice-skating and



during the warmer months of the year many enjoy strolling along its banks.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 5\*, с. 101; WB, с. 60.

## Урок 9

### **Spotlight on Russia с. 8. Kizhi**

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

#### **Начало урока**

Организуйте беседу о взаимодействии культур, культурных памятниках мирового значения (принадлежащих к мировому культурному наследию ЮНЕСКО – World Heritage Sites), общих проблемах культуры.

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах.

Предложите учащимся выполнить задания и ответить на вопросы. Выслушайте разные варианты ответов, организуйте обсуждение. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур.

Выйдите на монологические высказывания учащихся о необходимости знать прошлое своей страны, о культурных ценностях, которыми мы гордимся. Поощряйте привлечение учащимися знаний из курсов истории, литературы и других предметов, личных впечатлений, использование интернет-ресурсов при работе с информацией.

#### **Предполагаемый ответ:**

#### **Architectural Ensemble of the Trinity Sergius Lavra in Sergiev Posad**

**The Trinity Lavra of St Sergius** (Russian: Троице-Сергиева лавра) is the most important Russian monastery and the spiritual centre of the Russian Orthodox Church. The monastery is situated in the town of Sergiev Posad, about 70 km to the north-east from Moscow by the road leading to Yaroslavl, and is home to over 300 monks. This is a fine example of a working Orthodox monastery, with military features that are typical of the 15th to the 18th century, the period during which it developed. The main church of the Lavra,

the Cathedral of the Assumption (echoing the Kremlin Cathedral of the same name), contains the tomb of Boris Godunov. Among the treasures of the Lavra is the famous icon, *The Trinity*, by Andrei Rublev.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 8\*; WB, с. 61.

## Урок 10

### **Going Green**

#### • Упр. 1, с. 102

**Задачи:** развитие умений прогнозировать содержание текста; мотивация на изучение экологических проблем; развитие умений поискового чтения.

#### **Предполагаемый ответ:**

*The Leshan Giant Buddha is in China. It is the largest Buddha statue in the world. The Statue of Liberty is one of the largest and oldest statues in the world. They may be in danger because of pollution.*

#### • Упр. 2, с. 102

**Задача:** развитие умений изучающего чтения.

#### **Ключи:**

1 by 2 being 3 from 4 been 5 on 6 was 7 in 8 most 9 both 10 ago 11 to 12 that

#### • Упр. 3, с. 102

**Задача:** развитие умений поискового чтения.

#### **Ключи:**

1 T 2 T 3 F It is made of stone. 4 T 5 F It is made of stone. 6 T

#### • Упр. 4, с. 103

**Задача:** освоение способов изучающего чтения.

Обратите внимание учащихся на рубрику *Study Skills*, которая поясняет, как понимать содержание текста несмотря на незнакомую лексику.

#### **Ключи:**

*The author has used a definition: 'Acid rain is rain that contains particles of acid. It is mainly caused by burning fossil fuels'. The author also explains that it is something negative: 'Acid rain is bad for the environment'. The author also explains what it can do: 'Many of the world's historic monuments are badly damaged by it.'*

• Упр. 5, с. 103

**Задача:** развитие умений поискового чтения/умений аудирования с выборочным пониманием необходимой информации.

**Предполагаемый ответ:**

*I was impressed by the fact that the great Sphinx in Giza is the biggest stone sculpture made by man. I was also impressed by how old the Leshan Buddha is and that it was almost destroyed by wind erosion and acid rain. Etc.*

• Упр. 6, с. 103

**Задача:** освоение тематической лексики.

**Ключи:**

*1 symbol; 2 erosion; 3 particles; 4 smog; 5 sculpture; 6 fossil fuels*

• Упр. 7, с. 103

**Задачи:** развитие умений работать с информацией; развитие умений монологической речи (описание-презентация).

**Предполагаемый ответ:**

**Walled City of Baku with the Shirvanshah's Palace and Maiden Tower**

*One world heritage site that is in danger is the Walled City of Baku, which is situated in Azerbaijan. The walls of the inner city date back to the 12th century and parts of Maiden Tower are even older (7th to 6th centuries B.C.). The Fifteenth century Shirvanshah's Palace is considered to be one of the best examples of Azerbaijan's architecture.*

*Unfortunately the November 2000 earthquake damaged the inner city and little conservation work has been done to restore the buildings to their former glory. It would be a pity to lose these ancient buildings as they are so unique. Etc.*

• Упр. 8, с. 103

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).

**Предполагаемый ответ:**

*"Treat the Earth well: it was not given to you by your parents, it was loaned to you by your children. We do not inherit the Earth from our Ancestors; we borrow it from our Children". Everything you do, and everything you do not do, is*

*your legacy to future generations. Ecology is important. Thirty years ago, Tampa Bay (Florida) was polluted and dying. Today, the fish are swimming. Few would have thought that Tampa Bay could have recovered, and that recovery has taken decades, but nature is amazingly strong when we humans stop attacking it. What you do for your biological descendants is important. The values that you teach your children through your example will be the values that they teach their children through their example. Today's acorns grow into the oak trees of thirty years hence. Our legacy to future generations will grow from the acorns of our actions and inactions today in global affairs, energy, ecology, education as well as the personal values we demonstrate to those of this and future generations through our everyday behaviors and attitudes.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 103; WB, с. 62–63.

## Progress Check

Progress Check 6 и Look at Module 7 проводятся на одном уроке.

**Задачи:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 track; 2 drive; 3 touristy; 4 boat; 5 seaside; 6 monuments; 7 boarded; 8 book; 9 sunstroke; 10 catch

**2** 1 seriousness; 2 development; 3 kindness; 4 amusement; 5 sadness

**3** 1 She said that she enjoyed travelling a lot. 2 He said that he had visited Spain last/the previous year. 3 He said that travelling solo was the best thing he had ever done. 4 Jane said that she would go to Italy the following year. 5 Tim said that he was looking for an interesting destination.

**4** 1 aside 2 in 3 off 4 back 5 in

**5** 1 at 2 on 3 for 4 in 5 without

**6** 1 c 2 d 3 a 4 e 5 b

## Цели

- обучающие: (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по теме «Образование»;
  - научиться вести разговор о школьном образовании и учебных предметах, использовании ИКТ в образовании и жизни, средствах массовой информации, компьютерных сетях;
  - научиться проводить опрос (*survey*), писать сочинение (эссе) с элементами рассуждения, статью об известном российском университете;
  - научиться распознавать и освоить использование во всех видах речевой деятельности модальные глаголы;
  - освоить образование существительных способом словосложения;
  - освоить использование фразовых глаголов (*give*);
  - научиться давать, запрашивать и реагировать на совет; строить предположения (освоить репликлише);
  - развивать умения, составляющие лингвистическую компетенцию: сопоставление языковых явлений в изучаемом и родном языках;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение метапредметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) во всех видах речевой деятельности: умения общения и взаимодействия, умения работать в паре и группе (в том числе в ситуации коллективного проекта), умение планировать своё речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД), в том числе умения пользоваться словарями и справочниками, понимание идиом, ИКТ для поиска, обработки и представления информации, умения проектно-исследовательской деятельности;
  - развивать регулятивные УУД, в том числе умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям/ключевым словам/заголовку, выделять основную мысль, устанавливать смысловые соответствия;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - развивать мотивацию к учению, непрерывному образованию;
  - формировать гражданскую идентичность учащихся через организацию деятельности просоциального характера (составление школьных правил);
  - формировать информационную культуру;
  - формировать систему ценностей.

## Урок 1

## Введение в модуль

Организуется на том же уроке, что Progress Check, по завершении работы над разделом *Now I can...* Модуля 6.

**Вводная беседа** по изученной теме.

*E.g.: What types of activities do you like to do on holidays? What monuments have you visited? Why? Would you like to be an exchange student? Why or why not?*

## Введение темы модуля

**Education** – обсуждение возможных русских эквивалентов: *образование, просвещение, обучение, а также воспитание, развитие*. Остановитесь на многозначности слова, приведите примеры разных контекстов. Попросите учащихся объяснить по-английски, что, на их взгляд, означает название, о чём они хотели бы узнать в модуле.

**Предполагаемый ответ:**

*The title refers to learning and going to school. I think we will learn about different schools, subjects and ways of learning both in Russia and in other countries. I'd like to learn not only about schools but also about best universities.*

**Look at Module 7** (работа с иллюстрациями)

**Предполагаемый ответ:**

рис. 1, с. 108

*T: What page is the picture on?*

*S1: It's on page 108. It's a boy looking in a microscope.*

*T: Have you ever used a microscope?*

*S2: Yes, in science class.*

*T: What is your favourite subject? Why?*

*S3: History. I like to learn about the past and important people.*

рис. 2, с. 116

*What is this picture of? What do you think the girls are doing? How do you help your friends when they have problems? What kind of problems do we experience at school?*

рис. 3, с. 107

*What is the boy doing in the picture? In what other ways do we communicate with others? Do you use computers and mobiles to communicate with your friends?*

рис. 4, с. 110

*What are the people in this picture doing? What is a special school? Do you know of any special schools? What would you like to study if you went to a special school?*

## Find the page number(s) for

Просматривая модуль, вместе с классом найдите указанные виды иллюстраций и текстов. Обсудите.

**Предполагаемый ответ:**

**a graph (с. 107)**

*What information does the graph contain? Why do we use graphs? What do you learn from this graph?*

**a diagram (с. 119)**

*What does the diagram show? Why do we use diagrams? How does this diagram help us understand the information in the text?*

**sketches showing how something is made (с. 113)**

*What does the sketch show? Does it help us understand? Where do we sometimes see sketches?*

**dictionary entries (с. 108)**

*What information do these entries give us about the words? Do you use a dictionary to help with the pronunciation of a word? When do we use dictionaries? What subjects require the use of a dictionary?*

## Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 6.

## Урок 2



## Reading & Vocabulary

### • Упр. 1, с. 106

**Задачи:** введение темы «Современные средства связи, их использование новым поколением подростков», мотивация на работу по теме.

В соответствии с заданием организуйте обсуждение вопроса с опорой на личный опыт учащихся.

**Предполагаемый ответ:**

*In the pictures I see young people working, having fun and using technology. I can see computers*

*and mobile phones. I have got both a computer and a mobile phone. I use them every day and can't imagine how to do without them.*

### • Упр. 2, с. 106

**Задачи:** развитие умений прогнозировать содержание текста по невербальным опорам; развитие умений поискового чтения.

**Предполагаемый ответ:**

*The text could be about how young people live today and the role electronic media plays in their lives.*

### • Упр. 3, с. 106

**Задачи:** развитие умений поискового чтения.

**Ключи:**

1 C 2 C 3 B 4 D

### • Упр. 4, с. 106

**Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

**Ключи:**

**fixed on:** stuck; **chatting:** talking; **occasionally:** sometimes; **texting:** sending written messages; **telling off:** speaking to sb angrily; **concentrate:** focus; **deal with:** cope with; **impact:** effect; **extensions:** additions

### • Упр. 5, с. 106

**Задача:** развитие умений диалогической речи (обсуждение темы текста).

Прочитайте с учащимися и проверьте понимание последнего предложения текста. Учащиеся в парах обсуждают проблему (виртуальное и реальное общение), используя лексику из текста. Заслушайте и обсудите некоторые мнения.

**Предполагаемый ответ:**

*A: The author is saying that talking to people online isn't as good as real face-to-face communication and that we should make sure we find time to go out and meet people.*

*B: Do you agree with this opinion?*

*A: No, I don't. I think that it is more fun to meet people online. I feel more comfortable communicating with people that way. What do you think?*

*B: I understand what the author is saying. I have to agree that communicating with people is best when you can actually see them. Etc.*

### • Упр. 6, с. 106

**Задачи:** освоение значений новых лексических единиц (словосочетания) по теме «Современные средства связи», развитие навыков их употребления в речи.

После самостоятельного выполнения задания учащиеся в парах зачитывают микродиалоги.

**Ключи:**

1 d 2 a 3 b 4 c

1 connect to the Internet; 2 check my emails; 3 download a (music) file; 4 install ... programme

• Упр. 7, с. 107

**Задача:** развитие умения распознавать и читать знаки в электронных адресах.

Учащиеся выполняют задание на чтение электронных адресов в парах.

**Ключи:**

Number 1 is an email address and number 2 is a web address.

• Упр. 8, с. 107

**Задачи:** развитие умений чтения текстов в формате диаграммы; развитие навыков употребления тематической лексики в речи.

Прочитайте диаграмму – фронтально. Обратите внимание на чтение % (81% – eighty-one per cent) и значение и употребление слова percentage.

**Ключи:**

1 Young people use the television the most and the cinema the least. 2 47% 3 TV, radio, CD/tape/MP3, computer, video/DVD = 5 4 (Suggested Answer) I watch TV, listen to a CD, play on a computer, go online and read a book.

• Упр. 9, с. 107

**Задача:** развитие умений монологической речи (сообщение в связи с прочитанным текстом).

**Предполагаемый ответ:**

*It would be a very unusual day! Let me imagine it! My alarm clock wakes me up, not my mobile phone. I leave my mobile phone at home switched off. I feel lost without it! I have breakfast in the kitchen and instead of watching TV I read the newspaper. I don't check my emails because I am not using the Internet today at all. I go to school and don't listen to any music on the bus – I have left my MP3 player at home. After school I do my homework but I don't type it up – I write it by hand. And I don't search the Internet for extra information I need. In the evening I read a book instead of watching a DVD. I don't text my friends – I speak to my family instead. These changes would make me feel a little bit isolated from my friends and the world. I would feel a bit lost and lonely. On the other hand, I would have more time for talking to my parents. I really enjoy their company but I never have time for them. They would probably start to understand me better...*

• Упр. 10, с. 107

**Задачи:** развитие умений проводить опрос и обобщать результаты; развитие умений монологической речи (сообщение с опорой на диаграмму).

Предложите учащимся обобщить результаты проведённого опроса в диаграмме, аналогичной в упр. 8, и использовать её в качестве опоры при сообщении.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 10\*, с. 107; WB, с. 64.

## Урок 3



## Listening & Speaking

• Упр. 1, с. 108

**Задачи:** развитие умений аудирования с пониманием основного содержания; развитие умений монологической речи (описание картинки); развитие навыков использования в речи тематической лексики.

Учащиеся индивидуально выполняют задание по соотнесению текстов в аудиозаписи с картинками. Затем они в парах сравнивают ответы и описывают картинки (по выбору). Поясните установку: в своих описаниях учащиеся должны намеренно допустить две логические ошибки. Задание партнёра – заметить и исправить эти ошибки.

**Ключи:**

1 C 2 A 3 B

**Предполагаемый ответ:**

A: There's a boy looking at something in a microscope. The teacher is helping her. B: You mean he's looking at something under a microscope. The teacher is helping him. Etc.

• Упр. 2, с. 108

**Задачи:** повторение изученных слов и выражений по теме «Школьное образование»; развитие навыков использования в речи тематической лексики.

**Предполагаемый ответ:**

a) Russian, Literature, History, Social Science, English, Maths, Physics, Biology, Chemistry, PE (Physical Education), ICT (Informatics and Computer Technologies), Arts

b) 1 I am fond of English and Music. English songs help me to learn the language. At our Music lessons I learn to understand different music styles, which is very important in life. 2 I am best at Maths. I took the first place at the district



maths Olympiad last autumn. 3 I would like to spend more time learning Biology. My life dream is to become a doctor.

• Упр. 3, с. 108

**Задачи:** расширение словаря по теме «Школьное образование»; развитие навыков использования в речи тематической лексики; развитие навыков пользования одноязычным толковым словарём.

Используйте возможность урока для знакомства учащихся с разными англоязычными словарями, имеющимися в школе, кабинете. Сравните их (издательство, объём, содержание, структура). Поясните лексику и контексты, связанные со школьным обучением в Великобритании (и других странах): *As (marks in A-level), report card.*

**Ключи:**

1 report card; 2 timetable; 3 degree; 4 certificate

• Упр. 4, с. 108

**Задачи:** развитие навыков использования в речи тематической лексики – различение значений и употребления слов **test – exam**.

Создайте условия для работы со словарями (можно в парах). Учащиеся обращают внимание на многозначность слова *test*, на разговорный стиль слова *exam* (от *examination*). При проверке обратите внимание на выражения: *entrance/final exams, sit an exam.*

**Ключи:**

1 test; 2 test; 3 exam; 4 test; 5 exam; 6 exam

• Упр. 5, с. 108

**Задачи:** развитие умений прогнозировать содержание текста по его началу; развитие умений поискового чтения.

**Ключи:**

*I think the dialogue is about how two friends did in an exam.*

• Упр. 6, с. 108

**Задачи:** развитие умений изучающего чтения; развитие умений аудирования с выборочным пониманием заданной информации; развитие навыков чтения вслух.

**Ключи:**

a) 1 G 2 C 3 D 4 B 5 H

b) *It is easy to say you should revise but it is hard to actually do the revision.*

• Упр. 7, с. 109

**Задачи:** развитие умений диалогической речи; развитие социокультурной компетенции: освоение клише, как просить/давать совет, реагировать на совет.

**Предполагаемый ответ:**

A: 48%! Another bad mark – oh no! I am getting poor marks in everything these days. What do you think I should do, Jenny?

B: Have you thought of asking the teachers to explain things you don't understand?

A: That's a good idea but I don't want the teachers to think I'm not listening in class. I always listen to them.

B: Teachers don't mind giving students a bit of extra help – don't be afraid!

A: OK, I'll try.

B: Another good idea is to make yourself a study timetable so that you discipline yourself before the exams. I do that.

A: That might work. I need to use my time more effectively. Could we study together?

B: Yes, we could start a study group. There are probably a few others who would like to join us. The more people there are, the more ideas you can share. It's a great way to learn.

A: Sounds like fun. Let's do it!

B: We all learn differently but one thing's for sure – you have to take good notes.

A: My notes could be better. What's the best way to take good notes?

B: Why don't you bring your notes to the study group and I'll show you mine to compare.

A: Thanks, Jenny.

B: If you have good notes, then all you need to do is revise regularly.

A: Easier said than done! But I guess it makes sense to study all year rather than leave it till the last minute!

B: It does mean that you can't go out so often. You have to stay at home and study.

A: You're right. Anything else?

B: Remember to turn the TV off while studying!

A: Why's that?

B: You can't concentrate on two things at the same time – that's why!

A: OK, so we're going to start a study group and I am going to make much more effort with my schoolwork in future.

• Упр. 8, с. 109

**Задача:** развитие умений аудирования с выборочным пониманием заданной информации.

**Ключи:**

1 b 2 a 3 b 4 c 5 c

• Упр. 9, с. 109

**Задача:** развитие интонационных навыков (работа над логическим ударением).

**Ключи:**

1 Andy got a bad mark for the exam, not a good one. 2 He was in trouble because he used violence against another pupil.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 65.

**Урок 4****Grammar in Use**

- Упр. 1, с. 110

**Задачи:** развитие умений прогнозировать содержание текста, умений ознакомительного и поискового чтения; развитие навыков распознавания и употребления в речи модальных глаголов.

До начала работы с текстом обратитесь к модальным глаголам: учащиеся вспоминают известные им модальные глаголы, приводят примеры предложений с ними, анализируют их значения. Напомните, что модальные глаголы обозначают не действие, а отношение к действию (долженствование, обязательство, необходимость, способность, возможность, вероятность и т. д. сделать что-либо). Далее учащиеся обращаются к разделу о модальных глаголах в грамматическом справочнике. При выполнении задания уделите особое внимание проверке понимания значений модальных глаголов в данных утверждениях.

**Ключи:**

*I think it is really fun to be a student at the Italia Conti Academy.*

1 F 2 F 3 T 4 T 5 T 6 T

- Упр. 2, с. 110

**Задачи:** развитие навыков использования в речи модальных глаголов; развитие умений делать краткое высказывание на основе прочитанного (перенос на личный опыт).

**Предполагаемый ответ:**

1 T We don't have to pay for our school studies. 2 F We are not a special school, we don't have to attend art clubs, we can do it if we choose. 3 T We must wear a uniform though on Friday we can wear whatever we like. 4 T We also can choose a wide range of subjects (in senior forms) and clubs after classes. 5 T We need to work

hard. 6 T We may take dance classes if we like. Our dance club is very popular both with junior and senior students.

- Упр. 3, с. 110

**Задача:** развитие навыков использования в речи модальных глаголов.

**Ключи:**

2 Someone needs to talk to the headmaster. 3 You mustn't bring pets into the classroom! 4 You don't have to finish the project by Wednesday. 5 You must always wear a uniform. 6 You should revise for the test over the weekend. 7 Everybody has to hand in their homework on time.

- Упр. 4, с. 110

**Задача:** развитие навыков распознавания значений и употребления в речи модальных глаголов.

**Ключи:**

2 should (It's a good thing to stay at home if you're ill.) 3 mustn't (It's forbidden to be rude to your teachers.) 4 can't (Parents aren't allowed to park their cars in front of the school gates.) 5 have to (You are obliged to ask for permission to leave the classroom.)

- Упр. 5, с. 110

**Задачи:** развитие навыков использования в речи модальных глаголов; развитие умений делать краткое письменное высказывание по опорным выражениям.

**Предполагаемый ответ:**

*We must stand up when a teacher comes in. We mustn't eat in class. We mustn't run in corridors. We mustn't use our mobiles in class. We must bring a doctor's note when we are ill.*

- Упр. 6, с. 111

**Задача:** развитие навыков распознавания значений и употребления в речи модальных глаголов с перфектным инфинитивом.

При работе с правилом в рамке убедитесь в понимании учащимися значения перфектного инфинитива: когда за модальным глаголом следует перфектный инфинитив, речь идёт о действии в прошлом. Форма инфинитива *have done* не меняется. Переведите предложения на русский язык.

**Ключи:**

– a positive deduction = A, C; – a negative deduction = B; – possibility = A; – criticism = D; – negative obligation = E

- Упр. 7, с. 111

**Задача:** развитие навыков употребления в речи модальных глаголов с перфектным инфинитивом.

**Ключи:**

2 *should have gone*; 3 *shouldn't have done*;  
4 *can't have finished*; 5 *must have left*

- Упр. 8, с. 111

**Задачи:** развитие навыков употребления в речи модальных глаголов с перфектным инфинитивом; развитие компенсаторных умений (перифраз).

**Ключи:**

1 *might have overslept*; 2 *must have done*;  
3 *needn't have worked*; 4 *should have asked*;  
5 *can't have cheated*

- Упр. 9, с. 111

**Задача:** развитие навыков распознавания значений и употребления в речи модальных глаголов с разными формами инфинитива (*Simple Infinitive, Perfect Infinitive, Continuous Infinitive*).

Учащиеся читают соответствующий раздел об образовании разных форм инфинитива в грамматическом справочнике (с. GR 14). Проверьте понимание предложений переводом. Предложите учащимся составить свои предложения с модальными глаголами и разными формами инфинитива (в парах). Заслушайте примеры, обсудите.

**Ключи:**

*Sentences 1 and 2 refer to the present. Sentence 3 refers to the past. Sentence 2 shows duration.*

- Упр. 10, с. 111

**Задача:** развитие навыков употребления в речи модальных глаголов с разными формами инфинитива.

**Ключи:**

1 *can't know*; 2 *must be going*; 3 *can't be*; 4 *may have gone*; 5 *must be*; 6 *may have been*; 7 *must have left*

- Упр. 11, с. 111

**Задачи:** развитие умений монологической речи (описание картинок); развитие навыков употребления в речи модальных глаголов с разными формами инфинитива.

Прочитайте и проанализируйте с классом образцы предложений при описании картинки. Учащиеся описывают картинки в парах, используя модальные глаголы с разными формами инфинитива.

**Предполагаемый ответ:**

*B He must be interested in the class as he is listening attentively. It might be his favourite subject. He can't be having problems following the lesson. C They must be enjoying themselves. They might be in a classroom. They can't be learning very much.*

**Итог урока** Рефлексия освоенного организует-ся по образцу, описанному на с. 41.

**Домашнее задание:** SB, Grammar Check 7, с. 150–151 (по выбору); WB, с. 66.

**Урок 5****Vocabulary & Speaking**

- Упр. 1, с. 112

**Задачи:** развитие умений прогнозирования содержания текста; развитие умений поискового чтения.

**Предполагаемый ответ:**

*This could be an article from a wildlife magazine or a newspaper. I think it's about a rescue of a koala bear.*

- Упр. 2, с. 112

**Задачи:** развитие умений изучающего чтения; развитие умений монологической речи (краткое изложение содержания прочитанного).

**Ключи:**

1 C 2 E 3 A 4 D 5 F 6 B

**Предполагаемый ответ:**

*The wildlife services were called to help a koala bear in the back yard of a family home. The rescuer had to give the koala an injection to calm her down. In a nearby tree the baby of the koala bear was crying for its mum. Koala babies cannot survive without their mothers. The rescuer got the baby out of the tree. The mother and her baby were brought to an animal hospital. Later they were released into the wild.*

- Упр. 3, с. 112

**Задача:** развитие умений диалогической речи (обмен мнениями).

**Предполагаемый ответ:**

S1: *Where do you get the news from?*

S2: *I read the news on the Internet. What about you?*

S3: *I sometimes read a newspaper but quite often I watch the news on TV.*

S1: *So do I.*

S2: *What kind of things do you like reading?*

S1: *I like reading the local news from my area.*

S3: *I like to find out what celebrities have been doing.*

S2: *Me too. I also like to read the foreign news.*

S1: What do you like watching?  
 S2: I like watching the world news. What about you?  
 S3: I like watching everything!  
 S1: Anything except for politics!  
 S2: Do you like listening to radio programmes?  
 S1: Sometimes, yes. I like to listen to pop music.  
 S3: I like listening to interviews.  
 S2: I hardly ever listen to the radio. I prefer going on the Internet.  
 S1: Yes, the Internet is definitely the most popular type of media among people our age.  
 S3: And also the TV.  
 S1: Do you think the TV is bad for you?  
 S2: Only if you watch too much of it!  
 S3: I agree. You shouldn't watch too much.

• Упр. 4, с. 112

**Задача:** повторение и введение новой лексики по теме «Средства массовой информации».

Обратите внимание учащихся не только на слова, обозначающие профессии в средствах массовой информации, но и на тематические выражения в данных предложениях.

**Ключи:**

1 reporter; 2 presenter; 3 producer; 4 news-reader; 5 director; 6 editor; 7 sound engineer

• Упр. 5, с. 112

**Задача:** развитие умений аудирования с пониманием основного содержания.

Задача учащихся – определить, к какому виду радиопрограмм относятся фрагменты.

**Ключи:**

1 a weather forecast; 2 a sitcom; 3 a news report

• Упр. 6, с. 113

**Задача:** развитие навыков использования в речи новой тематической лексики.

**Ключи:**

1 C 2 A 3 C 4 B 5 A

• Упр. 7, с. 113

**Задача:** знакомство с идиомами по теме «Новости».

Учащиеся работают в группах по 3–4 человека. Предложите подобрать русские фразеологизмы, близкие по значению (например, *сорока на хвосте принесла*). Для проверки используйте приложение Appendix 3.

**Ключи:**

1 c 2 a 3 d 4 b

• Упр. 8, с. 113

**Задачи:** развитие навыков употребления в речи форм глаголов в Present Simple Passive (повторение); развитие интеллектуальных умений (логика в повествовании).

Повторите формообразование Present Simple Passive. Учащиеся выполняют задание на составление рассказа в картинках в парах, опираясь на фоновые знания.

**Ключи:**

1 are cut down, sent; 2 is removed; 3 is chopped; 4 are added, is cooked, is poured; 5 is sprayed, is drained, is pressed...

A 5 B 2 C 3 D 1 E 4

• Упр. 9, с. 113

**Задачи:** развитие умений монологической речи (повествование); развитие навыков употребления в речи форм глаголов в Present Simple Passive.

**Предполагаемый ответ:**

First, the trees are cut down and sent to the paper mill. Then the bark is removed, the wood is chopped into small pieces and some chemicals are added. Then it is cooked in a big pressure cooker and the paper pulp is poured into a container. The pulp is then sprayed into a large screen and the water is drained from the paper. Finally, the paper is pressed flat.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 113; WB, с. 67.

## Урок 6



## Writing Skills

• Упр. 1, с. 114

**Задача:** развитие умений изучающего чтения – знакомство с сочинением-рассуждением (for-and-against essay): структура, стиль, слова-связки.

**Ключи:**

Topic C

• Упр. 2, с. 114

**Задачи:** освоение способа написания сочинения-рассуждения (for-and-against essay); подготовка к продуктивному письму; развитие умений диалогической речи (диалог – обмен мнениями).

Учащиеся в парах обсуждают аргументы за и против использования Интернета при подготовке домашних заданий.



**Ключи:**

**Key words:** class discussion, Internet, homework tool, essay, arguments for and against 1 for-and-against 2 the Internet as a homework tool 3 formal

**4 (Предполагаемый ответ)**

S1: What are the advantages of using the Internet as a homework tool?

S2: You can access information quickly and easily.

S1: Yes, and you can type in questions and get answers straight away.

S2: It is easier than looking through lots of books as you can use the search engine to find things for you.

S1: And often the information is presented in an interesting way, with plenty of pictures and even videos. So it's easy to understand.

S2: Are there any disadvantages?

S1: Yes. You might get distracted and read other things on the Internet instead of doing your homework!

S2: Sometimes you find so much information that it is hard to decide what to use.

S1: And then you must be careful not to plagiarise. Etc.

• Упр. 3, с. 114

**Задача:** развитие умений поискового и изучающего чтения.

**а) Ключи:**

<b>Advantages</b>	<b>Justifications/Examples</b>
A quick way to find information  Provides a variety of sources	Students have more free time for other activities  Students can read lots of information and form their own opinions by comparing and contrasting ideas
<b>Disadvantages</b>	<b>Justifications/Examples</b>
Students don't use their writing skills  Some websites contain inaccurate information	They just copy the information which is not always well-written  Some students may include a lot of facts in their work which are incorrect

**Предполагаемый ответ**

Quick way to find information – Students might plagiarise (copy information and not write their own).

**b)** The writer thinks that the Internet is good for helping students with their homework if used wisely. ('a welcome and useful development', 'bear ... risks in mind if we want students to get the most from the Internet.') The final paragraph contains his opinion.

• Упр. 4, с. 115

**Задача:** освоение средств связи (linkers), используемых в разных частях сочинения-рассуждения.

**Ключи:**

**However** – yet; **First of all** – the first advantage; **Secondly** – Moreover; **For example** – For instance; **However** – in spite of this; **One drawback** – one disadvantage; **For example** – in particular; **Another disadvantage** – Another point against; **All in all** – All things considered

• Упр. 5, с. 115

**Задача:** развитие умений продуктивного письма (освоение структуры абзаца в сочинении-рассуждении).

Прочитав рубрику *Study Skills*, убедитесь в понимании учащимися структуры абзаца в основной части сочинения-рассуждения: первое предложение (ключевое, тематическое) содержит главную мысль/тему абзаца; остальные предложения дополняют, поясняют его. Учащиеся анализируют абзацы сочинения из упр. 3, находят ключевые предложения в каждом абзаце основной части. Обсудите ответы.

**Ключи:**

**There is no doubt that using the Internet as a homework tool has its advantages.** (Topic sentence 1)

Supporting sentences:

First of all, it is a quick way to find information. This means that students have more free time for other activities. Secondly, the Internet provides a variety of sources. For example, students can read lots of information and form opinions by comparing and contrasting ideas.

**However, there are drawbacks to using the Internet as a homework tool.** (Topic sentence 2)

Supporting sentences:

One drawback is that students don't use their writing skills. For example, they just copy the information which is not always well-written. Another disadvantage is that some websites not only contain poorly written material but also inaccurate information. As a result, some students may include a lot of facts in their work which are incorrect.

• Упр. 6, с. 115

**Задачи:** развитие умений продуктивного письма (написание абзаца сочинения-рассуждения по заданному ключевому предложению; освоение использования средств связи).

Задание выполняется в парах. Заслушайте варианты ответов.



**Предполагаемый ответ:**

2 Firstly, young people can become addicted to them, spending more time than necessary talking on their mobiles and sending messages. 3 The most important advantage is that we can access information quickly and easily. 4 Many people argue that getting a degree means you can get a better job.

- Упр. 7, с. 115

**Задача:** развитие умений продуктивного письма (написание сочинения-рассуждения: подбор и структурирование материала).

**Ключи:**

Statement 1 – for; Statement 2 – for; Statement 3 – for; Statement 4 – against; Statement 5 – against;

1 d 2 c 3 a 4 b 5 e

- Упр. 8, с. 115

**Задача:** развитие умений продуктивного письма (написание сочинения-рассуждения).

**Предполагаемый ответ:**

Nowadays more and more people are spending time online and many have a personal computer at home. Thanks to the Internet, students have access to many different websites to help them learn. However, there are arguments for and against learning online.

There is no doubt that e-learning is a convenient way to learn. The first advantage is that people who normally have difficulty finding time to go to lessons can learn at home.

People do not have to be in a certain place at a certain time. This means that students can save time and money on travel as they do not commute to school. Another advantage is that students can learn at their own pace. People can choose when and for how long they want to study. As a result, learning can be more rewarding and enjoyable.

Yet, there are drawbacks to learning online. One drawback is that it can be lonely studying alone. With e-learning there is no chance to meet other people and share ideas with, so it is difficult to motivate yourself. Moreover, without a teacher to help you, you may feel lost.

However, the main disadvantage against online learning is that it depends too much on technology. Computer problems can make people miss lessons. As a result, students can fall behind.

All in all, while learning online is a welcome development, it cannot replace traditional learning at school as people need contact with others in order to learn effectively. However, students can benefit if they learn both at school and online.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 8\*, с. 115; WB, с. 68.

**Урок 7****English in Use**

- Упр. 1, с. 116

**Задачи:** освоение значений и развитие навыков распознавания и употребления в речи фразовых глаголов (give).

**Ключи:**

1 away 2 up 3 out 4 back 5 away

- Упр. 2, с. 116

**Задача:** развитие навыков распознавания и использования предлогов.

При проверке в парах учащиеся пользуются приложением – Appendix 2.

Организуйте беседу по содержанию текста (один из аспектов темы «Школьное образование»). Поощряйте использование активной лексики, в частности осваиваемых глаголов с предлогами.

**Ключи:**

1 to 2 for 3 about 4 from 5 on 6 from 7 about

- Упр. 3, с. 116

**Задача:** развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для российских школьников.

**Ключи:**

1 announcement; 2 instructions; 3 educated; 4 temper

**Предполагаемый ответ:**

1 I saw an interesting job advertisement in the newspaper yesterday. 2 Mrs Brown didn't believe the students' explanations of what had happened in the classroom. 3 Mr Kerr has taught History for many years. 4 I was in a very good mood when I heard that I had won the competition.

- Упр. 4, с. 116

**Задача:** освоение образования существительных способом словосложения.

**Ключи:**

papercup, cupboard, newspaper, newsroom, headache, toothache, toothpaste, haircut, weekend,

bedroom, bookshop, bookend, notebook, note-  
paper, noteboard

• Упр. 5, с. 116

**Задача:** развитие навыков распознавания и использования в речи модальных глаголов.

**Ключи:**

1 must; 2 can; 3 could; 4 can; 5 have to; 6 can; 7 might; 8 mustn't; 9 could; 10 can; 11 must

• Упр. 6, с. 116

**Задача:** развитие умений монологической речи (сообщение на основе прочитанного с переносом на личный опыт).

Учащиеся работают в парах. Обратите внимание на использование модальных глаголов.

**Предполагаемый ответ:**

*If I saw a schoolmate being bullied, I would report it to a teacher or the principal. I would probably afterwards see if I could make my schoolmate feel better. I would tell him or her not to worry because if it happens again we will report it.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 116; WB, с. 69.

## Урок 8

### Culture Corner

• Упр. 1, с. 117

**Задачи:** развитие умений прогнозировать содержание текста и умений поискового/просмотрового чтения.

До начала выполнения задания остановитесь на умениях просмотрового/поискового чтения. Побеседуйте, в каких случаях учащиеся пользуются этим способом чтения, каковы его особенности (нет необходимости понимать каждое слово, задача – понять основное содержание или найти заданную информацию).

**Ключи:**

*Jonathan Swift, Oscar Wilde and Samuel Beckett all graduated from Trinity College Dublin. 1592 – the University was founded. 17th century – life at the university became difficult. Arts&Humanities – Trinity College is among the top 40 universities in the world for Arts and Humanities. Book of Kells – one of the most precious medieval books, which you can find in Trinity College library.*

• Упр. 2, с. 117

**Задача:** развитие умений поискового чтения.

Поясните, что для выполнения такого типа задания также нет необходимости в полном по-

нимании текста. Важно понять структуру предложения, где допущен пропуск, и «ближайшее окружение» слова.

**Ключи:**

1 did 2 most 3 was 4 first 5 because 6 on 7 all 8 one 9 that 10 one

• Упр. 3, с. 117

**Задача:** развитие умений поискового чтения.

**Ключи:**

40 – *There are 40 top universities in the world for Arts and Humanities. 4.25 – There are 4.25 million books in Trinity College Library.*

• Упр. 4, с. 117

**Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

**Ключи:**

**reply** – answer; **graduated** – got their degree; **prestigious** – important; **founded** – started; **survived** – managed to get through; **wealthy** – rich; **attracts** – brings; **leading** – most popular; **precious** – valuable

• Упр. 5, с. 117

**Задача:** развитие умений монологической речи (сообщение в связи с прочитанным).

Работа организуется в парах.

**Предполагаемый ответ:**

*Trinity College is one of the top universities in the world for art and humanities. Oscar Wilde studied there. It has a very special book in its library called 'The Book of Kells.'*

• Упр. 6, с. 117

**Задачи:** развитие умений собирать и организовывать информацию по заданной теме; развитие умений продуктивного письма (статья в журнал об известном российском университете).

Учащиеся пишут статью в журнал по предложенному плану, используя текст упр. 1 в качестве образца.

**Предполагаемый ответ:**

**M.V. Lomonosov Moscow State University**

*M.V. Lomonosov Moscow State University (MSU) is the largest university in Russia. Students have been studying there since it was founded on January 25th, 1755. Even today January the 25th is celebrated as Students' Day all over Russia. Originally located next to Red Square, nowadays most of its faculties are situated on the Sparrow Hills, in the southwest of Moscow. MSU has some very impressive buildings. The main building was the tallest building in Europe until 1988 and the central tower is believed to have a total of 33 kilometres of corridors and 5,000 rooms.*

The university's facilities are superb and include a concert hall, a museum and a huge brand new library.

In the early days the MSU only had three faculties: philosophy, medicine and law. Today it has a total of 29 faculties and 15 research centres and has 4,000 teaching staff and 31,000 students and 7,000 postgraduates. MSU is a highly prestigious university. Its students are proud to study there.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 117; WB, с. 70.

## Урок 9

### **Spotlight on Russia с. 9. The Russian education system**

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

#### **Начало урока**

Организуйте беседу о системе школьного образования в России.

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах.

Предложите учащимся ответить на вопросы и выполнить задания. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур, привлечение фоновых знаний и межпредметных связей.

#### **Предполагаемый ответ:**

*When my parents went to school it was a little different. They started school at the age of 7, not 6. They had to wear a school uniform that was the same for the whole of the huge country – it was the Soviet Union at that time. They didn't learn foreign languages in junior school, they started learning English only in Grade 5. Their textbooks in English were very different. Students mostly did grammar and reading as well as translation of different texts. They didn't have any listening tasks and their speaking was connected with retelling the texts. They didn't have regular computer studies – ICT lessons were just starting. There was no subject choice – all the subjects were compulsory. There were no Russia National Exams at that time. In Grades 9 and*

*11 students had to take exams. After school-leaving exams in the 11th grade they could have entrance exams to universities or colleges. There were some youth political organizations in schools – my parents both were Young Pioneers in their childhood and then at the age of 14 they joined Komsomol.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 9\*; WB, с. 71.

## Урок 10

### **Across the Curriculum: ICT (Information and Computer Technologies)**

#### • Упр. 1, с. 118

**Задачи:** активизация тематической лексики (по теме «Использование компьютерных технологий»); мотивация на изучение темы; развитие умений прогнозирования содержания текста; развитие умений монологической речи (описание картинок).

#### **Предполагаемый ответ:**

**Picture A** is of an office. People are using their computers to do their work... **Picture B** shows two people having a meeting somewhere. They might be in a meeting room or in a café. I think the man is using his computer to access some information. **Picture C** shows some teenagers at school. I think they are doing some school work or playing the game. **Picture D** shows some people in an internet café. They are probably checking their emails. **Picture E** shows someone beside a cash register. I think she is in the accounts office of a shop. She is using the computer to check the sales for the day.

#### • Упр. 2, с. 118

**Задачи:** развитие умений прогнозирования содержания текста по невербальным опорам (чтение схемы); умений ознакомительного чтения.

#### **Ключи:**

*A computer network is a group of computers, software, and hardware that are all connected to help the users work together.*

#### • Упр. 3, с. 118

**Задачи:** освоение тематической лексики, развитие навыков её использования в речи; развитие умений ознакомительного и поискового чтения.

**Ключи:**

**a)** a information – **data**; b computer programs – **software**; c copying someone else's work and saying it is yours – **plagiarism**; d a network of electrical wires – **cabling systems**; e secret entry codes – **passwords**; f many people use the same data and materials – **share files and resources**; g harmful programmes that destroy information in a computer system – **computer viruses**; h machines and devices a computer uses – **hardware**

**b)** The words are all things to consider when using a computer network...

- Упр. 4, с. 119

**Задача:** развитие умений поискового чтения.

**Ключи:**

1 T 2 F 3 T 4 F 5 F 6 F 7 T

- Упр. 5, с. 119

**Задачи:** освоение тематической лексики; развитие умений поискового чтения.

Учащиеся просматривают текст-инструкцию, предполагая по смыслу, как можно заполнить пропуски. При прослушивании учащиеся заполняют пропуски. Организуйте проверку ответов в парах.

**Ключи:**

1 handle; 2 responsible; 3 unethical; 4 consequences; 5 install; 6 procedures

- Упр. 6, с. 119

**Задача:** развитие умений монологической речи (сообщение в связи с прочитанным).

**Предполагаемый ответ:**

When using a computer network you should be responsible and think about other users. You should use it only to help you with your studies and make sure you follow safety procedure to protect the network from computer viruses.

You should not share computer passwords, not should you overuse online connection time or printers. You should never use it for anything illegal, unethical or dishonest and you shouldn't install any software without permission. Last but not least, you shouldn't plagiarise copyrighted material.

- Упр. 7, с. 119

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).

**Предполагаемый ответ:**

Science is a knowledge we study, while wisdom is a knowledge gained over a lifetime by learning from our experiences.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** WB, с. 72–73.

## Progress Check

Progress Check 7 и Look at Module 8 проводятся на одном уроке.

**Задача:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 extension 2 timetable 3 download 4 news-reader 5 headlines 6 media 7 connect 8 certificate 9 impact 10 grapevine

**2** 1 paperclip 2 keyboard 3 blackboard 4 playground 5 daylight

**3** 1 need 2 don't have to 3 must 4 May 5 might 6 Could 7 should 8 mustn't 9 needn't 10 can't

**4** 1 up 2 back 3 away 4 away 5 out

**5** 1 to 2 for 3 from 4 about 5 from

**6** 1 c 2 e 3 d 4 a 5 b

## Цели

- обучающие (ориентированные на достижение предметных результатов обучения):**
  - освоить во всех видах речевой деятельности новые лексические единицы по темам «Увлечения», «Спорт»;
  - научиться вести разговор о различных видах спорта, необычных увлечениях и интересах;
  - научиться писать электронные письма на основе рекламы/объявления с запросом подробной информации;
  - научиться описывать любимый вид спорта (абзац); писать заметку – листовку об экологическом субботнике;
  - освоить использование во всех видах речевой деятельности придаточные условия и сослагательное наклонение (Conditionals 0, 1, 2, 3);
  - освоить образование прилагательных путём словосложения;
  - освоить использование фразовых глаголов (*take*);
  - развивать умения, составляющие лингвистическую компетенцию: использование синонимов, развитие языковой догадки;
  - развивать компенсаторную и социокультурную компетенции;
  - развивать умения применять лексико-грамматические навыки в заданиях формата итоговой аттестации (ГИА);
- развивающие (ориентированные на достижение метапредметных результатов обучения):**
  - развивать коммуникативные универсальные учебные действия (УУД) через все виды речевой деятельности, в том числе умение взаимодействия при работе в парах и группе, умение планировать своё речевое и неречевое поведение;
  - развивать познавательные универсальные учебные действия (УУД) в том числе умение структурировать письмо благодарности;
  - развитие исследовательских учебных действий, включая навыки работы с информацией, в том числе умение пользоваться словарями, справочной литературой, ИКТ;
  - развивать регулятивные УУД, а именно: умения целеполагания, планирования, самонаблюдения, самоконтроля и самооценки;
  - развивать умения смыслового чтения: умения прогнозировать содержание текста по иллюстрациям и ключевым словам или заголовку, выделять основную мысль, устанавливать смысловые соответствия при восприятии речи на слух;
  - развивать познавательные интересы за рамками урока;
- воспитательные (ориентированные на достижение личностных результатов обучения, формирование личностных УУД):**
  - мотивировать к изучению иностранного языка;
  - способствовать осознанию возможностей самореализации средствами иностранного языка;
  - формировать общекультурную и этническую идентичность;
  - воспитывать культуру организации досуга;
  - воспитывать культуру поведения через освоение норм этикет (делать приглашение, принимать или отказаться от приглашения)
  - формировать гражданскую идентичность учащихся через формирование экологического сознания, осознание основных принципов и правил отношения к природе, воспитание любви к природе;
  - формировать систему ценностей.

## Урок 1

## Введение в модуль

Организуется на том же уроке, что Progress Check, по завершении работы над разделом *Now I can...* Модуля 7.

**Вводная беседа** по изученной теме.

## Введение темы модуля

**Pastimes** – обсуждение возможных русских эквивалентов: *увлечения, хобби, досуг*. Попросите учащихся объяснить на английском, что означает название: *The title refers to activities we do in our free time such as sports and hobbies. I think we will learn about these activities and things related to them.*

**Look at Module 8** (работа с иллюстрациями)  
**Предполагаемый ответ:**

рис. 1, с. 124

*T: What page is picture 1 from?*

*S1: It's from page 124. It's a man throwing a stick.*

*T: What is he doing?*

*S2: He is an athlete and is competing in a competition.*

*T: What is the name of the sport he is doing?*

*S3: I think it's called javelin.*

*T: Do you like to do/go in for sports? Which ones?*

рис. 2, с. 128

*What is this picture of? Why is he holding the cup? Have you ever won in a competition? How did you feel?*

рис. 3, с. 123

*What is going on in the picture? Is this a sport? Why do you think someone would do this? Are there any unusual sports or activities that you or your relatives/friends participate in?*

рис. 4, с. 131

*What is this picture of? What kind of interests do you have? Do you belong to any clubs? Why do people join interest clubs?*

**Find the page number(s) for**

Просматривая модуль, вместе с классом найдите указанные иллюстрации или виды текстов. Обсудите, что на них изображено.

**Ключи:**

**A school noticeboard (c. 125)**

*What are the notices about? Why do schools have them? Do you read the noticeboard in your school? For what information?*

**an application form (c. 130)**

*What is this application form for? What kinds of information do such forms ask for? When*



do we *fill out applications*? Надо пояснить: этот фразовый глагол означает «заполнять бланк, когда дана форма, требующая добавления некоторой информации».

### **an advert (с. 130)**

*What does the advert advertise? What information does it give? Where do we find adverts like this? Would you answer this advert? Why or why not?*

### **an email (с. 131)**

*When do we send emails? What kinds of information does this email contain? Have you ever requested information by email? For what reasons do you send and receive email?*

## **Listen, read and talk about ... / Learn how to ... / Practise ... / Write / Make ...**

По описанию соответствующих рубрик Модуля 1.

**Домашнее задание:** просмотреть модуль в учебнике и рабочей тетради, выбрать наиболее интересную страницу и обосновать свой выбор. По необходимости сделать невыполненные упражнения из WB к Модулю 7.

## **Урок 2**



## **Reading & Vocabulary**

### **• Упр. 1, с. 122**

**Задачи:** повторение изученных и введение новых слов по теме «Спорт»; развитие умений прогнозировать содержание текста по невербальным опорам; мотивировать учащихся на работу по теме; развитие умений монологической речи (описание).

#### **Предполагаемый ответ:**

*I can see the pictures of sandboarding, zorbing, ice climbing and underwater hockey. You can sandboard anywhere where there's sand. You stand on a curved board with both feet and slide down sand hills. It's like snowboarding. To zorb you strap yourself inside a ball and roll down a hill. You need a plastic ball called a zorb. It's rather dangerous but exciting.*

*To go ice climbing you swing an axe above you and pull yourself up the ice. You need a lot of strength and a good head for heights. Underwater hockey is played at the bottom of a pool, under water. You need some special equipment to help you breathe under water.*

### **• Упр. 2, с. 122**

**Задача:** развитие умений поискового чтения.

#### **Ключи:**

1 A, C; 2 C; 3 D, A; 4 D; 5 A; 6 B, D; 7 D

### **• Упр. 3, с. 122**

**Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

#### **Ключи:**

**whizz:** moving very fast (**мчаться**)

**strap:** fasten (**застёгивать**)

**opposing team:** rival (**соперник**)

**entrants:** competitors (**участники соревнований**)

**slide:** slip (**съезжать с горы**)

**bumps and knocks:** hits (**удары**)

**bounce:** jump (**прыгать, подпрыгивать**)

**bizarre:** strange (**причудливый, странный**)

**originate:** start (**зародиться**)

**rolling:** turning over many times (**катиться**)

**be addicted:** be hooked (**пристраститься к чему-либо**)

### **• Упр. 4, с. 123**

**а) Задача:** развитие умений поискового чтения.

#### **Ключи:**

1 Sandboarding is similar to snowboarding.  
2 New Zealand is where zorbing first started.  
3 Paul Lynch has climbed up frozen waterfalls.  
4 It was in the Alps that Paul Lynch fell in love with the mountains.  
5 Splashing is just about all you can see of underwater hockey from outside the pool.

**б) Задача:** развитие умений продуктивного письма (выражение личного отношения к прочитанному).

#### **Предполагаемый ответ:**

*Someone might want to do an unusual sport to try something different. They could be bored of the usual sports and want a challenge. They often are seeking adventure and excitement.*

### **• Упр. 5, с. 123**

**Задачи:** повторение изученных и введение новых слов по теме «Увлечения»; развитие умений диалогической речи (сообщение по изучаемой теме); развитие навыков использования тематической лексики.

#### **Предполагаемый ответ:**

*A: I enjoy listening to CDs, reading books and magazines, watching DVDs and playing computer games. What about you? What do you enjoy doing in your free time?*

*B: I like going places, like the cinema. I also like eating out and working out at a gym.*

• Упр. 6, с. 123

**Задачи:** освоение тематической лексики в контексте; развитие умений монологической речи (описание); развитие умений смыслового чтения (составление тезисов).

**Предполагаемый ответ:**

**equipment:** a helmet, rope, boots, axe; **rules/technique:** swing axe above head, pull yourself up the ice using all your strength

A: To do this sport you need a helmet, a rope, some boots and an axe. You swing the axe above your head into the ice and then you pull yourself up using all your strength.

B: Ice climbing!

A: Yes!

• Упр. 7, с. 123

**Задача:** развитие умений продуктивного письма (описание любимого вида спорта или увлечения).

**Предполагаемый ответ:**

My favourite activity is water skiing. You need the following equipment to water ski: water skis, a life jacket, bindings, water ski ropes, water ski tubes and, of course, a boat and a large area of water.

To water ski you must remember to relax, breathe slowly and not panic! Team work is essential. You must be able to communicate effectively with the boat driver and the observer.

I like this sport because it is exciting and a good way to get rid of stress. You can enjoy a day out with your friends and family.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 7\*, с. 123; WB, с. 74.

## Урок 3



## Listening & Speaking

• Упр. 1, с. 124

**Задача:** освоение тематической лексики.

**Ключи:**

I can see rugby, gymnastics, javelin throwing, cricket, ice hockey and snowboarding in the pictures.

• Упр. 2, с. 124

**Задача:** развитие интеллектуальных умений (анализ, категоризация).

**Ключи:**

**Individual sports:** long jump, high jump, javelin throwing, hurdles, jogging, aerobics, swimming, gymnastics, karate, cycling, snowboarding, golf, climbing

**Team sports:** squash, cricket, rugby, football, badminton, tennis, volleyball, basketball, ice hockey

**Water sports:** windsurfing, water polo, scuba diving

• Упр. 3, с. 124

**Задача:** развитие навыков употребления в речи тематической лексики (словосочетания).

**Ключи:**

**Play:** squash, cricket, rugby, badminton, tennis, water polo, volleyball, basketball, football, ice hockey, golf

**Do:** long jump, high jump, javelin throwing, hurdles, aerobics, gymnastics, karate

**Go:** windsurfing, scuba diving, jogging, swimming, cycling, snowboarding, climbing

• Упр. 4, с. 124

**Задача:** развитие умений аудирования (аудирование с пониманием основного содержания).

**Ключи:**

Bill is describing football, Amanda is describing cricket and Steve is describing windsurfing.

• Упр. 5, с. 124

**Задачи:** развитие умений монологической речи (сообщение на основе прослушанного текста); развитие навыка распознавания и использования в речи временных форм Present Simple и Present Perfect/Present Perfect Continuous.

**Предполагаемый ответ:**

In my free time I like to do lots of kinds of sports. In the summer I play tennis all the time and I quite often go swimming and scuba diving. In the winter I go snowboarding maybe once every two weeks and I play ice hockey twice a week. I have been playing tennis and going swimming for quite a long time – since I was eight. I haven't been scuba diving for very long – only for six months. I have been snowboarding for a couple of years now and I have been playing ice hockey for three years.

• Упр. 6, с. 124

**а) Задача:** развитие умений прогнозирования содержания текста с опорой на отдельные предложения.

**Ключи:**

The dialogue is about playing tennis.

**б) Задачи:** развитие умений изучающего чтения; развитие умений чтения вслух (произносительно-интонационных навыков).

**Ключи:**

1 E 2 F 3 B 4 A 5 D

• Упр. 7, с. 125

**а) Задача:** развитие умений поискового чтения.

**Ключи:**

In the dialogue: Are you doing anything ... I'd love to ...

**б) Задачи:** развитие умений диалогической речи (диалог – побуждение к действию этикетного характера); освоение в речи реплик-клише при приглашении, принятии/отказе от приглашения.

**Предполагаемый ответ:**

A: Are you doing anything on Sunday?

B: No, why?

A: How about going to the Inter-school football game? It's on Sunday, from 10 till 4 and there are free refreshments.

B: Sure. Why not?

A: Would you like to go to the school play on Saturday night?

B: I'd love to. What time is it on?

A: It starts at 7 pm.

B: Great! How much are the tickets?

A: Five pounds each. We have to get them from our money box.

A: I was wondering if you are free on Friday night?

B: Yes, why?

A: Do you fancy going to the school concert?

B: That would be lovely. I love going to concerts! Who is taking part?

• Упр. 8, с. 125

**Задача:** развитие умений в аудировании (с выборочным пониманием заданной информации).

**Ключи:**

1 B 2 F 3 C 4 A 5 E

• Упр. 9, с. 125

**Задача:** развитие социокультурной компетенции (выбор правильного ответа в соответствующей ситуации общения).

**Ключи:**

1 b 2 a 3 a 4 a 5 b

• Упр. 10, с. 125

**Задача:** развитие произносительных и интонационных навыков.

**Ключи:**

1 Lively, rise and fall in intonation/Clear, audible speech; 2 Mumbled, indistinct speech; 3 Flat, monotonous intonation; 4 Regular, flowing rhythm

• Упр. 11, с. 125

**Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера).

**Предполагаемый ответ:**

A: Hi, Andy!

B: Hi, Ben! How's it going?

A: Great. You?

B: Fine.

A: How about playing basketball after school?

B: I'd love to but I'm afraid I can't. I have to go home and take the dog out for a walk.

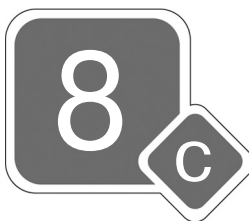
A: Oh well, another time then!

B: Yes! Maybe on Friday. Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 11\*, с. 125; WB, с. 75.

## Урок 4



## Grammar in Use

• Упр. 1, с. 126

**Задача:** развитие навыков распознавания придаточных условия и сослагательного наклонения (Conditional 2&3).

**Ключи:**

If it doesn't, there'll be (a probable situation in the future); If one and one makes two (a general truth); If you tidied (an imaginary situation in the present/future); If you had helped me ..., the teacher wouldn't have been (an imaginary situation in the past).

• Упр. 2, с. 126

**Задача:** развитие навыков распознавания и использования в речи сослагательного наклонения (Conditional 2&3) и придаточных условия.

• Упр. 3, с. 126

**Задача:** развитие навыков распознавания и использования в речи придаточных предложений времени и условия.

**Ключи:**

2 If/when you heat metal, it expands. 3 If/when iron gets wet, it rusts. 4 If/when you don't water

plants, they die. 5 If/when you heat water to 100 degrees Celsius, it boils. 6 If/when you drop ice on water, it floats. 7 If you come, we can talk about it. 8 When they meet, they will discuss all details.

• Упр. 4, с. 126

**Задача:** развитие навыков распознавания и использования в речи придаточных предложений условия с союзом **unless**.

**Ключи:**

2 Don't go unless you are sure she's at home.  
3 You can't fix it unless you know how to do it.  
4 You can't sit here unless you have a reservation.  
5 You'll miss the bus unless you leave now.  
6 The electricity will be cut off unless we pay the bill.

• Упр. 5, с. 127

**Задачи:** развитие умений диалогической речи (диалог-расспрос); развитие навыков использования в речи придаточных предложений условия (Conditional 1).

**Предполагаемый ответ:**

A: What are you doing this weekend?

B: It depends. If I get tickets, I'll go to a pop concert. What about you?

A: I haven't really decided, but if I'm in the mood, I'll tidy up my room.

A: And when you finish doing the room?

B: If the weather is good I'll go to the country with my friends. What about joining us? Etc.

• Упр. 6, с. 127

**Задача:** развитие навыков использования в речи сослагательного наклонения (Conditional 2).

**Предполагаемый ответ:**

2 If the weather was great, I would go to the beach. 3 If my parents were on a business trip, I would invite some friends round. 4 If I had an exam on Monday, I would spend some time studying. 5 If all my friends were away, I would spend the weekend with my family. 6 If it was my birthday, I would have a party.

• Упр. 7, с. 127

**Задача:** развитие навыков распознавания и использования в речи сослагательного наклонения (Conditional 2) и придаточных условия (Conditional 0, 1).

**Ключи:**

1 turns (Type 0); 2 lost (Type 2); 3 will pass (Type 1); 4 would go (Type 2); 5 practised (Type 1); 6 played (Type 2); 7 do not come (Type 1); 8 heat (Type 0)

• Упр. 8, с. 127

**Задачи:** развитие навыков распознавания и использования в речи сослагательного наклонения и придаточных условия (Conditional 3); развитие умений монологической речи (описание).

**Ключи:**

If the man had left his house earlier he wouldn't have missed the bus. If the player had practised more he wouldn't have lost the match.

• Упр. 9, с. 127

**Задача:** развитие навыков распознавания и использования в речи сослагательного наклонения (Conditional 2&3).

**Ключи:**

2 If it wasn't raining, we could go to the park. / We could go to the park if it wasn't raining. 3 If the weather hadn't been bad, we would have enjoyed the school trip. / We would have enjoyed the school trip if the weather hadn't been bad. 4 If I knew her phone number, I would call her. / I would call her if I knew her phone number. 5 If someone had told me Mary was in hospital, I would have visited her. / I would have visited Mary if someone had told me she was in hospital. 6 If that PC game wasn't very expensive, I would buy it. / I would buy that PC game if it was/were very expensive. 7 If I didn't have to study for my exams tonight, I would meet you. / I would meet you if I didn't have to study for my exams. 8 If I had gone to Laura's party, I would have met her cousin. / I would have met Laura's cousin if I had gone to her party.

• Упр. 10, с. 127

**Задача:** развитие навыков распознавания и использования в речи сослагательного наклонения (Conditional 1, 2, 3) и придаточных условия.

**Ключи:**

1 If I visit London, I will see the Tower of London and the British museum. 2 If it stopped raining, we could go for a walk to the park. 3 If I hadn't eaten that much, I might have tried the dessert. 4 If I find his phone number, I will try to call him. 5 If I leave on time, I can stop by your house and return your books. 6 If I found a wallet in the street, I would definitely bring it to the police station. 7 If I had more free time, I would read more books and surf the Internet. 8 If I had seen you, I would have stopped and talked to you.

• Упр. 11, с. 127

**Задача:** развитие умений монологической речи (продолжение рассказа/коллективное составление рассказа).



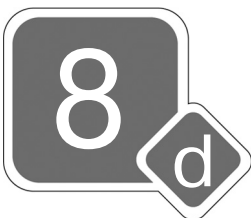
**Предполагаемый ответ:**

S3: ... she would not have been late for class ...  
S4: ... If she had not been late for class, ... S5: ... her teacher would not have gotten angry with her and sent her to the principal's office ... S6: ... If she had not been sent to the principal's office, ... S7: ... she would have attended music class ... S8: ... If she had attended music class, ... S9: ... she could have entered the music contest ... S10: ... If she had entered the music contest, ... S11: ... she might have won ... Etc.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, Grammar Check 8, с. 152–153; WB, с. 76.

## Урок 5



## Vocabulary & Speaking

• Упр. 1, с. 128

**Задача:** развитие умений поискового чтения.

**Ключи:**

It is a very popular football event. Norman Whiteside was the youngest player to ever play in a World Cup, Pele was the youngest to ever score in a match and win a World Cup and Ronaldo is the top scorer in World Cup history.

• Упр. 2, с. 128

**а) Задачи:** развитие навыков распознавания и использования в речи вопросительных местоимений; развитие умений поискового чтения.

**Ключи:**

1 Whose 2 Where 3 What 4 Who 5 Why  
1 Jules Rimet came up with the idea. 2 It was played in Uruguay. 3 Uruguay beat Argentina 4–2. 4 America defeated England in 1950. 5 They beat the host team Spain in 1982.

**б) Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

**Ключи:**

**come up with:** think of (прийти в голову, выдвинуть (идею))

**enthusiasm:** eagerness (энтузиазм)

**host team:** team hosting an event (принимающая команда)

**competition:** sporting event (соревнование)

**beat:** defeat (нанести поражение)

**legends:** people made famous for doing sth (легенды (спорта))

**score:** get a goal (забить гол)

**championship:** competition (чемпионат)

**region:** part (регион, зд. часть света)

• Упр. 3, с. 128

**Задача:** освоение новой лексики по теме «Спорт».

**Ключи:**

1 c 2 a 3 d 4 b

• Упр. 4, с. 128

**Задача:** повторение изученной и освоение новой лексики по теме «Спорт».

**Ключи:**

1 rugby pitch 2 cricket pitch 3 hockey rink  
4 football pitch 5 golf course 6 tennis court  
7 badminton court 8 squash court 9 baseball pitch 10 ice skating rink

A: Where can you play rugby in your area?

B: There's a rugby pitch opposite the school.  
Etc.

• Упр. 5, с. 129

**Задача:** повторение изученной и освоение новой лексики по теме «Спорт» в диалоге.

**Предполагаемый ответ:**

A: Shall we go climbing after school?

B: Sorry, but I've left my climbing rope and carabiners at home.

A: Shall we play American football after school?

B: Sorry, but I've left my helmet at home.

A: Shall we play golf after school?

B: Sorry, but I've left my clubs at home.

• Упр. 6, с. 129

**Задача:** освоение новой лексики (глаголы) по теме «Спорт».

**Ключи:**

1 win 2 gain 3 gain 4 gain 5 beat 6 win 7 gain  
8 beat 9 gain 10 win 11 gain 12 win

**Предполагаемый ответ:**

1 Stacy won first prize for her excellent painting.

2 As the top scorer of the team he has gained the support of all the fans. 3 The basketball team beat their opponent by over ten points. 4 The winning race car gained speed on the last lap and passed all the other cars. 5 He hopes to win the gold medal at the Olympic games.

• Упр. 7, с. 129

**Задача:** развитие навыков распознавания и использования в речи конструкций **neither ... nor, either ... or** и **both ... and**.



**а) Ключи:**

**Both** is followed by a plural verb. **Neither** is followed by the verb in the singular or plural verb. **Either** is followed by a singular noun.

**б) Ключи:**

2 Neither Mary nor Becky knows how to play squash. 3 Either Henry's Dad or his Mum will pick him up from hockey practice. 4 Both Mark and Ben have a new tennis racket. 5 Either Ben or David scored the goal.

• Упр. 8, с. 129

**Задача:** знакомство с идиомами, связанными своими компонентами с темой «Спорт».

**Ключи:**

1 saved by the bell; 2 got off the hook; 3 throw in the towel; 4 the ball is in my court; 5 get the ball rolling

• Упр. 9, с. 129

**Задача:** развитие умений монологической речи (сообщение с опорой на вопросы).

**Предполагаемый ответ:**

I used to play basketball on the school team and I took swimming lessons twice a week in primary school. I got bored and now I like to play football with my friends at the pitch in my neighbourhood. This winter I plan to take ice-skating lessons at the rink near my house, but I need to buy some skates first.

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 9\*, с. 129; WB, с. 77.

## Урок 6



## Writing Skills

• Упр. 1, с. 130

**Задачи:** развитие умений работать со словарём; повторение лексики по теме «Интересы, клубы и кружки».

**Предполагаемый ответ:**

I belong to a dance club.

**Ключи:**

chess club, football club, tennis club, reading club, photography club

• Упр. 2, с. 130

**Задачи:** развитие умений прогнозировать содержание текста по заголовку; развитие уме-

ний аудирования (с выборочным пониманием заданной/необходимой информации).

**Ключи:**

The form is for a swimming club.

1 Peter 2 9765054 3 07862132091 4 17 King Street 5 Weds 6 beginner

• Упр. 3, с. 130

**Задачи:** развитие умений ознакомительно-го чтения; развитие навыков распознавания в письменной речи разных стилей; подготовка к написанию делового письма.

**Ключи:**

A transactional letter (asking for information). It should be formal.

• Упр. 4, с. 131

**Задача:** развитие умений поискового чтения.

**Ключи:**

Alana asked about the lessons for beginners and not about other levels. She asked for a timetable but did not ask specifically about the length of the lessons.

• Упр. 5, с. 131

**а) Задачи:** развитие умений поискового чтения; освоение структур косвенной речи для написания делового письма.

**Ключи:**

**Direct questions:** How old does a child have to be to join and what time are new swimmers accepted on Friday evenings? **Indirect questions:** Could you send me some information for beginners? I was wondering if he could start having swimming lessons at your club this year. Would it also be possible for you to send me a timetable of the sessions? Could you also tell me if the annual subscription fee is the same for everybody? 2 Could you please tell me where the lessons take place? 3 Could you please tell me how many pupils there are in each class? 4 Could you please tell me whether we have to buy our own equipment? 5 Could you please tell me whether we can borrow more than five books from the library?

**б) Задача:** развитие умений диалогической речи (диалог-расспрос этикетного характера при выборе спортивного клуба).

**Предполагаемый ответ:**

**Rory Newtown:** Brighton Swimming Club. How may I help you?

**Alana Holmes:** Hello. I'd like to get some more information about the swimming club you have, please.

**Rory Newtown:** Yes, certainly. What level are you?

**Alana Holmes:** I'm a beginner, actually.

**Rory Newtown:** You should come along on Friday evening. We have a new class for beginners from 7 pm until 8.30. How old are you?

**Alana Holmes:** I am thirteen.

**Rory Newtown:** That's great. Are you interested in joining?

**Alana Holmes:** Yes, I am. Could you tell me if there is a discount for children?

**Rory Newtown:** The annual subscription is £20 for children up to the age of 16 and £25 for adults.

**Alana Holmes:** Excellent. I'll come along on Friday and join.

**Rory Newtown:** See you then. Bye.

**Alana Holmes:** Bye.

• Упр. 6, с. 131

**Задача:** развитие умений продуктивного письма (написание электронного делового письма с запросом интересующей/недостающей информации).

**Предполагаемый ответ:**

Dear Ms Burton,

I am writing to find out more information about the school photography club which I saw advertised on the school noticeboard.

First of all, could you tell me what the fees would be to do basic level classes? Also, I was wondering whether we have to take our own equipment or is everything provided? Secondly, I would like to know what time the club starts on Tuesdays and how long it runs for. Finally, where is the club planning to go for the three weekend outings? Would they take place on Saturdays or Sundays? Thank you in advance for your help. I look forward to hearing from you.

Yours sincerely,

Liz Warner

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 131; WB, с. 78.

## Урок 7



## English in Use

• Упр. 1, с. 132

**Задача:** освоение значений и развитие навыков распознавания и употребления в речи фразовых глаголов (take).

**Ключи:**

1 up 2 after 3 to 4 off 5 off 6 up

• Упр. 2, с. 132

**Задача:** развитие умений изучающего чтения; развитие навыков распознавания и использования слов, различение которых представляет трудность для российских школьников.

**Ключи:**

1 fit 2 team 3 court 4 practice 5 coach 6 members 7 moment 8 game 9 team 10 score 11 half 12 win

1 I often eat healthy foods like fruit and vegetables. 2 A group of students went on a school exchange in June. 3 The rugby pitch was really muddy after the rain. 4 The football match I went to at the weekend was really exciting. 5 A driving instructor teaches people how to drive. 6 Parts of the country should enjoy some sunshine this afternoon. 7 It only takes a minute or so to take someone's temperature. 8 We lost the match by two goals. 9 Who is the favourite to win the league championship this year – Barcelona or Manchester United? 10 I lost a point in my test because of my poor spelling. 11 If you want to find information about Peter the Great, look in the history section of the library. 12 I didn't expect to beat you at tennis, but I did.

• Упр. 3, с. 132

**Задача:** развитие навыков распознавания и использования предлогов в устойчивых словосочетаниях (в рамках тематической лексики).

**Ключи:**

1 for 2 in 3 in 4 in

• Упр. 4, с. 132

**Задача:** освоение образования прилагательных путём словосложения.

**Ключи:**

1 old-fashioned 2 kind-hearted 3 open-minded 4 long-lasting 5 good-looking 6 newly-built  
My brother is so kind-hearted that he would do anything to help people. I like to think that I am open-minded enough to consider new ideas. The effects of pollution are long-lasting. Our new history teacher is very good-looking. I live in a newly-built flat in the suburbs.

• Упр. 5, с. 132

**Задача:** развитие навыков распознавания и использования в речи сослагательного наклонения (Conditional 3).

**Ключи:**

If she hadn't missed the bus, she wouldn't have walked to school. If it hadn't started raining and she hadn't left her umbrella at home, she wouldn't have got soaking wet. If she had arrived

at school on time, the teacher wouldn't have got angry with Jenny and Jenny wouldn't have got upset.

• Упр. 6, с. 132

**Задача:** развитие умений монологической речи (аргументированное сообщение по теме).

**Предполагаемый ответ:**

*I think windsurfing is dangerous because you reach very high speeds and are all alone. If something happened, you would not have someone to help you. I think rugby is also dangerous due to all the injuries that can occur. Climbing is also a dangerous sport that involves risking your life. If you fell, you might injure yourself or even die.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 132; WB, с. 79.

## Урок 8

### Culture Corner

• Упр. 1, с. 133

**Задача:** развитие умений прогнозировать содержание текста по невербальным опорам.

**Предполагаемый ответ:**

*I see a large crowd of people in a stadium. They are cheering and waving. I think they are about to see a football match and the teams have just come onto the pitch.*

• Упр. 2, с. 133

**Задача:** развитие умений поискового чтения.

**Ключи:**

*The mascots belong to Arsenal, Bradford City and Manchester United football teams. Their names are Gunnersaurus Rex, Billy Bantam and Fred the Red.*

• Упр. 3, с. 133

**Задача:** развитие умений изучающего чтения.

**Ключи:**

*1 be 2 in 3 most 4 with 5 onto 6 at/during 7 part 8 in 9 with 10 for*

• Упр. 4, с. 133

**Задачи:** развитие умений изучающего чтения; развитие языковой догадки.

**Ключи:**

*1 cuddly: soft (мягкий, плюшевый)*

2 **promote:** encourage (*провоцировать (интерес)*)

3 **represent:** work for (*представлять*)

4 **respected:** admired (*уважаемый*)

5 **wander:** walk around (*бродить*)

• Упр. 5, с. 133

**Задачи:** развитие умений изучающего чтения; развитие умений монологической речи (делать сообщение на основе прочитанного текста).

**Предполагаемый ответ:**

*Fred the Red is big and red and he is a devil that wears Manchester United kit. He is very popular with children. Like many mascots Fred does some charity work, he often raises money for charity.*

• Упр. 6, с. 133

**Задача:** развитие умений продуктивного письма (составление плаката и написание текста — описания спортивных талисманов российских футбольных команд).

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 133; WB, с. 80.

## Урок 9

### Spotlight on Russia с. 10. The Festival of the North

**Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

#### Начало урока

Организуем беседу о досуге, летних и зимних видах спорта.

Работа над текстом урока может быть (в соответствии с условиями класса) организована в разных вариантах:

- фронтальное чтение текста вслух;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах.

Организуем лексическую работу на основе текста. Она может включать работу над кратким описанием (дефинициями) видов спорта, транслитерацией их названий. Предложите учащимся задать свои вопросы одному из выдающихся спортсменов России. Окажите помощь в лексическом оформлении вопросов и ответов (ролевая игра — интервью).

Предложите учащимся выполнить задания и ответить на вопросы. Выслушайте разные вари-

анты ответов, организуйте обсуждение. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур.

Выйдите на монологические высказывания учащихся о пользе спорта и физической подготовки, о том, какие виды спорта являются более популярными: зимние или летние. Организуйте беседу о последней Олимпиаде и достижениях наших спортсменов.

**Предполагаемый ответ:**

*A Festival of Marshal Arts among Finno-Ugric peoples annually takes place in October in Petrozavodsk, the capital of Karelia. The Festival brings together athletes from many Russian republics and cities as well as from Finland. The most crowded event is usually the boxing tournament. Karelia boasts experience in hosting competitions for minority peoples, such as Karelians and Vepsians. Locally developed sports may add to the development of national sports. Well-known for achievements in winter sports, Karelia thinks of holding sports festivals in wintertime. Such festivals should help popularize healthy lifestyle in Russia's North.*

**Итог урока:** Рефлексия освоенного организует-ся по образцу, описанному на с. 41.

**Домашнее задание:** SB, SP on R, с. 10\*; WB, с. 81.

## Урок 10

### Going Green

• Упр. 1, с. 134

**Задачи:** мотивация на изучение экологических проблем; развитие умения прогнозировать содержание текста по заголовку и иллюстрациям.

Обратитесь к иллюстрации и заголовку текста. Обсудите понимание учащимися вопроса в задании как экологической проблемы. Разберите, что такое акроним, где и как часто он применяется. (Акроним – это аббревиатура, образованная из начальных букв слов (например, НИИ, АЭС) или словосочетаний (RADAR – Radio Detecting and Ranging)). В последнем примере следует учесть, что при переводе такие акронимы могут потерять свой первоначальный вид и звучание. Так, расшифровка английского акронима RADAR будет звучать как «радиообнаружение и определение расстояния». Поэтому при передаче таких акронимов используется приём транслитерации, когда звуковая или графическая форма слова исходного языка передаётся буквами алфавита языка перевода.

• Упр. 2, с. 134

**Задачи:** развитие умений изучающего чтения.

**Ключи:**

1 B 2 C 3 D 4 D 5 B 6 D 7 D 8 B 9 C 10 B

• Упр. 3, с. 134

**Задача:** развитие умений изучающего чтения и языковой догадки.

**Ключи:**

**interact:** to affect conditions or behaviour (**взаимодействовать**)

**harm:** damage (**причинить вред**)

**aim:** what you hope to achieve (**цель**)

**conserve:** protect from harm (**сохранять**)

**generations:** groups of people of the same age (**поколения**)

**volunteers:** people who do work without getting paid (**волонтёры, добровольцы**)

**shorelines:** places where the edge of the sea meets the land (**береговые линии**)

**seabed:** the ground under the sea (**морское дно**)

• Упр. 4, с. 135

**Задачи:** освоение тематической лексики в контексте; развитие умений диалогической речи (диалог-расспрос на основе прочитанного текста).

**Предполагаемый ответ:**

B: Who founded Project Aware?

A: The Professional Association of Diving Instructors in Switzerland. What does it aim to do?

B: To educate divers on how to respect and conserve the underwater environment. What work do they do?

A: They protect the aquatic world from pollution and protect endangered species. They also provide education and organize competitions. What events do they participate in?

B: Earth Day festivities, International Clean-up Days. What is happening as a result of their work?

A: The coastlines, beaches and underwater world are keeping their natural beauty.

• Упр. 5, с. 135

**Задача:** развитие умений диалогической речи (комбинированный диалог) на основе прочитанного – перенос на личный опыт.

**Предполагаемый ответ:**

A: Why do you think people should participate in such projects?

B: They can help conserve the underwater environment and protect endangered species. They can make sure that the oceans stay beautiful for future generations to enjoy. Would you ever participate in such a project?

A: Yes, I would. I would like to do something to help our planet. What about you?

B: Yes, me too. I'd like to help.

• Упр. 6, с. 135

**Задачи:** развитие умений продуктивного письма (написание листовки экологической акции); развитие умений работать в группах.

В группах по 3–4 человека учащиеся составляют листовку, призывающую к участию в работе по очистке территории в назначенное время. Учащиеся могут придумать и украсить листовку эмблемой акции.

• Упр. 7, с. 135

**Задача:** развитие умений монологической речи (выражение личного аргументированного отношения к прочитанному).

**Предполагаемый ответ:**

Предложите учащимся подтвердить правоту высказывания примерами из личного опыта. Подведите к выводам экологического содержания: *I agree with the quote that we only know and love that which we have experienced and*

*have been taught. It would be difficult to love and believe in something that is foreign to us.*

**Итог урока:** Рефлексия освоенного организуется по образцу, описанному на с. 41.

**Домашнее задание:** SB, упр. 6\*, с. 135; WB, с. 82.

## Progress Check

**Задача:** организация самоконтроля и рефлексии учебных достижений учащихся по завершении работы над модулем.

**Ключи:**

**1** 1 technical 2 tournament 3 physical 4 opposing 5 enthusiasm 6 half-time 7 strapped

**2** 1 even-tempered 2 well-dressed 3 hard-working 4 tight-fitting 5 grey-haired

**3** 1 get 2 would play 3 will get 4 would watch 5 trained 6 turns 7 would have given 8 would feel 9 will be 10 had known

**4** 1 after 2 to 3 off 4 up 5 off

**5** 1 out 2 in 3 out 4 in 5 in

**6** 1 d 2 e 3 a 4 c 5 b



# Ключи к разделу учебника "Grammar Check"

## Module 1

**1** 1 are, doing 2 Are, staying 3 Are, living/Do, live 4 Does, give 5 Does, offer 6 have, been studying 7 Are, thinking 8 Have, ever met (*Ss' own answers*)

**2 (Suggested Answers):** Jane often goes to parties at the weekends. John sometime meets his friends after school. Karen rarely goes to the cinema. Peter usually watches TV by himself. Sally never goes out with her brother and his friends. Etc.

**3** 1 am thinking, think 2 are you looking, looks 3 are you tasting, tastes 4 Are you having, have 5 are you smelling, smells

**4** 1 am sitting 2 is drinking 3 have been walking 4 are feeling 5 are having 6 are staying 7 get up 8 spend 9 have already visited 10 mean 11 have not been able 12 are going 13 am looking 14 get

**5** 1 were you doing, was having 2 happened, was walking, slipped, fell 3 Did you meet, introduced 4 were you, was trying, was, was coming, met, had 5 were you doing, called, was getting, was finishing 6 did you meet, was doing, entered 7 told, was talking, heard

**6** 1 arrived 2 moved 3 were arriving/arrived 4 went 5 were having 6 didn't realize 7 started 8 was (*Ss' own answers*)

**7** 2 am flying 3 will do 4 am going to see 5 will buy 6 am seeing 7 will get 8 am meeting 9 is going to faint 10 am going to buy

**8 a)** 1 pay 2 pick up 3 buy 4 see 5 have  
2 A: Is Kate having dinner with Jane on Tuesday?  
B: No, she is picking up her dry cleaning. 3 A: Is Kate paying the phone bill on Wednesday?  
B: No, she is buying a birthday gift for Jane.  
4 A: Is Kate buying a birthday gift for Jane on Thursday?  
B: No, she is seeing the dentist. 5 A: Is Kate seeing the dentist on Friday?  
B: No, she is having dinner with Jane.

**b) (Suggested Answers):** On Tuesday I am studying at the library. On Friday I am having some friends over. On Sunday my family and I are eating at my grandparents'. Tomorrow I am playing football in the school game. Etc.

**9** 1 best, younger, the most sensible 2 duller, the funniest, the most creative 3 friendlier, the most selfish, more stubborn

**10** 1 really 2 pretty 3 pretty 4 quite 5 a little

## Module 2

**1 (Suggested Answers):** A He hasn't picked up his books from the floor yet. He has just put up new posters on the walls. He has thrown his

clothes all around the room. B Mrs Lee hasn't finished all the work yet. She has been in the office since 8:00. She has just received more work to do. Mrs Lee hasn't left the office yet. C Mike and Pam have just moved into a new house. They haven't put everything into place yet. They have taken out the plates from the boxes. They haven't rested all day. D Martha has returned from work. She has baked cookies and washed the dishes. She has collected her son from the nursery.

**2 (Suggested Answers):** I have been studying for three hours and really need a break. I have not yet finished my English homework. I can't remember how long I have been playing the piano. I have already read my history book. I have never worked in a restaurant before.

**3** 1 has been typing, has typed 2 has been wasting, has wasted 3 have been packing, have packed 4 has been writing, has written 5 has been baking, has baked

**4** 1 have not emailed 2 have been studying 3 have also been trying 4 have already given 5 have been saving 6 have asked 7 has been looking 8 have ever given 9 has been waiting/is waiting

**5** 1 gone to 2 been to 3 been in 4 been in 5 gone to

**6** 1 -, the; 2 -, the; 3 the, the, -; 4 the, the, the; 5 the, -, the, the; 6 -, the, -, -, the, -; 7 the, -, the; 8 the, the

**7** 1 a; 2 - 3 the; 4 - 5 a; 6 - 7 the; 8 the; 9 an; 10 the; 11 the; 12 the; 13 the; 14 a; 15 a; 16 a; 17 the; 18 a.

**8** 1 a few; 2 very few, a lot of; 3 a little, a few; 4 a few.

## Module 3

**1** 1 After Jenny had cooked lunch, she ironed the clothes. 2 The news had already started when John turned on the TV. 3 They had set the table before the guests arrived. 4 The kids had gone to bed by the time Steve came home. 5 After the guests had left, they tidied the house. 6 Sam waited until Joan had finished speaking.

**2** 1 had made 2 had bought 3 had lied 4 had not finished 5 had not been 6 had found

**3** 2 She had been jogging for over an hour. 3 It had been raining all night. 4 They had been arguing all afternoon. 5 We had been cleaning the garage all day.

**4** 1 Leonardo da Vinci had been inventing and painting for the king of France before he died

in 1519. 2 Wilhelm Roentgen had been experimenting with electricity when he discovered X-rays. 3 Ancient Greek scientist Archimedes had been working with math problems when he discovered solution in bath. 4 Before Russian chemist Dimitri Mendeleev became famous around the world, he had been working as a university professor for some years. 5 Albert Einstein had been going to school in Munich for three years before he moved to Italy.

**5** 1 had decided 2 had not been earning 3 had arranged 4 had been washing 5 had been waiting 6 Professor Sterling had already announced 7 had been living/had lived

**6** 1 a was making b made c had made 2 a was getting b got c had got 3 a was performing b had performed c performed 4 a fell b was falling c had fallen 5 a had read b was reading c read

**7** 1 woke up 2 saw/had seen 3 did not really believe 4 had just had 5 had dreamt 6 did not know 7 got 8 left 9 started 10 asked 11 thought 12 had decided 13 had called 14 had never felt 15 decided

**8 (Suggested Answers):** I had already eaten breakfast. I had already cleaned my room. I had already gone for a jog. I had already read the newspaper.

## Module 4

**1** 1 The new library will be opened by the mayor tomorrow. 2 The costumes for the play were created by Versace. 3 Hamlet was written by Shakespeare. 4 A meeting will be arranged for next week. 5 This play has not been translated yet. 6 In France, elections for President are held every five years. 7 A lot of people are influenced by advertising. 8 This fax should be sent right away. 9 He was found guilty of murder. 10 Pets cannot be taken into the theatre.

**2** 2 The sauce is made with/from tomatoes, onion and garlic. 3 The new play will be directed by John Adams. 4 The ground was covered with snow. 5 Guernica was painted by Picasso.

**3** New sports centre will be opened by the Prime Minister next Monday. The famous top model was taken to hospital. The Earth could be hit by an asteroid in 2014. The Philippines were hit by a strong earthquake. The US basketball team was beaten by Greece.

**4** 1 are encouraged 2 is not found 3 feels 4 are expressed 5 be ignored 6 need 7 are driven 8 appears 9 is retouched 10 was photographed

**5** 2 When was the Mona Lisa painted? e It was painted in the 16th century. 3 Where is the

Parthenon located? a It is located in Athens 4 Who was Harry Potter written by? c It was written by J. K. Rowling. 5 When was Cats performed in Russia? b It was performed there in 2005.

**6** 2 Sandy is having her photograph taken. 3 Kelly is having her eyes tested. 4 Nigel is pruning a tree. 5 Martha is having her temperature taken by the school nurse.

**7** 2 I will have it fixed 3 They had it repaired. 4 She is having it made. 5 They are going to have it painted. 6 They have it developed. 7 She had it cleaned. 8 He will have it cleaned.

**8** 1 c is having her nails done 2 a had it repaired 3 d have never had my ears pierced 4 e will have it dry-cleaned 5 b have it examined

**9** 2 He had one of his teeth pulled out. 3 She had her car serviced. 4 She is having a burglar alarm installed. 5 I can have the information sent to myself by email. 6 He had his wallet stolen while he was shopping.

## Module 5

**1** 1 D 2 F 3 A 4 I 5 C 6 J 7 G 8 E 9 H 10 B  
**2** 1 b 2 a 3 a 4 a 5 a 6 b 7 b

**3** 1 watching, going, stay in; 2 making, do; 3 waiting, to do; 4 to carry, manage 5; to move, give

**4 (Suggested Answers):** I am looking forward to studying at university. I'd like to join the ski club. I have decided to work this summer. I can't help laughing when I watch the movie Shrek. I hate eating vegetables. Etc.

**5** 1 a to be b being 2 a putting b to buy 3 a typing b to improve 4 a planting b to pen 5 a to tell b telling 6 a to have b having 7 a bothering b to cause 8 a meeting b to buy

**6** 2 I used to work as a waiter. 3 I didn't use to exercise a lot. 4 I used to drink coffee. 5 I used to eat junk food. 6 I didn't use to walk to work.

**7 (Suggested Answers):** I used to play the piano. I didn't use to study for school. I used to go to a different school. I didn't use to play basketball. I used to take swimming lessons every summer. Etc.

**8** A: She is getting used to using a computer and sending faxes. B: She wasn't used to filing papers and arranging appointments and meetings, but she is slowly getting used to doing them now. A: It will take some time to get used to going on business trips. She used to take messages at her old job so she won't have to get used to that. Etc.

## Module 6

**1 a)** 1 said 2 told 3 said 4 said

**b)** 1 am going 2 want 3 tells, told 4 is 5 am  
6 have read 7 hope 8 will visit

**2** 2 Joe said Paul had joined them later because he had missed his flight. 3 Sue said they would show me the photos as soon as they were developed. 4 Leslie said the local cuisine was delicious. 5 Kate said she couldn't wait to show me the souvenirs they had bought for everyone. 6 Paul said he was planning to go there again. 7 Mike said they had got lost as they were walking through the city centre.

**3** 1 Ann said it was so cold that day. 2 Bob said (that) Helen had not come to the party the previous night. 3 Mary said her mum wasn't very well. 4 George said he would tell Sue that he had seen me. 5 Anna said she hadn't talked to Jane recently. 6 Steve said they were living in New York then. 7 Tony said he would meet Jane the next day. 8 Diana said John had quit his job. 9 Jenny said I could visit her anytime. 10 Sue said they were getting married the following Sunday. 11 Luke said he hadn't gone to work the day before. 12 Tom said they had played well but had lost the game. 13 Paula said she was flying to Madrid that Sunday. 14 Charlie said he would be there the following Monday. 15 John said they had gone to the cinema the previous Tuesday.

**4 (Suggested Answers):** Olga said she had arrived in Ireland a week ago/before and had been spending every day swimming and having fun. She said she was writing this postcard while she was waiting for another hotel guest so that they could go water skiing together. She said she was going to try scuba diving and she was even thinking of doing some underwater fishing. She said she had been very busy and she hadn't given herself anytime to just lie on the beach and sunbathe but that holidays were about having fun. She said she would tell me everything when she got back.

**5 (Suggested Answers):** He told me not to call people by their first name until they had asked me to do so. He told me not to be late when I had arranged to meet someone. He advised me to offer the people who had invited me to their home sweets or flowers. He told me to always offer an even number of flowers. He told me not to talk about religion or politics. He advised me to dress simply and with a touch of style.

**6** 2 Mrs Smith asked how often the guided tours took place. 3 Mr Smith asked which were the most famous landmarks in the area. 4 Mr Smith

asked if they would have a chance to explore the countryside. 5 Mrs Smith asked if they could book two tickets for the cruise. 6 Mr Smith asked if they had to carry their passports everywhere they went.

**7 (Suggested Answers):** Sue said she couldn't reach Sam on his mobile and asked if he had a new phone number. David told Sam not to buy the phone they had seen as he had seen a cheaper one in town. Jo said he had really enjoyed the film the previous night and asked if Sam could call him as soon as he got the message. Chris asked why Sam had not come to the party the previous night and wanted to know if Sam was OK.

**8 (Suggested Answers):** 1 Our teacher asked us whether we wanted a small break before we started the exam. 2 My Dad said he would take us to the movie that night. 3 My uncle suggested that we should finish painting the fence before we start painting the house. 4 Mum told us to finish our homework and then we could watch TV. 5 My friend asked if she could borrow my new CD. 6 Our teacher wanted to know if we had finished our essays. 7 Mum told Dad not to leave his shoes at the front door. 8 The headmaster asked us if we could stay after school to help set up for the school fair. 9 Someone told me never to work more than one hour continuously on the computer. 10 I asked my friend when and where she would have her party.

**9 A:** I have never been to a foreign country.

**B:** Olga said she had never been to a foreign country.

**A:** I hate studying for exams.

**B:** Peter said he hated studying for exams.

**A:** Do you want to go to the cinema tomorrow?

**B:** Angela asked me if I wanted to go to the cinema the following day.

**A:** I joined the math club.

**B:** Serge said he had joined the math club. Etc.

## Module 7

**1** 1 have to 2 must 3 don't have to 4 mustn't  
5 mustn't 6 must

**2** 1 b 2 a 3 b 4 b 5 a 6 a

**3** 1 should bring 2 have to finish 3 might be  
4 can't have seen 5 must have broken 6 should  
have come 7 needn't have bought

**4** 1 b They can't have finished yet. c The teacher might (may) allow them to leave earlier. 2 a She can work faster using a laptop. b She might be doing research. c She must be (working) at home. 3 a They must be having a computer lesson.

## Ключи к разделу учебника "Grammar Check"

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b They should follow the teacher's instructions.  
c The teacher might ask them to do a project.  
4 a Her parents must be very proud of her. b They might (may) have already bought her a special gift. c She might (may) have a graduation party tonight.

**5 (Suggested Answers):** Students should always be prepared for class. Teachers must have teaching experience to work at this school. Students have to attend class every day. Teachers should have contact with children's parents. Students ought to participate in classroom discussions. Etc.

**6** 1 a 2 a 3 b 4 a 5 b 6 b

**7** 2 You mustn't enter. 3 You must stop. 4 You can't go this way. 5 You have to drive slowly. 6 You can recycle here. 7 You can't swim here. 8 You mustn't park here unless you are handicapped. 9 You must drive slowly. 10 You mustn't recycle your garbage here.

**8 (Suggested Answers):** I have to study in my room. I mustn't bother my dad while he is working in his office at home. I don't have to go to bed early at the weekends. I must help with the dishes every night. I mustn't forget to take out the garbage. Etc.

## Module 8

**1** 2 F type 3; 3 E type 0; 4 G type 0; 5 A type 3; 6 H type 3; 7 D type 1; 8 B type 1

**2** 1 unless; 2 if; 3 if; 4 If; 5 unless; 6 unless

**3** 1 c 2 e 3 f 4 a 5 d 6 b

**4 (Suggested Answers):** If Mum didn't chat on the phone, she could help me with my homework. If it was not windy, we could go sailing. If it wasn't raining heavily, it would be easier to drive. If I had more money, I would buy a yacht.

**5 (Suggested Answers):** 1 If I found a wallet in the street, I would return it to the police. 2 If I

met a celebrity, I would ask for their autograph. 3 If I didn't have enough money to get the bus home, I could get a ride with my friend's mother. 4 If I were on holiday and lost my passport, I would go to my embassy for help. 5 If I had only one wish, I would wish for world peace. 6 If I were the president of my country, I would stop corruption.

**6** 2 If I had seen Ann, I would have told her about the party. 3 If he hadn't been very tired, he wouldn't have stayed in. 4 If she hadn't left from home late, she wouldn't have missed her bus. 5 If they had taken an umbrella, they wouldn't have got wet. 6 If they hadn't left the camera at home, they would have taken photographs. 7 If she hadn't gone to the party, she wouldn't have met a lot of people. 8 If the weather hadn't been great, we wouldn't have gone to the beach.

**7** 1 wouldn't have got 2 were 3 scores 4 will become 5 had played 6 drove 7 bring 8 Can/Will you buy 9 is 10 will win

**8 (Suggested Answers):** 1 If I didn't have a headache, I would go to the party. 2 If my parents had more free time, they could organise the house. 3 If I travelled abroad, I would visit all the famous monuments. 4 If I were you, I would study more often. 5 Unless I study harder, I won't do well at the exam. 6 My friend agrees to join me unless the date is changed for the concert. 7 If we had played better, we would have beaten the other team. 8 If my parents had enough money, we might go on vacation. 9 Unless we have a ticket, they won't let us in. 10 If I get up early, I will go for a jog before breakfast.

**9** 1 wanted 2 might be 3 could do 4 decided 5 want 6 can use 7 would have stayed 8 had had 9 can give 10 like 11 were 12 would call

# Ключи к разделу учебника "Song Sheets" \_\_\_\_\_

## Module 1

**1** The song is about someone who would like to talk and meet someone else but is having trouble as he/she is shy and doesn't know how to break the ice.

**2** The singer likes and is interested in the person the song is about. The singer thinks this person is nice and unique from other people.

### **3 (Suggested Answer Key)**

A: A person who is shy could ask a friend to join him/her when talking to someone the first time. This way the friend could help by talking and the shy person would feel more comfortable.

B: That's a good idea. I think a shy person should take meeting someone in small steps and just say a quick hello the first time and slowly each time they see the new person they say a little more as they feel more confident. Etc.

## Module 2

**1** The song is about each doing something to help change the world and make things better in it.

**2** The song suggests that we should give something to charity such as books and clothes. This will help the poor and make a difference in the world. Through small acts, we can help others and make the world a better place.

**3** I would try to solve the problem of famine in the world. There is enough food for everyone on earth but yet many die of hunger everyday. It's so unnecessary. We need to make food and drinking water accessible for everyone in every country in the world.

## Module 3

### **1 (Suggested Answer Key)**

Life is a miracle because we have the ability to think and decide for ourselves. Life is a miracle because we can experience so many different things and feel so many different emotions as we get old.

**2** The singer thinks life is a miracle because we change so much as we age and there are so many opportunities and lessons we can learn along the way.

### **3 (Suggested Answer Key)**

I think life is worth living for the relationships with family and friends we make as we move through our lives. These relationships offer so much pleasure, happiness that is very rewarding and sometimes painful. The people who are in our lives are teaching us and adding to the experience of life.

They make our memories that we keep as we age and they are the reasons we feel emotions.

## Module 4

**1** The song is about accepting and liking who you are on the inside and not worrying too much about your appearance.

**2** Character is more important according to the song. What is inside is good and the real you. What comes from inside, your character, is the real beauty. Reality is not vanity but your inner character and that is what counts.

### **3 (Suggested Answer Key)**

I think that someone who is confident and appears comfortable with themselves is more attractive than someone who may be physically more attractive but is worrying about their looks or is not that comfortable with themselves. Someone who is confident and comfortable with themselves makes you feel better about yourself. As a result you want to be around such people and find them attractive.

## Module 5

### **1 (Suggested Answer Key)**

rain, shine, freezing, hot, cloudy, perfect, snow, blizzard, cool, breezy, sunny, fog, drizzle etc.

**2** The singer says she will like the weather keep you dry and warm. The weather is always here and changing, so is the singer; and the singer will continue to be a friend and always be there whatever the weather.

### **3 (Suggested Answer Key)**

I think it is important that a friend be there to support you anytime, like in the song. I think a good friend is trustful. You should be able to tell them anything and they will keep it a secret. A good friend should always be willing to help as well as have a good time with you.

## Module 6

**1** The song is about travel and discovering many interesting and different places in the world.

**2** Travel for the singer means an opportunity to escape from normal life and discover new places and people. The singer thinks that travel is an adventure with so much to see and do.

### **3 (Suggested Answer Key)**

I would like to travel to other countries so I could discover and learn about new cultures and



languages. I like history a lot and would like to learn and see the historical monuments of different places. Also I want to meet new and interesting people that live different lives from my own.

## Module 7

**1** The words are all related to high technology and communications such as computers and mobile phones.

### **2 (Suggested Answer Key)**

The singer is a tech addict because he is constantly using high technology and rarely takes time away from technical gadgets. I have a mobile phone and use the Internet. I don't download MP3s or have an iPod.

### **3 (Suggested Answer Key)**

I think having a computer makes life easier. I can use it to access so much information quickly and easily. Also it allows me to communicate with friends and people far away that would be difficult to do so without a computer. I think

computers open up new worlds for many people who otherwise would not be able to see such things.

## Module 8

### **1 (Suggested Answer Key)**

Football, hockey, skiing, cycling, windsurfing, gymnastics, karate, climbing, swimming, tennis. The pictures are of rugby, hockey and ice-skating.

**2** The singer loves sports and feels they are fun. The singer feels that trying different sports is exciting and makes you feel free.

### **3 (Suggested Answer Key)**

I think rock climbing is the most dangerous sport. There is always the risk of falling and killing yourself. Even though there is safety equipment such as ropes, there are many things that can go wrong. Many people have lost their lives doing this sport. People who seek thrills and adventure do this sport but they also risk their lives each time they climb.

# Тексты аудиозаписей к учебнику

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## Module 1 Socialising

### Unit 1a Ex. 7 (p. 11)

**Ann:** I consider myself to be the sort of person who enjoys other people's company. I like to meet new people and I love to chat.

**Sue:** I like to do things my own way and I don't listen to other people even if deep down I know that what they are saying makes sense.

**Billy:** I don't think there's anything wrong with putting yourself first. I mean, let other people worry about themselves. We've all got our own problems and I always look after my own needs before I think about anyone else.

### Unit 1b Ex. 5b (p. 12)

**Interviewer:** I spoke to some young people to find out about their relationship with their family.

**Speaker 1:** I often feel lonely at home. Both my parents work so I spend a lot of time alone. It's not that I don't have anything to do but I'm desperate for some company. If I had a brother or a sister, my life would be a lot different.

**Speaker 2:** Many of my friends complain about their parents being old-fashioned and strict. Luckily, I don't have such problems at home. I can discuss anything that troubles me with my parents without being afraid that they will criticise me.

**Speaker 3:** I live with my parents, my two sisters and brother and my grandparents. I never feel bored or lonely at home but I sometimes wish I could do my own thing without being interrupted by anyone.

**Speaker 4:** I believe old people are great company. You can learn a lot from them about the past and they can give you useful advice about the present. I enjoy spending time with my grandparents and I visit them regularly for lunch.

**Speaker 5:** I find communicating with my parents almost impossible. Dinnertime is the only opportunity for us to see each other and discuss things but we always end up fighting over something. They seem incapable of seeing things from my point of view.

### Unit 1d Ex. 6 (p. 17)

**Al:** Hey, Jane, I hear you've got a new neighbour. What does she look like?

**Jane:** She's very tall and has long brown straight hair. She's also slim and rather pretty.

**Al:** Umm ... she sounds great.

**Jane:** Yes, she's a lovely girl. She's friendly and has a great sense of humour too. Oh, and she loves photography. Just like me.

**Al:** What's her name?

**Jane:** Laura, Laura Smith.

**Al:** Who was that man I saw you with in the town centre last week?

**Jane:** Which one?

**Al:** He was a bit on the plump side and not very handsome.

**Jane:** I can't think who you mean. Did he have a beard and a moustache?

**Al:** Yes, and he was almost bald.

**Jane:** That was my uncle, Roger. We were shopping for shoes.

**Al:** Have you met the professor at college yet?

**Jane:** No, why? Is she nice?

**Al:** She is actually. She's very talkative, not dull and boring like Mrs Brown. The whole class wasn't falling asleep for once during the lesson!

**Jane:** That's good. I saw a short thin woman going into your classroom earlier. Was that the new teacher?

**Al:** No, no. Mrs Jones is in her early fifties, has short white hair and is about average height.

**Jane:** I'll look forward to meeting her.

**Al:** Who's that young man over there?

**Jane:** Which one?

**Al:** The one with short curly fair hair and green eyes.

**Jane:** Is he holding a rucksack?

**Al:** Yes, he is.

**Jane:** That's my cousin, Bill.

## Module 2 Food & Shopping

### Unit 2b Ex. 1 (p. 28)

**1 A:** Excuse me. Can you tell me how to get to the menswear department, please?

**B:** Certainly. It's on the third floor. You can take the lift which is on your left or the escalator over there.

**A:** Thank you very much.

**B:** You're welcome.

**2 A:** Excuse me, how much is this cassette player?

**B:** It is £7.50 but I'll let you have it for a fiver.

**A:** I'm not sure.

**B:** It's in very good condition. It was my son's and he has looked after it. I'll even throw in a couple of tapes for free.

**A:** Oh, alright then. Five pounds. Here you are.

**3 A:** Let's go in this boutique. I want to look at that dress.

**B:** All right but don't take ages. I want to go to the bookshop.

**A:** OK. Then we can go for a coffee. There's a nice coffee shop on the upper level.

**B:** Right. Agreed.

### Unit 2b Ex. 6 (p. 29)

Fed up with going to the same old shops all the time? Want somewhere new to hang out with your friends? Then, get down to Camden Stables Market for hours of shopping fun!

Whether you love keeping up with the latest fashions, or are looking for a gift for someone, you can find everything from jewellery to antiques! If you get hungry you can head to the international food stalls and grab a bite to eat. You'll probably need something to eat after making your way round the 500 shops and stalls in the market.

The market is open seven days a week from nine thirty to five thirty, so finding a time to visit should be easy. You can drop by after school or at the weekend! Just hop off the train at Chalk Farm underground station on the Northern line. See you there!

### Unit 2d Ex. 7a&b (p. 33)

**1 A:** Do you want to go and get something to eat?

**B:** Yeah. Do you have anywhere in mind?

**A:** We could try that new sushi place, next to the post office.

**B:** Sorry, but I don't really feel like sushi. Do you know anywhere else?

**A:** What about that Italian restaurant opposite the university?

**B:** Right. Have you been there before?

**A:** Yes, we went after class the other day and I ate like a horse!

**B:** Really?

**A:** Yes. First of all there were so many dishes to choose from. The food was great and the portions were huge! I was really full when we finished. Plus, the staff are friendly and fun!

**B:** Why waste another minute then? Let's get going!

**2 A:** What do you think about that new restaurant down the road?

**B:** Oh, I wouldn't recommend it. We went there the other day and it was a total let down.

**A:** Why? What's wrong with it?

**B:** First of all, there was a really long queue. It took us 45 minutes to get seated.

**A:** Really? Was the service quick at least?

**B:** No, the service was really bad. The waiter mixed up our order. He also spilled Coke all over me! My white shirt was totally ruined!

**A:** Oh, no! What about the food?

**B:** It was so spicy that I barely touched anything. When we left I was still hungry.

**A:** And the prices?

**B:** At first we thought it was ridiculously expensive but then we realised that they overcharged us. After sorting that out, the prices turned out to be reasonable but I'm not going back there ever again!

**A:** I can see why!

## Module 3 Great Minds

### Unit 3b Ex. 6b (p. 45)

**A:** Good afternoon, Miss Shields. Are you here about the part-time shop assistant job?

**B:** That's right.

**A:** Great ... I have a few questions to ask you, so please take a seat.

**B:** Thank you.

**A:** Firstly, I see you are still at school. Are you over sixteen yet?

**B:** Oh, yes. I turned sixteen a month ago.

**A:** Now, we need someone who is enthusiastic and well-organised.

**B:** I'm definitely both of those things, well, according to my teachers anyway.

**A:** Now talking of teachers, we would need you to work flexible hours. Do you think the job would interrupt your lessons?

**B:** No, I'm sure I can manage it. Remember, I'm very well-organised!

**A:** So, is there anything you would like to ask me about the job?

**B:** Yes, actually. What sort of duties will I have to carry out?

**A:** Oh, lots of things. You will have to serve customers and take payments and much more.

**B:** I was a little worried, as I haven't worked in a baker's before.

**A:** There's no need to worry. You don't need to have any previous experience and we will train you when you start. One last thing you might like to know is that the pay is 5 pounds fifty an hour.

**B:** Oh, that's great. Thank you very much.

**A:** OK, when do you think you can start?

### Unit 3d Ex. 6a (p. 49)

#### Speaker 1

A year ago my husband got a great new job, but there was only one problem ... it was 300 miles

away! We had to move house and leave behind our friends and family. But we don't regret it. It was difficult for the first few months, but now we love it here.

**Speaker 2**

I loved my job at first, but I slowly realised that I had no future there. There was no chance of being promoted or earning more money. So, I applied for a job at another company, and here I am now, in a new job with more money and responsibility.

**Speaker 3**

My family is very close, so I found it difficult when I had to go to university. The course I wanted to do was miles away, so I had to leave home and go and live near the university. I was very upset when I left, but after a while I began to enjoy myself. Of course, it's still difficult being away from my family, but I visit them most weekends.

**Speaker 4**

At first I was really excited about finding my own flat, but after a while, I found it difficult to afford the bills. So, I tried to find someone to share the flat with. I eventually found Sophia. She is a wonderful girl and we have become great friends and I don't have to worry about money so much any more!

**Speaker 5**

Grandpa had never lived on his own, so we were really worried about him. We checked on him every day, but he kept forgetting things and one day he left the tap on in the bathroom and water went everywhere. In the end he came to live with us. It was the perfect solution to the problem.

## Module 4 Be yourself

### Unit 4b Ex. 8 (p. 61)

**A:** Thanks for coming to the mall with me, Steve. I don't like shopping on my own.

**B:** No problem, Ann. So, what do you want to buy today?

**A:** Well, I want to wear something really special at my birthday party tomorrow. I have a nice black skirt and I want a black shirt to match.

**B:** Why black? I mean it suits you but how about choosing something in a brighter colour?

**A:** I don't think it would look formal enough.

**B:** I see. We'd better hurry though, because the shops will be closing in an hour. You kind of left your shopping till the last minute.

**A:** I know but I have a particular shop in mind where I buy most of my clothes. It won't take us long to find something there.

**B:** Where is it then?

**A:** Right here.

**B:** But it's closed!

**A:** Oh no! But wait a minute. There's a notice on the door. It says that it's moved to the second floor.

**B:** Thank goodness! Let's go.

**C:** Good afternoon. May I help you?

**A:** Yes. I'm looking for a black shirt. Have you got any?

**C:** Yes, we have this one here, or this one.

**B:** Ann, look at this yellow one! It's lovely!

**A:** Yellow? Oh, I don't know, Steve.

**B:** Come on, just try it on. You might like it!

**A:** Oh, OK then. Have you got this in a medium?

**C:** Yes, here you are. The fitting rooms are over there.

**B:** Ann, this looks great on you.

**A:** Yes, doesn't it? I think I'll have it.

**B:** Great! You'll certainly look fabulous tomorrow!

## Module 5 Global issues

### Unit 5b Ex. 3 (p. 76)

**Interviewer:** We spoke to some young people to find out their opinion about some current global issues.

**Speaker 1:** I know it seems hard to believe in this day and age but in some parts of the world people don't even have clean water to drink. They can become ill really easily and die. Also many children around the world die of infections or illnesses that could be prevented by giving them the proper medicine.

**Speaker 2:** There have been a number of large scale disasters around the world lately which have destroyed many people's homes and left them with nowhere to live. That's why I think an international emergency housing charity or scheme should be set up to help rebuild them.

**Speaker 3:** Extreme weather is one result of climate change which is what happens when the planet heats up. We all need to do our bit to help cool the planet down and stop the Earth's temperature from rising any more.

**Speaker 4:** I have a part-time job because I choose to work to earn some extra money. But I would not like to have to do hard labour all day every day for very little pay from the age of 6 or something to look after my family – that's just not fair!

**Speaker 5:** It's terrible. One by one all the animals will die out until there are only humans left. There may be animals we haven't even discovered yet and we never will because they have been wiped out by mankind.

**Speaker 6:** National and international conflict and warfare have caused more death and destruction than anything else in the history of the world. We should all learn to live in peace and stop starting wars over political or religious differences. Why can't people just agree to disagree?

### Unit 5e Ex. 5 (p. 83)

(A = Sally, B = Janie)

**A:** Hi, Janie. Why are you looking so glum?

**B:** Oh, I don't know. It's just ... Well, it's just that it seems that everywhere I look nowadays all I see is litter, litter and more litter. If it isn't litter in the park and on the streets then it's tins, bottles and old newspapers spilling out of rubbish bins. It drives me mad.

**A:** Yes, I know. I've noticed it too. What really makes me angry is that it would be so easy to fix the problem.

**B:** What do you mean?

**A:** Well, just think about it for a second. Let's say a bunch of people in our neighbourhood got together and told the council that we wanted a recycling scheme set up. If there were enough of us, it would have to listen. And if we had a recycling scheme then household rubbish would be put to good use and the amount of rubbish generally would be greatly reduced.

**B:** Wow. You know I've never thought about that, Sally.

**A:** And not only that. People who litter should be fined. When people know that they will have to pay if they do something bad, they stop doing it!

**B:** You know, that's true. Sometimes you have some really good ideas ... (fade)

## Module 6 Culture Exchanges

### Unit 6b Ex. 2 (p. 92)

**1 A:** Ann! Nice to see you! How was your holiday?

**B:** Holiday? It was more like a nightmare. It was horrible all week. It rained all the time and we could never agree on what to do. Jane wouldn't even talk to me in the end. I just wanted to get home.

**A:** Oh, what a shame!

**2 A:** Hello, Laura. Welcome back!

**B:** And I am happy to be back, trust me.

**A:** Oh. Sounds like you didn't have such a nice time.

**B:** Well, at the beginning it was great but one day I was really tired and I fell asleep on the beach. And guess what! I ended up in hospital for three days. It was terrible; my whole body was burnt. That was the end of my holiday!

**A:** Oh, how awful!

**3 A:** Hi, Tony. Back from your holiday already? How was it?

**B:** Oh, don't ask.

**A:** Did you have bad weather or something?

**B:** No, Ken. It wasn't that. We decided to rent a car to tour the island, but it broke down and we had to spend the night at the side of the road. I didn't sleep and of course I was exhausted for the rest of the stay.

**A:** Oh, you poor thing!

### Unit 6b Ex. 6 (p. 93)

**1** Motorists are advised of long delays on the M6 due to an overturned lorry. Police are diverting traffic onto the A6, but long delays are expected. Extra rail services are being provided and police recommend that commuters take advantage of these services.

**2** It was very hot and the heat took a while to get used to. The food was very different to what we eat at home, too. Then we had to work out the cost of everything in our currency when we bought things, but amazingly the language wasn't a problem at all because almost everyone spoke English.

**3** I hate it when they start the engines. I'm all on edge and I get this funny feeling in my stomach when the plane takes off. After that, it's not too bad and when I look down at the clouds below I feel alright. It's the landing though that makes me really nervous. I just can't wait till it's over and I can get off and pick up my suitcases.

**4** It looks very modern but I don't know what was wrong with the old airport. It was much easier to get to. I just jumped in a taxi and I was there in 15 minutes.

**5** On our website the information is clear and easy to read in a simple window. Drop-down menus enable the visitor to easily plan and book hotels and destinations. We have an excellent list of private hotels and guesthouses with honest reviews and lots of tips about the best restaurants, beaches and places to visit. So go to [www.getaway...](http://www.getaway...)



**Unit 6d Ex. 4 (p. 96)**

**Sophie:** I usually travel by bus but I don't really like to. You wait at the bus stop for ages and then when the bus does finally come, it's really crowded. I prefer cycling. I love travelling by bike. You don't get stuck in traffic, it's free and it keeps you fit, too. All my friends go to school on their bikes but my mum won't let me. She says it's too dangerous.

**Peter:** My favourite means of transport is actually the train. It's usually a fast way to travel and I love looking out of the window at the beautiful countryside. I don't mind travelling by car, either, but I live in a big city so there's always a lot of traffic, which of course I don't enjoy. On the whole catching the train is a more pleasant way to travel, in my opinion.

**Greg:** When we go on holiday as a family, we either go by coach, plane or boat. I'm not very keen on travelling by coach because you can't move around a lot and the journey can be really long. I love it when we go by boat because you can walk around or go outside and look out to sea. It's a really interesting way to travel. Travelling by plane's OK, too, because it's usually the fastest way to travel, but sometimes I feel nervous of flying and the seats can be quite uncomfortable.

**Unit 6d Ex. 10 (p. 97)**

**1** Welcome aboard the 10.15 intercity service from London to Manchester. This service will be calling at Milton Keynes, Birmingham and finally Manchester Picadilly, arriving at 14.35. The buffet car is situated towards the front between first class and carriage A and serves a selection of hot and cold drinks and snacks...

**2** Good morning, this is your captain, Mark Johnson, speaking. Welcome aboard flight BA345 to Madrid, Spain. Our flight time today will be 2 hours and 5 minutes. We'll be flying over the English Channel and then passing over Paris and then down through France, across the Pyrenees into Spain and then finally on towards Madrid. You'll be pleased to know that the current weather conditions in Madrid are warm and sunny. Now I'll hand you over to your flight attendants today, Kelly, Sue and Tony...

**3** Hello and welcome aboard this National Express service to Edinburgh. I'm Andy, your driver for this journey. First of all I'd like to apologise for the late departure of this service – this was due to heavy traffic on the outskirts of London. Please note that this is a non-smoking service. Unfortunately there is no toilet on board but

don't worry because we will be making two short stops on our journey...

**Module 7 Education****Unit 7b Ex. 1 (p. 108)**

**1 Boy 1:** You can do it, Ben! Yes!

**Boy 2:** That's another two points for our team. Well done everyone! It looks like we might win the game now!

**2 Female teacher:** Can you see it clearly now? Tell me what it looks like.

**Male student:** It looks strange – like a bunch of grapes. I can also see something brown.

**Female teacher:** Good. Now draw a picture and look in your textbook to see what kind of fungus it is.

**3 Female teacher:** Are you getting on alright, Sarah?

**Sarah:** Yes. I've found lots of information for my project now. Can I print this picture?

**Female teacher:** Yes, but make sure you send it to the colour printer.

**Ex. 8 (p. 109)**

**1 Teenage boy:** I felt really nervous when I went into the exam room as I was expecting the worst. I thought the questions would be much harder, actually. But, thankfully, I managed to answer everything quite easily and I had plenty of time to check my work at the end. I am so happy it's all over! I just have to wait for the results now!

**2 Headmaster:** Due to the bad weather we will be closing after lunch today. Lesson five will end at 12.45 and the lunch break will last forty minutes, not the usual fifty. When the bell rings, year 7 and 8 pupils should go to the canteen without delay so that everyone can have their lunch quickly. At the end of the lunch break you should board your bus immediately.

**3 Teenage girl:** I like learning French but I wish we could have more fun in the lessons. I can't relax in Mrs Muroe's class. It is really difficult to learn when you are feeling scared. When I answer in class she always corrects every little thing. I get so nervous now! And when I get my homework back I am almost always disappointed. She never gives me an A or a B, only a C.

**4 Male teacher:** There will be another student in detention today, Mr Kerr – Jason Greene. This is the second time this year that I have caught him decorating the walls of the Science block. He must learn to respect the school building. He should find somewhere else to use his artistic talents, if you ask me.

**5 Young woman:** I think I did well! I was in there for over an hour! They were really interested to hear about my experience in marketing and sales. I spoke a lot but I also asked a lot of questions as well. I am really interested in working for them – they're a good company and there would be possibilities for promotion in a few years. Anyway, let's hope they offer me the position!

#### Unit 7d Ex. 5 (p. 112)

**A Weather presenter:** Temperatures are going to rise over the weekend and most of the country should enjoy some sunshine on Saturday and Sunday. There is a risk of showers in the north east, however, and it will feel slightly cooler in the north of England and Scotland with temperatures reaching only 16 degrees Celsius. In the south temperatures should reach 19 degrees – much warmer than we normally expect at this time of the year.

**B Man:** You've been very quiet tonight!

**Woman:** I'm sorry, Dave.

**Man:** No, don't apologise. It was a compliment.

**Woman:** What? Am I so impossible to live with?

**Man:** Now that you mention it...

**C Newsreader:** And now a reminder of today's top stories. A strong earthquake measuring 7.4 on the Richter scale has hit the island of Martinique in the Caribbean. According to early reports only two people have been injured but several buildings have collapsed in the capital, Fort-de-France. The earthquake struck at three pm local time.

## Module 8 Pastimes

#### Unit 8b Ex. 4 (p. 124)

**Bill:** I am on both my school team and a local team, so I have training most evenings and play in matches at the weekends. Actually, last season I was the top scorer on my school team! My sport means everything to me. Even when I'm not playing, I'm kicking a ball around in the garden.

**Amanda:** My dad and I have been in my village team for about three years now. I've been getting a lot better lately, apparently. I've caught a few really difficult balls recently and I scored the most runs I had ever scored in last week's match. A lot of people say it's quite boring to watch a whole match, because it can be quite a slow game, but my family enjoy coming down to the green and watching me play on Sunday afternoons, especially when it's my turn to bat!

**Steve:** I have always lived by the sea, so I love all kinds of water sports, but this is definitely my favourite. It was quite difficult to learn at first because you have to pull up the sail, which is quite heavy, and keep your balance at the same time. Now I'm actually quite good and have even won a few competitions recently. I can't describe to you how amazing it is to feel the power of the wind pushing you through the waves.

#### Unit 8b Ex. 8 (p. 125)

**Interviewer:** We spoke to some young people to find out about what sports they play and what they like about them.

**Speaker 1:** I love tennis. I've been playing since I was quite young. At first I used to play tennis for fun, but now I take part in different tournaments around the country. I've even won some prize money!

**Speaker 2:** Football is my life and I play as often as I can. Recently, I left my boots in another team's changing rooms and I missed a match because I didn't realise. I was more upset about that than losing my boots.

**Speaker 3:** In the winter, I go snowboarding as often as I can. Even though I've been doing it for a long time now, still nothing beats the thrill of sliding fast down a mountain. It still gives me a real rush of energy and an amazing feeling of excitement every time I do it.

**Speaker 4:** I started swimming as part of my therapy after I broke my leg. After my leg was better, I carried on going because I loved it so much. I go at least three times a week now.

**Speaker 5:** My sport is ice-skating. I've been doing it for quite a long time now, but I don't take it very seriously. I'm not at all bothered about competing. I just do it because I enjoy it and for the exercise.

#### Unit 8e Ex. 2 (p. 130)

**A:** Yes, can I help you?

**B:** Oh, yes please. I'd like to join the swimming club.

**A:** OK, let me just fill in an application form for you. What's your surname, please?

**B:** Davis... that's D-A-V-I-S.

**A:** OK, and your first name?

**B:** Peter.

**A:** Date of birth?

**B:** It's the second of the tenth 1995.

**A:** Right, and could you give me a telephone number please?

**B:** Sure. It's 9765054.

**A:** 9765054... OK, got it. And would you like to give us an email address, too? We some-

times email our members with special offers or notices.

**B:** Oh, that's good. My email address is sdavis123@gmail.com.

**A:** OK, and could you give us an emergency contact number please. You can give us the number of a close relative or friend.

**B:** Err... OK, I'll give you my mum's mobile number. It's 07862132091.

**A:** 07862132091. Is that right?

**B:** Yes.

**A:** OK, and the address, please?

**B:** 17, King Street.

**A:** OK, and which swimming sessions do you think you'll be attending?

**B:** Err... what are the choices?

**A:** There's Monday, Wednesday or Friday.

**B:** Wednesday I think.

**A:** OK, I'll tick Wednesday and you can always change your mind later.

**B:** OK, thanks.

**A:** Now, just a couple more questions. Do you have any health problems at all, such as asthma?

**B:** No, none.

**A:** OK, that's great. And finally... do you already have any swimming certificates at all?

**B:** No, actually I'm a total beginner.

**A:** OK, that's fine. Right, that's everything! Welcome to Brighton Swimming Club!

**B:** Thanks. Bye!

# Ключи к рабочей тетради

## Unit 1a

**1 Across:** 2 shy 3 irritable 5 optimistic 6 sociable  
7 patient

**Down:** 1 generous 2 sensitive 4 reliable

**2** 1 bright, opportunity 2 patient 3 shy, avoid  
4 Develop 5 approach, fancy 6 involved  
7 confident

**3** 1 easy-going 2 flexible 3 reliable 4 honest  
5 stubborn

**4** 1 puzzled 2 impatient 3 worried 4 bored  
5 furious 6 surprised 7 unsure 8 nervous

## Unit 1b

**1** 1 b 2 a 3 a 4 b 5 a 6 a 7 a

**2** 1 D 2 C 3 E 4 A 5 B

**3** a 9 b 2 c 12 d 5 e 4 f 11 g 8 h 7 i 3 j 1 k  
6 l 10

**4** 1 privacy 2 make 3 argue 4 only 5 old

## Unit 1c

**1** 1 A: What do you think about Ann?

B: I do not like her. She is always lying to people.

2 A: We are going to the cinema later today. Do you want to come?

B: Sure. It sounds like a good idea.

3 A: Let's go to the park.

B: Sorry, I cannot. I have not finished my homework yet.

4 A: The train is so late today!

B: Really? How long have you been waiting?

**2** 1 did you start, was preparing 2 did not know, found, was walking 3 passed, told, were having

4 Did you clean, came

**3** 1 was cleaning 2 came 3 thought 4 have both changed 5 have been studying 6 want 7 told 8 were 9 go 10 did not even go 11 am thinking 12 do you think 13 have already asked 14 has agreed 15 will have 16 have just finished 17 am feeling

**4** 1 are having 2 is moving 3 are flying 4 will help 5 are going to trip 6 are having 7 will send 8 are going to get

## Unit 1d

**eyes:** dark, small, green

**hair:** fair, blonde, ginger, wavy, short, dark, bald

**height:** tall, short

**weight:** overweight, skinny, slim, of medium build

**age:** middle-aged, young, old

**looks:** pretty, good-looking, handsome, beautiful

**interests:** travelling, sports, music, painting

**2 (Suggested Answers):** 1 John is a tall, handsome boy of medium build. He has short, dark hair and green eyes. John loves to play sports.

2 Mr. Stevens is an old man who is going slightly bald. He is slim with small, dark eyes and a good-looking face. His interests include reading and painting. 3 Maria is a slim, pretty girl with dark hair and dark eyes. She is short for her age. Maria likes classical music and she plays the cello.

**3** 1 energetic 2 humorous 3 impatient 4 bossy  
5 selfish 6 friendly

**4** 1 B 2 A 3 C 4 C 5 B 6 C

## Unit 1e

**1** 1 d 2 a 3 c 4 b

**2** 1 contractions: **couldn't, can't, I'm, you'll;**  
2 colloquial language: **make it, meet up, can't wait, Best wishes, great time;** 3 imperative: **Say hello! Take care!** 4 informal linkers: **but**

**3** 1 informal 2 formal 3 informal 4 informal

## 4 (Suggested Answers):

Dear Maria,

Thanks so much for all your help with my science project! I'm just so grateful for all your suggestions. It would be really great if you came to my place for lunch on Sunday. Let me know!

Love,

Emma

## Unit 1f

**1** 1 attractive 2 boring 3 enjoyable 4 stylish  
5 sunny

**2** 1 across 2 along 3 over 4 down 5 over

**3** 1 'I drive my mum **crazy** all the time because I play loud music.' 2 'I don't get **along** with my brother. We argue all the time.' 3 'I'm very **proud** of my grades this term.' 4 'I'm very **close** to my sister. I tell her all my problems.' 5 'I've never been **keen** on Physics.'

**4** 1 of 2 with 3 at 4 of 5 to 6 of

## Unit 1g

**1** 1 stylish 2 bossy 3 creative 4 uncomfortable  
5 crazy 6 hold

**2** 1 T 2 T 3 F 4 F 5 T 6 T 7 T 8 F 9 T 10 F

**3** **a** selfish, bossy, impatient; **b** reliable, generous, confident; **c** confident – shy, reliable – unreliable, selfish – generous, flexible – stubborn

## Unit 1h

**1 a)** 1 mind 2 ice 3 pain 4 mad; **b)** 1 Kim 2 Helen  
3 Marisa 4 John

**2** 1 Dylan 2 Matt 3 Jenny 4 Sophie

## Unit 1i

**1** 1 hates 2 turned 3 moved 4 remember 5 was  
6 did not make 7 was eating 8 approached 9 have been 10 is 11 have ever met 12 know 13 seems

14 will get 15 think 16 will spend 17 is not 18 takes  
19 will be 20 have been

**2** Sue is older than Cathy, but Alice is the oldest. Cathy is funnier than Sue, but Alice is the funniest. Sue is more helpful than Alice, but Cathy is the most helpful. Cathy is more patient than Alice, but Sue is the most patient. Cathy dances better than Sue, but Alice dances the best.

**3** 1 the smartest 2 as kind as 3 easier than 4 better, better 5 sooner, sooner 6 the fastest

**4 (Suggested Answers):** 1 Ian **is quite sensitive, but he can be pretty boring.** 2 Ivan **is very reliable, but he can be a bit bossy.** 3 Lucy **is really helpful, but she can be a little impatient.** 4 Irina **is pretty friendly, but she can be really stubborn.**

**5** 1 A: How many hours do you usually study a day?

B: At the moment I am preparing for my final exams, so I am studying at least 5 hours a day.

2 A: What do you plan to study at university?

B: I am thinking of studying law.

3 A: When was the last time you went out with your friends?

B: It was a month ago. I rarely go out these days.

### Unit 2a

	chicken	eggs	meat	vegetables	rice	potatoes
grilled	✓		✓	✓	✓	✓
mashed				✓	✓	✓
fried	✓	✓	✓	✓	✓	✓
baked	✓	✓	✓	✓	✓	✓
roast	✓	✓	✓	✓	✓	✓
boiled	✓	✓	✓	✓	✓	✓
poached	✓	✓	✓	✓		
steamed	✓	✓	✓	✓	✓	✓
scrambled		✓				
pickled		✓	✓	✓		

**2** 1 fried 2 appealing 3 end 4 rich 5 miss 6 heavy 7 quick 8 easy

**3** 1 c 2 d 3 a 4 b; 1 was heading for 2 takes pride in 3 fussy eaters 4 food traditions

**4** 1 portions 2 nourishing 3 nursery 4 basically 5 lunchtime 6 appealing 7 packed

### Unit 2b

**1 a)** 1 Where's the nearest post office 2 a two-minute walk from here 3 Whereabouts is it exactly 4 down the road 5 round the corner 6 opposite the

**b) (Suggested Answers):** a **jeweller's**

A: Excuse me. Is there a jeweller's near here?

B: Yes, there's one on this street, actually.

A: Oh. Great! Whereabouts exactly?

B: On the left hand corner at the end of the street. It's just opposite the post office.

A: Thank you.

B: You're welcome.

b **butcher's**

A: I need to buy some meat. Is there a butcher's near here?

B: Yes, there's one in Blackberry Road.

A: Is that far from here?

B: Not really. It's only a few minutes away.

A: Great. Can you tell me how to get there, please?

B: Sure. Just go straight down this road and when you get to the end, turn right. It's on the opposite side of the street, between the fishmonger's and the newsagent's.

A: Thank you.

B: You're welcome.

**2** 1 b 2 d 3 c 4 a

**3** A 3rd speaker D (extra statement); B 5th speaker E 2nd speaker; C 1st speaker F 4th speaker

1 C 2 E 3 A 4 F 5 B

### Unit 2c

**1** 1 have not been 2 have been studying 3 have had 4 have also signed up 5 have not started 6 has been taking 7 have met 8 has not had 9 has already learnt 10 have been doing 11 Have you found

**2** 1 been in 2 gone to 3 been to 4 been in 5 gone to 6 been to

**3** 1 never 2 recently 3 How long 4 just 5 ago

**4** 1 an 2 the 3 a 4 The 5 the 6 – 7 a 8 – 9 – 10 – 11 – 12 an 13 the 14 a

**5** 1 A 2 B 3 C 4 A 5 C 6 B

### Unit 2d

**1** 1 teaspoonfuls 2 loaf 3 pinch

**2** 2 pour (a glass of) water, milk 3 beat eggs, cream 4 slice bread, cake 5 chop garlic, onions 6 peel oranges, bananas

**3** 1 d 2 c 3 a 4 b; 1 Scrambled eggs 2 grilled fish 3 sparkling water 4 brown bread

**4** 1 a piece of cake 2 take everything with a pinch of salt 3 crying over split milk 4 my cup of tea 5 spill the beans

**5** 1 are 2 is 3 is 4 is 5 are 6 is 7 is 8 are



### Unit 2e

**1 Key words of rubric:** English pen friend, Write back, answering his questions; **2 Opening paragraph:** 3; **Closing paragraph:** B; **3 Items to be ticked:** 2, 3, 5, 6, 7, 8

**4** A 3 B 1 C 2

### Unit 2f

**1** 1 without 2 with 3 off 4 through 5 with 6 after 7 up

**2** 1 dislike 2 misunderstood 3 disrespect 4 misplaces 5 misspell

**3** 1 by 2 in 3 out 4 in 5 by

**4** 1 has not visited us since 2 it possible to 3 these earrings go with 4 had little time 5 long has she been teaching

### Unit 2g

**1** a c b 2

**2** 1 T 2 F 3 DS 4 T 5 F 6 DS 7 F

**3** 1 in search of 2 troublesome 3 originates 4 massive diversity 5 authentic 6 countless 7 shopper's paradise 8 trendy

### Unit 2h

**1** 1 optician's 2 hairdresser's 3 baker's 4 flea market

**2 opinion:** popular, attractive, brilliant; **size:** tiny, huge, small; **age:** antique, modern, second-hand; **shape:** square, triangular, rectangular; **colour:** dark blue, pink, pale green; **pattern:** striped, checked; **origin:** British, Russian, Japanese; **material:** china, woollen, silver, leather

**3** 1 fried 2 ingredients 3 vegetarian 4 teaspoon

**4** 1 f 2 c 3 e 4 d 5 b 6 a; 1 special occasions 2 junk food 3 tight budget 4 milk chocolate 5 reasonable prices 6 charity organisation

### Unit 2i

**1** 1 am writing 2 are staying 3 has been 4 are getting 5 is having 6 have spent 7 are making 8 is swimming 9 has been jet-skiing 10 are enjoying 11 have tried 12 have not done 13 are going 14 are looking forward 15 has taken 16 have also been shopping 17 have already bought 18 are coming

**2** 1 gone to 2 been in 3 been to 4 gone to 5 gone to

**3** 1 C 2 B 3 C 4 C 5 A 6 B

**4** 1 A 2 B 3 B

**5** 2 many people 3 much time 4 a few days 5 a lot of things 6 a few minutes 7 a little sugar

**6** 1 While we were in Budapest we went on a boat trip down the Danube. 2 George started playing the guitar last June. 3 The Smiths left for Canada from Gatwick Airport yesterday. 4 The Tower of London is on the north side of the Thames.

5 We missed the bus to Liverpool, so we went there by train. 6 My parents go to the theatre twice a month.

### Unit 3a

**1** A 1 crowds 2 gathered 3 inventor 4 passengers B 1 floating 2 invention 3 experiment 4 lift 5 presented

**2** 1 nearby 2 heat 3 flights 4 Physics 5 Raise 6 Earth

**3 Across:** 2 Sociology 5 History 6 Astronomy 7 Ecology; **Down:** 1 Psychology 3 Biology 4 Politics

**4** 1 c 2 e 3 d 4 b 5 a

### Unit 3b

**1** 1 g 2 d 3 a 4 b 5 c 6 e 7 i 8 f 9 h

**2** 1 a 2 b 3 a 4 a 5 a

**3** 1 personal assistant 2 tough deadlines 3 previous experience 4 full training

**4** 1 Science 2 native 3 teaching 4 August 5 9 am, 2 pm 6 CV 7 programmes

### Unit 3c

**1** 1 had been working 2 had already left 3 had not finished 4 had been living

**2** 1 had you been waiting 2 went 3 had cleaned 4 was walking

**3** 1 **As** Ann was making a salad, she cut her finger. 2 Liz had **already** fed the baby **when** John arrived. 3 We bought the tickets **before** we went to the theatre. 4 I was working in the garden **when** Betty called.

**4 (Suggested Answers):** 1 Yesterday, while I was doing my homework, the lights went out. 2 Last Friday, after I had finished school, I went to the gym. 3 I didn't go to the party as I had a headache. 4 I was playing volleyball when I sprained my ankle. 5 I didn't go to bed until I knew that Sam had got home safely.

**5** 1 B 2 A 3 B 4 C 5 B 6 A 7 A 8 C

### Unit 3d

**1** 1 infant 2 toddler 3 child 4 teenager 5 adult 6 senior citizen

**2** 1 tutor 2 swapped 3 during 4 fell 5 managed 6 took 7 won

**3 start:** working, a business; **get:** married, a driving licence; **study:** at a university, Chemistry; **have:** an accident, a child; **change:** your name, schools; **move:** in circles, house

**4** 1 on and on 2 again and again 3 step by step 4 round and round 5 All in all

### Unit 3e

**1** a 2 b 1 c 4 d 3

**2** A Blessing in Disguise

**3** 1 Joan swam to the surface and shouted for help **but** there was no answer. 2 **When** we got

home, my mum was waiting for us. 3 The fire brigade arrived **and** they put out the fire. 4 I saw her **as** I was coming out of the building. 5 They had been looking for a flat for three months **before** they found one they liked. 6 Bill couldn't sleep **because of** the noise.

**4 a) (Suggested Answers):** Last week, my friend Alex and I went to the fairground. It was a nice sunny day and there were lots of people waiting to go on the rides. After we had paid for our entrance ticket, we began walking around, trying to decide which ride to go on. Finally, we decided to go on the big wheel first.

**b) (Suggested Answer):** Fortunately, the wheel started to move again. My friend Alex and I were scared but very happy that nothing more serious had happened.

### Unit 3f

**1** 1 c 2 e 3 d 4 f 5 b 6 a; 1 brought ... round  
2 brought back 3 will bring about 4 have brought  
in 5 brought ... up 6 is bringing out

**2** 1 discovered 2 employer 3 job 4 wages

**3** 1 apologise 2 summarise 3 criticise 4 sympathised 5 memorise 6 fantasises

**4** 1 at 2 in 3 in 4 under 5 at 6 at

### Unit 3g

**1** The past and present of money

**2** 1 C 2 A 3 C 4 B 5 A 6 B 7 C 8 A

**3** 1 several 2 nearly 3 shortage 4 claim 5 consumers 6 laying their hands on 7 currency 8 vast

**4** 1 salary 2 salt 3 money 4 the Lydians 5 people/a person

### Unit 3h

**1 places:** lab (school, university); **fields:** Health Science, Chemistry (Biology, Physics); **actions:** discover, perform (an experiment, invent, research); **people:** inventor, scientist, biologist (engineer, geologist); **objects:** bacteria, culture plate (radium, X-ray machine)

**2** 1 pizza delivery boy 2 vet 3 car salesman 4 operator

**3 travel:** passenger flight journey; **study:** university degree professor graduate; **science:** research discovery experiment; **work:** overtime shift uniform

**4** 1 perform 2 conclusion 3 permission 4 put 5 deadline 6 lift 7 career 8 freelancer 9 invented 10 overtime 11 swapped 12 salary

### Unit 3i

**1** 2 After she had studied for 4 years, she got a degree in engineering. / She got a degree in engineering after she had studied for four years. 3 After he had worked as a sales assistant, he got

a new job as a car salesman. / He got a new job as a car salesman after he had worked as a sales assistant. 4 Anne and David had been engaged for 5 months before they got married. / When Anne and David got married, they had been engaged for 5 months. 5 Mr Harris had been sick for many weeks before he went to hospital. / When Mr Harris went to hospital, he had been sick for many weeks.

**2 (Suggested Answers):** • Before he received an Oscar award for Best Original Screenplay for the film *Good Will Hunting*, Ben Affleck had made his first television appearance. / After Ben had made his first television appearance, he received an Oscar award for Best Original Screenplay for the film *Good Will Hunting*. • After he had received the Oscar, Ben Affleck promoted the Democrats in the elections. / Before he promoted the Democrats in the elections, Ben Affleck had won an Oscar award for Best Original Screenplay for the film *Good Will Hunting*. • After he had promoted the Democrats in the elections, he got married to the actress Jennifer Garner. / Before he got married to the actress Jennifer Garner, he had promoted the Democrats in the elections. • After he got married to the actress Jennifer Garner, he wrote and directed *Gone Baby Gone*. / Before he wrote and directed *Gone Baby Gone*, he had got married to the actress Jennifer Garner.

**3** 1 started 2 had been playing 3 won 4 voted 5 had named 6 retired

**4** 1 had been sailing 2 had been planning 3 had been sailing 4 appeared 5 was coming 6 told 7 was becoming 8 was blowing 9 was starting 10 heard 11 saw 12 had struck 13 were sinking 14 put on 15 sent out 16 jumped 17 sank 18 heard 19 helped 20 gave 21 had never felt

**5** 1 B 2 A 3 B 4 A 5 B

**6** 2 had been watching 3 had been working 4 had failed 5 had been walking

### Unit 4a

**1** 1 John has a pointed nose, protruding ears and frizzy hair. His eyebrows are bushy and he is skinny. 2 Maria has a straight nose, small ears and straight hair. Her eyebrows are thin and she is slim. 3 Mark has a crooked nose, small ears and curly hair. His eyebrows are thick and he is overweight.

**2** 1 **bushy** 2 **crooked** 3 **overweight** 4 **frizzy** 5 **small**

**3** 1 d 2 b 3 e 4 c 5 a

**4** 1 put on 2 go on 3 join 4 staring 5 unrealistic 6 vanity 7 remark 8 obsessed 9 fit 10 Focus 11 changes

**Unit 4b**

- 1 1 I don't think it suits 2 What do you think  
3 How's this 4 How about 5 Well, it's not very  
6 smaller size 7 can't fit  
2 1 wearing 2 try on 3 match 4 suits 5 fits  
6 go with  
3 1 C 2 B 3 A 4 A 5 C 6 A 7 C  
4 1 leather 2 checked 3 baggy 4 floral 5 tight-  
fitting 6 plain

**Unit 4c**

- 1 1 was held 2 is based 3 was composed 4 has  
been translated 5 has been shown 6 has also  
been seen 7 were designed 8 was released  
9 will always be remembered 10 must be seen  
2 1 The costumes for *Cats* were designed by John  
Napier. 2 Dinner is served from 7 pm onwards.  
3 The book has been translated into 25 lan-  
guages. 4 The new Harry Potter book will be  
published by the company next month. 5 Came-  
ras are not allowed to be used in the museum.  
6 The new gallery will be opened by the Mayor  
on Tuesday.  
3 3 The children were bought two video games  
by Tina. Two video games were bought for the  
children by Tina. 4 A letter is being dictated to  
the secretary by her manager right now. 5 I was  
sent an email by Katie yesterday. An email  
was sent to me by Katie yesterday. 6 A story is  
always read to the children at the end of the day.  
7 I will be given two tickets for the Tommy  
Hilfiger fashion show by Douglas. Two tickets for  
the Tommy Hilfiger fashion show will be given  
to me by Douglas.  
4 1 by 2 with 3 with 4 by 5 by  
5 1 When will the play be put on? 2 Have the  
invitations been sent by Brenda yet? 3 Was this  
handbag designed by Louis Vuitton?

**Unit 4d**

- 1 1 f 2 i 3 g 4 a 5 c 6 j 7 b 8 k 9 d 10 e  
2 1 permed 2 put on 3 done 4 added 5 whitened  
6 checked  
3 1 had her teeth whitened 2 was having his  
garage painted 3 have my make-up done 4 is  
having her eyes checked 5 have an X-ray taken  
6 have the pictures developed  
4 1 He has had his car repaired by the mechanic.  
2 She should have her jacket cleaned. 3 He is  
having his teeth checked by the dentist. 4 She had  
a special cake made by the baker.  
5 1 C 2 B 3 C 4 A 5 A 6 B

**Unit 4e**

- 1 1 were you 2 This way 3 Why don't you 4 That  
5 shouldn't 6 would

- 2 1 d 2 c 3 a 4 b

- 3 **Opening remarks/reason for writing** = the  
first paragraph: *I got your letter yesterday ...  
(until) ... help to you.* **Advice and reasons** = the  
second paragraph: *If I were you ... (until) ... how  
it goes.* **Closing remarks** = the third paragraph:  
*Don't let it get you down ... (until) ... how it goes.*  
4 a 3 Conclusion b 1 Introduction c 2 Main  
body

**Unit 4f**

- 1 1 away 2 off 3 through 4 on 5 with 6 out  
2 1 b 2 c 3 d 4 a 5 f 6 e  
3 1 A 2 B 3 A 4 B 5 B  
4 1 different 2 unfortunately 3 appearance  
4 characterises 5 beautiful 6 dying 7 depressed  
8 expression 9 dependable 10 inappropriate

**Unit 4g**

- 1 1 C 2 B 3 A  
2 1 T 2 F 3 DS 4 DS 5 T 6 DS  
3 responsible – irresponsible; logical – illogical;  
formal – informal; practical – impractical  
4 two positive adjectives: elegant, smart; two  
negative adjectives: old, scruffy

**Unit 4h**

- 1 clothes = dress, skirt, shorts (*trousers, T-shirt*);  
style = baggy, smart, casual, sporty (*formal,  
trendy*); pattern = plain, striped, checked, floral  
(*polka dot, patterned*); fabric = nylon, silk, poly-  
ester, cotton, linen (*wool, velvet*)  
2 1 casual 2 cotton 3 shirt 4 tight-fitting  
5 checked 6 leather  
3 1 borrow 2 try 3 stare 4 match 5 rent 6 lend  
4 1 extreme 2 joined 3 staring 4 obsessed  
5 blemishes 6 affect 7 self-confidence

**Unit 4i**

- 1 1 This fax should be sent right away. 2 Who  
was the music for *West Side Story* written by?  
3 Were DVDs invented in 1970? 4 A new jewelry  
collection will be designed by Leetal Kalmanson.  
5 The new theatre will be opened by the Mayor  
on Thursday. 6 He was named after his grand-  
father by his parents. 7 Her book will be trans-  
lated into Russian. 8 Coffee is grown in Brazil.  
2 2 e 3 a 4 b 5 d; 2 When was the Leaning  
Tower of Pisa completed? The Leaning Tower of  
Pisa was completed in the 14th century. 3 Where  
was the Eiffel Tower constructed? The Eiffel  
Tower was constructed in France. 4 Who were the  
Sherlock Holmes stories written by? The Sherlock  
Holmes stories were written by Sir Arthur Conan  
Doyle. 5 Where were the 2004 Summer Olympics  
held? The 2004 Summer Olympics were held in  
Athens, Greece.

3 2 The Philippines was hit by an earthquake during the night. 3 A famous singer was taken to hospital. 4 The armed robbers have still not been caught. 5 Money is being raised for a baby's operation in the US.

4 1 c 2 e 3 d 4 a 5 b; a ... have it checked ... b ... are having it fixed ... c ... had them taken ... d ... has been having his car serviced ... e ... is having her hair dyed ...

5 2 Angela didn't swim fast enough to win the race. 3 It's too cold to play outside today. 4 Wendy is too tired to continue working. 5 They have saved enough money to go on holiday.

6 2 They have enough money to buy the motorbike. 3 The jacket is too big for him to wear. 4 Sean did not leave home early enough to catch the bus.

### Unit 5a

1 2 d, earthquake 3 e, avalanche 4 c, hurricane 5 b, flood 6 g, tsunami 7 a, tornado

2 1 floods 2 lost 3 homeless 4 drowned 5 Rescue 6 supplies

3 1 f 2 g 3 b 4 d 5 a 6 e 7 c; 1 first aid 2 recent history 3 injured people 4 massive wave 5 natural disasters

4 1 generate 2 distributed 3 pull 4 buried

### Unit 5b

1 1 c 2 e 3 g 4 f 5 a 6 b 7 d

2 1 d 2 e 3 b 4 a 5 c

3 1 a 2 b 3 b 4 a 5 b

4 1 B 2 B 3 C 4 B 5 C

### Unit 5c

1 1 seeing 2 come 3 talking 4 write 5 passing 6 go 7 breaking 8 to speak 9 discussing 10 to help

2 1 help 2 to attend 3 going 4 to answer 5 visiting 6 not ride 7 taking

3 3 I forgot **to turn off** my lights when I left my house today. 4 √ 5 √ 6 √ 7 The children were trying very hard **to solve** the difficult maths problems. 8 √ 9 Richard stopped **studying** and turned on the TV. 10 While I was on my way home, I stopped **to buy** some bread.

4 1 b 2 b 3 c 4 a 5 c 6 a

### Unit 5d

1 1 E 2 B 3 D 4 A 5 C

2 1 nippy 2 whistling 3 pouring 4 huge 5 drizzling 6 scorching

3 1 mild 2 breezes 3 clouds 4 showers 5 rain 6 colder 7 winds 8 storms 9 snow 10 sun

4 1 b 2 c 3 a 4 e 5 d; 1 ... save up for a rainy day. 2 ... to be on cloud nine. 3 ... feeling under the weather. 4 ... a bolt from the blue. 5 ... to see which way the wind blows.

### Unit 5e

1 a) Suggestions = the following sentences: 'To start with ... illegal.', 'Next, people ... sentences.', 'Another solution ... products.', 'Finally, it would ... animals.' Expected results = the following sentences: 'If these measures ... acts.', 'Thus ... in.', 'As a result ... animals.', 'This would allow ... environment.', 'Therefore ... disappear.', 'Putting some ... kingdom.'

b) 1 to start with, another solution would be to; 2 thus, as a result, therefore; 3 to sum up

c) 1 To start with = To begin with 2 Thus = As a result 3 Another solution would be to = Another way would be to 4 As a result = Consequently 5 Therefore = So 6 To sum up = All things considered

2 1 Consequently 2 Both 3 All in all 4 One way to 5 or

3 (Suggested Answers): 2 a Another solution would be to move factories away from cities. In this way, there would be less smog over cities, and therefore cleaner air to breathe. 3 b Finally, it would be a good idea to deal with the problem of litter by putting more rubbish bins in public places. The result would be litter disposed of in a proper manner, and consequently cleaner streets.

### Unit 5f

1 Across: 3 litter 4 captain 6 team 9 rubbish 10 Smoke; Down: 1 waste 2 disappeared 5 inactive 7 lose 8 fog

2 1 by 2 out 3 in 4 on 5 in

3 1 out 2 off 3 in 4 for 5 out 6 on

4 1 protection 2 disturbance 3 guidance 4 defence 5 performances 6 collection

### Unit 5g

1 1 disaster 2 ruined 3 difficulties 4 suffer 5 hit 6 trapped

2 1 T 2 T 3 F 4 T 5 F

3 1 What can be dangerous to drink after flooding? 2 Why are there often food shortages following a flood? 3 What sort of difficulties can people experience after a flood? 4 Why are levees built?

4 handle = manage, great = huge, retreat = go away, shortages = lack of, beneath = under, not evacuated = left

5 (Suggested Answers): 1 Because flood waters may have damaged or destroyed them. 2 Levees are walls built around rivers. They protect a city from flooding as flood water cannot get over the wall. 3 Hurricane Katrina caused a flood by breaking more than 50 levees.



### Unit 5h

1 a) 1 C 2 D 3 A 4 B

b) 1 flood 2 hurricane 3 earthquake 4 drought  
2 A 3 B 6 C 8 D 4

3 1 5 2 1 3 7 4 2

4 A 1 natural 2 occurred 3 forceful 4 massive  
5 crack 6 collapse 7 rescue teams 8 survivors;  
B 1 horrific 2 damage 3 hit 4 Unfortunately  
5 Meteorologists

### Unit 5i

1 2 b 3 b 4 c 5 c 6 a 7 a 8 c 9 c 10 b 11 c  
12 c 13 c 14 a 15 c 16 b 17 c 18 a 19 b 20 a

2 2 e 3 b 4 a 5 j 6 g 7 i 8 h 9 d 10 f

3 (Suggested Answers): 2 visiting – I look forward to visiting Thailand. 3 to write – Yes, I have tried to write to my local newspaper about starting a recycling programme in our area. 4 swimming – I go swimming in the sea every weekend during summer. 5 doing – I regret not studying hard enough for my final maths exam last year. 6 watching – I like watching comedy programmes on TV.

4 1 c 2 a 3 a 4 a 5 c 6 a 7 b 8 a 9 b 10 a  
5 1 working late 2 stay in 3 to arrive 4 forward to going 5 mind giving 6 to find

6 2 using 3 be 4 living 5 travel 6 working 7 buy 8 attract 9 staying 10 driving

### Unit 6a

1 1 wondered 2 famous 3 Explore 4 majestic  
5 landmarks 6 Guided 7 broaden 8 unique

2 1 convoy 2 unspoilt 3 varied 4 unusual 5 nature  
6 campfire 7 Nomads

3 1 am writing 2 have been 3 have just flown  
4 are staying 5 recommended 6 is 7 have been spending 8 have also done 9 have visited 10 have not been 11 check out 12 drank 13 will bring 14 Did you know 15 did not 16 told 17 is playing 18 are going to try

4 a) 1 e 2 d 3 b 4 a 5 c

b) 1 holiday snaps 2 historic sights 3 traditional cuisine 4 native people 5 local markets

### Unit 6b

1 1 shame 2 sunstroke 3 lost 4 confused 5 bad  
6 sound 7 spoil

2 1 a 2 b 3 b 4 a

3 2 Ann is relieved because someone found her purse. 3 Ben is frustrated because his luggage has been stolen. 4 Sam is confused because the lady at the check-in desk can't find his reservation.

4 1 B 2 C 3 B 4 A

### Unit 6c

1 1 Jill said that it was so chilly that evening.  
2 Diana suggested meeting at the train station

at 7:00. 3 Sue said that they were going away on holiday the week after/the following week. 4 Tom said that Anthony had been late that morning. 5 Lucy said that her brother was in hospital. 6 Paul said that he hadn't heard from Michael for quite some time. 7 Charlie said that they had won the final match. 8 John said that he would like to go to a summer camp. 9 Patty said that they were getting married in the spring. 10 Mary said that I/we could visit them whenever I/we liked.

2 1 Fred asked if/whether the snakes were poisonous. 2 Terry asked me if/whether I had seen Derek. 3 Dad asked Nancy if/whether she would like him to pick her up. 4 Jack asked the receptionist if/whether his room had Internet service. 5 David asked Bill what Moscow was like. 6 Rick asked Mary if/whether she had had her photos developed yet. 7 Becky asked her brother if/whether he felt safe walking home at night. 8 Frank asked his teacher if/whether Hawaii was part of the United States. 9 Tom asked his friend if/whether he had ever been to Australia. 10 April asked me what I was doing.

3 • The doctor told me to wear a hat and light protective clothing. • The doctor told me not to forget to wear my sunglasses. • The doctor told me to sit in the shade when I am outdoors. • The doctor told me not to schedule any outdoor activities around midday. • The doctor told me to drink plenty of water to avoid dehydration. • The doctor told me to try to eat light meals only.

4 (Suggested Answers): 1 The receptionist said that I would have to wait another quarter of an hour to see the doctor. 2 I asked my friend if I could borrow her sunglasses. 3 He asked the driver if he could wait while he quickly withdrew some money from the cash point. 4 Someone told him that his friend had been spreading nasty rumours about him. 5 My friend asked me if I could lend her €20. 6 The teacher said that everyone had passed the exam. 7 My father told me that he was organising a surprise party for my mum. 8 The flight attendant asked me if I would like some water or orange juice.

### Unit 6d

1 a) Air – jet airplane, plane; Land – car, bus, motorbike, coach, bike; Sea – boat, hovercraft, riverboat b) 1 train 2 motorbike 3 plane 4 boat/ship/riverboat 5 bus 6 car c) (Suggested Answer): My favourite means of transport while on holiday is the car. I don't have to stand in line for tickets or look at bus schedules. A car can take me to just about any place I want to go.



**2 a)** At the station On the road On the platform  
At/On the toll bridge At the bus stop On the  
motorway **b) (Suggested Answers):** 1 Let's meet  
at the airport in an hour, OK? 2 Do you have to  
pay tolls on the motorways in France? 3 There  
were a lot of people at the bus stop this morning.  
4 We've been on the road for 2 hours now, so we  
should be arriving soon.  
**3** 1 missed 2 catch 3 book 4 boarding 5 get off  
6 give  
**4** 1 drive 2 road 3 ship 4 boat 5 track

### Unit 6e

**1** 1 I am writing to you 2 thank you both very  
much 3 I really appreciate your efforts 4 Also  
5 It is for this reason that 6 Thank you once  
again 7 My parents also send their regards 8 are  
welcome guests 9 Best wishes  
**2 a)** The **Main body** has been given. A **semi-**  
**formal** writing style is used. **b)** 1 formal link-  
ing words used e.g. also 2 less formal language  
used e.g. the guests really enjoyed themselves  
3 respectful, polite tone e.g. I would like to tell  
you  
**3 a)** B; **b)** A-C; B-C; ✓ C-O; ✓ D-C; E-O;  
✓ F-C; J-O; H-C

### Unit 6f

**1** 1 set off 2 set aside 3 set back 4 sets in  
**3** 1 at 2 in 3 without 4 on 5 for 6 off  
**4** a amazement b happiness c awareness d agree-  
ment e achievement f announcement g nervous-  
ness h enjoyment  
**2** 1 c 2 b 3 a 4 a 5 c 6 b;  
**4** 1 awareness 2 agreement 3 nervousness  
4 happiness 5 announcement 6 achievement  
7 amazement 8 enjoyment

### Unit 6g

**1** 1 F 2 T 3 F 4 T 5 T  
**2** 2  
**3** 1 What should travellers take with them when  
they travel abroad? 2 Why should you visit  
a doctor before travelling abroad? 3 What can  
passengers who remain in their seats during long  
flights develop?  
**4 (Suggested Answers):** 1 Many tourists end up  
sick once on holiday because they are unaware  
of the possible health threats they can face  
when abroad. These health risks can include:  
disease-carrying insects, under-cooked food and  
contaminated water. 2 Travellers can protect  
themselves by reading up on the health risks  
that are present in the country they are visiting.  
They should also avoid ordering drinks with ice.  
Moreover, they can go to their doctor before

travelling in order to find out if they require any  
vaccinations.

### Unit 6h

**1 a)** 1 C 2 D 3 B 4 A; **b)** 1 C 2 B 3 A 4 D;  
2 You can go ice diving in the polar region. 3 You  
can go hiking in the countryside. 4 You can go  
reindeer sledding in the frozen valley.  
**2** 1 experience 2 culture 3 Traditional 4 tents  
5 souvenirs 6 cuisine  
**3** a stop b platform c seat d fare e Take f train;  
1 b 2 f 3 e 4 c 5 a 6 d  
**4** 1 got sunstroke 2 expedition 3 bring 4 miss  
5 room 6 lost their way 7 stolen luggage 8 ferry  
9 take 10 booked

### Unit 6i

**1** 1 She said that she liked travelling by plane.  
2 They said that they had visited Russia the  
previous winter. 3 The travel agent told us to take  
photocopies of our tickets and passports. 4 He  
asked Mary if/whether she liked French food.  
5 She told me not to let anyone carry my bags.  
6 He said that he could speak German. 7 Judy  
asked Sam if/whether he had ever lived abroad.  
8 She asked Ron if/whether he was going away  
the week after/the following week. 9 Alice said  
that she would be in Brighton the following  
weekend. 10 He asked where the nearest bus stop  
was. 11 She told me that she would call me the  
next day/the following day. 12 He asked her what  
time her plane arrived.  
**2** 1 said 2 told 3 told 4 said 5 told 6 said  
**3** 1 "When will you be back?" she asked them.  
2 "Do you enjoy travelling?" he asked her.  
3 "When are you going on holiday?" Jane asked  
Lucy. 4 "Have you ever visited Disneyland?" John  
asked Liz.  
**4** 1 had missed 2 she could have 3 playing  
4 she was flying 5 not to run 6 he had been 7 to  
have a 8 the hotel had  
**5** Jim called to say that he wouldn't be able to go  
camping the next day. He also said that some-  
thing had come up and that he would tell Rob  
later. Sarah called to say that she hoped Rob  
hadn't forgotten the cinema that night and that  
she would be ready by 8. She also said that she  
would see him then. Toby called to say that the  
match was on Sunday and that he would see Rob  
at practice before the game. Tom said he had just  
wanted to remind Rob to bring his extra fishing  
rod. He also said that he would meet him at the  
lake.  
**6** 2 D, ... suggested going to the beach. 3 B, ...  
asked what time the first train left. 4 C, ... asked  
her what Paris was like.

### Unit 7a

1 1 b 2 d 3 a 4 c; 2 Sarah can't do without her laptop. She loves chatting online. 3 Jeff can't do without his mobile phone. He loves sending messages. 4 Scott can't do without his games console. He loves playing games.

2 1 communication 2 Internet 3 texting 4 tells ... off 5 concentrate 6 extension 7 fast-paced

3 1 fixed 2 occasionally 3 impact 4 generation 5 deal with 6 gadgets 7 technological 8 computer screen

4 a) 1 b 2 g 3 c 4 h 5 e 6 d 7 a 8 f

b) 1 download songs 2 read books 3 edits pictures 4 divide attention

### Unit 7b

1 1 a 2 b 3 a 4 b 5 a

2 (Suggested Answers): 1 *You should* start revising as soon as possible. Make a study timetable, allowing one to two hours every night for revision, and make sure you stick to it. 2 *You should* turn off the TV when you are studying. You can't concentrate on two things at once. 3 *Why don't you* join a gym? Not only is it a fun way to lose weight, you will also meet new people. 4 *You should* pay to have some lessons with a qualified instructor, then retake the test. 5 *Why don't you* go for a walk? You'll enjoy it because it's such a beautiful day outside.

3 1 B 2 C 3 C 4 B 5 A 6 B

4 2, 4, 3, 1, 5

### Unit 7c

1 1 Richard **can** solve maths problems very quickly. 2 You **needn't** stay in the exam hall after you have completed the test. 3 You **ought to** seek help if you are having problems understanding something. 4 She **couldn't** have been nasty to the other children. 5 You **need to** have a computer password. 6 Students **must** be on time for class.

2 (Suggested Answers): 1 You must not talk in the library. 2 You cannot bring mobiles to class. 3 You can buy tickets for the school play now. 4 You must not run in the hallway. 5 You should report bullying. 6 You cannot enter as there is an exam in progress.

3 1 must 2 can't 3 have to 4 could 5 don't have to 6 need 7 must 8 should

4 1 would have helped 2 should have offered 3 might/may have brought 4 should have studied 5 has just won 6 might/may have missed

### Unit 7d

1 1 c 2 a 3 b

2 **Across:** 1 director 3 producer 6 presenter;

**Down:** 2 reporter 4 editor 5 newsreader

3 1 a 2 a 3 c 4 a

4 1 to hit the headlines 2 he's bad news 3 let's get this show on the road

### Unit 7e

1 1 D 2 E 3 B 4 A 5 H 6 G 7 C 8 F

2 **introduce points** – the first disadvantage, one point in favour of, some people argue, another disadvantage is that, one drawback; **list/add points** – first of all, to begin with, also, furthermore, moreover, secondly, thirdly, what is more; **show contrast** – however, yet, although, but, despite, on the other hand, nevertheless; **introduce examples** – for instance, as a result, for example; **conclude** – in conclusion, finally, all in all

3 **Topic sentences:** 1 There is no doubt that part-time work can be beneficial. / There is no question that having a part-time job is advantageous. 2 On the other hand, there are drawbacks to working while trying to finish secondary school. / Nevertheless, there are disadvantages to having a part-time job while studying.

4 1 A 2 D 3 A 4 D 5 D 6 D 7 A 8 D

(Suggested Answer): There is no doubt that taking exams has its advantages. First of all, exams encourage students to study. Secondly, they give students an idea of how they are doing. What is more, exams are the quickest way for teachers to test students. However, there are drawbacks to taking exams. One drawback is that they take time away from classroom learning. Another disadvantage is that students may cheat and get grades they do not deserve. Also, students may get low marks if the exams are too long to finish or if they are not feeling well that day.

### Unit 7f

1 1 c 2 d 3 a 4 b; 1 gave away 2 give ... back 3 give out 4 has been giving away 5 gave up

2 1 from 2 to 3 about 4 from 5 for 6 on 7 about

3 1 b 2 a 3 a 4 b

4 a cupboard, notebooks, bedrooms, headache, basketball, haircut, newspaper, bookshop, weekend, toothpaste

b 1 basketball 2 haircut 3 weekend 4 bookshop 5 cupboard 6 bedrooms 7 toothpaste 8 headache 9 notebooks 10 newspaper

### Unit 7g

1 1 DS 2 F 3 T 4 T

2 **Answer:** 1

3 1 track down 2 warned 3 suspicious 4 attracts 5 supervision 6 nickname

**4 (Suggested Answers):** 1 If you behave badly in a monitored chat room, you may be refused further entry into the chat room or given a warning. 2 The advantages in using a chat room are that you can speak freely because no one knows who you are and that you aren't judged on superficial things such as looks or popularity.

**Unit 7h**

**1** 1 forecast 2 download 3 instructions 4 advertisement 5 reporter 6 capital 7 writing

**2 a)** 1 laptop 2 mobile phone 3 TV 4 MP3 player 5 radio 6 games console

**b)** b 6 c 1 d 5 e 2 f 3;

**3** 1 university degree 2 live coverage 3 report card 4 check my emails 5 computer programme 6 rush hour

**4** 1 a 2 b 3 b 4 b 5 a

**Unit 7i**

**1** 1 h 2 a 3 e 4 f 5 b 6 i 7 j 8 d 9 g 10 c

**2** 1 a 2 a 3 a 4 b

**3** 1 can 2 Shall 3 would 4 don't have to 5 can 6 must 7 can 8 Would 9 Must

**4** 1 must/have to 2 can't 3 Shall 4 Shall 5 may/can 6 can't/mustn't 7 May 8 should/ought to

**5** 1 B 2 A 3 A 4 B 5 B

**6** 1 don't have/need 2 ought to/should revise 3 must be 4 can't have lost enter 5 was able to 6 could go to 7 should do 8 can't/mustn't

**Unit 8a**

**1** a Ice Climbing b Parachuting c Skydiving d Rock Climbing e Snowboarding f Underwater Hockey

**2** 1 zorbanaut 2 knock 3 snorkel 4 Sandboarding 5 addicted 6 entrants 7 originated

Hidden word: zorbing

**3** 1 e 2 d 3 a 4 c 5 f 6 g 7 b 8 h

1 spectator sport 2 opposing team 3 general idea

4 sand dunes 5 bounce around 6 whizzed down

7 bizarre activity 8 inflatable ball

**4** 1 go 2 work 3 watch 4 read 5 paint 6 play

**Unit 8b**

**1 a)** I ice hockey H hurdles C volleyball R rugby C cycling W windsurfing H high jump G gymnastics S scuba diving

**b) You play** – rugby, ice hockey, **football, cricket; You do** – hurdles, high jump, **aerobics, javelin throwing; You go** – scuba diving, cycling, **climbing, jogging**

**2** 1 water polo 2 rock climbing 3 tennis 4 football

**3** 1 b 2 b 3 a 4 b

**4** Speaker 1 D Speaker 2 F Speaker 3 E Speaker 4 A Speaker 5 B

**Unit 8c**

**1** 1 If 2 Unless 3 If 4 Unless 5 If 6 Unless 7 If 8 Unless

**2** 1 get 2 earned 3 had known 4 would stop 5 will call 6 would not have missed 7 becomes 8 had not broken 9 will win 10 did not have 11 cleans 12 comes

**3** 1 b 2 b 3 a 4 b

**4** 1 were you, would wear 2 go, will you buy 3 will you watch 4 had not been, would have come 5 is, will go 6 had not got, would not be

**Unit 8d**

**1** 1 a 2 c 3 a 4 b 5 c 6 d

**2** 1 f 2 e 3 g 4 h 5 b 6 a 7 d 8 c; 1 scuba masks 2 hockey practice 3 top scorer 4 golf club 5 host team 6 tennis court 7 World Cup 8 climbing rope

**3** 1 gain 2 won 3 scored 4 beat

**4** 1 skiing 2 tennis 3 golf 4 cycling 5 rock climbing 6 scuba diving; 2 You need a racquet to play tennis. 3 You need clubs to play golf. 4 You need a helmet to go cycling. 5 You need a climbing rope to go rock climbing. 6 You need a snorkel and a mask to go scuba diving.

**5** 1 got off the hook 2 get the ball rolling 3 throw in the towel 4 the ball is in your court 5 were saved by the bell

**Unit 8e**

**1 a)** 1 c 2 a 3 e 4 b 5 d

**b) phrases used to ask for information:** 'how many ...', 'I would also like to know ...', 'I would like you to tell ...', 'I would appreciate it if you ...', 'Could you also ...', Number of direct questions in email: 2

**2** 1 Could you please tell me if there is a membership fee? 2 Could you please let me know how much it costs to join the tennis club? 3 Could you please tell me what time the lessons start? 4 I would like to know if the tennis equipment is provided or whether we need to bring our own.

**3** 1 O 2 C 3 C 4 O 5 C

**4 (Suggested Answer):** First of all, could you please tell me how much membership costs? Secondly, could you tell me what time on Wednesday you meet and also if you have separate classes for adults and children? Finally, I would be grateful if you would tell me a little bit about your club outings and special events. For example, where do you go on your club outings and what kind of special events do you hold?

**Unit 8f**

**1** 1 off 2 off 3 up 4 after 5 to 6 up

**2** 1 FOR 2 IN 3 IN 4 IN 5 FOR

3 1 B 2 A 3 B 4 B 5 A 6 B 7 B 8 B 9 B 10 B  
11 A 12 A

4 a) 1 f 2 e 3 a 4 c 5 b 6 d

b) 1 hard-working 2 open-minded 3 good-looking  
4 old-fashioned 5 long-lasting 6 well-built

### Unit 8g

1 1 event 2 organising 3 host 4 compete 5 opposing 6 aim

2 1 F 2 F 3 T 4 DS 5 T

3 1 He is the man who first had the idea of holding a sports competition for WWII veterans with spinal cord injuries. 2 Goalball differs from football in that: the ball makes a sound, the players are blindfolded, and there are only three people in each team. 3 Paralympic athletes hope to inspire others to overcome their disabilities.

4 1 rules 2 rugby 3 competitors 4 injuries 5 highly respected 6 came up with

### Unit 8h

1 2 f 3 e 4 g 5 b 6 c 7 a

2 2 She plays tennis twice a week. 3 She goes ice climbing once a month in the winter. 4 She does aerobics three times a week. 5 She goes swimming at the weekends in the summer.

3 **Sport:** tennis, golf, ice hockey; **Place:** court, rink, course; **Equipment:** racquet, stick, clubs;  
• Tennis is played on a court. To play tennis you need to have a racquet.  
• Golf is played on a golf course. To play golf you need to have golf clubs.  
• Ice hockey is played on a rink. To play ice hockey you need to have a stick.

4 1 rugby 2 climbing 3 club 4 golf 5 gain 6 sport

5 1 hook 2 slid 3 coach 4 gained 5 designing 6 ball  
7 game 8 competitors

### Unit 8i

1 1 When ... 2 When ... 3 If ... 4 When ... 5 If ...  
6 If ...

(Suggested Answers): 1 ... I will ask him if we can have a takeaway for dinner. 2 ... we will go outside. 3 ... we will go for a picnic in the park. 4 ... I will become a doctor. 5 ... we will go to the cinema. 6 ... future generations will suffer.

2 2 If you stretch before every game, you will avoid unnecessary injuries. 3 If you stay too close to the net, you will have a hard time reaching back for the ball. 4 If you practise your serves, you will increase the chance of getting points for your team.

3 2 If I were you, I would study harder. (Type 2)  
3 If Jenny is late, we will not wait for her. (Type 1)  
4 If they work hard, they will finish the project on time. (Type 1)  
5 If you heat cheese, it melts. (Type 0)  
6 If Mark had not broken his leg, he would have gone skiing. (Type 3)

4 2 If I won 50,000 euros, I would travel to South America. 3 If I met my favourite athlete, I would ask for an autograph. 4 If I had a day off school, I would go to the beach.

5 1 will be 2 had practised 3 boils 4 had not hurt  
5 would have forgiven 6 would take up 7 had known  
8 would have gone 9 will love 10 will not/won't come

6 (Suggested Answers): 1 ... I will call you.  
2 ... you will miss your flight. 3 ... she would be able to see that film. 4 ... we would buy a car.  
5 ... tell him I will be back in five minutes. 6 ... I would not buy that DVD. 7 ... we would not have got such bad marks. 8 ... I would go out tonight.

# Ключи к разделу рабочей тетради "Translator's Corner"

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## Модуль 1

**Упр. 6.** to blush, to break the ice, to make sure, to get involved in, to end in arguments, to benefit from sth, to introduce oneself, to greet sb, to be famous for sth, to be offended, to show up, to feel disappointed, to blame sb, to shrug one's shoulders

### Упр. 7

**1.** My best friend is Nina. She is a very pretty girl with red wavy hair which she wears shoulder-length. Her dark green almond-shaped eyes make her very attractive. Nina is friendly and sociable with a good sense of humour. She easily breaks ice in any new company. Always smiling, easy going, Nina makes a lot of friends. Nina is a very reliable friend as she is ready to help me in any situation. She helps me with my Maths classes. Sometimes she is really stubborn and doesn't want to explain the material once more. But I'm not angry with her. Nina is a very creative and energetic person and she has a lot of hobbies. She goes in for swimming, photography and is a member of Drama club. I'm surprised that she has time for everything. I'm very proud of my friend.

**2.** – Hello, my name is Sasha. Have we met before?

– I don't think so. I'm Natasha.

– Nice to meet you, Natasha. Are you new here?

– Yes, we've just moved here and now I go to this school.

– Welcome to the neighbourhood and our school! When did you move?

– A week ago. Have you been living here long?

– Since childhood, for 15 years. That makes us the same age. I turn 15 in/next October. Maybe we are in the same class?

– I'm in class "A" and you?

– I think, class "B".

– Will you join us to the cinema tonight?

– That sounds great. I'd love to. Thank you for invitation.

– See you later.

– See you.

## Module 2

**Упр. 7.** mashed potatoes, pickled cucumbers, spicy sauce, healthy diet, side dish, put on weight, lose weight, nourishing drink, to look appealing,

to buy something from a charity shop, two spoonfuls of sugar, a pinch of pepper, to peel potatoes, to grate cheese, sparkling water

### Упр. 8.

**1.** Now that I've been staying with a British family here in Brighton for a week, let me tell you a few things about English food traditions today. To start with, breakfast here is very different from what my mum usually cooks. It's something very light, like cornflakes or cereal with milk, some toast and jam and a cup of coffee. Lunch is even more unusual than a four-course meal we usually have in Russia. There is no soup, no fish or meat with a side dish. I usually have got a box with a packed lunch with me – there are a couple of ham and cheese sandwiches, an apple or banana, some cookies and a drink. A lot of local people prefer packed lunch like this. The only home-cooked meal is dinner. It's my favourite. They usually serve green salad, roast chicken or beef and some very delicious dessert. My host family all prefer ice cream, but I like some home-baked dessert called "trifles". I'd like to learn the recipe and make it when I'm back home. My parents will take pride in my cooking talents.

**2.** – Excuse me. Is the open-air market far away?

– Not really. It's only a two-minute walk from here. I've just been there.

– How do you like it?

– I love it. I've been buying food here since we moved to this area 5 years ago. Everything I buy from this place is very fresh.

– How are the prices?

– Very reasonable, I must say.

– Thank you.

## Module 3

**Упр. 7.** safe and sound, to come to the conclusion, to perform experiments, to study Sociology, to be good at Physics, Economics, natural science, to present sth, applied sciences, to meet tough deadlines, to work as a freelancer, to wear a uniform, to get a pay rise

### Упр. 8.

**1.** Griffin was a scientist. He had studied Biology, Chemistry and Physics at the university and now he wanted to start research and become famous.



He experimented with light. The young scientist had a full time job as an assistant to the professor in the laboratory and spent all the time there. He had performed a lot of experiments before he achieved (got) some results. Griffin was a real inventor as he could easily make anything invisible! He thought he would get all he had dreamed about due to his invention, so he made himself invisible. He wanted to present his discovery/invention to the (entire) scientific world but to do this he must be seen/visible and he couldn't do that. So he was mad at people because nobody had ever supported his experiments and he couldn't now return to the real world. Griffin used his invention to destroy people. He had become the Invisible man and everybody was afraid of him. His discovery didn't help people.

**2.** – What does your elder brother do for a living?

– He works as an accountant for a computer company.

– Is it a part-time job?

– No, he works from Monday to Friday, from 9 to 7.

– How long has he been working there?

– For three years already.

– Does he like his job?

– I think so, and he gets/earns good money and has a three-week holiday every year.

– And what does his job involve?

– He works with figures, I don't know the details. I prefer working with people. I think I'll be a teacher.

## Module 4

**Упр. 7.** straight/nub nose, curly/straight hair, thin eyebrows, wide/narrow shoulders, go on a balanced diet, to loose a few kilos, to look slimmer and taller join a gym, to ignore offensive remarks to try on shoes and see if they fit, a checked shirt, to have a good taste in clothes, a trendy leather outfit

### Упр. 8.

**1.** The 12-year-old charming girl is sitting at the table with some fresh fruit on the plate in front of her. She looks very alive and natural. The girl is staring at us. She's got big brown eyes with some magic spark in them. Her look is very expressive. She is lit by the morning sunshine from the window behind her. You can feel some energy and impatience in her pose. Her lips are pressed in a serious expression but we feel she can smile any minute. Her bright pink blouse is

the colour of freshness and youth. Do you know who she is? You are right, it's the world famous *Girl with the peaches*. The portrait of Vera Morozova, a daughter of the Moscow arts lover and merchant Savva Morozov, was painted by the great Russian artist Valentin Serov in 1887. This painting is called the poetical image of childhood beauty.

**2.** – How's this T-shirt?

– I don't think it suits you. It's too big. You should ask for a smaller size.

– Do you like this one?

– It's perfect. And I like the colour. I think bright colours suit you. It will match the jeans you bought.

– I like them, they are very comfortable.

– And they look very trendy! Wait a minute! I'd like to try this checked jacket on.

– What for? I like your old one – it's so stylish!

– My old jacket doesn't fit – it's too small. Or I am too big.

## Module 5

**Упр. 7.** to rescue sb, to save up for a rainy day, endangered species, pollution of the environment, global warming, to cut down forests, to recycle wastes, to predict natural disasters, changes in atmospheric pressure, to be a bolt from the blue, the scorching sun, an avalanche, to feel under the weather.<sup>4</sup>

### Упр. 8.

**1.** In the last decade floods, droughts, cyclones, tsunamis, tornados have become common (frequent). Many people from different countries have been injured (have suffered from them) or even killed. Earthquakes nowadays are more dangerous than in the past, as half of the population of the world live in cities. Serious earthquakes occurred in Turkey, Greece and Central America. In 2001 the earthquake completely destroyed (ruined) the town of El Salvador which was being still rebuilt by the citizens (population) after the dreadful hurricane of 1998. Nature turns on us. We have polluted air, water and soil; we dump tons of wastes into the water, our factories emit different gases into the atmosphere. The planet becomes warmer/hotter. As a result a warmer (hotter) ocean generates fierce tsunamis, cyclones and hurricanes. Governments of all the countries of the world should (must) think over how to protect the planet, clean it from the rubbish and create good habitats for people and animals.

2. Our activities are often based (depend) on the weather. The weather is, so to speak, the "mood" of the atmosphere. Meteorologists use modern technology to tell us weather forecast. But Nature itself is a technique to predict weather changes. We should watch the clouds, the behaviour of animals and plants. Thus, if the evening is red, it is going to be windy. In winter if the sky is blue you expect warm weather, if it is light, it's going to be frosty, if it is dark, expect a storm.

## Module 6

**Упр. 7.** visit old towns, see famous landmarks, offer guided tours, get the unique opportunities, enjoy campfire nights, meet the locals, try tasty local/national cuisine, a list of historic sights, varied landscapes, miss the flight, catch the bus, give somebody a lift, get off at the next stop

### Упр. 8.

1. Have you ever been to Astrakhan, a beautiful Russian city at the mouth of the Volga River (in the Volga Delta) close to where it falls into the Caspian Sea? Don't miss the opportunity to get to know about the rich history and culture of the city. During the tour you will have a chance to feel the atmosphere of the most southern Russian city and admire the fantastic panorama. You will get charmed by the wonderful view of the Kremlin with its grand clock tower. Astrakhan is also a cultural centre. There are five universities and over 30 branches of other higher educational institutions. Astrakhan has got five theatres and several museums that represent culture and traditions of the area. There is also an art gallery.

2. When Peter was on the tour around the city, he asked the guide where the Astrakhan Nature Reserve was situated. He was told that the Nature Reserve was located in the Volga Delta and that it was one of the oldest and most beautiful ones in Russia. Peter asked/wondered when it was founded. The guide told him that the Nature Reserve was founded in 1919. He asked Peter whether he wanted to visit it at the weekend. Peter said he would be happy to go and take pictures of the unique species of Astrakhan region flora and fauna. He said that he had always wanted to see the lotus/flower, the most beautiful flower growing in the Volga Delta.

## Module 7

**Упр. 7.** to connect to the Internet, to install a program, to download a file, a report card, a timetable, advantages and disadvantages, a major channel, a newsreader, to hit the headlines, live coverage/broadcast, mass media, passwords, check emails, to deal with sth, on air, computer network, to tell sb off, certificate

### Упр. 8.

1. In England some children don't go to school, they choose home education. Most of the parents of such children are teachers but it isn't so important, as they use online school. The Internet gives them a chance/an opportunity to gain knowledge, test themselves, study/prepare for exams. Different computer programmes help them to revise material. There are dozens of training courses on the Internet, children can focus/concentrate on the course they like and keep learning through new courses (that are) offered by university professors. Nevertheless a lot of teachers think that the greatest disadvantage is that children get used to computers, more and more chat online, play computer games, text friends and seldom meet friends, so to speak, face to face. Scientists are worried by the amount of time schoolchildren spend using their computer (that schoolchildren spend more time...), but we can't do without electronic media nowadays.

2. – Hi, Volodya. How did you do at Maths?  
– I was lucky, the questions that I knew came up. How about you?  
– Not very good. I messed up two questions. I knew well only the third.  
– How come?  
– I'm not very good at Maths and I had little time to revise everything.  
– There's no point worrying now. Our next exam is Physics, you are fond of it and you will prepare better for it.

## Module 8

**Упр. 7.** to work out at a gym, to watch a game/match, to go jogging, to do gymnastics, to play ice hockey, a fear of heights, an ice skating rink, a football pitch, a tennis court, the football/FIFA World Cup, the host team, the opposing team, hockey practice, the best/top scorer, a scuba mask, gain speed, to score the winning goal, beat the opponents 3:2 (three to two)

### Упр. 8.

1. The X Games is an annual sports event, which focuses on extreme action sports. The Winter X

Games are held in the USA in January or February and the Summer X Games are usually held there in August. Participants compete to win gold, silver, and bronze medals, and prize dollars. The competition is very spectacular and often features new tricks. The X Games include skateboarding, freestyle motocross, surfing, skateboarding, rally racing and some other defunct sports. One of them is bungee jumping. It is an activity that involves jumping from a tall structure while connected to/with the help of a large elastic cord. The tall structure is usually a building, bridge or crane. But it is also possible to jump from a movable object, such as a hot-air-balloon or helicopter. Would you like to try bungee jumping?

**2.** Discussing a football match. Before the game:

- If Denis plays today, our team will win easily!
- If they win, they will become district champions.

- If I played for our school team, I would be proud of it.

- If they played on the opponents' pitch, it would be more difficult.

After the game:

- If Denis had played better, he would have scored a goal.

- If it hadn't been raining, they would have won the match. So, have they won or lost?

# Тексты аудиозаписей к рабочей тетради \_\_\_\_\_

## Unit 1

### Exercise 2 (p. 5)

**Speaker 1:** I came at the bottom of the class in my Maths exam. My teacher was so disappointed in me. She asked me if I had studied for the exam and I couldn't lie to her. I had to tell her that I had played computer games instead of revising. I felt really ashamed of myself. **(boy)**

**Speaker 2:** I am not very confident. Whenever a teacher asks me to give a talk in front of the class or asks me a question in class, I get really uncomfortable and embarrassed. My face goes red and I can't speak. I wish I wasn't so shy. **(girl)**

**Speaker 3:** My friend didn't hold his tongue. I told him a secret that I didn't want anyone else to know and he didn't keep it. What's worse, he told the biggest gossip in class! I still like my friend but I will never tell him anything I want kept secret again! He is too unreliable. **(boy)**

**Speaker 4:** My dad got a new job so we had to move to London. I'm really happy to be here but I'm finding it hard to make friends at my new school. Everyone in my class is so trendy and cool. I just don't feel I fit in. Usually, I'm a really confident person who has no problem making friends ... but my new classmates make me really nervous. **(girl)**

**Speaker 5:** I find communicating with my mother almost impossible! We fight every single day. She always wants to do things her own way. **(girl)**

## Unit 2

### Exercise 3 (p. 15)

**Interviewer:** I recently spoke to some people about their shopping habits and experiences. Here's what they had to say.

**Speaker 1:** Last week, I bought a pair of jeans but when I tried them on at home I noticed a hole in one of the pockets. I took them back to the shop so they could give me a new pair but they only offered me my money back. They didn't want to give me another pair of jeans.

**Speaker 2:** My favourite place to shop is the local flea market. I love going there because I can find just about anything I want at very low prices. Of course, I usually have to walk around for quite a while before I find what I'm looking for, at the price I want to pay for it!

**Speaker 3:** I don't really like going into the centre of town to do my shopping. My neighbourhood has all the shops I need, just a ten-minute walk from where I live.

**Speaker 4:** I bought a used TV a few days ago. My friend says that it'll break down soon but so far it has been working perfectly. It's like brand new!

**Speaker 5:** Every time I go to Mama's bakery I'm sure to get something that's just out of the oven. What's more, everything smells so delicious, I always end up buying something extra that I didn't go in for!

## Unit 3

### Exercise 4 (p. 25)

**Woman:** If you love teaching and are looking for a challenging new career why not consider the Brentford Secondary School in Helsinki? Here at Brentford our teachers help students develop their problem solving abilities and strengthen their communication skills. Our focus is on higher learning and preparing our students for the future.

Currently, we are looking for educators in the field of English and Science to join our team. Applicants must be energetic, friendly, native English speakers and have no less than 2 years teaching experience with teenagers. Furthermore, all candidates must be available to start in August of 2009.

There will be an open day on 12th May between 9 am to 2 pm for all interested applicants. Members of the teaching staff will be there to greet visitors as well as give guided tours. All those who attend should remember to bring a detailed CV, reference letters and a recent photo.

Only qualified candidates will be contacted for an interview. Interviews will be held throughout the month of June.

We look forward to welcoming you to the Brentford Secondary School.

For further information regarding our open day or programmes and activities offered at our school, visit [www.brentfordsecondary@school.fi](mailto:www.brentfordsecondary@school.fi).

## Unit 4

### Exercise 3 (p. 35)

**John:** What do you think of this checked shirt for my sister's graduation tonight?

**Maria:** I don't like it. Why don't you try on this plain dark brown shirt instead? It looks smart and classy. I think it's perfect for the occasion.

**John:** I don't think dark colours suit me.

**Maria:** Of course they do! Try it on.

**John:** I also need a jacket. My old one doesn't fit me any more.

**Maria:** How about this grey jacket?

**John:** Isn't grey old-fashioned?

**Maria:** John, grey is really trendy right now.

**John:** Mmm, all right ... Do you think it matches my shoes and blue jeans?

**Maria:** Hang on, you're not thinking of wearing those scruffy jeans, are you?

**John:** Why not?

**Maria:** They're far too casual. Wear these plain ones instead. They're more elegant.

**John:** Wow, this outfit's perfect. You really do have a good fashion sense.

**Maria:** Thanks.

## Unit 5

### Exercise 4 (p. 45)

**Radio Announcer:** Good morning listeners. Today I am pleased to have the mayor of Greenfield Park here with me. The mayor is here to talk about a pleasant activity that his office has organised for the first half of the weekend. Welcome Mr Mayor, you are now on the air.

**Mayor:** Thank you Doug and greetings to all listeners. First of all, I'd like to thank all those who gave generously in last month's fundraiser to help the poor. I'd also like to congratulate the Dagwood Construction Company for volunteering their time to renovate an old building at the edge of town for the homeless. Today I'm here to let everyone know about a fun activity that all members of the community can take part in. On Saturday May 15th, everyone is welcome to come and help make Central Park a cleaner place!

**Radio Announcer:** Wow! That's a great idea Mr Mayor. Where should volunteers meet?

**Mayor:** Well, I'll be leaving my office near town square at 10:00 am and meeting volunteers at the fountain in Central Park.

**Radio Announcer:** Tell us a little bit more about the activity, Mr Mayor.

**Mayor:** Certainly. Volunteers will be grouped into teams of five and will be handed three rubbish bags. Each team will be given an area of the park to clean. The first team to clean their area will be awarded a prize.

**Radio Announcer:** What will they win?

**Mayor:** A brand new bicycle each. The teams in 2nd and 3rd place will win tickets to the theatre. Refreshments will also be given to all those who participate.

**Radio Announcer:** That sounds great! Thank you Mr Mayor for stopping by. For those of you who are listening, don't miss this special event!

## Unit 6

### Exercise 4 (p. 55)

#### 1 Listen to Pat telling Stella about her holiday. Why didn't she like her hotel?

**A** Her room didn't have a view.

**B** There was too much noise.

**C** The food was bad.

**Pat:** I won't stay there again! As soon as I arrived, I knew I had made a bad choice. The hotel was under repair! My room was very nice with a great view. And the food wasn't bad at all. But with all the noise the builders were making, I couldn't get any sleep. It was the worst hotel experience I've ever had.

#### 2 You overhear a conversation between a passenger and a flight attendant. The passenger ...

**A** didn't see the seat belt sign on.

**B** feels nervous.

**C** is not feeling well.

**A:** Excuse me sir, but the seat belt sign is on. You'll have to take your seat.

**B:** Yes, I know it's on but I have to stretch my legs.

**A:** You'll have plenty of time for that later, sir.

**B:** Yes, but the problem is I've got a sharp pain in my leg and I'm worried.

**A:** OK, sir. There is a doctor on this flight. Sit down and after take-off I'll bring him over to see you.

#### 3 Listen to a radio announcement. There is time for people to ...

**A** evacuate.

**B** board up windows.

**C** drive to safety.

This is a severe weather alert for the Seacrest area. In the next 2 hours a hurricane will reach the town of Newport. There is no time to evacuate. You are advised to quickly close all doors and windows and to stay indoors. Drivers must leave their vehicles immediately and get inside the nearest building. Once again within 2 hours a hurricane will hit the Seacrest area ...

#### 4 Listen to a conversation between a hotel receptionist and a hotel guest. The guest isn't on the reservation list because ...

**A** the hotel didn't book him a room.

**B** he booked for the wrong day.

**C** his credit card doesn't work.



**A:** I don't understand what the problem is. I called last week and reserved a room.

**B:** Unfortunately, sir, your name doesn't appear to be on our reservation list. Maybe there was a problem with your credit card?

**A:** That's impossible. It's a new card and it's working fine.

**B:** And you're sure you booked for tonight, sir? May the 15th?

**A:** Yes. I'm positive I didn't book for the wrong day.

**B:** Of course you didn't, sir. Well, it must have been a fault on the part of the hotel then let me put you in our best suite to apologise for not booking you a room.

## Unit 7

### Exercise 3 (p. 65)

Welcome, class. Please take your seats. This afternoon is your final English exam. I know that most of you sat your final History exam this morning, and that two of you have just come from your final French oral exam. So you've had a stressful day already. But don't worry, three more hours and it will all be over. So, take a deep breath and relax.

Let me tell you about this exam. The exam is five pages long. You have exactly three hours to finish it. There are both multiple choice questions and essay questions to answer. Multiple choice questions are worth one mark each. Essay questions are worth 10 marks each.

The following exam rules apply. Print your name clearly on the top right hand corner of the first page of the exam only. If you need to leave the room to go to the bathroom, raise your hand and wait until I am at your desk to ask me. This is an open-book exam, but you are only allowed to use the course textbook. You are not allowed to use your own personal notes.

Next, I want to give you the following advice. If you don't know an answer in the multiple choice

section, guess. An incorrect answer is better than none at all and you have a 25% chance of choosing the correct answer. If you happen to finish before the three hours is up, I advise you to look back carefully over your work as you may spot some mistakes. Finally, remember what I have taught you this year about essay structure. Namely, provide a clear introduction and conclusion in your essays.

Finally, I want you all not to worry. While the exam is not easy, and retakes are not possible if you fail, I don't expect any of you will fail this exam. The work of everyone in this class this year has shown me that you are all more than capable of getting above 50%.

So, class, it is now time to begin. The time is five minutes to two. Please turn over your exam papers now. You have five minutes to look at the exam. You are not allowed to write anything in these five minutes. Just use it to look at the questions. At two o'clock I will tell you that you can start to write and the first thing you will do is put your name on the exam paper. So, heads down and no talking for the next three hours please. Good luck to everyone!

## Unit 8

### Exercise 4 (p. 75)

**Speaker 1:** I can't believe we lost. Yes, our opponents are a great team but I know we are better!

**Speaker 2:** He's right. We could have beaten them. And we can't say we haven't been practising. We're always on the ice!

**Speaker 3:** Maybe that is the problem. We are just too tired. Four games in two weeks is a lot.

**Speaker 4:** Well, we now have a week to relax. The good thing is that we're playing the next game at home, so we'll have the advantage.

**Speaker 5:** Yes. If we can win the next game, we still have a great chance of winning the Cup. We're not out of the competition yet!

# Ключи к парным заданиям

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## Module 1

### *(Предполагаемый ответ)*

#### **Student A**

- B: Who is the youth club for?  
A: All teens are welcome at the youth club.  
B: Where is the meeting place?  
A: The address is 22 Oxford Street.  
B: When do they meet?  
A: They meet Wednesday and Friday evenings at 6 pm.  
B: What activities will they be doing?  
A: Teens will be able to play sports, chat about music, watch films, as well as other things.  
B: How do teens join the youth club?  
A: They should call Joanna on 0799750443.

#### **Student B**

- A: What is the name of the speaker at the body language seminar?  
B: The speaker is Dr Penny Tyler.  
A: When is the seminar?  
B: The seminar is Saturday, 23 March.  
A: Where is the seminar going to be?  
B: The seminar will be at The London Conference Centre, in Room 2.  
A: Do students get a discount?  
B: Yes, students get a 25% discount.  
A: When are booking lines open?  
B: Booking lines are open Monday to Friday, from 9 am until 9 pm.

## Module 2

### *(Предполагаемый ответ)*

#### **Student A**

- B: What items are available at the Bay Road Market?  
A: You can purchase flowers and plants at the market.  
B: Where is the market located?  
A: It is at Harbour Square, 55 Bay Road.  
B: What time is it open?  
A: It is open from 6 am until 3 pm.  
B: Is there a bus that goes there?  
A: Yes, you can catch the number 221 or the number 223 from outside the Sydney Opera House.  
B: Where can I find more information about the market?  
A: You can visit their website at [www.sydneymarkets.com](http://www.sydneymarkets.com).

#### **Student B**

- A: When is the new seafood restaurant opening?

- B: It is opening tomorrow night.  
A: What is the address?  
B: The address is 85 Bridge Street.  
A: What hours will the restaurant be open?  
B: The restaurant will be open from 6 pm until late.  
A: What can you eat there?  
B: You can eat every kind of seafood you can imagine!  
A: Will I get a discount if I use the voucher?  
B: Yes, you will get 50% off your bill if you show your voucher.

## Module 3

### *(Предполагаемый ответ)*

#### **Student A**

- B: Who is allowed to enter the inventors' competition?  
A: Anyone in school between the ages of 13–16.  
B: Is there a prize?  
A: Yes, you can win £10,00.  
B: Where can I find an entry form?  
A: You can get an entry form from the website.  
B: When do the entry forms have to be in by?  
A: All entries must be received on 16 May, by 5 pm.  
B: Does the invention have to be anything special?  
A: It must be completely original.

#### **Student B**

- A: What is the name of the shop that has a job opportunity?  
B: The shop is called The Teenage Clothing Shop.  
A: What age of worker are they looking for?  
B: They would like someone between the ages of 15–19 years old.  
A: What day does the shop need someone to work?  
B: The job is for Saturdays.  
A: What do you have to love in order to get this job?  
B: You must love fashion in order to do this job.  
A: Who should you speak to for more information about this job?  
B: You should call Sasha or Claire, on 01829964328.

## Module 4

### *(Предполагаемый ответ)*

#### **Student A**

- B: How old do you have to be to be the next supermodel?

A: You must be between the ages of 17–25.  
 B: Who would you live with?  
 A: You could live in a house with 12 other contestants.  
 B: Where are the auditions held?  
 A: The auditions are in London, at Park Square Stadium.  
 B: When are the auditions?  
 A: On 14 July.  
 B: What could you win?  
 A: The winner will get £10,000.

**Student B**

A: What is the name of the salon?  
 B: The salon is called OH! LA LA!  
 A: How much does a manicure cost at the salon?  
 B: A manicure costs from £15.  
 A: Are hair treatments available at the salon?  
 B: Yes, there is a wide range of hair treatments available.  
 A: Who should I speak with to make an appointment at the salon?  
 B: You can call Sharon on 07579683384.  
 A: What days is the salon closed?  
 B: The salon is closed Sundays and Mondays.

**Module 5**

*(Предполагаемый ответ)*

**Student A**

B: Where is the fundraiser fair located?  
 A: At Allentown Square, in Kingsley.  
 B: How much do the tickets cost?  
 A: It doesn't say.  
 B: When is the fundraiser fair?  
 A: The fundraiser fair is Sunday, 18 May.  
 B: Where does the money that is raised go to?  
 A: The money will go to help the victims of Cyclone Nargis.  
 B: Who should I contact for more information?  
 A: You can contact Mrs Tyler on 031198236674 for more information.

**Student B**

A: What does the disaster relief group need?  
 B: The group needs volunteers.  
 A: What was the natural disaster?  
 B: Hurricane Bernard.  
 A: When does the group need your help?  
 B: They need help on the 12th and 13th of August.  
 A: What will people be helping with on the Sunday?  
 B: Volunteers will hand out food supplies to victims.  
 A: Who should I contact for more information?  
 B: You can call Mike Sanders on 0800999991.

**Module 6**

*(Предполагаемый ответ)*

**Student A**

B: What is the bridge at the Grand Canyon Skywalk made of?  
 A: The bridge is made from glass.  
 B: How high is the bridge above the Grand Canyon?  
 A: It is 1,200 metres above the Grand Canyon.  
 B: What can you see from the bridge?  
 A: You can see amazing views of the Colorado River and Granite Gorge.  
 B: How far is the bridge from Las Vegas?  
 A: The bridge is a three-hour drive from Las Vegas.  
 B: Where can I make reservations to see it?  
 A: You can make reservations at their website [www.grandcanyonskywalk.com](http://www.grandcanyonskywalk.com).

**Student B**

A: Where should we meet for the Venice Ghost Walking Tour?  
 B: The tour will meet in the Main Square.  
 A: How much does the tour cost?  
 B: The tour costs €25.  
 A: Who is the tour suitable for?  
 B: The tour is suitable for people that speak English, Italian, French, Spanish or German.  
 A: Are there any special offers?  
 B: No, there are no offers.  
 A: Is there a time when the tour is not available?  
 A: The tour is not available during the winter months.

**Module 7**

*(Предполагаемый ответ)*

**Student A**

B: How many open days are there at the University of Hertfordshire?  
 A: There are two open days at the university.  
 B: When is the Law Department's open day?  
 A: It is 12 June.  
 B: What is the name of the train I should take to get there?  
 A: You should catch the Northern Express.  
 B: Where do I catch the train?  
 A: You can take it from Euston Station.  
 B: When can I contact the university offices?  
 A: You can contact the university offices between 9 am and 5 pm.

**Student B**

A: What is the name of the MP3 player?  
 B: It is called "Creative Zen".

## Ключи к парным заданиям

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A: How much does it cost?

B: It costs £84.99.

A: Is there anything included for free?

B: Yes, there is a re-chargeable battery included with the price.

A: How can I order this MP3 player?

B: You can only get it online.

A: Are there any special offers?

B: Yes, if you buy it today, you will receive a 5% discount off any other music product.

## Module 8

*(Предполагаемый ответ)*

### Student A

B: How much do adults have to pay to join the karate club?

A: Adults must pay £300 a year to join the club.

B: How much does it cost for children 12 and under?

A: It costs £100 a year for children 12 and under.

B: When are the karate lessons?

A: The lessons are Monday from 6 till 8 pm and Thursday from 6 till 9 pm.

B: Are there any special offers?

A: Yes, if you join today you will get 25% off all club clothing.

B: How can I join the karate club?

A: You can join the club by calling James on 014497893822.

### Student B

A: Where is the sailing school located?

B: The sailing school is in Cyprus.

A: When is the sailing school?

B: The sailing school is offered from May until October.

A: How much does it cost for the beginner course?

B: The beginner course is £150.

A: Are there any special offers?

B: Yes, if you book online today, you will save 15%.

A: Where can I find more information on the sailing course?

# Пьеса "The Canterville Ghost"

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## Script and General Stage Directions

Although these stage directions suggest that the Narrator(s) will always stand downstage right (DR), behind the Canterville Chase signpost, they may stand on either side, and may leave the stage between their lines, or even deliver the narration offstage by means of a microphone and speaker system. When a Narrator is onstage, however, they should stand where they do not interfere with the action or obstruct the view of the audience. It is suggested that, rather than standing in a spotlight when delivering their lines, the Narrator(s) should use a torch held just below chin level and pointing upward, for a 'spooky' effect.

## Stage Directions

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### Scene 1

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*House lights off. Curtains open. Music starts. The cast sing the song. (See Choreography for ideas.)*

**Note:** *The stage is in darkness; each member of the cast holds a torch just below chin level, pointing up, which they switch on at appropriate moments to light their faces in a 'spooky' way; a dim, narrow spotlight or handheld torch is shone on the net curtain from behind, and bat cutouts are dangled in front of the light to cast shadows on the net.*

*Spotlight off. Narrator moves into position, DR (Downstage Right).*

*Music ends. Curtains close.*

*Narrator begins as the apron (the part of a theatre stage that sticks out towards the audience) lights come up. Mr Otis and Lord Canterville are DC (Downstage Centre); they mime conversation until the Narrator's lines end.*

*Lord C looks over each shoulder, making sure the Ghost is not within earshot, then speaks as if sharing a secret.*

## Characters

Ghost

Mr Otis

Mrs Otis

Washington

Virginia

Twins

Mrs Umney

Lord Canterville

Duke of Cheshire

Narrator(s): At least one student dressed all in black.

*For the purpose of this production, the Narrator's part will be played by a student.*

## Script

---

### Scene 1

---

#### SONG — A HAUNTED HOUSE

Something's strange at Canterville  
Something's not quite right  
With shadows moving on the walls  
And noises in the night

CHORUS:

*Never buy a haunted house*

*That's the golden rule*

*If you buy a haunted house*

*You must be a fool!*

People live at Canterville

But not for very long

It only takes one ghostly laugh

To show them something's wrong

REPEAT CHORUS

**Narrator:** When the American minister, Mr Hiram B Otis, bought Canterville Chase, everyone told him that he was very foolish. Even Lord Canterville, who wanted to sell the house, tried to tell Mr Otis that it was a mistake to buy it.

**Lord C:** I must be honest with you, Mr Otis. There is something very strange about this house. My family and I don't stay here very often.

**Mr Otis:** But what is so strange about the place?

**Lord C:** There is a ghost here. It visits anyone who lives or stays here.

**Mr Otis:** Are you sure?

**Lord C:** Oh yes. My poor old aunt, the Dowager Duchess of Bolton, once felt two hands on her shoulders as she dressed for dinner.



*Mr Otis is smiling, gently teasing Lord C.*

*Mr Otis takes Lord C's arm in a friendly fashion and leads him slowly L (Left).*

*Mr Otis, now at far L of apron, stops and laughs.*

*Mr Otis shakes his head.*

*Mr Otis laughs again.*

*Lord C wags a finger to warn Mr Otis. Apron lights off. Mr Otis and Lord C exit through curtains. Narrator turns FOR SALE sign to SOLD.*

*Narrator's light on for the lines, then off.*

*Curtains open. Mrs Umney UR (Upstage Right) nods to Virginia, the Twins and Washington as they enter and stand UL (Upstage Left), DL (Downstage Left) and DR respectively. Mr and Mrs Otis enter, and Mrs Umney greets them, indicating the tea things on the table next to her.*

*Mrs Otis advances CS (Centre Stage), stops and points at the bloodstain on the floor.*

*Mrs Umney nods and picks up the teapot.*

*Mrs Otis puts a hand to her chest – at first it seems she is shocked by the mention of blood, but then she makes it clear she is upset by the idea of dirty floors.*

*Mrs Umney puts the teapot down, advances downstage and speaks dramatically, as if expecting a horrified response.*

*Mrs Umney looks around at each member of the family, obviously enjoying telling her the tale of horror, then returns upstage. There is little reaction from the Otis family.*

**Mr Otis:** Two hands?

**Lord C:** Yes. The hands were cold and hard, like the hands of a skeleton. My poor aunt was very frightened. She became ill, and she never really got better.

**Mr Otis:** Did anyone else see the ghost?

**Lord C:** The Reverend Augustus Dampier also saw it. Dampier went to Cambridge University, you know. He's very clever, and not the kind of man who imagines things.

**Mr Otis:** No, of course not.

**Lord C:** We are afraid to stay in this house. We hear strange noises in the halls and in the library at night.

**Mr Otis:** I'm not afraid. I want to take the house and the ghost.

**Lord C:** You are a brave man.

**Mr Otis:** I come from a modern country, where we have everything that money can buy. There is nothing in Europe that we don't have in America, and there are no ghosts in America, you know!

**Lord C:** I'm afraid that the ghost is real. It is more than three hundred years old.

**Mr Otis:** I don't believe in ghosts. There is no such thing!

**Lord C:** I hope you are happy in the house, but you must remember that I warned you, and you did not listen to me.

**Narrator:** Mr Otis bought Canterville Chase, and a few weeks later, he moved into the house with his family.

**Mrs Umney:** Welcome to Canterville Chase. I have tea ready for you.

**Mrs Otis:** Oh dear! There's a mark on the floor.

**Mrs Umney:** Yes, madam. That is blood.

**Mrs Otis:** How horrible! I don't want blood on my floors!

**Mrs Umney:** That is the blood of Lady Eleanore de Canterville. Her husband, Sir Simon de Canterville, murdered her there in 1575.

**Mrs Otis:** Murdered?

**Mrs Umney:** Sir Simon disappeared suddenly nine years later. No one ever found his body, but his ghost haunts this house. No one can clean the blood from the floor.

Washington takes a marker pen from his pocket, rubs at the stain (crumpling the red paper in his free hand), then steps back. The lights dim; a flash of lightning from window UC; SFX – Thunder. Mrs Umney faints onto the sofa. Mr Otis looks towards the window, then speaks calmly as the lights return to normal. Virginia calls out and kneels beside Mrs Umney.

Mrs Otis clutches Mr Otis' arm again, it seems at first she is shocked, but she shows that she simply disapproves.

Mr Otis speaks loudly over his shoulder in Mrs Umney's direction, clearly intending her to hear.

Mrs Umney sits up quickly, then gets to her feet before speaking. She wags her finger at Mr Otis, warning him.

Mrs Otis waves away Umney's warning with her hand as she advances DC. Apron lights come up.

Mr Otis moves DC to stand next to his wife, and Washington moves downstage in front of the curtain line.

Mrs Otis half turns and speaks to Mrs Umney over her shoulder. Music starts. Curtains close.

Mr&Mrs Otis and Washington sing the song. (See Choreography for ideas.)

Apron lights off.

Actors exit through the curtains.

Music ends.

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## Scene 2

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Narrator removes the SOLD sign. Narrator's light on for the lines, then off. Curtains open. Soft light SL.

Mr Otis and Washington stand outside the half-open door; Washington has removed his jacket; Mr Otis is wearing slippers, with a long dressing gown and a shawl or scarf to cover his costume from the previous scene.

Mr Otis is holding the door handle, waiting for Washington to finish so he can go to bed.

**Washington:** That's silly! I can clean it up right now with Pinkerton's Stain Remover! You see?

**Mr Otis:** What terrible weather they have in this country!

**Virginia:** Look at Mrs Umney!

**Mrs Otis:** My dear Hiram! What can we do with a woman who faints?

**Mr Otis:** We can take money from her wages every time she faints.

**Mrs Umney:** You must not make the ghost angry, sir. Terrible things happen in this house.

**Mrs Otis:** Ghosts! Ha!

**Mr Otis:** We don't believe in ghosts.

**Mrs Otis:** But we would like some tea.

### SONG – I DON'T BELIEVE IN GHOSTS

You can tell me stories

Of ghosts who walk the halls

But I will only laugh at them

For I'm not scared at all

CHORUS:

*I simply don't believe in ghosts*

*And really, nor should you!*

*How can something scare you*

*When you know that it's not true?*

Spiders give me nightmares

And snakes can make me scream

But ghosts can never scare me

For they're no more than a dream

REPEAT CHORUS

---

## Scene 2

---

**Narrator:** The Otis family didn't believe in ghosts, but the ghost was determined to change their minds.

**Washington:** Father, every morning, when I come down for breakfast, the stain is on the library floor again.

**Mr Otis:** The stain?

**Washington:** Yes, the blood stain. I clean it every day, and every night it comes back.

## Пьеса "The Canterville Ghost"

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*Mr Otis delivers his line, exits through the door and closes it behind him.*

*Washington exits DR. Pause, then SFX (Special effects) – Chains; sound of footsteps approaching from UR. The Ghost enters the light and walks up and down, shaking his chains. (Note: the Ghost holds the chains looped around his wrists.)*

*Mr Otis opens the bedroom door, steps out, shows the Ghost a small bottle, puts it on the table, then exits through the door and closes it behind him.*

*The Twins, in nightshirts or dressing gowns, enter the light from UR, throw pillows at the Ghost, then exit UR.*

*The Ghost glares angrily in the direction taken by the Twins; he bends and peers at the bottle, bewildered, then turns and complains to the audience. Lights off.*

*The Ghost takes off his chains. Stagehands remove the bottle, pillows and chains. Brief pause, then Narrator's light on.*

*SFX – Armour. Narrator's light off. Dim light SR. The Ghost is in front of a pile of armour on the floor. Mr Otis and the Twins enter the light from UL. Mr Otis shouts at the Ghost, who jumps in fright.*

*The Twins pretend to shoot him. The Ghost makes a 'magic' gesture; SFX – Ghost disappears; light off immediately; Mr Otis & Twins exit DR (Downstage Right). Pause, then lights on SL (Stage Left). The Ghost is in front of the door; he gives a ghostly laugh of triumph.*

*Mrs Otis (in a long dressing gown and slippers) opens the bedroom door, steps out, shows the Ghost a bottle, puts it on the table, then exits through the door and closes it. The Ghost looks at the bottle and gives a cry of frustrated rage.*

*He advances angrily DL. Spotlight up DL; stage lights off. Curtains close.*

*Music starts.*

*The Ghost sings the song.*

*(See Choreography for ideas.)*

*Spotlight off.*

*The Ghost exits through the curtains. Music ends.*

**Mr Otis:** Never mind, son. It's just dirt. Good night.

**Washington:** Good night, father.

**Mr Otis:** My dear sir, your chains are making a terrible noise. You really must oil them. This is a bottle of Tammany Rising Sun Lubricator. It's just what you need.

**Twins:** Take that, you silly ghost!

**Ghost:** This is terrible! People should not treat ghosts in this way! They should shake and scream. They should run and hide. They should leave Canterville Chase and never come back! Why aren't they afraid?

**Narrator:** The next night, after the family went to bed, the Ghost tried to put on a suit of armour which stood in the hall. However, the armour was very heavy and it fell to the floor.

**Mr Otis:** What are you doing, sir?

**Twins:** It's the silly ghost! Let's shoot him! Pow! Pow!

**Ghost:** Ahahahahaha!

**Mrs Otis:** You sound ill. Please, take this bottle of Doctor Dobell's medicine. It's just what you need.

**Ghost:** Argh!

### SONG — RESPECT

A ghost should be well-respected

People should run in fear

People should shake and shiver

Whenever a ghost comes near

CHORUS:

*Why can't they just respect me?*

*I'm terrible and I'm bad*

*They tease me when they should fear me*

*It makes me so very sad*

A ghost should be free to frighten

To rattle and moan and sigh

People should fear my hauntings

Children should scream and cry

REPEAT CHORUS

### Scene 3

*Narrator's light on. Curtains open. Very dim light, SR (Stage Right).*

*The Ghost is sitting on his bed, looking miserable. Narrator's light off. SFX – Storm; a flash of lightning, SR.*

*The Ghost stands up, rubbing his hands together happily. After "Americans", the lights fade SR and come up dimly SL. The Ghost speaks as he enters the light and tiptoes towards the door. He sees the Otis Ghost and screams. Lights out; pause; light up SR. The Ghost is sitting on his bed, shivering with fright. Narrator's light on. The Ghost stops shivering and stands up; he takes a step or two forwards, hesitates and steps back. Narrator's light off. Speaking to the audience, the Ghost squares his shoulders and sticks his chin out, looking determined. Light off SR.*

*Narrator's light on. Lights up slowly SL, brighter and warmer than before. Narrator's light off. The Ghost tiptoes nervously into the light, then stops. He advances again, now suspicious rather than afraid.*

*The Ghost lifts a fold of the Otis Ghost's sheet and exclaims in surprise. He removes the sign, reads it aloud, then exclaims angrily. Lights off. The Ghost moves DR. Stagehands remove the Otis Ghost.*

*Narrator's light on for the lines, then off; lights up SL.*

*The Ghost enters the light from DR and walks hesitantly towards the door, looking over his shoulder repeatedly and talking as if he is trying to convince himself.*

*The Twins suddenly jump out of the darkness UR, behind the Ghost, and shout very loudly.*

*The Ghost jumps and screams, then turns and shouts at the Twins.*

*The Twins laugh and point at the Ghost. Lights off. Twins exit quickly.*

*Narrator's light on. Light comes up SR. The Ghost is lying on his bed, curled up into a ball. Narrator's light off.*

*Music starts. Spotlight up slightly R (Right) of DC. The Ghost gets out of bed and sings the song. (See Choreography for ideas.)*

### Scene 3

**Narrator:** The Ghost was very upset. He stayed in his room and didn't come out, except to make a new blood stain in the library each night. But one night, there was a terrible storm.

**Ghost:** A storm! Tonight is the night! It is time to frighten those stupid Americans! First, I must frighten that boy who keeps cleaning up the blood stain! Aaaaagh! What's that?

**Narrator:** After a while, the Ghost felt brave again. He decided to go and talk to the other ghost.

**Ghost:** Two ghosts are better than one. We can frighten the family together.

**Narrator:** When the sun came up, the Ghost went back to the hall outside Washington's bedroom. The other ghost was there, but now it looked different.

**Ghost:** It's not very frightening at all. Oh! What does this say? "THE OTIS GHOST. THE ONLY TRUE GHOST!" Those foolish Americans tricked me! How can I make them sorry for this?

**Narrator:** The Twins played terrible tricks on the Ghost. They made him upset and nervous.

**Ghost:** I have to appear in the hall at night. I have to make strange and terrible noises. It's my job, and I must do it.

**Twins:** BOO!!

**Ghost:** AGH! Horrible children!

**Twins:** Silly ghost!

**Narrator:** The Ghost was so frightened of the Twins that he became quite ill. He spent most of his time in his room and often stayed in bed.

#### **SONG – ENOUGH IS ENOUGH**

Those nasty twins are after me  
It's just not fair, why can't they see?  
I'm big and bad, I'm mean and cruel  
But they just treat me like a fool

*CHORUS:*

*Enough is enough, I can't work here  
They only laugh, they feel no fear  
What can I do if I can't scare?  
Why don't these people seem to care?*

*Spotlight off. The Ghost lies down on his bed and curls up into a ball again. Music ends. Lights off. Curtains close.*

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#### Scene 4

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*Narrator begins as the apron lights come up. Virginia and the Duke are DL, facing each other and holding hands. (Note: Virginia has a large handbag on a long strap over her shoulder.)*

*Curtains open as the Duke exits SL and Virginia starts to walk slowly SR. Apron lights down; light up SR. The Ghost is sitting on his bed, looking miserable. Virginia stops in surprise when she sees him, then goes to stand next to him, putting a hand on his shoulder.  
The Ghost looks up miserably at Virginia.*

*The Ghost hangs his head in shame, then lifts it up in defiance.*

*The Ghost shakes his head as he explains.*

*Virginia puts her hand to her chest in shocked sympathy. She opens her bag and reaches inside.*

*The Ghost puts a hand up, gesturing to her to stop. She puts her bag down next to the bed.*

*Virginia puts her hands on her hips and looks angry. She points an accusing finger at the Ghost.*

*The Ghost spreads his hands in a gesture of hopelessness. Then he starts to cry, covering his face with his hands.*

*Virginia puts her arm around the Ghost's shoulder, comforting him.*

*The Ghost looks up at Virginia, pleading with her.*

*The Ghost takes both of Virginia's hands in his.*

Before they came I had it made  
The Cantervilles were so afraid  
But now these people laugh at me  
I'm just as sad as I can be  
*REPEAT CHORUS*

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#### Scene 4

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**Narrator:** The young Duke of Cheshire was in love with Virginia and wanted to marry her one day.

**Virginia:** I want to change my clothes before we go horse riding again!

**Duke:** Of course!

**Virginia:** Oh, Ghost! You look sad. Don't worry – my brothers are going back to school tomorrow. You must be good until then.

**Ghost:** How can I be good? It is my job to walk in the hall, to make a noise with my chains and to frighten people.

**Virginia:** Mrs Umney told us that you killed your wife. Is that true?

**Ghost:** Yes, it is true. But it was a family problem, and it's no one else's business.

**Virginia:** It's wrong to kill people.

**Ghost:** You don't understand. My wife was a terrible woman. And her brothers starved me to death! That was unkind, even though I did kill her.

**Virginia:** They starved you to death? Oh, poor Ghost. Are you hungry? I've got a sandwich in my bag.

**Ghost:** No, thank you. I never eat or sleep, but you are very kind. You are not like the rest of your rude, dishonest family.

**Virginia:** My family are not rude or dishonest! You are dishonest! I know you took all the paints from my paint box to make the stain in the library.

**Ghost:** Well, what could I do? It is so difficult to get real blood these days. Oh!

**Virginia:** Oh, don't cry! Why are you sad?

**Ghost:** I want to sleep but I need you to help me.

**Virginia:** How can I help you?

**Ghost:** You can help me get to the Garden of Death. You can ask the Angel of Death to let me sleep forever.



*Virginia lifts the Ghost's hands to help him to his feet, then leads him DC. Apron lights up. Curtains close.*

*Music starts and Virginia sings the song to the Ghost. (See Choreography for ideas.)*

*Lights out. They exit through the curtains. Music ends.*

---

## Scene 5

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*Narrator's light on. The Otis family and Duke, on the dark apron, call Virginia. Narrator's light off. SFX – Virginia returns; curtains open slightly; soft spotlights up DC; Virginia is in the opening, holding a box of jewels. Mrs Otis goes to Virginia and puts a hand on her shoulder. Washington follows her. The Duke, Mr Otis and the Twins move closer to Virginia on the other side.*

*Virginia is calm and serious; she opens the box and shows the heap of jewels inside.*

*Virginia exits through the opening; the Duke and her family follow her. Lights off; pause, then curtains open; light comes up SR. Virginia and the Duke are UR.*

*Mr Otis steps into the light from UL, with Mrs Otis and Washington on either side of him.*

*The Twins step forward, point at the skeleton, and rush DR for a closer look.*

*Virginia kneels by the skeleton's head.*

*The Duke kneels next to Virginia and lifts up the jug and plate (putting them down behind him at the end of his lines, so they are not in the way).*

*Mr Otis shakes his head in sympathetic sorrow.*

*The Duke puts his arm around Virginia, kisses her cheek and helps her to her feet. Apron lights up as they move DC, with the Otis family advancing downstage behind them.*

**Virginia:** I'm not afraid. Let me help you.

### SONG – LET ME HELP YOU

We all need someone to care  
When times are bad or life's unfair  
When you don't know what to do  
You know that I am here for you  
*CHORUS:*

*Let me help you, don't be sad  
Nothing's really quite that bad  
All you needed was a friend  
And now your pain is at an end  
Hold my hand and come with me  
I can help you to be free  
All your sorrow's in the past  
And you can go to sleep at last  
REPEAT CHORUS*

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## Scene 5

---

**Narrator:** The Otis family couldn't find Virginia, and they were very worried. Then, at midnight, they heard a strange noise in the hall.

**Mrs Otis:** It's Virginia! Thank goodness!

**Mr Otis:** Where were you?

**Virginia:** I was with the Ghost. He gave me these jewels.

**Mrs Otis:** Oh, my dear! We were all so worried!

**Virginia:** You must come with me. I have something to show you.

**Mr Otis:** My word! It's a secret room!

**Twins:** Look! A skeleton!

**Virginia:** This is Sir Simon. He was a bad man, but in the end he was very sorry. His wife's brothers kept him here until he died.

**Duke:** Look how his hand is reaching out for food and water. The jug and plate were too far away for him to reach.

**Mr Otis:** Now we know the Ghost's secret. What a terrible story!

**Virginia:** His sadness is over. Now he can sleep.

**Duke:** You are an angel.

*Music starts. Curtains close. The Duke and Virginia sing the song, joined by the rest of the cast in the chorus. (See Choreography for ideas.)*

*Lights down.*

*Mrs Otis, Washington & the Twins exit through the curtains.*

*Lord C enters. Music ends.*

---

## Scene 6

---

*Narrator begins as apron lights come up. Lord C, Virginia, the Duke and Mr Otis are DC. The men wear a black mourning band on their left sleeve.*

*Lord C shakes his head, as if unable to believe what has happened, and sighs.*

*Mr Otis takes a step or two R and holds out the box of jewels to Lord C.*

*Lord C shakes his head, smiling, then takes the box and hands it to Virginia as Mr Otis steps back L.*

*Virginia nods respectfully to Lord Canterville.*

*The Duke takes Virginia's free hand in both of his, kneels and looks into her eyes.*

*Virginia smiles happily; the Duke stands up and they hug each other, then stand arm-in-arm.*

*Narrator delivers the lines, then moves C to stand between Lord C and Virginia.*

*Curtains open. The actors on the apron step back to join the remainder of the cast.*

*Music starts. The cast sing the song. (See Choreography for ideas.)*

## SONG — SECRETS

Secrets are like treasure  
Precious things to hide  
Do you tell your secrets  
Or keep them all inside?

*CHORUS:*

*We all have our secrets  
The things we never say  
We keep them all inside us  
Each and every day*

Secrets can be painful  
They make sadness grow  
Sometimes we need to share them  
To let our sadness go

*REPEAT CHORUS*

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## Scene 6

---

**Narrator:** Four days later, there was a funeral at Canterville Chase. Lord Canterville came from Wales.

**Lord C:** Well, well! The Canterville Ghost is gone.

**Mr Otis:** These jewels belong to your family. They are worth a lot of money, and you must take them.

**Lord C:** No, no. These jewels are Virginia's. Sir Simon wanted her to have them, and she must keep them.

**Virginia:** Thank you, Lord Canterville.

**Duke:** You can wear the jewels when we get married, Virginia. What do you say?

**Virginia:** Oh, Cecil! I'd love to!

**Narrator:** So Virginia became the Duchess of Cheshire. The Duke and Duchess loved each other very much, and they lived happily ever after at Canterville Chase.

## SONG — A HAPPY ENDING

Sir Simon is at peace now  
His story's at an end  
He told the world his secret  
And found a loving friend

*CHORUS:*

*This is a happy ending  
The story turned out right  
The past is all forgotten  
The future's looking bright  
Canterville is peaceful*

A happy place to be  
The house is full of laughter  
And a happy family

*REPEAT CHORUS*

THE END

## Scenery/Props

Props	Scene 1	Scene 2	Scene 3	Scene 4	Scene 5	Scene 6
Canterville Chase signpost	✓	✓	✓	✓	✓	✓
FOR SALE/SOLD sign	✓					
torches (10)	✓					
bat/spider cutout(s)	✓					
bloodstain	✓					
painting	✓					✓
tea set on tray	✓					
table	✓	✓	✓			✓
vase of flowers	✓	✓	✓			✓
sofa	✓					✓
chains		✓				
bottle of oil		✓				
pillows (2)		✓				
suits of armour (2)		✓				
shield on wall		✓				
bottle of medicine		✓				
bed			✓	✓		
Otis Ghost			✓			
Virginia's handbag				✓		
box of jewels					✓	✓
skeleton					✓	
metal plate & jug					✓	

- The torches, vase of flowers, marker pen, bottles, pillows, metal plate and jug, wooden jewellery box and costume jewellery can all be brought in by students. They might also be able to find/borrow a 50–60 cm length of chain, heavy enough to make an audible clanking.
- The FOR SALE/SOLD sign, bat and/or spider cutouts, bloodstain, painting and shield can be made by students in Arts&Crafts lessons. The sign should be a rectangular white card with red lettering on each side, to be hung from the Canterville Chase signpost by a loop of string. The bat/spider should be cut from cardboard and fastened to two long threads. The bloodstain can be an irregular circle of thin paper, painted dark red. The painting and shield can be of painted cardboard and attached to the wall by adhesive putty or tape.
- The Canterville Chase signpost, fireplace, armour, Otis Ghost and skeleton may require slightly more elaborate construction (*see below for details*). If preferred, however, they may be simple painted cardboard cutouts supported by a wooden/cardboard stand.
- The furniture, tea set and drawing room curtains may be borrowed. The table should be small and round. The bed should be small and plain, with a plain blanket. The couch and curtains should, if possible, be appropriate to the period and colour scheme.

## Costumes & Make up

*Note: Since it might be impractical to obtain or make accurate period costumes of the late 19th century, the cast (except for the Ghost) may wear more modern dress, but their costumes should still appear slightly dated.*

**Narrator(s):** Black trousers and a black, long-sleeved T-shirt or pullover with a high neck.

**Lord Canterville:** A dark suit and waistcoat, obviously formal and old-fashioned, with a white shirt and conservative tie or *foulard*; a pale, wrinkled face; grey hair in an old-fashioned style, perhaps with a grey beard and moustache.

**Mr Otis:** For Scenes 1, 5 & 6, a conservative suit, waistcoat and tie with a white shirt; for Scene 2, a floor-length dressing gown and scarf/shawl, so that his 'daytime' costume is concealed, with slippers and perhaps a nightcap; wrinkles on the forehead and around the eyes; a neat hairstyle, perhaps with greying temples; if possible, a 'handlebar' moustache and fluffy sideburns.

**Mrs Otis:** For Scenes 1, 5 & 6, a long, formal dress in a conservative colour; for Scene 2, a floor-length dressing gown, so that her 'daytime' costume is concealed, with slippers and perhaps a scarf or cap covering her hair; an unlined face with discreet makeup; hair elaborately arranged in a conservative, 'middle-aged' style.

**Washington:** A suit, less conservative than Mr Otis', perhaps with a waistcoat, and a slightly flamboyant shirt and tie; a youthful face and hairstyle.

**Virginia:** A long, quite formal dress in a lighter, brighter colour and more youthful style than Mrs Otis'; a fairly large handbag with a long shoulder strap, preferably similar in colour to her dress; a 'fresh' face with no obvious makeup; long (preferably blonde) hair, worn loose or tied back with a ribbon in a child's style.

**Twins:** [*Note: as far as possible, the Twins should be dressed in identical costumes.*] For Scenes 1, 5 & 6, dark jackets and dark shorts, with knee-length socks and white shirts; for Scenes 2 & 3, dark pyjamas or nightshirts, with slippers and perhaps nightcaps; makeup to increase their resemblance to each other; identical hairstyles and hair colour (preferably blond).

**Mrs Umney:** A long, plain black dress, with white collar and cuffs, a white apron and cap; a pale, wrinkled face with thin lips; grey/white hair, pulled back in a tight bun.

**Ghost:** *Note: strict historical accuracy is not important, but the Ghost's costume should be plainly several centuries out of date and may be very ragged; the following suggestion is just one of many possible choices.* A white shirt with long wide sleeves, lace cuffs and a large lace cravat (or ruffle), a pale waistcoat reaching down to the knees, white tights and ballet slippers; a very pale, extremely wrinkled face, perhaps with shadows to make it resemble a skull, and red-rimmed eyes; long, stringy grey hair.

**The Duke:** A tasteful, expensive suit with waistcoat, plain shirt and tie; a youthful face and hairstyle.

# Ключи к заданиям книги для чтения

## "The Canterville Ghost"

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### Before you start

#### The Author

- 1 He was born in Dublin.
- 2 His mother was a poet and a journalist. His father was a writer and a doctor.
- 3 He went to Oxford University in England.
- 4 He travelled to America, Canada and France (Paris).
- 5 He married Constance Lloyd.
- 6 He had two sons.
- 7 He wrote his first book of fairy tales in 1888.
- 8 His first and only novel was The Picture of Dorian Gray.
- 9 His first play was Lady Windermere's Fan.
- 10 He died on 30 November 1900.

#### Background Information

- 2 1 Irish; 2 children; 3 funny; 4 America; 5 cultural; 6 many; 7 many languages; 8 adults

#### The Plot

3 **Ascot** – a town near which the story is set; **horse racing** – Ascot is famous for this; **beautiful old house** – Canterville Chase; **old ghost** – a ghost that lives in the house; **Lord Canterville** – the previous owner of the house; **Otis family** – the American family that come to live in the house; **frighten** – the ghost tries to frighten the family; **twin boys** – play tricks on the ghost; **oil** – Mr and Mrs Otis give the ghost for his noisy chains; **ghostly voice** – they give him medicine for this; **depressed** – the ghost becomes depressed because he can't scare them; **help** – one of the family members helps the ghost

### The Characters

- 1 The Canterville Ghost; 2 Virginia; 3 The Twins; 4 a) Mr Otis / b) Mrs Otis; 5 Mrs Otis; 6 Washington Otis; 7 Mrs Umney; 8 Lord Canterville; 9 The Duke of Cheshire

### Episode 1

#### Before Reading

1 (**Suggested Answer**): Lord Canterville is warning Mr Otis outside the house. The other picture shows a lady who is frightened because she sees two hands on her shoulders in the mirror.

2 top hat, windows, reflection, carriage, candles, dressing table, carpet, beard, waistcoat, chimneys, gown, perfume bottle, mirror

#### While Reading

- 3 1 F 2 F 3 T 4 F 5 F 6 F 7 T

### After Reading

#### 4 (Suggested Answers)

- I believe in ghosts, because I have heard about many people who have seen or heard ghosts. / I don't believe in ghosts, because I think people who see or hear ghosts are imagining things or dreaming.
- I think some people believe in ghosts because they really believe that they have seen or heard one.
- I think I would like to visit a haunted house, because it would be very interesting to see what happens and if it seems real. / I wouldn't like to visit a haunted house, because I think I would be very scared.
- The Otis family might see the ghost.

### Episode 2

#### Before Reading

1 The Otis family arrive at Canterville Chase. They go to the library. The housekeeper becomes ill.

#### While Reading

2 1 Mr Otis has four children. 2 It started to rain. 3 Mrs Umney did. She met the family at the door. 4 Lady Eleanore de Canterville was murdered there. 5 Washington removes the stain with a stain remover. 6 Mr Otis wants to take money from Mrs Umney's wages if she faints again

#### After Reading

#### 3 (Suggested Answers)

- I think Mrs Umney fainted because she is afraid of the Canterville ghost / she is afraid of blood.
- I think Virginia is kind. Mr Otis is not kind, because he wants to take money from Mrs Umney if she faints again.
- I think Sir Simon murdered his wife because he was a horrible man.
- I think Sir Simon might have run away after he murdered his wife.

### Episode 3

#### Before Reading

1 (**Suggested Answer**): When the family finds another stain on the library floor, they talk about this during dinner. One night when the family is asleep, the ghost makes a noise with his chains. Mr Otis wakes up and gives the ghost a bottle of oil so the chains don't make so much noise.



### While Reading

2 1 eleven o'clock; 2 hall; 3 terrible; 4 red; 5 grey; 6 dirty; 7 wrists; 8 bottle

### After Reading

#### 3 (Suggested Answers):

- I think Mr Otis is a clever man. He knows the ghost's chains are a problem because they have waken him up, so he thinks the oil will help to get rid of the noise. / I think Mr Otis is very foolish, because he might make the ghost angry.
- I don't think Mr Otis is afraid, because he still doesn't believe in ghosts.
- I think the ghost feels very annoyed, because shaking his chains and making a noise are ghostly, but he didn't frighten anyone.

### Episode 4

#### Before Reading

1 1 The twins are throwing a pillow at the ghost. 2 I think he feels very upset. 3 I think the ghost feels angry now. 4 The room is very bare, dark, empty, dirty, scary.

#### While Reading

2 1 The ghost throws the bottle of oil on the floor. 2 The ghost is green when he disappears. 3 The servants went mad. 4 The ghost blew out his candle in the hall one night. 5 For the rest of the night the ghost thinks and plans until he has the perfect idea for revenge.

#### After Reading

#### 3 (Suggested Answers)

- The family feels that the ghost makes too much noise and he wakes them up. The twins feel that the ghost is funny.
- I think the ghost is scary, because he walks around the house shaking his chains and making a terrible noise. He looks very frightening. / I think the ghost is funny, because he gets very angry and it is difficult to take him seriously.
- Yes, the ghost wants to be on his own, because he thinks that the house belongs only to him.
- I think the ghost will take revenge in the next episode. He will do his best to frighten the Otis family so that they leave the house.

### Episode 5

#### Before Reading

1 (Suggested Answers): Virginia is looking out of the window. I think she is feeling very sad and upset. 2 The family is talking about the ghost again when they eat together. I think the

ghost makes a plan and it doesn't work. He tries to pretend to be a knight in a suit of armour and the suit of armour probably falls off. This makes a noise and wakes Mr Otis and the twins.

#### While Reading

3 1 breakfast; 2 polite; 3 colour; 4 armour; 5 shoot; 6 noise; 7 medicine

#### After Reading

#### 4 (Suggested Answers)

- I think the blood stain is changing colour, because the ghost uses ink to paint it on the floor, and probably red paint has finished.
- The ghost tries to frighten the family by putting on a suit of armour to look fierce. He then laughs in a ghostly way.
- If I were a ghost, I would appear in people's bedrooms at night while they were sleeping. I would laugh very loudly and touch them to wake them up and then disappear.

### Episode 6

#### Before Reading

1 (Suggested Answers): I think there are two ghosts, because the other ghost is a made-up/fabricated/invented one. The ghost covered with the sheet is the Canterville ghost. His eyes are red. The other ghost has big teeth and a head like a turnip. The Canterville ghost has no teeth and a human head.

2 The second ghost has fallen apart. The Canterville ghost feels very angry because he knows he has been tricked again.

#### While Reading

3 2 He wraps himself in a sheet. 3 He sees another ghost. 4 He runs away to his room. 5 He goes back to the hall the next morning. 6 He touches the other ghost and its head falls off. 7 He knows the Otis family has played a trick on him.

4 1 quiet; 2 old; 3 bald; 4 sun

#### After Reading

#### 5 (Suggested Answers)

- I think the Otis family made the Otis ghost to show the Canterville ghost that they think he is funny, not scary. It was also a trick to scare the Canterville ghost.
- I feel sorry for the Canterville ghost, because he is trying so hard to do his job as a ghost but the family are playing terrible tricks on him and making him look very silly. / I don't feel sorry for the ghost, because he wants revenge on the Otis family and that isn't very nice.

## Episode 7

### Before Reading

**1 (Suggested Answer):** The ghost trips over the string tied to furniture in the hall. A bucket of water falls on the ghost's head.

**2** shield, candelabra, bucket, night cap, spears, puddle, pencil, wallpaper, portrait

### While Reading

**3** 1 The ghost had to appear every week because it was his job. 2 The ghost took oil to put it on his chains so they wouldn't make a noise. He didn't want the family to know he was there. 3 A bucket of water fell on the ghost's head from the twins' bedroom door. 4 The ghost wasn't wet all over because he had taken off his head. 5 The ghost stayed in his room because he became ill.

### After Reading

#### 4 (Suggested Answers)

- I think the twins' tricks are a bit unkind because they make the ghost look silly and he feels very upset. The ghost might also hurt himself.
- I don't think the ghost will leave Canterville Chase, because he has lived here for three hundred years. It is his home. He has nowhere to go.

## Episode 8

### Before Reading

**1 (Suggested Answers):** Virginia is in the doorway of the ghost's room. The ghost is feeling very sad because he can't do his job properly and the twins are always laughing at him. **2** I think Virginia and the ghost are going to a secret part of the house behind the ghost's room. I think Virginia is feeling scared.

### While Reading

**3** 1 F 2 T 3 F 4 T 5 T 6 F

### After Reading

#### 4 (Suggested Answers)

- I think the ghost and Virginia went to the Garden of Death.
- Virginia will probably see the Angel of Death and talk to him about the ghost.
- I think that Virginia will come back, because she is only visiting this secret place.
- I think the ghost is good, because all he wants to do is to frighten people in his house it is his job. He is just a sad ghost./I think the ghost is bad sometimes, because he is always planning revenge and he says the Otis family are rude and dishonest.

## Episode 9

### Before Reading

**1 (Suggested Answers):** 1 Virginia is carrying something she has taken from the Garden of Death. It may be a box or a small bag. 2 Virginia's family look(s) so shocked because she has appeared from a hole in the wall. 3 The family are in a room which is probably underneath the house – a cellar. 4 I think the skeleton is Sir Simon Canterville. The skeleton is reaching its left arm out for food.

### While Reading

**2** 1 Virginia; 2 the ghost; 3 Sir Simon; 4 Duke of Cheshire; 5 the skeleton

### After Reading

#### 3 (Suggested Answers)

- I don't think Sir Simon deserved his punishment, because though he was a bad man, in the end he was very sorry. And his death was terrible.
- I think now the family feels sorry for the ghost.
- I think the ghost told Virginia his secret because he trusted her, she was a good and kind young lady.
- I tell my secrets to my parents and my close friends, because I trust them, I know them very well and they know and understand me.

## Episode 10

### Before Reading

**1 (Suggested Answers):** I think the story has a happy ending because, although a funeral can be sad, the ghost wanted to sleep. And a wedding is a very happy event. I think Virginia will marry the Duke of Cheshire.

### While Reading

**2** 2 Lord Canterville sits in the first carriage. 3 Mrs Umney travels in the last carriage. 4 Virginia says goodbye to Sir Simon. 5 Mr Otis offers the jewels to Lord Canterville. 6 Lord Canterville gives the jewels to Virginia. 7 Virginia marries the Duke. 8 Virginia becomes the Duchess of Cheshire. 9 The Duke and Duchess visit her parents. 10 Virginia keeps a secret.

### After Reading

#### 3 (Suggested Answers)

- I think that Virginia met the Angel of Death with the ghost, and she asked him to allow the ghost to sleep.
- I think the story has a happy ending, because everyone is happy after a lot of sadness. The ghost is happy because he can sleep now. Mrs Umney is probably happy, because she won't be frightened again by the ghost. Virginia and

the Duke of Cheshire are happy, because they are in love and they are now married.

- I liked the twins' tricks, because they were funny and the ghost didn't actually hurt himself.

### Final Comprehension Quiz

1 B 2 C 3 B 4 A 5 B 6 C 7 A 8 B 9 A 10 C

#### (Suggested Answers)

- My favourite character in the story is Virginia, because she is a very good person and always thinks about other people's feelings.
- I didn't like the twins, because they were a bit too nasty to the ghost.
- I would like to visit Canterville Chase, because it is a very old house with an interesting history.
- My grandmother says she saw a ghost in a very old house when she was a girl. It was the ghost of the first owner.
- The *Secret of Canterville Chase*.

### Project

#### (Suggested Answer)

Not so long ago in the south of England, a new block of flats was built in a tiny village just near the town of Ascot. The people who lived in the village were very upset because the builders had to knock down a famous old haunted house that had been there for over three hundred years. The ghost of the house was very angry that he had to move from Canterville Chase to the new Canterville Gardens. One of the families who came to live in the new flats had moved all the way from America. Mr and Mrs Otis had four children – two teenagers, Washington and Virginia, and two twin boys.

One dark night, the Canterville ghost decided to take his revenge. He went into the bedroom where Washington and the twins were sleeping, and changed his clothes. He felt great as he threw

his old torn clothes into Washington's wardrobe and put on a pair of denim jeans, a sweatshirt and a new pair of trainers. Just as he was admiring himself in the mirror, the twins woke up and saw the ghost with his new clothes. They started to laugh as the ghost's hair was still long, grey and dirty.

"What's going on?" shouted Washington as he woke up. "Keep quiet, you two! I have an exam tomorrow." With that, he fell asleep.

The next day, as the family ate their evening meal, Washington was in a bad mood. He thought he had failed his exam and he blamed the twins for waking him up. The twins told the whole story but nobody believed them, not even Virginia. The twins stayed up the next night and waited for the ghost. They saw him walking into Virginia's bedroom. They started to laugh again and pointed their laser pens at his face. The Canterville ghost had never seen light like this. He ran into Virginia's bedroom and crashed into her television and DVD table. Virginia woke up and saw the ghost disappear in a flash of light. The ghost was really frightened this time and he wished he was back in his old house with the creepy cellars.

The following evening, the whole family talked about the ghost and what they should do. Suddenly, Virginia had an idea. She was a good girl and she believed that kind thoughts were the answer to any problem. The family sat in a circle and held hands. Virginia told them to wish that the ghost could go where he could be happy. She knew he would be sad in the modern world.

At the same time, as the family wished for happiness for the ghost, the people out in the streets saw a strange light come out of the modern building and go down towards a big oak tree in the garden. Nobody ever saw the ghost again, but the tree grows stronger every year and has lots of acorns for the squirrels to eat.

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