

Содержание

Предисловие	4
Краткая характеристика УМК «Английский в фокусе»	—
Состав УМК «Английский в фокусе – 9»	5
Общая характеристика компонентов УМК: структура и содержание	—
Методические рекомендации по работе над модулем	8
Рекомендации по отдельным рубрикам и заданиям модуля	—
Календарно-тематическое планирование	11
Поурочное планирование	38
Модуль 1	—
Модуль 2	56
Модуль 3	68
Модуль 4	82
Модуль 5	94
Модуль 6	109
Модуль 7	120
Модуль 8	137
Ключи к разделу учебника “Grammar Check”	150
Ключи к разделу учебника “Song Sheets”	153
Тексты аудиозаписей к учебнику	155
Ключи к рабочей тетради	160
Ключи к разделу рабочей тетради “Translator’s Corner”	167
Тексты аудиозаписей к рабочей тетради	170
Ключи к парным заданиям	173
Пьеса “Pygmalion”	175
Ключи к заданиям книги для чтения	201

Предисловие

КРАТКАЯ ХАРАКТЕРИСТИКА УМК «АНГЛИЙСКИЙ В ФОКУСЕ»

Авторский коллектив УМК «Английский в фокусе» (Spotlight) благодарит Вас за оказанное доверие. Учебник, который вы выбрали, уже занял достойное место в пространстве выбора современного учителя английского языка.

Являясь совместным международным проектом издательства «Просвещение» и британского издательства Express Publishing, в котором участвуют российские и британские авторы, данный УМК создан специально для российских общеобразовательных школ.

УМК «Английский в фокусе» для основной школы (5–9 классы) отвечает требованиям Федерального компонента Государственного стандарта начального, основного и среднего (полного) общего образования по иностранным языкам, обеспечивает возможность учащимся основной школы достичь общеевропейского допорогового уровня иноязычной коммуникативной компетенции (уровень А2 в терминах Совета Европы). Это обеспечивает преемственность при продолжении образования в средней школе.

В УМК находит яркое отражение своеобразие федерального государственного образовательного стандарта основного общего образования, в котором цели и образовательные результаты представлены на нескольких уровнях: метапредметном, личностном и предметном. Это развитие иноязычной коммуникативной компетенции учащихся в совокупности её составляющих: речевой, языковой, социокультурной/ межкультурной, компенсаторной и учебно-познавательной компетенций, а также развитие личности учащихся посредством реализации воспитательного потенциала предмета «Иностранный язык». Такое развитие предполагает, в частности, «формирование у учащихся потребности овладения иностранным языком как средством общения, познания, самореализации и социальной адаптации в поликультурном полиэтничном мире»¹.

В основу данной серии в целом положен коммуникативно-когнитивный подход к обучению иностранному языку, предполагающий поэтапное формирование знания и развитие всех составляющих коммуникативной компетенции. Этому должен способствовать и новый учеб-

ник, который, мы надеемся, поможет учителю выбрать стратегии и приёмы обучения с учётом возможностей школьников.

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

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 традициям российской школы и её целям на современном этапе развития;
- 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 другие образовательные области, освоение языка как средства познания мира;
- возможности дифференцированного подхода к организации образовательного процесса, в

¹ Стандарты второго поколения. Примерные программы основного общего образования. Иностранный язык. – М.: Просвещение, 2010.

том числе с учётом индивидуального стиля учебной деятельности школьников;

- воспитательная и развивающая ценность материалов, широкие возможности для социализации учащихся.

СОСТАВ УМК «АНГЛИЙСКИЙ В ФОКУСЕ – 9»

В УМК «Английский в фокусе – 9» в качестве компонентов входят:

- учебник;
- рабочая тетрадь;
- книга для учителя;
- книга для чтения с аудиоприложением на CD;
- языковой портфель;
- сборник контрольных заданий;
- CD для занятий в классе;
- CD для самостоятельных занятий дома;
- веб-сайт курса (companion website) www.prosv.ru/umk/spotlight.

ОБЩАЯ ХАРАКТЕРИСТИКА КОМПОНЕНТОВ УМК: СТРУКТУРА И СОДЕРЖАНИЕ

Особенности содержания обучения английскому языку в основной школе обусловлены динамикой развития школьников. Выделяют 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 98 часов аудиторной работы, включающих промежуточный и итоговый контроль, домашнее чтение и 6 резервных уроков.

Учебник состоит из 8 тематических модулей, каждый из которых включает 12 уроков (по 40–45 минут). Резервные уроки планируются по усмотрению учителя, с учётом особенностей 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»¹.

Тематика модулей в соответствии с требованиями стандартов отвечает возрастным особенностям подростков с их стремлением к социализации, самоосознанию, самоопределению, самовоспитанию, саморазвитию. Например, стоит обратить внимание на следующие темы модулей: *Life and Living, Town and Community, Staying Safe, Challenge*.

Освоение нового лексико-грамматического материала организовано в условиях интеграции всех видов речевой деятельности. Однако в учебнике для 9 класса отдельные уроки модуля концентрируются на определённых (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 с одной стороны поддерживать высокую мотивацию учащихся, 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 8–9 классах *English in Use* сосредоточен на наиболее сложных 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 обучения обогащение словаря учащихся выходит далеко за пределы освоения новой тематической лексики в процессе изучения новых тем.

¹ Стандарты второго поколения. Примерные программы основного общего образования. Иностранный язык. – М.: Просвещение, 2010.

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 и духовно-нравственного воспитания и развития личности. Новый в учебниках для 8 и 9 классов урок *Going Green* (в модулях 2, 4, 6, 8) реализует систему воспитания экологической культуры как составляющей гражданской идентичности личности.

Актуальность 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 9 классе выделение ключевых слов в вопросах как стратегия при работе с пониманием текста, подбор заголовков к частям текста, составление краткого (устного и письменного) пересказа текста, описание картины – произведения живописи, реконструкция текста – заполнение пропусков словами на основе словообразования). 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 курса является регулярный урок дополнительного чтения, построенный на межпредметной основе (*Extensive Reading. Across the Curriculum*; в учебнике для 9 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 служат базой для активной речевой деятельности школьников (в

устной и письменной формах) с переносом на личный опыт. Вопросы для обсуждения каждой темы создают возможность учащимся высказать собственное аргументированное мнение, обеспечивают формирование ценностных ориентаций. В заданиях учащимся предлагается приложить 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 развитии навыков всех видов речевой деятельности. В учебниках для 8 и 9 классов есть регулярная рубрика, в которой в основном сосредоточены задания экзаменационного формата – *RNE (Russian National Exam)*. Задания этой рубрики размещены не только в учебнике, но и в рабочей тетради. Таким образом, подготовка к Государственной итоговой аттестации, 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 учебников для 8 и 9 классов 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 даёт возможность учащимся эффективно пользоваться им на разных этапах деятельности, в том числе при организации самоконтроля. Специальные разделы словаря (Appendices 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 к песням направлены на самоопределение подростков в системе ценностей, на фор-

мирование основ мировоззрения и носят речевую направленность.

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, 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, а также ситуаций, фрагментов тематических диалогов или коротких связанных текстов на основе новой лексики и вновь изученных грамматических структур.

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

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 умений 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 учеб-

ника. Языковой портфель в УМК для 9 класса полностью представлен на английском языке.

Книга для чтения (Reader) в УМК «Английский в фокусе – 9» 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 9 класса это пересказ пьесы Б. Шоу «Пигмалион». Текст адаптирован в соответствии с уровнем языковой подготовки учащихся и разбит 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*), а также речевое задание *Think!*, организующее аргументированные высказывания личных мнений и позиций учащихся). По окончании работы предлагается итоговый тест-викторина. Богатые иллюстрации могут быть использованы для развития навыков прогнозирования, эффективной организации речевой деятельности на основе прочитанного. К книге для чтения прилагается аудиосопровождение, выполненное на высоком художественном уровне с выразительным музыкальным оформлением.

В конце книги для чтения размещён словарь – для учащихся 9 класса впервые это англо-английский словарь, построенный на простых, доступных по уровню дефинициях.

В конце книги для чтения размещена пьеса, рекомендованная к постановке в конце учебного года. Полный сценарий и рекомендации по постановке помещены в книге для учителя. Музыкальное оформление и песенный материал к пьесе доступны в аудиоприложении.

Аудиоматериалы

УМК включает CD для занятий учащихся в классе и самостоятельных занятий дома. В аудиозаписи помимо специальных заданий для развития навыков 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.prosv.ru/umk/spotlight

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

Веб-сайт – полноценный компонент УМК «Английский в фокусе». 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, а, следовательно, создаётся возможность для интерактивной деятельности детей на АЯ вне урока.

Книга для учителя (Teacher's Book)

В книге для учителя содержатся основные характеристики УМК и его компонентов, примерное тематическое планирование, а также подробные поурочные планы, включающие методические рекомендации по работе с зада-

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

Контрольные задания (Test Booklet)

Сборник включает контрольные задания, которые выполняются по завершении работы над каждым модулем. В сборнике также даётся материал для входящего тестирования, промежуточного контроля (по модулям 1–4) и итоговая годовая контрольная работа, включающая задания на проверку лексико-грамматических навыков, а также уровень развития умений аудирования, чтения, письма. Здесь же помещены ключи к контрольным работам и тексты заданий на аудирование. Сборник контрольных заданий в значительной мере оптимизирует и систематизирует процесс контроля.

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.

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

Некоторые из тем, изучаемых в УМК «Английский в фокусе – 9», представляют собой расширение изученных ранее тем.

ОТДЕЛЬНЫЕ РУБРИКИ И ЗАДАНИЯ 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 (ожидания), активного поиска знаний самими учащимися.

● Задания к упражнениям

Работа над заданиями упражнений требует системного подхода. Важно убедиться, что смысл задания и порядок его выполнения

понятны каждому из учащихся. Особое внимание следует уделить заданиям экзаменационного формата.

● 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: подбор русских эквивалентов (не подменять дословным переводом!), подбор синонимичных выражений, толкований.

● **Аудирование**

Развитие умений аудирования организуется через различные форматы заданий на основе активной лексики и грамматики модуля, используемых в контекстах, близких к реальным жизненным ситуациям. Аудирование в УМК всегда организуется в интеграции с другими умениями речевой деятельности: чтением, устной речью, письмом.

● **Лексика**

Новые лексические единицы вводятся разными способами: в 8–9 классах 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 представляет освоение английской грамматики с точки зрения терминологии, а на данном этапе особенно в названии грамматического явления. Рекомендуется осваивать с учащимися английские названия изучаемых тем (времен, категорий и др.), 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**

Следует освоить систему работы с регулярной рубрикой *Everyday English*, которая обес-

печивает освоение речевых клише и выражений для адекватного языкового взаимодействия – оформления функциональных диалогов в реальных ситуациях повседневного общения. Использование учащимися этих клише и выражений в качестве опоры при составлении собственных диалогических высказываний способствует развитию компенсаторных умений.

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 умений 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 текста-модели. Помимо этой систематической работы, пятый урок модуля (урок **е**) полностью посвящён освоению одного из видов продуктивного письма. В 9 классе – это письменное высказывание-описание события, (электронное) письмо личного характера, рассказ, письменное высказывание с элементами рассуждения, отзыв на книгу/ фильм/спектакль, официальное письмо – заявление о приёме на работу. Проверенные работы, по желанию учащихся, могут быть общены к языковому портфелю.

● **Фонетическая сторона речи**

Соответствующий раздел включён в материалы урока **в** каждого модуля. В 8–9 классах последовательно отрабатывается соблюдение ударения и интонация в предложениях различ-

ного 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 учащимися заданий и готовности к их выполнению. Задания в рабочей тетради, соответствующие каждому уроку модуля, в целом по объёму отвечают предполагаемым временным нормам на выполнение домашнего задания. 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 ... in English**

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 обсуждение 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, 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 аудиозаписью 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 деятельности.

КАЛЕНДАРНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

* В планировании обозначены темы и блоки, по которым вводится и активизируется лексика в уроке. Вся лексика к модулю с рекомендациями для продуктивного и рецептивного (активного и пассивного) усвоения – см. указанную страницу словаря в учебнике (Word List).
 ** Задание по подготовке к Государственной итоговой аттестации (ГИА), Единому государственному экзамену (ЕГЭ).
 *** Задание по выбору учащихся.

**** Урок 11 каждого модуля вместе с разделом Progress Check включает работу над материалом вводной (модульной) страницы следующего модуля.
 ***** Распределение эпизодов книги для чтения производится на усмотрение учителя.

№ урока	№ урока по УМК	Тема/Место урока в теме (ведущие виды деятельности)	Лексика*	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/Правила чтения
МОДУЛЬ 1. CELEBRATIONS (Праздники)									
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	WL 1 праздники и празднования: упр. 6,7		Прогнозирование содержания текста; поисковое и изучающее чтение – статья о необычных праздниках в разных странах мира: упр. 1–4; <i>Study Skills</i> : выделение ключевых слов в вопросах как стратегия при работе с пониманием текста: упр. 3	Аудиоспро-вождение текста: упр. 2	Высказывания на основе прочитанного: упр. 5; диалог-рас-спрос на основе прочи-танного (роле-вая игра): упр. 8	Текст-описа-ние одного из нацио-нальных праздников России (по плану): упр. 9	
3	1b	Listening & Speaking с. 12–13	WL 1–2 приметы и предрас-судки: упр. 1, 2; речевое взаимодей-ствие (выражение озабоченности и		Изучающее чтение – диа-лог (обмен мнениями об отношении к приметам),	Аудиоспро-вождение текс-та и заданий: упр. 6, 8, 9; аудирование с выборомным	Диалог комби-нированного характера о приметах и предрассудках в семье в		Интонация в воскли-цательных предложениях: упр. 9

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
4	1с	<i>Grammar in Use</i> с. 14–15	обеспокоенности): упр. 5 WL 2 <i>do/go/have</i> в устойчивых словосочетаниях: упр. 4	<i>Present tenses</i> (практика использования): упр. 1–3, 7, 9**; <i>exclamations</i> : упр. 10, 11	чтение вслух: упр. 3; микродиалоги этикетного характера: упр. 9 Изучающее чтение – текст-письмо с использованием активного грамматического материала: упр. 1; текст-письмо личного характера: упр. 9	извлечением заданной информации: упр. 4**	России: упр. 10, 11; монологическое высказывание по теме: упр. 11 Диалог (распрос об опыте жизни, участие в праздниках), монологическое высказывание на основе диалога: упр. 4, 5, 8; диалог (обмена мнениями о школьных ностях): упр. 12	Предложения с использованием заданных грамматических структур: упр. 6	
5	1d	<i>Vocabulary & Speaking</i> с. 16–17	WL 2–3 особые случаи/торжества, праздники упр. 1, 2, 3b, 5a; идиомы с <i>cake</i> : упр. 4	<i>Relative Clauses (defining/non-defining)</i> : упр. 6, 7, 8, 9	Ознакомительное и изучающее чтение: упр. 5a, b	Аудирование с выборочным извлечением заданной информации: упр. 3a	Монолог-опи-сание (праздника): упр. 5b	Предложения с использованием <i>Relative Clauses</i> : упр. 9	
6	1e	<i>Writing skills Descriptive articles describing events</i> с. 18–19	WL 3 описание праздников; <i>Study Skills</i> : средства выразительности при описании: упр. 4, 5, 6		Прогнозирование содержания текста по вербальным и невербальным опорам: упр. 1, 2; ознакомительное и изучающее чтение –	Аудирование текста с выборочным извлечением заданной информации: упр. 2	Сравнительное высказывание; обсуждение текста; интервью	Обсуждение порядка написания статьи с описанием празднования торжественного события: упр. 7a	

7	1f	<i>English in Use</i> с. 13	<p>WL 3 словообразование: прилагательные и причастия на -ed/-ing; упр. 1а**; дифференциация лексических значений слов: <i>habit/tradition/custom; spectators/audience/crowd; let/make/allow; luck/chance/opportunity</i>; упр. 2; phrasal verbs (<i>turn</i>); упр. 3</p>	Предлоги с прилагательными (<i>dependent prepositions</i>): упр. 4; времена глаголов (практика использования): упр. 5а	Изучающее чтение – текст-описание праздника: упр. 1а	Высказывания на основе прочитанного: упр. 1b; монолог-описание (праздника): упр. 5а**; диалог (обмен мнениями о школьном празднике): упр. 5b			
8	Culture Corner 1	<i>Wow. The Gathering of Nations</i> (Национальный праздник индейцев Северной Америки) с. 21	<p>WL 1 этнические праздники/фестивали упр. 1, 2b</p>		Прогнозирование содержания текста с опорой на иллюстрации и музыку; поисковое и изучающее чтение: упр. 1, 2а**, 3	Аудиосопровождение текста: упр. 1, 3	Сообщения на основе прочитанного (по плану и самостоятельно составленным тезисам): упр. 3	Заметка в школьный журнал об интересном событии в культурной жизни России (по плану и самостоятельно составленным тезисам): упр. 4	
9	<i>Spotlight on Russia 1</i>	<i>Special Days. Tatiana's Day</i> (Татьянин день – День студентов) Sp on R с. 3			Изучающее чтение – статья о Татьянин день – Дне студентов в России	Обсуждение текста с переносом на личный опыт	***Текст для журнала: о другом российском празднике и его истории		

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
10		PSHE (Personal Social & Health Education) Remembrance Day (День памяти) с. 22–23	WL 4 историческая память, поминовение упр. 5; распознавание лексических значений слов: <i>remember/re-mind/memorise</i> : упр. 6		Ознакомительное чтение стихотворения, текста; прогнозирование содержания текста: упр. 1, 2; поисковое и изучающее чтение: упр. 3**, 4, 5, 7a; <i>Study Skills</i> : подбор заголовков к частям текста	Аудиоспровождение текстов: упр. 2, 7	Высказывания по теме празднования: упр. 1; обсуждение прочитанного (диалоги): упр. 7a; сообщение о праздновании Дня Победы: упр. 7b**; выражение личного аргументированного отношения к прочитанному: упр. 8	Сочинение (<i>project</i>) о праздновании Дня победы: упр. 7 b**	
11		Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 24). Работа с вводной страницей модуля 2 (с. 25).							
12–13		Progress Check							
Тест 1/Книга для чтения *****									
МОДУЛЬ 2. LIFE & LIVING (Жизнь/Образ жизни и среда обитания)									
14	2a	Reading & Vocabulary с. 26–27	WL 4–5 жилище, город/деревня, образ жизни, работа по дому: упр. 1, 2, 6, 7; <i>Study Skills</i> : использование графических схем при изучении тематической лексики		Прогнозирование содержания текста по иллюстрациям и заголовку: упр. 3; ознакомительное и поисковое и изучающее чтение – статья о международных космических станциях (MКС/ISS): упр. 3, 4, 5	Аудиоспровождение текста: упр. 3	Диалог-расспрос на основе прочитанного (ролевая игра – интервью): упр. 8a; комбинированный диалог на основе прочитанного: упр. 8с	Выписки из текста: упр. 8b; сочинение (правила поведения) на основе прочитанного: упр. 9	

15	2b	<i>Listening & Speaking</i> с. 28–29	WL 5 родственные связи, отношения в семье: упр. 1, 2; речевое взаимодействие (выражение неодобрения/порицания, извинения): упр. 3, 9; идиомы с house/home: упр. 11; взаимоконтроль использования новой лексики в предложениях: упр. 12		Прогнозирование содержания текста, изучающее чтение, чтение вслух – диалог мамы и дочери: упр. 4, 5, 6	Аудисопровождение текста и заданий: упр. 4; аудирование с выборочным извлечением заданной информации: упр. 10**	Комбинированный диалог по заданной ситуации: упр. 7		Интонация (выражение недовольства и раздражения): упр. 8
16	2с	<i>Grammar in Use</i> с. 30–31	WL 5 бытовые насекомые; взаимоотношения в семье: упр. 2, 3	<i>Infinitive/-ing forms:</i> упр. 1, 2, 3, 4, 5, 6, 7, 8, 9; <i>too – enough:</i> упр. 10	Поисковое, изучающее чтение – тексты о бытовых насекомых, тест о взаимоотношениях в семье с использованием активного грамматического материала: упр. 1, 3			Предложения по заданной теме с использованием активного грамматического материала: упр. 2, 6, 7	
17	2d	<i>Vocabulary & Speaking</i> с. 32–33	WL 5–6 город/деревня; соседи (прилагательные): упр. 1, 4а	Предлоги места: упр. 3	Изучающее чтение (письмо личного характера о новом месте жительства): упр. 5**	Аудирование с пониманием основного содержания, с извлечением заданной информации: упр. 2	Микромонологи о соседях (описание): упр. 4b; тематические микродиалоги этикетного характера по заданной ситуации (взаимоотношения с соседями): упр. 6, 7;	Письменное высказывание по теме «Что такое хорошие соседи»: упр. 8	

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
18	2e	<i>Writing skills. Informal letters/emails</i> с. 34–35	WL 6 (электронное) письмо личного характера: упр. 1, 3	Прямые и косвенные вопросы: упр. 4, 5	Изучающее чтение – провила написания, образец личного письма: упр. 1, 2**, 7 (о проверке написанного); поисковое чтение: упр. 3		Диалог (обмен мнениями по теме «Что такое хорошие соседи»): упр. 8 Обсуждение порядка написания письма: упр. 6	Письмо личного характера: упр. 7**	
19	2f	<i>English in Use</i> с. 36	WL 6 словообразование: существительные от прилагательных (-ance, -cy, -ence, -ness, -ity): упр. 1; phrasal verbs (make): упр. 2; распознавание лексических значений слов: <i>brush/sweep, cupboard/wardrobe, clean/wash</i> : упр. 4	Предлоги (<i>dependent prepositions</i>): упр. 3; <i>Infinitive/-ing forms</i> (повторение): упр. 5	Изучающее чтение – текст с <i>Infinitive/-ing forms</i> : упр. 5**		Микровысказывания по заданной теме с использованием лексического и грамматического материала: упр. 3		
20	Culture Corner 2	<i>10 Downing Street</i> (о резиденции премьер-министра Великобритании)	WL 7 правительство, премьер-министр, официальная резиденция: упр. 1, 3	Прогнозирование содержания текста по заголовку и иллюстрации; поисковое и	Аудиосопровождение текста: упр. 2, 5	Высказывания на основе прочитанного: упр. 5	Заметка об известном здании в России (по плану): упр. 6		

21	Spotlight on Russia 2	<i>Old Neighbours</i> (о старых северных русских деревнях) Sp on R с. 4		Изучающее чтение – статья-описание о старых северных русских деревнях	Изучающее чтение: упр. 1–4	Обсуждение текста с переносом на личный опыт	***Сочинение о жизни своих бабушек и дедушек в прошлом	
22	Going Green 2	WL 6–7 фауна: виды и классы; исчезающие виды животных: упр. 1, 2		Прогнозирование содержания текста, поисковое и изучающее чтение – статья экологического содержания: упр. 3, 4**, 5; <i>Study Skills:</i> составление краткого пересказа текста: упр. 6	Аудиосопровождение текста: упр. 3	Краткий пересказ текста с использованием выписок по плану: упр. 6	Выписки из текста для краткого пересказа: упр. 6; письменное высказывание с элементами рассуждения по данной проблеме: упр. 8	
23	Progress Check	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*****								
МОДУЛЬ 3. SEE IT TO BELIEVE IT (Очевидное–невероятное)								
26	3a	<i>Reading & Vocabulary</i> с. 42–43	WL 7 загадочные существа, чудовища упр. 1b, 5, 6	Прогнозирование содержания текста: упр. 1a; поисковое и изучающее чтение – статья о загадочных существах: упр. 2, 3, 4	Аудиосопровождение текста: упр. 1b	Микровысказывания (описание чудовищ): упр. 1b; высказывания на основе прочитанного: упр. 7	Письменное высказывание с элементами повествования, описания (на основе прочитанного): упр. 8	

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
27	3b	<i>Listening & Speaking</i> с. 44–45	WL 3 сны, кошмары: упр. 1, 2, 4а; речевое взаимодействие (размышления/рассуждения): упр. 3; взаимоконтроль использования новой лексики в предложениях: упр. 11		Прогнозирование содержания текста, поисковое и изучающее чтение – диалог о страшном сне: упр. 4b, 5, 6; чтение вслух: упр. 7	Аудиоспро-вождение текста и заданий: упр. 4; аудирование с пониманием основного содержания: упр. 9**	Комбинированный диалог по заданной ситуации: упр. 10	Короткая статья в журнал о жизни российских подростков: упр. 4	Интонация (выражение удивления и озабоченности): упр. 8; <i>Study Skills:</i> аудиозапись своей речи для совершенствования интонации
28	3c	<i>Grammar in Use</i> с. 46–47	WL 8 совпадения	<i>Past Tenses</i> (практика использования): упр. 1, 2, 3, 4, 5, 9**; <i>used to/would</i> : упр. 6, 7	Поисковое чтение – текст об удивительных совпадениях: упр. 1 изучающее чтение: упр. 9	Аудиоспро-вождение заданий: упр. 3; аудирование с выборочным пониманием основного содержания: упр. 7	Высказывания по заданной теме с использованием активного грамматического материала (<i>used to/would</i>): упр. 8	Электронное письмо зарубежному другу об удивительном происшествии в твоей жизни: упр. 10	
29	3d	<i>Vocabulary & Speaking</i> с. 48–49	WL 8 оптические иллюзии, сознание: упр. 1, 2, 3	<i>must/can't/may</i> при выражении предположений: упр. 4	Прогнозирование содержания текста, поисковое и изучающее чтение – статья об оптических иллюзиях: упр. 2а, b**; текст-описание картины: упр. 5	Аудирование с пониманием основного содержания: упр. 7	Монологические высказывания на основе прочитанного (описание картины): упр. 6; комбинированный диалог по заданной ситуации: упр. 8; <i>Study Skills:</i> описание картины		

30	3e	<i>Writing skills. Stories</i> с. 50–51	WL 8 рассказы: упр. 1, 7, 8		Прогнозирование содержания текста, изучающее чтение – рассказ: упр. 1 (о структуре рассказа), 2; ознакомительное, поисковое и изучающее чтение: упр. 3, 4, 5, 6	Аудирование с выборочным пониманием содержания: упр. 10	Обсуждение порядка написания рассказа (на основе прочитанного задания): упр. 9	Выписки из прослушанного текста для ответа на вопросы: упр. 10; рассказ и редактирование рассказа: упр. 9**, 11	
31	3f	<i>English in Use</i> с. 52	WL 8–9 словообразование: сложные прилагательные: упр. 1; <i>phrasal verbs (come)</i> : упр. 2; дифференциация лексических значений слов: <i>scene/sighting/sight, fantasy/imagination/illusion, witness/spectator/investigator, same/similar/alike</i> : упр. 4	Предлоги (<i>dependent prepositions</i>): упр. 3; временные формы глаголов (практика использования): упр. 5**	Поисковое чтение – текст с. 42–43; изучающее чтение – текст с использованием разных временных форм: упр. 5				
32	Culture Corner 3	<i>The Most Haunted Castle in Britain</i> (Самый знаменитый английский замок с привидениями) с. 53	WL 9 замки с привидениями		Прогнозирование содержания текста, поисковое и изучающее чтение: упр. 1, 2, 3	Аудиосопровождение текста: упр. 4	Высказывания на основе прочитанного (ролевая игра): упр. 4	Сочинение (<i>project</i>) об известном дворце/здании в России: упр. 5	

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
33	Spotlight on Russia 3	<i>Ghost Stories</i> (О домовых и русалках – русских призраках) Sp on R с. 5			Изучающее чтение – статья о домовых и русалках – русских призраках)		Обсуждение текста с переносом на личный опыт	***Письменное высказывание (на основе дополнительной информации) об истории примет и предрассудков	
34	Across the Curriculum 5	<i>Art & Design Painting Styles</i> (Стили в живописи) с. 54–55	WL 9 геометрические фигуры, стили в живописи, описание картины: упр. 1, 2, 9; идиомы с paint: упр. 7		Прогнозирование содержания текста, поисковое и изучающее чтение – статья о стилях в живописи: упр. 3, 4**, 5, 6; ознакомительное чтение – текст-описание картины: упр. 8; <i>Study Skills:</i> заполнение пропусков в тексте словами на основе правил словообразования	Аудиосопровождение текста: упр. 5	Монологическое высказывание – описание картины (по образцу и данным опорам): упр. 9; высказывание личного аргументированного отношения к прочитанному: упр. 11	Письменное высказывание – описание картины заданных стилей (по данным опорам): упр. 10	
35	Progress Check	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 56). Работа с вводной страницей модуля 4 (с. 57).							
36–37									

МОДУЛЬ 4. TECHNOLOGY (Современные технологии)

38	4a	<i>Reading & Vocabulary</i> с. 58–59	WL 9–10 современные технологии: упр. 5, 6, 7		Прогнозирование содержания текста: упр. 1, 2; изучающее чтение – статья о роботах и робототехнике: упр. 4**	Аудисопровождение текста: упр. 4, 5; аудирование с пониманием основного содержания: упр. 9**	Комбинированный диалог по заданной ситуации (на основе прочитанного): упр. 8	Письменное краткое изложение содержания текста: упр. 9;	
39	4b	<i>Listening & Speaking</i> с. 60–61	WL 10 компьютерные технологии, проблемы с PC: упр. 1, 2; речевое взаимодействие (предложение решений) проблемы/ответ): упр. 3, 7; взаимоконтроль использования новой лексики в предложениях: упр. 10		Прогнозирование содержания текста, поисковое и изучающее чтение – диалог об устранении неполадок с компьютером: упр. 4, 5a; чтение вслух: упр. 5b	Диалог об устранении неполадок с компьютером (по образцу): упр. 8		Интонация предложения: упр. 6	
40	4c	<i>Grammar in Use</i> с. 62–63	WL 10	Способы выражения значения будущего: упр. 1–6; придаточные времени (<i>Time clauses</i>): упр. 7, 8; придаточные цели (<i>Clauses of purpose/result</i>): упр. 9, 10	Изучающее чтение – текст-личное письмо об участии в конкурсе юных изобретателей: упр. 1b	Аудирование с выборочным пониманием содержания текста: упр. 4	Монологическое высказывание с использованием активного грамматического материала: упр. 4b, 6		

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
41	4d	<i>Vocabulary & Speaking</i> с. 64–65	WL 10–11 интернет: упр. 1, 5; идиомы по теме «Современные техно- логии»: упр. 4; взаимоконтроль использования новой лексики в предложе- ниях: упр. 9		Прогнозирова- ние содержа- ния текста, поисковое и изучающее чтение – поль- зовании Интернетом: упр. 2, 3а**, b	Аудиоспро- вождение заданий и текста: упр. 1, 3b; аудирование с пониманием основного содержания: упр. 7	Микродиалоги с тематической лексикой с переносом на личный опыт: упр. 6b; комбинирован- ный диалог по заданной ситу- ации (ролевая игра): упр. 8**		
42	4e	<i>Writing skills.</i> <i>Opinion essays</i> с. 66–67	WL 11 подростки и высокие технологии, структура <i>opinion essay</i> , связи (<i>linkers</i>): упр. 1, 2, 4, 5, 7		Поисковое и изучающее чтение – как писать <i>opinion</i> <i>essay</i> : упр. 1; текст-эссе: упр. 3		Обсуждение порядка напи- сания <i>opinion</i> <i>essay</i> : упр. 6	Письменное высказыва- ние с изло- жением раз- ных позиций (<i>opinion</i> <i>essay</i>): упр. 2, 5, 6, 8; <i>Study Skills</i> : структура абзацев	
43	4f	<i>English in Use</i> с. 68	WL 11 словообразование: существительные от глаголов (<i>-ment, -ing, -</i> <i>tion, -sion, -ery, -</i> <i>ation</i>): упр. 1; <i>phrasal</i> <i>verbs (break)</i> : упр. 3; различение лекси- ческих значений слов: <i>invent/discover, research/</i> <i>experiment, electric/elec-</i> <i>tronic, engine/ machine,</i> <i>access/download, effect/</i> <i>affect, offer/suggest</i> : упр. 4	Предлоги (<i>dependent</i> <i>prepositions</i>): упр. 2; способы выраже- ния будущего времени (закреп- ление): упр. 5				Предложе- ния, осно- ванные на личном опыте уча- щихся с использова- нием актив- ного грам- матического материала: упр. 5	

44	Culture Corner 4	<i>The Gadget Show on five</i> (ТВ-программа о новинках в мире высоких технологий) с. 69	WL 11 упр. 3		Прогнозирование содержания текста по иллюстрациям; поисковое и изучающее чтение: упр. 1, 2, 3	Аудиосопровождение текста: упр. 1	Диалог-распрос на основе прочитанного (ролевая игра): упр. 4; монологическое высказывание на основе прочитанного, перенос на личный опыт (по плану): упр. 5; монологическое высказывание с элементами описания: упр. 7	Заметка (письменное высказывание) о любимой ТВ-программе: упр. 6	
45	Spotlight 4 on Russia 4	<i>Robot Technology</i> (Робототехника в России) Sp on R с. 6			Изучающее чтение – статья о робототехнике в России		Обсуждение текста с переносом на личный опыт	***Заметка о российской компании, производящей робототехнику	
46	Going Green 4	<i>E-waste... why so much junk?</i> (Электронный мусор и экология) с. 70–71	WL 14-15 электронный мусор и экология: упр. 5		Прогнозирование содержания текста, изучающее чтение – статья об электронном мусоре и экологии: упр. 2, 3, 4**	Аудиосопровождение текста: упр. 5	Сообщение о личном опыте на основе текста-диаграммы: упр. 1; высказывания, сообщение (по самостоятельно составленным тезисам) на основе прочитанного: упр. 5с, 6**; выражение личного аргументированного отношения к прочитанному: упр. 7		

№ урока	№ урока Progress Check	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
47		Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 72). Работа с вводной страницей модуля 5 (с. 73).							
48–49									
Тест 4 / Книга для чтения *****									
МОДУЛЬ 5. ART & LITERATURE (Литература и искусство)									
50	5a	<i>Reading & Vocabulary</i> с. 74–75	WL 12–13 виды искусства, профессии в искусстве, материалы; прилагательные-антонимы, глаголы: упр. 4, 5, 6, 7	Временные формы глаголов (практика использования): упр. 7	Прогнозирование содержания текста по заголовкам и иллюстрациям: упр. 1; ознакомительное, поисковое и изучающее чтение – статья об искусстве: упр. 2, 3	Аудиосопровождение текста: упр. 2	Высказывания на основе прочитанного; ролевая игра: интервью художника (на основе текста): упр. 8; обсуждение прочитанного с аргументацией своего мнения: упр. 9	Письменное высказывание с элементами рассуждения: упр. 10	
51	5b	<i>Listening & Speaking</i> с. 76–77	WL 13 стили музыки, вкусы и предпочтения: упр. 1; распознавание лексических значений слов по теме модуля: упр. 2; речевое взаимодействие (о вкусах и предпочтениях): упр. 3; планирование совместных действий: упр. 6; (само)контроль использования новой лексики в предложениях: упр. 10		Прогнозирование содержания текста, ознакомительное, поисковое чтение – диалог о музыкальных вкусах: упр. 4b, 5	Аудиосопровождение текста и заданий: упр. 4, 5; аудирование с пониманием основного содержания содержащаяся: упр. 8**	Комбинированный диалог на основе прочитанного (ролевая игра): упр. 7; мини-диалог – обмен мнениями: упр. 1 мини-диалог – распрос: упр. 3	Отработка ритмико-интонационных навыков: упр. 4a; логическое ударение (<i>Emphatic stress</i>): упр. 9; <i>Study Skills</i> : логическое ударение	

52	5с	<i>Grammar in Use</i> с. 78–79	WL 13 классическая музыка, прилагательные по теме: упр. 1, 3	Степени сравнительных прилагательных и наречий: упр. 2–5; наречия меры и степени: упр. 7; <i>Study Skills</i> : сопоставление с родным языком при освоении грамматических структур <i>(Would)prefer/Would rather/sooner</i> : упр. 6, 7	Исходящее чтение – тест-викторина о классической музыке: упр. 1	Аудиоспро-вождение текста: упр. 3; аудирование с пониманием основного содержания: упр. 9а	Высказывания на основе прочитанного с переносом на личный опыт: упр. 4b; монолог-описание любимых фильмов: упр. 9b, 11	Викторина о современных певцах и исполнителях: упр. 8	
53	5d	<i>Vocabulary & Speaking</i> с. 80–81	WL 13–14 кино, фильмы: упр. 1, 3, 5; идиомы по теме «Развлечения»: упр. 10		Прогнозирование содержания текста по иллюстрациям, поисковое и изучающее чтение – статья об индийском кино: упр. 2, 3, 4а	Высказывания на основе прочитанного с переносом на личный опыт: упр. 4b; монолог-описание любимых фильмов: упр. 9b, 11	Краткий письменный пересказ текста: упр. 5; описание фильма: упр. 11		
54	5е	<i>Writing skills. Emails reviewing books, films, etc.</i> с. 82–83	WL 14 отзыв на книгу/фильм, прилагательные для описания сюжета, героев, общей характеристики (частей) книги/фильма: упр. 1, 4, 5а; выражение мнения, рекомендации: упр. 6		Ознакомительное, поисковое и изучающее чтение – статья о написании отзыва на книгу/фильм/спектакль; электронное письмо – отзыв о прочитанной книге: упр. 1, 2, 3	Диалог-обмен мнениями о прочитанной книге: упр. 5b; обсуждение структуры и порядка написания электронного письма – отзыв о прочитанной книге: упр. 7а	Электронное письмо – отзыв о прочитанной книге: упр. 2, 7b**, с		
55	5f	<i>English in Use</i> с. 84	WL 14 словообразование: глаголы с приставками: <i>re-, mis-, under-, over-, dis-</i> : упр. 1; <i>phrasal verbs (run)</i> : упр. 3; распознавание	Предлоги (<i>dependent prepositions</i>): упр. 2; формы глаголов (практика использования): упр. 5**	Исходящее чтение – текст о посещении концерта с использованием разных временных форм глаголов: упр. 5				

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
56		<i>William Shakespeare</i> (Уильям Шекспир) с. 85	лексических значений слов: <i>set/situated, play/star, presentation/performance, exhibit/exhibition:</i> упр. 4 WL 14 драматургия Шекспира: упр. 3		Прогнозирование содержания текста; поисковое и изучающее чтение: упр. 1, 2**, 3	Аудиоспро- вождение текста: упр. 1b		Письменное высказывание на основе прочитанного: упр. 4; сочинение (<i>project</i>) об известном русском писателе (по плану): упр. 5	
57		<i>Great Works of Art: the Tretyakov Gallery</i> (Великие произведения искусства: Третьяковская галерея) Sp on R с. 7			Изучающее чтение – статья о Третьяковской галерее		Обсуждение текста с переносом на личный опыт	***Сочинение (<i>project</i>) об одном из художественных музеев России	
58		<i>Literature The Merchant of Venice</i> (У. Шекспир «Венецианский купец») с. 86–87	WL 14–15 упр. 1, 2		Прогнозирование содержания текста, ознакомительное, поисковое и изучающее чтение текста о сюжете пьесы, отрывка из пьесы.	Аудиоспро- вождение текста: упр. 5; аудирование с пониманием основного содержания: упр. 7	Обсуждение прочитанного: упр. 6; коллективное составление части сюжета (окончание): упр. 7; выражение личного аргумента	Краткий письменный пересказ текста (письмо): упр. 8; сочинение (<i>project</i>) о жизни и творчестве У. Шекспира:	

				У. Шекспира: упр. 1, 2, 3, 4; развитие умений чтения вслух по ролям: упр. 5	ментированно- го отношения к прочитанно- му: упр. 9	упр. 10		
59	Progress Check	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****							
МОДУЛЬ 6. TOWN & COMMUNITY (Город и горожане)								
62	6a	<i>Reading & Vocabulary</i> с. 90–91	WL 15 люди в городе, животные, помощь животным: упр. 1a, 4, 5, 6	Временные формы глаголов (практика исполь- зования): упр. 6	Прогнозирова- ние содержа- ния текста: упр. 2; ознакомитель- ное и изучаю- щее чтение – статья о помо- щи бездом- ным живот- ным: упр. 2, 3**; <i>Study Skills:</i> подбор заго- ловков к абзацам/ частям текста	Аудиоспро- вождение текста: упр. 2	Высказывания с новой лек- сикой о лич- ном опыте: упр. 1b; аргументиро- ванное выска- зывание, выражающее личное отно- шение к пред- мету речи, гражданскую позицию: упр. 7	Электронное письмо другу о волонтер- ской работе: упр. 8**
63	6b	<i>Listening & Speaking</i> с. 92–93	WL 15–16 карта города, дорож- ное движение, дорожные знаки: упр. 1, 2; речевое взаимодей- ствие (Как пройти?): упр. 3, 7	Поисквое и изучающее чтение, чтение вслух по ролям – диа- лог по ситуа- ции «Как пройти?»: упр. 4, 5	Аудиоспро- вождение текста и зада- ний: упр. 4, 5; аудирова- ние с понима- нием основно- го содержания текста: упр. 6**	Комбиниро- ванный диалог по ситуации «Как пройти?» (ролевая игра): упр. 9	Отработка интона- ционных навыков (вопросы): упр. 8	

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
64	6с	<i>Grammar in Use</i> с. 94–95	WL 16 памятники архитектуры в опасности: упр. 3	Страдательный залог (<i>The Passive</i>): упр. 1–4; каузативная форма (<i>The Causative</i>): упр. 5, 6, 7; местоимения с	Изучающее чтение – тест-викторина о памятниках архитектуры: упр. 3; уличные знаки: упр. 4			Тест-викторина о памятниках архитектуры, находящихся в опасности: упр. 9	
65	6d	<i>Vocabulary & Speaking</i> с. 96–97	WL 16–17 услуги населению: упр. 1а, 3; профессии, прилагательные для описания профессий: упр. 2; идиомы с <i>-self</i> : упр. 8	Возвратные местоимения (<i>Reflexive pronouns</i>): упр. 7	Изучающее чтение – микродиалоги по теме «В городе»: упр. 3	Аудиосопровождение заданий: упр. 3; аудирование с пониманием основного содержания, сдержания, с выборочным извлечением заданной информации: упр. 5	Высказывания с новой лексикой на основе личного опыта: упр. 1 б; комбинированный диалог по ситуациям «В роде» (ролевая игра): упр. 4; диалог-расспрос (ролевая игра): упр. 6; <i>Study Skills</i> : ролевая игра		
66	6е	<i>Writing skills. An email describing a visit to a place</i> с. 98–99	WL 17 прилагательные с эмоционально-оценочным значением: упр. 4, 5		Ознакомительное, поисковое и изучающее чтение – текст о структуре электронного письма другу о впечатлениях от поездки; электронное письмо другу о впечатлениях от поездки; упр. 1, 2, 3			Электронное письмо другу о впечатлениях от поездки: упр. 6**; проверка письменного текста: упр. 7	

67	6f	English in Use с. 100	WL 17 <i>phrasal verbs (check)</i> : упр. 1; словообразо- вание: существитель- ные с абстрактным значением (-hood, -ity, age): упр. 4; дифференциация лек- сических значений слов: <i>community/soci- ety, pedestrian/walker, sign/signal, stop/station</i> : упр. 3	Предлоги (<i>dependent prepositions</i>): упр. 2; страдательный залог (практика использования): упр. 5	Изучающее чтение – текст о поездке: упр. 1	Аудиоспро- вождение текста: упр. 3	Презентация – описание памятника	Письменное высказыва- ние о памятнике архитектуры в России: упр. 5	
68		<i>Welcome to Sydney, Australia</i> (Добро пожа- ловать в Сидней, Австралия) с. 101	WL 17 описание города, отработка словообра- зования различных частей речи: упр. 2**, 4		Прогнозиро- вание содер- жания текста, ознакомитель- ное и изучаю- щее чтение: упр. 1, 2, 3	Аудиоспро- вождение текста: упр. 3	Аргументиро- ванные высказывания на основе прочитанного: упр. 3b, 5	Буклет об одном из российских городов (работа в группе): упр. 6	
69	Spotlight on Russia 6	<i>Beautiful buildings: the Moscow Kremlin</i> (Московский Кремль) Sp on R с. 8			Изучающее чтение – статья о мос- ковском Кремле		Обсуждение текста с пере- носом на личный опыт	Сочинение об истории московского Кремля***	
70	Going Green 6	<i>Green Transport</i> (Экологически безопасные виды транс- порта) с. 102–103	WL 17–18 транспорт и эколо- гия: упр. 1, 2, 3		Ознакоми- тельное, поисковое и изучающее чтение – ста- тья об эколо- гически без- опасных ви- дах транспорта: упр. 4**, 5, 6	Аудиоспро- вождение текста: упр. 6	Аргументиро- ванные высказывания на основе прочи- танного: упр. 6; поли- лог (ролевая игра): разра- ботка проекта закона об уменьшении количества транспорта в родном горо-		

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
71	Progress Check	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 104). Работа с вводной страницей модуля 7 (с. 105).					де: упр. 7; выражение личного аргументированного отношения к прочитанному: упр. 8		
72-73		Тест 6 / Книга для чтения *****							
МОДУЛЬ 7. STAYING SAFE (Вопросы личной безопасности)									
74	7a	<i>Reading & Vocabulary</i> с. 106–107	WL 18 эмоциональные состояния, страхи и фобии: упр. 1, 4, 5, 6; идиомы для описания эмоциональных состояний: упр. 7, 8		Прогнозирование содержания текста, поисковое и изучающее чтение – статья о страхах и фобиях: упр. 2, 3**, 5, 6		Краткий пересказ текста с использованием выписок по плану: упр. 9	Выписки из текста для краткого пересказа: упр. 9. Письменное краткое изложение содержания текста: упр.10	
75	7b	<i>Listening & Speaking</i> с. 108–109	WL 18 службы экстренной помощи: упр. 1, 2; речевое взаимодействие (разговор по телефону, просьбы): упр. 3, 8, 5, 6; (само)контроль использования новой лексики в предложениях: упр. 10		Ознакомительное и поисковое чтение – текст-постер о службе экстренной помощи: упр. 1a; ознакомительное чтение: упр. 2a; прогнозирование содержания текста; поисковое и изучающее	Аудирование с выбором пониманием заданной информации: упр. 2b**, аудiosoпровождение текста: упр. 4	Высказывания на основе прочитанного с переносом на личный опыт (о службах экстренной помощи в России): упр. 1b; ролевая игра-диалог по телефону (обращение в		Логическое удаление в различении смысла предложений: упр. 7

76	7с	<i>Grammar in Use</i> с. 110–111	WL 18–19	Придаточные предложения условия (<i>Conditionals</i>) (<i>Types 1, 2, 3</i>): упр. 1, 2, 3, 4, 5, 6; <i>Wishes</i> : упр. 9, 10	Изучающее чтение – опорные мини-тексты: упр. 1а	щее чтение – диалог-обращение в службу помощи: упр. 4, 5, 6		Диалог (расспрос с использованием <i>Conditionals</i>): упр. 7	Предложения (на основе личного опыта) с использованием грамматического материала: упр. 8, 11, 12	службы экстренной помощи; в пожарную службу): упр. 3, 9	
77	7d	<i>Vocabulary & Speaking</i> с. 112–113	WL 19 привычки, питание и здоровье: упр. 3, 4, 5	Модальные глаголы (<i>Modals present forms</i>): упр. 6, 7	Изучающее чтение – статья-тест о здоровых привычках: упр. 1			Комбинированный диалог на основе прочитанного: упр. 2; микро-диалоги с использованием активного грамматического материала (<i>modals</i>): упр. 7; комбинированный диалог по заданной ситуации (запись на курсы первой медицинской помощи): упр. 8**			

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
78	7e	<i>Writing skills. For-and-against essays</i> с. 114–115	WL 19 польза и вред компьютерных игр: упр. 3; <i>Linkers</i> (средства логической связи в тексте): упр. 5b, 6; средства выражения мнения: упр. 7		Изучающее чтение – статья о структуре сочинения-рассуждения (<i>for-and-against essay</i>): упр. 1; прогнозирование содержания текста, поисковое и изучающее чтение – сочинение-рассуждение о пользе и вреде компьютерных игр: упр. 2, 3, 4, 5	Аудирование с пониманием основного содержания и выборочным пониманием заданной информации: упр. 9	Обсуждение структуры и порядка написания сочинения-рассуждения: упр. 8	Сочинение-рассуждение «Жесткие виды спорта: за и против» (по плану): упр. 10	
79	7f	<i>English in Use</i> с. 116	WL 19 <i>phrasal verbs (keep)</i> : упр. 1; словообразование: глаголы от существительных/прилагательных (<i>en-, -en</i>): упр. 2; дифференциация лексических значений слов: <i>poor/weak/low, harm/damage/ruin, customs/habits/manne rs, lead/pass/ spend</i> : упр. 4	Предлоги (<i>dependent prepositions</i>): упр. 3; временные формы глаголов (практика использования): упр. 5**	Изучающее чтение – мини-тексты с активной лексикой: упр. 2; изучающее чтение – текст о преодолении страха (с использованием разных временных форм глаголов): упр. 5				

80	Culture Corner 7	<i>Beware! The USA's Dangerous Wild Animals</i> (Осторожно! Опасные животные США) с. 117	WL 20 опасные животные, глаголы по теме: упр. 2, 4		Прогнозирование содержания текста, поисковое и изучающее чтение – статья об опасных животных, обитающих в США: упр. 1, 2	Аудиоспровождение текста: упр. 1	Высказывания на основе прочитанного с опорой на выписки из текста (описание животного): упр. 3	Выписки из текста для описания животных: упр. 3; письменное высказывание об одном из диких животных, обитающих в России: упр. 5	
81	Spotlight on Russia 7	<i>Problem Solving: the Telephone of Trust</i> (Решение проблем: телефон доверия) Sp on R с. 9	WL 20 личная безопасность и самооборона: упр. 1, 5		Изучающее чтение – статья о телефоне доверия как психологической помощи подросткам в России	Обсуждение текста с переносом на личный опыт			
82	Across the Curriculum 7	<i>PSHE Protect Yourself</i> (Защити себя сам – основы безопасности и самообороны) с. 118–119			Прогнозирование содержания текста, ознакомительное и изучающее чтение – статья о самозащите: упр. 1, 3а, b**, 4, 5, 6	Аудиоспровождение текста: упр. 6	Сообщение (ролевая игра) на основе прочитанного: упр. 6; выражение личного аргументированного отношения к прочитанному: упр. 7	Выписки из текста «Что нужно и нельзя для самозащиты»: упр. 6	
83	Progress Check	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 120). Работа с вводной страницей модуля 8 (с. 121).							
84–85									

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
МОДУЛЬ 8. CHALLENGES (Трудности)									
86	8a	<i>Reading & Vocabulary</i> с. 122–123	WL 20-21 сила духа, самопреодоление: упр. 3, 4; антонимы (прилагательные, наречия): упр. 5; части тела, повреждения: упр. 6, 7		Прогнозирование содержания текста; ознакомительное, поисковое и изучающее чтение – статья о силе духа и самопреодолении: упр. 1, 2**, 3, 4	Аудиосопровождение текста: упр. 1	Диалог-распрос с использованием активной лексики: упр. 7b; интервью (ролевая игра) на основе прочитанного: упр. 8	Письменное высказывание на основе прочитанного с переносом на личный опыт: упр. 9	
87	8b	<i>Listening & Speaking</i> с. 124–125	WL 21 риски: упр. 1, 6; речевое взаимодействие/ согласие (одобрение): упр. 2; (само)контроль использования новой лексики в предложениях: упр. 10		Прогнозирование содержания текста; ознакомительное, поисковое и изучающее чтение – диалог о занятиях экстремальным спортом: упр. 3, 4	Аудиосопровождение текста: упр. 3; аудирование с пониманием основного содержания: упр. 9**	Диалог-распрос по заданной ситуации (по образцу): упр. 5, 8		Логическое утверждение: упр. 7, 8
88	8c	<i>Grammar in Use</i> с. 126–127	WL 21	Косвенная речь (<i>Reported speech</i>): упр. 1–7; местоимения с <i>some/any/every/ no</i> : упр. 8	Поисковое и изучающее чтение – шутка: упр. 1			Электронное письмо другу о происшествии с другом (с использованием косвенной речи): упр. 9	
89	8d	<i>Vocabulary & Speaking</i> с. 128–129	WL 21–22 правила выживания; туризм:	Разделительные вопросы (окончание)	Прогнозирование содержания текста,	Аудиосопровождение текста: упр. 3	Сообщение на основе прочитанного с	Выписки из текста для сообщения	

		упр. 2, 6, 7; идиомы с лексикой по теме «Животные»; упр. 10	(<i>Question tags</i>): упр. 8	поисковое и изучающее чтение – статья о пра- вилах выжи- вания в дикой приро- де: упр. 1, 2**, 3		опорой на выписки из текста: упр. 4**; <i>Study Skills</i> : презентация устного сообщения	(по плану): упр. 4; письменное высказыва- ние на осно- ве прочитан- ного с пере- носом на личный опыт: упр. 5
90	8e	<i>Writing skills.</i> <i>Letters of application</i> с. 130–131		Ознакомитель- ное, поиско- вое и изучаю- щее чтение – текст-объявле- ние о наборе волонтеров: упр. 1, 3; инструкция по написанию письма-заяв- ления о приё- ме (на рабо- ту): упр. 3, 5; письмо-заяв- ление о прие- ме (на рабо- ту): упр. 4		Обсуждение структуры и порядка написания письма- заявления о приёме (на работу): упр. 6**	Заполнение анкеты для приёма на работу/в группу волонтеров: упр. 2; письмо- заявление о приёме (на работу): упр. 7**
91	8f	<i>English in Use</i> с. 132	Предлоги (<i>dependent prepositions</i>): упр. 4; косвенная речь (практика): упр. 5	Ознакомитель- ное и изучаю- щее чтение – статья о само- защите: упр. 1, 3а, b**, 4, 5	Изучающее чтение – текст о необычном дельфине/ черепахах: упр. 1/2; диалог о парашютном прыжке: упр. 5	Изложение содержания текста-диа- лога в кос- венной речи: упр. 5	

№ урока	№ урока по УМК	Тема урока	Лексика	Грамматика	Чтение	Аудирование	Устная речь	Письмо	Фонетика/ Правила чтения
92	Culture Corner 8	<i>Helel Keller</i> (Хелен Келлер) с. 133	WL 22 биография, органы чувств: упр. 1, 5		Прогнозирование содержания текста; поисковое и изучающее чтение: упр. 2, 3, 4, 5	Аудиоспро- вождение текста: упр. 2	Высказывание на основе личных рас- суждений: упр. 1	Письменное краткое изло- жение содер- жания текста: упр. 6; сочинение (<i>project</i>) о жизни известного человека (ге- роя, куми- ра): упр. 7	
93	Spotlight on Russia 8	<i>Inspiring People: Irina Slutskaya</i> (Вдохновляю- щая людей: Ирина Слущкая) Sp on R с. 10			Изучающее чтение – статья об Ирине Слущкой		Обсуждение текста с пере- носом на личный опыт (герои спор- та)	***Текст для журнала: о своём герое и его побе- дах над собой	
94	Going Green 8	<i>The Challenge of Antarctica</i> (Вызов Антарктиды) с. 134–135	WL 22–23 экология: упр. 2, 3, 4		Ознакоми- тельное, поисковое и изучающее чтение – статья об Антарктиде: упр. 1, 2, 3, 4	Аудиоспро- вождение текста: упр. 3	Комбиниро- ванный диа- лог на основе прочитанного с переносом на личный опыт: упр. 6; обсуждение проблем тек- ста (энергосбе- режение): упр. 7; выражение личного аргу-	Письменное высказыва- ние на ос- нове прочи- танного: упр. 5; сообщение об Антарк- тиде (рабо- та в груп- пе): упр. 9	

							ментирован- ного отноше- ния к прочи- танному; упр. 8		
95	Progress Check	Самоконтроль, самокоррекция, рефлексия по материалу и освоению речевых умений – подготовка к тесту (с. 136). Повторение.							
96– 97	Тест 8 / Книга для чтения*****								
98	Итоговый тест (Exit Test)								
99– 102	РЕЗЕРВНЫЕ УРОКИ								

Поурочное планирование

Модуль

1

Celebrations

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по теме «Праздники», в том числе с помощью синонимов/антонимов;
- научиться слушать, читать тексты, вести разговор о национальных и семейных праздниках в разных странах мира, культурных событиях, о приметах и суевериях;
- в рамках речевого этикета освоить способы выражения озабоченности и беспокойства, утешения/ободрения;
- научиться писать связный текст-описание праздника в России, текст о культурном событии в родной стране, празднике День Победы;
- освоить (на основе обобщения изученного ранее) распознавание и употребление в речи Present Tenses;
- освоить образование действительных и страдательных причастий (-ing, -ed);
- освоить значение и употребление фразовых глаголов (turn), идиом по теме;
- освоить правильную интонацию в восклицательных предложениях;

● развивающие:

- развивать умения во всех видах речевой деятельности;
- развивать учебно-познавательную компетенцию через развитие способов учебной деятельности (выделение ключевых слов в вопросах как стратегия при работе с пониманием текста, подбор заголовков к частям текста);
- развивать социокультурную компетенцию через освоение традиций национальных и семейных праздников, суеверий и предрасудков в разных странах мира и России;
- развивать навыки работы с информацией (поиск, выделение нужной информации, обобщение);

● воспитательные:

- формировать нравственные ценности и ориентиры;
- 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 учащихся к выводу о важности самостоятельного пользования языком в любых формах (устное общение, чтение, просмотр фильмов и ТВ, использование Интернета, личная переписка и др.) для его успешного освоения.

Рекомендуется напомнить учащимся об особенностях структуры учебника, вспомнить рубрики каждого модуля и принятые формулировки заданий (некоторые изменения в структуре модуля произошли в учебнике 8 класса, в 9 классе структура модуля без изменений). Необходимо обратить внимание 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

Celebrations – обсуждение значения заголовка, возможных русских эквивалентов: праздники, празднования. Попросите учащихся высказаться о том, что они хотели бы узнать, чему хотели бы научиться, работая над материалом этого модуля.

Предполагаемый ответ:

The title refers to joyful events where people gather to have fun and celebrate a special occasion. I expect to learn how different people around the world celebrate.

Look at Module 1

Используйте рисунки 1–4 в качестве стимула для обсуждения и развития интереса к теме. Начните обсуждение возможных проблем дан-

ного модуля рядом своих вопросов. Постарайтесь связать последующие вопросы с ответами детей.

Предполагаемый ответ:

рис. 1 (с. 11)

T: What page is the picture on?

S1: It's on page 11.

T: What can you see in picture 1?

S2: I can see a huge Maslenitsa doll and some people on a stage.

T: How do you think the picture is related to the title of the module?

S3: I think it shows a carnival/festival and people celebrating.

T: What celebrations do you like? Why?

S4: I like parties. I have a good time with my friends. We laugh and dance.

рис. 2 (с. 21)

What is this picture of? Why do you think the boy is dressed like this? Where are these people from? What are some traditional celebrations in your country?

рис. 3 (с. 13)

What does the picture show? What do you think she is celebrating? Do you have a carnival in your country? What do we do at carnivals?

рис. 4 (с. 16)

What can you see in the picture? How do you think the people are feeling? How do you celebrate your birthday? What else can you see in the pictures on page 16?

Find the page number(s) for

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

Предполагаемые ответы:

a dictionary entry (с. 12)

What is a dictionary entry? (an explanation of a word in a dictionary) When do we use a dictionary? What does this dictionary entry say? What information does it give you?

a quotation (с. 23)

What is a quotation? (a popular phrase, expression that is repeated by other people) What does this quotation say? What does it mean? Can you think of any other quotations?

a plan for an article (с. 19)

What is a plan? (a way of achieving something that you have worked out before starting to do it) What is this plan for? What information does it have in it? How do you think it will help in writing an article?

a poem (с. 22)

What is a poem? (a piece of writing which has short lines and words that rhyme which express ideas and thoughts) Why do we write poems? What do you think this poem is about? Do you know any other poems?

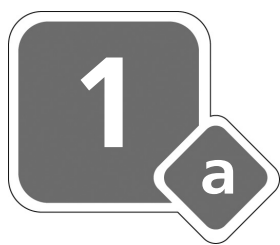
Пролистайте вместе с классом уроки модуля, поясняя, что к концу модуля они научатся выполнять обозначенные виды заданий. Объясните, что каждый урок модуля сосредоточен на определённом виде знаний и речевой деятельности (*Reading and Vocabulary, Listening and Speaking, Grammar in Use, Culture Corner* и т. д.). Учащиеся также просматривают иллюстрации и заголовки рубрик и текстов. Обсудите разные аспекты темы *Celebrations* (с. 10–11 *world's most unusual festivals*, с. 12 *luck and superstitions*, с. 16 *special occasions* и т. д.).

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

При фронтальной работе учащиеся 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 ученикам 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.

Урок 2



Reading & Vocabulary

• Упр. 1, с. 10

Задача: повторение слов по теме «Праздники, традиции».

Ключи:

a scarecrow – picture C; people dressed up as pirates – picture B; a tomato fight – picture A; a Russian character – picture D

• Упр. 2, с. 10

Задача: развитие умений прогнозирования содержания текста.

Предполагаемый ответ:

The text is about four unusual festivals from around the world.

• Упр. 3, с. 10

Задачи: развитие стратегий работы с текстом; развитие умений поискового чтения.

До начала выполнения задания проработайте коллективно рубрику *Study Skills*, посвящённую выделению ключевых слов в вопросах и соотнесению их с текстом как приёму при работе с пониманием текста. Далее учащиеся выполняют задание индивидуально. Заслушайте ряд ответов, обсудите всем классом.

Ключи:

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

• Упр. 4, с. 10

Задачи: развитие умений изучающего чтения; расширение объема продуктивного словарного запаса за счёт освоения синонимов/антонимов.

а) Убедитесь в понимании учащимися всех слов, данных в задании. Предложите учащимся дать определение синонимов (*words that mean the same notion*), а затем, просматривая текст, найти их. Проверьте ответы. Дайте время записать новые слова в тетради/словари.

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

Ключи:

Text A extra – spare, dirty – messy; **Text B** fake – mock, opportunity – chance, feel – experience; **Text C** main – central, collects – raises, prize – award, clever – bright; **Text D** represent – symbolize

б) Учащиеся дают определение антонимов (*words that have a reverse/contrary meaning*), затем подбирают антонимы к подчёркнутым в тексте словам. Организуйте проверку ответов сначала в парах, потом коллективно.

Ключи:

huge – small; typical – unique; bright – dull; beginning – ending

• Упр. 5, с. 11

Задача: развитие умений передавать содержание (фрагменты) прочитанного.

Учащиеся работают в парах, рассказывая друг другу о фактах, которые им запомнились. Учитель следит за работой в парах, помогает при затруднениях.

Предполагаемый ответ:

I remember that in the SPLATfest no one knows how or why the festival got started. It is a huge food fight and party.

In the Pirates of the Caribbean festival, there is a mock kidnap and people dress up in fancy dress costumes.

In the March of the Scarecrows festival, I remember that the festival raises money for local charities. One year the winner was a medieval knight scarecrow.

In the Maslenitsa carnival, I remember that it celebrates the end of winter and the beginning of spring. People eat pancakes that symbolise the sun.

• Упр. 6, с. 11

Задача: расширение словарного запаса по теме «Праздники» за счёт освоения устойчивых словосочетаний.

Убедитесь в понимании учащимися всех слов, предлагаемых в задании. Затем ученики работают индивидуально, проверяя свои ответы по тексту упр. 2, далее самостоятельно составляют и записывают предложения с любыми четырьмя словосочетаниями из текста. Заслушайте ответы, проверьте понимание.

Ключи:

1 make; 2 change; 3 strong; 4 street; 5 cooking; 6 experience; 7 fireworks; 8 raise; 9 enter; 10 bright; 11 transforms; 12 takes

Предполагаемый ответ:

1 Please **make sure** the doors are locked before you leave. 2 She brought a **change of clothes** with her in case she got wet at the summer fes-

tival. 3 It's a **strong tradition** for Russian people to celebrate Maslenitsa in colourful costumes. 4 Many festivals have **colourful street parades** to watch. 5 Charlotte was sure that she would win the **cooking contest** with her delicious dish. 6 People dress up for the festival as a way to **experience life** in medieval times.

• Упр. 7, с. 11

Задачи: расширение навыков распознавания (различения значений) и употребления лексики по теме «Праздники».

Ключи:

1 annual; 2 takes place; 3 attracts; 4 parade; 5 let off; 6 experience

• Упр. 8, с. 11

Задача: развитие умений диалогической речи – диалог-расспрос на основе прочитанного (ролевая игра).

Прочитайте вместе с учащимися задание и образец, проверьте понимание. Предложите использовать в ролевой игре освоенные слова и выражения из текста. Далее учащиеся работают в парах (интервью – по заданию), меняются ролями, учитель следит за работой, помогает при затруднениях.

Предполагаемый ответ:

A: So, are you enjoying the festival?

B: Oh yes, I'm having a great time.

A: So tell me, how long does the festival last?

B: It lasts for a week up until the end of August.

A: And how did the festival first begin?

B: No one really knows, but it's been a tradition since around 1945.

A: Oh, that's interesting. So, what are some of the events that go on during the week?

B: Well, there's a fireworks display, a paella cooking contest, lots of singing and dancing and a huge food fight 'La Tomatina'.

A: It sounds like fun. How many people actually take part in the food fight?

B: There are around 30,000 people who throw about 100,000 kg of tomatoes at each other. Etc.

• Упр. 9, с. 11

Задача: развитие умений продуктивного письма: короткий текст-описание одного из национальных праздников России (по плану).

После коллективного прочтения и анализа задания учащиеся выполняют задание самостоятельно. Как вариант упражнение может быть задано на дом – при этом в классе следует прокомментировать задание и, возможно, заслушать устные варианты предполагаемых связанных высказываний. При проверке предло-

жите нескольким учащимся зачитать свои описания праздников, не называя их, остальные стараются догадаться, о каком празднике идёт речь.

Предполагаемый ответ:

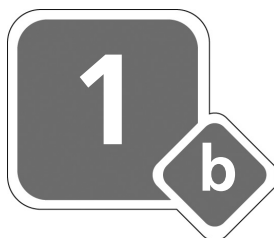
*The International Snow, Ice and Fire Festival
This festival takes place in Perm, Russia, every year. It is held in February and it lasts for a week. There are sculpting contests in ice and snow and people come from all over the world to take part. There is also a varied programme of entertainment for the spectators.*

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 восстановили осваиваемый способ деятельности (на данном уроке – как описывать праздник). На данном уроке рефлексия организуется частично при выполнении упр. 9.

Домашнее задание: SB, слова и выражения, с. 10–11; WB, с. 4.

Урок 3



Listening & Speaking

• Упр. 1, с. 12

Задачи: развитие умений ознакомительного чтения (определение темы); знакомство с лексикой по теме «Приметы и предрассудки».

Прочитайте подписи под картинками. Прочитайте стихотворение вслух. Учащиеся соотносят его с одной из предложенных картинок.

Ключи:

The rhyme matches the picture of the shooting star.

• Упр. 2, с. 12

Задача: развитие навыков распознавания и употребления в речи лексических единиц по теме «Приметы и предрассудки».

Прочитайте вместе с учащимися словарную статью. Убедитесь в понимании. Учащиеся высказываются о том, как она соотносится со стихотворением и картинками упр. 1.

Предполагаемый ответ:

The dictionary entry is related to the rhyme and pictures because the pictures are examples of the

word 'superstition' and the rhyme describes a particular superstition.

• Упр. 3, с. 12

Задачи: развитие навыков распознавания и употребления в речи лексических единиц по теме «Приметы и предрассудки»; развитие умений монологической речи (связное высказывание с переносом на личный опыт); развитие социокультурной компетенции.

Самостоятельные ответы учащихся.

• Упр. 4, с. 12

а) Задача: развитие умений монологического высказывания (умение выражать и аргументировать своё отношение к прочитанному).

Предполагаемый ответ:

I agree most with statements A and C. I think it is better to be safe than sorry because it's better for someone to be careful rather than do something risky they may regret later on. I also agree that you make your own luck because our lives are usually what we make of them. If you work hard and have a positive attitude to life, then it is more likely that good things will happen to you.

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

Задание экзаменационного формата (ГИА, ЕГЭ). Восстановите с учащимися алгоритм выполнения такого типа заданий: учащиеся внимательно перечитывают утверждения упр. 4а, затем стараются выразить общую мысль каждого из высказываний (*gist*), после этого прослушивают аудиозапись и самостоятельно выполняют задание. При повторном прослушивании учащиеся проверяют свои ответы.

Ключи:

Speaker 1 – C; Speaker 2 – A; Speaker 3 – D; Speaker 4 – E; Speaker 5 – B

• Упр. 5, с. 12

Задачи: расширение лексических средств речевого взаимодействия (выражение озабоченности/обеспокоенности, утешения/ободрения); развитие умений диалогической речи – комбинированный диалог.

Прочитайте и отработайте с учащимися речевые клише в рамке и образец диалога по предложенной ситуации. В парах учащиеся разыгрывают диалоги, используя выражения из рамки. Предложите нескольким парам выступить перед классом.

Предполагаемый ответ:

2 A: What's the matter?

B: I'm taking the boat out tonight and I'm a bit anxious because there's going to be a full moon.

A: I'm sure that if you take care then there will be nothing to worry about.

3 A: Are you alright?

B: I'm really worried as I've broken a mirror. Perhaps I'll have seven years' bad luck!

A: Don't worry. Everything will be fine if you think rationally. It's only a superstition.

4 A: Is there anything troubling you?

B: Yes. I walked under a ladder and I'm worried that now something bad will happen to me.

A: There's nothing to worry about. You should pay less attention to old wives' tales.

• Упр. 6, с. 13

Задачи: развитие навыков распознавания лексических единиц (речевые клише для выражения озабоченности/обеспокоенности, утешения/ободрения); развитие умений прогнозирования содержания текста.

Ключи:

Sentence 1 expresses worry. Sentence 2 expresses concern. Sentence 3 reassures. Sentence 4 expresses worry.

The dialogue is about two friends talking about superstitions.

• Упр. 7, с. 13

а) Задача: развитие умений поискового чтения.

Вместе с классом прочитайте незаконченные предложения, расположенные под текстом диалога. Учащиеся самостоятельно читают текст и выполняют задание, дополняя предложения. Проверьте ответы.

Ключи:

1 she has killed a spider; 2 kill a spider; 3 in superstitions; 4 Mrs Smith, her English teacher; 5 a school (writing) competition

б) Задачи: развитие умений поискового чтения; развитие умений монологической речи – высказывание на основе прочитанного.

Учащиеся просматривают текст и находят все упомянутые там приметы. Предложите учащимся сказать, какие из этих примет считаются хорошими (приносят удачу/счастье), какие – плохими.

Ключи:

killing a spider – bad luck; keeping a lucky charm – good luck; walking under ladders – bad luck

с) Задачи: развитие умений выразительного чтения вслух по ролям; развитие умений определять главную мысль/тему.

Предполагаемый ответ:

Along Came A Spider; Don't Believe in Superstitions!

• Упр. 8, с. 13

Задачи: развитие произносительных и интонационных навыков; развитие лингвистической и компенсаторной компетенций.

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

Ключи:

1 *That's a load of rubbish!* 2 *What a coincidence!* 3 *That's not the point!* 4 *You lucky thing!* 5 *Lucky for us!*

Предложите учащимся перевести предложения на русский язык. Заслушайте разные предлагаемые варианты.

Предполагаемый ответ:

1. Это просто чепуха/ерунда! 2. Какое совпадение! Вот так совпадение! 3. Не в этом дело! 4. Тебе везёт!/Ты счастливчик! 5. Нам повезло! Обратите внимание учащихся на несовпадение структуры предложений, соответственно на невозможность переводить предложения с языка на язык «слово в слово».

• Упр. 9, с. 13

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

Ключи:

1 b 2 a 3 a

• Упр. 10, с. 13

Задача: развитие умений диалогической речи – комбинированный диалог на основе прочитанного с переносом на личный опыт.

Предполагаемый ответ:

A: *In my family it is bad luck to spill salt.*

B: *In my family, we never whistle in the house so that we don't lose all our money.*

A: *Yes, it's the same in my family. We also consider it bad luck to see a black cat while it's crossing the street. Etc.*

• Упр. 11, с. 13

Задача: развитие умений монологической речи – сообщение на основе прочитанного (с предварительным обсуждением в парах).

Предполагаемый ответ:

A: *I can think of lots of popular superstitions. To start with, it is considered bad luck to see a woman with an empty bucket walking toward you.*

B: *Yes and there's the superstition that says that an unmarried girl should not sit at the corner of a table, or else she will not get married for seven years.*

A: *You're right. It is also bad luck to give anything sharp such as scissors or a knife to someone as a present.*

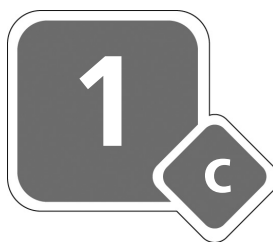
B: *True. It is said to be good luck to trip over your left foot or to leave a place while it's raining. Etc.*

Итог урока

Рефлексия освоенного организуется по образцу, описанному на с. 41.

Домашнее задание: WB, с. 5.

Урок 4



Grammar in Use

• Упр. 1, с. 14

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.

a) Прочитайте текст письма с классом. Организуйте короткую беседу по содержанию прочитанного (*Where is Claire writing from? How long has she been there? What event is she attending? Etc.*). Затем учащиеся в процессе фронтальной работы находят форму(ы) глаголов в *Present Perfect Continuous* в тексте. Проверьте, запишите форму данного времени на доске (*have + been + main verb + ing*), учащиеся называют значение этой видовременной формы, соотносят её с переводом на русский язык (танцюю – переводится глаголом несовершенного вида в настоящем времени).

b) Далее учащиеся самостоятельно определяют временные формы выделенных в тексте глаголов и соотносят их со значениями, приведёнными в задании. При необходимости они могут обращаться к грамматическому справочнику. Проверьте ответы, в том числе, с какими временными формами в русском языке соотносятся данные формы при переводе.

Ключи:

a) Present Perfect Continuous: *I've been dancing*

b) 1 I've been – *Present Perfect* – *an action which started in the past and continues to the*

present (я нахожусь – наст. вр.); 2 **I am having** – Present Continuous – a temporary situation (я провожу – наст. вр.); 3 **I love** – Present Simple (stative verb) – an expression of feeling (мне нравится – наст. вр.); 4 **I've been dancing** – Present Perfect Continuous – an action which started in the past and continues to the present with emphasis on duration (я танцую – наст. вр.); 5 **I've taken** – Present Perfect – an action completed recently (я сделала много снимков – прош. вр.); 6 **I'm lying** – Present Continuous – an action happening now (я лежу – наст. вр.); 7 **I'm having** – Present Continuous – a fixed arrangement in the near future (я поужинаю – буд. вр.); 8 **I'm going back** – Present Continuous – a fixed arrangement in the near future (я вернусь – буд. вр.)

• Упр. 2, с. 14

Задача: развитие навыков распознавания и употребления в речи временных форм Present Simple, Present Continuous, Present Perfect и Present Perfect Continuous.

Учащиеся выполняют задание самостоятельно, обращая особое внимание на выражения-указатели времени, такие «сигналы» временных форм, как *every morning, at the moment, already, since* и т. д. Проверьте ответы, учащиеся обосновывают свой выбор, называя значение временной формы.

Ключи:

1 A: *does the parade start?* (Present Simple – for timetables and programmes)

B: *starts* (Present Simple – for timetables and programmes) *are meeting* (Present Continuous – for fixed arrangements in the near future)

2 A: *looks* (stative verb in Present Simple meaning 'appears') *Is he having* (stative verb in Present Continuous meaning 'is he experiencing')

B: *'s thinking* (stative verb in Present Continuous meaning 'is considering')

3 A: *Have you ever attended* (Present Perfect – for actions that happened in the past at an unstated time.)

B: *am going* (Present Continuous – for fixed arrangements in the near future)

4 A: *have you been doing* (Present Perfect Continuous – for an action which started some time in the past and has a visible result in the present)

B: *have been digging* (Present Perfect Continuous – for an action which started in the past and continuous up to the present, with emphasis on the duration)

5 A: *are you smelling* (stative verb in Present Continuous meaning 'are you sniffing')

B: *smells* (stative verb in Present Simple meaning

'it has a smell') *reminds* (stative verb in Present Simple meaning 'makes me remember')

• Упр. 3, с. 14

Задача: развитие навыков распознавания и употребления в речи глаголов состояния (stative verbs) в Present Simple и Present Continuous.

Для повторения обратитесь к грамматическому справочнику.

Ключи:

1 a) *looks* (= appears), b) *is looking* (= is directing her eyes); 2 a) *tastes* (= has a delicious flavour), b) *is tasting* (= is testing the flavour of); 3 a) *feels* (= has the texture of), b) *is feeling* (= is experiencing); 4 a) *thinks* (= has the opinion of), b) *is thinking* (= is considering); 5 a) *has* (= owns/possess sth), *is having* (= is holding)

• Упр. 4, с. 14

Задача: развитие навыков распознавания и употребления в речи наречий частотности, устойчивых словосочетаний с *do/go/have*; развитие умений диалогической речи (диалог-расспрос).

Ключи:

1 *do you have*; 2 *do you go*; 3 *do you go*; 4 *do you do*; 5 *do you go*; 6 *do you go*; 7 *do you have*; 8 *do you have*; 9 *do you do*; 10 *do you go*

Предполагаемый ответ:

A: *How often do you go out with friends?*

B: *I usually go out with my friends at the weekend.*

A: *How often do you go shopping?*

B: *I seldom go shopping only when I need something.*

A: *How often do you do the washing-up?*

B: *I always do the washing-up, every night after dinner.*

A: *How often do you go out for a meal?*

B: *I sometimes go out for a meal to celebrate a special occasion. Etc.*

• Упр. 5, с. 15

Задачи: развитие навыков употребления в речи устойчивых словосочетаний и временных форм Present Perfect; развитие умений диалогической (диалог-расспрос) и монологической речи (сообщение).

В сообщениях после выполнения диалогов учащиеся также интенсивно используют формы Present Perfect и наречия частотности.

Предполагаемый ответ:

a) A: *Have you ever slept outdoors?*

B: *Yes, I have because this summer I went camping. Have you ever been to a fancy dress party?*

A: *Yes, I have. It was last month.*

A: Have you ever stayed up all night?

B: No, I haven't, but I've stayed up quite late. Have you ever played a musical instrument in public?

A: Yes, I have. I've played the trumpet in a school play.

A: Have you ever taken part in a parade?

B: Yes, I have as we have one every year in my town. Have you ever danced in the street?

A: No, I haven't because I don't know how to dance.

в) Самостоятельные ответы учащихся.

• Упр. 6, с. 15

Задача: развитие навыков распознавания и употребления в речи временных форм Present Perfect и Present Perfect Continuous.

Ключи:

2 I've been listening to loud music all afternoon.

3 She's been lying in the sun all day. 4 He's lost his key. 5 She's just broken a mirror. 6 He's seen the film before.

• Упр. 7, с. 15

Задача: развитие навыков распознавания и употребления в речи временных форм Present Perfect и Present Perfect Continuous и союзов for/since.

Ключи:

1 haven't been, since; 2 has been raining, for; 3 has known, for; 4 have been, since; 5 haven't seen, for; 6 has been reading, since

• Упр. 8, с. 15

Задачи: развитие навыков распознавания и употребления в речи временных форм Present Perfect и Present Perfect Continuous; развитие компенсаторных умений (использовать в качестве опоры при составлении собственных высказываний ключевые слова и выражения); развитие умений диалогической речи (диалог-расспрос).

Предполагаемый ответ:

2 A: You look really exhausted! What have you been doing?

B: I've been doing my homework.

A: What have you done so far?

B: Well, I've already finished the Maths and I've written an essay, but I haven't studied for my test yet.

3 A: You look really dirty! What have you been doing?

B: I've been working in the garden.

A: What have you done so far?

B: Well, I've already planted some new flowers and I've dug up the weeds, but I haven't cut the grass yet.

• Упр. 9, с. 15

Задачи: развитие навыков распознавания и употребления в речи временных форм Present Simple, Present Continuous, Present Perfect и Present Perfect Continuous; развитие умений изучающего чтения.

Учащиеся работают индивидуально, а затем в парах обсуждают свои ответы.

Ключи:

1 've been; 2 is; 3 Have you ever heard; 4 have; 5 have just finished; 6 dresses up; 7 dance; 8 've been looking forward to; 9 've found; 10 starts; 11 is picking me up; 12 'm feeling

• Упр. 10, с. 15

Задачи: изучение структуры восклицательных предложений; развитие навыков распознавания и использования в речи восклицательных предложений.

Обсудите роль восклицательных предложений в речи (выразить эмоциональное отношение, подчеркнуть что-либо; *sentences that emphasise a point*). Прочитайте предложения, обращая внимание учащихся на их структуру. Попросите класс называть слова, которые используются для образования восклицательных структур (*What, How, Isn't it*), далее перевести предложения на русский язык, соотнося соответствующие структуры.

Ключи:

1 What 2 What 3 How 4 Isn't it

1. Какая хорошая вечеринка! 2. Какие красивые украшения! 3. Как хорошо он танцует! 4. Какой замечательный праздник!

• Упр. 11, с. 15

Задача: развитие навыков распознавания и использования в речи восклицательных предложений.

Предполагаемый ответ:

1 What a beautiful new outfit! 2 What a delicious cake! 3 Isn't she a very pretty girl! 4 How beautifully he sings!

• Упр. 12, с. 15

Задачи: развитие умений диалогической речи (комбинированный диалог с использованием временных форм Present Tenses).

Обсудите с учащимися задание и образец, убедитесь в понимании. Затем организуйте работу в парах, используя в диалогах временные формы Present Tenses с данными маркерами времени, а также освоенные восклицательные структуры. Прослушайте несколько диалогов всем классом, обсудите.

Предполагаемый ответ:

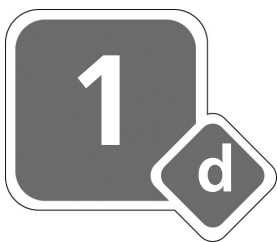
A: We are building a gym at the moment.

B: Oh, that's great! We've had a gym since 1986 but it's quite old so we're renovating it now.
 A: Fantastic! We've also been preparing for the school birthday festival all week.
 B: That sounds fun. We've already had our school dance.
 A: Great. We're having a band concert next week.
 B: We've been having band concerts for many years, so this year we've decided to have an orchestra performance. Etc.

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 изученной и введение новой лексики (устойчивые словосочетания) по теме «Праздники, торжества»; развитие умений монологической речи (описание сюжетных картинок).

Учащиеся соотносят картинки с группами тематической лексики 1–3. Проработайте вместе с классом словосочетания. Далее учащиеся готовят и представляют классу описания предложенных картинок с использованием новой лексики.

Ключи:

1 В 2 С 3 А

Предполагаемый ответ:

In picture A a girl is celebrating her 16th birthday. She is about to **blow out the candles** on her **special** birthday **cake** her Granny has made for her. In front of her there are some **gifts** that she has just **received** from her family. They are probably going to have a party.

In picture B a woman is **decorating** a Christmas **tree**. There are some Christmas cards over the fireplace the family have received from their friends and relatives.

In picture C some young girls are **dressed up** in costumes and taking part in a **street parade**. There are lots of people **watching** the parade.

• Упр. 2, с. 16

Задачи: развитие навыков распознавания и

употребления в речи прилагательных для описания эмоциональных состояний; развитие умений монологической речи (высказывание с опорой на ключевые слова).

Предполагаемый ответ:

A impatient (to open her presents); B enthusiastic (because Christmas has arrived); C excited (because people are watching them)

I felt very surprised on my birthday last year because I didn't know about my party my family had planned for me.

I am always very excited at Christmas because it is a very special time. And I feel really impatient to open the presents under the Christmas tree.

I have never attended a carnival but I would be thrilled to go to a carnival as it is so much fun. However, I would feel nervous to take part in the street parade. Etc.

• Упр. 3, с. 16

а) Задачи: развитие умений аудирования с пониманием основного содержания; развитие навыков распознавания в речи прилагательных для описания эмоциональных состояний.

Ключи:

Speaker 1 – C (cake, sixteen candles, gifts and cards) happy, embarrassed; Speaker 2 – A (happy couple, bride's dress) thrilled; Speaker 3 – B (parents proud, remember, class) proud

б) Задача: развитие навыков распознавания и употребления в речи клише-поздравлений/пожеланий к разным праздникам.

Попросите учащихся также подобрать синонимичные выражения-поздравления на русском языке.

Ключи:

1 С 3 А В 5 А В, С

1 С днём рождения! 2 С годовщиной свадьбы!
 3 Поздравляю(ем)! 4 С праздником! (общим, национальным – не семейным событием)
 5 Всего наилучшего! 6 С Новым годом!

• Упр. 4, с. 16

Задачи: знакомство с идиомами со словом "cake"; развитие умений употребления идиом в речи.

Вспомните вместе с классом известные идиомы, убедитесь в понимании учащимися феномена идиомы (выражение имеет другой смысл, нежели его отдельные слова-компоненты). Фронтально перефразируйте первое предложение – учащиеся должны понимать, что меняются не только слова, но иногда и структура предложения. Далее учащиеся выполняют задание, используя приложение к словарю учебника – Appendix 3, с. WL24. Организуйте проверку.

Предложите учащимся соотнести данные идиомы с близкими по значению фразеологизмами в русском языке.

Ключи:

1 Her new CD **is selling like hot cakes**. 2 His birthday was fantastic. He got lots of cards and presents but **the icing on the cake** was the surprise birthday party. 3 You can organise the party. It will **be a piece of cake** for you. 4 John invited himself to the party and then brought lots of friends along. He really **takes the cake**. 5 Sarah wants to go away for her birthday but she also wants to have a big party with all her friends. It sounds to me like she wants to **have her cake and eat it**.

1. **selling like hot cakes** – расходиться как горячие пирожки; 2. **the icing on the cake** – гвоздь программы; 3. **be a piece of cake** – как нечего делать (легко, просто); 4. **have her cake and eat it** – сидеть на двух стульях; 5. **take the cake** – быть положительным примером.

• Упр. 5, с. 17

а) Задача: развитие умений ознакомительного и изучающего чтения – выбор слова по контексту.

Восстановите алгоритм выполнения заданий такого формата. Учащиеся должны понимать, что сначала необходимо прочитать весь текст с пропусками, чтобы понять основное содержание, и только потом приступать к выполнению задания по выбору слов по контексту. При этом следует обращать особое внимание на слова в тексте до и после пропусков. Завершив выполнение задания, необходимо прочитать весь текст (самопроверка). Учащиеся работают самостоятельно. Проверьте ответы.

Ключи:

A 'Sweet Sixteen' is a type of birthday party.

1 B 2 C 3 D 4 A 5 A 6 B 7 C

б) Задача: развитие умений монологической речи (описание праздника с опорой на план).

Предполагаемый ответ:

A celebration I enjoyed a lot was my parents' 25th wedding anniversary. My sister and I wanted to do something really special for their silver anniversary, so we threw them a surprise party. We sent out the invitations a month in advance and booked their favourite restaurant for the celebration. When the big day arrived, we told them that we felt like going out for dinner and fortunately they agreed. When Mum and Dad walked into the restaurant, everyone screamed "Surprise"! The look on their faces was amazing. They were speechless! All their friends and family had gathered together to cele-

brate the joyful event. The party was a huge success. We danced all night and took lots of photos for their anniversary album. Mum and Dad even got to see out-of-town relatives they hadn't seen in years. We had a great time and our parents had an unforgettable night. We all felt excited and really happy.

• Упр. 6, с. 17

а) Задача: развитие навыков распознавания и употребления в речи сложноподчинённых предложений с придаточными определительными (Relative clauses).

Предложения изучаемого типа встречались учащимся в текстах и ранее. Сходство с аналогичными русскими синтаксическими структурами позволяет обобщить материал без пространного объяснения. Можно начать с коллективного синтаксического анализа предложения (записав его на доске), например: *That's the place which I visited ten years ago*. Поясните, что *which* – относительное местоимение (*relative pronoun*), которое присоединяет придаточное предложение определительное (ср. в русском языке *который* – союзное слово). В этом придаточном предложении содержится дополнительная информация об определяемом существительном (*the place*). Такое придаточное предложение определительное называется ограничительным (*a defining relative clause*). Оно содержит информацию, важную для значения главного предложения *That's the place*. Отметьте, что в такого типа придаточных определительных (*a defining relative clause*) запятая не ставится.

Проанализируйте следующее предложение: *John, who works at my father's office, lives here*. Учащиеся сами находят относительное местоимение *who* и придаточное определительное *who works at my father's office*. В данном предложении придаточное определительное даёт уточняющую, дополнительную информацию об определяемом существительном *John*. Это так называемое неограничительное придаточное определительное (*a non-defining relative clause*). Оно не существенно для значения главного предложения *John lives here*. *John, who works at my father's office, lives here*. Такие определительные придаточные предложения (*non-defining relative clauses*) обособляются запятыми.

Как вариант организуйте работу учащихся с грамматическим справочником и самостоятельное выполнение задания. Проверьте ответы.

Ключи:

Defining: 1 *which*; 2 *who*; 3 *which*; **Non-defining:** 1 *whose*; 2 *when*; 3 *where*; 4 *who*; In the defining sentences, **who** can be omitted in sen-

tence 2 and **which** can be omitted in sentence 3.

б) Задача: развитие навыков распознавания неограничительных придаточных определительных (*non-defining relative clauses*).

Учащиеся ещё раз читают сложно-подчинённые предложения из упр. 6а и определяют, какие придаточные предложения можно опустить без изменения значения главного предложения (*non-defining relative clauses*). Проверьте ответы.

Ключи:

non-defining clauses: 1 whose brother is an actor 2 when Halloween takes place 3 where La Tomatina is held every year 4 who is Muslim

• Упр. 7, с. 17

Задача: развитие навыков употребления в речи сложноподчинённых предложений с придаточными определительными (*relative clauses*).

Напомните учащимся об обособлении ограничительных придаточных определительных (*defining relative clauses*) запятыми.

Ключи:

1 Sarah, who is six years old, loves Christmas. 2 Halloween is a great festival where children always dress up as ghosts or witches. 3 Carnival is a popular festival which is celebrated in many countries. 4 Mark, who lives next door, is a clown. 5 Bonfire Night, which is an important festival in England, is celebrated on 5th November.

• Упр. 8, с. 17

Задачи: развитие навыков употребления в речи сложноподчинённых предложений с придаточными определительными (*relative clauses*); развитие навыков распознавания ограничительных придаточных определительных (*non-defining relative clauses*).

При проверке учащиеся зачитывают составленные предложения и называют тип придаточного предложения (*defining relative clauses*).

Предполагаемый ответ:

2 A cinema is a place where we can watch a film. 3 Gifts are things which we give to people at celebrations. 4 A cake is a sweet food which we enjoy eating. 5 A zoo is a place where we can see different animals. 6 A clown is a person who makes us laugh. 7 A cook is a person who prepares food.

• Упр. 9, с. 17

Задачи: развитие навыков употребления в речи сложноподчинённых предложений с придаточными определительными (*relative clauses*); развитие умений монологической речи – сообщение о личных вкусах и предпочтениях (по опорным фрагментам предложений).

Учащиеся самостоятельно выполняют задание письменно, а затем в парах рассказывают друг другу о своих вкусах и предпочтениях, используя сложноподчинённые предложения с придаточными определительными.

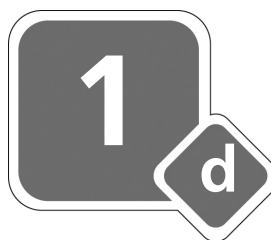
Предполагаемый ответ:

2 which are full of cream and chocolate. 3 which are not colourful. 4 who are always late for appointments. 5 which are full of adventure. 6 who are good fun to be with. 7 where I can sit and have a picnic. 8 which have interesting plot.

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

Домашнее задание: SB, с. 16–17, лексика; WB, с. 7.

Урок 6



Writing Skills

• Упр. 1, с. 18

Задача: прогнозирование содержания текста по невербальным опорам.

Ключи:

Scottish New Year

• Упр. 2, с. 18

Задачи: прогнозирование содержания текста по невербальным опорам; развитие умений аудирования с выборочным пониманием заданной информации.

Прочитайте вместе с классом данные выражения, по необходимости поясняя новую лексику. Учащиеся выполняют задание и проверяют их правильность, прослушивая текст в аудиозаписи.

Ключи:

before the day: *bake cakes and biscuits; clean their houses;* **on the actual day:** *listen to the bells chime midnight; kiss and wish each other 'Happy New Year'; listen to traditional music; join hands and sing; visit friends and neighbours*

• Упр. 3, с. 18

Задачи: освоение структуры статьи-описания события; развитие умений изучающего и поискового чтения.

Прочитайте с классом текст в рамке о структуре статьи, описывающей событие. Учащиеся самостоятельно читают текст и устанавливают соответствия абзацев с названиями частей. Проверьте ответы.

Ключи:

1 C 2 D 3 B 4 A

• Упр. 4, с. 19

Задача: развитие умений распознавать средства выразительности при описании событий (прилагательные и наречия описательного значения).

Организуйте чтение материала в рамке *Study Skills*, проверьте понимание, обсудите вопросы задания. Учащиеся находят соответствующие примеры в тексте упр. 3.

Ключи:

You should use a variety of descriptive adjectives and adverbs to make a descriptive article more vivid and lively.

examples from text: *the most exciting celebration, live concerts, fabulous carnivals, excited people, colourful costumes, watch excitedly, wishes heartily, sing proudly, stunning fireworks display, great celebration*

• Упр. 5, с. 19

Задача: развитие умений использовать в речи средства выразительности при описании событий (прилагательные описательного значения).

Ключи:

A 1 tall; 2 colourful; 3 festive; 4 stunning; 5 enthusiastic;

B 1 local; 2 brightly decorated; 3 crowded; 4 delicious; 5 huge

• Упр. 6, с. 19

Задача: развитие умений использовать в речи средства выразительности при описании событий (наречия описательного значения).

Учащиеся, выполняя задание, обращают внимание на глаголы (глагольные формы), к которым относятся наречия. При проверке попросите зачитать словосочетания, расширяя таким образом вокабуляр учащихся.

Ключи:

1 wait **patiently**; 2 wandering **happily**; 3 watches **excitedly**; 4 displaying **proudly**; 5 cheer **enthusiastically**

• Упр. 7, с. 19

а) Задачи: развитие умений продуктивного письма (статья/письменное высказывание-описание события); развитие умений изучающего чтения (работа с пониманием задания).

Учащиеся самостоятельно подчёркивают ключевые слова в задании. Обсудите ответы.

Ключи:

Key Words: *teenage magazine, descriptive writing competition, 'Celebrations Around the World', arti-*

cle describing a celebration, 120–180 words I will write a descriptive article. It is for readers of a teenage magazine.

б) Задача: развитие умений продуктивного письма (статья/письменное высказывание-описание события).

Почитайте и обсудите предложенный план статьи. Учащиеся записывают план в тетради. Заслушайте выборочно высказывания по разным пунктам плана. Полностью письменное задание может быть задано на дом. На следующем уроке заслушайте несколько работ. Обсудите их вместе с учащимися, оцените.

Предполагаемый ответ:

Ivan Kupala Day used to be celebrated all over Russia in old times. It takes place usually on 7th July. It is held to celebrate the holiday of St John the Baptist (Ivan Kupala) and it is still popular today with young Russians in some provinces. Everything about the celebration relates to water. On the evening before called Tvorila night, children have playful water fights and throw buckets of water all over each other.

Some people consider Ivan Kupala Day to be the first day of the swimming season and if the water is warm enough, boys and girls often swim happily in rivers and lakes until late at night. Girls like to float candles and delicate flowers in the hope that it will bring them happy marriages. In the past, young people used to burn fires and jump joyfully over them holding hands. There is also a belief that on the eve of Ivan Kupala magical fern flowers can be found in the forests.

In some villages, people look forward to Ivan Kupala Day enthusiastically. It is an ancient celebration which continues to be fun for all family members whatever their ages.

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

Домашнее задание: SB, упр. 7b*, с. 19, WB, с. 8.

Урок 7**English in Use**

• Упр. 1, с. 20

а) Задачи: освоение способов образования действительных и страдательных причастий (*past/present participles*) и прилагательных с

помощью суффиксов *-ing/-ed*; развитие умений изучающего чтения, умений распознавания и употребления в речи действительных и страдательных причастий (*past/present participles*).

Организуйте чтение правил словообразования в рамке, прокомментируйте, проверьте понимание. Попросите учащихся привести примеры действительных и страдательных причастий в русском языке (читающий – прочитанный; бьющий – разбитый). Проанализируйте, сравните со значениями *past/present participles* (*reading, read; breaking, broken; amazing, amazed*), попросите привести примеры перехода причастий в прилагательные на русском языке (*блестящие на солнце предметы – блестящая карьера, пишущий стихи мальчик – пишущая машинка, расстроенный из-за экзамена студент – расстроенный вид*). Аналогичные явления происходят и в английском языке (*an interesting book – an interested student, an amusing story/the amused children*).

Учащиеся выполняют задание самостоятельно. Проверьте ответы.

Ключи:

1 tiring; 2 annoying; 3 embarrassed; 4 excited; 5 amazing; 6 bored; 7 surprising; 8 exhausting

б) Задачи: развитие навыков распознавания и употребления в речи действительных и страдательных причастий (*past/present participles*); развитие умений монологической речи (*высказывание на основе прочитанного*).

Предполагаемый ответ:

I think April Fool's day is exciting. It is a great way to play jokes on people and get away with it. I feel thrilled when I play a joke on someone. It's lots of fun. I don't get annoyed or angry if someone plays a joke on me. It's all part of the fun. It's not just another boring day like all the others.

• Упр. 2, с. 20

Задача: развитие навыков распознавания и использования в речи слов, значения которых представляет трудность для изучающих английский язык.

Учащиеся выполняют самопроверку, используя словарь учебника. Поощряйте и организуйте использование и других словарей на уроке, как англо-русских, так и одноязычных. Учащиеся записывают составленные самостоятельно предложения. Заслушайте и обсудите.

Ключи:

1 tradition; 2 audience; 3 let; 4 chance

Предполагаемый ответ:

1 My sister has the bad **habit** of interrupting peo-

*ple when they are in the middle of a conversation. Storytelling is a popular **custom** in Ireland. 2 Thousands of **spectators** gathered to watch the popular sporting event. A huge **crowd** lined up to get tickets to the Shakira concert. 3 Ian's Mum **made** him clean up his room before he went to the cinema. Sue's parents don't **allow** her to go out on school nights. 4 Some people believe that a rabbit's foot brings good **luck**. The celebration was a great **opportunity** for John to see all his old friends again.*

• Упр. 3, с. 20

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

Учащиеся работают индивидуально, используя для проверки Appendix 1 на с. WL24. Как дополнение к заданию можно предложить учащимся составить свои предложения, которые они зачитывают вслух.

Ключи:

1 up; 2 down; 3 into; 4 back; 5 up; 6 off

• Упр. 4, с. 20

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

Учащиеся выполняют задание самостоятельно, пользуясь справочными материалами – приложением к словарю Appendix 2 на с. WL24. После проверки выпишите слова с предлогами на доске, прочитайте данный в упражнении образец. Учащиеся в парах составляют предложения о знакомых им людях.

Ключи:

1 in; 2 for; 3 of; 4 for; 5 with; 6 of; 7 in; 8 with

• Упр. 5, с. 20

а) Задачи: развитие умений монологической речи (*сообщение о празднике по плану и тезисам*); развитие навыков использования в речи временных форм *Present Simple, Present Continuous, Present Perfect, Present Perfect Continuous*.

Внимательно прочитайте задание с классом. Выбрав тему (праздник для описания), учащиеся пишут тезисы/заметки по каждому пункту плана. Заметки должны быть краткими, включать в себя ключевые выражения (не полные предложения!). С опорой на составленные тезисы учащимся необходимо сделать сообщение. Обратите внимание на правильное использование временных форм глагола Present. Обсудите ответы.

Предполагаемый ответ:

name of celebration: Students' Day; **when and where it takes place:** 25th January, Russia; **how**

long people have celebrated it: since 1755; **how people celebrate it:** students and teachers exchange gifts, awards are given out, a symbolic cup of knowledge is lit, watch musical performances, comic, sketches and fireworks; **how people feel about it:** love it, it's popular with students, it's time to relax.

Students' Day is one of the most popular celebrations with young people in Russia, as it marks the end of winter exams at universities. It takes place on 25th January and has been a tradition since 1755 when Moscow University was established. On this day students and professors exchange gifts, awards are given to outstanding students and at the Lomonosov monument a cup which symbolizes knowledge is lit. There are also musical performances, comic sketches and a magnificent fireworks display in the evening.

Students' Day is loved by everyone but it is especially popular with young people as it allows them to relax and forget about their exams for a day.

б) Задача: развитие умений диалогической речи (комбинированный диалог с переносом на личный опыт).

Предполагаемый ответ:

A: A school celebration I really enjoyed was our Earth Day celebration which was full of educational and fun-filled activities.

B: Me, too. First, all the students read Earth Day poems in front of the class and then we sang along conservation songs, which was great fun.

A: Yeah, then we made Earth Day crafts such as recycled magazine holders, colourful Earth Day kites and tin can sculptures that were displayed in the arts and crafts Earth Day school exhibition.

B: We also held a 'Green' poster competition and ended the day with a tree planting ceremony.

A: I felt proud to be part of the Earth Day celebration.

B: Me too. It gave me a sense of satisfaction to know that I was doing something valuable to help protect our planet.

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 умений прогнозирования содержания текста по иллюстрациям и невербальным опорам; развитие умений ознакомительного и поискового чтения; развитие социокультурной компетенции.

Предполагаемый ответ:

I think the music and the title of the text relate to a Native American festival.

• Упр. 2, с. 21

а) Задача: развитие умений поискового чтения.

Предложите учащимся восстановить алгоритм выполнения заданий такого формата (внимательное прочтение утверждений, выделение в них ключевых слов, затем чтение текста и непосредственное установление соответствий Т/Ф/ NS).

Ключи:

1 F 2 F 3 T 4 NS 5 NS

б) Задачи: развитие умений изучающего чтения; развитие навыков распознавания и употребления в речи новой тематической лексики (синонимы).

Учащиеся стараются по контексту понять значение новых слов и объяснить его, подобрав синоним из данного ряда слов, а также дать русский эквивалент.

Ключи:

spectacular – impressive (**зрелищный, впечатляющий**)

arena – stadium (**арена**)

explodes – bursts (**взрывается**)

trader – seller (**торговец**)

display – exhibit (**выставляют, представляют**)

handicrafts – crafts (**поделки, изделия**)

stalls – stands (**киоски, прилавки**)

treats – refreshments (**лакомства**)

• Упр. 3, с. 21

Задачи: развитие навыков поискового и изучающего чтения; развитие умений монологической речи (пересказ прочитанного текста с опорой на составленные тезисы).

Предполагаемый ответ:

what is it & where it takes place: Pow-Wow celebration, Indian way of life, New Mexico; **what people do:** dance/sing, represent their tribes, win prizes; **food & music:** food stalls, enchiladas, bannock or tostados, listen to the musical rhythms of Native American culture; **how people feel about it:** magnificent celebration, one of the most colourful, entertaining events in the USA

The Albuquerque Pow-Wow is a celebration of the Indian way of life and it takes place in New Mexico. Thousands of people sing and dance and represent their tribes and at the end of the event the best dancers win prizes. People can listen to the musical rhythms of Native American culture and for anyone who's hungry, there are food stalls with treats such as enchiladas, bannock or tostados. Visitors to the Pow-Wow think it's a magnif-

icent celebration and one of the most colourful and entertaining events in the USA

• Упр. 4, с. 21

Задача: развитие навыков продуктивного письма (написание заметки об интересном событии в культурной жизни России).

Учащиеся работают по плану, предложенному в упр. 3 – составляют тезисы в соответствии с выбранной темой, пишут связный текст – заметку для школьного журнала.

Предполагаемый ответ:

what it is & where it takes place: *Arts Festival, celebrates ballet, opera, classical music, St Petersburg, late June/early July; what people do:* attend concerts at St Petersburg Philharmonic Hall, theatre performances, street events; **food & music:** drink/refreshment, city streets, music, concerts, famous singers; **how people feel about it:** festive mood, proud of culture & history.

The White Nights Arts Festival is one of St Petersburg's liveliest annual cultural events. It is a famous festival held at the end of June and the beginning of July. People from all over the world visit the city to celebrate the arts of ballet, opera and classical music that Russia is so famous for. Many musical concerts take place in the St Petersburg Philharmonic Hall. There are theatrical performances and street events too. Drinks and refreshments are sold along the city's streets and music concerts with famous singers get everyone feeling in a festive mood. This event makes Russian people feel proud of their culture and history and gets together art-lovers from all over the world.

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

Домашнее задание: SB, упр. 4*, с. 21; WB, с. 10.

Урок 9

Spotlight on Russia с. 3 Special Days. Tatiana's Day

Задачи: перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране; развитие умений представлять родную страну и культуру в ситуациях межкультурного общения (традиции, праздники).

Вводная беседа

Ознакомьте учащихся с общей структурой подборки материалов о России, представленной (как и в учебниках для 5–8 классов) в формате журнала для подростков. Прочитайте и обсу-

дите редакционное обращение. Используйте его для обсуждения понимания учащимися роли владения английским языком в современном мире, для мотивации учащихся на межкультурное 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. Вспомните материалы учебников для 5–8 классов: какие темы и задания о России учащимся особенно запомнились?

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

Организуем беседу о традиционных праздниках в России, опираясь на освоенный лексико-грамматический материал модуля.

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.

Организуем беседу по прочитанному, включая высказывания учащихся по фотографиям, иллюстрирующим текст. Стимулируем обсуждение вопросами, обращёнными к личному опыту учащихся: как этот день празднуется в вашей школе? Какие предложения вы могли бы внести в организацию этого дня в школе в этом году? (*How is this day celebrated in our school? Now that you know more about other schools traditions and experiences, what could you suggest about organizing this day in your school next year?*)

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 самостоятельное написание учащимися заметки об одном из традиционных праздников в России, включая его историю.

Предполагаемый ответ:

Cosmonautics Day

Cosmonautics Day is a holiday celebrated (mainly in Russia) every April 12 to commemorate the first manned earth orbit. It was established in the Soviet Union on April 9, 1962. It is celebrated in honour of the first manned space flight made on April 12, 1961 by the 27-year-old Soviet cosmonaut Yuri Gagarin, who made one complete orbit

around the Earth (lasting 1 hour 48 minutes) aboard the spacecraft Vostok 1.

It was an instant and overwhelming success for the Soviet space programme, and resonated loudly all over the globe. Gagarin immediately became not just a national hero of the Soviet Union, but a global hero too. Major newspapers all around the globe published his biography and details of his flight. Gagarin was awarded the highest Soviet honour, the title of Hero of the Soviet Union. He is one of the greatest people of the 20th century.

On Cosmonautics Day, the commemoration ceremony starts in the city of Korolyov, near Gagarin's statue. There are some celebrations in the Cosmonauts Alley in Moscow, near the Monument to the Conquerors of Space and in other places all over Russia. In schools various activities are organized for students to learn more about past and future of space exploration in Russia and all over the world.

Medoviy Spas

Medoviy Spas – "Honey Day" is celebrated on the 14th of August. This is the first of three days marking the harvest of crops that have been planted and prepared over summer, and ready for winter. This day marks the end of the bees gathering nectar, and is a signal that the people can begin to collect honey. The traditional custom was to bring honey to the church for blessing. But it is marked not only as a religious holiday. There were also many honey exhibitions opening in cities and towns on this day that display a lot of pleasant tasting sorts of honey which is an extremely healthy popular food product in Russia.

A: What's your favourite celebration?

B: My favourite celebration is Maslenitsa. Have you heard of it?

A: No, I haven't. When do you celebrate it?

B: We celebrate it one week before Lent and it lasts for seven days.

A: Wow! That's a long celebration. What are you celebrating?

B: We're celebrating the end of the cold winter and the coming of Lent.

A: What events take place during Maslenitsa?

B: Many things happen during this week. People dress up in bright and colourful costumes and go to masquerades. We sing songs, go to parades, watch fireworks, and ride on carousals and horse-drawn sleds. The most popular food is pancakes, or blini, that you can eat with butter, sour cream, mushrooms or caviar.

My favourite celebration is Maslenitsa. For me, this is one of the most joyful and happiest cele-

brations of the year because it means spring is coming and winter is ending. It takes place one week before Lent and lasts for 7 days. Maslenitsa is also called a pancake week because we are celebrating the sun by eating symbolic hot pancakes called blini. We eat them with butter, sour cream, caviar, mushrooms, sturgeon – or whatever you like. I like to put lots of butter on my blini. This is also the only week we can dress up in funny costumes, sing songs and slide down big ice slopes. Some other fun things we do are ride on carousals and horse-drawn sleds. At the end of the celebration we burn a scarecrow which symbolises the end of winter.

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

Домашнее задание: SB, SP on R, с. 3*; WB, с. 11.

Урок 10

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

• Упр. 1, с. 22

Задача: развитие умений использовать тематическую лексику и активный грамматический материал в новой ситуации общения (при обсуждении).

Предполагаемый ответ:

It is important for a person to remember birthdays and anniversaries each year. These events are special to most people and by remembering them, you are able to show a relative, friend, or colleague that you care about them, and that they are appreciated and have not been forgotten.

Events such as Victory Day, that honours the victory over Nazi Germany, while remembering those who died in order to achieve it are the occasions that are important for a society to remember. Such events remind the people of a particular country of their unity as a nation, make them feel patriotic.

• Упр. 2, с. 22

Задачи: развитие умений прогнозировать содержание текста; развитие умений ознакомительного (стихотворение) и поискового чтения.

Учащиеся отвечают на вопросы задания.

Предполагаемый ответ:

The British remember the millions of soldiers who died fighting for their country from 1914 to 1918. They hold memorial services all over Britain and take part in a two-minute silence. They also wear poppies, read poems and listen to traditional wartime songs.

• Упр. 3, с. 22

Задача: развитие умений ознакомительного чтения.

Проработайте с классом раздел *Study Skills*, посвящённый алгоритму выполнения одного из основных форматов заданий при обучении чтению – подбора заголовков к частям текста. Учащиеся читают текст и выполняют задание самостоятельно. При проверке попросите аргументировать свои ответы.

Ключи:

1C *Remembrance Day, or Poppy Day ... takes place each year on 11th November to remember the millions who died for their country.*

2B *the poppy is the symbol of Remembrance Day, delicate flowers, live for a short time, look like fields of blood*

3A *special service, old war veterans lay wreaths, a two-minute silence, traditional wartime songs*
Heading D *does not match because emotions are not mentioned in the text, but rather the way in which the occasion is commemorated.*

• Упр. 4, с. 22

Задачи: развитие умений поискового чтения; развитие умений монологической речи (изложение содержания прочитанного текста по опорным словам и выражениям).

Ключи:

11th November: World War I ended; **Poppy Day:** also known as Remembrance Day; **Wreaths:** old war veterans lay them on the steps of the Cenotaph; **fields of bright red poppies:** look like the blood from the soldiers; **the Royal Family:** attend a special service; **two-minute silence:** at 11 am people stop talking all over Britain for two minutes; **traditional songs:** are played at the memorial services.

• Упр. 5, с. 22

Задачи: развитие умений изучающего чтения; развитие навыков употребления в речи тематической лексики (синонимов).

Ключи:

takes place – happens (**проходит, проводится**)

delicate – easily damaged (**хрупкий**)

pointed out – remarked (**отметили**)

top – important (**главный**)

attend – go to (**посещают**)

lone – single (**один, одинокий**)

bugle – trumpet (**труба, горн – муз. INSTR.**)

signal – mark (**сигнализировать**)

Предполагаемый ответ:

The festival **takes place** every year during the month of July. The vase is very **delicate**, so be careful not to break it. I **pointed out** that the two-minute silence had begun. The rock singer

was considered to be the **top** celebrity at the event. My grandfather couldn't **attend** the memorial service this year. A **lone** figure was standing over by the tree. My brother plays a **bugle** in the school band. The referee blew the whistle to **signal** the end of the game.

• Упр. 6, с. 22

Задача: развитие навыков распознавания и использования в речи слов, значения которых представляет трудность для российских школьников.

Ключи:

1 remind 2 remember 3 memorise

Предполагаемый ответ:

1 Can you remind me to call my mum later? 2 I can't remember what to do. 3 I can memorise phone numbers easily.

• Упр. 7, с. 23

а) Задачи: развитие умений поискового чтения; развитие умений монологической речи (передача фрагментов содержания текста, выражение личного аргументированного отношения к прочитанному).

Учащиеся повторно читают текст, обращая внимание на те факты, которые их привлекли, заинтересовали, которые они хотели бы запомнить. В парах учащиеся обмениваются этой информацией. Следите за работой, оказывая помощь в случае необходимости.

Предполагаемый ответ:

A: I would like to tell my family that Remembrance Day takes place on 11th November in Britain, it honours millions of people who have given their lives for their country and that British people wear a red paper poppy to commemorate Remembrance Day.

B: I would like to tell my family that the poppy is the symbol of Remembrance Day because after World War I there were only poppies that grew on the battlefields. Also, many poems have been written for Remembrance Day and people around Britain hold memorial services and take part in a two-minute silence.

б) Задачи: развитие навыков работы с информацией (поиск, выделение нужной информации, обобщение); развитие умений монологической речи (сообщение по теме «День Победы»).

Предполагаемый ответ:

Victory Day in Russia is a national holiday that is held on 9th May. It officially marks the day when the war ended in 1945 and the main reason for the celebration is to remember the people who died or took part in the war in different ways. For example, some citizens who did not fight had to

work in the factories making guns.

On 9th May, people lay flowers on graves, veterans march in parades wearing their medals and the President of Russia sends out letters to congratulate the veterans for their bravery. War veterans are invited to schools to speak to students. They are heartily greeted with flowers and presents. Then special concerts are held where students sing songs, recite poems and dance for their dearest guests.

• **Упр. 8, с. 23**

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

Предполагаемый ответ:

The quotation wants to point out that it is never established or decided who wins a war. We only find out who has survived it by counting the ones killed.

Обратите внимание учащихся на особенность приведённого высказывания: оно построено на каламбуре (*pun*). Учащиеся объясняют каламбур, основанный на многозначности антонимов *right* (правый, прав) и *left* (левый, оставшийся (в живых)).

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

Домашнее задание: SB, с. 23, упр. 7b*; 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 parade; 2 place; 3 display; 4 raise; 5 change; 6 pull; 7 throwing; 8 final; 9 won; 10 life;

2 1 have you done; 2 does not believe; 3 starts; 4 looks, has lost; 5 smells; 6 are watching; 7 Are you looking; 8 hasn't seen; 9 has been working; 10 has been working;

3 1 exciting; 2 boring; 3 annoying; 4 thrilled; 5 surprised;

4 1 which; 2 who; 3 where; 4 whose; 5 when;

5 1 in; 2 with; 3 in; 4 of; 5 for;

6 1 d; 2 a; 3 b; 4 e; 5 c.

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по темам «Дом, жилище», «Образ жизни»;
- научиться вести разговор о разных типах жилища, домашних обязанностях и различных кухонных приспособлениях;
- научиться писать личные письма (в том числе электронные) разного характера (письмо-благодарность, письмо-ответ на приглашение, письмо-выражение сочувствия и т. д.), а также email о своём новом месте жительства и соседях;
- научиться писать листовку с инструкциями о правилах поведения в определённых жизненных ситуациях, а также статью/заметку об известных зданиях своего города/страны;
- освоить использование во всех видах речевой деятельности прямых и косвенных вопросов;
- освоить распознавание и использование во всех видах речевой деятельности инфинитива, герундия и причастия I (действительного);
- освоить использование наречий *too* и *enough*;
- освоить использование во всех видах речевой деятельности идиом по теме модуля;
- освоить образование существительных от прилагательных с помощью суффиксов *-ance*, *-cy*, *-ence*, *-ness*, *-ity*;
- освоить использование фразовых глаголов (*make*);

● развивающие:

- развивать навыки во всех видах речевой деятельности;
- развивать социокультурную компетенцию (знакомство с национальными политическими символами);
- развивать познавательные интересы за рамками урока;

● воспитательные:

- воспитывать бережное отношение к природе;
- воспитывать культуру поведения через освоение норм этикета (умение извиниться, высказать критическое замечание).

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 *Now I can...* модуля 1.

Вводная беседа по изученной теме. *E.g. Do you believe in good/bad luck? Why (not)? What superstitions do you have in your country? What special occasions do you like to celebrate? Why? Have you ever been to a carnival? What did you do at it? What did you like about it?*

Введение темы модуля

Life & Living – обсуждение возможных русских эквивалентов: образ жизни, жизнь во всём её многообразии, стили жизни. Попросите учащихся объяснить по-английски, что означает название: *I think the title means how we live our lives and where we live. We will probably learn about life in different homes, neighbourhoods and families.*

Look at Module 2

Работа с иллюстрациями.

Предполагаемый ответ:

рис. 1 (с. 26)

T: What page is the picture on?

S1: It's on page 26.

T: What does it show?

S2: It's a picture of a space station.

T: What do you think the unit is about?

S3: How astronauts live in space.

T: What do you think life in space is like?

S4: It must be very strange living in a space station with no gravity.

T: Would you like to be an astronaut and live in space?

S5: I'd like to visit space but I don't think I'd like to live there.

рис. 2 (с. 28)

What does the picture show? How many members

are there in your family? What things do you do all together?

рис. 3 (с. 33)

What is this a picture of? What is the unit about? Where do you think this neighbourhood is? What is your neighbourhood like?

рис. 4 (с. 38)

Do you know the animal in the picture? What do you think you will learn in the unit? Do you think it is important to protect animals and their homes? What can we do to help?

Find the page number(s) for

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

Ключи:

a word map (с. 26)

What is a 'word map'? (a map that organises words into groups to help build vocabulary) What words are there in this map? Do you think the map helps you to understand and remember the words?

a joke (с. 35)

What is the joke about? What else is there in the unit? Why do you think the unit will be helpful?

newspaper headlines (с. 38)

What else can you see on pages 38–39? How do the headlines relate to the pictures?

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 «Жилище, дом»; мотивировать учащихся на работу по теме.

Предполагаемый ответ:

I live in **a block of flats, on the 5th floor, in the**

suburbs. There's a **basement** in my house, but no attic. My neighbourhood is **crowded** but a mile away there is a wonderful park.

Обратите внимание учащихся на рамку Study Skills, описывающую графические схемы как приём запоминания тематического вокабуляра и его расширения. Мотивируйте учащихся на расширение – дополнение предложенной схемы, используя изученную ранее лексику.

Предполагаемый ответ:

types: flat, semi-detached, villa; **rooms:** living room, kitchen, bathroom, dining room, bedroom;

outside features: garage, garden, patio, balcony;

appliances: cooker, fridge, washing machine, microwave; **furniture:** dining table, chairs, bed, bookcase, desk

• Упр. 2, с. 26

Задачи: повторение изученных и введение новых слов по теме «Жилище, дом»; развитие умений монологической речи (описание).

Предполагаемый ответ:

I live in a detached house. There are six rooms in it. There are two bedrooms and a bathroom on the first floor. The kitchen, the living room and the dining room are on the ground floor. In the bedrooms there are beds, a wardrobe and desks. There is a guest room on the ground floor with a bathroom. In the living room, we have an armchair, a sofa and a TV. We prefer pastel colours: beige, light pink and yellow in the wallpaper and furniture. In the kitchen, we have all necessary appliances: a cooker, a fridge, a dishwasher and a microwave. Outside there is a drive and a garden. The drive leads to the underground garage for two cars. My grandparents are keen on gardening, so you can see beautiful flowerbeds.

• Упр. 3, с. 26

Задачи: развитие умений прогнозирования содержания текста по заголовку и иллюстрациям; развитие умений ознакомительного чтения.

Предполагаемый ответ:

I think living on a space station would be weird. There would be no gravity and so you would have to stop yourself and other things floating away. Etc.

• Упр. 4, с. 26

Задача: развитие умений ознакомительного чтения.

Ключи: 1 F 2 D 3 C 4 E 5 A

Предполагаемый ответ:

1 At Home in the Sky; 2 Exercise is Important; 3 There's Even Housework in Space; 4 On The Wall; 5 No Place Like Home

• Упр. 5, с. 26

Задачи: развитие умений изучающего чтения; развитие языковой догадки; развитие умения работать с синонимами и дефинициями.

Ключи:

giant – huge; **residents** – inhabitants; **working out** – exercising; **lack** – shortage; **strap** – fasten; **bumping into** – hitting; **presses against** – touches; **block out** – shut out; **orbiting** – going round; **stare** – look at for a long time

• Упр. 6, с. 26

Задачи: повторение изученных и введение новых слов по теме «Космос»; развитие умений монологического высказывания (изложение фрагментов содержания прочитанного).

Ключи: 1 airless; 2 space; 3 lack; 4 sleeping; 5 zero; 6 vacuum; 7 soft; 8 household; 9 pitch; 10 do

Предполагаемый ответ:

1 The astronauts travel through **airless space**. 2 Life is not easy on the International **Space Station**. 3 **Lack of gravity** means things can float around in the spacecraft. 4 Astronauts have to strap their **sleeping bags** to the wall. 5 **Zero gravity** makes muscles go soft. 6 The astronauts keep themselves clean with a **vacuum hose**. 7 Their **muscles go soft** in space, so they have to exercise regularly. 8 Even on ISS, they still have to do **household chores**. 9 The station is the size of a **football pitch**. 10 Astronauts spend a lot of time **doing experiments**.

• Упр. 7, с. 27

Задачи: повторение изученных и введение новых слов по теме «Домашние обязанности»; развитие умений монологического высказывания (сообщение с переносом на личный опыт).

Ключи:

1 keep; 2 do; 3 make; 4 take; 5 mop; 6 wash; 7 hang out; 8 dust

Предполагаемый ответ:

I always keep my room tidy and make my bed. I often do the washing-up though I don't like doing it. Sometimes I take out the rubbish or dust the furniture. I never wash the clothes or hang out the washing. My mother does that. Occasionally I help to make breakfast. Best of all I like walking my dog in the evening. I don't mind helping at home as we all share the chores.

• Упр. 8, с. 27

а) Задача: развитие умений диалогической речи (диалог-расспрос) – ролевая игра-интервью.

Предполагаемый ответ:

B: ... have food packets and a special tray that we strap to our legs so the food doesn't float away.

A: Where do you sleep?

B: We don't have bedrooms but we need to strap ourselves to the walls so we don't bump into things in the station. We also have to cover our eyes to block out the sun as it rises and sets every 45 minutes. We do, however, sleep very well in space.

A: Do you have to do any chores in the station to keep it clean?

B: There are a lot of household chores to do on the station. Bacteria grow rapidly in zero gravity so we have to clean the station every day. It's a big job as the station is very large. The good thing is we don't have to do the washing-up or wash our clothes.

A: Do you have any free time? What do you do? Etc.

б) Задача: развитие умений письменного высказывания (выписки из текста).

Предполагаемый ответ:

1 I was impressed with how astronauts sleep in space. It's amazing that the sun sets and rises every 45 minutes. 2 I also liked that they have to exercise as their muscles don't work in zero gravity. 3 I think it is very interesting that the astronauts have to clean the station every day as bacteria grow so fast in space.

с) Задача: развитие умений диалогической речи (диалог-обмен мнениями).

Предполагаемый ответ:

A: I would like to live in space. It would be fun to float around in zero gravity.

B: I wouldn't want to live in space. Everything is difficult to do in zero gravity. Also, there is too much cleaning to do on the station. I think it would be very tiring.

A: I don't mind doing the chores and the view of Earth and the sun rising and setting every 45 minutes would be amazing.

B: I think I would miss living on Earth. It would get boring floating all the time.

A: Maybe, but then there would be so many things to do. Etc.

• Упр. 9, с. 27

Задача: развитие умений продуктивного письма (написание листовки с инструкциями).

Предполагаемый ответ:

... in front of you.

Also, you don't have to sleep in a sleeping bag or strap yourself down for the night. Just lift up the covers on the bed and get in between the sheets to sleep.

You'll love being able to have a hot shower without a vacuum hose. You can relax under the water spray and none of the droplets will float away. You don't have to exercise for two hours a day to keep your muscles from going soft. Have a break and relax a bit by only doing some light exercise instead of the more strenuous workouts you are used to! You'll have to tidy up after yourselves though and that means doing the chores like the washing-up and putting your rubbish in the bin. Your free time can be spent any way you like but you'll probably want to spend as much time outdoors as you can rather than being stuck indoors all the time. Enjoy your stay on Earth!

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 монологической речи с опорой на иллюстрации (описание картинки).

Предполагаемый ответ:

The people in the picture are sitting at a table enjoying a meal. They may be in a restaurant. They seem to be a family. The mother and the daughter are talking and smiling, so they must be happy and the father and the son are listening, so they must be interested in what is being said.

• Упр. 2, с. 28

Задача: развитие умений работать с кон-текстом при освоении тематической лексики «Родственные отношения».

Предполагаемый ответ:

1 My sister never gets off the phone. 2 My brother is always taking things without asking. 3 My brother never helps around the house. 4 My grandmother never switches off the lights. 5 My dad always leaves things everywhere. 6 I never tidy up. 7 My brother plays loud music. 8 My dad doesn't let me stay out late. 9 My mum is always there for me. 10 My sister helps me with my homework.

• Упр. 3, с. 28

Задача: развитие умений диалогической речи (мини-диалог–обмен мнениями этикетного характера: выразить критическое замечание и принести извинения).

Предполагаемый ответ:

2 A: You get on my nerves when you never turn off the lights.

B: I am sorry. I didn't realise it annoyed you.

3 A: I can't stand it when you never let me watch what I want on TV.

B: Sorry!

4 A: You always play your music really loud. You drive me crazy.

B: Please forgive me. I didn't mean to upset you.

• Упр. 4, с. 28

а) Задача: развитие умения прогнозировать содержание текста по отдельным предложениям.

Предполагаемый ответ:

The dialogue is about household chores.

б) Задача: развитие умений изучающего чтения.

Ключи:

1 B 2 E 3 A 4 D 5 F

• Упр. 5, с. 29

Задачи: развитие умений изучающего чтения; развитие языковой догадки; развитие умения подбирать дефиниции и синонимичные средства для расширения словарного запаса.

Ключи:

Look at the mess in your bedroom. – Just look at the state of your bedroom. **I want to talk to you.** – I'd like a word with you. **It's not my job to do everything for you.** – I'm not your slave, you know! **What can I do to say sorry?** – How can I make it up to you? **You're right about that.** – You've got a point there. **help you** – give you a hand

• Упр. 6, с. 29

Задача: развитие навыков чтения вслух.

• Упр. 7, с. 29

Задача: развитие умений диалогической речи (комбинированный диалог) – ролевая игра.

Предполагаемый ответ:

A: Jack, I'd like a word with you.

B: What have I done now?

A: Just look at the state of my bedroom. You've been in and messed it up and my friend Sarah is coming over this afternoon. You shouldn't have done that. It's not very nice.

B: I'm sorry. How can I make it up to you?

A: You can start by tidying up this mess.

B: OK.

A: Thank you.

• Упр. 8, с. 29

Задача: развитие произносительных и интонационных навыков (работа над интонацией восклицательных предложений, выражающих недовольство и раздражение).

Ключи:

• Oh, Mum! • Come here, young man! • Just look at this mess! • I've just about had enough! • That's what you always say! • You treat this place like a hotel! • I'm not your slave, you know!

• Упр. 9, с. 29

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

Ключи:

1 a 2 b 3 a

• Упр. 10, с. 29

Задача: развитие умений аудирования (аудирование с выборочным извлечением заданной информации).

Ключи:

1 B 2 C 3 A 4 C 5 A 6 C 7 B

• Упр. 11, с. 29

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

Ключи:

1 as safe as houses; 2 get on like a house on fire; 3 a home from home; 4 home and dry

• Упр. 12, с. 29

Задачи: развитие умений использования новой лексики в контексте; развитие навыков взаимоконтроля.

Предполагаемый ответ:

1 I can't stand it when you play loud music.
2 You drive me crazy when you leave your things everywhere.
3 I'm so sorry. I didn't realise it bothers you.
4 Can I give you a hand with the washing-up?
5 My best friend and I get on like a house on fire.
6 Just look at this mess! Can't you tidy up your room?
7 I have just had enough of your loud music!

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

Домашнее задание: SB, упр. 12, с. 29; WB, с. 15.

Урок 4



Grammar in Use

• Упр. 1, с. 30

Задачи: развитие навыков распознавания и использования в речи инфинитива и -ing форм глагола; развитие умений ознакомительного и поискового чтения.

Ключи:

like/love/prefer/don't mind/can't stand, etc. + **-ing form** (examples: dust mites like eating, they can't stand living); can/must/may/will, etc. + **infinitive without to** (examples: you may think, they can carry, cockroaches can live); look forward to/have difficulty (in)/be used to + **-ing form** (examples: they have difficulty laying); kind/sad/lucky/clever/glad, etc. + **to-infinitive** (examples: they are always glad to do); manage/want/expect/offer/help/promise, etc. + **to-infinitive** (examples: the only one who wants to be, vacuuming ... helps to get rid of, don't expect to get rid of); let/make/hear/see/feel + **infinitive without to** (examples: don't let them live).

• Упр. 2, с. 30

Задача: развитие умений монологической речи (изложение основного содержания прочитанного с опорой на ключевые фразы).

Предполагаемый ответ:

You will **have difficulty** in getting rid of cockroaches. Cockroaches are **glad to** live in warm and dark places. Dust mites **like eating** dead skin. Cockroaches **can carry** diseases. **Don't let** your room get too warm as bedbugs lay eggs in warm temperatures. **Don't expect** cockroaches to die immediately.

• Упр. 3, с. 30

Задачи: развитие навыков распознавания и использования в речи инфинитива и -ing форм глагола; развитие умений изучающего чтения.

Ключи:

1 to get on; 2 to help; 3 doing; 4 helping; 5 playing; 6 do; 7 borrow; 8 asking; 9 having; 10 to do

• Упр. 4, с. 30

Задача: развитие навыков распознавания и использования в речи инфинитива и -ing форм глагола.

Ключи:

1 a) switching (recall), b) to switch (not forget);
 2 a) drinking (do sth as an experiment), b) to open (made an attempt); 3 a) watching (finished action), b) to watch (interrupted what she was doing in order to do sth else); 4 a) talking (without stopping), b) to talk (proceeded)

• Упр. 5, с. 31

Задача: развитие навыков распознавания и использования в речи инфинитива и -ing форм глагола.

Ключи:

1 A: to go, B: staying; 2 A: to do, B: doing;
 3 A: to turn off, B: turning; 4 A: to tell, B: worrying, to wait; 5 A: fix, B: calling, fixing

• Упр. 6, с. 31

Задача: развитие навыков распознавания и использования в речи инфинитива и -ing форм глагола.

Предполагаемый ответ:

I hate helping with the housework. I enjoy listening to music. I look forward to going shopping tomorrow. I can't stand travelling by train. I can't tidy my room today. I will visit my aunt on Sunday. My parents let me stay out late on Saturdays. I don't mind walking the dog. I want to become a teacher. I like watching TV.

• Упр. 7, с. 31

Задача: развитие умений монологической речи с опорой на личный опыт (сообщение).

Предполагаемый ответ:

2 I avoid tidying my room. 3 I can't stand washing the dishes. 4 I usually avoid studying in my room. 5 I try to help my brother with his homework. 6 I don't mind taking out the rubbish. 7 I can't help playing video games. 8 I'd rather go to a friend's house than stay at home. 9 I hate helping with the gardening. 10 It's not worth arguing with my brother; I never win.

• Упр. 8, с. 31

Задача: развитие навыков распознавания и использования инфинитива и действительного причастия (-ing form) в сложном дополнении.

Обратите внимание учащихся на конструкцию *to hear/see/feel/watch smb do/doing sth*, в которой существительное или личное местоимение в косвенном падеже (*him, her, them, me, etc.*) вместе с инфинитивом или причастием образуют единое дополнение, называемое в грамматике *Complex object* (сложное дополнение). Использование инфинитива или причастия ука-

зывает на завершенность/незавершенность действия. Сравните: *I saw Nina crossing the street*. Я видела, как Нина переходила улицу (процесс, незавершенное действие).

I saw Nina cross the street. Я видела, что Нина перешла улицу (свершившийся факт).

Обратите внимание учащихся на грамматический справочник GR6.

Ключи:

1 b 2 a

• Упр. 9, с. 31

Задача: развитие навыков распознавания и использования инфинитива и -ing form глагола (действительного причастия) в конструкциях со сложным дополнением.

Обратите внимание учащихся на то, что сложное дополнение встречается только после определённых глаголов (*to see, to hear, to feel, to notice, to watch*).

Ключи:

1 talking (part of action); 2 run (completed action); 3 singing (part of action); 4 drawing (part of action); 5 delivering (part of action)

• Упр. 10, с. 31

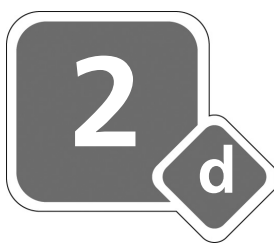
Задача: развитие навыков распознавания и использования наречий *too/enough*.

Ключи:

2 James is clever enough to solve this problem. 3 I have enough money to buy this expensive watch. 4 They were too tired to stay awake during the film. 5 We've got enough food to give you some. 6 He spoke too fast for me to understand him.

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

Домашнее задание: SB, Grammar Check 2, с. 140–141; WB, с. 16.

Урок 5**Vocabulary & Speaking**

• Упр. 1, с. 32

Задачи: повторение изученных и введение новых слов по теме «Город и деревня»; развитие умений монологической речи с переносом на личный опыт (описание).

Предполагаемый ответ:

I live in a large city. There are a lot of attractive modern houses and flats both in the centre and in

the suburbs. Some old streets are narrow and noisy. There are lots of big, expensive shops and street cafés that are always crowded. Many people prefer small local shops in their neighbourhood. I live in a spacious, comfortable flat on a busy street.

• Упр. 2, с. 32

Задача: развитие умений аудирования (умения понимать основное содержание и выборочно извлекать заданную информацию).

Ключи:

It has wide, clean streets and attractive, modern houses. There's a small supermarket, a post office, a bank and a chemist's.

• Упр. 3, с. 32

Задачи: развитие навыков распознавания и использования предлогов места; развитие умений монологической речи (описание с опорой на ключевые слова).

Предполагаемый ответ:

My neighbourhood is big and crowded. I live in a modern flat on a noisy street. My block of flats is behind a large supermarket. Next to the supermarket there is a large park. Opposite my flat there is a newsagent's and there is a bank next to that. On the corner there is a busy restaurant. In front of my flat there is a bus stop.

• Упр. 4, с. 32

а) Задачи: освоение тематической лексики (прилагательных); развитие интеллектуальных умений (анализ, классификация).

Ключи:

positive: sociable, helpful, caring; **negative:** selfish, rude, arrogant, forgetful, talkative, silly, easily annoyed, nosy

б) Задача: развитие умений монологической речи (описание-характеристика человека).

Предполагаемый ответ:

My neighbour across the street, Mr Brown, is very caring. He brings us fresh fruit when we are ill. Mr Jones, my neighbour on the corner of my street is easily annoyed and complains whenever we make any noise. My neighbour across from my block of flats is very nosy and watches us from her window. Etc.

• Упр. 5, с. 33

Задача: развитие умений изучающего чтения.

Ключи:

1 F 2 D 3 A 4 G 5 E 6 B

• Упр. 6, с. 33

Задачи: освоение выражений и клише речевого взаимодействия в ситуации «взаимоотношения с соседями»; развитие умений

диалогической речи (мини-диалоги этикетного характера).

Ключи:

1 c 2 d 3 a 4 e 5 b

• Упр. 7, с. 33

Задача: развитие умений диалогической речи (мини-диалоги этикетного характера – взаимоотношения с соседями).

Предполагаемый ответ:

1 A: Would you be able to feed my cat while I'm away?

B: Sure, it would be a pleasure. When are you leaving?

2 A: Would you mind keeping your dog out of my garden? He keeps digging up my flowers.

B: I'm so sorry. It won't happen again.

3 A: Would you like me to babysit for you on your wedding anniversary?

B: Oh, would you? Thanks, that would be great!/That's really kind of you, but my mother has already offered to do it.

4 A: Would you like me to do your shopping for you when I'm at the supermarket?

B: That's really kind of you. Thank you.

• Упр. 8, с. 33

Задача: развитие умений продуктивного письма (умения составлять краткое аргументированное высказывание на тему «Хорошие соседи»).

Предполагаемый ответ:

A good neighbour is someone who cares about people and offers to help them whenever he/she can, such as doing little errands. A good neighbour is considerate and doesn't do things which may disturb his/her neighbours such as playing loud music late at night. A good neighbour is friendly, sociable and helps people who live near them to feel part of a community.

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

Домашнее задание: SB, упр. 8*, с. 33; WB, с. 17.

Урок 6



Writing Skills

Изучите внимательно таблицу, обращая внимание учащихся на структуру письма личного характера.

• Упр. 1, с. 34

Задачи: развитие умений ознакомительного чтения; развитие умений продуктивного письма (умения подбирать соответствующее начало и концовку личного письма определённого типа).

Ключи:

1 D thank-you letter; 2 A accepting an invitation; 3 C asking for advice; 4 E get-well-soon letter; 5 B letter of invitation

• Упр. 2, с. 34

Задачи: развитие умений поискового чтения (правила написания (электронного) письма личного характера, образец текста письма); подготовка к продуктивному письму.

а) Ключи:

1 I am writing to my English-speaking pen friend Richard. 2 I should tell him what my house is like, how much time I spend in my room and what there is to do in my area for entertainment.

б) Ключи:

Para 1: opening remarks; **Para 2:** what his house is like and whether he spends much time in his room; **Para 3:** what there is to do for entertainment in his area; **Para 4:** closing remarks; Yes, the writer has included all the information needed.

• Упр. 3, с. 35

Задачи: введение лексики разговорного (неформального) характера; развитие умений поискового чтения.

Ключи:

everyday phrasal verbs: hang out; **idioms:** drop me a line; **informal linkers:** and; **short forms:** it's, there's, that's

• Упр. 4, с. 35

Задача: развитие навыков распознавания и использования в речи косвенных вопросов.

Ключи:

In a **direct question** the verb is in the interrogative, that is the verb comes before the subject. E.g. What did Ken say?

In an **indirect question** the verb is in the affirmative, that is the verb follows the subject. E.g. Do you know where Catherine is?

• Упр. 5, с. 35

Задача: развитие навыков распознавания и использования в речи прямых и косвенных вопросов.

Ключи:

direct questions: 2 How was your summer holiday? 3 What do you do in your free time? 4 How many brothers and sisters have you got? Is your family big or small? **indirect questions:** 2 Can you

tell me how your summer holiday was? 3 I'd like to know what you do in your free time. 4 Can you tell me how many brothers and sisters you've got? Can you tell me whether your family is big or small?

• Упр. 6, с. 35

Задача: развитие умений продуктивного письма (умение выбирать ключевые слова и отвечать на поставленные вопросы).

Ключи:

A You have received a letter from your English-speaking pen-friend Peter. ...Hope you had a great summer. What did you do? Did you have a good time? It's my birthday next week and I can't wait!... Write him a letter and answer his questions, then ask him about his birthday plans.

1 a letter giving news and asking for information; 2 my English-speaking pen-friend Peter; 3 what I did in the summer; 4 Are you having a party? What present would you like? Will you have a birthday cake?

B You have received an email from your English-speaking pen-friend Robert. ...I hope you had a safe journey home. It was great spending time together. I hope you will come and visit again soon... Write him an email to thank him and his family for their hospitality, then invite him to stay with you.

1 an email thanking and inviting someone; 2 my English-speaking pen-friend Robert; 3 how I enjoyed staying with him; 4 Do you think you will be able to come? Have you ever been abroad before?

• Упр. 7, с. 35

Задачи: развитие умений продуктивного письма (написание электронного письма другу); развитие навыков самопроверки письменной работы (письмо личного характера).

Предполагаемый ответ:

A Dear Peter,
Thanks for your letter. It was great to hear from you. I had a great summer. We went to the seaside for a holiday. We stayed in a small hotel close to the beach and we went swimming every day. It was a lot of fun.

Are you having a party for your birthday? Will you have a birthday cake? I would like to get you something. What present would you like? Have you ever been abroad before?

Well, that's all for now. Have a wonderful time on your birthday. Write soon and tell me all about it.
Regards,

Jack

B Dear Robert,
Thanks for your email. I arrived home safely yesterday.

I had a wonderful time at your house and I would like to thank you and your family for your hospitality. You were all so warm and friendly. I loved your mum's cooking very much and I really enjoyed playing chess with your dad. Everyone made me feel like a part of the family. I would love it if you would come and stay with me next month. Do you think you will be able to come? I really hope you can. Let me know as soon as you can so we can make the arrangements. Thanks again and let's talk soon.
Best wishes,
Lee

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 образования существительных от прилагательных с помощью суффиксов *-ance, -cy, -ence, -ness, -ity*.

Ключи:

1 *secrecy*; 2 *importance*; 3 *kindness*; 4 *patience*; 5 *security*; 6 *activity*

• Упр. 2, с. 36

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

Ключи:

1 *out*; 2 *off with*; 3 *up for*; 4 *up*; 5 *of*

• Упр. 3, с. 36

Задача: развитие навыков распознавания и использования предлогов (*in, on, to, at*) в устойчивых словосочетаниях (в рамках тематической лексики).

Ключи:

1 *to*; 2 *in*; 3 *on*; 4 *at*; 5 *in*; 6 *in*; 7 *in*; 8 *in*; 9 *in*; 10 *on*; 11 *in/at*; 12 *to*

Предполагаемый ответ:

2 My bed is **in the corner of the room**. 3 Our house is **on the corner of the street**. 4 My mother is never **at home** on Saturdays – she has a Saturday job. 5 My father is always **in a hurry** to get to work. 6 Our old family farmhouse is now **in**

ruins. 7 My dad's gone for a walk. He set off **in the direction** of the seafront. 8 I would like to live **in the suburbs**. 9 There is a herd of cows **in the field** next to my uncle's house. 10 My grandparents live **on a farm**. 11 I'm always **in school** until four in the afternoon. 12 I go **to school** in a nearby village.

• Упр. 4, с. 36

Задача: развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для изучающих английский язык.

Ключи:

1 *sweep*; 2 *wardrobe*; 3 *clean*; 4 *washing*

Предполагаемый ответ:

1 **Brush** your coat to get the fluff off it. 2 Can you pass me a plate from the **cupboard**, please? 3 Don't forget to **wash** your hands! 4 I have to do some **cleaning** – the house is a mess.

• Упр. 5, с. 36

Задачи: развитие навыков распознавания и использования в речи глагольных форм: инфинитива и герундия (*-ing forms*); развитие умений изучающего чтения.

Ключи:

1 *doing* 2 *to have* 3 *to help* 4 *to fix* 5 *give* 6 *cleaning* 7 *doing* 8 *take care of* 9 *to arrange* 10 *seeing*

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

Домашнее задание: SB, упр. 5*, с. 36; WB, с. 19.

Урок 8

Culture Corner

• Упр. 1, с. 37

Задачи: развитие умений прогнозирования содержания текста; развитие умений поискового чтения.

Предполагаемый ответ:

1 *Where is it? (In London, England.)* 2 *Who lives there? (The Prime Minister of the UK.)* 3 *What takes place there? (official functions, Cabinet meetings and state dinners.)*

• Упр. 2, с. 37

Задача: развитие умений изучающего чтения.

Ключи:

1 E 2 C 3 A 4 G 5 B 6 D

• Упр. 3, с. 37

Задачи: развитие умений изучающего чтения; развитие языковой догадки; расширение словарного запаса.

Ключи:**official functions:** formal gatherings (**официальные мероприятия**)**originally:** when sth first came into existence, first of all (**оригинально**)**ordinary:** not special or different, normal (**обыкновенный, обычный**)**colleagues:** co-workers (**коллеги**)**government ministers:** leading politicians who run a country (**министры правительства**)**civil servants:** government employees (**государственные служащие**)**grand:** impressive, imposing (**грандиозный**)**Ключи:**

1 originally; 2 government ministers; 3 official functions; 4 grand

• Упр. 4, с. 37

Задачи: развитие умений изучающего чтения; развитие умений монологической речи (изложение основных фактов текста с опорой на ключевые слова).**Ключи:**

A: The Grand Staircase in Number 10 has portraits of every past Prime Minister hanging on its walls.

B: The Cabinet Room is where government ministers meet to discuss important issues.

A: Margaret Thatcher is a former Prime Minister who once lived at Number 10.

B: Sir Robert Walpole was the first Prime Minister. Number 10 was given to him as a gift, but he decided it should be used by all future Prime Ministers.

• Упр. 5, с. 37

Задача: развитие умений монологической речи (краткое изложение фрагментов текста).**Предполагаемый ответ:**

1 The front of 10 Downing Street is very famous because the Prime Minister and other famous politicians make important announcements outside this big black front door. 2 Inside the building, there are a number of features and beautiful rooms including the Grand Staircase and the State Dining Room. 3 They are portraits of past Prime Ministers on the walls. 4 The Prime Minister lives in a furnished flat on the second floor but he also has his own study where he works and reads.

• Упр. 6, с. 37

Задача: развитие умений продуктивного письма (написание статьи об известном здании в России).**Предполагаемый ответ:**

The Kremlin has been the official residence of the President of the Russian Federation and his Administration since 1992. It is where the highest

offices of the state are located. The Kremlin also contains the Grand Kremlin Palace where the emperors of Russia used to live, the Senate and the Armoury. It also contains many churches, squares, gardens and palaces, which are among the city's most popular tourist attractions. Red Square is the main attraction. The biggest and most famous church St Basil's Cathedral is situated there. It was built in 1554–1560 and has ten domes, each with a different design and colour. On the other side is the State Department Store, (GUM) and the State History Museum (1875–1883). Along with Red Square, the Kremlin is a UNESCO World Heritage Site.

Итог урока: Рефлексия освоенного организуется по образцу, описанному на с. 41.**Домашнее задание:** SB, упр. 6*, с. 37; WB, с. 20.**Урок 9****Spotlight on Russia с. 4.
Old Neighbours****Задача:** перенос лексико-грамматического материала модуля в ситуации речевого общения на материале о родной стране.

Начало урока

Организуйте беседу об условиях жизни в России в XIX, XX и XXI веках. Какие изменения (плюсы и минусы) внёс научно-технический прогресс? Обсудите, чем отличается жизнь в городе (большом мегаполисе) от жизни в деревне (преимущества и недостатки).

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.

Организуйте лексическую работу на основе текста. Обратите внимание учащихся на транслитерацию личных имён и географических названий. Предложите учащимся выполнить задания и составить вопросник, чтобы расспросить своих дедушек и бабушек. На основе интервью можно предложить написать краткую заметку исторического характера.

Обсуждая высказывания по теме «Дом моей мечты», выслушайте разные варианты ответов. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур.

Выйдите на монологические высказывания учащихся, обсуждая преимущества жизни в

разных странах, разных географических условиях, используя поговорку *East or West Home is best*.

Предполагаемый ответ:

My ideal home would be in a bungalow on a private island in a tropical location such as Hawaii. I would have 3–4 bedrooms and 2 bathrooms. I would use one room for the main bedroom, one for a guest room, one for a study, and one for TV/theater room. My backyard would consist of tropical-like plants such as palm trees and have a space for my helicopter to land. In an ideal world I would have a helicopter to fly to town for food. I love big open spacious homes; light with glass walls, a tall roof, decorated in bohemian style creating golden atmosphere, and it must be located along the beach. But to be serious, my idea of a perfect house is where my whole family is comfortable. Everyone has their own room and space to be alone if they want and there would be a big kitchen because I would like for my family to be very close and eat together every day. I would love a yard because that's another way family could spend time together. My perfect family would be a family that loves each other and stands by each other's side. It wouldn't matter how many kids I had or if I wanted to adopt or if I had a husband or a dog instead as long as there is love in the family it's perfect to me.

A: What would your perfect house be like?

B: Well, ever since I was young I loved castles. So if I could build a perfect house it would be a castle. I would like my castle to be very grand, made of wood and stone and have a huge garden. In the front, I would like it to have a bridge leading to the main entrance.

A: That sounds impressive. What will it have on the inside?

B: I want the inside to look old and medieval with tall ceilings and big wooden furniture.

A: I think I might be too scared to visit. Where would you like to live if you could choose anyplace in the world?

B: If I could choose anyplace in the world to live it would be somewhere that is warm in the winter and cold in the summer.

A: Do you mean some place like Australia?

B: Yes, that would be perfect.

A: Why is that?

B: Because I would like to spend Christmas on the beach.

A: Good answer, and who would you like to have as neighbours?

B: I would like my neighbours to be famous chefs. So they can practise new recipes on me.

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: повторение изученных и введение новых слов по теме «Экология: животный мир».

Ключи:

Hedgehogs, squirrels and foxes are mammals. Frogs and newts are amphibians. Dragonflies are insects. Trout are fish. Herons and owls are birds. Snakes are reptiles.

• Упр. 2, с. 38

Задачи: мотивация на изучение экологических проблем; развитие умений ознакомительного чтения (умения определять тему по заголовкам).

Ключи:

Places where animals live face the problems of pollution and deforestation. They face problems caused by new houses, farmers and tourism.

• Упр. 3, с. 38

Задачи: развитие умений прогнозировать содержание текста по заголовку и начальным фразам; развитие умений поискового чтения.

Ключи:

The article is about animal habitats and the dangers they face.

• Упр. 4, с. 39

Задача: развитие умений поискового чтения.

Ключи:

1 T 2 NS 3 T 4 T 5 F 6 F 7 T

• Упр. 5, с. 39

Задачи: развитие умений изучающего чтения, развитие языковой догадки; развитие умения работать с синонимами и дефинициями.

Ключи:

species – types (**виды**)

hedgerows – rows of bushes between fields or along lanes (**живые изгороди**)

tiny – extremely small (**крошечный**)

survive – continue living (**выживать**)

become extinct – die out (**вымирать**)

charities – organisations that help people or animals (**благотворительные организации**)

• Упр. 6, с. 39

Задачи: развитие умений изучающего чтения; освоение приёмов работы с текстом; развитие умений монологической речи.

Коллективно изучите рубрику *Study Skills*. Поясните необходимость умения передавать краткое содержание текста. Умения озаглавить части текста, выделять основную мысль и главные факты, опуская второстепенные, составляют одно из метапредметных умений, систематически развиваемых на уроках английского языка, – умение смыслового чтения.

Предполагаемый ответ:

where wildlife exists: woodlands, ponds, hedgerows, rivers; playgrounds, gardens, sand; **the problem:** building roads, houses; litter, poisonous chemicals from farms & factories; threaten animals' habitats; **the solutions:** write to councils, wildlife charities; don't litter/pick up litter; create habitats

Предполагаемый ответ:

Different species of plants and animals live in woodlands, rivers, hedgerows and ponds, school playgrounds, private gardens or even in the tiny spaces between grains of sand.

Unfortunately, humans have destroyed many wildlife habitats by building roads and houses everywhere. Water pollution, litter and poisonous chemicals from farms and factories endanger many animals such as otters, frogs, newts, trout and herons.

We can help by writing to local councils or wildlife charities. We should never throw litter on the street and pick up any litter we see in woodlands, hedgerows and parks. We can also create habitats in our gardens or on our balconies.

• Упр. 7, с. 39

Задачи: развитие информационных умений; развитие умений продуктивного письма (составление плаката о среде обитания различных животных).

Предполагаемый ответ:

Animal Habitats of Russia

Boreal Forests

The boreal forest is home to many species of animals. Hares, Siberian tigers, black bears, wolves and lynxes are just a few examples of the wildlife that live in the forests. Unfortunately, deforestation from logging companies and hunting is threatening these animals.

River & Wetlands

This rich ecosystem is the home of many fish

including the sturgeon, white fish and trout. Many birds such as ducks, Siberian cranes and geese live in the wetlands. Mining and oil drilling are destroying the habitat of the wetlands and these animals face extinction.

Arctic Tundra

This cold and treeless habitat has few species of animals that make it their home. There are however, some rare and important animals that live in this area. The polar bear, reindeer and musk ox live in the tundra and need this habitat for their survival. Global warming is destroying this habitat and the survival of these animals.

• Упр. 8 с. 39

Задача: развитие умений продуктивного письма (письменное высказывание с выражением личного аргументированного отношения к экологической проблеме).

Предполагаемый ответ:

We can make sure that any new houses that are built are not built anywhere near an animal habitat or that at least another habitat is created for the animals nearby. We can also plant new hedgerows and woodlands for plants and animals to live in. We can protect areas of countryside and make them into wildlife protection areas.

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

Домашнее задание: SB, с. 7*; 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 spacious; 2 household; 3 sociable; 4 vacuum; 5 next door; 6 gravity; 7 make; 8 pitch; 9 extinct; 10 Take

2 1 to do; 2 losing; 3 do; 4 stealing; 5 to forget; 6 going; 7 to finish; 8 enter; 9 mowing; 10 making

3 1 urgency; 2 arrogance; 3 difference; 4 quietness; 5 activity

4 1 in; 2 in; 3 on; 4 on; 5 in/at

5 1 up; 2 of; 3 up; for; 4 off with; 5 out

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

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по теме «Очевидное-невероятное»;
- научиться вести разговор о загадочных существах, сновидениях, удивительных совпадениях, оптических иллюзиях, стилях живописи;
- научиться в процессе речевого взаимодействия выражать своё согласие/несогласие, удивление/озабоченность, делать предположения, выдвигать предложения;
- научиться описывать произведения живописи;
- научиться писать мистический или детективный рассказ, готовить письменное сообщение об известном здании/замке;
- освоить (на основе обобщения изученного ранее) распознавание и употребление в речи *Past Tenses*;
- освоить понимание и употребление в речи конструкций *used to/would*;
- освоить образование прилагательных способом словосложения (*compound adjectives*);
- освоить использование фразовых глаголов (*come*);

● развивающие:

- развивать умения во всех видах речевой деятельности;
- развивать учебно-познавательную компетенцию через развитие способов учебной деятельности;
- развивать социокультурную компетенцию;
- развивать коммуникативные умения при работе в группе;
- развивать компетенцию личностного самосовершенствования;

● воспитательные:

- формировать ценностные ориентации;
- воспитывать эстетический вкус.

Урок 1

Введение в модуль

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

Вводная беседа по изученной теме. *E.g. What is your favourite room in your house? Why? What household chores do you like/dislike doing? What do you like/dislike about your neighbourhood? What do you think makes a good neighbour?*

Введение темы модуля

See it to believe it – обсуждение возможных русских эквивалентов: «Очевидное-невероятное», «Лучше один раз увидеть, чем сто раз услышать», «Чтобы поверить в это, это надо увидеть». Попросите учащихся объяснить по-английски, что означает название, о чём, по их мнению, пойдёт речь в уроках модуля.

Предполагаемый ответ:

I think the title refers to mysterious events or things that we can't explain and often don't believe in, unless we see it ourselves.

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.

T: What does the picture show?

S2: It shows a strange sea creature under the sea with a ship crossing above it.

T: Do you think such animals exist? Why (not)?

S3: I think some do as so many people have seen them. I think others are just stories made up by people.

T: Can you think of any strange creatures from your country? Etc.

рис. 2 (с. 44)

What is this picture of? What is the unit about? Do you remember your dreams? What kinds of things do you dream about? Do you think they mean anything?

рис. 3 (с. 53)

What does the picture show? Do you believe in haunted houses and buildings? Why (not)? Do you know of a haunted house or building?

рис. 4 (с. 55)

What do you see in the picture? Do you like looking at works of art? Do you think art is important? Why (not)?

Find the page number(s) for

Просматривая модуль вместе с классом, найдите указанные виды текстов, изображений. Обсудите.

Предполагаемый ответ:

a dream dictionary (с. 44)

What does this dictionary show? (the meaning of certain things that are seen in a dream) Have you seen any of the items in the dictionary? Why do we want to understand our dreams?

some shapes (с. 54)

What are the shapes you see? How do they relate to the unit?

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

а) Задачи: повторение и введение новой лексики по теме «Загадочные существа»; мотивация на работу по теме; развитие умений монологической речи (краткое высказывание без предварительной подготовки).

Предполагаемый ответ:

I have heard of the Loch Ness Monster. It is a creature that lives in a lake in Scotland. It doesn't do anything bad and only a few people have ever 'seen' it. The Kraken is from Norway. It is a giant sea creature that attacks ships. Bigfoot is from the USA. It is a giant hairy creature that walks like a human but looks like an ape.

б) Задачи: повторение и введение новой лексики по теме «Загадочные существа»; развитие умений монологической речи (описание картинки); развитие умений прогнозирования содержания текста; развитие умений поискового чтения.

Ключи:

The Loch Ness Monster has got a snake-like head, a humped back and a long tail. The Kraken has got huge eyes and giant tentacles with sharp

hooks. Bigfoot is two-legged with long arms, a short neck and a hairy body. The Loch Ness Monster is from Scotland. The Kraken is from Norway. Bigfoot is from the USA

• Упр. 2, с. 43

Задача: развитие умений поискового чтения.

Перед выполнением задания восстановите алгоритм выполнения заданий подобного типа. Учащиеся должны понимать, что необходимо прочитать вопросы, найти в них ключевые слова, а затем при чтении текста найти слова или фразы, близкие по значению ключевым словам (выражениям).

Ключи:

1 А 2 В 3 А 4 С 5 А 6 В 7 В

• Упр. 3, с. 43

Задачи: развитие умений изучающего чтения; развитие языковой догадки.

При выполнении задания 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:

report – tell people about

sightings – things that have been seen

survived – stayed alive

horrifying – shocking, disgusting

across – wide

approached – came closer

violent – with great force

off – close to

so far – until now

• Упр. 4, с. 43

Задача: расширение объёма продуктивного словарного запаса за счёт освоения антонимов.

Учащиеся проверяют ответы в парах.

Ключи:

1 different – similar; 2 destroy – create; 3 real – mythical; 4 unknown – famous; 5 top – bottom; 6 blunt – sharp; 7 luckily – unfortunately; 8 miniature – giant

• Упр. 5, с. 43

Задачи: развитие умений поискового чтения; освоение новой лексики по теме «Загадочные существа».

Ключи:

1 mythical; 2 humped; 3 snake; 4 recorded; 5 giant; 6 violent; 7 sharp; 8 human; 9 extinct; 10 horrifying

• Упр. 6, с. 44

Задача: расширение объёма продуктивного словарного запаса – освоение синонимов глагола *look* (смотреть).

Ключи:

1 *staring*; 2 *glanced*; 3 *caught a glimpse of*; 4 *glare*; 5 *spot*

Предполагаемый ответ:

1 *It is not polite to stare at people.* 2 *I did catch a glimpse of the bear as we drove through the forest.* 3 *I was able to spot him in the crowd.* 4 *I glanced at the clock to check the time.* 5 *Don't glare at me like that! You look very angry.*

• Упр. 7, с. 44

Задача: развитие умений диалогической речи (диалог-обмен мнениями на основе прочитанного текста).

Предполагаемый ответ:

A: *I am impressed by how old the story of the Loch Ness Monster is.*

B: *Me too. I would never imagine it came from the 6th century!*

A: *Yes, and what about the Kraken? Can you imagine seeing a squid big enough to wrap itself around an entire ship? That's impressive!*

B: *Yeah. What about Bigfoot? I was impressed that over 3,000 people have seen it! Etc.*

• Упр. 8, с. 43

Задача: развитие умений продуктивного письма (страница дневника – связанное письменное высказывание о встрече с загадочным существом).

Предполагаемый ответ:

Dear Diary,

I went to Loch Ness today for a picnic by the lake. It was a beautiful day and the sun was shining. I was sitting next to the lake enjoying my lunch when suddenly I heard a strange noise and saw the water on the lake begin to move. The next thing I knew, a snake-like head popped out of the water and slowly looked around. I was terrified. The creature slowly began lifting its great long neck out of the water. I couldn't believe my eyes. I turned around to see if I had packed my camera in my bag to get a picture of it. I scrambled through my bag but when I turned to snap a photo, the creature had disappeared. Not even a ripple appeared on the water to show that it had ever been there. As quickly as it all began, it was over and the monster was gone.

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

Домашнее задание: SB, упр. 8*, с. 43; WB, с. 24.

Урок 3



Listening & Speaking

• Упр. 1, с. 44

а) Задачи: мотивация на работу по теме «Сновидения»; развитие умений монологической речи (высказывание с опорой на картинки).

Обратите внимание учащихся на разные значения глагола *dream* при употреблении с разными предлогами: *dream of* – мечтать о, *dream about* – видеть сон/сны о.

Ключи:

He's dreaming about running to catch a bus, being able to fly and being chased by a monster.

б) Задачи: повторение изученных и введение новых слов и выражений по теме «Сновидения»; развитие навыков их использования в речи (на основе прочитанного).

Ключи:

missing a bus means he has missed an opportunity; *flying* means he feels confident about sth; *being chased by a monster* means he is confused or has a lot on his mind

• Упр. 2, с. 44

Задачи: развитие навыков использования в речи тематической лексики по теме «Сновидения»; развитие умений устной речи (полилог) на основе личного опыта.

Предполагаемый ответ:

S1: *I only remember a few of my dreams. I know if they were good or bad, but I don't always remember the details. I rarely have nightmares.*

S2: *I dream about people I know and places I have been to.*

S3: *I have the same dream over and over about taking a Maths test. I feel very nervous and anxious.*

S4: *I do think dreams have meanings. They express what we are feeling or experiencing at a certain time in our lives.*

S3: *I know a few books that talk about what dreams mean. The film "Field of Dreams" is about a man who dreams about people.*

• Упр. 3, с. 44

Задачи: расширение лексических средств речевого взаимодействия – освоение клише для выражения согласия/несогласия при

рассуждении; развитие умений диалогической речи – мини-диалог по заданной тематической ситуации.

Предполагаемый ответ:

A: I had a dream that I was being chased. Do you have any idea what that means?

B: I think it means you feel confused.

A: You could be right.

A: I dreamt that I was falling. What could it mean?

B: I can't say for sure, but it might mean you're under stress.

A: That can't be right!

A: I had a dream that I was flying. What do you think it means?

B: Well, it could be a sign that you are feeling confident!

A: You must be joking!

A: I had a dream that I was lost. Do you have any idea what that means?

B: I think it means you feel you have lost your way in life.

A: Do you really think so?

A: I dreamt that I missed the bus. What do you think it could mean?

B: It means you are sad because you have missed an opportunity.

A: Surely not!

A: I had a dream that I was taking exams. What do you think it means?

B: It could mean that you are stressed out because you are unprepared for something.

A: That's a thought.

A: I had a dream that I was unable to move. Do you have any idea what that means?

B: Well, I can't say for sure, but it might mean you feel lost and don't know what to do about a situation.

A: I doubt that.

• Упр. 4, с. 45

а) Задачи: освоение устойчивых словосочетаний по теме «Сновидения» (фонетическая отработка); подготовка к диалогической речи.

После фонетической отработки учащиеся в малых группах работают над семантизацией данных фраз. При последующей работе над текстом диалога они проверяют предполагаемые значения по контексту и в случае необходимости корректируют своё понимание.

б) Задачи: развитие умений прогнозирования содержания текста.

Ключи:

The dialogue is about a nightmare that Lizzie had and Katie is speculating on the meaning and reassuring her.

• Упр. 5, с. 45

Задача: развитие умений поискового чтения.

Ключи:

1 she had a horrible nightmare; 2 get to an exam; 3 wouldn't move; 4 fail her exams

• Упр. 6, с. 45

Задача: развитие умений изучающего чтения.

В качестве дополнения к заданию (или дифференцированно) можно предложить учащимся составить предложения с данными фразами. Организуйте проверку.

Ключи:

What's the problem? – What's the matter?

I'm so sorry. – Poor you!

That's awful. – That's horrible!

Everything's OK. – Don't worry!

I feel better now. – That's a relief!

• Упр. 7, с. 45

Задача: развитие техники чтения вслух.

• Упр. 8, с. 45

Задача: развитие произносительных и интонационных навыков (работа над интонацией клише при выражении удивления и озабоченности).

Перед выполнением задания прочтите вслух и прокомментируйте рубрику *Study Skills*.

Ключи:

1 I don't believe it! 2 That's horrible! 3 What's the matter? 4 You can't be serious! 5 Is everything alright?

• Упр. 9, с. 45

Задача: развитие умений аудирования с выборочным пониманием заданной информации.

Ключи:

1 C 2 B 3 A 4 E 5 D

• Упр. 10, с. 45

Задача: развитие умений диалогической речи (комбинированный диалог по заданной ситуации).

При выполнении задания учащиеся должны интенсивно использовать лексику урока, в том числе фразы из рубрики *Everyday English*. При возможности организуйте запись представляемых диалогов и последующую работу с записью.

Предполагаемый ответ:

A: I had a strange dream last night. All I can remember is that I was locked in a room all by myself and I had to sit an exam. I wasn't allowed to leave until I finished, but I had no idea what it was about. I felt very lonely and frightened. Do you have any idea what it means?

B: Well, it could mean you are stressed and that's why you dreamt that.

A: Do you really think so?

B: Yes. Try not to let things get to you and relax before sleeping.

A: That's a thought.

• Упр. 11, с. 45

Задачи: развитие умений использования новой лексики в контексте; развитие навыков взаимоконтроля.

Дайте учащимся время на то, чтобы просмотреть материал урока. Затем с закрытыми учебниками учащиеся вспоминают изученные выражения и составляют с ними предложения. Организуйте проверку задания в парах. Окажите помощь при проверке правильного использования новой лексики в речи.

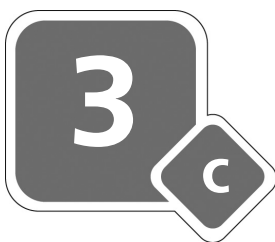
Предполагаемый ответ:

1 What do you think this dream means? 2 Do you really think so? 3 I can't say for sure, but I think you are under a lot of stress. 4 I couldn't get back to sleep after that terrible nightmare. 5 Oh, that's horrible. You poor thing! 6 Tell me what the problem is. 7 I keep having the same dream over and over again. 8 I think it means you are anxious about something. 9 That can't be right! 10 So, it doesn't mean I'm going to fail my exams then?

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: повторение – развитие навыков распознавания временных форм Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous; развитие умений поискового чтения.

Перед выполнением задания можно организовать повторение системы прошедших времён,

записывая предложения на доске, с последующим объяснением учащимися значений временных форм.

Yesterday I **woke up** late. (Past Simple – an action which happened at a stated time in the past); I **was studying** for my exams all last week. (Past Continuous – an action that was in progress at a stated time in the past); I **was working** in the garden when it **started** to rain. (Past Continuous and Past Simple – an action that interrupted an action in progress in the past); He **was talking** on the phone while I **was working**. (Past Continuous/Past Continuous – two actions in progress that happened simultaneously in the past); I **had been reading** for an hour when Mum came home. (Past Perfect Continuous/Past Simple – an action in progress in the past emphasising duration interrupted by another past action); I **went** to the cinema after I **had finished** my homework. (Past Simple/Past Perfect – an action that happened before another action in the past)

При выполнении задания учащиеся при необходимости обращаются к материалам грамматического справочника.

Ключи:

1 Past Continuous – past form of the verb to be + main verb + -ing; 2 Past Perfect Continuous – had + been + main verb + -ing; 3 Past Continuous – past form of the verb to be + main verb + -ing; 4 Past Continuous – past form of the verb to be + main verb + -ing; 5 Past Perfect – had + past participle of the main verb; 6 Past Simple – irregular past form; 7 Past Simple – regular past form ending in -ed; 8 Past Perfect – had + past participle of the main verb; 9 Past Continuous – past form of the verb to be + main verb + -ing

a 3, 4; **b** 1, 3, 9; **c** 1, 9; **d** 5, 8; **e** 6, 7; **f** 2

• Упр. 2, с. 46

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

Ключи:

1 hadn't called – an action that didn't happen before another action in the past. 2 had been crying – shows the duration of a past action which had visible results at a later moment in the past. 3 switched – the first of the two actions which happened one after the other in the past. 4 was playing – an action that was happening when another action interrupted it. 5 had just happened – an action that happened before another moment in the past. 6 had parked – an action that happened before another action in the

past. 7 were lying – an action that was in progress at a stated time in the past. 8 hadn't finished – an action that didn't happen before another action in the past. 9 had been working – shows the duration of a past action which happened before another past action. 10 had been driving – shows the duration of a past action which happened before another past action.

• Упр. 3, с. 46

Задача: развитие навыков распознавания и использования в речи временных форм Past Simple и Past Continuous.

Ключи:

1 was; 2 was thinking; 3 called; 4 Did I tell; 5 happened; 6 were shopping; 7 were looking; 8 came; 9 was showing; 10 opened; 11 had; 12 was; 13 didn't expect

• Упр. 4, с. 47

Задача: развитие навыков распознавания и использования в речи временных форм Past Perfect и Past Perfect Continuous.

Изучите материал в рамке, убедитесь в понимании учащимися значения и формообразования Past Perfect Continuous.

Ключи:

1 had missed; 2 had only been working; 3 had eaten; 4 had been waiting; 5 had been digging; 6 had not finished; 7 had been cooking; 8 had just decided

• Упр. 5, с. 47

Задача: развитие навыков распознавания и использования в речи грамматических времён Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous (со словами и выражениями – указателями грамматического времени).

Ключи:

He hadn't seen his cousins **since** they were children. My elder brother left my home town five years **ago**. **While** I was studying for my exams my sister was playing tennis. I was walking in the sunshine last Sunday **when** I got caught in a shower. Last winter I had the flu **for** three weeks. I went to the holiday centre on the Volga for my holidays **last summer**. **At five o'clock yesterday afternoon** I was doing my homework. I joined a new English class last January and **by June** I had taken my exam.

• Упр. 6, с. 47

Задача: развитие навыков распознавания и использования в речи структур used to/didn't use to do sth, would do sth.

Запишите на доске предложения. Учащиеся с

помощью учителя объясняют значение структуры used to.

When I was a child I **used to/would** ride my bike for hours. (past habit/action); I **used to** love ice cream, but now I prefer cake. (past state)

Объясните, что used to и would используются для выражения регулярных действий и привычек в прошлом, но только used to может употребляться для описания ситуаций/состояний в прошлом. Предложения с used to переводятся «бывало», «когда-то», «раньше». Попросите учащихся привести свои примеры. При необходимости учащиеся могут обращаться к грамматическому справочнику.

Ключи:

1 used to/would; 2 used to; 3 didn't use to; 4 used to/would; 5 didn't use to; 6 used to/would

• Упр. 7, с. 47

Задачи: развитие умений аудирования с выборочным пониманием заданной информации; развитие навыков распознавания и использования в речи структур used to/didn't use to do sth, would do sth.

Ключи:

stay at their grandma's all summer ✓; play in the garden ✓; go to bed late X; go to the beach alone X; feed the chickens ✓; help with the housework X

Предполагаемый ответ:

They used to play in the garden. They didn't use to go to bed late. They didn't use to go to the beach alone. They used to feed the chickens. They didn't use to help with the housework.

• Упр. 8, с. 47

Задача: развитие навыков распознавания и использования в речи структур used to/didn't use to do sth, would do sth (в предложениях, основанных на личном опыте).

Предполагаемый ответ:

I used to go to the lake in the summer. I used to go skiing with my friends last winter. When I was ten, I would ride my bike for hours. I didn't use to like eating onions when I was a child.

• Упр. 9, с. 47

Задачи: развитие умений изучающего чтения; развитие навыков распознавания и использования в речи грамматических времён Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.

Вспомните вместе с учащимися алгоритм выполнения подобных заданий экзаменационного формата. При чтении, помимо понимания содержания и, в частности, времени или последовательности событий, необходимо обращать внимание на обстоятельства времени (сигналы для употребления определённых временных

форм). После завершения выполнения задания важно сделать проверку, внимательно прочитав восстановленный текст.

Ключи:

1 were walking; 2 was enjoying; 3 froze ; 4 had appeared; 5 had never experienced; 6 disappeared; 7 had seen

• Упр. 10, с. 47

Задача: развитие умений продуктивного письма (электронное письмо о необычном событии).

Дайте задание учащимся интенсивно использовать в творческой работе различные временные формы прошедшего времени. Обсудите варианты получившихся текстов.

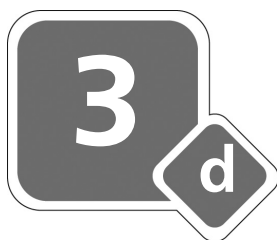
Предполагаемый ответ:

Dear Sam,
You'll never guess what happened to me! I was staying at my grandmother's house last weekend. While I was playing in the garden, I found an old bike my dad used to ride when he was my age. I brought it to my grandfather and he put air in the tyres. I went for a ride through some woods near the house. I had been riding along a path for about an hour when I heard a strange sound. I stopped and looked around, but I didn't see anything. Suddenly, I saw something moving in the bushes and went over to see what it was. It was a strange animal. It was lying on the ground and it was crying. It tried to get up, but its leg was tangled up in something. I quickly untangled it and it got up. It was unlike any animal I had ever seen. Then I thought I heard it say 'Thank you' before it turned and ran off into the woods. I was glad to help, but it sure was a strange day!
Talk to you soon,
Sasha

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

Домашнее задание: SB, упр. 10*, с. 47; WB, с. 26; Grammar Check 3, с. 142 – 143 (по выбору).

Урок 5



Vocabulary & Speaking

• Упр. 1, с. 48

Задача: мотивация на работу по теме «Оптические иллюзии».

Тема урока тесно связана с интересом учащихся к самопознанию. Обсудите разные аспекты вопроса, в том числе объяснение феномена оптических иллюзий (если учащиеся могут это сделать на основе знаний физиологии зрения, психологии), насколько им знакомы подобные изображения и т. п.

Предполагаемый ответ:

1 three; 2 two (heads), four (bodies); 3 all of them

• Упр. 2, с. 48

а) Задачи: развитие умений монологической речи (неподготовленные высказывания на заданную тему); развитие умений ознакомительного чтения.

Предполагаемый ответ:

We don't always see things as they really are because of optical illusions and because we all have different opinions.

б) Задачи: развитие умений изучающего чтения; развитие умений восстановления деформированного текста.

Напомните учащимся о важности работы с контекстом: при выполнении заданий такого формата необходимо максимальное понимание частей предложений до и после пропуска. Также важно выполнить проверку – внимательно прочитав восстановленный текст.

Ключи:

1 D 2 F 3 A 4 B 5 E

• Упр. 3, с. 48

Задачи: освоение лексики по теме «Разум, сознание»; развитие навыков её использования в речи.

1 fantasy; 2 reflection; 3 mind, brain; 4 illusion; 5 imagination

• Упр. 4, с. 49

Задача: развитие навыков распознавания и использования в речи модальных глаголов *must/can't/may* для выражения предположений.

Предложите учащимся перевести на русский язык предложения в рамке с *must/can't/may*. Учащиеся обобщают свои наблюдения: в русском языке предположения выражаются чаще всего вводными словами и конструкциями: должно быть, не может быть, чтобы, возможно и др.

а) Предполагаемый ответ:

1. Эта картина, должно быть, очень старая.
2. Не может быть, чтобы это был подлинник.
3. Эта картина, возможно, дорогая.

б) Ключи:

1 may; 2 must; 3 must; 4 may; 5 can't; 6 may

• Упр. 5, с. 49

Задача: развитие умений изучающего чтения.

Предварительно изучите рекомендации по описанию произведения живописи, приведённые в рубрике *Study Skills*. Соотнесите их с фоновыми знаниями учащихся (в том числе из курса МХК). Возможно, учащиеся дополнят порядок описания предложениями о том, кисти какого художника принадлежит картина (*E.g. It belongs to the French artist Jules Breton who lived in the 19th century.*), что они знают об истории её создания и др. В процессе работы над *Study Skills* и текстом поясняйте незнакомую лексику, при этом отдавая предпочтение языковой догадке учащихся.

Предполагаемый ответ:

Yes, the description is detailed. The people are a group of field workers collecting grapes. There is a man on a cart on the left of the painting and a group of women carrying baskets on the right. The place is in the open countryside. The colours are natural shades of green, red and blue. The picture is realistic.

• Упр. 6, с. 49

Задачи: развитие умений монологической речи (описание произведения живописи); развитие навыков использования в речи тематической лексики (описание произведения живописи).

Учащиеся несколько минут самостоятельно готовят описание картины по плану и образцу упр. 5. Заслушайте несколько вариантов описания, обращая внимание на правильное использование тематической лексики и самостоятельность при описании деталей.

Предполагаемый ответ:

This oil painting shows a country scene. It is a portrait of a group of schoolchildren on a Sunday school walk with their teacher. In the background we can see the sky and the open countryside and on the right there is a country cottage. The teacher is in the foreground in the centre surrounded by her pupils. The children are enjoying themselves and some of them are holding flowers, so it may be springtime. The colours are pale shades of blue, green, red and brown. The painting looks very natural.

• Упр. 7, с. 49

Задача: развитие умений аудирования (аудирование с пониманием основного содержания).

Ключи:

They decide to go to see a play.

• Упр. 8, с. 49

Задача: развитие умений диалогической речи по заданной ситуации (комбинированный диалог-обсуждение с целью принятия коллективного решения).

Организуйте повторное прослушивание диалога упр. 7, обращая внимание на речевое оформление предположений и принятие совместного решения. Напомните учащимся, что при составлении диалога необходимо рассмотреть все варианты решений, указанные в задании.

Предполагаемый ответ:

A: We need to decide on an activity to raise money for charity. What do you think about having a photographic exhibition?

B: It sounds interesting, but I am worried about whether everyone would be able to get involved. Do you think everyone has a camera to take pictures?

A: That's a good point. I suppose it could be expensive to develop and enlarge the pictures, too.

B: What about a demonstration by a well-known local artist? We could get someone to come in and teach a variety of art skills.

A: I'm not sure about that. What if the person only knows one style of art and it isn't interesting for some of the people? We need something that can be interesting for everyone.

B: You're right. OK, how about a classical music concert?

A: I don't really like this idea. Many young people are not keen on classical music. What about a painting competition? Everyone can try to paint and we have all of the supplies here.

B: That's a great idea. Let's have a painting competition.

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: освоение общих характеристик и структуры рассказа как жанра; развитие умений прогнозирования текста; развитие умений изучающего чтения.

Предполагаемый ответ:

A story can be about an unusual or interesting experience that happened to you or someone else. An interesting story has a variety of verbs, adjectives and adverbs.

• Упр. 2, с. 50

Задача: развитие умений прогнозирования содержания текста по заголовку и иллюстрациям.

Предполагаемый ответ:

I expect to read a ghost story. It could be about a ghost that haunted an old inn.

• Упр. 3, с. 50

Задача: развитие умений ознакомительного чтения – умения устанавливать логическую последовательность событий рассказа.

Ключи:

1 C 2 H 3 F 4 K 5 D 6 I 7 J 8 E
9 A 10 G 11 B

• Упр. 4, с. 51

Задачи: развитие умений смыслового чтения; освоение структуры рассказа.

Ключи:

a Paras 1 and 2; **b** Para 3; **c** Para 1; **d** Para 4

• Упр. 5, с. 51

Задачи: развитие умений поискового чтения; освоение языковых средств выражения временной связи в рассказе при повествовании.

Ключи:

Para 1 – as, Almost immediately; Para 2 – When, The next morning, then; Para 3 – A week later, As soon as, While; Para 4 – When, Immediately

• Упр. 6, с. 51

Задача: развитие умений поискового чтения.

Ключи:

the inn – small; a policeman – young; the peoples' clothes – very old-fashioned; the bill – extremely cheap; the two buildings – ruined

• Упр. 7, с. 51

Задача: освоение словосочетаний глагол + наречие.

Ключи:

1 c 2 b 3 d 4 a 5 e

Предполагаемый ответ:

2 Mary was singing happily as she was riding her bicycle. 3 It had been raining heavily and the ground was wet. 4 Mr Jones shouted angrily when my dog ran across his flowerbeds. 5 I was driving carefully when the accident happened.

• Упр. 8, с. 51

Задачи: расширение объёма продуктивного

словарного запаса за счёт освоения синонимов (прилагательные, наречия); развитие навыков их употребления в речи.

Окажите учащимся необходимую помощь при освоении новой лексики. Подчеркните, насколько важно использование разнообразных прилагательных и наречий для яркости, выразительности рассказа.

Ключи:

1 fiercely; 2 huge; 3 loud; 4 terrifying; 5 quickly

• Упр. 9, с. 51

Задача: развитие умений изучающего чтения (работа с пониманием задания к написанию рассказа).

Ключи:

Internet site, asking readers, short stories, title 'A very strange tale', write your story, 120–180 words; 1 a story; 2 readers of an Internet site 3 b

• Упр. 10, с. 51

Задачи: развитие умений аудирования (с извлечением заданной информации); написание заметок в процессе слушания; освоение структуры рассказа.

Ключи:

Introduction: Ann and Tim; at home watching TV, bored; decided to visit a museum in a castle;

Main body: arrived at the museum late afternoon, not many visitors, Ann felt scared in the cold dark rooms full of exhibits; Tim saw a model of a man in an old-fashioned costume, Ann took a photo of them with her digital camera, Tim was alone in the photo, the model had disappeared from the room;

Conclusion: they ran to the reception desk; the lady there told them it was the museum ghost; they felt terrified.

• Упр. 11, с. 51

Задачи: развитие умений продуктивного письма (написание рассказа по плану); развитие умений редактировать рассказ.

До начала написания рассказа коллективно проработайте задание упражнения. Обратите внимание учащихся на необходимость чётко следовать предложенному плану. При проверке учащиеся опираются на предложенную схему, анализируя соблюдение структуры созданного текста, соответствие каждой части её задачам, а также языковое оформление текста (выбор и правильное использование лексико-грамматических средств, орфографическую и синтаксическую грамотность, пунктуацию).

Предполагаемый ответ:

It was a dark, stormy afternoon during the school holidays and Ann and Tim were watching TV at home, feeling bored. 'I know, Ann! Let's go to the

castle.' Tim said excitedly. 'There's a good museum there.' It was late afternoon when they arrived and they were the only visitors. 'Ooh, it's a bit scary in here!' Ann said as they were walking slowly through the cold, dark rooms full of exhibits. 'Don't be silly,' Tim replied.

Suddenly, Tim noticed an interesting exhibit which was a model of a man wearing a very old costume. He stood next to him and Ann took a photo of them with her digital camera, but then when she looked at the screen she couldn't believe her eyes! Tim was standing alone in the photo – the man wasn't next to him! Then, they looked up and saw that the model wasn't in the room any more! It had disappeared!

Ann and Tim ran quickly back to the reception desk. They were terrified! They told the lady their story. 'Ah-ha! That wasn't a model, that was Henry, the museum ghost,' she said, smiling. Tim looked at Ann. She was absolutely white!

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

Домашнее задание: SB, упр. 11*, с. 51; WB, с. 28.

Урок 7



English in Use

• Упр. 1, с. 52

а) Задача: освоение образования прилагательных способом словосложения (*compound adjectives*).

После знакомства со способами образования сложных прилагательных, описанными в рамке, предложите учащимся просмотреть текст на с. 42–43 и найти в нём примеры сложных прилагательных.

Ключи:

well-known, snake-like, deep-sea, ten-metre, strange-looking, two-legged

б) Задачи: развитие навыков образования прилагательных способом словосложения и навыков их использования в речи.

Ключи:

1 late; 2 known; 3 like; 4 haired; 5 spine; 6 well

• Упр. 2, с. 52

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

Ключи:

1 across; 2 up with; 3 down with; 4 out; 5 over

• Упр. 3, с. 52

Задача: развитие навыков распознавания и использования предлогов (*in, from, about, of*).

Ключи:

1 of; 2 from; 3 of; 4 in; 5 about; 6 in; 7 from; 8 about

Предполагаемый ответ:

1 Have you **heard of** Bigfoot? 2 I haven't **heard from** Tina lately. 3 Bill is part of a secret society. 4 Peter **succeeded in** passing his exams. 5 I'm **thinking about** taking up tennis. 6 Many people go to Loch Ness **in search of** the monster. 7 We **know from experience** that it is not easy to organise a family holiday. 8 He was **nervous about** taking his driving test.

• Упр. 4, с. 52

Задача: развитие навыков распознавания и использования в речи слов, значение которых представляет трудность для изучающих английский язык.

Ключи:

1 sightings; 2 imagination; 3 investigators; 4 similar

Предполагаемый ответ:

1 John Constable is famous for his paintings of English country **scenes**. My English pen friend will show me the **sights** when I visit London. 2 Small children often live in a **fantasy** world of their own making. The ballerina's movements gave the **illusion** she was **as** light as a feather. 3 Police asked any **witnesses** to the crime to come forward and give evidence. The **spectators** at the football match were cheering wildly. 4 Those two artists both paint in the **same** style. Did you know that no two people's fingerprints are **alike**?

• Упр. 5, с. 52

Задачи: развитие умений изучающего чтения; развитие навыков распознавания и использования в речи различных временных форм глаголов прошедшего времени.

Ключи:

1 was working; 2 stepped; 3 followed; 4 were wearing; 5 were carrying; 6 noticed; 7 looked; 8 were; 9 passed; 10 had recently been working on; 11 were walking; 12 ran; 13 found out; 14 had gone; 15 had ever found; 16 were

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

Домашнее задание: SB, упр. 5*, с. 52; WB, с. 29.

Урок 8

Culture Corner

• Упр. 1, с. 53

Задачи: развитие умений прогнозировать содержание текста; развитие умений поискового чтения.

Ключи:

Lady Mary Berkeley – A famous ghost in Chillingham Castle. She was the wife of Lord Grey of Chillingham. **Lord Grey of Chillingham** – He was married to Lady Mary Berkeley. He left her and broke her heart. **The Blue Boy** – Another ghost in the castle. **Edward I** – (King of England) He stayed at the castle.

• Упр. 2, с. 53

Задачи: развитие умений изучающего чтения; развитие навыков восстановления текста (множественный выбор).

Ключи:

1 D 2 C 3 B 4 D 5 B 6 C 7 D

• Упр. 3, с. 53

Задачи: развитие умений изучающего чтения, языковой догадки по контексту; развитие умений различать части речи.

Ключи:

lurk (v) – hide; **bump** (v) – bang; **corridors** (n) – passages; **rustling** (adj) – soft sound; **mysterious** (adj) – strange; **appear** (v) – show up; **dungeons** (n) – prison; **torture** (n) – sth that causes pain/suffering

• Упр. 4, с. 53

Задача: развитие умений монологической речи (сообщение, ролевая игра).

Предполагаемый ответ:

The Chillingham Castle is very old. In fact it dates back to medieval times. The English King Edward I stayed at the castle. The castle has dungeons and torture chambers which are interesting to see for historylovers.

Chillingham Castle is famous for being haunted. It offers special ghost tours to visitors. The castle has more than one ghost. They are wandering along its corridors and appearing suddenly in front of the visitors.

• Упр. 5, с. 53

Задачи: развитие умений собирать и организовывать информацию по заданной теме (об известном замке/дворце/здании в России); развитие умений продуктивного письма (письменное сообщение по плану).

Поощряйте использование учащимися интер-

нет-ресурсов при сборе материала, а также компьютерных технологий при подготовке презентации.

Предполагаемый ответ:

Catherine Palace is located in the town of Pushkin, 25 km from St Petersburg.

Many Russian tsars, including Catherine the Great, used this luxurious palace as a summer home. The palace was built by Catherine I of Russia and it is surrounded by beautiful gardens. The palace was damaged in World War II and reconstruction continues. Inside is the Great Hall that was used for receptions and formal dinners. Tourists can tour many apartments and salons that were added over the years by various emperors. There is a museum that tells the history of this great palace and displays many of its beautiful contents. Catherine Palace was a grand home of the tsars and it is a valuable part of Russian history.

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. 5. Ghost Stories

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

Начало урока

Организуйте беседу о предрассудках и суевериях, об отражении их в русском фольклоре. Учащиеся могут привести свои примеры мифологических персонажей в русской культуре, нечистой силы, духов (баба Яга, леший, домовый, водяной, кикимора и др.), сказок с их участием, описать и охарактеризовать их по своему представлению.

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 и др.

Предложите учащимся ответить на вопросы и выполнить задания. Поощряйте развернутые ответы с использованием изученной в новом модуле лексики и грамматических структур, привлечение фоновых знаний и межпредметных связей. Используйте ситуацию для активизации лексики, обозначающей чувства и эмоции.

В качестве индивидуального задания или по желанию учащихся может быть выполнен

мини-проект о сказочных персонажах в русском фольклоре. Поощряйте использование интернет-ресурсов и компьютерных технологий, с одной стороны, и творческого подхода при подготовке презентации – с другой.

Предполагаемый ответ:

The Baba Yaga

The Baba Yaga is one of the most evil spirits in Russian folklore. Everyone remembers from their childhood numerous scaring tales about this fearsome witch with iron teeth. She is also known as Baba Yaga Boney Legs, because, in spite of her good appetite, she is as thin as a skeleton. In Russian that's: 'Baba Yaga Kostianaya Noga'. She travels in a large mortar (ступа) with her knees almost touching her chin, and pushes herself across the forest floor with a pestle.

Whenever she appears on the scene, a wild wind begins to blow, the trees around creak and groan and leaves whirl through the air.

Baba Yaga lives in a hut deep in the forest. Her hut seems to have a personality of its own and can move about on its extra-large chicken legs. Usually the hut is either spinning around as it moves through the forest or stands at rest with its back to the visitor. The windows of the hut seem to serve as eyes.

Thankfully, Baba Yaga appears to have no power over pure hearts, such as Vasilisa and those who are 'blessed' (protected by the power of love, virtue, or a mother's blessing).

Although she is mostly portrayed as a terrifying old crone (старуха, старая карга) Baba Yaga can also play the role of a helper and a wise woman. The Earth Mother, like all forces of nature, though often wild and untamed, can also be kind.

She sometimes gives advice and magical gifts to heroes and pure hearts. The hero or heroine of the story often enters her home searching for wisdom, knowledge and truth. She is all-knowing, all-seeing and all-revealing to those who would dare to ask.

Baba Yaga is the Arch-Crone, the Goddess of Wisdom and Death, the Bone Mother. Though she is wild, she is a nature spirit bringing wisdom and death of ego and rebirth.

A: Do you believe in superstitions?

B: Yes, I do believe in some superstitions like the evil eye. But I think most superstitions are strange, like breaking a mirror brings you bad luck.

A: What about ghosts? Do you believe in them?

B: No, I don't believe in ghosts. I have never seen a ghost but ghost stories scare me.

A: Have you ever been to a haunted place?

B: No, I haven't but I would like to. I'm curious.

A: If you could be a ghost would you choose to

be good or bad?

B: *Of course I would choose to be a good ghost. I would like to help people rather than scare them.*

Amazingly, there are many superstitions around the world with unlucky numbers. In some places, 13 is an unlucky number. Similarly, in China, 4 is an unlucky number because four and death sound similar in Chinese. Many hotels and hospitals in America and Japan, don't have rooms or floors numbered with their unlucky numbers.

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

Домашнее задание: SB, SP on R, с. 5*; WB, с. 31.

Урок 10

Across the Curriculum: Art&Design

• Упр. 1, с. 54

Задача: освоение ключевой тематической лексики (названия геометрических фигур и тел).

Учащиеся легко усваивают лексику, сопоставляя её с эквивалентами слов в русском языке. Обратите их внимание на слово *angle* (угол). Понятным становится этимология слова *square* в значении площадь.

Ключи:

Прямоугольник, треугольник, квадрат, куб, цилиндр.

• Упр. 2, с. 54

Задачи: мотивация на изучение темы; развитие умений устной речи (неподготовленное высказывание).

Ключи:

Painting A uses dark/dull colours and painting B uses bright colours.

• Упр. 3, с. 54

Задачи: развитие умений прогнозирования содержания текста; развитие умений поискового чтения.

В ответах на вопросы задания учащиеся опираются на знания из курса истории, МХК, а также на фоновые знания. Поощряйте структурированные ответы (учащиеся чётко выделяют различия этих стилей живописи) с использованием сложных предложений.

Предполагаемый ответ:

Picture A is a Cubist painting but picture B is Surrealist. Cubist paintings break the objects down into shapes and surrealist pictures put strange images together.

• Упр. 4, с. 54

Задачи: развитие умений изучающего чтения; развитие навыков распознавания частей речи в контексте и использования различных средств словообразования.

Изучите с учащимися рубрику *Study Skills*, описывающую алгоритм выполнения заданий такого формата. Убедитесь в понимании учащимися порядка выполнения задания, коллективно заполнив первый пропуск в тексте с пояснением.

Ключи:

1 famous; 2 seeing; 3 original; 4 different; 5 Artists; 6 representations; 7 bigger; 8 unusual

• Упр. 5, с. 54

Задача: развитие умений поискового чтения.

Ключи:

1 Cubism was popular from around the 1900s. 2 Cubism got its name from the fact that artists broke down people and objects into shapes such as rectangles, cylinders and cubes to represent them in a new way. 3 Dali painted in the Surrealist style. 4 Surrealist painters used their dreams and their imaginations to get ideas for their paintings.

• Упр. 6, с. 54

Задачи: развитие умений изучающего чтения; развитие языковой догадки; освоение значений новой лексики через контекст.

Ключи:

dull – not bright; **viewpoints** – angles; **element** – part/piece; **impact** – effect

• Упр. 7, с. 54

Задачи: знакомство с идиомами со словом "paint"; развитие навыков употребления их в речи.

Учащиеся проверяют ответы по списку идиом в словаре учебника (Appendix 3). Предложите учащимся подобрать близкие по значению фразеологизмы в русском языке.

Ключи:

1 like watching paint dry; 2 paint the town red; 3 paint ... with the same brush; 4 paints a grim picture of

Предполагаемый ответ:

paint the town red – оторваться; boring like watching paint dry – такой скучный, что мухидохнут; paint a grim picture of – рисовать мрачную картину чего-либо; paint ... with the same brush – чесать/ровнять под одну гребёнку

• Упр. 8, с. 55

Задача: развитие умений изучающего чтения (понимание отношения автора к описываемой картине).

Ключи:

The description matches painting A. The author feels sad looking at this painting.

• Упр. 9, с. 55

Задача: развитие умений монологической речи (описание произведения живописи).

Убедитесь в понимании учащимися всех слов, предложенных в качестве опор. Учащиеся работают в парах, по очереди описывая картину.

Предполагаемый ответ:

This picture shows many strange shapes and objects. I can see swans on a smooth lake but they have the reflection of elephants in the lake. The lake is surrounded by a rocky landscape and unusual trees with a clear blue sky. The artist has used bright colours in shades of blue, brown and yellow. This painting makes me feel curious about how Dali came up with the idea.

• Упр. 10, с. 55

Задача: развитие умений продуктивного письма (описание произведений живописи).

Предполагаемый ответ:

(Cubism)

This painting is called 'Bread, Fruit and Table'. Pablo Picasso painted it in 1908. It shows a table with a bowl of fruit and some bread on it. The painter uses dark, green and bright yellow colours. The painting makes me feel calm.

(Surrealism)

This painting is called 'The Human Condition'. René Magritte painted it in 1935. It shows a painting within a painting. In the background I can see the ocean. The painter uses a few plain colours. The painting makes me feel sad and lonely.

• Упр. 11, с. 55

Задача: развитие умений диалогической речи (полилог – обсуждение личного аргументированного отношения к прочитанному).

Учащиеся обсуждают своё отношение к высказыванию П. Пикассо в группах из 3–4 человек.

Предполагаемый ответ:

S1: What do you think this quote means?

S2: I think it is saying that some people like to draw and paint things rather than write about them.

S3: I agree. I think it is easier to express feelings through art, rather than through writing or talking about them.

S4: Well I like writing things in my diary.

S2: Yes, but other people prefer to draw and paint about their lives.

S1: I think there are many ways to express yourself and show your emotions. People should try different ways to express themselves. Etc.

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.

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

Ключи:

1 1 torture; 2 rustling; 3 violent; 4 dull; 5 mythical; 6 survived; 7 glimpse; 8 Sightings; 9 illusion; 10 humped

2 1 hadn't gone/been out; 2 had been walking; 3 were lying; 4 had mown; 5 was worrying; 6 had been eating; 7 was washing; 8 didn't watch; 9 had been cooking; 10 hadn't finished

3 1 good; 2 three; 3 blue; 4 deep; 5 well

4 1 about; 2 of; 3 from; 4 of; 5 in

5 1 up; 2 across; 3 over; 4 out; 5 down

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

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по теме «Технический прогресс, современные технологии»;
- научиться вести разговор о современных технологиях, компьютерах и Интернете, электронных новинках и электронном мусоре;
- научиться выражать своё мнение (положительное/отрицательное), сомнение, предлагать решения и оценивать решения других;
- научиться составлять краткий пересказ текста, писать статью о телевизионной программе, писать эссе, выражая различные точки зрения;
- освоить способы выражения будущего времени (повторение, обобщение);
- освоить образование существительных от глаголов с помощью суффиксов *-ment, -ing, -tion, -ssion, -ery, -ation*;
- освоить структуру и употребление придаточных предложений времени, цели и следствия;
- освоить использование фразовых глаголов (*break*);
- освоить использование во всех видах речевой деятельности идиом по теме модуля;

● развивающие:

- развивать умения и навыки во всех видах речевой деятельности;
- развивать познавательные интересы за рамками урока;
- развивать умения структурировать текст;

● воспитательные:

- воспитывать интерес к познанию окружающего мира, освоению технического прогресса, гордость за достижения отечественной науки и техники;
- воспитывать культуру поведения через освоение норм этикета (предлагать решения, принимать/отвергать их);
- воспитывать уважение и толерантность к разным мнениям.

Урок 1

Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над *Now I can...* модуля 3.

Вводная беседа по изученной теме. *E.g. Do you think dreams mean something? Have you ever had the same dream over and over again? Do you believe in ghosts? What are some famous ghosts? Have you ever read ghost stories?*

Введение темы модуля

Technology – обсуждение возможных русских эквивалентов: «Современные технологии», «Технический прогресс». Попросите учащихся объяснить по-английски, что означает название, о чём, по их мнению, пойдёт речь в уроках модуля. (*Technology refers to all electronic or digital things which have been made for practical purposes in order to improve our lives. I think we will learn about different kinds of technology and how they affect our lives.*)

Look at Module 4

Работа с иллюстрациями.

Предполагаемый ответ:

Рис. 1 (с. 70)

T: What page is the picture on?

S1: It's on page 70.

T: What does it show?

S2: Different electronic parts such as a screen from a computer.

T: What do you think the unit is about?

S3: About all the rubbish we have collected from different technologies.

T: Have you ever thrown away electronic waste?

S4: Yes. I once threw out an old mobile phone, but I sent it to recycling.

Рис. 2 (с. 58)

What does the picture show? What kinds of things do you think robots can do? What do you think robots will do in the future? Do you think robots will improve our lives?

Рис. 3 (с. 66)

What is this picture of? What kinds of technology do you use? Does it make your life better? Why or why not? What technology would you like to have or use in the future?

Рис. 4 (с. 60)

What does this picture show? What is the unit about? What problems have you experienced with a computer? How did you feel? Who helped you?

Find the page number(s) for

Просматривая модуль вместе с классом, найдите указанные изображения и обсудите их.

Ключи:

a word map (с. 60)

What is a word map? (a map that organises words into meaningful groups to help build vocabulary) What words are in this map? Do you think the map helps you to understand and remember the words?

speech bubbles (с. 66)

What is a speech bubble? (the exact words that someone says placed in a balloon/bubble shape above/next to the person saying the words) Where do we see such bubbles? What do these bubbles say? How do they relate to the unit?

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 фрагментам текста и иллюстрациям; мотивировать учащихся на работу по теме.

Предполагаемый ответ:

Asimov's laws are about how robots should act. The text is also about robots and what they do. Both are discussing robot behaviour and technology.

• Упр. 2, с. 58

Задачи: развитие умений диалогической речи (диалог-обмен мнениями); развитие умения прогнозировать содержание текста.

Предполагаемый ответ:

A: I think robots can vacuum the carpets, mow

the lawn and climb stairs.

B: They may also be able to talk.

A: I don't think they can do ironing or cook the dinner though.

B: Me neither.

• Упр. 3, с. 58

Задачи: развитие умений диалогической речи (диалог-обмен мнениями); развитие умений поискового чтения.

Предполагаемый ответ:

A: Robots can definitely move and they must be able to follow instructions well. So they possess mobility and accuracy.

B: Yes, they do. But I don't think they can think about themselves or reason on their own. So they don't possess consciousness, intelligence or creativity.

A: I agree.

• Упр. 4, с. 58

Задача: развитие умений изучающего чтения.

Ключи:

1 D 2 F 3 B 4 A 5 E 6 C

• Упр. 5, с. 58

Задача: повторение изученных слов (глаголы) по теме «Современные технологии».

Ключи:

1 become; 2 perform; 3 overcome; 4 divided; 5 cater; 6 built; 7 exist

• Упр. 6, с. 59

Задачи: расширение словарного запаса по теме «Современные технологии» за счёт освоения устойчивых словосочетаний; развитие умений монологической речи (сообщение в связи с прочитанным текстом).

Ключи:

1 D 2 E 3 B 4 A 5 F 6 C

Предполагаемый ответ:

Nuclear power is a reality in modern day life though some time ago it seemed unreal and was described only in science fiction. The same we can say about robots that gradually start playing a more and more important role in our life. Having **household robots** would make life easier. But robots cannot produce **emotional responses**. Robots must **overcome problems** like language and how to understand expressions. Scientists are trying to invent an **artificial brain**. Robots must learn how to use **figurative speech**.

• Упр. 7, с. 59

Задача: развитие навыков распознавания и использования в речи слов, значение которых представляет трудность для изучающих английский язык.

Ключи:

1 invention; 2 reality; 3 problem; 4 clean;
5 obstacle; 6 common

- Упр. 8, с. 59

Задача: развитие умений диалогической речи (диалог-обмен мнениями).

Предполагаемый ответ:

A: *If I had a robot, my life would be easier. The robot would do all the housework and my homework. I could relax and play on my computer all day!*

B: *Yes, it would be great! The robot would make my bed in the morning and my breakfast too!*

- Упр. 9, с. 59

Задача: развитие умений продуктивного письма (краткое изложение содержания текста).

Проработайте с учащимися рубрику *Study Skills*, которая подсказывает, на что обратить внимание, чтобы логично и кратко изложить содержание текста, описывает алгоритм краткого письменного изложения содержания текста.

Предполагаемый ответ:

Para 1 *Where are the robots? authors wrote stories about robots in the future; technology has advanced but there are still no 'household' robots.*

Para 2 *The human robots: robots can do some things but there are no human-like robots; difficult to build human-like robots.*

Para 3 *Problems: scientists don't know how to make a robot think; scientists will study the human brain to find out more.*

Para 4 *Movement and language: robots can move; scientists made 'skin' covering for robots; language is a problem.*

Para 5 *When will there be robot assistants? no one knows when human-like robots will be a reality.*

Robots gradually start playing a more and more important role in our life. A lot of science-fiction writers wrote stories about household robots and the future. Many things they wrote about came true but we are still waiting for robots to cater to all our needs and express themselves like humans. Scientists don't know yet how to teach them to think but they are working on it. However, scientists have made a robot which can walk, run and climb stairs. They can also make them look more like humans with a human-like skin covering.

Scientists have discovered that language is the biggest obstacle for robots and they are unsure of when we will have robot assistants which we can speak with.

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

Домашнее задание: SB, упр. 9*, с. 59; WB, с. 34.

Урок 3**Listening & Speaking**

- Упр. 1, с. 60

Задача: повторение изученных и введение новых слов по теме «Современные компьютерные технологии».

Ключи:

Internet: connection, download, broadband, World Wide Web; **computers:** desktop, technology; **software:** programmes, applications, files, documents; **hardware:** keyboard, mouse, screen.

- Упр. 2, с. 60

Задача: развитие навыков распознавания и употребления в речи лексических единиц по теме «Современные компьютерные технологии».

Ключи:

1 frozen; 2 save; 3 virus; 4 connect; 5 connection; 6 download; 7 run out; 8 spilt; 9 hard; 10 work; 11 deleted

- Упр. 3, с. 60

а) Задача: освоение лексики по теме «Современные компьютерные технологии» посредством освоения устойчивых словосочетаний.

Ключи:

1 b 2 d 3 a 4 c

б) Задачи: расширение лексических средств речевого взаимодействия (предложение решения/ответ); развитие умений диалогической речи – диалог-побуждение к действию.

Предполагаемый ответ:

1 A: *I've been trying for ages but I can't connect to the Internet.*

B: *I suggest that you call your Internet service provider.*

A: *That's not a bad idea.*

2 A: *Oh no! My computer has crashed.*

B: *The best thing to do is reboot the system.*

A: *Well, it's worth a try.*

3 A: I don't believe it! I've lost some files!
B: How about running a search?
A: I've already tried that and it didn't work.

• Упр. 4, с. 60

а) Задача: развитие умения прогнозировать содержания текста по заданному началу; развитие умений просмотрового чтения.

Предполагаемый ответ:

I think the dialogue is about two friends who are having a telephone conversation. Adrian has a computer problem and Paul will try and help him fix it.

б) Задача: развитие умений поискового чтения.

Ключи:

1 his computer; 2 crashing; 3 sticks/gets stuck; 4 the computer off and on again; 5 a full scan with anti-virus software; 6 is a virus

• Упр. 5, с. 61

а) Задача: развитие умений изучающего чтения.

Ключи:

1 What's up? What is it? 2 I'll try. 3 What exactly happens? 4 You're welcome.

б) Задача: развитие техники чтения вслух.

• Упр. 6, с. 61

а) Задача: расширение лексических средств речевого взаимодействия (выражение сомнения); развитие произносительных и интонационных навыков (работа над интонацией предложений, выражающих сомнение).

Ключи:

1 Well ... sort of. 2 **Er** ... you could say that.
3 **Um** ... in a way, yes. 4 Well ... I suppose so.

б) Задача: распознавание и использование в речи определённых интонационных моделей в соответствии с коммуникативной ситуацией; развитие умений диалогической речи.

Предполагаемый ответ:

A: You have a lot of different hobbies, don't you?

B: **Well ... sort of.**

A: Are you friends with everyone in your class?

B: **Well ... I suppose so.**

A: Do you take part in a lot of activities in your free time?

B: **Er ... you could say that.**

A: You really enjoy studying, don't you?

B: **Um ... in a way, yes.**

• Упр. 7 с. 61

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

Ключи:

1 a 2 b 3 a 4 a

• Упр. 8, с. 61

Задача: развитие умений диалогической речи (комбинированный диалог).

Предполагаемый ответ:

Nick: Hi Tony, can you help me?

Tony: Hi, yes of course. What's wrong?

Nick: It's my computer, it won't connect to the Internet.

Tony: Oh, it might be a problem with the server. I suggest you call your Internet Service Provider.

Nick: That's a good idea. Thanks Tony.

Tony: No problem.

• Упр. 9, с. 61

Задача: развитие умений аудирования (аудирование с пониманием основного содержания).

Ключи:

1 D 2 B 3 C 4 E 5 A

• Упр. 10, с. 61

Задача: развитие умений использования новой лексики в контексте (составление предложений).

Предполагаемый ответ:

1 Does your computer have **anti-virus software**?
2 I will **run a search** to find the lost file. 3 My **monitor** won't turn on. 4 I will **do my best** to help you. 5 The computer screen has **frozen**. 6 I will do a **full scan** on my computer. 7 I'm having trouble with the **hard disk**, I think it's full. 8 I don't know if it will work, but it's **worth a try**. 9 I want to **download** some music. 10 My computer has a **virus**.

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

Домашнее задание: SB, упр. 10*, с. 61; WB, с. 35.

Урок 4



Grammar in Use

• Упр. 1, с. 62

Задачи: развитие умений распознавания и употребления в речи грамматических форм выражения значения будущего; усвоение признаков и значений Future Simple, Future

Continuous, Future Perfect, Future Perfect Continuous, Present Continuous, Present Simple.

Обратите внимание учащихся на то, что действие в будущем может выражаться разными лексико-грамматическими средствами, прежде всего, хорошо известной учащимся конструкцией *to be going to*, а также грамматическими временами *Present Continuous, Present Simple*. Обсудите образование и значения грамматических времён *Future Continuous, Future Perfect, Future Perfect Continuous*.

Попросите учащихся перевести предложения-образцы на русский язык. Учащиеся делают вывод о том, что все разнообразные формы выражения будущего в английском языке можно перевести на русский язык будущим временем. Обратите внимание учащихся на различие видовых форм: *Future Continuous* выражается русским глаголом несовершенного вида в будущем времени (*will be flying* – будем лететь), *Future Perfect* и *Future Perfect Continuous* – глаголом совершенного вида в будущем времени (*will have left* – уедем, *will have been working* – будем работать).

Ключи:

'm entering – *Present Continuous* – *fixed arrangement in near future*

starts – *Present Simple* – *timetable*

finishes – *Present Simple* – *timetable*

'm going to give – *be going to* – *future plans or intentions*

'll be working – *Future Continuous* – *actions that will be in progress at a certain time in the future*

will be – *Future Simple* – *future predictions about what we think/believe will happen*

'll have had – *Future Perfect* – *actions which will have finished at a certain time in the future*

'll have been working – *Future Perfect Continuous* – *duration of an action up to a certain point in the future*

• Упр. 2, с. 62

Задача: развитие навыков распознавания и употребления в речи *Future Simple* и конструкции *to be going to*.

Ключи:

1 *am going to* (*future plans*); 2 *will* (*decision made at moment of speaking*); 3 *will* (*decision made at moment of speaking*); 4 *will* (*offer*); 5 *am going to* (*future intention*); 6 *will* (*future prediction based on what we think/believe*); 7 *is going to* (*prediction based on what we can see*)

• Упр. 3, с. 62

Задача: развитие навыков распознавания и употребления в речи *Future Simple, Future*

Continuous, Future Perfect, Future Perfect Continuous, Present Continuous, Present Simple.

Ключи:

1 *Are you coming*; 2 *leaves*; 3 *is going to rain*; 4 *is performing*; 5 *I'll help*; 6 *will tell*; 7 *I'll buy*; 8 *Will you help*; 9 *'s going to snow*; 10 *lands*

• Упр. 4, с. 63

а) Задача: развитие умений аудирования (аудирование с выборочным извлечением заданной информации).

Предполагаемый ответ:

Jane is going swimming and visiting her grandparents at the weekend. Her ambition is to be an actress and she hopes to be very famous and make it to the West End. She is worried that she won't see her friends and family because she will be too busy.

б) Задачи: развитие навыков распознавания и употребления в речи грамматических форм выражения будущего; развитие умений монологической речи (сообщение с переносом на личный опыт с опорой на модель).

Предполагаемый ответ:

At the weekend I'm going to go to the zoo with my family. When I'm older I want to be a doctor and work with children. I hope to help lots of people. First, though, I have to finish school, go to university and pass all of the exams. I hope I won't find it too difficult.

• Упр. 5, с. 63

Задача: развитие навыков употребления в речи грамматических времён *Future Continuous* и *Future Perfect*.

Ключи:

1 *will be working*; 2 *will be sleeping*; 3 *Will you have finished*; 4 *will have made*; 5 *Will you be going*; 6 *will be lying*; 7 *will have arrived*; 8 *will be seeing*; 9 *will have returned*; 10 *will be flying*

• Упр. 6, с. 63

Задачи: развитие навыков распознавания и употребления в речи *Future Continuous* и *Future Perfect*; развитие умений монологической речи (сообщение).

Предполагаемый ответ:

This weekend I am going to go to the beach. I am meeting my friend there at ten o'clock. After that, we are going to go and watch the football match. By Saturday night we will have watched our favourite team play and we will have had dinner at home. At 10 am on Sunday I will be sleeping. However, by 10 pm I will have visited my grandparents and I will have been to the cinema with my brother.

• Упр. 7, с. 63

Задача: развитие навыков распознавания и употребления в речи придаточных предложений времени.

Ключи:

a) Present Simple; b) 1 gets; 2 lend, will pay; 3 will visit, finish; 4 A: gets, will be B: will be; 5 is, will do; 6 A: will buy, get B: will believe, see

• Упр. 8, с. 63

Задачи: развитие навыков употребления в речи грамматических времён Future Simple и Present Simple.

Предполагаемый ответ:

1 you leave; 2 I will call you; 3 I arrive; 4 he finishes work; 5 I will clean up; 6 I am free; 7 she will return.

• Упр. 9, с. 63

Задача: развитие навыков распознавания и употребления в речи придаточных предложений цели.

Ключи:

1 so that; 2 so as not to; 3 to; 4 so as not to; 5 in case; 6 to

• Упр. 10, с. 63

Задача: развитие навыков употребления в речи наречия *so* и прилагательного *such* в сложноподчинённых предложениях с придаточными следствия.

Ключи:

1 *such*; 2 *so*; 3 *such*; 4 *so*; 5 *such*

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

Домашнее задание: SB, упр. 7–10*, с. 63; Grammar Check 4, с. 144–145; WB, с. 36.

Урок 5



Vocabulary & Speaking

• Упр. 1, с. 64

Задачи: повторение изученной и введение новой лексики по теме «Современные технологии»; развитие мотивации к изучению темы.

Предполагаемый ответ:

I know that the Internet has many websites and lots of information that people can access.

Ключи:

1 b 2 a 3 b 4 b 5 b 6 a 7 b 8 a

• Упр. 2, с. 64

Задачи: развитие умений прогнозирования содержания текста; развитие умений просмотрового чтения.

Предполагаемый ответ:

What percentage of people in the world use the Internet? How did the Internet get started? How popular is it compared to TV?

• Упр. 3, с. 64

а) Задача: развитие навыков распознавания частей речи в контексте и использования различных средств словообразования.

Ключи:

1 probably; 2 researchers; 3 popularity; 4 users; 5 shopping; 6 delivery; 7 population; 8 institutions

б) Задача: развитие умений поискового чтения.

Ключи:

1970s – when the Internet was only used by academics and military researchers; **38** – the number of years it took for radio to reach 50 million users; **13** – the number of years it took for TV to reach 50 million users; **5** – the number of years it took for the Internet to reach 50 million users; **17%** – the amount of the world's population who have Internet access; **80%** – the percentage of websites that are in English

• Упр. 4, с. 65

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

Ключи:

1 got our wires crossed; 2 are on the same wavelength; 3 is not rocket science; 4 is light years ahead of

• Упр. 5, с. 65

Задача: повторение лексических единиц по теме «Современные компьютерные технологии».

Ключи:

1 subscription; 2 email account; 3 modem; 4 broadband; 5 phone line; 6 server; 7 access

• Упр. 6, с. 65

а) Задачи: развитие умений изучающего чтения; развитие умений употребления тематической лексики в устных высказываниях с переносом на личный опыт.

Предполагаемый ответ:

My family uses the Internet to check emails. My mum uses it to get product and service information. My dad checks the weather on the Internet. My brother and I look up entertainment events and get information for our schoolwork.

б) Задача: развитие умений диалогической речи (диалог-обмен мнениями).

Предполагаемый ответ:

A: I like all the junior sports websites. I read all the latest sports news about my favourite young athletes.

B: I like kids.org it has information on just about everything.

A: I use Wikipedia to gather research for my homework.

B: I also go to English.com for help with my English.

• Упр. 7, с. 65

Задача: развитие умений аудирования с пониманием основного содержания.

Ключи:

They decide to include a review section which will review films, DVDs and CDs.

• Упр. 8, с. 65

Задача: развитие умений диалогической речи (комбинированный диалог).

Предполагаемый ответ:

A: What do you think we could include in the school website?

B: We need to make it interesting. What do you think about including photos of school events?

A: Not bad. As I see it, the website should have information too. What's your opinion?

B: Yes, I think we could have a letter from the headteacher on the website.

A: That's nothing special! I don't think people would want to read that. In my opinion it should be some fun to visit. So how about having information about school sports and competitions?

B: That's a great idea. Etc.

• Упр. 9, с. 65

Задачи: развитие умений использования новой лексики в контексте (составление предложений); развитие навыков взаимопроверки.

Предполагаемый ответ:

1 **Internet users** in different places can see each other using a webcam. 2 I am always careful who I choose to be friends with; I prefer people who **are on the same wavelength as me**. 3 Peter went to the cinema at 9 o'clock in the morning but I went in the evening; we really **got our wires crossed**. 4 We need a **modem** to connect our computer to the Internet. 5 Our computer needs an **upgrade**; it takes such a long time to open web pages. 6 I can't imagine not having **access to** the Internet, I use it for everything

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

Домашнее задание: SB, упр. 9*, с. 65; WB, с. 37.

Урок 6



Writing Skills

• Упр. 1, с. 66

Задачи: освоение структуры эссе с изложением разных позиций (opinion essay); развитие умений поискового и изучающего чтения.

Предполагаемый ответ:

An opinion essay consists of a personal opinion with reasons and examples to support it. We also present the opposing viewpoint(s). An opinion essay should be written in a formal style.

• Упр. 2, с. 66

а) Задача: освоение особенностей структуры и стиля эссе с изложением различных точек зрения.

Предполагаемый ответ:

We are required to write an opinion essay about whether it is good or bad for teenagers to use so much technology. Students all over the world will read the essay.

б) Задача: развитие умений смыслового чтения.

Ключи:

Positive opinion – Gadgets make life more enjoyable for teens. Technology has taught young people new skills. **Negative opinion** – Teens can get distracted by gadgets. Teens can waste a lot of time using technology.

• Упр. 3, с. 66

Задача: развитие умений поискового чтения.

Ключи:

The writer's opinion is that being hooked on technology has a positive effect on teenagers' lives. The writer states his/her opinion in the first and fifth paragraphs.

• Упр. 4, с. 66

а) Задача: развитие умений использования средств логической и языковой связи в тексте и их классификация.

Ключи:

introduce an opinion: In my opinion; **express**

opinion: I think; **list points:** To start with, Secondly; **add more points:** In addition; **introduce a contrasting viewpoint:** On the other hand; **introduce examples:** For example, such as; **introduce a consequence:** As a result; **summarise:** In conclusion

б) Задачи: освоение значений и развитие умений использования синонимичных средств связи в тексте.

Ключи:

In my opinion – In my view; **To start with** – First of all; **For example** – For instance; **In addition** – What is more; **such as** – like; **Secondly** – Furthermore; **On the other hand** – Alternatively; **As a result** – Consequently; **In conclusion** – All in all; **I think** – It seems to me that.

• Упр. 5, с. 67

а) Задача: освоение структуры основной части эссе.

Ключи:

A 2 B 4 C 1 D 3; Sentence C is the topic sentence. Sentences A, D and B support it.

б) Задача: развитие умений письменной речи – написание абзаца с опорой на ключевое (основное) предложение.

Предполагаемый ответ:

1 We can shop without leaving the comfort of our own home. Also, we don't have to worry about long queues or carrying heavy shopping bags. 2 For example, mobile phones can distract young people from their school work. Furthermore, it may make teenagers a target for thieves who try to steal mobile phones.

• Упр. 6, с. 67

Задачи: развитие умений изучающего чтения (работа с пониманием задания к сочинению); развитие умений продуктивного письма.

Предполагаемый ответ:

technology, modern society, opinion, modern world, relies on, devices; 1 I am a student writing an essay for my teacher. 2 I have to write an essay giving my opinion on how the modern world relies too much upon technology and devices. 3 I will write five paragraphs. The first one will be an introduction with my opinion. The second and third paragraph will present my viewpoint with reasons. The fourth paragraph will present an opposing viewpoint and the fifth paragraph will present my opinion again in different words.

• Упр. 7, с. 67

Задачи: развитие умений изучающего чтения; освоение структуры эссе с изложением разных позиций (opinion essay); развитие

интеллектуальных умений (логическое мышление).

Ключи:

1 c 2 d 3 a 4 b

Предполагаемый ответ:

viewpoint: Technology is good for staying in touch with friends. **reasons:** It is easy to stay in touch via email and instant messaging. You can use webcams to see your friends if you are in different places.

• Упр. 8, с. 67

Задача: развитие умений продуктивного письма (написание эссе с изложением различных точек зрения с опорой на план).

Предполагаемый ответ:

Technology and technological devices have become very popular over the last ten years. In my opinion, having too many devices complicates people's lives rather than makes them easier.

To start with, the increased use of technological devices has brought about many security issues. For example, there has been a major increase in thefts of mobile phones, iPods and other devices. Furthermore using bank cards online isn't safe as hackers have the ability to access bank details.

Secondly, technology can be unreliable. Machines and computers regularly break down and can be time-consuming to fix. This can cause a lot of problems for those who rely on technology, such as businesses or schools.

On the other hand, it is said that learning how to use technological devices prepares you for the future. Regular use of a computer will mean good keyboard skills which can be beneficial in a person's working life.

In conclusion, I think it is important not to rely too heavily on technological devices as that could negatively affect our lives, but occasional use of modern technology can sometimes help.

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

Домашнее задание: SB, упр. 8*, с. 67; WB, с. 38.

Урок 7



English in Use

• Упр. 1, с. 68

Задача: освоение способа образования

существительных от глаголов с помощью суффиксов *-ment, -ing, -tion, -ssion, -ery, -ation*.

Ключи:

1 *delivery*; 2 *attachment*; 3 *invention*; 4 *discovery*; 5 *spending*; 6 *information*;

• Упр. 2, с. 68

Задача: развитие навыков распознавания и использования предлогов (*about, for, from, in, on, with*) в устойчивых сочетаниях.

Ключи:

1 *about*; 2 *with*; 3 *from*; 4 *in/in*; 5 *on*; 6 *for*

• Упр. 3, с. 68

Задача: освоение значений; развитие умений распознавания и употребления в речи фразовых глаголов (*break*).

Ключи:

1 *out*; 2 *into*; 3 *up*; 4 *down*; 5 *out of*;
broke out: *started, happened suddenly*
broke into: *entered by force in order to steal*
broke up: *separated, split*
breaking down: *going wrong, not working*
broke out of: *got out of somewhere, got away*

• Упр. 4, с. 68

Задача: развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для изучающих английский язык.

Ключи:

1 *invented*; 2 *experiment*; 3 *electric*; 4 *engine*; 5 *access*; 6 *affected*; 7 *offer*

Предполагаемый ответ:

1 A scientist **discovered** a new type of birds.
2 I have to carry out **research** on animals in the wild.
3 James has an **electronic** toy car.
4 I have a new **machine** which makes bread.
5 I need to **download** a document.
6 Traffic was diverted until road repairs could be **effected**.
7 I **suggest** you call a computer technician.

• Упр. 5, с. 68

Задача: развитие навыков использования в речи временных форм *Future Simple, Future Perfect, Present Continuous* для выражения будущего.

Предполагаемый ответ:

1 *will be in France*; 2 *will have finished my project*; 3 *will go on holiday*; 4 *am going out*; 5 *will see you*; 6 *will have got tired*; 7 *will stay*

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: развитие умений прогнозирования содержания текста.

Предполагаемый ответ:

I think 'The Gadget Show' features different high-tech gadgets in each episode. It might have different consumers trying the gadgets out. The show could judge the best gadget and recommend it.

• Упр. 2, с. 69

Задача: развитие умений поискового чтения.

Ключи:

1 *Once a week*. 2 *On Channel Five, satellite TV or on the Internet*. 3 *John Bentley, Jason Bradbury and Suzi Perry*. 4 *Gadgets being tested and rated*. 5 *All the latest gadgets and electronics in the competition*.

• Упр. 3, с. 69

Задача: развитие умений изучающего чтения; развитие языковой догадки; расширение словарного запаса.

Ключи:

airs – *is broadcast*; **challenge** – *task that tests the value of sth*; **judges** – *forms an opinion*; **category** – *group of similar things*; **viewer** – *a person who watches a TV programme*; **brand** – *a version of something made by one manufacturer in particular*

Предполагаемый ответ:

1 The programme **airs** every week on the BBC1.
2 It was not a fair **challenge**.
3 He **judges** which computer performs the best.
4 Put the words in the right **category**.
5 **Viewers** can email the programme to enter the competition.
6 There are more than ten **brands** of computer on the market.

• Упр. 4, с. 69

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

Предполагаемый ответ:

A: *What exactly is 'The Gadget Show'?*
B: *It's a programme which presents all the latest technology and gadgets. It shows you how they work, how much they cost and whether they are worth buying.*

A: *That sounds interesting. How often is it on?*

B: *It airs every week at this time.*

A: *Who are the presenters?*

B: *There are three presenters. There's Jon Bentley,*

Jason Bradbury and Suzi Perry, the girl who's talking now.

A: So the main idea behind the show is to give viewers up-to-date information on new technology, isn't it?

B: Well, yes, but it also features challenges and tests to see which gadget is best. Oh, and there's a competition, too, where one lucky viewer wins all that week's gadgets from the show.

• Упр. 5, с. 69

Задача: развитие умений монологической речи (сообщение-презентация).

Предполагаемый ответ:

My favourite programme is "Modny Prigovor", or "Fashion Verdict". It airs every week night and is presented by Alexandr Vasiliev, Russia's leading fashion historian. It features grown-up people changing their style and transforming just in front of the audience. It is interesting to see what the guests look like when they choose fashionable clothes for themselves and when the stylists dress them up and how the guests react.

• Упр. 6, с. 69

Задача: развитие умений продуктивного письма (написание статьи о телевизионной программе по образцу).

Предполагаемый ответ:

The television quiz show "The Smarties" ("Umniki i umnitsy") is a television programme with a twist. It features senior school students answering very difficult questions in different fields. Most of the questions are extremely difficult even for adults. The winners are admitted to Moscow State Institute of International Relations without exams or an interview. It's a great chance especially for non-Muscovites. The programme airs Saturday on ORT channel 1. The Quiz Show has been running since September 1991 when it was first aired. It was created by Yury Viasemsky who is the presenter of the programme. Three competitors participate in each game. They choose one of the three coloured tracks (red, yellow or green). The green track consists of four stages and the contestant can give two wrong answers. The yellow track includes three stages and one wrong answer. The red one includes two stages; the contestant should answer the two questions without any mistakes. The contestant who answers two questions correctly without a pause is the winner. The jury decides whose answers are right and complete. The end of the show can get quite emotional. At the end of the programme in "the epilogue" there are three questions for the audience. I like the programme because I learn a lot from it and I enjoy watching intellectual contests.

• Упр. 7 с. 69

Задачи: развитие умений работать с компьютерными технологиями; развитие познавательного интереса; развитие умений монологической речи.

Предполагаемый ответ:

I think 'The Gadget Show' is great. I can watch it online and find out about all the new gadgets available. It is good because I can find out if a gadget really works and if it is as good as it looks.

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

Домашнее задание: SB, упр. 6*, с. 69; WB, с. 40.

Урок 9

Spotlight on Russia с. 6. Robot Technology

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

Начало урока

Организуйте беседу о достижениях современной техники, их плюсах и минусах.

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 развитии робототехники в России с использованием интернет-ресурсов.

Предполагаемый ответ:

A: Do you think robots are useful?

B: I think robots are very useful. Some of the parts for electronic gadgets are made by robots, such as mobile phones and cars. I think that they can do some things faster and better than humans.

A: Would you like to have a robot?

B: I would like to have a robot that could clean my room.

A: Is it a good idea to replace people with robots in certain jobs?

B: There are certain jobs where robots will be helpful and others where they would not. As I

mentioned earlier, robots make some of the parts of our mobile phones and cars. Robots are strong, fast and they don't make many mistakes. Humans aren't as strong as robots and we make a lot of mistakes especially when we aren't paying attention. However, humans do have advantages over robots. Robots do not have emotions and they can not feel. They cannot show compassion which would make them bad doctors. Also, humans have intuition which makes us more likely to see suspicious people and feel a dangerous situation coming so we can avoid it, whereas a robot cannot.

EXPODESIGN is a Russian exhibition company that organises a special 'ROBOTICS' exhibition every year in Moscow. These exhibitions are set up to show new technology in the robot world. Future exhibitions will include lectures, seminars, and round table discussions to talk about new ideas for robotic technology. It will become a meeting place for researchers, manufacturers and developers.

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

Задачи: повторение изученных слов по теме «Электронное оборудование»; развитие умений ознакомительного чтения (текст-диаграмма); развитие умений монологической речи; воспитание экологической культуры.

Предполагаемый ответ:

I own a desktop computer. I recently bought a new printer and I took the old one to therecycling bin.

• Упр. 2, с. 70

Задача: развитие умений прогнозирования содержания текста.

Предполагаемый ответ:

E-waste is electronic rubbish like old computers. E-waste can damage the environment if it is not dealt with properly.

• Упр. 3, с. 70

Задачи: развитие умений изучающего чтения; развитие навыков взаимопроверки.

Ключи:

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

• Упр. 4, с. 70

Задача: развитие умений изучающего чтения.

Ключи:

A 1 B 3 C 4

• Упр. 5, с. 70

Задачи: развитие умений изучающего чтения, языковой догадки; развитие умений использовать изучаемые слова в новом контексте; развитие умений монологической речи (изложение основного содержания прочитанного).

а) Ключи:

pace – speed; **outdated** – old-fashioned; **what's the big deal** – why is this important; **toxic** – poisonous; **currently** – at the moment; **gradually** – little by little; **harm** – damage; **dumped** – thrown away; **treaties** – agreements; **donate** – give for free; **components** – parts

б) Ключи:

1 outdated 2 toxic 3 pace 4 gradually 5 dumped

с) Предполагаемый ответ:

I have learnt that a lot of e-waste currently sits in landfills where chemicals leak into the soil and cause damage which affects the food chain. I have also learnt that throwing away electrical items can be very dangerous for the environment, that's why it is important to recycle and repair them or better still give them to charity. I have learnt that e-waste pollutes the soil and air with toxic chemicals. From the text I learned that to stop e-waste we all must remember the 3 Rs – reduce, reuse and recycle.

• Упр. 6, с. 71

Задача: развитие умений монологической речи (сообщение с элементами оценочного суждения с опорой на тезисы).

Предполагаемый ответ:

Why is e-waste a problem?

Pollutes the environment, can release poisonous fumes and chemicals.

What can we do about the problem?

Recycle more, donate old devices to people who can use them.

E-waste is electric and electronic products that we throw away. For example computers, printers and televisions which end up in landfills. E-waste is very bad for the environment. The chemicals that they produce mean that they are very difficult to dispose of safely. That's why it is important to reduce, reuse and recycle any electrical equipment which is no longer wanted. I am definitely going to think twice about throwing e-waste out in the future and I will make sure all my family and friends do the same.

• Упр. 7, с. 71

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

Предполагаемый ответ:

I think the saying means that waste affects everyone in a negative way.

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

Домашнее задание: SB, с. 71, упр. 6*; 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 perform; 2 email account; 3 broadband; 4 overcome; 5 exist; 6 subscription; 7 server; 8 build; 9 phone line; 10 become

2 1 will have started; 2 will be studying; 3 will have drunk; 4 will you tell; 5 will have been; 6 will go; 7 will have been writing; 8 will call; 9 will come; 10 will be travelling playing

3 1 up; 2 out; 3 into; 4 out of; 5 down

4 1 with; 2 for; 3 about; 4 from; 5 on

5 1 b; 2 e; 3 a; 4 c; 5 d

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по теме «Литература и искусство»;
- научиться вести разговор о разных видах искусства, литературе, музыкальных жанрах, о своих музыкальных предпочтениях;
- научиться расспрашивать и отвечать на вопросы о вкусах и предпочтениях в искусстве, строить совместные планы посещения концерта/спектакля, выражать своё мнение, давать рекомендации;
- научиться составлять викторину по теме «Искусство», писать электронное письмо с отзывом о прочитанной книге, короткий текст об известном писателе, о любимом фильме;
- научиться распознавать и освоить использование во всех видах речевой деятельности степени сравнения прилагательных и наречий, наречий степени с качественными и относительными прилагательными, структур для выражения предпочтений (*would prefer/would rather/sooner*);
- освоить образование глаголов с помощью приставок;
- освоить значения и употребление фразовых глаголов (*run*), идиом, содержащих лексику по теме «Развлечения»;

● развивающие:

- развивать навыки во всех видах речевой деятельности;
- развивать лингвистическую и социокультурную компетенцию;
- развивать коммуникативные умения при работе в группе;
- развивать умения работать с информацией, в том числе с использованием компьютерных и интернет-технологий;
- развивать компетенцию личностного самосовершенствования;

● воспитательные:

- формировать ценностные ориентации, в том числе в эстетической сфере;
- развивать стремление к овладению основами мировой культуры средствами иностранного языка.

Урок 1

Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над *Now I can...* модуля 4.

Вводная беседа по изученной теме. *How does this gadget make your life better? What other gadgets or high technology would you like to have? Why? Do you think we rely too much on technology? Why (not)? What is one task you wish a robot could do? Would you like to have a robot? Why (not)?*

Введение темы модуля

Art & Literature – обсуждение русского эквивалента: «Литература и искусство». Попросите учащихся объяснить по-английски, о чём они хотели бы узнать в модуле.

Предполагаемый ответ:

The title refers to paintings, sculpture and books. I think we will learn about different types of art and how they affect us.

Look at Module 5

Работа с иллюстрациями. (с.73)

Предполагаемый ответ:

рис. 1 (с. 76)

T: What page is the picture on?

S1: It's on page 76.

T: What does it show?

S2: It shows an outdoor concert with a band on the stage.

T: Do you like to go to concerts?

S3: Yes very much, especially when they are outside.

T: What kind of music do you like?

S4: I really like rock music.

рис. 2 (с. 74)

What is this a picture of? Where would you probably see such a sculpture? Do you like to look at art? What kind of art do you like?

рис. 3 (с. 87)

What does the picture show? Have you ever heard of this play? Have you ever gone to see a play? Did you like it? Why/Why not?

рис. 4 (с. 80)

What is happening in this picture? Where do you think the best films come from? Do you watch films from other countries? What do you like about them?

Find the page number(s) for

Просматривая модуль вместе с классом, найдите указанные виды текстов и других материалов. Обсудите. Учащиеся поясняют, что собой представляет каждый из материалов.

Предполагаемый ответ:

an extract from a play (с. 86, 87)

What is a play? (a piece of writing that is performed in a theatre or on film) Do you know who wrote this play? (William Shakespeare) Have you heard or seen any other of his plays?

a quiz (с. 78)

What is a quiz? (a test of knowledge about a subject) What is this quiz testing? How well do you think you would do this quiz? What can we learn from a quiz?

a spidergram about types of art (с.74)

What is a spidergram? (a diagram with lines and circles for organising information so that it is easier to use or remember) What is this spidergram about? Do you think it helps you understand the subject better?

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 «Изобразительное искусство»; мотивация на работу по теме; развитие умений прогнозирования содержания текста по заголовкам, введению к тексту, иллюстрациям.

Предполагаемый ответ:

I expect to read about three kinds of art which are unusual and which differ from the normally accepted idea of art.

• Упр. 2, с. 74

а) Задача: развитие умений поискового чтения.

При чтении вопросов учащиеся выделяют ключевые слова, которые помогают им найти ответы в тексте.

Ключи:

1 А 2 А 3 В 4 В 5 В 6 А 7 В
8 С 9 В 10 С

б) Задача: развитие умений ознакомительного и смыслового чтения.

Учащиеся повторно читают текст для общего понимания содержания и выделения основной мысли, на основе которой предлагают свой новый заголовок к тексту. Обсудите варианты ответов.

Предполагаемый ответ:

A Small is Beautiful
B An Artistic Animal
C In the Eye of the Beholder

• Упр. 3, с. 74

Задачи: развитие умений изучающего чтения; развитие языковой догадки (развитие компенсаторных умений).

Ключи:

miniature: very small copy of an object (**миниатюрный**)

the eye of a needle: the hole in a needle through which you put thread (**игольное ушко**)

tiny: extremely small (**крошечный, очень маленький**)

significant: important, meaningful (**значительный**)

carving: sculpting (**резьба, вырезание**)

hosted: presented (**зд. которую ведёт**)

impress: command admiration (**впечатлять**)

turn up: make oneself present somewhere (**появляться**)

remain anonymous: continue to be unknown (**оставаться неизвестным**)

vandalism: act of deliberately damaging other people's property (**вандализм**)

remove: take away (**удалять, уничтожать**)

• Упр. 4, с. 74

Задача: развитие навыков распознавания и использования в речи словосочетаний по теме «Изобразительное искусство».

Ключи:

1 miniature; 2 anonymous; 3 take; 4 learning; 5 animal; 6 stay perfectly; 7 artistic; 8 add; 9 private; 10 grains

Предполагаемый ответ:

2 Banksy, the British street artist, prefers to remain anonymous.

3 When you **take a look** at this text, you will be really surprised by some of the artists described.

4 Willard Wigan's art was inspired by the **learning difficulties** he had at school.

5 **Animal behaviourist** Desmond Morris held an exhibition of 'chimpanzee art' in 1957.

6 Wigan's hands have to **stay perfectly still** so that he can create his miniature sculptures.

7 **Artistic creativity** is not only limited to humans – animals may have it too.

8 Some people believe that graffiti on the walls of their property **adds value to it**.

9 City councils in England cannot remove graffiti when it is on **private property**.

10 Willard Wigan uses **grains of rice** and other unusual materials for his creations.

• Упр. 5, с. 74

Задачи: развитие умений изучающего чтения; развитие языковой догадки; расширение объёма продуктивного словарного запаса за счёт освоения антонимов.

При проверке обратите внимание учащихся на разные формы слов-антонимов, в том числе на образованные при помощи приставок и суффиксов с отрицательным значением.

Ключи:

A huge – tiny, unimportant – significant, impatiently – patiently;

B excluded – included, inability – ability;

C beautiful – ugly, responsible – irresponsible, public – private, worthless – valuable

• Упр. 6, с. 74

а) Задачи: развитие навыков узнавать, воспроизводить и употреблять в речи лексические единицы по теме «Виды искусства»; развитие учебно-познавательных умений (использование схем для изучения тематической лексики).

При выполнении задания учащиеся приводят соответствующие названия видов искусства на русском языке: живопись, скульптура, фотография, аэрография, моделирование, гончарное искусство, графика. Окажите помощь в расширении схемы, подборе слов-эквивалентов.

Предполагаемый ответ:

wood carving, etching, engraving, origami (резьба по дереву, гравировка, искусство гравюры, оригами); I like photography because I enjoy keeping a record of people and places. I don't like pottery because it's very messy and you get your hands dirty.

б) Задача: развитие навыков распознавания лексики по теме «Изобразительное и прикладное искусство».

Ключи:

2 sculptor/sculptress; 3 photographer; 4 potter; 5 actor/actress

• Упр. 7, с. 75

Задача: развитие навыков распознавания и употребления в речи лексики (глаголов) по теме «Изобразительное и прикладное искусство».

При выполнении задания учащиеся могут пользоваться словарём учебника.

Ключи:

1 sketch; 2 colour in; 3 painting; 4 designed; 5 portrayed

• Упр. 8, с. 75

а) Задача: развитие умений монологической речи (сообщение на основе прочитанного текста).

Выслушайте ответы учащихся, обсудите.

Предполагаемый ответ:

A Willard Wigan creates miniature sculptures. He uses strange materials like sugar crystals and grains of rice. When he paints the sculptures he has to slow his breathing and paint between heartbeats to keep his hands steady.

B Congo was a chimpanzee painter and he did nearly four hundred paintings. He was a guest on the British television show 'Zootime'. The famous artist Pablo Picasso owned one of his paintings.

C Banksy is world famous for his graffiti which he paints on walls and buildings in cities around the world. He won an art award, but he was too modest to accept it and preferred to keep himself anonymous. A lot of people disapprove of his work.

б) Задача: развитие умений диалогической речи (ролевая игра-интервью на основе прочитанного текста).

Организуйте работу с заданием по приведённому образцу. Повторите изученные ключевые слова и выражения, необходимые для выполнения задания. Учащиеся работают в парах.

Предполагаемый ответ:

Interviewer: Thank you for taking time out of your busy schedule to meet with me today and answer some questions.

Mr Wigan: I am honoured to be here.

Interviewer: How do you get ideas for your sculptures?

Mr Wigan: I read a lot and get inspiration from history.

Interviewer: How long does it take you to create a sculpture?

Mr Wigan: They usually take me a couple of months to complete.

Interviewer: What are some of the sculptures that you have done?

Mr Wigan: I have made sculptures of the FIFA World Cup trophy, Muhammad Ali, and also Santa Claus.

Interviewer: *That is quite impressive. Well, that is all the time we have today, but thank you again for talking with me.*

Mr Wigan: *You are welcome.*

• Упр. 9, с. 75

Задачи: развитие умений монологической и диалогической речи (высказывания с выражением личного отношения к прочитанному, комбинированный диалог/полилог); формирование общекультурной компетенции, ценностных ориентаций.

Предполагаемый ответ:

We believe that art is producing something that expresses emotion. So we believe all three examples can be considered art. In example A, Micro-Sculptures, Mr Wigan creates sculptures to express that just because something is small, it doesn't mean that it's not important. In example B, Chimpanzee Art, Congo painted pictures to show his ability to be creative. In example C, Urban Graffiti, Banksy is a painter as well. The only difference is that instead of using a framed canvas, he portrays his feelings on buildings.

• Упр. 10, с. 75

Задачи: развитие умений письменной речи: выражение личного отношения к проблеме «Роль искусства в жизни общества»; формирование общекультурной компетенции, ценностных ориентаций.

Учащиеся обсуждают свои ответы в парах. Организуйте общее обсуждение высказанных позиций.

Предполагаемый ответ:

Life without art would feel incomplete. Life's experiences can't always be expressed through words. Art succeeds where words fail, without it, the world would be a quiet place. Art is connected to culture and society. It gives people the chance to express themselves in different ways.

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

Домашнее задание: SB, упр. 10*, с. 75; WB, с. 44.

Урок 3



Listening & Speaking

• Упр. 1, с. 76

Задачи: развитие навыков распознавания и

использования в речи новых слов и выражений по теме «Музыкальные жанры»; развитие умений диалогической речи (диалог-обмен мнениями).

Используйте прослушивание фрагментов музыкальных произведений как средство семантизации названий жанров в музыке. В микродиалогах о музыкальных вкусах поощряйте использование разнообразных структур (см. образец).

Ключи:

1 jazz; 2 reggae; 3 classical; 4 rock

Предполагаемый ответ:

A: *I love classical music. I find it relaxing!*

B: *I'm not crazy about it. I prefer hip-hop music. It makes me want to dance.*

• Упр. 2, с. 76

Задача: развитие навыков распознавания и использования в речи слов по теме «Музыка», представляющих трудность для изучающих английский язык.

Ключи:

1 Listen, hear; 2 tune, melody; 3 humming, singing; 4 line, verse; 5 training, practice; 6 Turn down, turn off

• Упр. 3, с. 76

Задачи: расширение лексических средств речевого взаимодействия – освоение клише для расспроса о вкусах и предпочтениях и выражения предпочтений; развитие умений диалогической речи – мини-диалог-расспрос по заданной тематической ситуации.

Предполагаемый ответ:

A: *What do you think of the latest James Bond film 'Quantum of Solace' with Daniel Craig?*

B: *It's great. It's totally my kind of film.*

A: *What's your favourite TV programme?*

B: *The science fiction series 'Dr Who'. What do you think of it?*

A: *To be honest, I'm not too keen on it. I prefer comedies.*

A: *Doesn't this recipe for spicy Mexican chicken pizza sound great?*

B: *Wow, yes it does!*

• Упр. 4, с. 76

а) Задачи: освоение устойчивых словосочетаний и клише по теме «Музыкальные вкусы и предпочтения» (фонетическая отработка); подготовка к диалогической речи.

После фонетической отработки предложений учащиеся в парах работают над пониманием их значений. При последующей работе над текстом диалога они проверяют предполагаемые значения по контексту и в случае необходимости корректируют своё понимание.

б) Задачи: развитие умений прогнозирования содержания текста; развитие умений ознакомительного чтения.

Предполагаемый ответ:

Two people are trying to agree on what type of music concert to go to.

• Упр. 5, с. 77

Задача: развитие умений поискового чтения.

Ключи:

1 see the Foo Fighters; 2 Andy to go with him; 3 music you can dance to; 4 a Kanye West concert next month; 5 to go with him

• Упр. 6, с. 77

Задача: развитие социокультурной компетенции (выбор правильного ответа в ситуациях общения по выработке совместных планов).

Ключи:

1 a 2 a 3 b

• Упр. 7, с. 77

Задача: развитие умений диалогической речи (диалог-приглашение к совместной деятельности).

Учащиеся опираются на тесты-диалоги урока, интенсивно используют тематическую лексику, в том числе клише и устойчивые словосочетания.

Предполагаемый ответ:

A: Would you like to come with me and see Maxim this weekend?

B: Yes, that sounds like a great idea! I really like pop music.

A: Why don't we go to the music festival this Sunday? Lil Wayne's performing.

B: I don't really like rap, to tell you the truth, but thanks for asking.

• Упр. 8, с. 77

Задача: развитие умений аудирования с пониманием основного содержания.

Ключи:

1 C 2 B 3 D 4 E 5 A

• Упр. 9, с. 77

а) Задача: развитие произносительных и интонационных навыков (дифференциация логического ударения в предложениях в соответствии с их значениями).

Прочитайте вслух и прокомментируйте рубрику *Study Skills*. Учащиеся в паузах повторяют предложения с разным логическим ударением. Обсудите значение этих предложений.

Ключи:

1 a I'm giving my opinion on the concert. b The concert was more boring than I expected.

2 a It's best to keep your voice down. b It's the rule not to talk loudly.

б) Задача: развитие произносительных и интонационных навыков (дифференциация логического ударения в предложениях в соответствии с их значениями).

Ключи:

1 a The meal was extremely **expensive**. (the focus is that the meal cost a lot); b The meal was **extremely expensive**. (the focus is that the meal cost more than was expected) 2 a William gave me this lovely **scarf**. (the focus is that William gave the scarf); b William gave me this **lovely scarf**. (the focus is on how nice the scarf is) 3 a Katy **can't** join us for a meal on Saturday. (the focus is on Katy's inability); b Katy can't join us for a meal on **Saturday**. (the focus is on the specific day)

• Упр. 10, с. 77

Задача: развитие навыков распознавания и использования изученной лексики в новом контексте.

Предполагаемый ответ:

1 I'm not too keen on classical music.

2 What do you think of the band 'Green Day'?

3 I'd love to go; count me in!

4 I listen to jazz music almost every night. I'm crazy about it.

5 I was wondering if you are interested in going to an opera with me?

6 Actually, it's not really my kind of thing.

7 I'm not really into heavy metal. I find it too loud.

8 What sort of bands do you listen to?

9 I have piano practice twice a week.

10 To tell you the truth, I'm not crazy about country music.

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

Домашнее задание: SB, упр. 10*, с. 77; WB, с. 45.

Урок 4



Grammar in Use

• Упр. 1, с. 78

Задачи: мотивация на речевую деятельность по теме «Классическая музыка»; развитие навыков распознавания и употребле-

ния в речи степеней сравнения прилагательных и наречий; формирование общекультурной компетенции, развитие познавательных интересов.

Предполагаемый ответ:

I know that classical music is commonly associated with the 18th and 19th centuries when a lot of famous composers were writing pieces. I imagine everyone has heard of Beethoven, Mozart and Tchaikovsky. During that period, many musicians were composers for the royal court.

• Упр. 2, с. 78

а) Задача: развитие навыков распознавания и использования в речи степеней сравнения прилагательных и наречий.

Учащиеся находят все формы степеней сравнения прилагательных и наречий в тексте викторины. При необходимости организуйте работу по повторению формообразования степеней сравнения прилагательных и наречий, используя грамматический справочник учебника.

Ключи:

the most talented (composer), most (operas), (lived) the longest, (died) later than, the most famous (work), the biggest (musical output), most (compositions), the youngest (of the child prodigies)

Adjective	Comparative	Superlative
young	younger	youngest
late	later	latest
big	bigger	biggest
talented	more talented	most talented
famous	more famous	most famous
long	longer	longest
many/much	more	most
good/well	better	best
little	less	least
carefully	more carefully	most carefully

б) Задача: развитие навыков распознавания и формообразования степеней сравнения прилагательных и наречий.

Для анализа используйте таблицу упр. 2а). Можно организовать работу на доске (фронтально). Напишите заголовки **adjective** и **adverb**. Под ними напишите подзаголовки **comparative** и **superlative**. Учащиеся говорят, как образуется та или иная форма, и записывают ответ под соответствующим заголовком. Отдельно поместите формы под заголовком **irregular**.

Ключи:

Comparative and superlative adjectives: For one-syllable adjectives, we add **-(e)r** to form the

comparative and **-(e)st** to form the superlative. For one-syllable adjectives ending in vowel + consonant, we double the consonant. With adjectives of two syllables we form the comparative with **more + adjective** and the superlative with **most + adjective**.

Comparative and superlative adverbs: To adverbs ending in **-ly** we add **more + adverb** to form the comparative and **most + adverb** to form the superlative. To adverbs that have the same form as their adjectives we add **-er/-est** (e.g. hard – harder – hardest).

Irregular forms: much/many – more – most, good/well – better – best, little – less – least.

с) Задачи: развитие навыков распознавания и формообразования степеней сравнения прилагательных и наречий; развитие лингвистической компетенции.

Прочитайте и обсудите рубрику *Study Skills*. Учащиеся переводят формы из таблицы упр. 2а), а также приводят другие примеры степеней сравнения прилагательных и наречий в русском языке (например, красивый – красивее/более красивый – красивейший/самый красивый; красиво – красивее/более красиво – красивее всего; много – больше – больше всего) и делают вывод о сходстве формообразования степеней сравнения в английском и русском языках.

• Упр. 3, с. 78

Задача: развитие навыков распознавания и использования в речи степеней сравнения прилагательных и наречий.

Ключи:

1 the most expensive; 2 more, warmer; 3 the most talented; 4 more slowly; 5 better; 6 more carefully; 7 more difficult; 8 more accurately; 9 the worst; 10 the busiest

• Упр. 4, с. 79

Задача: развитие навыков распознавания и использования в речи сравнительных конструкций.

Учащиеся читают предложения. Убедитесь в понимании значений сравнительных конструкций и оборотов – попросите перевести предложения на русский язык. Далее учащиеся отвечают на вопросы задания, дифференцируя значения сравнительных конструкций. В качестве дополнительного задания можно предложить учащимся составить свои предложения с этими конструкциями. Проверьте варианты ответов.

Ключи:

1. С каждым днём Андреа чувствует себя всё лучше и лучше.

2. Чем старше она становится, тем она прекраснее.
3. Тони поёт немного/чуть лучше, чем Сэм.
4. Ваша машина гораздо/значительно/намного удобнее, чем моя.
5. Она так же умна, как её сестра.

1 shows something which is increasing; 2 shows a changing situation; 3 shows a difference between two people; 4 shows a difference between two things; 5 shows a similarity between two people

• Упр. 5, с. 79

Задача: развитие навыков распознавания и использования в речи степеней сравнения прилагательных и наречий и сравнительных конструкций.

Ключи:

1 more difficult; 2 the latest; 3 the most intelligent; 4 more, angrier; 5 as talented as; 6 the least; 7 better, better

• Упр. 6, с. 79

Задачи: развитие навыков использования в речи степеней сравнения прилагательных и наречий, сравнительных конструкций; развитие умений монологической речи (характеристика друзей в сопоставлении).

Учащиеся выполняют задание в парах. Заслушайте варианты ответов.

Предполагаемый ответ:

Petr is as tall as Sasha. Katya is better than me at Maths. Lena is the oldest student in our class. Natasha is as intelligent as her sister. Sergei is the most patient boy I know – he always has time to listen to your problems. My best friend Andrey tells the funniest jokes I've ever heard.

• Упр. 7, с. 79

Задача: развитие навыков распознавания и использования в речи наречий степени с качественными и относительными прилагательными.

При чтении и анализе грамматического материала в рамке можно прибегать к аналогиям из русского языка (например, качеств. (очень) большой – (намного/значительно/чуть-чуть/несоизмеримо и т. д.) больше; относит. (абсолютно) железная воля).

Ключи:

1 extremely; 2 slightly; 3 extremely; 4 extremely; 5 absolutely; 6 very; 7 very, rather; 8 fairly; 9 absolutely; 10 totally

• Упр. 8, с. 79

Задачи: развитие навыков использования степеней сравнения прилагательных и наре-

чий, сравнительных конструкций в письменной речи; развитие умений письменной речи (составление викторины об известных исполнителях); развитие умений работать с информацией.

Учащиеся работают в парах. Для сбора информации предложите использовать, в частности, интернет-ресурсы. При составлении викторины с выбором ответа учащиеся должны интенсивно использовать формы степеней сравнения прилагательных и наречий, сравнительные конструкции. Организуйте работу (возможно в начале следующего урока) по ответу на вопросы викторины (пары обмениваются работами).

Предполагаемый ответ:

Quiz

1 Whose album sold the most copies in 2008?

A Madonna **B** Coldplay **C** Rihanna

2 Which of these singers is the youngest?

A Ne-Yo **B** Beyonce **C** Lil Wayne

3 Which singer has been performing professionally longer than the others?

A Colbie Caillat **B** Jessica Simpson **C** Alanis Morissette

4 Which theme song is more famous than the others as a ringtone?

A Pink Panther **B** Mission Impossible **C** James Bond

5 What song was downloaded more often than the others?

A No Air – Jordan Sparks **B** Bleeding Love – Leona Lewis **C** So What – Pink

6 Which of these singers is shorter than the other 2?

A Lady Sovereign **B** Pink **C** Lily Allen

7 Which of these bands has the fewest members?

A Pussycat Dolls **B** The Fray **C** The White Stripes
Key: 1 B 2 C 3 C 4 A 5 B 6 A 7 C

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

Домашнее задание: SB, упр. 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 «Кино»; мотивация на работу по теме; развитие навыков использования тематической лексики в речи.

Учащиеся используют графические схемы (*spidergram*) при повторении лексики. Воспроизведите схему на доске при проверке. Учащиеся дополняют ответы по каждой группе слов. Организуйте работу в парах по обмену высказываниями о любимых жанрах в киноискусстве. Поощряйте развернутые ответы.

Предполагаемый ответ:

verbs: act, star in, direct, produce, shoot/make, review; **people:** actress, director, producer, scriptwriter, camera operator, make-up artist, set designer, costume designer; **types:** western, comedy, thriller, horror, musical, animated, adventure, epic.

Among different types of films (that is comedy, romantic drama, western, adventure film, police drama or detective film, psychological thriller, horror film, historical film) best of all I like comedy and romantic drama because such films are very cheerful and full of life. I don't like horror films and I find them quite disgusting. Sometimes I may watch a police drama or a historical film, but I'm not very keen on these types of films.

• Упр. 2, с. 80

Задачи: развитие мотивации на работу по теме текста; развитие умений прогнозирования содержания текста по заголовку и иллюстрациям; развитие умений ознакомительного чтения.

В процессе выполнения задания учащиеся записывают в тетради по три своих вопроса относительно того, что бы они хотели узнать из текста. После прочтения текста организуйте работу с этими вопросами. Этот приём относится к технологии критического мышления. Его использование способствует развитию умений смыслового чтения.

Предполагаемый ответ:

I think Bollywood refers to the Indian film industry, which has been influenced by the American industry in Hollywood.

• Упр. 3, с. 80

Задача: развитие умений изучающего чтения и умений восстановления пропущенных слов в тексте.

Поясните, что для выполнения такого типа задания важно понять структуру предложения, где допущен пропуск, и проанализировать «ближайшее окружение» пропущенного слова. Учащиеся должны освоить алгоритм выполнения подобных заданий, включающий обязательное повторное прочтение (проверку) предложений с заполненными пропусками. Организуйте сначала проверку в парах, затем – при прослушивании текста.

Ключи:

1 for; 2 not; 3 these; 4 as; 5 at; 6 there; 7 to; 8 about; 9 bit; 10 where; 11 ago; 12 as

• Упр. 4, с. 80

а) Задача: развитие умений поискового чтения.

Предполагаемый ответ:

*Bollywood films are like musicals, with singing, dancing and **colourful costumes**.*

*There are plenty of differences between **Hollywood** and Bollywood.*

*Bollywood films can be about **kidnappers** and villains.*

*Bollywood's biggest audience outside India is in **Britain**, which has a large Indian population.*

б) Задачи: развитие навыков использования в речи тематической лексики; развитие умений монологической речи (краткое высказывание по теме текста с выражением личного отношения к предмету речи).

Предполагаемый ответ:

I had a chance to see 'Monsoon Wedding' in English on DVD. It's about an arranged marriage in India. I really liked it because, apart from the colourful costumes and the interesting music, it was quite funny! It won an award at the Venice Film Festival.

• Упр. 5, с. 80

Задача: развитие умений письменной речи (краткое изложение основного содержания текста).

Учащиеся с опорой на текст кратко записывают основные положения текста (*notes*), а затем, используя их, пишут краткое изложение основного содержания текста. Придерживайтесь заданных временных рамок (5 минут). Попросите учащихся прочитать несколько вариантов работы, обсудите.

Предполагаемый ответ:

The Indian film industry is called Bollywood. It's named after Hollywood in America. It is the largest film industry in the world, producing around eight hundred films yearly. Bollywood productions are very musical and deal with themes such as love, marriage, family and crime. Outside India, Bollywood has a large audience in Britain, where both Indian and British fans enjoy popular Bollywood films.

• Упр. 6, с. 81

Задача: развитие навыков распознавания и использования в речи структур для выражения предпочтений (*would*) *prefer/would rather/sooner*.

Убедитесь в понимании учащимися предложений-примеров в рамке. Проработайте соответствующий раздел грамматического справочника. В парах учащиеся высказываются о своих предпочтениях (в частности, в искусстве).

Следите за правильным использованием изученных структур.

Предполагаемый ответ:

1 I prefer going to the cinema to going to the theatre. 2 I prefer eating out at a restaurant to getting a takeaway. 3 I would sooner watch comedies than watch action films. 4 I would prefer to go to the cinema (rather) than watch TV all day.

• Упр. 7, с. 81

Задачи: развитие навыков использования в речи тематической лексики и структур для выражения предпочтений в киноискусстве; развитие умений диалогической речи (диалог-обмен мнениями).

Предполагаемый ответ:

A: Do you like science fiction films?

B: Not really. I prefer adventure films to science-fiction films.

A: How about a romance film tonight?

B: I'd rather watch a crime film than watch a romance.

• Упр. 8, с. 81

Задача: развитие навыков использования тематической лексики в речи.

Убедитесь, что учащиеся понимают необходимость самопроверки – внимательного прочтения текста после выполнения задания. Только после этого организуйте общую проверку.

Ключи:

1 action-packed; 2 starring; 3 plot; 4 set; 5 acting; 6 cast; 7 special effects; 8 stunts; 9 costumes; 10 box office

• Упр. 9, с. 81

а) Задача: развитие умений аудирования с пониманием основного содержания.

Ключи:

Sue likes romantic comedies because she finds them funny and relaxing. She would rather enjoy comedies than watch horror or war films because she finds them scary or stressful and depressing.

Pete likes action and adventure films because of the exciting special effects and action stunts. He prefers them to westerns and musicals because he thinks they're really boring.

Mary likes most types of films but she prefers watching animation because they're funny and have amazing technology. She doesn't like disaster films because she finds them depressing.

б) Задачи: развитие умений монологической речи (сообщение о любимых фильмах); развитие умений описывать фильм,

выражать личное отношение и аргументировать мнение.

Организируйте работу над структурами и выражениями в рамке. Предложите учащимся интенсивно использовать их при выполнении речевого задания.

Предполагаемый ответ:

I really love *Mamma Mia*, which is a musical comedy set in Greece. I really like it because I think Meryl Streep is an amazing actress and I find the music really interesting. Etc.

• Упр. 10, с. 81

Задача: знакомство с идиомами, содержащими лексику по теме «Развлечения».

Учащиеся выполняют задание, пользуясь приложением учебника Appendix 3. Для проверки понимания используйте пояснения на русском языке. Попросите учащихся вспомнить близкие по значению фразеологизмы в русском языке. Проверьте ответы, обсудите.

Ключи:

1 in the spotlight (в центре внимания)

2 face the music (расхлёбывать кашу)

3 it takes two to tango (виноваты оба)

4 running the show (править бал, командовать парадом)

• Упр. 11, с. 81

Задачи: развитие умений собирать и организовывать информацию по заданной теме; развитие умений продуктивного письма (отзыв на просмотренный фильм).

Поощряйте использование учащимися интернет-ресурсов при сборе материала, а также компьютерные технологии при подготовке презентации.

Предполагаемый ответ:

'Bedtime Stories' is a brilliant comedy, starring Adam Sandler. This hilarious film follows the funny adventures of Skeeter Bronson, a hotel handyman, whose life is changed forever when the bedtime stories he tells his niece and nephew start to mysteriously come true. The action-packed plot is full of funny special effects and stunts that keep you on the edge of your seat. The film has an all-star cast, including Courtney Cox of the well-known series 'Friends'. This film takes you on a great adventure and makes you laugh all at the same time.

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

Домашнее задание: SB, упр. 11*, с. 81; Grammar Check 5, с. 147; WB с. 47.

Урок 6



Writing Skills

• Упр. 1, с. 82

Задачи: освоение общих характеристик и структуры отзыва о книге/фильме/телепрограмме; развитие умений изучающего чтения.

Прочитайте и обсудите с учащимися материал в рамке. Убедитесь в понимании структуры отзыва. Предложите учащимся вспомнить об опыте написания ими отзывов (на уроках литературы и др.).

• Упр. 2, с. 82

Задачи: развитие умений изучающего чтения – работа с пониманием задания; подготовка к продуктивному письму.

Учащиеся читают задание и отвечают на поставленные вопросы, готовясь к написанию текста ответного электронного письма другу, содержащего отзыв о прочитанной книге. Обсудите ответы.

Ключи:

1 The purpose of the email is to recommend a good book for Susan to read on holiday. 2 An email. 3 I should include the following information: the type of the book, the title, the name of the author, the plot, summary, comments on the plot/characters, my general recommendation and reasons to support my recommendation. 4 I will write it in informal style, because it is for a friend.

• Упр. 3, с. 82

Задачи: развитие умений ознакомительного чтения; освоение структуры и содержания отзыва о книге.

Ключи:

1 B 2 C 3 A 4 D

• Упр. 4, с. 82

Задачи: развитие навыков распознавания и использования в письменной речи синонимичных выражений официального и неформального стилей речи; развитие умений поискового чтения.

Убедитесь в понимании учащимися предложений в обоих стилях речи.

Ключи:

I bet you can't wait to go on holiday. Let me tell you a bit about the book. Well, that's about it. I couldn't put it down from the very first page.

• Упр. 5, с. 83

а) Задачи: расширение лексического запаса; развитие навыков распознавания и использования в речи прилагательных (в структуре отзыва о книге/фильме).

Прочитайте прилагательные в таблице, относящиеся соответственно к описанию сюжета, героев, начала/конца книги/фильма. Убедитесь в понимании их значений. Запишите на доске: *positive, negative, neutral*. Учащиеся по очереди записывают прилагательные из разных частей таблицы в соответствующий столбик. Обратитесь к тексту упр. 3 – учащиеся находят в нём прилагательные и говорят, для описания чего они использованы.

Ключи:

positive: *intriguing, clever, interesting, well-written, well-developed, fast-paced, funny, exciting, likeable, surprising, satisfying*; **negative:** *slow-paced, predictable, unimaginative, irritating, dull, evil, shallow, disappointing*; **neutral:** *mysterious, unusual, unexpected*

In the email on p. 82, exciting, fast-paced and funny are used to describe the plot, well-developed is used to describe the characters, interesting is used to describe the gadgets, and well-written is used to describe the book.

б) Задачи: развитие навыков использования в речи прилагательных (в структуре отзыва о книге); развитие умений диалогической речи (диалог-расспрос о прочитанной книге/просмотренном фильме).

Предполагаемый ответ:

A: I've just read 'Blackthorn, Whitethorn' by Rachel Anderson.

B: Oh, really? What did you think of the plot?

A: I thought it was interesting and well developed.

B: What about the characters?

A: Two of the main characters, Miss Ada and Miss Lily, are really likeable.

B: Does it have a good ending?

A: Yes, I don't want to spoil it for you, but I'd say the ending is very satisfying.

• Упр. 6, с. 83

Задачи: расширение лексического запаса; развитие навыков распознавания и использования в речи структур и фраз для выражения мнения, рекомендации (в структуре отзыва о книге).

Ключи:

express opinion:

– I think that this is the author's best book so far.

– I wasn't too keen on the beginning.

– In my opinion, some of the characters were a bit shallow.

– I found the plot extremely dull.

recommend:

- I really think that you should read the book.
- I would highly recommend the book to you.
- If I were you, I'd definitely give reading this book a try.

To express opinion, the writer uses the phrases: ...the plot is very exciting... it's an excellent book that I think is very well written. To recommend the book, the writer uses the phrase: I would definitely recommend that you read it.

• Упр. 7, с. 83

а) Задачи: развитие умений изучающего чтения – работа с пониманием задания; подготовка к продуктивному письму.

Ключи:

Key words: email, pen friend, John, author in your country, suggest a book I have to write an email to my English pen friend John to suggest a book for him to read, written by an author from my country. The style will be informal because it's an email.

Предполагаемый ответ:

My favourite author is Alexander Grin.

б) Задачи: развитие умений отбирать и структурировать материал согласно плану; подготовка к написанию отзыва о прочитанной книге.

Дайте задание учащимся выписать о выбранной книге по предложенному плану. Проверьте работы.

Предполагаемый ответ:

Introduction

Para 1

- Alexander Grin
- set in a small fishermen village
- sort of romantic fantasy
- 'Scarlet Sails'

Main body

Para 2

- main characters are a young girl Assol and captain Grey
- Retired sailor Longren lives in a small fishermen village with his daughter Assol. Brave sailor Gray sees the value in both of them and decides to make the young girl's dreams come true by taking her on a ship under scarlet sails.

Para 3

- romantic plot
- well-developed characters
- exciting ending
- theme of power of love

Conclusion

Para 4

- well worth reading
- won't be able to put it down

с) Задача: развитие умений письменной речи: написание отзыва о прочитанной книге.

Предполагаемый ответ:

Hi John!

I have a perfect book for you to enjoy. It's called "Scarlet Sails" by the Russian writer Alexander Grin. The romantic fantasy is set in a small fisherman's village.

Here are some details about the book. Retired sailor Longren lives with his daughter Assol. One day she meets a wizard who predicts that when she grows up a prince will arrive on a ship with scarlet sails. She will fall in love with him and he will take her away. Brave sailor Gray decides to make the young girl's dreams come true. So the main characters are: a young girl Assol and captain Grey.

The book has a romantic plot with well-developed characters. The beginning is rather slow-paced but the ending is so exciting that you won't be disappointed.

Write again soon and let me know what you think about it.

Yours,
Dmitry

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

Домашнее задание: SB, упр. 7с)*, с. 83; WB, с. 48.

Урок 7



English in Use

• Упр. 1, с. 84

Задачи: освоение образования глаголов от глагольной основы с помощью приставок re-, mis-, under-, over-, dis-; развитие навыков использования их в речи.

В качестве дополнительного задания предложите учащимся привести свои примеры глаголов с данными приставками и объяснить их значения (например, mis- use – to use sth incorrectly).

Ключи:

1 disagree; 2 rewrite; 3 underestimated; 4 misunderstood; 5 overcharged; 6 remake

• Упр. 2, с. 84

Задача: развитие навыков распознавания и использования предлогов (in, of, by, with, for, at, to) в речи.

Ключи:

1 of; 2 of; 3 of; 4 with; 5 by, for, at; 6 in;
7 for; 8 to

- Упр. 3, с. 84

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

Ключи:

1 through; 2 into; 3 over; 4 away; 5 out of

- Упр. 4, с. 84

Задача: развитие навыков распознавания и использования в речи слов, значение которых представляет трудность для изучающих английский язык.

Ключи:

1 set; 2 plays; 3 takes; 4 performance; 5 exhibit

- Упр. 5, с. 84

Задачи: развитие умений изучающего чтения; развитие навыков распознавания и использования в речи различных временных форм глаголов.

Ключи:

1 had ... started; 2 had chosen; 3 had been looking; 4 am going to miss; 5 listened; 6 was playing; 7 thought

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

Домашнее задание: WB, с. 49.

Урок 8

Culture Corner

- Упр. 1, с. 85

а) Задача: развитие умений прогнозирования содержания текста по иллюстрации.

Предполагаемый ответ:

The play appears to be a tragedy. It looks like the man on his knee is talking to someone wearing a suit of armor, so perhaps there is a battle in the play.

б) Задачи: развитие умений прогнозирования содержания текста по подзаголовкам; развитие умений поискового чтения.

Учащиеся работают в парах. В ответах на вопросы они используют фоновые знания и межпредметные связи (литература, история). После прочтения текста обсудите, на все ли вопросы учащиеся смогли дать правильные ответы.

Предполагаемый ответ:

Who exactly was he? – William Shakespeare was an English poet and playwright.

What did Shakespeare write? – He wrote plays.

What were his plays about? – His plays were about people in different situations. He wrote

comedies, tragedies and historical pieces.

Where were his plays performed and who went to see them? – Most of his plays were held in The Globe Theatre, in London. The people who attended the plays were from all social classes.

- Упр. 2, с. 85

Задача: развитие умений поискового чтения.

Ключи:

1 F His plays are performed and studied all over the world. 2 NS; 3 F; 'Romeo and Juliet' is a tragedy. 4 T; 5 T; 6 T

- Упр. 3, с. 85

Задачи: развитие умений изучающего чтения; развитие языковой догадки.

Ключи:

playwright – a person who writes plays (драматург)

reign – the period of time a queen/king rules a kingdom (царствование)

mistaking one person for another – thinking sb is sb else (принимать кого-либо за кого-либо)

disguise themselves – change their appearance (маскироваться)

moneylender – a person who lends other people money for a fee (ростовщик)

pound of flesh – a piece of the body (фунт плоти)

merchant – a trader (купец)

reflect – show (отражать)

revenge – hurting someone who has hurt you (мстить)

deception – lies (обман)

fate – destiny (судьба)

hold – fit (вмещать)

replica – a copy (копия)

- Упр. 4, с. 85

Задача: развитие умений письменной речи: изложение аргументированного мнения на основе прочитанного текста.

Организуем устную работу: учащиеся называют наиболее впечатлившие их факты из текста. Попросите записать их. Организуем обсуждение в парах.

Предполагаемый ответ:

I was surprised to read that The Globe Theatre could hold 3,000 people and that the audience was made up of people from all classes of the society. It was interesting for me to get to know the original names of some works by W. Shakespeare, such as 'Much Ado About Nothing' or 'The Merchant of Venice'. Etc.

- Упр. 5, с. 85

Задачи: развитие умений собирать (в том числе с использованием интернет-ресурсов)

и организовывать информацию по заданной теме (об известном русском/российском писателе); развитие умений продуктивного письма (по плану).

Дайте задание учащимся написать краткую статью о писателе по предложенному плану.

Предполагаемый ответ:

Leo Tolstoy was born in 1828 in Russia. Born into an aristocratic family, he was very close to common people. He organised several schools for peasant children and wrote special educative stories for them.

Leo Tolstoy wrote many novels and essays in his lifetime. Many of his works are about the 19th century Russian life and the Russian aristocracy. His writings on history, society and religion have influenced many other great writers and thinkers. He is considered by many as one of the greatest novelists of all time. His novels 'War and Peace' and 'Anna Karenina' are popular worldwide and are considered masterpieces of the world literature.

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

Домашнее задание: SB, упр. 5*, с. 85; WB, с. 50.

Урок 9

Spotlight on Russia с. 7. Great Works of Art

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

Начало урока

Организуйте беседу о вкусах и предпочтениях учащихся в изобразительном искусстве. Используйте в беседе знания, полученные на уроках истории и МХК, впечатления учащихся об экскурсиях в местные художественные музеи и другие картинные галереи.

Можно предварительно дать опережающее индивидуальное или групповое задание (с учётом индивидуальных интересов учащихся) – на основе информационных материалов (и личных впечатлений) подготовить презентацию о самых крупных музеях изобразительного искусства.

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

- фронтальное чтение текста вслух;
- поисковое чтение по предложенным учителем заданиям;
- самостоятельная работа с чтением текста про себя;
- работа в парах/малых группах, в том числе

по взаимопроверке понимания прочитанного. Обсудите содержание текста. Можно использовать для этого уже известное учащимся задание *Say what impressed you most in the text. Why?* Предложите учащимся ответить на вопросы после текста, обращая особое внимание на выражение учащимися личностного отношения к предмету речи, аргументацию мнений. Ценность урока придаст обсуждение творческих работ учащихся, занимающихся изобразительным искусством.

Предложите учащимся выполнить задание по подготовке информации об их любимом художественном музее. Поощряйте развёрнутые ответы с использованием изученной в новом модуле лексики и грамматических структур, привлечение фоновых знаний и межпредметных связей, интернет-ресурсов и компьютерных технологий.

Предполагаемый ответ:

The Hermitage Museum is Russia's best gallery of world art, one of the most prominent art museums in the world and definitely the main tourist attraction of St Petersburg. It is one of the largest and oldest museums of the world. The museum was founded in 1764 when Catherine the Great purchased a collection of 255 paintings from the German city of Berlin. Its collections, of which only a small part is on permanent display, comprise nearly 3 million items, including the largest collection of paintings in the world. The collections occupy a large complex of six historic buildings along Palace Embankment. The main building of the Hermitage Museum is the Winter Palace, which was once the main residence of the Russian Tsars. The Western European Art collection includes European paintings, sculptures, applied art from the 13th to the 20th century and is on display in about 120 rooms on the first and second floor in the four buildings. The richly decorated interiors of the first floor of the Winter Palace are part of the Russian culture collection and host the exhibitions of the Russian art of the 11th–19th centuries. Today, the Hermitage boasts over 2.7 million exhibits and displays a diverse range of art and artifacts from all over the world and from throughout history (from Ancient Egypt to the early 20th century Europe). The Hermitage's collections include works by Leonardo da Vinci, Michelangelo, Raphael and Titian, a unique collection of Rembrandts and Rubens, many French Impressionist works by Renoir, Cezanne, Manet, Monet and Pissarro, numerous canvasses by Van Gogh, Matisse, Gauguin and several sculptures by Rodin. The collection is both enormous and diverse and is an essential stop for all those interested in art and history.

The experts say that if you were to spend a minute looking at each exhibit on display in the Hermitage, you would need 11 years before you'd seen them all.

A: Do you like art?

B: Yes, I do like art. I have many paintings on my walls.

A: Who is your favourite artist?

B: My favourite artist is M. C. Esher. He is known for drawings and carvings of optical illusions.

A: What is your favourite style of art?

B: I like abstract painting. I think they are very creative and show the world in a different way.

A: If you could create any kind of art what would it be?

B: I would like to learn how to blow glass. I have seen many cool things made out of glass.

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: Literature

• Упр. 1, с. 86

Задачи: введение темы урока; мотивация на её изучение; развитие умений прогнозирования содержания текста.

Организуем беседу с опорой на знания учащихся из курса литературы, фоновые знания. Можно дать опережающее индивидуальное домашнее задание и заслушать подготовленный ответ. При этом важно, чтобы учащиеся активно задавали вопросы, дополняли сообщение, использовали зрительные опоры и т. д.

Предполагаемый ответ:

'The Merchant of Venice' is a comedy. It is about a man who asks his friend to borrow money. They end up asking the local moneylender for help and get themselves into trouble. Finally, it is their wives that get them out of trouble and they all have a good laugh in the end.

• Упр. 2, с. 86

Задача: развитие умений поискового чтения.

После прочтения текста учащиеся дают краткую информацию о месте каждого персонажа в пьесе (кто есть кто). Обсудите ответы.

Ключи:

Antonio – A merchant from Venice. He borrows the money for Bassanio from Shylock and agrees to give a pound of flesh if he can't pay it back.

Bassanio – A friend of Antonio. He asks Antonio to lend him money.

Portia – A beautiful, rich heiress. She and Antonio are in love.

Shylock – A local moneylender.

• Упр. 3, с. 86

Задачи: развитие умений поискового чтения; проверка понимания прочитанного.

Предполагаемый ответ:

1 The lawyer supports him and says the flesh is his, so he is happy. 2 The lawyer then tricks Shylock and says if he takes the flesh, he will die and lose everything, so Bassanio is happy. 3 Shylock does not want to die and lose everything he owns. 4 The lawyer wants to make Shylock very frightened by trying to enforce the penalty.

• Упр. 4, с. 86

Задача: развитие умений изучающего чтения.

Ключи:

heiress – a person (woman) who has inherited a lot of money

gets married – starts a family life legally

authorises – makes it legal

righteous – morally good and fair

sentence – judgement

confiscated – seized, taken away

rest assured – be certain

• Упр. 5, с. 86

Задачи: развитие произносительных и интонационных навыков; развитие умений выразительного чтения вслух по ролям (драматизация).

• Упр. 6, с. 86

Задача: развитие умений монологической речи (сообщение на основе прочитанного текста, эмоциональные и оценочные суждения).

Учащиеся работают в группах по 3–4 человека. При обсуждении вопросов требуйте подтверждать свои ответы ссылкой на текст (сцену из пьесы). Оказывайте помощь (по запросу) в подборе лексики, грамматическом оформлении высказываний.

Предполагаемый ответ:

A: I think Shylock is feeling very powerful in the beginning.

B: Yes, I agree. He believes he is right and the lawyer is on his side.

C: But then, he must feel very afraid when the lawyer says he will die and lose everything when the lawyer says, if you spill one drop of blood you will die.

A: I think he feels shocked and confused because he doesn't know the law when he asks "is that the law"?

B: He seems very desperate when he tries to convince the lawyer to give him the money and forget the pound of flesh.

• Упр. 7, с. 87

Задачи: развитие умений аудирования с пониманием основного содержания; развитие умений монологической речи.

Учащиеся слушают окончание истории по сюжету пьесы. В группах по 3–4 человека они придумывают другие варианты завершения этой истории. Группы представляют свои тексты (устные сообщения) классу. Организуйте обсуждение.

Предполагаемый ответ:

A new ending

Shylock tries to take his pound of flesh from Antonio. He tries to cut his heart out, but of course, Antonio begins to bleed and the court orders him to stop. Shylock is put in jail immediately for trying to murder Antonio and all of his possessions are taken by the court. Antonio is OK and is taken to see the doctor and Shylock's daughter is given all of her father's things, by the court.

• Упр. 8, с. 87

Задача: развитие умений письменной речи (краткое изложение основного содержания текста).

После написания работ предложите ряду учащихся зачитать свои варианты изложений. Обсудите.

Предполагаемый ответ:

Antonio is a wealthy merchant in Venice. He owns many ships. His friend Bassanio wants to marry the heiress, Portia. Bassanio asks his friend Antonio to lend him money to marry Portia. However, Antonio doesn't have money at the moment because his ships are all at sea. Together, they go to Shylock, the evil moneylender, and make a deal with him. Antonio promises Shylock a pound of flesh if he can't pay back the loan.

After some time, the money is due and Antonio can't pay it. Shylock takes him to court and demands his pound of flesh. Meanwhile, without anyone knowing, Portia dressed up like a lawyer comes to court to try to help Antonio. She convinces everyone that Shylock can have his pound of flesh, but without taking any blood. This is of course impossible and in the end Shylock has to leave the court with nothing. He is forced to promise to give his possessions to his daughter when he dies.

• Упр. 9, с. 87

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

Предполагаемый ответ:

The quote means that it is up to each person to decide what will or won't happen in their lives. We are all responsible for our own actions and what happens to us.

• Упр. 10, с. 87

Задачи: развитие умений собирать и организовывать информацию по заданной теме (о жизни и творчестве У. Шекспира); развитие умений представлять коллективный проект; развитие умений использовать компьютерные технологии.

Для расширения знаний о жизни и творчестве У. Шекспира, развития умений работать с более узкой в тематическом плане информацией можно предложить группам разные темы проектов/сообщений. Например, *Biography, Shakespeare as Actor & Playwright, Poetry, Shakespeare and the world literature* и др.

Предполагаемый ответ:

William Shakespeare was born in April, 1564 in Stratford-upon-Avon, Warwickshire, about 100 miles northwest of London. He went to school there for some time and it is believed that he was taken out by his father and learned his trade as a leather maker, making purses, belts and gloves.

He married Anne Hathaway on 28 November 1582. They had three children, two girls and a boy, who died at a young age.

Shakespeare was famous for writing 36 plays. Many of these plays were staged at The Globe Theatre in London. The plays could only be acted out by men, even the female roles. He started writing historical pieces and comedies and sometime after 1599, perhaps after the death of his son, he started writing tragedies. Shakespeare died 23 April, 1616.

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

Домашнее задание: WB, с. 52–53.

Progress Check

Progress Check 5 и Look at Module 6 проводятся на одном уроке.

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

Ключи:

1 1 special; 2 all-star; 3 potter's; 4 anonymous; 5 spray; 6 miniature; 7 success; 8 artistic; 9 action; 10 private

2 1 later; 2 the worst; 3 more carefully; 4 the most intelligent; 5 the most talented; 6 tallest; 7 better, better; 8 more patient; 9 more skillfully; 10 more hardworking

3 1 redo; 2 misunderstand; 3 undergo; 4 disappear; 5 recreate

4 1 in; 2 of; 3 of; 4 at; 5 with

5 1 over; 2 through; 3 away; 4 out; 5 into

6 1 e; 2 d; 3 b; 4 a; 5 c.

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по темам «Город и горожане», «Общественно полезный труд и благотворительность», «Карта города и дорожные знаки», «Транспорт и экология»;
- научиться вести разговор о волонтерской работе, общественных учреждениях и коммунальных услугах;
- научиться писать письмо другу об общественно полезном труде на благо своего района, составлять викторину о памятниках мировой культуры;
- научиться делать презентацию об экологически безопасном транспорте;
- освоить распознавание и употребление форм страдательного залога и каузативных конструкций;
- освоить образование абстрактных существительных с помощью суффиксов *-hood, -ship, -ity, -ment, -ness, -age, -ation*;
- освоить значение и употребление фразовых глаголов (*check*);

● развивающие:

- развивать навыки во всех видах речевой деятельности;
- развивать познавательные интересы за рамками урока;

● воспитательные:

- воспитывать толерантность и уважение к разным жизненным укладам;
- воспитывать готовность отстаивать свою гражданскую позицию;
- воспитывать культуру поведения через освоение норм этикета (умение спросить дорогу и объяснить направление).

Урок 1

Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над *Now I can...* модуля 5.

Вводная беседа по изученной теме. *E.g. Describe your favourite artist's work. Why do you like this artist? Have you ever seen his/her*

works at a museum? Where and when was it? Which artist don't you like? Why? Describe to your partner how your favourite painting makes you feel?

Введение темы модуля

Town & Community – обсуждение возможных русских эквивалентов: «Город и горожане», «Общество, в котором мы живём». Попросите учащихся объяснить по-английски, что означает название: *The title means the places where we live and the people we live with such as our neighbours. I think we will learn about different places to live and people in different communities.*

Look at Module 6

Работа с иллюстрациями.

Предполагаемый ответ:

рис.1 (с. 98)

T: What page is the picture on?

S1: It's on page 98.

T: What is this picture of?

S2: It's a picture of a museum.

T: What places do you like to visit? Why?

S3: I like visiting zoos because I like watching the animals and learning more about them.

T: Do you think it is important to go to museums and art galleries? Why or why not?

S4: I think it is very important as we learn about history and other cultures. Museums and art galleries show us different ways that people communicate and express themselves.

рис. 2 (с. 102)

What is this picture of? What kinds of transport do you use? Which kind of transport from the pictures in the unit would you like to try? Why?

рис. 3 (с. 90)

What is happening in this picture? Do you think it is important to help our communities? What kinds of things can we do to help?

рис. 4 (с. 96)

What does this picture show? What other places do you see in the pictures? Do you go to any of these places? What are some services near your house?

Find the page number(s) for

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

Ключи:

a street map (p. 92)

Why do we use maps? What does this map show? Do you ever use a map? Do you find them easy to follow? Have you ever been lost and asked for directions? Did the directions help you find where you were going?

a quiz (p. 95)

What is this quiz about? Do you like quizzes? Do you know much about other places in the world? Do you think monuments are important and should be preserved? Why or why not?

a quotation (p. 103)

What does this quotation say? What does it refer to? Why do we remember quotations?

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

а) Задача: повторение изученных и введение новых слов и выражений по теме «Общественная работа и благотворительность».

Ключи:

Picture A shows a woman helping a disabled senior citizen.

Picture B shows a man visiting senior citizens.

Picture C shows people giving supplies to victims of an earthquake.

Picture D shows people planting trees.

б) Задача: развитие умений монологического высказывания (сообщение) с использованием тематической лексики.

Предполагаемый ответ:

I have worked with senior citizens before. I would like to work with an aid agency, helping people after natural disasters. I think it would be very rewarding and you would feel like you are making a difference for people.

• Упр. 2, с. 90

Задача: развитие умений прогнозирования содержания текста по заголовку и отдельным предложениям.

Обсудите с учащимися заголовки текста «Протягивая руку помощи».

Ключи:

The text is about helping out at an animal shelter.

• Упр. 3, с. 91

Задача: развитие умений ознакомительного чтения.

Проработайте с классом рубрику *Study Skills*, посвящённую алгоритму выполнения одного из основных заданий при обучении чтению – подбора заголовков к частям текста. Учащиеся читают текст и выполняют задание самостоятельно, выделяя основную мысль частей текста по ключевым словам. При проверке попросите учащихся аргументировать свои ответы.

Ключи:

1 C 2 E 3 D 4 A 5 F

• Упр. 4, с. 91

Задачи: повторение изученных слов по теме «Животный мир»; развитие интеллектуальных умений (категоризация).

Ключи:

cats, dogs, horses, sheep, goats, chickens, ducks, llama, pony, guinea pig

Предполагаемый ответ:

farm: horse, pony, sheep, chicken, rooster, cat, guinea pig; **wild:** lion, tiger, elephant, moose, bear; **birds:** duck, parrot, pigeon; **fishes:** perch, trout, salmon

• Упр. 5, с. 91

Задача: повторение изученной и введение новой лексики (словосочетаний) по теме «Общественно полезный труд»; развитие навыков её использования в речи.

Ключи:

1 animal; 2 natural; 3 staff; 4 answer; 5 take; 6 burst; 7 full; 8 foster; 9 charity; 10 senior

Предполагаемый ответ:

2 Richard's love for animals made it a natural choice to volunteer at the animal shelter. 3 Richard assists staff members with their duties at the shelter. 4 Sometimes Richard answers phone calls at the shelter. 5 Many animal owners don't take care of their animals properly. 6 Richard wanted to burst into tears when he saw the neglected pony. 7 The pony made a full recovery and is fine now. 8 Some animals stay at a foster home and get special care. 9 Richard suggests going to a charity event as a way to

help out in your community. 10 One great way to volunteer is to visit a senior citizen for a few hours a week.

• Упр. 6, с. 91

Задачи: повторение изученной и введение новой лексики по теме «Общественно полезный труд»; развитие навыков её использования в речи.

Ключи:

1 donates; 2 volunteer; 3 support; 4 encouraged; 5 getting involved

• Упр. 7, с. 91

Задача: развитие умений монологической речи (аргументированное высказывание, выражающее личное отношение к предмету речи, гражданскую позицию).

Предполагаемый ответ:

You should think about coming to the shelter with me. You get to work with a lot of different kinds of animals and do lots of jobs. I have even worked with a llama; I had never seen one of those before. I am learning a lot about animals and I hope one day I will be able to do more to help them. Sometimes it makes me sad to think about the things people have done to these animals, but then I think about all of the good we are doing and I know it is all worth it. Think about it and let me know. They could use all of the help they can get.

• Упр. 8, с. 91

Задача: развитие умений продуктивного письма (написание электронного письма другу об общественно полезном труде на благо своего района).

Предполагаемый ответ:

Dear George,
What is new with you? I started volunteering at the local Red Cross. We had an earthquake last week and many of our friends and neighbours have lost their homes. I go every day and hand out clothes, food and blankets to people that are in need. Last week we had to set up beds in a huge tent for people to sleep. It felt really good to do something for someone else. You should think about coming with me sometime. It is very rewarding.
Your friend,
Jack

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

Домашнее задание: SB, упр. 8*, с. 91; WB, с. 54.

Урок 3



Listening & Speaking

• Упр. 1, с. 92

Задачи: повторение изученных и введение новых слов по теме «Карта города и дорожные знаки»; развитие навыков их использования в речи.

Ключи:

1 G 2 F 3 B 4 A 5 C 6 D 7 H 8 E
1 roundabout; 2 pavement; 3 traffic lights; 4 zebra crossing; 5 parking; 6 junction; 7 bus lane; 8 hospital

• Упр. 2, с. 92

Задачи: формирование умения сопоставлять реалии культуры родной страны и стран изучаемого языка (дорожные и уличные знаки); развитие интеллектуальных умений (анализ, категоризация).

Ключи:

sightseeing: information, public toilets, water activities, museum, nature reserves, castle; **transport:** park & ride, cycle lane, car park; **services:** telephone, horse riding, leisure centre, camp site

• Упр. 3, с. 92

Задачи: расширение лексических средств речевого взаимодействия (освоение реплик-клише для ситуации «Как пройти?»); развитие умений диалогической речи (диалог-расспрос).

Предполагаемый ответ:

A: Excuse me, do you know how I can get to the police station?

B: Yes, the police station is on the corner of Eaton Road and Stuart Street. Just walk up Stone Street and cross the street at the zebra crossing. The station is across the street from the café.

A: Thank you for your help.

B: You're welcome.

• Упр. 4, с. 93

Задача: развитие умений изучающего чтения.

Ключи:

1 E 2 B 3 A 4 F 5 D

• Упр. 5, с. 93

а) Задача: развитие умений поискового чтения.

Ключи:

• Excuse me; • I'm not sure; • Do you mind; • go ahead; • your stay

б) Задача: развитие техники чтения вслух.

• Упр. 6, с. 93

Задача: развитие умений аудирования с пониманием основного содержания.

Ключи:

1 А 2 А 3 В 4 В 5 С 6 В 7 С

• Упр. 7, с. 93

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

Ключи:

1 b 2 e 3 d 4 c 5 a

• Упр. 8, с. 93

Задача: развитие произносительных и интонационных навыков.

Ключи:

Could you repeat that?

Is it OK to take one of these maps?

Is this seat taken?

Is there a newsagent's near here?

• Упр. 9, с. 93

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

Предполагаемый ответ:

A: Excuse me. Do you know where Marco's restaurant is? Is it nearby?

B: Yes, just go to the end of the street and turn left and it's just down on the next corner.

A: Oh, thanks a lot.

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

Домашнее задание: SB, упр. 9*, с. 93; WB, с. 55.

Урок 4**Grammar in Use**

• Упр. 1, с. 94

Задача: развитие навыков распознавания форм страдательного залога (Passive Voice).

Напишите на доске предложение в действительном залоге. Обратите внимание учащихся на порядок слов. Затем переделайте данное предложение в страдательный залог. Обратите

внимание учащихся на значение, форму страдательного залога и на порядок слов: существительное/местоимение, обозначающее производителя действия, стоит в конце предложения с предлогом by.

s	v	o
Mary	wrote	the report.

Ключи:

Present Simple – is covered; **Past Simple** – was built; **Past Continuous** – were being removed; **Present Perfect** – has been reinforced; **Future Simple** – will be visited; **Past Perfect** – had been built; **Modal** – can still be seen

• Упр. 2, с. 94

Задача: развитие навыков распознавания, формообразования и использования страдательного залога в речи.

Ключи:

2 The old house was being renovated when the fire broke out.

3 The building will be finished next month.

4 All of the concert tickets have already been sold.

5 'The Starry Night' was painted by Van Gogh.

6 This bread was freshly baked this morning.

7 A children's playground is being built in the park now.

8 Photography is not allowed in the museum.

9 The Colosseum was built by Vespasian in 70–80 AD.

• Упр. 3, с. 95

Задача: развитие навыков распознавания, формообразования и использования страдательного залога в речи; развитие социокультурной компетенции; развитие умений самопроверки.

Ключи:

1 When was the Eiffel Tower built? 2 What is the Taj Mahal made of? 3 Why were the Egyptian Pyramids built? 4 Which famous monument can be seen from almost every part of the city? 5 It is estimated that 2 to 3 million people died while building a monument. 6 Which of these famous sites is endangered by tourism? 7 Which famous building will be destroyed if the ravens ever leave it?

1 В 2 В 3 А 4 В 5 А 6 А 7 В

• Упр. 4, с. 95

Задача: развитие навыков распознавания, и использования форм страдательного залога в речи; развитие осведомлённости о социокультурном портрете стран изучаемого языка (уличные вывески); развитие умений монологической речи.

Ключи:

2 Exhibits must not be touched. (This notice can be seen in the gallery.) 3 Renovations are being done to the museum./The museum is being renovated. (museum entrance) 4 The pool has been closed. (leisure centre) 5 The lab has been moved to the 4th floor. (hospital)

- Упр. 5, с. 95

Задача: развитие навыков распознавания, формообразования и использования в речи каузативных конструкций.

Ключи:

The first sentence (Tom is repairing his car.) is illustrated in the picture. The second sentence (Tom is having his car repaired.) means that someone else repaired the car for Tom. The sentence is formed by have + object + past participle.

- Упр. 6, с. 95

Задача: развитие навыков распознавания, формообразования и использования в речи каузативных конструкций.

Ключи:

2 ... has had her nails painted by her friend. 3 ... is going to have his car fixed tomorrow. 4 ... had his bedroom painted last week. 5 ... will have her dress shortened. 6 ... has had a garden shed built.

- Упр. 7, с. 95

Задача: развитие навыков распознавания, формообразования и использования в речи каузативных конструкций.

Ключи:

They will have the flowers planted tomorrow. They are having the missing tiles replaced right now. They had the windows cleaned two days ago. They are having the fence mended now. They will have the grass mowed next week.

- Упр. 8, с. 95

Задача: развитие навыков распознавания и использования в речи сложноподчиненных предложений с союзами wherever, however, whatever, whenever, whoever, whichever.

Ключи:

1 Wherever; 2 Whatever; 3 Whenever; 4 Whoever; 5 However; 6 wherever; 7 Whatever; 8 whichever

- Упр. 9, с. 95

Задачи: развитие социокультурной компетенции; развитие навыков использования форм страдательного залога в речи; развитие умений собирать и организовывать информацию по заданной теме с использованием интернет-ресурсов; развитие умений продуктивного письма (составление вопросов викторины).

Предполагаемый ответ:

1 The Statue of Liberty was built in ...? A) The United States B) France; 2 Which of these places is listed as a UNESCO World Heritage site? A) Galapagos Islands B) Canary Islands etc.

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

Домашнее задание: Grammar Check 6, с. 148–149; SB, упр. 9*, с. 95; WB, с. 56.

Урок 5**Vocabulary & Speaking**

- Упр. 1, с. 96

а) Задачи: мотивация на работу по теме «Общественные заведения»; повторение изученной и введение новой лексики по теме; развитие навыков её использования в речи.

Ключи:

1 If I wanted to open a savings account I would go to the bank. 1 bank; 2 post office; 3 fire station; 4 hospital; 5 railway station; 6 library; 7 bank; 8 police station; 9 town hall; 10 post office; 11 petrol station

б) Задача: развитие умений монологической речи (сообщение по теме).

Предполагаемый ответ:

I went to the library to return some books yesterday. At the weekend we had our car washed at the petrol station near our house.

- Упр. 2, с. 96

Задачи: повторение изученной и введение новой лексики по теме «Общественные заведения, профессии»; развитие навыков её использования в речи; развитие умений монологической речи (описание профессии).

Предполагаемый ответ:

An attendant works at a petrol station. Attendants need to be friendly as they talk to drivers.

A surgeon works in a hospital. Surgeons need to be intelligent and skilful as they do/perform difficult surgeries.

A doctor works in a hospital. Doctors need to be responsible and hardworking as they work many hours and deal with many problems.

A librarian works in a library. Librarians need to be organised as they keep many books and records.

A mayor works in the town hall. Mayors need to be likeable as they are voted in by the people.
 A secretary works in the town hall. Secretaries need to be efficient to deal with many tasks.
 A police officer works in a police station. Police officers need to be honest as they have a lot of power.
 A forensic scientist works in a police station. Forensic scientists need to be patient and efficient as they work in complicated cases.
 A detective works in a police station. Detectives need to be hardworking, patient, attentive and efficient as they work many hours and decide other people's fates.
 A cashier works in a petrol station/railway station/bank. Cashiers need to be careful and responsible as they work with money.
 A postal worker works in a post office. Postal workers need to be responsible to deliver the mail to the right places.
 A fire officer works in a fire station. Fire officers need to be strong and skilful and brave to fight fires.
 A postman works in a post office. Postmen need to be organized and healthy to walk to houses and deliver mail.

• Упр. 3, с. 96

Задачи: повторение изученных словосочетаний по теме «Общественные заведения»; развитие социокультурной компетенции (выбор правильного ответа в соответствующей ситуации общения).

Ключи:

1 e 2 a 3 h 4 g 5 c 6 f 7 b 8 d
 1 post office – stamps; 2 railway station – tickets, single, return; 3 post office – parcel, scales; 4 library – books, overdue; 5 bank – withdraw some money, account, how much; 6 bank – open an account, fill in a form; 7 railway station – which platform, the 8.30, platform twelve; 8 library – out right now, reserve

• Упр. 4, с. 96

Задачи: развитие умений диалогической речи (комбинированный диалог); развитие социокультурных умений.

Предполагаемый ответ:

- I. A: I'd like to send this parcel to my friend, please.
 B: Certainly. Can you put it on the scales?
 A: How much will it cost?
 B: Ten pounds.
- II. A: I'd like to change some money from my account into pounds, please.
 B: Certainly. How much?
 A: Three hundred euros.
 B: Here you are.

• Упр. 5, с. 97

а) Задача: развитие умения прогнозировать содержание текста.

Ключи:

To report an incident or crime. The details of an incident or crime.

б) Задача: развитие умений аудирования (аудирование с пониманием основного содержания).

Ключи:

In a police station.

с) Задача: развитие умений аудирования (аудирование с извлечением заданной информации).

Ключи:

1 Harvey; 2 8475632; 3 a motorbike; 4 black; 5 credit cards; 6 leg

• Упр. 6, с. 97

Задачи: развитие умений диалогической речи (комбинированный диалог); развитие воображения при моделировании речевой ситуации.

Предварительно изучите рекомендации по проведению ролевой игры в форме диалога, приведённые в рубрике *Study Skills*. Обсудите, насколько важно входить в роль, используя при этом различные восклицания, передающие эмоции, язык жестов.

Предполагаемый ответ:

B: Wow, what happened?

A: A man came speeding down the road on his motorbike and came up on the pavement and grabbed her bag.

B: Did he hurt her?

A: Yes. She fell over and badly bruised her leg.

B: That is terrible. Is she going to be OK?

A: Yes, but he got all of her credit cards and the 200 pounds she had just withdrawn from the bank.

B: That is very sad. I don't like hearing stories like that.

A: I told the police everything I had seen. I hope they'll catch him.

• Упр. 7, с. 97

Задача: развитие навыков распознавания и использования в речи возвратных местоимений.

Ключи:

1 herself; 2 himself; 3 myself; 4 ourselves; 5 themselves; 6 yourself; 7 itself; 8 himself; 9 himself; 10 herself; 5 and 9 are emphatic. The rest are reflexive.

• Упр. 8, с. 97

Задача: развитие навыков распознавания и использования в речи идиом с возвратными местоимениями.

Ключи:

1 help yourself; 2 did it myself; 3 make myself clear; 4 make himself heard

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

Домашнее задание: WB, с. 57.

Урок 6**Writing Skills**

- Упр. 1, с. 98

Задачи: освоение общих характеристик и структуры электронного письма описательного характера; развитие умений изучающего чтения.

Предполагаемый ответ:

start: Dear, Hello, Hi, how are you?, Hope you are well. **end:** Your friend, Love, Take care, Let's talk soon, Write soon, All the best.

- Упр. 2, с. 98

Задачи: развитие умений ознакомительного чтения.

Ключи:

1 D 2 B 3 A 4 C

- Упр. 3, с. 98

а) Задача: развитие умений поискового чтения.

Ключи:

opening remarks: Hi Olga, How are you?, I'm fine but I've been really busy lately. **closing remarks:** Have to go now, Steve

б) Задача: освоение структуры письма.

Ключи:

opening remarks: 2, 4, 5; **closing remarks:** 1, 3

- Упр. 4, с. 99

Задача: развитие навыков распознавания и использования в письменной речи оценочных прилагательных и прилагательных, выражающих эмоции.

Ключи:

really busy (base adj); absolutely fascinating (strong adj); really fantastic (strong adj); absolutely exhausted (strong adj); really good things (base adj)

- Упр. 5, с. 99

а) Задача: развития навыков распознавания и использования в речи оценочных прила-

гательных и прилагательных, выражающих эмоции.

Ключи:

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

Предполагаемый ответ:

2 really tired; 3 absolutely fantastic; 4 really dirty; 5 very small; 6 really bad; 7 really awful; 8 absolutely terrified

б) Задача: развитие навыков распознавания и использования в речи оценочных прилагательных и прилагательных, выражающих эмоции.

Предполагаемый ответ:

1. I cooked a really good meal last night. 2. The weather was really awful all weekend! 3. I was absolutely terrified throughout the entire film. 4. He was very good the entire time on the aeroplane.

- Упр. 6, с. 99

Задачи: развитие умений продуктивного письма (написание электронного письма с описанием своей недавней поездки/экскурсии).

Предполагаемый ответ:

Dear Paul,

Hope you are ok. I thought I would let you know about a great day I had today. I went with my family to the zoo. We had a really brilliant time there. There is so much to see and do.

The zoo in my city is really big. There are different sections of animals depending on where they live and the kind of animals they are. There is also a really awesome petting zoo where you can pet and see the animals close up.

I really enjoyed the reptile section. The snakes, lizards and crocodiles are absolutely amazing. The African safari was my favourite part with lions, tigers, giraffes and elephants. It was really fascinating to watch these animals and we even got to see feeding time. They sure eat a lot! Later, we had a very tasty lunch at the café in the zoo. We managed to see most of the sections and I even had time to stop off at the gift hop to get a great book on reptiles. Let's just say I was really exhausted by the end of the day.

I hope I will go back soon as I learned so much and had a lot of fun. I plan to suggest a trip to the zoo to my school. If you come to visit I promise to take you there. It's a day you won't forget!

Take care,

Sasha

- Упр. 7, с. 99

Задачи: развитие умений редактировать письменный текст; развитие умений взаимопроверки.

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

Домашнее задание: SB, упр. 6*, с. 99; WB, с. 58.

Урок 7



English in Use

• Упр. 1, с. 100

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

Ключи:

1 out; 2 in; 3 out; 4 out of; 5 off; 6 up on

• Упр. 2, с. 100

Задача: развитие навыков распознавания и использования предлогов (*about, into, from, of, to, with*).

Ключи:

1 with; 2 of; 3 about; 4 of; 5 from; 6 into; 7 to

• Упр. 3, с. 100

Задача: развитие навыков распознавания и использования в речи слов, значение которых представляет трудность для изучающих английский язык.

Ключи:

1 community; 2 walkers; 3 sign; 4 stop

Предполагаемый ответ:

1. He is a productive member of **society**.
2. Drivers should watch out for **pedestrians** crossing the street. 3. Use your turn **signal** when you want to turn. 4. I will meet you at the train **station** at 4 o'clock.

• Упр. 4, с. 100

а) Задачи: освоение образования существительных от прилагательных, глаголов и существительных способом суффиксации; сопоставление с родным языком.

Ключи:

1 marriage; 2 neighbourhood; 3 disappointment; 4 friendship; 5 attractions; 6 kindness; 7 loneliness; 8 possibility

Ср.: добрый – доброта; полный – полнота; уметь – умение; петь – пение

б) Задача: освоение образования существительных от прилагательных, глаголов и существительных суффиксальным способом.

Предполагаемый ответ:

-hood – motherhood; **-ness** – sadness, happi-

ness; **-ity** – creativity; **-ation** – organisation, relaxation; **-ion** – impression; **-ence** – intelligence, confidence; **-ment** – embarrassment

• Упр. 5, с. 100

Задачи: развитие умений собирать и организовывать информацию по заданной теме (об известном памятнике культуры); развитие умений монологической речи, умений про-
дуктивного письма (презентация-описание).

Предполагаемый ответ:

St Basil's Cathedral was built in 1555 by Ivan the Terrible. It is located next to Red Square in the city of Moscow, Russia. It was built in honour of Ivan the Terrible's victory in the war against the Tartar Mongols in the city of Kazan. Although the cathedral is now a museum and is visited by thousands of tourists every year, religious ceremonies are still held there every Sunday. St Basil's is one of the most recognised Russian monuments due to its unique architecture of onion-shaped domes.

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

Домашнее задание: SB, упр. 5*, с. 100; WB, с. 59.

Урок 8

Culture Corner

• Упр. 1, с. 101

Задачи: развитие умений прогнозировать содержание текста и умений ознакомительного чтения.

Ключи:

climb a bridge, fly in a seaplane, go cycling, surf at Bondi Beach and take an ecotour in the Blue Mountains

• Упр. 2, с. 101

Задачи: развитие умений изучающего чтения; развитие навыков восстановления текста; развитие навыков распознавания частей речи в контексте и использования различных средств словообразования.

Ключи:

1 excitement; 2 beautiful; 3 attractions; 4 lucky; 5 famous; 6 skateboarding; 7 approximately; 8 wonderful

• Упр. 3, с. 101

а) Задача: развитие умений изучающего чтения.

Ключи:

Chinatown – you will see it during the cycling tour; a pilot – the seaplane flight has an experienced pilot; a ferry ride – during the cycling tour, you

will ride on a ferry boat; one-kilometre long beach – the distance of Bondi Beach; koala bears – you may see them in the Blue Mountains tour.

б) Задача: развитие умений смыслового чтения.

Ключи:

The author wants to promote a holiday to Australia

• Упр. 4, с. 101

Задача: развитие языковой догадки (развитие компенсаторных умений).

Ключи:

arch: an upwardly curved construction;

splash out: spend a lot of money;

spectacular: amazing;

commentary: an explanation of what is happening at the moment;

skyline: different levels of the tops buildings against the sky;

catch a glimpse: look briefly at something;

migrating: travelling from one place to another place for warmer weather at a particular time of the year;

technique: skills;

hustle and bustle: rush and noise and activity;

head: go towards

• Упр. 5, с. 101

Задача: развитие умений монологической речи (аргументированное суждение).

Предполагаемый ответ:

Sydney is a very interesting city to explore. I would most like to go on the seaplane flight. One would have fantastic views of everything and you could take some really great photographs. Etc.

• Упр. 6, с. 101

Задачи: развитие умений собирать и организовывать информацию по заданной теме (об известном городе); развитие умений продуктивного письма (составление листовки-путеводителя).

Поощряйте использование учащимися интернет-ресурсов при сборе материала, а также компьютерных технологий при подготовке презентации.

Предполагаемый ответ:

Welcome to St. Petersburg, Russia

The Venice of the North will inspire you! Come and see what the City of Peter the Great has to offer ...

Take a City Tour

No visit is complete without a city tour with a stop at Peter and Paul Fortress. This fortress is enclosed by a massive stone wall and is located on one of the city's many islands. The famous St Peter and Paul cathedral is located there as an example of

great Russian architecture. Touring through this fortress you will get a taste of the rich architecture and history that make up St Petersburg.

Go on a River Tour to Peterhof Palace

Take a river cruise down the Neva River to the grand summer palace of Peter the Great, Peterhof Palace. Enjoy a detailed commentary about the palace and sights along the way. Once at the palace, don't miss a tour of the extensive gardens and thousands of fountains.

Shop for Treasures

A wander through one of the many street markets in St Petersburg is worth your time. At these markets you will find many Russian arts and crafts including the famous 'nesting dolls' and fine porcelain of every kind. A shopper's paradise indeed!

An Evening Out at the Ballet

Spend a special evening at the spectacular Mariinsky Theatre of opera and ballet. Whether it's to see the best of Russian ballet or a beautiful opera, you will experience an unforgettable evening.

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

Домашнее задание: SB, упр. 6*, с. 101; WB, с. 60.

Урок 9

Spotlight on Russia с. 8. Beautiful Buildings

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

Начало урока

Организуйте беседу об известных архитектурных памятниках/сооружениях страны или своего города. Учащиеся могут привести свои примеры о Зимнем дворце в Санкт-Петербурге, Кремле в Москве.

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 и др.

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. Используйте ситуацию для активизации лексики, обозначающей чувства и эмоции.

В качестве индивидуального задания или по желанию учащихся может быть выполнен

мини-проект. Поощряйте использование интернет-ресурсов и компьютерных технологий, с одной стороны, и творческого подхода при подготовке презентации – с другой.

Предполагаемый ответ:

The Moscow Kremlin that originally was made of wood was mentioned in the chronicles in 1156 as "Moscow fortress". The first recorded stone structures in the Kremlin were built by prince Ivan Kalita in the late 1320s and early 1330s. As Moscow was getting more and more important, the significance of the Kremlin was also growing. Dmitry Donskoy replaced the oaken walls with a strong citadel of white limestone in 1366–1368 on the basic foundations of the current walls; this fortification withstood a siege by Khan Tokhtamysh. Dmitri's son Vasily I resumed construction of churches in the Kremlin. The newly built Annunciation Cathedral was painted by Theophanes the Greek and Andrei Rublev in 1405. In the Middle Ages Moscow was a typical town-fortress. In the past the thick Kremlin walls and high towers proved to be among the best engineering structures in the world.

The walls of the Kremlin were built by the order of Ivan the 3rd, the Grand Prince of Moscow and All Russia, in 1485–1495, to replace the white-stoned walls built by the order of Prince Dmitry Donskoy. The red-brick walls were erected by Italian masters Mark Fryazin and Pietro Antonio Solario.

Extra information:

The State Hermitage Museum

From the 1760s onwards the Winter Palace was the main residence of the Russian Tsars. Magnificently located on the bank of the Neva River, this Baroque-style palace is perhaps St Petersburg's most impressive attraction. Many visitors also know it as the main building of the Hermitage Museum. The green-and-white three-storey palace is a marvel of Baroque architecture and boasts 1,786 doors, 1,945 windows and 1,057 elegantly and lavishly decorated halls and rooms, many of which are open to the public.

The Winter Palace was built between 1754 and 1762 for Empress Elizabeth, the daughter of Peter the Great. Unfortunately, Elizabeth died before the palace's completion and only Catherine the Great and her successors were able to enjoy the beautiful interiors of Elizabeth's home. Many of the palace's impressive interiors have been remodeled since then, particularly after 1837, when a huge fire destroyed most of the building. Today the Winter Palace, together with four more buildings arranged side by side along the river embankment, houses the extensive collections of the Hermitage. The Hermitage Museum is the largest

art gallery in Russia and is among the largest and most respected art museums in the world.

A: Have you ever been to the Moscow Kremlin?

B: Yes, I have many times.

A: How was your experience?

B: I was very impressed by the size of the buildings. They were huge and had many beautiful designs and colours. It is very peaceful and makes me feel proud of my Russian heritage.

A: Why is the Kremlin so important to Russia?

B: It is a national monument of Russia which symbolises Russia's power.

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

Задача: повторение изученных слов по теме «Транспорт».

Предполагаемый ответ:

bicycle, truck, car, speed boat, ferry boat, train, road, path, river, lake, aeroplane, fly, cruise, walk, wheels, etc.

• Упр. 2, с. 102

Задача: развитие умений монологической речи (ответы на вопросы по теме).

Предполагаемый ответ:

1 There are always traffic jams in the city centre at rush hour when people are travelling to work and school.

2 In my city people rely mainly on buses and the underground railway for public transport. Services usually run from around 6 in the morning to midnight. At weekends, the trains run a little later – until around 3 in the morning. I think there are also special night buses that run all night in the city centre.

3 My family and I usually travel by the Underground. We find it not very cheap nowadays but efficient, although it can get a little crowded at times.

4 Recently they re-introduced the tram in my city. It has helped reduce traffic up to a point, but I still don't think the network is big enough to cover all the areas that need it. On some days cars are banned from the city centre with an even number plate and on other days cars with an odd number plate are banned.

• Упр. 3, с. 102

Задачи: развитие умений прогнозирования содержания текста; мотивация на изучение

экологических проблем; повторение изученных и введение новых слов и выражений по теме «Транспорт».

Ключи:

Different means of transport. Picture in text A shows a 3-wheeled car. In text B the picture shows some bicycles. In text C the picture shows a boat.

Tuk-tuks: wheels, a windscreen, windscreen wiper, seats, a steering wheel, headlights; **bike:** wheels, seat, pedals, handlebars, a basket; **river taxi:** a windscreen, seats, steering wheel

• Упр. 4, с. 103

Задача: развитие умений ознакомительного чтения.

Ключи:

1 F 2 F 3 T 4 T 5 NS 6 T

• Упр. 5, с. 103

а) Задачи: развитие умений изучающего чтения; развитие языковой догадки; развитие навыков использования в речи тематической лексики.

Ключи:

run on – are powered by; **individual design** – unique pattern; **hood** – cover; **a huge hit** – very popular; **available to rent** – there to borrow; **pass** – ticket; **destination** – the place where you are going; **suits** – matching jacket and trousers; **the authorities** – people in power; **network of rivers and canals** – waterways that intersect; **hop off** – get off quickly; **on the way** – as you go

Предполагаемый ответ:

1 Cars that **run on** natural gas are environmentally friendly. 2 Custom-made cars have an **individual design** to suit your personal taste. 3 When it's sunny, Max lets down the **hood** of his sports car. 4 Electric cars have become **a huge hit** in North America. 5 Bicycles are now **available to rent** around numerous European cities. 6 My monthly bus **pass** saves me lots of money. 7 If your **destination** is near, maybe you should walk. 8 **Suits** are the normal dress code for bank workers. 9 People who drop litter should be reported to **the authorities**. 10 With this special 24-hour ticket, you can **hop on** and **hop off** buses anywhere in the city. 11 We should car pool because your office is **on the way** to mine.

б) Задача: развитие умений поискового чтения.

Ключи:

collect: pick up; **travel around:** get around; **think of:** come up with

• Упр. 6, с. 103

Задачи: развитие умений поискового чтения; развитие умений монологической речи (сообщение на основе прочитанного).

Ключи:

Tuk-Tuks run on natural gas, so they don't pollute the environment. Bicycles don't create any pollution. River taxis reduce car traffic and pollution.

• Упр. 7, с. 103

Задачи: развитие умений работать в группе (ролевая игра); развитие умений работать с информацией; развитие умений монологической речи (презентация программы).

Предполагаемый ответ:

We would like to adopt the 'Get on Your Bike' programme for our city. We believe this programme will benefit the environment as well as everyone who gets involved.

The programme will be easy and affordable.

Rather than paying for petrol to run your vehicle or buying a travel pass to use public transport, you can purchase a bike pass. Not only will you help the environment by reducing pollution, you will also save money and increase your fitness level.

With this programme, everybody wins!

• Упр. 8, с. 103

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

Предполагаемый ответ:

It means he was happy to see that someone respected the environment enough to not add to the pollution problem. I agree with him and I would like to see everyone do their part in saving our environment.

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

Домашнее задание: SB, с. 103, упр. 7*; 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 plate; 2 foster; 3 wipers; 4 burst; 5 charity; 6 petrol; 7 animal; 8 hall; 9 senior; 10 postal

2 1 be kept; 2 was built; 3 was being painted; 4 have already sold out/been sold out; 5 will be opened; 6 was/had been put out; 7 is made; 8 was returned; 9 will be sent; 10 has been visited

3 1 whatever 2 Whichever 3 wherever 4 Whoever 5 whenever

4 1 in/with; 2 to; 3 from; 4 of; 5 of

5 1 out; 2 in; 3 on; 4 off; 5 out

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

Цели

• обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по теме «Вопросы личной безопасности»;
- научиться вести разговор об экстремальных ситуациях, страхах и фобиях, здоровых привычках, рисках и личной безопасности;
- научиться излагать просьбы и реагировать на просьбы по телефону (звонок в службу спасения), обсуждать воображаемую ситуацию; делать сообщение о самозащите;
- научиться писать изложение содержания текста, записку-извинение другу, сочинение с элементами рассуждения (*a for-and-against essay*);

– научиться распознавать придаточные предложения условия всех типов и освоить их использование во всех видах речевой деятельности;

- освоить способы словообразования глаголов от существительных и прилагательных;
- освоить значения и употребление фразовых глаголов (*keep*), идиом, относящихся к описанию эмоциональных состояний;

• развивающие:

- развивать навыки во всех видах речевой деятельности;
- развивать лингвистическую и социокультурную компетенцию;
- развивать коммуникативные умения при работе в группе;
- развивать умения работать с информацией, в том числе с использованием интернет-ресурсов и компьютерных технологий;
- развивать компетенцию личностного самосовершенствования;

• воспитательные:

- формировать ценностные ориентации;
- воспитывать валеологическую культуру: формировать здоровые привычки, культуру питания, основы личной безопасности.

Урок 1

Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над *Now I can...* модуля 6.

Вводная беседа по изученной теме. *E.g.: Do you think there are enough facilities for tourists where you live? What would you recommend a tourist to do or see in your city? What kinds of things do you think young people can do to get involved in their community? What do you think is the most urgent thing that needs to be done in your community?*

Введение темы модуля

Staying Safe – обсуждение русских эквивалентов: «Как обеспечить личную безопасность», «Вопросы личной безопасности». Попросите учащихся объяснить по-английски, о чём они хотели бы узнать в модуле.

Предполагаемый ответ:

The title refers to our personal well-being and keeping ourselves safe from dangerous situations. I think we will learn about ways to be safe and healthy habits.

Look at Module 7

Работа с иллюстрациями. (с. 73)

Предполагаемый ответ:

рис. 1 (с. 114)

T: What page is the picture on?

S1: It's on page 114.

T: What does it show?

S2: It shows a child playing a computer game.

T: What do you use a computer for?

S3: I use a computer to search information and send emails.

T: How often do you work at a computer?

S4: I spend about 1–2 hours a day.

T: Do you think spending too much time on computers can be dangerous? Why?

S5: Yes, if you spend too much time you could damage your eyes and it's also important to be with people and do physical activities.

рис. 2 (с. 117)

What does the picture show? In what way is this animal dangerous? What do you think you will learn in the unit? How do you feel about snakes?

рис. 3 (с. 106)

What is there in the picture? What do you think the unit is about? Do you often see thunderstorms like this where you live? Are you afraid of thunderstorms?

рис. 4 (с. 112)

What does the picture show? What kind of eating habits do you think the woman has? How do you think the food we eat makes a difference to our state of health? Do you think you have healthy habits?

Find the page number(s) for

Просматривая модуль вместе с классом, найдите указанные виды текстов и других материалов. Обсудите. Учащиеся поясняют, что собой представляет каждый из материалов.

Предполагаемый ответ:

a poster (с. 108)

What is a poster? (a large printed notice used to give information about something) What kind of information is given in this poster? How does it relate to the rest of the unit? Do you know how to contact the emergency services in Russia?

a dictionary entry (с. 118)

What is a dictionary entry? (an entry in the dictionary giving information about a word) In this entry, do you understand the information between the slashes?/the information in brackets?

a proverb (с. 119)

What is a proverb?(a short well-known statement that gives advice or expresses something that is generally true) What do you think is the meaning of this proverb? What do you think this proverb has got to do with the rest of the unit?

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 «Страхи и фобии»; мотивация на работу по теме; актуализация/ введение новой лексики (глаголы).

Предполагаемый ответ:

Spiders make me scream.

Being in crowds makes me sweat.

Flying makes me shake like a leaf.

Going to the dentist and injections make me want to run away.

• Упр. 2, с. 106

Задачи: развитие умений прогнозирования содержания текста по заголовку и ключевым предложениям; развитие умений ознакомительного чтения.

Предполагаемый ответ:

I expect to read about different fears and phobias that people have, and what can be done to overcome them.

• Упр. 3, с. 106

Задачи: развитие умений изучающего чтения; развитие умений восстановления деформированного текста.

Перед началом работы над заданием восстановите с учащимися алгоритм его выполнения: необходимо внимательно прочитать предложения (части предложения) до и после пропуска, после завершения работы вдумчиво прочитать восстановленный текст, проверяя смысл и логичность. Учащиеся обсуждают варианты ответов в парах. Только после этого организуйте фронтальную проверку.

Ключи:

1 E 2 B 3 G 4 D 5 A 6 C

• Упр. 4, с. 106

Задачи: развитие умений изучающего чтения; развитие языковой догадки (развитие компенсаторных умений); расширение объёма продуктивного словарного запаса за счёт освоения синонимов.

Ключи:

yell – shout; activate – cause sth to start working; embarrass – make sb feel shy/ashamed; teased – laughed at; irrational – not logical; melt away – disappear; triggers – sets off

• Упр. 5, с. 106

Задача: развитие навыков распознавания и использования в речи словосочетаний по теме «Страхи и фобии».

Ключи:

1 scream; 2 shake; 3 human; 4 nervous; 5 fight; 6 beats; 7 public; 8 come

Предполагаемый ответ:

1 Every time I see a mouse I **scream loudly** and run away.

2 When Jane went into the lift, she was so frightened that she began to **shake like a leaf**.

3 Fear is a natural **human emotion** that warns us of danger.

4 When we are frightened, our **nervous system** reacts.

5 If we want **to fight our fears**, we need to face them.

6 My **heart beats faster** and I start to breathe quickly whenever I go into a lift.

7 Poor Sally, she has a fear of **public places** and rarely goes out of the house.

8 After facing her fear of crowds, she realised her **fears didn't come true**.

• Упр. 6, с. 106

Задачи: развитие умений поискового чтения; освоение тематической лексики, развитие лингвистической компетенции.

Обсудите значение упоминаемых в тексте фобий. Попросите учащихся привести их названия на русском языке. Это может быть индивидуальным опережающим заданием с использованием толкового словаря, интернет-ресурсов.

Ключи:

agoraphobia (агорафобия – боязнь открытых мест, многолюдья), *claustrophobia* (клаустрофобия – боязнь замкнутого пространства), *arachnophobia* (арахнофобия – боязнь пауков), *ablutophobia* (аблутофобия – боязнь плавать)

• Упр. 7, с. 106

а) Задача: освоение (узнавание, воспроизведение, использование в речи) идиом, относящихся к описанию эмоциональных состояний.

Ключи:

1 butterflies in her stomach; 2 scared to death; 3 bright red; 4 green with envy; 5 long face; 6 over the moon; 7 through the roof

б) Задача: развитие навыков распознавания и употребления в речи лексики по теме «Эмоциональные состояния».

Ключи:

sadness/depression – Susan is feeling sad/depressed.

embarrassment – Julia was feeling embarrassed.

anger – David was feeling angry.

fear – Olga was feeling fearful.

jealousy – Liam was feeling jealous.

happiness/joy – Antony was feeling happy/joyful

• Упр. 8, с. 107

Задача: развитие навыков употребления в речи лексики по теме «Эмоциональные состояния».

Задание выполняется в парах.

Предполагаемый ответ:

1 embarrassed; 2 fearful; 3 angry; 4 nervous; 5 happy

I would be very embarrassed if I forgot the words

of a song while singing at a concert. I would go bright red. Etc.

• Упр. 9, с. 107

Задача: развитие умений монологической речи (изложение содержания текста по составленным тезисам).

Обратите внимание учащихся на составление тезисов по тексту. Можно фронтально проверить составление первого из тезисов по предложенным заголовкам. Далее учащиеся работают самостоятельно. Затем учащиеся представляют свои варианты пересказа с опорой на тезисы в парах.

Предполагаемый ответ:

Fear – a basic human emotion – helps alert us to danger – brain sends signals to nervous system – body reacts, e.g. sweating, shaking, heart beats faster – more blood to muscles – prepares us for 'fight or flight';

Phobias – extreme fears – can develop as the result of a scary experience, e.g. a dog bite when young – brain 'remembers' the experience – now afraid when seeing any dog;

How to overcome phobias – don't avoid scary situations – make a list of your fears start with the least serious – deal with them one at a time – come to realise they can be overcome;

Fear is a basic human emotion which helps alert us to a dangerous situation. When we are afraid or fearful, the brain sends signals to the nervous system. In turn, this causes the body to react with symptoms such as sweating or shaking and the heart beats faster in order to pump more blood to the muscles. This prepares us with the extra energy we need in order to either put up a fight or run away.

Phobias are extreme fears and can develop as the result of something scary which we experienced in the past. For example, a young child may be bitten by a dog and this experience is 'remembered' by the brain well on into adult life. The person is now afraid of any dog that he or she sees. One way to overcome phobias is by not avoiding scary situations. We can also make a list of all our fears, starting with the least serious ones, and then begin to deal with them one at a time. In the end, we will come to realise that we can overcome our fears.

• Упр. 10, с. 107

Задача: развитие умений письменной речи (письменное изложение содержания текста).

Предполагаемый ответ:

Fear is a basic human emotion which helps alert us to a dangerous situation. When we are afraid or fearful, the brain sends signals to the nervous

system. In turn, this causes the body to react with symptoms such as sweating or shaking, and the heart beats faster in order to pump more blood to the muscles. This prepares us with the extra energy we need in order to either put up a fight or run away.

Phobias are extreme fears and can develop as the result of something scary which we experienced in the past. For example, a young child may be bitten by a dog and this experience is 'remembered' by the brain well on into adult life. The person is now afraid of any dog that he or she sees.

One way to overcome phobias is by not avoiding scary situations. We can also make a list of all our fears, starting with the least serious ones, and then begin to deal with them one at a time. In the end, we will come to realise that we can overcome our fears.

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

а) Задача: развитие умений ознакомительного чтения.

Предполагаемый ответ:

The purpose of the poster is to give information about making emergency calls. An English person dials 999 when there is an emergency and he or she wants to contact the emergency services.

б) Задача: развитие умений устной речи на основе прочитанного текста (с переносом на личный опыт).

Предполагаемый ответ:

The main emergency services in Russia are the Fire Department (telephone 01), the Police (telephone 02) and the Ambulance/Medical Care service (telephone 03). There is a universal emergency service number you can ring from your mobile phone – 112 – it's a free call and they speak both English and Russian.

• Упр. 2, с. 108

а) Задача: развитие умений смыслового чтения.

Учащиеся работают самостоятельно. Обсудите ответ.

Ключи:

They are about the Coastguard Rescue Service.

б) Задачи: развитие умений аудирования с выборочным пониманием заданной информации.

Для выполнения такого типа задания учащиеся должны помнить о необходимости выделять ключевые слова при чтении данных утверждений до начала прослушивания текста.

Ключи:

1 А 2 А 3 С 4 С 5 А 6 А

• Упр. 3, с. 108

Задачи: расширение лексическо-грамматических средств речевого взаимодействия – освоение клише для ведения телефонного разговора со службой спасения; развитие умений диалогической речи – комбинированный диалог по заданной тематической ситуации (ролевая игра).

Предполагаемый ответ:

A: Can I speak to the police, please?

B: Please hold the line. ... Police.

A: There's a car accident at Grange Road in Brighton. Please send help as soon as possible.

B: Help is on the way. Could you please tell me your name and number?

A: Of course. This is Phil Peters and my number is 456799.

A: Could you put me through to the ambulance service, please?

B: Just a moment, please. ... Ambulance Service.

A: A man has been hit by lightning at New Road in Poole. Please come as quickly as you can.

B: Help is on the way. Stay on the line, please. Would you kindly tell me your name and number?

A: Certainly. It's Peggy Gordon on 556212.

• Упр. 4, с. 109

Задачи: развитие умений прогнозирования содержания текста; развитие умений ознакомительного и поискового чтения.

Предполагаемый ответ:

The dialogue is about a road accident that has taken place and someone is calling the ambulance service for help.

• Упр. 5, с. 109

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

Ключи:

1 emergency services; 2 ambulance service; 3 a car has just knocked a man off his motorbike; 4 The rider of the motorbike; 5 to move the injured rider

Предполагаемый ответ:

hold the line: don't hang up the phone;

put you through: connect you on the phone;

knocked off: thrown down from;

unconscious: unable to see, move, feel in the normal way as the result of e.g. a serious injury;

move: to change the position of something

• Упр. 6, с. 109

Задача: развитие умений поискового чтения и языковой догадки; развитие навыков чтения вслух (по ролям).

Прочитайте с учащимися предложения в задании, обсудите их предполагаемые значения. Учащиеся выполняют задание – проверьте ответы. Учащиеся читают диалог по ролям в парах.

Ключи:

1 Please hold the line. 2 What is the nature of the emergency, please? 3 Where exactly are you?

• Упр. 7, с. 109

Задача: развитие произносительных и интонационных навыков (дифференциация ударных/сильных и безударных/слабых форм слов в предложении).

Прочитайте и обсудите с учащимися теоретический материал в рамке. Учащиеся читают предложения, прогнозируя сильные и слабые формы. Затем они слушают аудиозапись и проверяют задание. После каждого предложения организуйте проверку. При повторном прослушивании учащиеся повторяют предложения – следите за правильной интонацией и ритмом.

Ключи:

non-stressed words:

1 The ... was ... that ... that many ... got into; 2 When the ... to ... the ... he had no ... that the ... would ...; 3 It was ... who; 4 There is a ... in the

• Упр. 8, с. 109

Задача: развитие социокультурной компетенции (выбор правильного ответа в ситуациях общения по поводу экстремальной ситуации).

Учащиеся опираются на тексты-диалоги урока, интенсивно используют тематическую лексику, в том числе клише и устойчивые словосочетания.

Ключи:

1 e 2 b 3 a 4 c 5 d

• Упр. 9, с. 109

Задача: развитие умений диалогической речи (ролевая игра – телефонный разговор со службой спасения).

Обсудите предложенную ситуацию для диалога. Учащиеся разыгрывают диалоги в парах, используя текст упр. 4 в качестве образца.

Предложите учащимся поменяться ролями. Управляйте процессом. В случае необходимости окажите помощь.

Предполагаемый ответ:

A: Emergency services. Which service do you require?

B: The fire service, please.

A: Just a moment, please. I'll put you through.

B: Thank you.

A: Fire Service. What is the nature of the emergency, please?

B: There's a house on fire. I'm standing outside looking at it. It's a huge blaze and I'm afraid the house next door is going to catch fire, too.

A: Do you know if there is anyone inside the house?

B: I'm afraid I couldn't say. I'm just passing by.

A: OK. Where exactly are you?

B: Newbury Square in the centre of Middletown. The house is on the north side of the square.

A: Right. Please stay clear of the building and advise others to do the same. A fire engine will be there as soon as possible.

B: Alright, I'll do that. Thank you.

A: Please hold the line. Could you tell me your full name and the number you are calling from?

B: Certainly. It's Clara Rogers on 07897472912

• Упр. 10, с. 109

Задача: развитие навыков распознавания, воспроизведения и использования изученной лексики в новом контексте.

Предполагаемый ответ:

1 I didn't recognise the voice at the other end of the line; I must have dialled a **wrong number**.

2 The cat jumped and **knocked** a vase of flowers **off** the table.

3 Please write your **full name** and address on this form.

4 When I phoned the doctor's surgery, I had to **hold the line** for ten minutes before they could find my records.

5 It is **against the law** to make copies of music CDs.

6 Always keep the phone numbers of **emergency services** somewhere easy to find.

7 The injured man had been **lying in the road** for half an hour before the ambulance came.

8 Witnesses of the accident are asked to contact the police **as soon as possible**.

9 Hello, is that Arnotts Department Store? ... Could you **put me through** to the General Manager, please?

10 If you get lost in the mountains, you should **stay where you are** until help arrives.

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

Домашнее задание: SB, упр. 10*, с. 109; WB, с. 65.

Урок 4



Grammar in Use

• Упр. 1, с. 110

а) Задачи: развитие навыков распознавания и образования придаточных предложений условия (Conditionals 0, 1, 2, 3).

При выполнении задания учащиеся пользуются грамматическим справочником учебника.

Ключи:

1 **D** Если животные не пьют воду, они умирают.
2 **C** Если мы все посадим по дереву, леса не исчезнут с лица земли.

3 **A** Если бы мы все пользовались велосипедами, не было бы столь сильного загрязнения воздуха.

4 **B** Если бы правительства всех стран запретили охоту на тигра, он бы не вошёл в число исчезающих/вымирающих животных.

б) Задачи: освоение структуры и развитие навыков формообразования придаточных предложений условия (Conditionals 0, 1, 2, 3).

Ключи:

Type 0 – Present Simple; Type 2 – Past Simple;
Type 3 – Past Participle

• Упр. 2, с. 110

Задача: развитие навыков распознавания и образования придаточных предложений условия: союзы *if/unless*.

Для обеспечения понимания значений союзов *if/unless* и структуры предложений с ними обратитесь также к переводу на русский язык.

Ключи:

The first sentence is a first conditional using 'if' and the future simple.

The verbs in both parts of the sentence are in the affirmative.

In the second sentence, the meaning is exactly the same but the structure changes. 'Unless' is used instead of 'if', and is a negative, meaning 'if not'. The second half of the sentence also uses a negative verb.

• Упр. 3, с. 110

Задача: развитие навыков распознавания и

использования в речи придаточных предложений условия с союзами *if/unless*.

Ключи:

2 *If it doesn't rain tomorrow/Unless it rains tomorrow, we'll go on a picnic.* 3 *If he doesn't study hard/Unless he studies hard, he won't pass the exams.* 4 *If you don't drive more carefully/Unless you drive more carefully, you'll have an accident.* 5 *If you mix red and white, you get pink.* 6 *If you go to the chemist's, will you buy me some aspirin?* 7 *If I see Jane, I'll give her your message.* 8 *If you don't hurry/Unless you hurry, you'll be late for school.*

• Упр. 4, с. 110

Задача: развитие навыков распознавания и использования в речи придаточных предложений условия.

Ключи:

1 *don't water* – Type 0; 2 *will invite* – Type 1; 3 *had asked* – Type 3; 4 *will go* – Type 1; 5 *would clean* – Type 2; 6 *would have bought* – Type 3; 7 *exercised* – Type 2; 8 *study* – Type 1; 9 *had come* – Type 3; 10 *arrived* – Type 2

• Упр. 5, с. 111

Задача: развитие навыков распознавания и использования в речи придаточных предложений условия.

Ключи:

1 *hadn't broken ... would be able to play football*;
2 *hadn't been ... wouldn't have had*; 3 *use ... will hurt*; 4 *would you do ... would help*; 6 *were ... would wait*; 7 *wear ... will catch*

• Упр. 6, с. 111

Задача: развитие навыков распознавания и использования в речи придаточных предложений условия.

Предполагаемый ответ:

1 *If you mix blue and red, you get violet.* 2 *If it rains this weekend, I'll stay home and read a book.* 3 *If I had to go and live on a desert island and could take only three things with me, I'd take my laptop, my MP3 player and my old teddy bear.* 4 *If I had been born two hundred years ago, my life so far would have been much more difficult than it is now.* 5 *If I had woken up late this morning, I would have missed the first lesson at school.*

• Упр. 7, с. 111

Задачи: развитие навыков различения (значений и форм) и использования в речи придаточных предложений условия (Conditionals 2&3); развитие умений диалогической речи (комбинированный диалог).

Учащиеся читают обе группы вопросов, предложенных в задании. Обсудите, чем различаются ситуации. Далее учащиеся работают в парах. Следите за правильным использованием придаточных условия.

Предполагаемый ответ:

The first set is asking about unreal present situations that have not happened and are imaginary: conditionals 2; the second set is asking about unreal past situations that did not happen in the past and are therefore contrary to the past: type 3 conditionals.

A: If I noticed someone following me, I would start to run.

B: Would you? Oh, I wouldn't. I'd get onto the other side of the street and try to get on a bus or into a taxi. What would you do if you spilt coffee all over someone?

A: I'd apologise, of course, and I'd feel very embarrassed. What would you do if you locked yourself out of your house?

B: I'd call a locksmith and then go and wait in a friend's house. What would you do if you saw someone cheating in an exam?

A: I'd ignore it.

B: Not me. I'd report it to the teacher!

A: What would you do if you found a huge spider in your bedroom?

B: I'd scream and run out of the house!

A: Really? I'd try and get it outside with a dustpan and brush.

A: What would have happened if you hadn't done your homework for today?

B: If I hadn't done my homework for today, my parents would have grounded me for the weekend.

A: Me too. What would have happened if you had gone to bed really late last night? Would you have been able to get up for school this morning?

B: Yes, I would. I don't usually have a problem getting up early even if I sleep late. What would have happened if you had been born in another country?

A: I would have learnt to speak a different language! What about you?

B: I wouldn't have met you or my other friends. What would have happened if you had found some money in the street this morning?

A: I would have taken it to the police.

B: I would have done the same.

• Упр. 8, с. 111

Задачи: развитие навыков использования в речи придаточных предложений условия разных типов.

Предполагаемый ответ:

1 I wouldn't have missed my favourite TV programme. 2 you wouldn't be so unfit. 3 they won't/don't grow. 4 I would have been late for school. 5 I'll lend you all my CDs for the weekend.

• Упр. 9, с. 111

Задача: развитие навыков распознавания и использования в речи конструкций для выражения желания/сожаления.

Убедитесь в том, что учащиеся понимают, что данные конструкции выражают желание по отношению к настоящему и будущему (*Past Simple*) и сожаление по отношению к прошлому (*Past Perfect*). Организуйте работу с грамматическим справочником.

Ключи:

a) a wish for the present – *I wish I wasn't afraid of heights. a regret for the past* – *If only I hadn't argued with Julie.*

b) I wish/If only + Past Simple tense (*wish for the present*); **I wish/If only + Past Perfect tense** (*regret for the past*);

• Упр. 10, с. 111

Задача: развитие навыков использования в речи конструкций для выражения желания/сожаления.

Ключи:

2 I wish/If only I could find a good job.

3 I wish/If only I had done well in the Maths test.

4 I wish/If only my friends weren't angry with me.

5 I wish/If only I had managed to get tickets for the match on Saturday.

• Упр. 11, с. 111

Задачи: развитие навыков использования в речи придаточных условия (*Conditional 3*) и конструкций для выражения желания/сожаления; формирование компенсаторных умений.

Ключи:

2 I wish I wasn't/weren't afraid of heights. If I wasn't/weren't afraid of heights, I could climb the mountain. 3 I wish I wasn't/weren't ill. If I wasn't/weren't ill, I could play outside. 4 I wish I hadn't stayed in the sun for so long. If I hadn't stayed in the sun for so long, I wouldn't have got sunburn. 5 I wish I had looked where I was going. If I had looked where I was going, I wouldn't have bumped my head.

• Упр. 12, с. 111

Задачи: развитие навыков использования в речи конструкций для выражения желания/сожаления.

Учащиеся зачитывают написанные предложения и обсуждают их в парах.

Предполагаемый ответ:

I wish I could play the guitar. If only I had more free time. I wish I were living in the countryside. If only I had gone to our school band concert last Sunday. I wish I hadn't spent so much money on these trainers.

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

Домашнее задание: SB, упр. 12*, с. 111; WB, с. 66; Grammar Check 7, с. 150–151 (по выбору).

Урок 5



Vocabulary & Speaking

• Упр. 1, с. 112

Задачи: повторение и введение новой лексики по теме «Здоровые привычки»; развитие умений изучающего чтения (текст в формате теста); развитие умений монологической речи (высказывание по итогам теста).

Предполагаемый ответ:

We can stay healthy by eating a balanced diet and getting plenty of exercise. I think I'm fairly healthy as I watch what I eat and try to include lots of fresh fruit and vegetables. I also play in a basketball team every weekend, which helps keep me fit.

Mostly Cs: *I admit that I have some bad habits like eating junk food and going to bed late sometimes. However, I don't eat junk food all the time and try to include healthier options too. Also, if I have a late night I always try to make up for it by going to bed much earlier the next night. I don't think I'm a very stressed kind of person, either, so I feel I should be between the Mostly Bs and Mostly Cs categories.*

• Упр. 2, с. 112

Задачи: развитие умений диалогической речи (комбинированный диалог) на основе результатов тестирования по теме «Здоровые привычки»; закрепление навыков использования в речи тематической лексики, придаточных предложений условия и конструкций для выражения желания/сожаления.

Предполагаемый ответ:

A: Well, questions 1 and 2 clearly refer to food and drink. I think my answers were fairly healthy ones!

B: Yes, so were mine. With regard to exercise in question 3, I didn't do so well. I'm a bit of a couch potato, I'm afraid. I need to do something about it!

A: I play basketball, so I was able to answer a for that question. How did you do on the state-of-mind questions, numbers 4 and 5?

B: I think I had one good answer and one bad. I don't like staying up late, so I put a for 4. I answered b in five, because I spend a lot of time watching TV.

A: Mmm ... I had the same answer for 5, but I put b for 4. If there's a good film on TV, nothing will tear me away! So what can we do if we want to be healthier?

B: Well, we've both agreed that we don't eat too badly. I definitely need to do something about getting more exercise.

A: Yes, if I were you, I'd take up a sport. Why don't you join me for a game of basketball?

B: I just might. I must start walking to school in the morning, too, instead of taking the bus.

A: As far as I'm concerned, I need to start going to bed earlier. I'm a bit of a night owl, but it's a habit I should really try and break!

• Упр. 3, с. 112

Задача: развитие навыков распознавания, воспроизведения и использования в речи тематической лексики.

Ключи:

1 tasty; 2 thirsty; 3 slice dessert; 4 nutritious; 5 home-made; 6 treat; 7 snacks; 8 starving; 9 roast

• Упр. 4, с. 112

Задача: развитие навыков распознавания, воспроизведения и использования в речи тематической лексики (словосочетания).

Учащиеся выполняют задание самостоятельно и проверяют ответы в парах. Затем организуйте фронтальную проверку. После этого учащиеся составляют предложения с этими словосочетаниями и выборочно зачитывают их для проверки.

Ключи:

1 e 2 d 3 b 4 a 5 c

Предполагаемый ответ:

1 If you want to **lose weight**, you should stop eating chocolate. 2 If you can't **give up fizzy drinks**, at least cut down on them! 3 Why not **take up an activity** like yoga to reduce your stress levels? 4 Ever since Michael **joined the football team**, he has made a lot of new friends. 5 You don't need to **go on a diet** – you're already nice and slim!

• Упр. 5, с. 113

Задача: развитие навыков распознавания и использования в речи тематической лексики.

Ключи:

1 burn; 2 part; 3 rich; 4 Check; 5 chew, swallow; 6 builds, products, diet; 7 raise; 8 physical, diet; 9 follow, works; 10 rich, low

- Упр. 6, с. 113

Задача: развитие навыков распознавания и использования в речи модальных глаголов. Работая над заданием а), организуйте обобщающее повторение, обращая внимание на различие значений модальных глаголов. Учащиеся пользуются грамматическим справочником учебника. Запишите ответы на доске.

Ключи:

а) give permission: may, can

express obligation: have to, must, need to

express lack of necessity: don't have to, don't need to, needn't

express prohibition: mustn't, can't

give advice: should, ought to

express possibility: might, may, could

При проверке задания б) просите учащихся обосновать свой выбор, формулируя значение модального глагола в контексте.

Ключи:

б) 1 mustn't (it's not allowed to dive into the shallow end); **2** Can (asking for permission to play football); **3** must (it's necessary to drink plenty of water); **4** don't have to (it's not necessary to be a member); **5** need to ... can (is it necessary to ask your mum? ... if you have permission to go); **6** ought to (it's the best thing for me to do); **7** might (it's possible it will work); **8** shouldn't (it's not the best thing to do)

- Упр. 7, с. 113

Задачи: развитие навыков распознавания и использования в речи модальных глаголов; развитие умений диалогической речи.

Проработайте данный образец. Убедитесь, что учащиеся понимают ситуацию и составляют микродиалог на её основе. Далее учащиеся работают в парах. Следите за правильным употреблением модальных глаголов. Организуйте проверку.

Предполагаемый ответ:

2 A: Do I have to bring any special equipment for the gymnastics class?

B: No, you don't need to. Everything is supplied.

3 A: May I please leave class early today?

B: Yes, you may.

4 A: Do you think the new ice-skating rink might open this weekend?

B: Hmm ... I don't know. I think it could still be closed to the public.

- Упр. 8, с. 113

Задача: развитие умений диалогической речи (комбинированный диалог по заданной тематической ситуации – ролевая игра).

Изучите ситуацию. Убедитесь, что она понятна учащимся. Обратите внимание на правила диалога, приведённые в задании. Далее работа организуется в парах. Учащиеся меняются ролями. Заслушайте несколько вариантов диалогов.

Предполагаемый ответ:

A: Hello, I'm interested in enrolling for a course of first aid lessons, but I wonder if I could first ask you a few questions about it.

B: Certainly. What would you like to know?

A: Well, first of all, could you tell me what first aid techniques are taught on the course?

B: You'll learn how to deal with basic emergency situations such as burns, scalds and cuts. Then later on in the course they teach some important life-saving skills like rescue breathing and CPR – that's an emergency medical procedure when someone has a heart attack.

A: I see. And what about the days and times I can attend the course?

B: Let's see. It operates from Wednesdays to Fridays from 4 pm to 6 pm. Alternatively, it runs on Saturdays from 10 am to 4 pm.

A: Right. Finally, I'd like to ask the price of an hour's lesson.

B: Each hourly session costs £6.

A: Are there any discounts?

B: The price drops to £4.50 if you make a block booking – that's a minimum of five lessons.

A: Ok, that's good. I'll go for the block booking option. At the weekend I'm only free on Sundays, but you're not open then. Midweek is a possibility – I'm free every evening from 5 to 7. Would you have a place for me on Wednesday evening from 5 to 6?

B: I'll just check if there is a place available. ... Yes, that'll be fine. We'll see you next Wednesday at 5 o'clock then.

A: Yes, thank you. Goodbye.

B: Goodbye.

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

Домашнее задание: SB, упр. 8*, с. 113; Grammar Check 5, с. 151; WB, с. 67.

Урок 6**Writing Skills**

- Упр. 1, с. 114

а) Задачи: освоение общих характеристик и структуры сочинения-рассуждения (for-

and-against essay); развитие умений изучающего чтения.

Прочитайте и обсудите с учащимися материал в рамке. Убедитесь в понимании структуры сочинения-рассуждения.

б) Задачи: развитие умений изучающего чтения – работа с пониманием задания; подготовка к продуктивному письму.

Учащиеся читают задание и отвечают на поставленные вопросы, готовясь к написанию сочинения-рассуждения. Обсудите ответы, запишите их на доске – к ним можно вернуться при организации рефлексии в конце урока.

Ключи:

1 An essay; 2 Your teacher; 3 Formal; 4 Four

• Упр. 2, с. 114

Задачи: развитие умений формулировать аргументы за и против по поставленной проблеме; развитие умений прогнозирования содержания текста, умений поискового чтения.

Учащиеся в парах продумывают и формулируют два аргумента и два контраргумента по проблеме запрещения компьютерных игр с жестокими сюжетами. Обсудите. Далее учащиеся читают текст – образец сочинения и проверяют, использованы ли там какие-то из их аргументов.

Предполагаемый ответ:

A: As I see it, children copy things they see, so in the case of violent games, this could be dangerous for both themselves and others.

B: Yes, but don't you think that video games are a good outlet for aggression in the safety of one's own home. Banning them might mean children let off steam by actually taking violent behaviour out on the streets.

A: On the contrary, I feel violent computer games teach children to lose respect for human life. They should be banned because they lower social and moral values.

B: But to ban video games would be to deny people their basic freedom of choice. Doesn't everybody have the right to play the game of their choosing? Not everyone who plays games becomes violent.

• Упр. 3, с. 114

Задачи: освоение структуры сочинения-рассуждения (*for-and-against essay*); развитие умений поискового чтения.

Ключи:

The reasons 'for' with justifications/examples are contained in paragraph 2. The writer's opinion is contained in paragraph 4. The reasons 'against' with justifications/examples are contained in paragraph 3. A clear presentation of the topic is contained in paragraph 1.

Упр. 4, с. 114

Задачи: освоение структуры абзаца при написании сочинения-рассуждения: развитие навыков распознавания ключевых предложений в структуре абзаца, а также предложений, содержащих подтверждение главной мысли и примеры; развитие умений поискового чтения.

Ключи:

Main body paragraph 1:

topic sentence: There are some advantages to banning violent computer games.

supporting sentences: To start with, they promote violence and crime as entertainment, making them seem glamorous and acceptable. (justification)

Consequently, children may think it is alright to be aggressive in real life. (justification)

Also, game heroes are often invincible and children sometimes confuse fantasy and reality. (justification)

As a result, they may not understand that real violence has real consequences. (justification)

Main body paragraph 2:

topic sentence: On the other hand, there are some arguments against banning violent video games.

supporting sentences: Firstly, they are an outlet for children to let off steam. (justification)

Fighting the bad guys in a game can release tensions and may make children calmer and less aggressive in real life. (example)

Secondly, playing video games can build different skills. (justification)

Shooting games, for example, help children develop co-ordination skills. (example)

• Упр. 5, с. 114

а) Задачи: расширение лексического запаса; развитие навыков распознавания и использования в речи слов и выражений, используемых для логической связи предложений (в структуре сочинения-рассуждения).

Ключи:

introduce points – To start with, Firstly; **list/add points** – Also, Secondly; **show contrast** – On the other hand; **introduce examples/justifications** –

Consequently, As a result, for example; **conclude** – All in all

б) Задачи: расширение лексического запаса за счёт освоения синонимичных выражений; развитие навыков распознавания и использования в речи слов и выражений, используемых для логической связи предложений (в структуре сочинения-рассуждения).

Ключи:

To start with → To begin with; Consequently →

Because of this/For this reason; Also → Moreover/In addition; As a result → For this reason/Because of this; On the other hand → However; Firstly → In the first place; Secondly → In addition/Moreover; for example → for instance; All in all → In conclusion

• Упр. 6, с. 115

Задача: развитие навыков распознавания и использования в речи слов и выражений, используемых для логической связи предложений (в структуре сочинения-рассуждения).

Ключи:

1 One point in favour of ... Consequently;
2 Furthermore ... As a result; 3 One reason why ...
In particular

Упр. 7, с. 115

Задача: развитие навыков распознавания выражений, используемых для выражения мнения (в структуре сочинения-рассуждения).

Ключи:

1 I strongly believe that; 2 I am totally opposed to; 3 I am very much in support of
The phrase 'I strongly believe' is used to give the writer's opinion in the essay in Ex. 2. The writer's opinion is that violent video games should not be banned and that it is up to parents to decide what games to let their children play.

Предполагаемый ответ:

I agree with the writer's opinion because I think that if you ban violent video games you will only make them more attractive to children. They will find ways to play these games without their parents' permission and consequently a kind of 'black market' will be created.

• Упр. 8, с. 115

Задачи: развитие умений изучающего чтения – работа с пониманием задания, нахождение ключевых слов; подготовка к продуктивному письму.

Ключи:

Key words: essays – for and against banning violent sports

I have to write an essay in a formal style. One side of the argument states that violent sports are unacceptable and should be banned. The other side claims that the existence of these sports can be justified; therefore they should not be banned.

• Упр. 9, с. 115

а) Задача: развитие умений аудирования с пониманием основного содержания текста.

Ключи:

David is for the proposal and Anna is against it.

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

До прослушивания текста проработайте с учащимися таблицу. Во время прослушивания учащиеся дополняют таблицу. Поверьте ответы.

Ключи:

1 violence; 2 (serious) injury; 3 boxers; 4 healthy;
5 aggression and violence; 6 safety standards

• Упр. 10, с. 115

Задача: развитие умений письменной речи – написание сочинения-рассуждения (по данному плану).

Предполагаемый ответ:

Many sports are extremely violent, yet this doesn't stop people watching them or playing them. Should violent sports be banned or are they just a way for people to enjoy themselves?

There are some arguments for banning violent sports. In the first place, some of these sports are simply an excuse for violence. There is enough violence in our world as it is without seeing sportsmen getting hurt on TV. In addition, people who take part in violent sports risk serious injury or even death. Many young boxers, for example, are seriously injured every year.

On the other hand, there are some disadvantages to banning violent sports. To start with, violent sports can be a healthy way for people to relax and let off steam. As a result, general aggression and violence in society will be reduced. Moreover, instead of banning violent sports, we can improve their safety standards, for instance, by using better protective clothing and equipment. Consequently, sports injuries will be reduced.

In conclusion, there are arguments both for and against the banning of violent sports. I strongly believe violent games should be banned, as I feel they are not going to help people to live together peacefully.

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

Домашнее задание: SB, упр. 10*, с. 115; WB, с. 68.

Урок 7



English in Use

• Упр. 1, с. 116

Задачи: освоение значений, развитие навыков распознавания и употребления в речи фразовых глаголов (run).

Ключи:

1 out of; 2 back; 3 on; 4 up with; 5 off

- Упр. 2, с. 116

Задачи: освоение образования глаголов с помощью префикса *en-* и суффикса *-en* от прилагательных и существительных; развитие навыков использования их в речи.

Ключи:

1 ensure; 2 endangers; 3 shortened; 4 lengthened; 5 weakens

in the headlines of a newspaper – *New Study Shows Smoking ...*

on the back of a product's packaging – *Before installing or replacing a light bulb,...*

on a motorway/busy road – *Stop and take a break.*

in the adverts sections of a newspaper – *A Stitch in Time*

- Упр. 3, с. 116

Задача: развитие навыков распознавания и использования предлогов (*from, to, in*) в речи.

Ключи:

1 to; 2 from; 3 to; 4 in; 5 from

- Упр. 4, с. 116

Задача: развитие навыков распознавания и использования в речи слов, различение которых представляет трудность для изучающих английский язык.

Ключи:

1 poor; 2 harm; 3 habits; 4 leads

Предполагаемый ответ:

1 His long illness left him feeling very **weak** and tired. Eat foods that are **low** in fat as part of a weight control diet. 2 He survived the accident without a scratch, but the **damage** to his car was extensive. Getting ill can **ruin** your holiday so make sure you have all the correct vaccinations beforehand. 3 Many Asian countries have the **custom** of leaving shoes outside the door when you enter a home. Johnny's mother told him it was bad **manners** to speak with his mouth full. 4 My grandmother doesn't watch TV; she **passes** the time knitting pullovers for all the family. Myra **spends** too much time watching television and not enough time studying.

- Упр. 5, с. 116

Задачи: развитие умений изучающего чтения; развитие навыков распознавания и использования в речи различных временных форм глаголов.

Важно, чтобы учащиеся помнили, что до начала выполнения задания следует прочитать текст

с пропусками для общего понимания содержания. И только после этого, с учётом контекста, можно выполнять задание (алгоритм: установление нужной части речи, использование навыков словообразования). Проверьте ответы.

Ключи:

1 shaking; 2 weren't/wasn't; 3 had crossed; 4 will leave; 5 closed; 6 was waiting; 7 would be able to

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

Домашнее задание: WB, с. 69.

Урок 7**Culture Corner**

- Упр. 1, с. 117

Задача: мотивация на работу по теме «Опасные дикие животные»; развитие умений прогнозирования содержания текста.

Предполагаемый ответ:

I know that alligators live in and next to rivers in places like the USA. They are extremely dangerous and can eat a man.

Rattlesnakes live in places like the American West. A rattlesnake bite can be very painful and even deadly.

Grizzly bears come from cold places like Alaska and can kill a man with one blow from their huge paws.

Raccoons are often found living in attics or garages. They can carry diseases like rabies, which can be deadly.

- Упр. 2, с. 117

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

Ключи:

1 the raccoon; 2 the grizzly bear; 3 the rattlesnake; 4 the grizzly bear; 5 the alligator

Предполагаемый ответ:

motionless: not moving

snatch: to take sth quickly or violently

drag: to pull sth somewhere

poisonous: contains a poison or toxic material

warn: make someone aware of danger

painful: sore, hurting

fatal: causing death

unpredictable: something or someone that changes so much/often that it is impossible to know what will happen

diseases: illnesses caused by bacteria

cat flaps: a small opening in a door, that allows a cat to enter/exit on their own

• Упр. 3, с. 117

Задачи: развитие навыков изучающего чтения; развитие умений монологической речи (изложение содержания прочитанного текста с опорой на составленные тезисы).

Предполагаемый ответ:

alligator

Where it lives: rivers, lakes, marshes, swamps in Florida, Louisiana, Texas, Georgia

How it can be dangerous: hide motionless in water and drag prey under

How you can protect yourself: don't feed, don't go close to water

rattlesnake

Where it lives: southwestern states, e.g. California, Arizona

How it can be dangerous: painful bite with poisonous venom, can be fatal

How you can protect yourself: watch where you walk, wear strong leather boots

grizzly bear

Where it lives: streams, lakes, rivers in Alaska, Idaho, Montana, Washington, Wyoming

How it can be dangerous: unpredictable and ferocious (esp. when hungry, injured or with cubs)

How you can protect yourself: don't run, lie face down and play dead

raccoon

Where it lives: attics or garages

How it can be dangerous: carry many diseases (e.g. rabies)

How you can protect yourself: don't touch, if scratched, wash and see a doctor at once.

The alligator lives in places like rivers, marshes and swamps. You can find them in the southern states of Florida, Louisiana, Texas and Georgia. They eat almost anything and swallow it whole. They are very dangerous because they hide in the water without moving. Their prey often doesn't see them until the alligator jumps out of the water, snatches them, and drags them under. You should keep away from the edge of a lake or other water. Also don't make the mistake of feeding them!

• Упр. 4, с. 117

Задачи: расширение тематического словаря; развитие навыков узнавания и воспроизведения глаголов по теме.

Учащиеся работают самостоятельно и обсуждают ответы в парах. Проверьте ответы.

Предполагаемый ответ:

1 Spiders and rats bite. (кусаться); 2 Guinea pigs scratch. (царапаться); 3 Bees sting. (жалятся); 4 Goats kick. (брыкаться); 5 Alpacas spit. (плевать)

• Упр. 5, с. 117

Задачи: развитие умений собирать (в том числе с использованием интернет-ресурсов) и организовывать информацию по заданной теме (связное высказывание об одном из диких животных, обитающих в России, по составленным тезисам); развитие умений продуктивного письма (по плану).

Предполагаемый ответ:

grey wolf

Where it lives: Siberian Taiga: boreal forest, survives in the cold: blood vessels in paws, thick coat

How it can be dangerous: known as fierce (Russian proverbs), kills when sth gets near den or another wolf is killed, strong jaws

How you can protect yourself: pepper spray, yelling and making noise

Two species of grey wolves are found in northern and central Russia. They live in the Siberian Taiga because it is a boreal forest with long cold winters. The grey wolf is able to stand the cold because it has blood vessels in its paws which prevent them from freezing when it walks in the snow. Their coat also has two layers to provide extra insulation against the cold. The wolf has a reputation for being a fierce and cunning creature. There are 253 Russian proverbs about wolves, showing its mean character. However, these animals are far less dangerous than most people think.

Wolves don't normally attack humans unless provoked. They are more likely to be aggressive near their den or the site of a wolf killing. Many campers and hikers carry pepper spray with them in case they see a wolf. Yelling loudly can also be effective in scaring them away.

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

Домашнее задание: SB, упр. 5*, с. 117; WB, с. 70.

Урок 9

Spotlight on Russia с. 9. Problem Solving

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

Начало урока

Организуйте беседу о сложных жизненных ситуациях, случившихся в жизни учащихся: куда они хотели и могли обратиться за помощью и советом, помимо родных и друзей? В беседе опирайтесь на личный опыт подростков, их знания о возможностях, создаваемых обще-

ством (психологическая служба в школе, журналы для подростков и др.).

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

- фронтальное чтение текста вслух;
- поисковое чтение по предложенным учителем заданиям;
- самостоятельная работа с чтением про себя;
- работа в парах/малых группах, в том числе по взаимопроверке понимания прочитанного.

Обсудите содержание текста. Можно использовать для этого уже известное учащимся задание *Say what impressed you most in the text. Why?*

Предложите учащимся ответить на вопросы после текста, обращая особое внимание на выражение личностного отношения к предмету речи, аргументацию мнений.

Организуем обсуждение типичных психологических проблем подросткового возраста и известных учащимся путей их решения (*Activity*). Основой может послужить и сообщение по теме, подготовленное в рамках опережающего индивидуального домашнего задания, интервью со школьным психологом и т. п. Можно организовать ролевую игру, в которой взаимодействуют две группы: группа подростков, формулирующих свои проблемы, и группа взрослых (учителя, психологи, журналисты молодежных изданий), отвечающих на вопросы.

Дополнительные материалы для использования на уроке:

1. *Our age is very special. We know that we are on the way to become adults. But this way is so hard. And we teenagers usually stay alone with our thoughts, because nobody even we ourselves understand what is happening around us. There are a lot of problems – that is what we know exactly. Every young generation has more complicated problems than the previous one. And this difference awakes misunderstanding with parents. Sometimes it seems that our parents are too tiresome and dull in their demands. And they often interfere into our lives. Parents always say that we are too lazy. They give us not much pocket money, and we can hardly find a job. And there is another big problem: parents always doubt our independence. Our age is the time of making a choice what we will be in future. So we have to choose a university to get good education and future profession. If you have a good education you'll be always perfect at you profession, you'll earn good money and make your life better. And the best way to prepare is to study better at school. The school years are also very difficult. We do a lot of homework and often have no time to go for a*

walk or do what we want. Another problem in school is marks. We try to do our best to have good marks. But our parents never like them. And nowadays a problem of drugs is very serious. Some teenagers have drug addiction. And sometimes they use drugs not because they want it. Moreover, you may have problems with health. Emotional problems for young people can be far more difficult than financial ones. The typical teenager problem is that "nobody understands me". Youth is also the time to meet your first love. It is wonderful but as it is widely known that first love often has an unhappy end. This also increases young people's problems. Even friends cannot always stay friends when young people begin to understand themselves a little bit better, old friends sometimes just grow apart. And sometimes you have problems in communicating with each other and you even stay alone. So as you see it's very difficult to be young nowadays as indeed it always has been. But you can only be young once and some wonderful things can happen to you only when you're young. So it's better to enjoy youth while it lasts.

2. *Teenage problems come in two categories: problems that you have no control over, and problems that come as a consequence of something you have done. Examples of the first category include things like cancer and the death of a parent. You deal with them as they occur as best you can. Examples of the second category include for example drugs. You prevent these in your own life by being smart and learning the facts ahead of time so you can avoid them.*

What if you, personally, have a problem? Or one of your friends? It matters, and it is real. It doesn't matter what the problem is: as soon as it affects you personally in some way, it becomes important.

The first step in solving or coping with a problem (or in helping a friend with a problem) is recognizing that the problem exists. For example, if you have "a problem with drugs", nothing will happen until you recognize that you have the problem. Only you can fix it. That is what makes recognition so important.

Once you recognize that the problem is there, you can begin to understand it and your options. One of the best things you can do is find someone to talk to. That someone might be one of your parents, an adult you trust, a teacher or counselor at school, a priest, or a person on a help line. Talking really helps, no matter what your problem is.

Another thing you can do is educate yourself. There is information in the Internet to help you learn and understand, as well as all kinds of books.

3. If you have a problem or a crisis happening in your life and you need someone to talk to, one option is to call a free crisis hotline. Hotlines are generally set up by government or charitable organizations to help young people deal with specific problems. The following list contains different sections of free hotline numbers in the USA according to the most common teenage problems: AIDS, Alcohol, Pregnancy, Child Abuse, Crises and Suicide, Drugs, Running Away, Rape and Sexual Assault, Domestic Violence, Medical and others.

Problems that teenagers are faced with today can take so many forms. Even instable, solid family units, teenagers will face confusion and uncertainty with themselves and life. But in today's world of divorce, broken homes, unsafe sex and alcohol abuse, teenagers face issues that show themselves in different ways to different individuals.

4. A: How do you deal with your problems?

B: I like to talk to my friends when it's about personal problems and my parents when I have to make big decisions about my life.

A: Have you ever called a helpline?

B: No, I haven't but I think it is great that they exist.

A: Would you ever call one?

B: If I needed some professional advice I would call a helpline. They are experts in some of the issues I might have and they have experience.

5. Sometimes being a teenager can be really hard, especially at school. Getting good marks at school has never been a problem for me but making friends and being popular is. I wish it were as easy as Maths, but it's not. I believe social problems are the most common problems for teenagers. Furthermore, these problems can lead to other psychological problems like confidence, bad self-image and loneliness. That is why talking with someone is a good idea. I find talking about your problems can make you feel a lot better.

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

Домашнее задание: WB, с. 71.

Урок 10

Across the Curriculum: PSHE (Personal Safety & Health Education)

• Упр. 1, с. 118

Задачи: введение темы урока, мотивация на её изучение; развитие умений ознакомительного чтения.

Обсудите содержание прочитанных ситуаций, убедитесь в их понимании учащимися. Заслушайте варианты дефиниций, сравните со словарём.

Предполагаемый ответ:

Self-defence is a way of protecting yourself from dangerous situations.

• Упр. 2, с. 118

Задача: развитие умений диалогической речи (диалоги на основе прочитанного с переносом на личный опыт).

Учащиеся работают в парах: повторно читают и обсуждают ситуации упр. 1 – как бы они поступили в каждой из ситуаций. Затем пары представляют результаты своего обсуждения классу.

Предполагаемый ответ:

2 A: *What would you do in the second situation?*

B: *Well, I certainly wouldn't shout insulting comments back at the bullies. That would be asking for trouble.*

A: *I agree with you. I think it would be best to walk away as quickly as possible.*

B: *Yes, you're right.*

3 A: *If I were in the third situation, I'd go home across the park.*

B: *Oh, I wouldn't. That's taking a chance. I'd try and phone my mum or someone else and ask them to come and pick me up.*

4 A: *What would you do if a mugger tried to snatch your bag?*

B: *Hmm ... I'd give him the bag. Nothing in there is worth the risk of putting up a fight.*

A: *I couldn't agree more. I've heard terrible stories of people being attacked and injured when they tried to hold on to their bag.*

• Упр. 3, с. 118

а) Задачи: развитие умений прогнозирования содержания текста по заголовку и иллюстрации; развитие умений ознакомительного чтения.

Предполагаемый ответ:

The text is about self-defence and learning how to take care of yourself.

б) Задача: развитие умений ознакомительного чтения.

Важно, чтобы учащиеся понимали, что подбор заголовка к частям текста – одно из умений, обеспечивающих развитие умений смыслового чтения. В основе его – нахождение главной мысли части текста/абзаца. В этом прежде всего поможет поиск ключевых слов в тексте, соотносящихся с заголовком. Учащиеся сравнивают ответы в парах. После этого организуйте общую проверку.

Ключи:

A 4 B 3 C 1

• Упр. 4, с. 119

Задачи: развитие умений изучающего чтения: заполнение пропусков; установление коммуникативной задачи текста.

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

The purpose of the text is to give information about how to protect yourself and avoid dangerous situations.

• Упр. 5, с. 119

Задачи: развитие умений изучающего чтения, языковой догадки; развитие навыков употребления в речи тематической лексики.

Предполагаемый ответ:

intuition: a feeling that sth is true without proof

threatening: likely to cause harm

mugger: someone who attacks someone to steal sth from them

putting up a fight: trying to resist someone or stop someone from doing sth

insulting: offensive

common sense: ability to make good judgments

short cuts: quick ways to get somewhere

vulnerable targets: people that are weak and likely to be attacked

beat: win

poke: put one's finger or a pointed object into sth

1 I should have followed my **intuition** and refused to trust him. 2 A life-**threatening** epidemic has broken out in the area. 3 The old lady was walking down a dark street when a **mugger** knocked her down and snatched her bag. 4 He knew it was useless to **put up a fight**, as his opponent was much stronger. 5 She was very offended by her neighbour's **insulting** remarks. 6 Taking a bottle of water with you when you go walking in the heat is just a matter of **common sense**. 7 When I walk to school, I take a **short cut** through the park, which saves me 10 minutes.

8 Some shy and naive children are **vulnerable targets** to be teased at school. 9 I can never **beat** my father at a game of chess! 10 When he started **poking** me playfully in the ribs with his finger, I realised he was joking.

• Упр. 6, с. 119

Задачи: развитие умений поискового чтения при прослушивании; развитие умений монологической речи (сообщение на основе прочитанного с опорой на тезисы).

Предполагаемый ответ:

You should: use busy roads; give a mugger your bag; ignore insults; walk fast, carry your mobile phone, let people know your whereabouts; sit near the bus driver; take a self-defence class.

You shouldn't: use lonely roads; try and put up a fight; say something rude back; take short cuts; go out alone at night; panic during an attack.

Obviously, it is best to avoid going out alone, especially at night. If you must do so, here are a few tips that could save you from a dangerous situation. First, always use busy roads with people on them when you are walking. An attacker will be more likely to strike on a lonely road. Second, if you are attacked by a mugger, don't attempt to put up a fight. It's much better just to give up your bag, as this could save you from injury. If you meet anyone strange who attempts to insult you, simply ignore them and keep walking. Never try to answer back with a rude reply, as this could make the person even more aggressive. You should also avoid taking short cuts through lonely areas and remember to walk fast and purposefully. It's only common sense to carry your mobile phone with you in case of emergency, and it's also wise to let people know where you are. When you use public transport at night or alone, it's advisable to sit near the driver – and stay awake, of course! If you fall asleep you are a very vulnerable target indeed. A final suggestion is to take a self-defence class, so that you will be able to defend yourself if you are ever attacked.

• Упр. 7, с. 119

Задача: развитие умений диалогической речи (диалоги с выражением личного аргументированного отношения к прочитанной пословице).

Попросите учащихся сформулировать определение пословицы (a short well-known statement that gives advice or expresses something that is generally true).

Учащиеся обсуждают своё понимание значения пословицы в парах.

Предполагаемый ответ:

S1: I think the proverb means that common sense is a lot more valuable than something you've learnt from a book.

S2: That's true. It's one thing to know the facts and another thing to put them into practice.

S1: So in the end, it's common sense that actually helps us to solve our problems.

S2: Yes, it's a matter of thinking calmly and practically and then acting on it.

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.

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

Ключи:

1 1 *starving*; 2 *jealous*; 3 *home-made*; 4 *cut down on*; 5 *crowds*; 6 *put on*; 7 *freeze*; 8 *thirsty*; 9 *rich*; 10 *embarrassment*

2 1 *will lose*; 2 *weren't/wasn't*; 3 *played*; 4 *won't go out*; 5 *had gone*; 6 *mix*; 7 *use*; 8 *hadn't got*; 9 *would order*; 10 *wouldn't have hurt*

3 1 *shouldn't*; 2 *might*; 3 *don't have to*; 4 *mustn't*; 5 *must*

4 1 *off*; 2 *on*; 3 *up with*; 4 *out of*; 5 *back*

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

Цели

● обучающие:

- освоить во всех видах речевой деятельности новые лексические единицы по темам «Испытания для сильного характера» и «Спорт»;
- научиться вести разговор о преодолении различных трудностей, недугах, о выживании в экстремальных условиях;
- научиться писать электронное письмо другу с использованием косвенной речи; письмо-заявление о приёме на работу;
- научиться делать сообщение о биографии выдающегося человека; делать презентацию об Антарктике;
- освоить использование во всех видах речевой деятельности косвенную речь (утверждения, команды, вопросы);
- повторить различные способы словообразования;
- освоить использование фразовых глаголов (*carry*);

● развивающие:

- развивать навыки во всех видах речевой деятельности;
- развивать социокультурную компетенцию (освоение норм речевого этикета: реплики-клише для выражения одобрения/неодобрения);
- развивать познавательные интересы за рамками урока;

● воспитательные:

- воспитывать характер, умение противостоять трудностям.

Урок 1

Введение в модуль

Организуется на том же уроке, что *Progress Check*, по завершении работы над *Now I can...* модуля 7.

Вводная беседа по изученной теме. *E.g.*: *Why are people afraid of things? What are some phobias? What healthy habits do you have? What habits do you have that are unhealthy?*

Введение темы модуля

Challenges – обсуждение возможных русских эквивалентов: «Вызов судьбе», «Испытания».

Попросите учащихся объяснить по-английски, что означает название: *The title means the things in our lives that test our strength and abilities. I think we will learn about different challenges that people face in their lives and how they overcome them.*

Look at Module 8

Работа с иллюстрациями.

Предполагаемый ответ:

рис. 1 (с. 122)

T: What page is the picture on?

S1: It's on page 122. It's a person surfing.

T: What kinds of challenges does a surfer face?

S2: They have to use their skills to surf big waves and swim in wild water.

T: What sport do you find challenging?

S3: I think skiing is very challenging.

T: What other types of challenges do we face besides sports?

S4: Sometimes we face problems with our health or with our friends that we have to try and solve.

рис. 2 (с. 125)

What is happening in this picture? Do you think it is dangerous? What dangerous or risky sports do you do or would like to do? Why?

рис. 3 (с. 132)

What is this picture of? Why would someone do this? What would you feel if you did this?

рис. 4 (с. 135)

What does the picture show? Where was the picture taken? What do you know about this place? Why should we care about such places?

Find the page number(s) for

Просматривая модуль вместе с классом, найдите указанные иллюстрации или виды текстов. Обсудите, что на них изображено.

Ключи:**a text message (p. 127)**

Why do we send text messages instead of calling someone? Do you send text messages? Why?

an application form (p. 130)

What is an application form? (a document that asks for information that you fill out when apply for something such as a job or a membership) What is this form for? What kinds of information does it ask for? Have you ever filled out an application form? What for?

a motto (p. 135)

What is a motto? (a short sentence or phrase that expresses a rule or belief in a particular behavior or way of acting) Who uses mottos? Why? Do you have a motto or know of one?

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: развитие умений прогнозирования содержания текста по заголовку и началу; развитие умений ознакомительного чтения; мотивирование учащихся на работу по теме.

Предполагаемый ответ:

Both of these people have overcome huge challenges. They are both strong people. I would guess that Bethany had a surfing accident and Tom obviously struggles with being in a wheelchair because of a handicap.

• Упр. 2, с. 122

Задача: развитие умений ознакомительного чтения.

Ключи:

1 F Bethany was planning to turn professional in 2003, but she was attacked by a shark. **2 NS** **3 T** **4 F** She thinks about sharks all the time, but she tries to overcome her fears. **5 F** She wonders why this happened, but she knows it has made her stronger. **6 NS** **7 NS** **8 F** Tom is able to control the camera in different ways. **9 T**

• Упр. 3, с. 122

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

Ключи:

gigantic – huge

plants – places firmly

keep my mind on – concentrate on

inspiration – encouragement

quit – give up

perfectly still – without moving at all

come into sight – appear

before long – soon

realised – understood

scaring them off – frightening them away

deal with – face

б) Задачи: развитие языковой догадки; расширение объёма продуктивного словарного запаса за счёт освоения синонимов и перифраза; развитие навыков использования данной лексики в речи.

Ключи:

furiously: energetically

carefully: with caution

ripping off: tearing off with force

motto: a meaningful saying

spine: the bones in your back that hold you upright

brain damage: an injury to the brain

share: to be used between two or more people

strapped: fastened

disability: a condition in which a person is not able to use a part of the body or brain

bumps: things that slow you down

Предполагаемый ответ:

She carefully removed the glasses from the top shelf. Tim is ripping off all of the labels from his shirts. Our school motto says to be respectful to one another.

You must protect your spine.

He couldn't talk because of the brain damage.

My sister and I share a computer.

All passengers must be strapped into their seats before take-off.

He was born with a disability and couldn't walk.

She has overcome many bumps along the way.

• Упр. 4, с. 123

Задачи: развитие умений поискового чтения; освоение новой лексики по теме «Испытания судьбы»; развитие навыков её использования в речи.

Ключи:

1 face; 2 win; 3 total; 4 terrifying; 5 positive; 6 experience; 7 seriously; 8 feel; 9 brain; 10 survive

Предполагаемый ответ:

1 Bethany Hamilton **faces challenges** other surfers don't have in her sport.

2 Many people didn't expect Bethany to **win a competition** after the accident.

3 It's a **total miracle** that Bethany is able to surf again.

4 The shark attack was a **terrifying experience** for Bethany.

5 Amazingly, Tom has a **positive attitude** and considers himself lucky.

6 Bethany **experienced a disaster**, but was determined to overcome it.

7 Tom **seriously bruised** his spine in a car accident.

8 Both Bethany and Tom don't want people to **feel sorry for them**.

9 Tom feels lucky not to have any **brain damage** from his accident.

10 Both Bethany and Tom feel lucky **to have survived an accident** and be alive.

• Упр. 5, с. 123

Задачи: расширение объёма продуктивного словарного запаса за счёт освоения антонимов; развитие умений изучающего чтения.

Ключи:

Text A

1 quickly; 2 unusual; 3 professional; 4 depressed; 5 positive

Text B

1 still; 2 noisily; 3 natural; 4 up close

• Упр. 6, с. 123

Задачи: развитие поискового чтения; повторение лексики по теме «Тело человека».

Face	Body
nose, lips, chin, cheeks, teeth	legs, waist, back, toes, hands, shoulders

Предполагаемый ответ:

• Упр. 7, с. 123

а) Задача: развитие интеллектуальных умений (анализ) при освоении тематической лексики.

Ключи:

2 eye; 3 eyebrow; 4 ear; 5 teeth; 6 spine; 7 tongue

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

Предполагаемый ответ:

A: Have you ever burnt your hand?

B: Yes, I have.

A: How did it happen?

B: I was cooking dinner.

A: You should have been more careful. Did it hurt?

B: Very much. Fortunately I had a good lotion for burns and it helped.

A: Next time when cooking you should wear special gloves if you touch something hot.

B: By all means.

A: Have you ever sprained your ankle?

B: Yes, I have.

A: How did it happen?

B: I tripped on a step.

A: It was very painful, wasn't it? Did anyone help you?

B: Oh, yes, it hurt to move; fortunately a passer-by helped me to my legs and then found a taxi to get me to hospital.

A: Was it so serious?

B: Not very serious but the doctor X-rayed it and put a splint to help rest it. I stayed at home for three days.

A: Oh, dear!

A: Have you ever cut your finger?

B: Yes, I have.

A: How did it happen?

B: I was chopping vegetables. Etc.

• Упр. 8, с. 123

Задачи: развитие умений продуктивного письма (составление вопросов для интервью); развитие умений диалогической речи (комбинированный диалог).

Предполагаемый ответ:

Interviewer: Bethany, it's a total miracle that you survived the shark attack and are able to surf again. How did you do it?

Bethany: Well, I just followed my motto: "Me quit? Never!" And decided to surf again as soon as possible.

Interviewer: After this terrifying experience you were back surfing in just three weeks. How did you manage that?

Bethany: It wasn't easy to go back to the water. First I had to learn to surf all over again and change my technique. The attack is always on my mind, but I try really hard to keep my mind on surfing and having fun.

Interviewer: You are such an inspiration to many. Tell us what else you are doing besides surfing and winning competitions?

Bethany: I want to use experience and help others who face challenges like me. I went to Thailand after the tsunami disaster to help the children face their fear of water and overcome the terrifying experience of the tsunami.

Interviewer: We all thank you Bethany for showing us what is possible if you never give up.

Bethany: My experience has made me a better person and I am happy it has helped others as well.

• Упр. 9, с. 123

Задача: развитие умений устной (монологической) и письменной речи (умений выражать свою точку зрения на основе прочитанного).

Предполагаемый ответ:

People like Bethany and Tom are an inspiration to me. They face difficult challenges every day and overcome them. They have such positive attitudes. I think I will try to be more positive and more determined to overcome any challenge I might face in my life. If they can do it then, so can I.

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

Домашнее задание: SB, упр. 8, 9*, с. 123; WB, с. 74.

Урок 3



Listening & Speaking

• Упр. 1, с. 124

а) Задача: развитие интеллектуальных умений (анализ и синтез) при освоении тематической лексики.

Предполагаемый ответ:

The people must be brave. They are all involved in activities that could be dangerous.

б) Задача: развитие умений монологической речи (описание эмоционального состояния).

Предполагаемый ответ:

2. I'm on a roller coaster. I can hear people screaming. I feel scared and excited at the same time.

3. I'm walking a tightrope. I feel nervous and scared. I'm trying to keep the balance.

4. I'm skydiving. I hear the wind blowing through my ears. I'm thrilled and excited. Of course it's scaring but I like extreme sports, there's so much adrenalin in blood.

• Упр. 2, с. 124

Задачи: освоение клише речевого этикета для выражения одобрения/неодобрения, развитие умений диалогической речи.

Предполагаемый ответ:

A: I'm thinking of getting a new haircut.

B: I think it's a great idea.

A: Do you think I should try this new dish?

B: Why not?

A: Do you think it's a good idea to take up a new hobby?

B: If I were you, I would.

A: Do you think I should get a summer job?

B: I'm not sure that's a good idea.

A: I'm thinking of learning a foreign language.

B: Sure, go for it!

• Упр. 3, с. 124

Задачи: развитие умения прогнозировать содержание текста по его началу; развитие умений ознакомительного чтения.

Ключи:

Brian had an accident doing an extreme sport.

• Упр. 4, с. 124

Задачи: развитие умений поискового чтения; развитие навыков чтения вслух (произносительно-интонационных навыков); развитие навыков использования новой лексики в речи.

Ключи:

obviously – clearly; **stick to** – stay with; **accidentally** – not on purpose

Предполагаемый ответ:

1 She was **obviously** angry or she wouldn't have screamed at us. 2 You need to **stick to** your diet if you want to lose weight. 3 I didn't realise and I **accidentally** locked the door to the house and left the key inside.

• Упр. 5, с. 125

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

Предполагаемый ответ:

A: Amy! How did you get those scratches on your face?

B: Oh, it was silly, really.

A: Tell me what happened.

B: Well, remember I told you I was going skydiving at the weekend.

A: Yes, of course.

B: Well, I was having a brilliant time and everything was going smoothly right up until I was about to land.

A: Oh, dear, what happened?

B: Unfortunately I missed my target and I landed in a tree! I got stuck on a branch and scratched my face.

A: Well, you are lucky that was all that happened.

B: Yes I suppose. Other than that, I really enjoyed it.

• Упр. 6, с. 125

Задача: развитие социокультурной компетенции (выбор правильного ответа в соответствующих ситуациях общения).

Ключи:

1 c 2 d 3 b 4 e 5 a

• Упр. 7, с. 125

Задача: развитие произносительных и интонационных навыков.**Ключи:**1 A: Where are you from?B: I'm from Russia.2 A: What do you do?B: I'm a student.

3 A: When did you start ice climbing?

B: I started three years ago.

• Упр. 8, с. 125

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

B: I went with my friends Ivan and Tanya.

A: How was it?

B: It was fantastic.

A: Where did you go exactly?

B: We went to Copper Mountain. I can't wait to go again!

A: Really? When do you plan to go again? Maybe I will come with you?

B: Oh yes! We are going next weekend.

• Упр. 9, с. 125

Задача: развитие умений аудирования с пониманием основного содержания.**Ключи:**

1 E 2 D 3 A 4 B 5 C

• Упр. 10, с. 125

Задача: развитие навыков распознавания и использования изученной лексики в новом контексте.**Предполагаемый ответ:**

• I'm thinking of going to speak to that person over there. Do you think I should?

• If I were you, I would.

• Sure, go for it!

• Oh, dear! What happened?

• I would think twice about that.

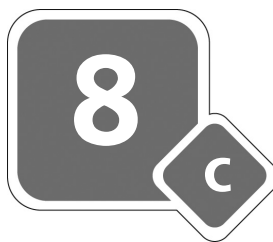
• Hmm ... I don't know.

• Get well soon!

• Yes, it really hurts.

• Actually, I'm not feeling well at all.

• Oh, that's good. ...

Итог урока: Рефлексия освоенного организуется по образцу, описанному на с. 41.**Домашнее задание:** SB, упр. 10*, с. 125; WB, с. 75.**Урок 4****Grammar in Use**

• Упр. 1, с. 126

а) Задача: развитие навыков распознавания и использования косвенной речи.**Ключи:**

Actual words the people said are in the speech bubbles in the cartoon. The exact meaning, but not actual words are in the joke box at the side.

б) Задача: развитие навыков распознавания и использования различных грамматических времён в косвенной речи.**Ключи:**

1 was shrinking; 2 will; 3 would

1. The tenses change into the past form of the particular verb form in the direct speech. The pronouns change to refer to the person saying the speech and others in the speech. E.g. Sam said, "You are my friend." → Sam told me that I was his friend. 2. Said and told. Said is used when the person spoken to is not mentioned. 3. A positive command is reported using to + infinitive verb. A negative command is reported using not to + infinitive verb. 4. Time expressions change in reported speech according to the meaning of the sentence. today → that day; yesterday → the day before, the previous day; tomorrow → the next day, the following day; next week → the week after, the following week; last year → the year before, the previous year; this → that

• Упр. 2, с. 126

Задача: развитие навыков распознавания и использования прямой и косвенной речи.**Ключи:**

1 b 2 a 3 b 4 b

• Упр. 3, с. 126

Задача: развитие навыков распознавания и использования в прямой и косвенной речи глаголов say/tell.**Ключи:**

2 told; 3 said; 4 told; 5 said; 6 said

2 Jack told me that he had just broken a glass.

3 Jane said not to shout. She had a headache.

4 Ryan told us that they were not going to the cinema that night.

5 Brain told Joanne that Tim was working that day.

6 I said to Greg that I didn't know where my MP3 player was.

• Упр. 4, с. 126

Задача: развитие навыков распознавания и использования косвенной речи.

Предполагаемый ответ:

S1: No talking in class you two!

S2: What did Maria say?

S3: She told us not to talk in class.

S1: Don't interrupt me!

S2: What did he say?

S3: He said not to interrupt him.

S1: Jane, leave the classroom immediately.

S2: What did Jerry say?

S3: He told you to leave the classroom. Immediately.

• Упр. 5, с. 127

Задачи: развитие умений монологической речи (сообщение); развитие навыков использования косвенной речи.

Ключи:

Tom told me that he couldn't come to music practice. He said that he was not feeling very well and he was going to the doctor. He told me not to worry and said that he would be there (here) on Friday.

• Упр. 6, с. 127

Задача: развитие навыков распознавания и использования различных типов вопросов в косвенной речи.

Ключи:

a) 1 yes/no; 2 wh-; 3 changed

b) 2 The doctor asked when I started feeling ill. 3 The doctor asked if (whether) I felt sick. 4 The doctor asked if (whether) I had a sore throat. 5 The doctor asked whether (if) I had taken any painkillers.

• Упр. 7, с. 127

Задача: развитие навыков распознавания и использования глаголов в косвенной речи.

Ключи:

1 She reminded me that my appointment was at 2 pm. 2 He warned me not to step on that broken glass. 3 Pam offered to lend me her MP3 player. 4 Bill explained that he was late because there had been a lot of traffic. 5 Mum advised me to put a plaster on my finger. 6 He refused to go to the doctor. 7 Jane promised that she would not be late/Jane promised not to be late.

• Упр. 8, с. 127

Задача: развитие навыков распознавания и использования в речи неопределённых и отрицательных местоимений.

Ключи:

2 nothing; 3 anyone; 4 nothing; 5 everything; 6 something; 7 No one

• Упр. 9, с. 127

Задачи: развитие навыков распознавания и использования косвенной речи; развитие умений письменной речи.

Предполагаемый ответ:

Hi David!

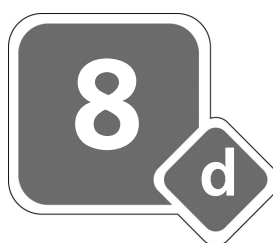
Guess what! Paul told me that he had had an accident. He said that he had twisted his ankle while he was playing basketball at school. He told me to tell you he was sorry and that it would be impossible for him to go camping this weekend with us. He promised that as soon as he was better we would arrange to go again. He wished us a good trip and to be careful in the mountains. So it's just the two of us this weekend, but I'm sure we will have fun!

Andrey

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

Задачи: развитие умений прогнозирования содержания текста по заголовку; развитие умений ознакомительного чтения.

Предполагаемый ответ:

I think the text will be about how to survive if you are lost in the jungle.

• Упр. 2, с. 128

Задачи: развитие умений ознакомительного и изучающего чтения; развитие языковой догадки.

Ключи:

1 E 2 C 3 A 4 F 5 D

Предполагаемый ответ:

shelters: places people stay that protect them from bad weather and danger;

stick: a long piece of wood or branch from a tree;

part: to make a space by moving things that are grouped together in opposite directions;

vegetation: plants and trees in a area;

poisonous: very harmful, causes illness or death;
juicy: having liquid inside and usually tasting good;
creepy-crawlies: insects, bugs;
turn up your nose: refuse or reject sth as not good enough;
warning: sth that makes you aware of a danger or problem;
mudslides: a large amount of dirt that falls down a mountain or hill, usually dangerous;
steep hillsides: sharp rising sides of a hill;
do the trick: do what you want it to;
reflects: when light, sound or heat hits an object and is sent back to its origin

• Упр. 3, с. 128

Задача: развитие умений поискового чтения.

Ключи:

The author mentions 'Lost' to make the point that it is more difficult to survive in the jungle than shown on TV.

The author mentions insects as some can be dangerous and others can be used for food.

The author mentions rain because it rains a lot in the jungle and it can cause problems.

The author mentions an aeroplane as a possible way to be rescued from the jungle.

The author mentions a broken bottle as one thing that you can use to help be rescued.

• Упр. 4, с. 128

Задача: развитие умений монологической речи (сообщение с опорой на тезисы).

Обратите внимание учащихся на рубрику *Study Skills*. Делая презентацию (монологическое высказывание), необходимо учитывать такой важный принцип, как общение с аудиторией: визуальный контакт с аудиторией, голосовые модуляции.

Ключи:

vegetation	thick, need stick-part, careful of poisonous insect/snakes
food and drink	insect source of protein, avoid colourful insects, collect rainwater in leaves
weather	lots of rain, mudslides, avoid steep hillsides
signalling for help	aeroplane, use broken glass to reflect sunlight

Предполагаемый ответ:

What would you do if you were lost in the jungle? Do you know how to survive? There are a few important things you should know if you are ever lost in the jungle.

First of all, the jungle has thick vegetation so you will need a stick to part it when you walk through it. This way you will also be able to see any poi-

sonous insects or snakes.

A very important thing to know is what you can eat and drink when in the jungle. Try insects as they are a good source of protein, but avoid colourful ones as they are usually poisonous. You can collect rainwater in leaves to drink.

It rains a lot in the jungle causing mudslides so stay away from steep hillsides.

Finally, if an aeroplane passes overhead, use a piece of glass to reflect the sunlight and signal the plane. Help should soon be on its way.

• Упр. 5, с. 128

Задача: развитие умений продуктивного письма (составление краткого аргументированного высказывания на тему «Если потерялся в пустыне»).

Предполагаемый ответ:

If I were lost in the desert, I would try to use the clothes I have to protect me from the hot sun. I would sleep during the day and walk at night. I would look for lights on the horizon that indicate a city or a town. If I saw any insects, I would eat them. If an aeroplane flew overhead, I would use any metal I had on me, like a belt bucket, to reflect sunlight and signal the plane.

• Упр. 6, с. 129

Задачи: развитие навыков узнавания и использования в речи новой лексики по теме «В походе»; развитие умений диалогической речи (комбинированный диалог).

Предполагаемый ответ:

A: ... take insect repellent to keep the bugs away?

B: Yes, definitely. What if one of us gets injured? We'd better take the first aid kit.

A: You're right. I think we will also need a pen knife; it has many useful tools on it.

B: Good idea. Do you think we need an umbrella in case of rain?

A: No, we have our raincoats and hats. It would be difficult to hike while holding an umbrella.

B: Yes, that's true. We need to dress in warm clothes though, as it is very cold and windy up on the mountain. Etc.

• Упр. 7, с. 129

а) Задача: развитие навыков узнавания и использования в речи новой лексики по теме «Первая помощь».

Ключи:

1 cast; 2 plaster; 3 sling; 4 antiseptic cream; 5 ointment; 6 ice pack; 7 bandage

б) Задачи: развитие навыков использования в речи новой лексики по теме «Первая помощь»; развитие умений монологической речи (сообщение).

Предполагаемый ответ:

Last summer, I was riding my bike in the park when I hit a rock and fell. I sprained my wrist. I also cut my leg on a piece of glass. It really hurt. My friend helped me get home and my mum put an ice pack on my wrist and some antiseptic cream on the cut. We went to the hospital and a doctor put my arm in a sling so I wouldn't move my wrist.

• Упр. 8, с. 129

Задача: развитие навыков распознавания и использования в речи разделительных вопросов.

Ключи:

Question tags are formed by using the modal (auxiliary) verb from the main statement and the appropriate subject pronoun. A positive statement is followed by a negative question tag and a negative statement is followed by a positive question tag.

• Упр. 9, с. 129

Задача: развитие произносительных и интонационных навыков.

Ключи:

1 isn't she? – sure; 2 shall we? – sure; 3 did you? – not sure; 4 hasn't he? – sure; 5 can he? – not sure; 6 do you? – not sure; 7 wasn't it? – sure

• Упр. 10, с. 129

Задача: знакомство с идиомами, связанными своими компонентами с темой «Животные».

Ключи:

1 has a bee in his bonnet – иметь своих тараканов в голове, с чудинкой; 2 barking up the wrong tree – идти по ложному следу; 3 take the bull by the horns – брать быка за рога; 4 let the cat out of the bag – раскрыть секрет; 5 killed two birds with one stone – убить двух зайцев

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

Домашнее задание: SB, упр. 7*, с. 129; WB, с. 77.

Урок 6



Writing Skills

• Упр. 1, с. 130

Задачи: освоение общих подходов к написанию письма-заявления о приёме на работу; развитие умений ознакомительного и изучающего чтения.

Предполагаемый ответ:

VOLUNTEERS AGED 13+ WANTED for the Sea Turtle Rescue Centre on the Greek island of Zakynthos to patrol and clean beaches, provide tourist information & help injured turtles. No experience necessary, but applicants must:
– have an interest in conservation;
– be fit and good at dealing with people;
– speak English (other languages an advantage).
Download our application form and email it with your letter of application, explaining why you would be a suitable volunteer, to: markhudson@seaturtle-centre.org

1 It is advertising for volunteers for a sea turtle centre. 2 Young people 13+ that are interested in conservation. 3 In a website. 4 Applicants should be fit and good at dealing with people. They must also speak English. 5 Download application form and email it with a letter of application.

• Упр. 2, с. 130

Задача: развитие умений заполнения анкеты при приёме на работу; подготовка к продуктивному письму (письмо-заявление о приёме на работу).

Индивидуальные ответы учащихся.

• Упр. 3, с. 130

а) Задачи: освоение общих характеристик и структуры письма-заявления о приёме на работу; развитие умений изучающего чтения.

Прочитайте и обсудите с учащимися материал в рамке. Убедитесь в понимании структуры письма данного типа.

б) Задача: развитие умений поискового чтения.

Ключи:

1, 3, 4, 7, 9, 10

• Упр. 4, с. 131

Задачи: развитие умений ознакомительного чтения; освоение структуры письма-заявления о приёме на работу.

Ключи:

The first paragraph of the letter of application gives the reason for writing.

The second paragraph gives reasons why the person is suitable for the position.

The third paragraph gives information about personality and experience.

The last paragraph gives details of when and how to contact the applicant.

• Упр. 5, с. 35

а) Задачи: развитие навыков распознавания в письменной речи официального

стиля; подготовка к написанию делового письма-заявления о приёме на работу.

б) Задачи: развитие навыков распознавания в письменной речи официального стиля; развитие умений поискового чтения.

Ключи:

1 I saw your advertisement in Monday's edition of ... 2 I am interested in applying to be a volunteer at your rescue centre. 3 I have just taken the PET English exam and I passed with grade A 4 Last year, I was member of the school environment club and was involved in various conservation projects. 5 I am described by my teachers as ... 6 I learned how to deal with a variety of people. 7 I attach my completed application form. 8 I would be grateful if you would consider me as a volunteer. 9 I can be contacted ... at any time. 10 I look forward to hearing from you.

• Упр. 6, с. 131

Задачи: развитие умений отбирать и структурировать материал согласно плану; подготовка к написанию письма-заявления о приёме на работу.

Ключи:

key words: wanted volunteers, organize activities, summer camp, children with learning disabilities, 13 to 16 years old, speak English, experience working with children, hardworking and patient I will write a letter of application to be a volunteer at a summer camp.

Para 1 – reason for writing

Para 2 – information about me

Para 3 – my experience and my personality

Para 4 – closing remarks – looking forward to hearing a reply

• Упр. 7, с. 131

Задача: развитие умений письменной речи (написание письма-заявления о приёме на работу).

Предполагаемый ответ:

Dear Mr Johnson,

With reference to your advertisement, in an international students' magazine, I would like to apply for a volunteer position.

I am a fifteen-year-old student currently attending middle school. I really enjoy working with children. I hope to study theory of education and become a teacher. I have just passed the Pet English exam with grade A. At school, I am involved in a variety of sports teams and clubs including the psychology club.

I am described by my fellow students and teachers as sociable, caring and creative. Furthermore, I volunteer every week as a group leader at a youth centre in my neighbourhood,

where I coordinate different activities and sports for children of all ages. From this experience I have learned to communicate well with young people and understand their needs. In addition to my volunteer work, I do babysitting for some of the families in my neighbourhood.

I have attached my application form and references. I would be grateful if you would consider me as a volunteer. I can be contacted at the number on my application form at any time. I look forward to hearing from you.

Yours sincerely,

Tanya Popova

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

Домашнее задание: SB, упр. 7*, с. 131; WB, с. 78.

Урок 7



English in Use

• Упр. 1, с. 132

Задачи: развитие навыков распознавания и использования в речи слов, значения которых представляет трудность для изучающих английский язык; развитие умений изучающего чтения.

Ключи:

1 injured; 2 gained; 3 properly; 4 lost; 5 rescued; 6 avoid; 7 instead of; 8 made; 9 inspiring; 10 disability

Предполагаемый ответ:

1 The hostage was not harmed by the kidnappers. 2 The team practised very hard and won the game. 3 The building was suitably designed for a hospital. 4 She forgot to get off the bus and missed her stop. 5 After the accident, she recovered from her injuries in hospital. 6 New drugs are being developed to prevent cancer. 7 He is able to swim long distances besides being a very fast swimmer. 8 The job was done in a few hours. 9 He is promising everyone that he will finish on time. 10 His inability to speak French made him not suitable for the job.

• Упр. 2, с. 132

Задачи: развитие умений изучающего чтения; развитие навыков распознавания и использования суффиксального словообразования.

Ключи:

1 tourists; 2 conservation; 3 darkness; 4 peaceful;
5 amazing

- Упр. 3, с. 132

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

Ключи:

1 off; 2 out; 3 through; 4 away; 5 on

- Упр. 4, с. 132

Задача: развитие навыков распознавания и использования предлогов (in, on, of, for) в речи.

Ключи:

1 in; 2 of; 3 for; 4 in; 5 on

- Упр. 5, с. 132

Задача: развитие навыков ознакомительного чтения; развитие навыков использования косвенной речи.

Ключи:

Julie said that she couldn't believe that Brian had done a parachute jump and Julie asked Brian if he found the parachute jump scary. He told her that he had not even thought about it. He said that he had just jumped.

Then she asked him if people had been watching below.

He told her that there had been a lot of people watching. He asked if she wanted to do a parachute jump with him the following week.

She told him that she didn't want to because she would be too scared.

He explained that the trainers would show her what to do. So she told Brian that she would do it.

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

Домашнее задание: SB, упр. 5*, с. 132; WB, с. 79.

Урок 8**Culture Corner**

- Упр. 1, с. 133

Задачи: повторение слов по теме «Части тела и органы чувств»; развитие умений монологической речи (умение выражать аргументированное отношение к заданной ситуации по теме).

We need our fingers to touch.

We need our eyes to see.

We need our mouth to taste.

We need our nose to smell.

Предполагаемый ответ:

If I wasn't able to see I wouldn't be able to go to school by myself. I wouldn't be able to read, watch TV or play sports. I would probably have to go to a special school and have a guide dog.

- Упр. 2, с. 133

Задачи: развитие умений прогнозирования содержания текста на основе фоновых знаний; развитие умений ознакомительного чтения.

Ключи:

Helen Keller was a person from the US history who became blind and deaf after a childhood illness. She was an inspiration because she became the first blind-deaf person to get a degree at university and she also wrote books.

- Упр. 3, с. 133

Задача: развитие умений поискового чтения.

Ключи:

30 – Helen learned 30 words.

1904 – The year that she graduated from university.

20 – The age she was when she went to university.

1 – The age she was when she got the illness.

7 – The age that she got a tutor.

12 – Helen Keller met 12 US presidents.

- Упр. 4, с. 133

Задача: развитие умений изучающего чтения.

Ключи:

1 Helen succeeded in having a normal life despite her disabilities. 2 Helen misbehaved a lot when she was young. I think she was like this because life was very difficult for her; she wasn't able to see or hear. 3 Anne Sullivan helped Helen to read and write and lead a normal life. 4 When Helen was an adult she got a degree from university and wrote many books. 5 The fact that she worked in her adult life to raise money for people like herself. 6 From Helen's life we can learn that anything is possible if we try our best.

- Упр. 5, с. 133

Задачи: развитие умений изучающего чтения; развитие языковой догадки.

Предполагаемый ответ:

exist: to be real and present in the world;

blind: unable to see;

deaf: unable to hear;

tutor: teacher;

strict: firm enforcing the rules;

progress: improve and get better;

ordinary: normal;

graduate: successfully complete university;
degree: the award one gets for completing a 3 or 4-year course at university;
inspiration: an influence on people to achieve things

• Упр. 6, с. 133

Задача: развитие умений продуктивного письма (краткое изложение содержания текста).

Предполагаемый ответ:

Helen Keller was an amazing person who despite being blind and deaf graduated from university, wrote many books and travelled the world. At the age of one Helen became blind and deaf from an illness. The first few years of Helen's life were very difficult for her as she was unable to communicate with the outside world. Helen's family hired a tutor named Ann Sullivan who was very strict with Helen and managed to teach her to communicate with sign language. Helen learned to read and write. She went to university and was the first blind-deaf person to get a degree. Helen wrote many books, gave lectures and travelled the world to raise money and improve conditions for the blind. Helen's achievements are truly an inspiration for us all.

• Упр. 7, с. 133

Задачи: развитие умений собирать (в том числе с использованием интернет-ресурсов) и организовывать информацию по заданной теме (о своём кумире – известном русском/российском деятеле); развитие умений продуктивного письма.

Предполагаемый ответ:

When Russian people think of the best of Russian literature, they most often think of Alexander Pushkin. He is considered the father of Russian literature. He wrote all poems and stories in Russian, at a time when most things were written in French or English. Writing in Russian made his poetry and literature available to everyone.

Pushkin was born in 1799 and published his first poem at the age of 15. Throughout his lifetime, he wrote hundreds of plays, short stories and poems. In 1831, he married a woman named Natalya Goncharova. They had four children together. He died in 1837 in a duel defending the honour of his wife. All Russian people love Pushkin. His determination to write what he believed in inspires me to work hard and accomplish what I want no matter the difficulties.

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

Домашнее задание: SB, упр. 6, 7*, с. 133; WB, с. 80.

Урок 9

Spotlight on Russia с. 10. Inspiring People

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

Начало урока

Организуйте беседу о выдающихся спортсменах и других замечательных известных людях нашей страны, которые служат кумирами для многих.

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.

Организуйте лексическую работу на основе текста. Она может включать работу над транслитерацией имён, повторение выражений по теме «Спорт». Предложите учащимся задать свои вопросы одному из выдающихся деятелей (спортсменов, художников, писателей) России. Окажите лексическую помощь в оформлении вопросов и ответов (ролевая игра-интервью). 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 выдающихся людях, которых не сложили трудности (например, об участниках Параолимпийских игр).

Предполагаемый ответ:

A: *What challenges have you faced in your life?*

B: *I have moved house three times since I was young because my father is in the army.*

A: *How did you overcome this problem?*

B: *I overcame this difficulty in my life by making lots of friends and keeping in touch with my old friends.*

A: *Who is your favourite Russian athlete?*

B: *Sasha Kaun is my favourite Russian athlete. He plays centre for the Russian national basketball team. I am also a centre on my basketball team that is why I like him.*

A: *Would you like to be a famous athlete?*

B: *Yes I would. I would be able to travel around the world, be on TV and play my favourite sport.*

My real-life hero is my uncle Victor. When he was young, he was in a car accident which paralysed

his left leg. He is my hero because this injury did not stop him from following his dreams to be a basketball player. At first it was difficult for Victor. He thought he would never play basketball again. He went to doctors to see if they could fix his leg but there was no hope. So he decided he had to make the best of this situation. He found out that a local basketball league had a team where all of the players played in wheelchairs. He went right away and joined the team. Now, the team goes to national championships and travels around the world.

Итог урока: Рефлексия освоенного организуется 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 темы «Антарктика»; развитие умения ознакомительного чтения; развитие умений монологического высказывания (умения выражать аргументированное отношение к прочитанному).

Предполагаемый ответ:

The piece of information I find most impressive is that the lowest temperature ever recorded was – 89.6 degrees Celsius.

• Упр. 2, с. 134

Задачи: освоение приёмов работы с текстом, относящихся к технологии критического мышления; повторение и использование новой лексики в речи по теме «Экология»; развитие умений поискового чтения.

Предполагаемый ответ:

greenhouse gases: a cause of global warming that is destroying the Antarctica

burning fossil fuels: another cause of global warming that is destroying Antarctica

rising world temperatures: the rise of world temperatures is causing the ice to melt in Antarctica and destroying the habitat of many animals there

melting ice: the problem of melting ice of Antarctica is causing the sea levels to rise.

adventurous tourists: tourists going on tours of the Antarctica

CO2 emissions: pollution such as CO2 emissions is threatening the Antarctica

global warming: is destroying the Antarctic and the animals that live there

• Упр. 3, с. 134

Задача: развитие умений изучающего чтения и языковой догадки.

Ключи:

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

• Упр. 4, с. 135

Задачи: развитие языковой догадки; развитие навыков использования тематической лексики в контексте.

Предполагаемый ответ:

deforestation: the cutting down of trees in a forest or jungle;

polar: sth which is near the North and South Poles;

flooding: (too much water) overflowing and covering an area;

bury: to cover with sth;

predator: an animal that hunts another animal;

wilderness: desert, somewhere not used by people;

range: be included in a group of numbers, include a variety of numbers;

scenery: the surrounding landscape;

impact: an effect;

quality: the good things about it;

draw: attract

Ключи:

1 deforestation; 2 bury; 3 flooding; 4 predators; 5 ranges

• Упр. 5, с. 135

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

Предполагаемый ответ:

It is important to protect Antarctica because it is home to many animals, birds, plants and sea life. We could help protect Antarctica by limiting the amount of people that travel there. We must stop global warming by burning less fossil fuels and finding other environmentally friendly energy sources such as solar energy.

• Упр. 6, с. 135

Задача: развитие умений монологической речи (аргументированное высказывание, связанное с ситуацией общения).

Предполагаемый ответ:

If I was offered a trip to Antarctica, although I think it would be very interesting I wouldn't go because that would add to the impact of pollution in the area.

• Упр. 7, с. 135

Задача: развитие умений самостоятельного высказывания по теме на основе прочитанного и личных ценностных ориентаций.

Предполагаемый ответ:

- ... repair old items which are broken instead of buying new ones.
- ... buy items which are cleaner and better for the environment.
- ... buy electrical items which have the energy star rating.
- ... always switch off electrical items when they are not being used.
- ... use public transport or go on foot.
- ... buy only items that are needed.
- ... give old items to charities and people in need.

Упр. 8, с. 135

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

Предполагаемый ответ:

I think the motto means to be careful and protect the environment that we visit.

Упр. 9, с. 135

Задачи: развитие умений собирать (в том числе с использованием интернет-ресурсов), организовывать и представлять информацию по заданной теме (об Антарктике); развитие умений работать в группе.

Предполагаемый ответ:

Antarctica is the Earth's most southern continent located at the South Pole. About 98 percent of Antarctica is covered by ice. There are no trees or bushes that grow in Antarctica, only moss and algae. Whales, seals and birds live in the waters and coastal areas of Antarctica. Penguins are the most famous inhabitants of the Antarctic. These birds can't fly and live on the ice sheets and

coastal waters.

Global warming and pollution are threatening this precious ecosystem. Before the 1960s there was no regulation or protection of Antarctica. The Antarctic treaty now protects all the animals and plants there and prohibits pollution in the area. Pollution of the sea is prohibited and no Antarctic animal can be captured or hunted. Special permits are given to visit the area to those that are approved by the treaty.

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

Домашнее задание: SB, с. 135, упр. 9*; WB, с. 82.

Progress Check

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

Ключи:

1 1 injured; 2 sunscreen; 3 plaster; 4 cat; 5 bandage; 6 sprain; 7 rucksack; 8 map; 9 disability; 10 burnt

2 1 John told me that we were going on a hike the next day. 2 Jenny said to go to the doctor's.

3 Amanda asked me if I still had a sore throat.

4 Andrea told me that Matt had a very bad headache. 5 Samantha told me that fortunately, she had not broken her leg.

3 1 No one; 2 something; 3 Everyone; 4 everywhere; 5 anything

4 1 out; 2 on; 3 off; 4 through; 5 away

5 1 c; 2 e; 3 d; 4 b; 5 a

Ключи к разделу учебника "Grammar Check"

Модуль 1

1. 1 Are you doing; 2 hasn't eaten; 3 is thinking; 4 has been working; 5 look/are looking; 6 starts

2. 1 have been working; 2 have lost; 3 smells; 4 have been working, still haven't finished; 5 has been using; 6 is having; 7 do people wear; 8 Have you found

3. (Suggested Answers)

2. A: Do you have breakfast in the morning?

B: Yes, I have breakfast every morning.

3. A: What time does your dad leave for work?

B: He leaves for work at 8:00.

4. A: Do you meet your friends in the afternoon?

B: Yes, we usually meet at the shopping mall.

5. A: Does your mum do the shopping every day?

B: No, only on Tuesdays and Thursdays.

6. A: What do you do in your free time?

B: I play football in my free time.

4. 1 haven't written; 2 've been; 3 have you been; 4 've just come; 5 celebrated; 6 served; 7 played; 8 put; 9 finished; 10 've been surfing; 11 is still waiting

5. Susan Jameson

A: How long has Susan been playing tennis?

B: She has been playing tennis since 2004.

A: How many matches has she played so far?

B: She has played 100 matches.

Sally Hill

A: How long has Sally been collecting stamps?

B: She has been collecting stamps for 2 years.

A: How many stamps has she collected so far?

B: She has collected 200 stamps.

Daniel Johnson

A: How long has Daniel been taking pictures?

B: He has been taking pictures since 2006.

A: How many pictures has he taken so far?

B: He has taken 500 pictures.

6. 2 seldom takes; 3 often plays; 4 sometimes meets; 5 usually visits; 6 never surfs

7. (Suggested Answers)

2 A: How often does your dad drive you to school?

B: My dad sometimes drives me to school.

A: My dad seldom drives me to school.

3 A: How often do your grandparents visit you?

B: My grandparents sometimes visit me on Wednesday.

A: My grandparents usually visit me at the weekend.

4 A: How often does your family go on a picnic?

B: My family never goes on a picnic.

A: My family seldom goes on a picnic.

5 A: How often do you tidy your room?

B: I always tidy my room.

A: I never tidy my room. Mum does.

6 A: How often does your Maths teacher assign you a lot of homework?

B: My Maths teacher often assigns us a lot of homework.

So Tuesday and Thursday are the busiest days.

A: My Maths teacher usually assigns us a lot of homework.

8. 1 where; 2 when; 3 which; 4 who; 5 where; 6 whose; 7 who; 8 why;

9. 1 Buckingham Palace, which is in the residence of the Queen of England, is in London. (ND – can be omitted); 2 The book, (which) I bought yesterday, is very interesting. (ND – can be omitted); 3 Sam, whose birthday is on Saturday, is having a party this weekend. (ND – can be omitted); 4 I have been studying all day, which makes me tired. (D – cannot be omitted); 5 The best time to visit Scotland is on New Year's Eve, when Hogmanay takes place. (D – cannot be omitted); 6 Amy, who is taking part in the carnival, has made her costume herself. (ND – cannot be omitted)

		You	Your partner
2	drives	S	R
3	visit	S	U
4	go	N	R
5	tidy	A	N
6	assigns	O	U

Модуль 2

1. 1 to study; 2 stealing; 3 stay; 4 doing; 5 visiting; 6 seeing

2. 1 b; 2 a; 3 c; 4 c; 5 a; 6 b

3. • Helen manages to combine work and family life. • Helen hopes to build her own animal hospital. • Helen can't stand seeing stray animals. • Helen sometimes finds it difficult to handle large animals. • Helen would like to travel round the world.

4. 1 to invite; 2 to spend; 3 shouting; 4 to do; 5 make; 6 to choose; 7 to do; 8 give; 9 to complete; 10 helping; 11 being

5. 2 F; 3 H; 4 A; 5 D; 6 E; 7 C; 8 B

6. 2 rent; 3 to spend; 4 sharing; 5 to tidy; 6 to have

(Suggested Answers)

I would prefer to rent a house than a flat. I would prefer to tidy my own room so that I know where everything is. I prefer to spend time in the lounge because I can relax and watch TV. Etc.

7. 2 to take; 3 to bring; 4 visiting; 5 to take; 6 going; 7 relaxing

8. 2 Mr Smith is too tired to work. 3 James is old enough to drive a car. 4 It is windy enough to go windsurfing. 5 The exercise is too difficult to do.

9. (Suggested Answer)

• Wayne's new bedroom is not spacious enough. • Wayne's new neighbours are too nosy. • Wayne's new neighbourhood is too crowded. • Wayne's new garden is too narrow. • Wayne's new garage not big enough.

Модуль 3

1. 1 was telling; 2 said; 3 was walking; 4 noticed; 5 were shining; 6 saw; 7 were flying; 8 chased; 9 didn't believe; 10 heard; 11 looked; 12 screamed; 13 could; 14 circling

(Suggested Answer)

I think Henry saw Scary Sally and ran to tell his Dad.

2. 1 had already left; 2 had you been trying; 3 had put

away; 4 had been playing; 5 had been saving; 6 had just started

3. 2 d Mike had lunch and then did the washing-up. 3 a Daniel had already got to the airport when he realised he had left his passport at home. 4 b Sarah's clothes were wet because she had been walking in the rain. 5 e Julia was sleeping when a loud noise woke her up.

4. 1 had been working, broke down; 2 was mopping, was cutting; 3 Were you sleeping, started; 4 was flying; 5 had passed; 6 had cleaned, came; 7 waited, opened, was making; 8 hadn't gone shopping, spent

5. 2 ~~did you do~~ → were you doing; 3 ~~was twisting~~ → had twisted; 4 ~~was living~~ → lived; 5 ~~was cooking~~ → had cooked

6. 1 had been studying; 2 entered; 3 sat; 4 were wearing; 5 handed out; 6 were writing; 7 had broken; 8 had been making

7. • ... He took his luggage and got a taxi and went to his halls of residence. • He arrived at his flat and opened his suitcase. He was surprised because his suitcase was full of women's clothes. He realised that he had taken the wrong suitcase. • He called the Lost and Found Department at the airport but the officer said nobody had reported that they had also taken the wrong suitcase. Daniel was really upset. • He went into the kitchen and made dinner. The door opened and a girl entered the flat. She was holding his suitcase! He went to his bedroom and returned holding her suitcase. He showed it to the girl and they started laughing.

8. 2 I used to drive to work. 3 I didn't use to go jogging every day. 4 I didn't use to have a rabbit. 5 We used to live in a flat. 6 I didn't use to cook every day.

9. 1 used to rent; 2 used to/would take; 3 didn't use to buy; 4 used to/would go; 5 didn't use to have

Модуль 4

1. 1 starts; 2 will become; 3 is flying; 4 will help; 5 are going to drop

2. 1 A; 2 C; 3 B; 4 B; 5 C

3. 1 am going to take; 2 will have been performing; 3 will have learnt; 4 will love

4. 2 will be having; 3 will have had; 4 will be watching; 5 will have been surfing; 6 will have gone

5. 1 will be flying; 2 will have been surfing; 3 will be moving/am moving; 4 Will you be going; 5 will have been studying; 6 Will you have come; 7 will have taken; 8 will have been repairing

6. 2 She will buy a new computer as soon as she gets paid. 3 She will stay in the house until it stops raining. 4 He will meet his friends after he has done his homework.

7. 1 before, leave; 2 will vacuum, while, are doing; 3 By the time, realises, will be; 4 does not know, when, will come/won't know, until, comes; 5 will call, as soon as, arrive; 6 will pay, the moment, get paid

8. 1 in case; 2 in order to; 3 in case; 4 so as to

9. 1 so little attention; 2 such a heavy suitcase; 3 so much money; 4 such bad weather (that)

Модуль 5

1. 1 less; 2 more; 3 easier; 4 more interested; 5 better;

6 younger; 7 more exciting; 8 latest

2. 1 c 2 b 3 a 4 a 5 b 6 a

3. 2 as tall; 3 the cleverest; 4 less friendly; 5 the most handsome/handsomest

4. 1 more; 2 more (1st); 3 very; 4 by; 5 more; 6 the (2nd)

5. 1 cheaper; 2 more slowly; 3 the best; 4 close; 5 further

6. (Suggested Answers)

I think Brad Pitt is younger than George Clooney. I think Celine Dion is more talented than Beyonce. I think Matt Damon is more handsome than Ben Affleck. I think Richard Gere is more famous than Edward Norton. I think Julia Roberts is friendlier than Cameron Diaz. I think Owen Wilson is more successful than Matt Dillon.

7. 1 very; 2 totally; 3 extremely; 4 rather; 5 extremely; 6 completely

8. **Indiana Jones:** 2 rather; 3 totally, **Harry Potter:** 1 rather; 2 extremely; 3 fairly

(Suggested Answer)

Pirates of the Caribbean is a totally action-packed film with a rather unusual plot. The characters are extremely interesting, especially Captain Jack Sparrow. The ending was extremely unusual with lots of surprises.

9. 1 exercising; 2 reading; 3 spend; 4 to live; 5 live; 6 surf; 7 have

10. (Suggested Answers)

2 A: Would you rather have a salad or a cheeseburger for dinner?

B: I would rather have a salad than a cheeseburger for dinner, it's healthier.

3 A: Do you prefer listening to music or watching TV?

B: I prefer listening to music than watching TV.

4 A: Would you rather have lunch at home or eat out today?

B: I would rather have lunch at home than eat out at today, I'm tired.

5 A: Would you rather see a romantic comedy or see a horror film?

B: I would rather see a horror film than see a romantic comedy.

6 A: Would you prefer to go to the cinema or go to the theatre tonight?

B: I would prefer to go to the theatre than go to the cinema tonight.

Модуль 6

1. 1 are not allowed; 2 has not been delivered; 3 was Pete promoted; 4 is being built; 5 was stung; 6 must be finished; 7 was The Day the Earth Stood Still directed; 8 has not been repaired

2. 1 was burgled; 2 is estimated; 3 must be removed; 4 are abandoned; 5 was donated; 6 should cats be fed

3. The Great Pyramid of Giza was built around 2,720 – 2,560 BC over a period of 20 years. The Great Pyramid of Giza is made up of 2.3 million limestone blocks. The pyramid was used as a tomb for King Khufu. It is still unknown how the blocks were placed. The pyramid's features are so large they can be seen from miles away.

4. 2 is having a sofa delivered; 3 will have her nails done tomorrow; 4 has his eyes tested; 5 have her dress mended.

5. 2 Linda is having her picture taken. 3 Danny should have his jacket dry-cleaned. 4 Paul had his mobile stolen. 5 Sandra has had her fridge fixed. 6 Bill had his car serviced yesterday. 7 Claire has her hair cut every month. 8 Sarah will have her teeth checked.
6. 1 whenever; 2 whichever; 3 wherever; 4 however; 5 whoever; 6 whatever; 7 Whenever; 8 however
7. 2 herself, R; 3 himself, E; 4 herself, R; 5 myself, E; 6 themselves, R
8. 3 A: Did Gena and Alina decorate their house?
B: Yes, they did it themselves.
4 A: Did Ross fix the tap?
B: Yes, he did it himself.
5 A: Did Vera plant flowers in her garden?
B: No, she had them planted.
6 A: Did Barbara prepare dinner?
B: Yes, she did it herself.
7 A: Did Helen make her wedding dress?
B: No, she had it made.
8 A: Did the Walkers paint their balcony?
B: Yes, they did it themselves.

Модуль 7

1. 2 If you work out regularly, you will keep fit. (1st Conditional) / If you work out regularly, you keep fit. (0 Conditional) 3 If I eat chocolate I get red spots on my face. (0 Conditional) 4 If you don't study, you will not get good marks. (1st Conditional) 5 If you leave ice in the sun, it melts. (0 Conditional) 6 If I save some money, I will buy a new computer. (1st Conditional)
2. 2 If the watch wasn't so expensive, Susan would buy it. (2nd Conditional) 3 If Ellie had been careful, she wouldn't have fallen down and twisted her ankle. (3rd Conditional) 4 If he had not forgotten his mobile at work, he wouldn't have called his boss from a phone box. (3rd Conditional) 5 If Helen didn't have to do her homework, she would play with her friend. (2nd Conditional)
3. 1 Unless; 2 If; 3 Unless; 4 If; 5 Unless
4. 2 If Ross hadn't missed the train, he wouldn't have sat on the bench. 3 If Ross hadn't sat on the bench, he wouldn't have found the cheque for £100,000. 4 If Ross hadn't found the cheque, he would not have taken it to the bank. 5 If Ross hadn't taken the cheque to the bank, he would not have received the £10,000 reward.
5. 1 B 2 C 3 B 4 B
6. 1 had come; 2 were; 3 would drive/drove; 4 hadn't been
7. (Suggested Answers)
2 I wish Diana hadn't lost my favourite earrings. / I wish I hadn't lent Diana my favourite earrings. 3 I wish my best friend wasn't upset with me. / I wish I hadn't lied to my best friend. 4 I wish I had brought my umbrella with me 5 I wish my flatmate wouldn't make so much noise. 6 I wish I hadn't burnt my hand. / I wish I hadn't touched the frying pan.
8. 2 If only / I wish I hadn't left my lunch at home. (past) 3 I wish / If only I could go outside and play with my

friends. (present) 4 If only / I wish I knew the answer. (present) 5 I wish / If only I had done my homework. (past) 6 I wish / If only I hadn't forgotten to bring my exercise book. (past)

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

Модуль 8

1. (Suggested Answers)

- 2 Katya said (that) she had had a great time skydiving in Spain and she had been there for nearly a week. She said there had been only one nasty moment when her parachute had got stuck. She wondered at the time why she had signed up for it. She said that luckily she had remembered to pull the safety parachute, which worked immediately. 3 Paul said (that) he had taught his friends how to do parkour last week. He said (that) it had been thrilling because they had run like they were being chased. He was happy because he could jump from building to building with his friends. 4 Sasha said (that) he/she was taking part in the Winter Olympics the following year. He/She said it would be his/her first professional event and that he/she was really excited. He/She explained that reaching speeds of up to 70 mph on your board could be pretty scary at times, but he/she said he/she wouldn't stop competing until he/she had taken the gold!
2. 1 told; 2 said; 3 told; 4 said; 5 said; 6 said
3. 2 had, "I have a headache." 3 would, "I will meet you at the main entrance." 4 was going, "I'm going shopping." 5 needed, "I need help moving to my new flat." 6 had been feeling, "I have been feeling ill all day."
4. 2 Ms Jameson told Susan to lift her leg a bit higher. 3 Ms Jameson asked Susan to turn her foot to the right. 4 Ms Jameson told Susan not to take the bandage off. 5 Ms Jameson asked Susan to stand up slowly.
5. 2 Tom asked Elena if she had cut her finger while she was/had been chopping vegetables. 3 Peter asked Alison if she had ever broken her ankle. 4 The doctor asked if I had a stomachache.
6. 2 Paul asked Dave if it was difficult for someone to learn how to do whitewater rafting. 3 Paul asked Dave what he liked most about his job. 4 Paul asked Dave if he had tried any other extreme sports. 5 Paul asked Dave what plans he had for the future. 6 Paul asked Dave if he was satisfied with his life.
7. 2 Claire admitted to Adam (that) she had broken his mobile. / Claire admitted to having broken Adam's mobile. 3 Molly apologised to Julie for forgetting to call her on her birthday. 4 Diana assured/promised Louise that she wouldn't give away her secret. 5 Martin advised David to see a doctor. 6 The teacher warned Sam that she would punish him if he didn't stop talking.
8. 1 anything; 2 someone; 3 anyone; 4 something; 5 nowhere; 6 everyone; 7 anywhere
9. 1 g; 2 f; 3 h; 4 b; 5 c; 6 a; 7 d; 8 e
10. 1 won't you? 2 isn't it? 3 does he? 4 aren't I? 5 shall we? 6 didn't they?

Ключи к разделу учебника "Song Sheets"

Модуль 1

1. laughter – is heard at the party

fun – everyone has fun at the party

enjoy – everyone can enjoy the party

friends – friends are at the party with you

cheer – everyone cheers the fireworks

celebrate – the party is for celebrating something

2. The singer thinks a good party is when there is lots of laughter and friends at it. The singer also thinks a good party has music, dancing, games, food and fireworks.

3. (Suggested Answer)

A: I think people have parties to celebrate a special occasion or an event. They want to be with their friends and families and enjoy themselves.

B: I agree, but sometimes people just have parties to get together and have fun with their friends without it being a special occasion or celebration.

Модуль 2

1. (Suggested Answer)

I think friendly people make a neighbourhood a nice place to live. I also think lots of trees make a neighbourhood nice.

2. The singer is inviting the listener to come to visit his/her neighbourhood because it is a nice place.

words: – You're always very welcome

– If you want to get away

– I'd be so glad to see you and the place would do you good

– Why don't you pack a suitcase?

– Come visit for a while

– So there's lots of room for you

3. (Suggested Answer)

A: I'd rather live in the city. There are so many activities like going shopping, watching a film at the cinema or meeting friends at a café. Everything is close by and it's easy to take the metro or a bus somewhere. I also like living near my friends.

B: I would like to live in the countryside. The city is too crowded and people are often rude and unfriendly. In the countryside people are kind and helpful. Everybody knows each other. The air is fresh and it's so quiet and clean.

Модуль 3

1. The song is about dreams and dreaming about imaginative places and things.

2. The singer dreams about going to another world where he/she can be other people like a movie star, traveller or a king. In this other world the singer is strong and can do anything like catch rainbows or visit other lands.

3. (Suggested Answer)

A: I dream about winning swimming competitions. I want to be a professional swimmer so I guess it influences my dreams. I hope my dreams do come true someday.

B: I usually have funny dreams with strange people and

weird things happening in them. I once dreamed that I was going on an airplane and the pilot was blind and asked me to help him fly the plane. The really funny thing was all the passengers were chickens!

Модуль 4

1. The song is about computer problems and calling for a computer professional to fix them.

2. The singer says you shouldn't worry about problems with your computer because there is a techno wizard to solve all the problems.

3. (Suggested Answer)

A: I think we all use computers because they make our lives easier and we can do many things much faster with them. Despite all the problems that we can have with computers, we find the enjoyment and help they give to our daily lives worth the problems.

B: I agree, besides there are lots of quick and easy ways to solve your computer problems. There are many online and telephone help lines that offer cheap and quick solutions to minor problems. For bigger problems there are so many professionals and even students that can fix computers fast at little cost.

Модуль 5

1. I like music because it always cheers me up and makes me feel better when I'm down. I also like music because it's fun to dance to my favourite songs.

2. The singer finds music an escape from his/her problems. Music makes the singer feel free and alive.

3. (Suggested Answer)

A: I think music is important to people because it makes them feel different emotions they might not otherwise feel. Many people listen to music to relax and escape from problems in their lives.

B: I think music expresses how a person feels. People connect to music in an emotional way.

A: I agree, I also think that music just makes us feel good and it's a great way to have fun and relax.

Модуль 6

1. The song is about helping in our community and how important it is to help make it a better place.

2. The singer suggests that we can spend time helping people in our neighbourhood and the community around us.

3. (Suggested Answer)

A: I think it is very important to help others because by helping others we make our communities and world a better place to live.

B: I think as a society we have a responsibility to help take care of people in need. Besides, it feels very good to help others and be involved in the community.

Модуль 7

1. The song is about our moods/attitudes to life and how we decide to approach our problems and daily living.

2. The singer has decided to be happy and have a positive attitude in everything they do or face in life, whereas some people have decided to be negative and feel jealous, sad or even afraid.

3. (Suggested Answer)

A: It is extremely important to be positive when things go wrong as this often affects the outcome. By being positive and even just smiling, people will want to help you and things could get better much faster.

B: You are right, a positive attitude not only will make people want to help, but it will make the entire experience less stressful and hurtful. Afterward when things are better, you won't have lost all that energy feeling negative.

Модуль 8

1. The song is about having the strength and courage to face the challenges and difficulties in life; to not quit when things get really bad.

2. The singer assures us that we are strong enough to face any challenge that life brings us and not to quit as things will get better.

3. (Suggested Answer)

A: Many people have problems getting along with their friends or family. They can feel very lonely and sad. By discussing their problems and being more understanding of others they can find solutions.

B: I think many people have problems with their jobs and financial problems which can be very stressful and make them feel depressed. Some try to find better jobs and others rely on their friends and family to help them out.

Тексты аудиозаписей к учебнику

Module 1 – Celebrations

1b – Ex. 4b (p. 12)

Speaker 1

I'm not superstitious at all. I mean, most people say 'touch wood' for good luck, but I don't even do that. To tell you the truth, I don't think that being successful in life is about being lucky or unlucky. I think you need to know what you want and then work hard to get it. That's what makes a lucky person, in my opinion.

Speaker 2

Is there any reason to believe in superstitions? Probably not. But nobody really knows. If I see a ladder across my path, for example, I always walk around it – you know, just in case. I just don't want to take the risk, that's all.

Speaker 3

I never touch wood, throw salt over my shoulder, carry a lucky charm, that kind of thing. I can't believe people still believe in these silly superstitions today. I think we should forget them and leave them in the past, where they belong. I'm certainly not going to teach my children to believe in any of that rubbish.

Speaker 4

I don't take superstitions very seriously, but they are a kind of hobby. I love to sit down with friends and chat about something strange that has happened. We all laugh and tell each other that it is a sign of good or bad luck! Sometimes we try to guess what might happen next. Of course, we never guess correctly, but we always enjoy ourselves trying!

Speaker 5

I find them all so interesting! You know, every superstition has its own history. I love to learn where each one has come from and how it has changed. Our superstitions have even become a part of the way we think and speak. Every country in the world has its different superstitions, and I think they're absolutely fascinating!

1d – Ex. 3a (p. 16)

Speaker 1

It was fantastic. My mum baked me a huge cake with sixteen candles and I got lots of fantastic gifts and cards. About 50 people came to my party and we had a lot of fun. I was so happy. There was a DJ and we danced to the music and we had lots of great food, too. It was a bit embarrassing when everyone sang to me but I had a great time.

Speaker 2

It was lovely and I was thrilled to be invited. The flowers were beautiful and so was the cake. The food was fantastic and everyone enjoyed themselves a lot. Of course, the happy couple looked lovely. The bride's dress was very unusual.

Speaker 3

It was one of the best days of my life. My parents gave me a lovely gift and told me how proud they were of me and I was proud of myself too. I took lots of photos all day to remember everyone by and then at night my whole class came and we partied all night until the early hours.

Module 2 – Life & Living

2b – Ex. 10 (p. 29)

Jane: Do you want to go to the cinema tonight, Pam?

Pam: I'd love to, Jane, but I can't. I haven't got any money.

Jane: Have you spent all your pocket money already?

Pam: I don't get that much – only £5 a week. How much do you get?

Jane: I get £10 a week but I have to earn it.

Pam: What do you mean?

Jane: Well, I make my bed every day and I tidy my room. I wash the dishes every day and I iron my own clothes, too.

Pam: Wow! That's a lot of housework. My mum does everything in my house.

Jane: Your poor mum! Doesn't she work part-time in a shop, too?

Pam: Yes, but she seems to manage.

Jane: You should offer to do chores for more pocket money. Then you'll have extra cash and your mum can have a rest.

Pam: You're right. I'll start right now, so we can go out later. I'll offer to do the dishes and help with the laundry and I'll call you as soon as I finish.

Jane: OK. I'll wait for your call.

2d – Ex. 2 (p. 32)

My neighbourhood is fairly quiet, with wide clean streets and attractive modern houses. It has everything I need without having to go into the town centre. There's a small supermarket, a post office, a bank and a chemist's. It's great because I only have to go into town if I need to go to a department store or to a clothes shop or a shoe shop which isn't very often, so I have everything I need nearby.

Module 3 – See it to believe it

3b – Ex. 9 (p. 45)

Speaker 1

I was at work and everything seemed normal and then all my favourite people from my past turned up – an old primary school teacher, an old neighbour, long lost friends. Then they all started shouting at me and telling me I was doing everything wrong. What started off as quite a nice dream turned into a total nightmare.

Speaker 2

Apparently if you dream about being chased it means you have a lot on your mind. Personally I don't think a lot of all these ideas about dream interpretation. I think it's a load of rubbish. Dreams are just our brain letting our imagination run free for a while.

Speaker 3

I didn't want to wake up. I only had it once but I remember it because I felt so powerful and in control. I was King of the world and I could solve any problem with a wave of my hand. I have no idea what it means but if I close my eyes sometimes I can feel that confidence again.

Speaker 4

It's always the same. I'm running along a road and then my feet just lift up off the ground and I'm flying. I fly around

the neighbourhood for a while and watch over the people below. It's not scary, it's just weird. I haven't had this dream for a while, though. I wish I knew what it meant.

Speaker 5

I used to dream about my hair and my teeth falling out a lot. I read on an internet site about dreams that it was because I was anxious about my appearance! Actually, that makes perfect sense to me!

3c – Ex. 7 (p. 47)

Cathy: Sam, do you remember the amazing summers we used to spend at Grandma's house?

Sam: Oh, yes! We used to have so much fun, didn't we?

Cathy: Yeah! Do you remember how we would play in the garden all day with Sarah and Mark from next door?

Sam: Yeah, and Grandma was always coming out to check that we were alright!

Cathy: Yeah, I remember that. And she would never let us go to the beach on our own, would she?

Sam: No. I guess she just wanted us to be safe, that's all.

Cathy: Yeah... and can you remember feeding the chickens every day, too?

Sam: Yeah, that was fun!

Cathy: Oh, I loved those summers. No horrible homework to do or housework to help with...

Sam: Yeah, I know. Oh well, at least we can stay up later now. Grandma used to make us go to bed really early. Remember?

Cathy: Yeah, I don't miss that!

3d – Ex. 7 (p. 49)

A: Let's do something interesting this Saturday afternoon.

B: That's a great idea. What do you suggest?

A: Well, how about going to the art exhibition at the museum since we both like art. Also, it's good to have a bit of culture in our lives every now and then.

B: Yes, you're right, but I don't really want to do that today. Why don't we go to the film festival that I saw advertised at the Odeon?

A: Hmm. No, I don't think so.

B: Why not?

A: Because I don't really feel like watching a film. We could go and see a dance performance.

B: Well, only if it's a modern dance performance like hip hop.

A: No, it's a ballroom.

B: In that case, certainly not. Why don't we go and see a play then. Watching a play is cultural! There are lots of great plays on at the moment.

A: All right. That's a good idea.

3e – Ex. 10 (p. 51)

It was a dark, stormy afternoon during the school holidays and Ann and Tim were watching TV at home, feeling bored. "I know, Ann! Let's go to the castle," Tim said excitedly. "There's a good museum there."

It was late afternoon when they arrived and they were the only visitors. "Ooh, it's a bit scary in here!" Ann said as they were walking slowly through the cold, dark rooms of exhibits. "Don't be silly," Tim replied.

Suddenly, Tim noticed an interesting exhibit which was a model of a man wearing a very old costume. He stood next to him and Ann took a photo of them with her dig-

ital camera, but then when she looked at the screen she couldn't believe her eyes! Tim was standing alone in the photo – the man wasn't next to him! Then, they looked up and saw that the model wasn't in the room any more! It had disappeared!

Ann and Tim ran quickly back to the reception desk. They were terrified! They told the lady there their story. "Ah-ha! That wasn't a model, that was Henry, the museum ghost," she said, smiling. Tim looked at Ann. She was completely white!

Module 4 – Technology

4b – Ex. 9 (p. 61)

Speaker 1

You can do so many things online these days. I buy nearly all my gifts from shopping websites now, for example, and I always book tickets for concerts and transport on the web. I can't believe I used to spend hours trying to get through on a phoneline or standing in a long queue! My parents use the web a lot now too. They read online newspapers every day and check their bank accounts. Sometimes they even do their supermarket shopping online!

Speaker 2

Computers are supposed to make our lives easier, but sometimes it takes so long to do simple things on them. The other day, for instance, I was doing some research for my school Geography project, but I had to visit about twenty websites before I found anything useful. Sometimes, as well, I spend ages just surfing the Net or chatting online when I suppose I could be spending time with my family or doing sport.

Speaker 3

I'm not sure how I would survive if I didn't have a computer! I use my laptop every single day. I mainly use it to do my homework on and to watch DVDs or listen to music in the evenings. Also, we recently moved house, so I write a lot of emails to all my old friends. I definitely wouldn't be able to keep in touch with them as well if I didn't have my own computer.

Speaker 4

I'm thinking of joining a class to learn more about how to use a computer. I can see that computers are really useful for so many things, but to tell you the truth, I don't know very much. I mean, I know how to use the Internet and send an email, but that's about all. I think it would help me a lot if I knew a little more.

Speaker 5

I really enjoy anything to do with computers and I've taught myself a lot of things that most people don't know. Actually, my friends are always phoning me to ask me how to solve problems that they have!

4c – Ex. 4a (p. 63)

A: Hi, Jane. How are you? I haven't seen you since you were a little girl. What are you doing here?

B: Hi, Mrs Green. I'm fine. I'm here for the weekend. I'm meeting my friends on Saturday. We're going to go swimming at the pool. Then on Sunday, I'm visiting my grandparents.

A: That's nice. And how's school? Do you know what you're going to do when you leave?

B: School's great. When I finish, I'm going to Drama School in London. My course starts in September.

A: Oh! So you want to be an actress, don't you?

B: Yes, I'd really like to be a famous actress some day and make it to the West End.

A: Good for you! I hope it all goes well for you.

B: Thanks, but I have to admit that I am a bit worried about how much I'll miss my family and friends when I'm in London.

A: Well, there's always the phone and it's only a couple of hours on the train.

B: That's true. Well, it was nice talking to you, Mrs Green.

A: You too, dear. Take care and give my best to your parents.

B: I will. Bye.

4d – Ex. 1 (p. 64)

Sharon: Good evening, this is Sharon Travers at W.X.Y.P with our weekly show "Tech Info". We have a special guest here with us tonight, Bob Sutton, who's going to give us some useful information about the Internet. Good evening, Bob.

Bob: Good evening, Sharon.

Sharon: Bob, I think everyone listening tonight has used or at least heard about the Web, but could you give us some specifics? First of all, what is the Internet exactly?

Bob: Well, Sharon, the Internet is a worldwide system of computer networks whose main aim is to provide the user with information. There are millions of web sites you can go to, as you know.

Sharon: Yes, and when we type in *www.* at the beginning of many websites we want to look at, what does this actually stand for?

Bob: It means World Wide Web. This was created by Tim Berners-Lee in 1989, but it has grown a lot since then. In 1993, there were about 600 websites on the Web, but by 2006 there were over 100 million!

Sharon: That's incredible, isn't it? So, which country has the highest number of Internet users?

Bob: Sweden has the highest number of Internet users – about 75% – but there are millions of users all over the world and these numbers are increasing all the time. All people really need is a computer, of course, and an Internet Service Provider, which is the company you use to get access to the Web. The average Internet user now visits around 1,000 websites each month and 17,000 new websites are added to the Internet daily.

Sharon: Interesting stuff ... well, Bob, thank you for being on "Tech Info" tonight.

Bob: Thank you, Sharon.

4d – Ex. 7 (p. 65)

A: I think the school magazine definitely needs improving.

B: Yes, you're right. What do you think should be included to make it better?

A: Well, as I see it, we should make it more fun by adding something like a crossword or a puzzle.

B: That's a good idea. I think we should add horoscopes too. I know, I like to read them and I think a lot of other students would like that too.

A: I think that's a great idea! Have you got any other thoughts?

B: Well, we could also put competitions in the magazine and students could win prizes. What do you think about this?

A: Hmm. Not bad. What do you think about having a review section that tells students about the latest films, DVDs, CDs and so on?

B: That's a pretty good idea. Which do you think is the best idea to put in the suggestions box?

A: That's tough. OK. Well, I think we should use your idea and suggest adding competitions to the magazine.

B: In my opinion, the review section is a better idea because every student will be interested in what DVDs and CDs are available and which ones are any good. Overall, I think it would appeal to more students.

A: Good thinking. That's the best idea.

Module 5 – Art & Literature

5b – Ex. 8 (p. 77)

Interviewer: I spoke to some young people about which types of music they prefer. Here's what they had to say.

Speaker 1: I absolutely love hiphop. I love the style of music and the look. Hiphop clothes have a street style that's totally cool just like the music. I try to copy the sort of things my favourite artists like Fergie and Lil Kim wear, so I can look more like them.

Speaker 2: Personally, I just love to listen to country music. I like the way each song tells a story. It's all I listen to. One day I'd like to go to Nashville and see some of my favourite country singers perform.

Speaker 3: My favourite type of music is rock music. I've been playing the guitar since I was six and I used to dream about being in a rock band, but I like a lot of other stuff too. I think it's good to listen to all sorts of music to appreciate different genres. Sometimes you can surprise yourself.

Speaker 4: I suppose I like pop music the best but I listen to all types of music. I generally have the radio on in the car and that's about it. The rest of the time I'm too busy with my studies and sports to spend a lot of time listening to music.

Speaker 5: Classical music is my favourite. I always wanted to learn to play the piano and be a pianist when I grew up, but I'm not musically talented enough. Last year I took up the drums though and I'm not too bad at that.

5d – Ex. 9a (p. 81)

Sue: My favourite kinds of films are romantic comedies. I know they're not very deep, but I just find them really funny and relaxing and when I watch a film I want to watch something that will help me to totally wind down after my busy day. For the same reason, I don't really like horror or war films. I just find them either scary or stressful and depressing. That's not what I want when I sit down in the evening to relax!

Pete: When I go to the cinema or rent a DVD I usually end up choosing to watch some kind of action or adventure film. What I like best about them are the amazing special effects and the action stunts. I just find them really exciting to watch. Actually, I enjoy most kinds of films. The only ones I can't stand are westerns and musicals. I find both of those types of films really boring!

Mary: I love going to see almost any type of film at the cinema, apart from disaster films which I find really depressing! I especially enjoy animation films. I think recent

advancements in technology, such as CGI, have made them absolutely amazing. They're usually really funny too.

Across the Curriculum – Ex. 7 (p. 87)

... the end of the story.

Portia tells Shylock he is now guilty of threatening the life of another man, which means he must give his property away: half to the state and half to Antonio. The judge tells Shylock he will spare him his life and only wants him to pay a fine not give the state his property. Antonio also tells Shylock to keep his property, but that he must give it all to his daughter and her husband when he dies. Shylock agrees to everything and leaves.

Antonio and his friends leave the court very relieved. They return to Belmont and learn that the brilliant lawyer that saved Antonio's life was Bassanio's wife, Portia. After Portia explains everything that happened, they all celebrate a happy ending.

Module 6 – Town & Community

6b – Ex. 6 (p. 93)

Sam: I can't believe it's our last day here already. It's gone so fast, hasn't it?

George: Yeah. Well, you know what they say, "time flies when you're having fun".

Sam: I guess so. It has been a really good week, hasn't it?

George: Yeah, it has, apart from the weather. That could have been a bit better.

Sam: Oh well, never mind. What have you enjoyed the most?

George: Errm ... the visit to the Lifeboat House, I think. I found it really interesting.

Sam: Yes, me too. So how shall we spend our final afternoon?

George: How about going for a walk along the beach? We could go on a donkey ride again!

Sam: Erm ... no thanks. Once was enough. Those donkeys run a little bit too fast for me.

George: Well, shall we have a look around the shops along the promenade again, then?

Sam: What for? We've bought all our gifts now.

George: True. So let's go to the Sea-Life Centre! It looks really good on the posters I've seen.

Sam: That would be great but I hope it's not too expensive. I don't have much money left.

George: Don't worry, I can lend you some money if you don't have enough.

Sam: Thanks. Let's go then.

George: Right, I'll just have a look at the map to see where it is.

Sam: I think it's at the end of the promenade near the tram station.

George: You're right. Look, it's here. Shall we get a bus?

Sam: It's stopped raining, so let's walk. It's not far.

George: Fine. We could buy fish and chips and eat them on the way.

Sam: Ooh, lovely! They taste so good eaten in the open air!

6c – Ex. 3 (p. 95)

Host: Hello and welcome to this week's edition of "The Winner Takes it All". I'm your host, Monty Wise, and here in the studio with me are two new contestants, Monica Goodall and

Tony Roundwell. Welcome to you both. This week our subject is world monuments. You get five points for each correct answer. You're not nervous, are you? (laughs) Good! Now Monica, it's your turn. For five points, when was the Eiffel Tower built?

Monica: In 1898.

Host: Correct. Tony, for five points, what is the Taj Mahal in India made of?

Tony: Uumm ... red sandstone?

Host: Sorry, no. Monica?

Monica: Er, white marble, I think.

Host: Yes. Monica. Why were the Egyptian Pyramids built?

Monica: Oh, that's easy. As a monument to the gods.

Host: No, I'm afraid not. I'll have to ask Tony.

Tony: They were built as tombs for the pharaohs.

Host: That is correct. Tony, for five points, which famous monument can be seen from almost every part of the city? The Acropolis in Athens or the Colosseum in Rome?

Tony: The Acropolis in Athens.

Host: Yes. Let's move on. Monica, it is estimated that 2 to 3 million people died while building a famous monument. Was it Stonehenge or the Great Wall of China?

Monica: Pass.

Host: Tony?

Tony: Sorry, I don't know.

Host: The answer is the Great Wall. Now, hands on your buzzers. Machu Picchu in Peru and Uluru in Australia are both famous sites. Which one is endangered by tourism? Monica, you rang your buzzer first.

Monica: I think it's Machu Picchu.

Host: Correct, and the last question in this round goes to you, Monica. According to legend, which famous building will be destroyed if the ravens ever leave it?

Monica: Is it Dracula's home in Romania ... what's the name of it? Bran Castle?

Host: Not Bran Castle. Do you know the answer, Tony?

Tony: Yes, it's the Tower of London.

Host: Correct answer, Tony. That means this round ends in a tie. Let's see who's going to win the next round! We'll be right back after a short commercial break ...

6d – Ex. 5b & 5c (p. 97)

Police officer: Hello, Miss Harvey, I'm Police Constable Jack Rivers. Thank you for taking the time to come in and make a statement.

Miss Harvey: You're welcome. I'm happy to help.

Police officer: Now, let me just take down a few details. Your full name is Jackie Harvey, is that right?

Miss Harvey: Yes, Harvey is spelt H-A-R-V-E-Y.

Police officer: Ok. And what's your address, please?

Miss Harvey: It's 11 Wensleydale Drive, Nottingham.

Police officer: Right. And a telephone number, please, in case we need to contact you again?

Miss Harvey: Sure. It's 0118 8475632.

Police Harvey: Ok, thank you. Now, can you just give me a brief description of what exactly happened?

Miss Harvey: Well ... I was just walking into the bank when this man came roaring down River Street on his motorbike.

Police officer: Did you see the man's face?

Miss Harvey: Yes, but only for a moment. He looked about thirty-five years old and had short black hair.

Police officer: Right. And then what happened?

Miss Harvey: Well, suddenly, he rode his motorbike onto the pavement and snatched the bag from this old lady who was just coming out of the bank. The poor lady! Apparently she had all of her credit cards in her bag, as well as £200 in cash that she had just drawn out of her bank account.

Police officer: I see.

Miss Harvey: ...and then the old lady fell over, in shock I think, and really badly bruised her leg. She was so upset, as you can imagine.

Police officer: Hmmm ... and then what did the man on the motorbike do?

Miss Harvey: Well, he sped off with the bag, of course.

Police officer: Right, well I think that's about all. We'll contact you by phone if there's anything else we need to know. Thanks again for your help.

Miss Harvey: No problem. I hope you find whoever did this to that poor old lady!

Module 7 – Staying safe

7b – Ex. 2b (p. 108)

Presenter: On the show today, we're talking to Dave Bradley from HM Coastguard. So, Dave tell us about your job.

Dave: Well, I work at the Maritime Rescue Coordination Centre. It is one of 19 centres around the country with over 400 dedicated local coastguard rescue teams. My team is based in Dover and we're responsible for helping people in trouble mostly at sea, but also on the cliffs or shoreline of the UK. In total, this covers an area of 1 million square nautical miles of sea and 10 thousand nautical miles of coastline.

We provide a 24-hour service for dealing with incoming distress calls and co-ordinating the rescue effort. That's our main role but it's not all we do. It is also our responsibility to respond to reports of maritime pollution as well as to use our skills and experience for accident prevention. This is vital because it can reduce the number of emergencies. We provide safety education for everyone who sails (either for a living or for fun) as well as give safety talks to students in colleges and schools.

We get called out to all sorts of emergencies such as helping people who get caught in bad weather when sailing, helping people who have got into trouble while swimming or doing water sports, particularly wind surfers. We also get lots of call-outs for people who get lost. Many times they are underdressed and they become too cold to help themselves.

To help us successfully rescue people in a number of different situations at sea and on land we have four search and rescue helicopters and four emergency towing ships which are also able to fight fires as well as a fleet of patrol boats. Then we have over 3,500 volunteers in the Coastguard Rescue Service all around the country's coastlines who have been specially trained for search and rescue operations and who have special knowledge of their local areas. That's not including the special cliff rescue teams around the UK. It's these people who are our most valuable asset and together we do everything we can to help people who are in trouble. In 2005 alone we dealt with 16,794 incidents.

Presenter: Thank you very much. That was very interesting.

7e – Ex. 9a & 9b (p. 115)

David: The way I see it, there are many reasons why violent sports should be banned. For a start, I think that some sports are nothing but an excuse for violence. After all, in a world already full of violence we don't need the sight of sportsmen getting badly hurt and bleeding on our TV screens. Also, people who take part in violent sports, such as martial arts and wrestling, also risk serious injury or death. Many young boxers, for example, are seriously injured every year.

Anna: Well, I totally disagree. Firstly, sports that are more violent than others, let's say rugby or ice hockey, can actually be a healthy way to relax and let off steam. If people do this, I think that general aggression and violence in society will be greatly reduced. In addition, instead of banning violent sports, efforts can be made to improve safety standards and provide more or better protective clothing. In this way, serious injuries would be reduced.

Module 8 – Challenges

8b – Ex. 9 (p. 125)

Speaker 1

I had never been on holiday without my parents before, so I was very worried about going to the summer camp. I thought that I wouldn't be able to make any friends and that I would get lonely. In the end though I had a fantastic time. I met some wonderful people and really enjoyed all the activities. I can't tell you how glad I am that I went to the camp!

Speaker 2

I don't know what happened to me. I had been looking forward to doing that skydive all week. I mean, one minute I was all excited about it, the next I felt physically sick and just couldn't imagine jumping out of that plane. Anyway, I tried to ignore the fear and just do it anyway, but I really couldn't.

Speaker 3

Well, I don't know what I was thinking when I booked the skiing holiday. You know that I'm not really a daring, sporty kind of person. I mean, I usually spend my weekends doing calm, safe activities like going for nice walks or reading books! Oh well! I guess it's good to take risks and do something different sometimes. It makes you a stronger person.

Speaker 4

When Tom and the others first told me I should ask Ben out for a coffee, I said, "Absolutely not! I don't even know if he likes me! What if he says no?" But they just kept saying it again and again until I agreed to ask him. Well, I'm happy to say that I did ask him and he said yes! You see, it just shows that it's worth taking a risk sometimes.

Speaker 5

When I first got the job at the café, I loved it. It was great to have some extra pocket money and some of my friends already worked there which made it a lot of fun. But now I'm starting to get really behind with my schoolwork. I'm so tired when I get home from work that I just don't have the energy to do my homework or anything else. I might give the job up. I really regret applying for it.

Ключи к рабочей тетради

Unit 1a

1. **a)** 1 A; 2 B; 3 C; 4 B; 5 A; 6 A; 7 C; 8 B
b) 1 strong tradition; 2 open-air theatre; 3 cooking contest; 4 local charity; 5 bright idea
2. a) 1 c; 2 e; 3 d; 4 b; 5 a
3. 1 raise; 2 golden; 3 character; 4 enter; 5 display; 6 spare
4. 1 include; 2 burst; 3 Let off; 4 hunt; 5 celebrate

Unit 1b

1.

H	B	U	T	T	E	R	F	L	Y
V	Y	F	R	E	V	O	L	C	R
V	L	L	S	E	T	B	U	G	A
S	V	Y	H	K	D	P	L	P	
P	D	R	I	B	Y	D	A	L	N
	S	F	N	T	A	C	A	J	B
D	X	D	I	K	M	X	T		O
E	L	S	N	Z	G	C	A	B	W
R	Z	I	G	M	I	R	R	O	R
G	N	I	T	O	O	H	S	N	S

- 1 spider; 2 ladybird; 3 mirror; 4 shooting; 5 ladder; 6 rainbow; 7 clover; 8 butterfly
2. 1 E; 2 D; 3 B; 4 A; 5 C
3. 1 a; 2 b; 3 b; 4 a; 5 a
4. 1 C; 2 E; 3 A; 4 D; 5 B

Unit 1c

- 1.** 1 know; 2 have been doing; 3 Have I told; 4 is holding; 5 are celebrating; 6 spend/am spending/ have been spending; 7 Do you have; 8 have you been doing; 9 Are you still working; 10 have just had
2. 2 What a funny costume! 3 What amazing fireworks! 4 How well you dance! 5 How lucky you are!
3. 1 A: Are you still trying to fix the computer?
 B: I have been trying all morning and I have not managed it yet.
 2 A: I have already decided what I am wearing at tonight's school prom.
 B: I have just bought the perfect dress!
 3 A: Jessica rarely goes out at the weekends.
 B: How does she usually spend her time?
 4 A: Does he often go to bed after midnight?
 B: He sometimes sleeps early.
4. 2 A starts; 3 B are wearing; 4 B since; 5 B doesn't like; 6 A have been trying

Unit 1d

- 1. Across:** 1 throw; 4 make; 6 exchange; 7 decorate;
Down: 2 wear; 3 receive; 5 watch
2. 1 are selling like hotcakes; 2 the icing on the cake; 3 takes the cake; 4 is a piece of cake; 5 can't have your cake and eat it
3. 2 Martha, who lives next door, has invited me to her sweet sixteen party. 3 This is the central market square of the town, where the parade is taking place. 4 31st October, when Halloween takes place, is my favourite day of the year. 5 Lucy Scott, whose son is my age, works at the local gift shop.

Unit 1e

- 1. a) Para 2:** activities that happen before the event; **Para 3:** the actual event; **b) People's clothes:** funny-looking, colourful, traditional; **Feelings:** happy, exhausted
2. 2 huge; 3 festive; 4 cheerful; 5 stunning
3. a) (Suggested Answers): Activities: lion dance, fireworks; **Clothes:** red/gold costumes, new clothes, lots of jewellery; **Atmosphere:** happy, loud; **b) (Suggested Answer):** The Chinese celebrate New Year with a two-week festival. The most important celebrations take place on the first day. This is when families invite a lion dance group wearing red and gold costumes to perform, as they believe that this brings good luck. Fireworks go off and the streets are full of happy people wearing new clothes and jewellery, dancing to loud music and eating lots of food.

Unit 1f

- 1.** 1 amazing; 2 interesting; 3 bored; 4 surprising; 5 excited; 6 relaxing; 7 exhausted; 8 pleased; 9 satisfying; 10 disappointed
2. 1 habit 2 spectators 3 chance 4 let
3. 1 d; 2 e; 3 b; 4 c; 5 a; 1 turns into; 2 turn back; 3 turned up; 4 turn down; 5 turn off
4. 1 in; 2 of; 3 in; 4 with; 5 for; 6 of

Unit 1g

- 1.** 1 celebration; 2 festival-goers; 3 satisfactory; 4 activities; 5 enjoyable; 6 organisers
2. 1 F; 2 F; 3 NS; 4 T; 5 T; 6 NS
3. 1 customary; 2 global; 3 fantastic; 4 enormous; 5 age-old; 6 wide range
4. 1 bargains; 2 attractions; 3 lasts; 4 combines; 5 addition

Unit 1h

- 1.** 1 brightly; 2 happily; 3 patiently; 4 enthusiastically
2. 1 traders; 2 memorise; 3 explode; 4 treats; 5 spectacular; 6 messy
3. 1 holding; 2 depends; 3 decided; 4 unique; 5 formal; 6 special; 7 reminded
4. 1 magnificent; 2 are attending; 3 signals; 4 commemorate; 5 top; 6 stalls

Unit 1i

- 1.** 1 have; 2 am trying always leaving; 3 want; 4 are celebrating; 5 sounds; 6 am staying; 7 always leave/are; 8 does the party start; 9 Are you coming; 10 am thinking
2. 1 has always wanted; 2 Have you been waiting; 3 Have you found; 4 has been asking; 5 've never tried; 6 has been dancing; 7 has been raining
3. 1 She rarely invites teachers to her party. 2 She usually has a chocolate birthday cake. 3 She never has clowns at her party. 4 She sometimes throws streamers at her party. 5 She often plans her party a month earlier.
4. 1 B 2 A 3 C 4 C 5 C
5. 2 always → never; 3 still → yet; 4 is loving → loves; 5 Have you gone → Are you going; 6 buys → has bought; 7 since → for
6. 2 d 3 a 4 e 5 f 6 c

Unit 2a

- 1.** A caravan; B cottage; C block of flats; D detached house
2. 1 dishwasher; 2 zero; 3 vacuum; 4 sleeping; 5 centre;

6 pitch; 7 soft; 8 lack; 9 residents; hidden word: household

3. 1 dust; 2 bumping into; 3 giant; 4 works out; 5 drive; 6 noisy

4. 1 makes; 2 keep; 3 'm mopping; 4 hasn't done; 5 are washing

Unit 2b

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

2. 1 A; 2 C; 3 A; 4 B; 5 B; 6 C

3. A 4; B 6; C 1; D 5; E 3; F 2

4. 1 are home and dry; 2 is home from home; 3 get on like a house on fire; 4 is as safe as houses

Unit 2c

1. 1 A: hold B: do; 2 A: getting B: wearing; 3 A: to order B: giving; 4 A: talking B: to forgive

2. 1 shouting; 2 break; 3 sing; 4 touch; 5 crying

3. 1 doing, to do; 2 telling, to tell; 3 to ask, asking; 4 complaining, to complain

4. 1 too crowded; 2 safe enough; 3 enough space; 4 big enough

Unit 2d

1. 1 spacious; 2 local; 3 noisy; 4 nosy; 5 crowded; 6 peaceful

2. a) 1 d; 2 a; 3 b; 4 c; 5 e; b) 1 narrow; 2 noisy; 3 ugly; 4 traditional

3. 1 A: café B: bank; 2 A: baker's B: grocer's; 3 A: butcher's B: newsagent's; 4 A: chemist's B: flat

4. 1 a; 2 b; 3 a; 4 b

Unit 2e

1. C

2. a) **phrasal verbs:** hang out, turn down; b) **idioms:** get on like a house on fire, selling like hotcakes; c) **informal linkers:** but, so; d) **short forms:** can't, you're, you'll, I've

3. B, A

4. a) **key words:** parent's wedding anniversary, surprise them, nice dinner, I need your help, don't know what to make, what can I do to make sure my parents don't find out about my surprise; b) 3, 4, 6, 7

Unit 2f

1. 1 sweetness; 2 importance; 3 activities; 4 intelligence; 5 frequency

2. 1 wardrobe; 2 cleans; 3 washes; 4 sweep; 5 cupboard; 6 washing; 7 cleaning

3. 1 up for; 2 of; 3 off with; 4 out; 5 up

4. 1 in; 2 on; 3 in; 4 in; 5 at; 6 on; 7 at

Unit 2g

1. B

2. 1 F 2 T 3 Ns 4 Ns 5 T 6 T

3. 1 originally; 2 harmony; 3 housemate; 4 peep into; 5 eagerly; 6 conflict

4. (**Suggested Answers**): 1 That Big brother became popular very quickly. 2 Because although the contestants live together and share their lives like a real family, they are not related.

Unit 2h

1. a) 1 d; 2 f; 3 a; 4 c; 5 e; 6 b; b) 1 d; 2 a; 3 b; 4 e; 5 c; 6 f; 2 An animal that has six legs is called an insect. 3 An animal that has fins is called a

fish. 4 An animal that has feathers and lays eggs is called a bird. 5 An animal that lives on land and in the water is called an amphibian. 6 An animal that is cold-blooded and has scales is called a reptile.

2. 1 C; 2 B; 3 A; 4 A; 5 A

3. 1 stare; 2 receive; 3 chemicals; 4 float; 5 porch; 6 cover; 7 grocer's; 8 narrow; 9 neighbourhood; 10 in

4. 1 d; 2 f; 3 e; 4 a; 5 c; 6 b; 1 terraced house; 2 official function; 3 rowing machine; 4 extinct species; 5 space station; 6 Prime Minister

Unit 2i

1. 1 spending; 2 looking; 3 start; 4 to sit; 5 play; 6 arguing; 7 driving; 8 to have; 9 travelling; 10 do

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

3. 1 A: wasting, B: doing; 2 A: take, B: to keep; 3 A: stay, B: going; 4 A: help, B: to help; 5 A: buying, B: to call

4. 1 enough; 2 enough; 3 too; 4 too; 5 enough; 6 enough

5. 1 sociable enough; 2 too ugly; 3 too noisy; 4 clean enough; 5 modern enough; 6 too old

6. 2 B enough money; 3 A worrying; 4 B suggest you help; 5 B old enough; 6 A too tired; 7 A to switch

Unit 3a

1 1 e; 2 d; 3 b; 4 f; 5 a; 6 c; 1 mythical creature; 2 violent whirlpool; 3 recorded sightings; 4 sharp hooks; 5 snake-like head; 6 huge eye

2 1 glimpse; 2 stared; 3 spotted; 4 search; 5 remains; 6 existed; 7 Investigators

3 1 coast; 2 legend; 3 ancient; 4 horrifying; 5 mysterious; 6 monster

Unit 3b

1. 1 mind; 2 under; 3 pounding; 4 wrong; 5 look it up

2. 1 D; 2 B; 3 E; 4 A; 5 C

3. 2 e; 3 b; 4 c; 5 h; 6 a; 7 d; 8 f

Expressing agreement	Expressing disagreement
<ul style="list-style-type: none"> You might be right. That's a thought. 	<ul style="list-style-type: none"> That can't be right! Surely not! I doubt that very much.
Expressing concern	Expressing surprise
<ul style="list-style-type: none"> Oh, that's horrible! Is everything alright? What's the matter? 	<ul style="list-style-type: none"> I don't believe it! You can't be serious!

b) (**Suggested Answers**): 1 That's a thought. 2 Oh, that's horrible! 3 That can't be right! 4 What's the matter? 5 You might be right.

Unit 3c

1. 1 was walking; 2 realised; 3 was following/had been following; 4 turned; 5 was holding; 6 started; 7 dreamt; 8 arrived; 9 had fallen out; 10 got up; 11 ran; 12 was waiting; 13 spotted; 14 hadn't seen; 15 was going; 16 bumped

2. 1 Marion used to have dark hair, but now she has blonde hair. 2 Simon didn't use to read comics when he was at school. 3 Edward's granddad would/ used to walk for an hour to get to school when he was a child. 4 Claire would/used to train every day when she was younger. 5 Ben used to work in a shop, but now he works in a

museum. 6 Diana used to live in the countryside before she moved to the city.

3. 2 B was tidying; 3 A had been waiting; 4 B watered; 5 B moved; 6 B was jogging; 7 B made

Unit 3d

1. 1 c; 2 d; 3 e; 4 f; 5 a; 6 b; 1 individual images; 2 playing tricks on; 3 teach ... important lessons; 4 fail to see; 5 having ... fun with; 6 natural shades
 2. 1 about; 2 in; 3 in; 4 at; 5 at; 6 at; 7 about
 3. 1 can't; 2 may; 3 must; 4 must; 5 may
 4. 1 illusions; 2 a shadow; 3 minds; 4 a fantasy; 5 process

Unit 3e

1. 1 The story took place in a forest in Epping. 2 The main characters were three friends named Jamie, Mark and Sean. 3 The climax event was discovering a chest full of gold coins which had been stolen from the museum. 4 They felt proud and happy.
 2. b
 3. 1 4th paragraph; 2 2nd paragraph, 3rd paragraph; 3 1st paragraph; 4 3rd paragraph
 4. 1 Helen tried to phone the police, but the phone was dead. 2 Janet heard a strange noise as soon as she walked into her house. 3 Chris saw a shark heading towards him while he was swimming. 4 Nick tried to open the door, however, it was locked from the inside.
 5. **(Suggested Answer):** It was a warm but cloudy Saturday afternoon and John was sitting at home, looking for something exciting to do. The answer came when his friend James called and told him about a fair that had just come to town, and which promised a ride on the biggest roller coaster in the world!

Unit 3f

1. a) 1 g; 2 c; 3 e; 4 f; 5 b; 6 a; 7 d;
 b) 1 hour-long; 2 strange-looking; 3 two-year; 4 second-hand; 5 late-night; 6 old-fashioned; 7 well-known
 2. 1 across; 2 up with; 3 over; 4 out
 3. 1 scenes; 2 same; 3 sights; 4 spectators; 5 witnesses; 6 alike; 7 imagination; 8 illusion
 4. 1 about; 2 of; 3 in; 4 from; 5 from; 6 of

Unit 3g

1. 1 T; 2 F; 3 F; 4 NS ; 5 F; 6 T; 7 NS
 2. 1 fascinated; 2 realistic; 3 famous; 4 bright; 5 similar; 6 dull
 3. 1 fashionable; 2 celebrities; 3 ordinary; 4 images; 5 collection
 4. **(Suggested Answers):** 1 Pop artists found realistic images from everyday life fascinating, like images of products from supermarkets. 2 Some people in the art world felt that Pop Art was not real art, as they were images of ordinary, everyday products.

Unit 3h

1. **styles:** surrealism, cubism; **colour:** dull, dark; **shapes:** cube, triangle; **materials:** paper, oil
 2. a) 1 b; 2 d; 3 a; 4 c; b) 1 like watching paint dry; 2 painted the town red; 3 paint ... with the same brush as; 4 paints a grim picture of
 3. 1 B; 2 C; 3 D; 4 B; 5 A; 6 B; 7 D
 4. 1 curious; 2 confused; 3 excited; 4 astonished

Unit 3i

1. 1 A: was calling B: was studying; 2 A: did Patrick do B: started; 3 A: was looking, saw B: Did you call; 4 A: did you take B: was driving, broke; 5 A: Did the girls help B: was vacuuming, was cleaning; 6 A: Did you know, went B: had
 2. 1 had been playing; 2 had won; 3 had had; 4 had visited; 5 had been looking; 6 had been staring
 3. 1 were watching; 2 were you doing; 3 hadn't slept; 4 was playing; 5 used to; 6 had been working; 7 had never heard; 8 had sent
 4. 2 They waited for all the guests before they started eating. 3 Jonathan was walking in the street when he bumped into an old classmate. 4 His mum picked him up after he finished/had finished school. 5 Beth was mopping the floor when she slipped and fell. 6 Nathalie and David had lived/lived in a small flat before they moved house.
 5. 1 A; 2 C; 3 C; 4 B; 5 A; 6 A; 7 B
 6. 1 a; 2 a; 3 b; 4 b; 5 a

Unit 4a

1. 1 inventions; 2 conflicts; 3 clean; 4 common; 5 reality; 6 obstacles; 7 problem
 2. 1 d; 2 f; 3 c; 4 a; 5 b; 6 e; 1 mow the lawn; 2 cater for our needs; 3 perform tasks; 4 vacuum the carpets; 5 come to harm; 6 become a reality
 3. 1 emotional; 2 household; 3 figurative; 4 artificial; 5 home
 4. **Across:** 3 reasoning 4 artificial 6 creativity; **Down:** 1 intelligence 2 mobility 5 inaction

Unit 4b

1. 1 c; 2 a; 3 e; 4 b; 5 d
 2. 1 deleted; 2 transfer; 3 memory; 4 connect; 5 spilt; 6 link; 7 virus; 8 frozen
 3. 1 The best thing to do is reboot the system. 2 Would you help me sort this problem out, please? 3 Well ... I suppose so. 4 I suppose that might work.
 4. 1 D; 2 B; 3 E; 4 A; 5 C

Unit 4c

1. 1 A: will call B: will be coming; 2 A: are going to run B: are going; 3 A: starts B: will have started; 4 A: will lend B: is going to be; 5 A: won't ask B: 'll get
 2. 2 When will you buy/are you going to buy some paper for the printer? 3 Switch off all the computers before you leave the classroom. 4 We waste energy when we leave appliances on standby all night. 5 Run a virus scan after you restart your computer.
 3. 1 C; 2 A; 3 A; 4 B; 5 C
 4. 1 so; 2 such; 3 such; 4 so; 5 such; 6 so

Unit 4d

1. 1 c 2 d 3 a 4 b; 1 are on the same wavelength; 2 is light years ahead of; 3 got our wires crossed; 4 isn't rocket science
 2. 1 users; 2 account; 3 browsing; 4 access; 5 connection; 6 global
 3. 1 service; 2 received; 3 modem; 4 taking over; 5 institutions; 6 servers
 4. 1 Web; 2 not-too-distant; 3 Researchers; 4 convenient; 5 chances

Unit 4e

1.

Viewpoints	Supporting reasons/ examples
• The Net gives us instant access to information and knowledge.	• We no longer need to go to the library; we use an Internet search engine to look up information.
• The Internet is anti-social and has worsened our lives.	• Some sites encourage violent behaviour.

2. **Express opinion:** In my opinion, I believe, In my view;
List points: First of all, To start with; **Add points:** Furthermore, Moreover; **Express contrasting viewpoint:** On the other hand, However; **Introduce examples:** For example, For instance; **Conclude:** In conclusion, All in all
 3. 1 B; 2 C; 3 A

Unit 4f

1. 1 entertainment; 2 development; 3 introduction; 4 equipment; 5 movements; 6 discussion; 7 schooling; 8 omission; 9 discovery
 2. 1 e; 2 a; 3 c; 4 d; 5 b; 1 broken out of; 2 broke out; 3 broke up; 4 broke down; 5 were breaking into
 3. 1 engine; 2 discovered; 3 affected; 4 research; 5 download; 6 electric
 4. 1 from; 2 In; 3 for; 4 on; 5 with; 6 for

Unit 4g

1. D
 2. 1 D; 2 B; 3 A; 4 C; 5 F; 6 G
 3. 1 B; 2 A; 3 A; 4 A; 5 B
 4. 1 It allows people to find lost friends or keep in contact with friends that are far away. 2 Office workers waste time on social networking sites when they should be concentrating on their work.

Unit 4h

1. **Hardware:** modem, disk drive, monitor, printer;
Problems: crash, lose files, virus, freeze; **Actions:** download, upgrade, reboot, delete; **Internet:** search engine, website, ISP, link
 2. 1 divided; 2 donate; 3 airs; 4 cost; 5 harm; 6 advanced; 7 outdated; 8 pace
 3. 1 viewers; 2 appliances; 3 brand; 4 Currently; 5 leak

Unit 4i

1. 1 will be enjoying; 2 leaves; 3 am going; 4 will have fixed; 5 are going to spill; 6 'll take
 2. 2 will close the window; 3 leaves at 8:00 pm; 4 are meeting/are going to meet outside the theatre; 5 I will be watching my favourite TV show; 6 the show will have started; 7 will have been working here for two years
 3. 1 before, you leave; 2 will have finished, by the time; 3 will send, as soon as; 4 until, know; 5 will buy/is going to buy, when
 4. 2 Alex has gone to the shops so as to buy a scanner. 3 Mary has kept a copy of the email in case Joe doesn't receive the one she has sent him. 4 John has switched his mobile phone off so as not to annoy the other people in

the restaurant. 5 Install an anti-virus programme to protect your computer. 6 Tom has bought extra ink for the printer in order not to run out again.

4 1 machine; 2 treaty; 3 make; 4 judges
 5. 1 ... is so amazing (that) ...; 2 ... such an old computer ...; 3 ... so many gadgets ...; 4 ... so good at fixing ...; 5 ... are such convenient devices ...
 6. 1 A; 2 B; 3 C; 4 A; 5 B; 6 A

Unit 5a

1. **Equipment:** chisel, kiln, paintbrush; **Techniques:** sketching, drawing, colouring in; **Types of Art:** sculpture, model making, spray painting; **People:** potter, painter, sculptor;
 2. 1 c; 2 e; 3 d; 4 f; 5 b; 6 a; 1 perfectly still; 2 learning difficulties; 3 remain anonymous; 4 artistic creativity; 5 street artist; 6 popular guest
 3. a) 1 f; 2 d; 3 e; 4 b; 5 c; 6 a; b) • A potter uses clay. • A photographer uses a tripod. • A painter uses an easel. • A performer uses a stage. • A painter uses watercolours.
 4. 1 impress; 2 remove; 3 host; 4 add; 5 portray

Unit 5b

1. 1 turn ... down, turn ... off; 2 verse, line; 3 singing, humming; 4 tune, melody; 5 hear, listen
 2.

R	O	Z	D	Q	Θ	R	T	C	E	L	E	O	P	N
E	X	B	E	A	B	Θ	S	S	J	N	L	E	L	K
G	O	S	E	I	F	C	F	A	Q	R	R	A	G	I
G	C	B	F	Θ	L	K	S	P	E	C	C	I	V	E
A	R	H	N	P	D	N	C	S	E	I	Q	O	E	C
E	L	I	U	E	I	O	F	P	S	O	A	E	D	S
E	K	P	Z	R	B	A	T	S	E	Q	Z	Z	A	J
D	D	H	M	A	N	S	A	N	O	X	H	B	L	B
U	N	Θ	D	N	U	L	G	K	C	A	B	R	Z	E
P	Θ	P	S	E	C	B	S	N	Y	N	L	N	Y	F
F	X	W	R	U	T	A	Q	T	X	S	G	K	E	I
A	S	G	K	L	L	A	T	E	M	Y	V	A	E	H

3. 1 E; 2 B; 3 A; 4 C; 5 F; 6 D
 4. 1 B; 2 B; 3 B; 4 B; 5 C; 6 A; 7 B

Unit 5c

1. 1 darkest; 2 ugliest; 3 more serious; 4 lighter; 5 more suitable; 6 funnier; 7 more colourful; 8 more cheerful; 9 worst; 10 more impressive; 11 more talented; 12 better; 13 most successful; 14 best
 2. 1 very; 2 rather; 3 absolutely; 4 totally; 5 rather
 3. 1 the most; 2 more accurately; 3 the worst; 4 more easily; 5 better; 6 less
 4. 1 A more and more; 2 A The more talented; 3 B a lot better; 4 B much funnier; 5 A slightly better

Unit 5d

1. 1 action-packed; 2 all-star; 3 plot; 4 special effects; 5 box office
 2. 1 C; 2 A; 3 B; 4 D; 1 it takes two to tango; 2 run the show; 3 in the spotlight; 4 face the music
 3. A musical; B romantic comedy; C science fiction; D adventure
 4. 1 I'd rather; 2 I prefer; 3 sooner; 4 rather than

Unit 5e

1. A 4; B 1; C 3; D 2
2. 1 best; 2 beautiful; 3 exciting; 4 satisfying; 5 predictable; 6 unusual; 7 likeable
3. 1 B 2 A 3 C
4. **(Suggested Answer):** I highly recommend High School Musical 3. The plot is moving and the characters are interesting. After almost two hours of dancing and singing, it is certain to have the whole family leave the cinema full of enthusiasm and joy. Don't miss it!

Unit 5f

1. 1 mispronounces; 2 redo; 3 underestimate; 4 rebuild; 5 oversimplify; 6 dislike
2. 1 of; 2 with; 3 for; 4 in; 5 of; 6 by
3. 1 into; 2 through; 3 away; 4 out; 5 over
4. 1 a) set, b) situated; 2 a) playing, b) starring; 3 a) made, b) took; 4 a) presentation, b) performance; 5 a) exhibitions, b) exhibits

Unit 5g

1. 1 C; 2 B; 3 B; 4 A; 5 A; 6 B; 7 A
2. 1 light-hearted; 2 runtime; 3 opponents; 4 challenging; 5 enthusiasts; 6 fascinating; 7 significant
3. 1 clever; 2 likeable; 3 villain; 4 uncover; 5 cast; 6 predictable; 7 intriguing

Unit 5h

1. 1 N; 2 P; 3 P; 4 P; 5 N; 6 P; 7 P; 8 N; 1 intelligent; 2 shallow; 3 creative; 4 irresponsible; 5 irritating; 6 likeable; 7 hardworking; 8 talented
2. 1 lawyer; 2 folk; 3 composer; 4 creative; 5 photographer
3. 1 Turn up; 2 leading; 3 artistic; 4 compositions; 5 disagree; 6 geniuses
4. **Across:** 2 replica; 4 disguise; 6 evil; 7 real; 8 themes; **Down:** 1 assured; 3 heiress; 5 reflect

Unit 5i

1. 1 the most expensive; 2 the best; 3 more interesting; 4 more original; 5 brighter; 6 the saddest; 7 more lasting
2. 1 longer; 2 older; 3 more talented; 4 later; 5 more; 6 most popular; 7 worse
3. 1 bit; 2 easier and easier; 3 much; 4 much; 5 the higher
4. 1 A: rather, B: totally; 2 A: fairly, B: absolutely; 3 A: completely, B: extremely; 4 A: slightly, B: absolutely; 5 A: rather, B: completely
5. 2 seeing →see; 3 from →to; 4 watching →to watch; 5 listen →listening; 6 to wait →wait
6. 1 C; 2 B; 3 A; 4 A; 5 B; 6 A; 7 B

Unit 6a

1. 1 c; 2 f; 3 b; 4 e; 5 a; 6 d; 1 get involved 2 take care of; 3 burst into tears; 4 hanging out with; 5 natural choice; 6 made a full recovery
2. 1 abandoned; 2 donate; 3 couple; 4 properly; 5 plant; 6 support
3. 1 senior; 2 raise; 3 public; 4 shelter; 5 activities
4. 1 rescue; 2 worthwhile; 3 foster; 4 victims; 5 remove; 6 staff; 7 answer

Unit 6b

1. 1 d; 2 b; 3 e; 4 a; 5 c; A cycle lane; B pavement; C traffic lights; D roundabout; E zebra crossing

2. 1 a; 2 b; 3 a; 4 a; 5 b; 6 b
3. 1 A; 2 C; 3 B; 4 C; 5 B; 6 A; 7 A

Unit 6c

1. 1 be taken; 2 was given; 3 have already been found; 4 had been sold; 5 are fed; 6 haven't been invited
2. 1 whenever; 2 Whichever; 3 Wherever; 4 however; 5 whatever; 6 Whoever
3. 2 They had their roof repaired. 3 She has her dog walked twice a day. 4 He is having his computer checked. 5 He has had his new home decorated.
4. 1 C; 2 A; 3 C; 4 B; 5 A; 6 B

Unit 6d

1. **a)** 1 A: account, B: form; 2 A: parcel, B: scales; 3 A: class, B: Single; 4 A: return, B: overdue; **b)** 1 C 2 A 3 D 4 B
2. 1 Help yourself; 2 make myself heard; 3 do it himself; 4 make myself clear; 5 by himself
- 3.

O	T	A	G	L	E	S	N	E	M	T	L
F	M	N	B	N	K	C	V	E	N	P	A
D	O	X	E	I	I	I	F	E	T	A	C
P	B	R	L	I	T	R	G	Z	S	T	
E	O	F	E	C	C	I	A	H	E	I	T
M	U	S	E	N	L	I	G	C	N	E	C
L	C	T	T	L	S	M	F	J	O	N	A
L	E	K	E	A	I	I	T	F	H	T	R
D	S	T	N	L	L	L	C	Z	E	U	P
G	N	I	K	R	O	W	D	R	A	H	K
I	R	E	S	P	O	N	C	I	B	L	E
L	I	K	E	A	B	L	E	Z	Y	F	J

4. 1 B 2 C 3 C 4 A 5 C 6 B
5. 1 environmental; 2 exhausted; 3 recovery; 4 professional; 5 properly; 6 Fortunately; 7 worthwhile

Unit 6e

1. **Para 2** description of the castle; **Para 3** what we did/saw there; **Para 4** feelings/final comments
2. 1 small; 2 tasty; 3 interesting; 4 big
- 3.

absolutely	very
exhausted, filthy, ancient	tired, dirty, old

4. 1 O; 2 C; 3 C; 4 O; 5 C; 6 O

Unit 6f

1. 1 e; 2 d; 3 f; 4 a; 5 b; 6 c; 1 check in; 2 checks on; 3 checked off; 4 check out; 5 checked out of; 6 check up on
2. 1 station; 2 pedestrian; 3 sign; 4 community; 5 line
3. 1 into; 2 of; 3 from; 4 to; 5 of; 6 with
4. 1 enjoyment; 2 happiness; 3 possibility; 4 marriage; 5 membership; 6 neighbourhood; 7 translation; 8 popularity

Unit 6g

1. 1 F; 2 C; 3 E; 4 A; 5 D
2. 1 D; 2 D; 3 B; 4 C
3. 1 wander; 2 unique; 3 urban; 4 spectacular; 5 fictional

Unit 6h

1. 1 d; 2 e; 3 a; 4 f; 5 b; 6 c; 1 come up

with; 2 hop off; 3 get around; 4 splash out; 5 running on; 6 pick up

2. 1 basket; 2 windscreen wipers; 3 headlights; 4 pedals; 5 hood

3. 1 complete; 2 destination; 3 bustle; 4 glimpse; 5 network; 6 spectacular; 7 on the way

4. 1 c; 2 e; 3 b; 4 a; 5 d; 1 city; 2 huge hit skyline; 3 ancient sites; 4 trendy café; 5 detailed commentary

Unit 6i

1. 1 is used; 2 was made; 3 has been rebuilt; 4 had been used/was used; 5 be seen; 6 was named; 7 is estimated; 8 will be visited

2. 1 Lucy is having her bicycle repaired. 2 Sam had his books returned to the library by his sister yesterday. 3 Thomas was having his car washed when I called him. 4 Melissa will have/is having her bills paid by her husband tomorrow.

3. 1 The children will be driven to the museum by Mum and Dad. 2 Romeo and Juliet was written by Shakespeare. 3 This pass can be used for twenty-four hours. 4 The homeless animals will be taken to an animal shelter. 5 A lot of money has been raised for charity. 6 A puppy had been left in the street.

4. 1 Whoever; 2 whatever; 3 Whenever; 4 wherever; 5 however; 6 whichever

5. 1 myself; 2 himself; 3 herself; 4 themselves; 5 himself; 6 ourselves; 7 itself

6. 1 ... had the parcels delivered ...; 2 ... by himself; 3 ... was installed by ...; 4 ... will be painted by ...; 5 ... any time you ...; 6 ... enjoyed themselves at ...; 7 ... cannot be finished ...

Unit 7a

1. 1 teasing; 2 enclosed; 3 irrational; 4 lift; 5 triggered; 6 screaming

2. 1 d; 2 f; 3 b; 4 e; 5 a; 6 c; 1 over the moon; 2 green with envy; 3 through the roof; 4 butterflies in her stomach; 5 long face; 6 go bright red

3. 1 fight; 2 came; 3 face; 4 beating; 5 basic

4. 1 injection; 2 react; 3 freeze; 4 fight; 5 avoid; 6 leaf

Unit 7b

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

2. 1 mountain rescue; 2 false call; 3 coastguard; 4 unconscious; 5 line

3. 1 c; 2 a; 3 d; 4 e; 5 b

4. 1 C; 2 B; 3 B; 4 C; 5 C

Unit 7c

1. 2 didn't eat, 2nd 6 visit, 1st; 3 weren't, 2nd 7 had locked, 3rd; 4 continues, 1st 8 sit, zero; 5 threw, 2nd

2. 1 When; 2 unless; 3 if; 4 if; 5 When; 6 if

3. 2 I wish I was/were old enough to drive. 3 I wish my mum let me get a pet snake. 4 We wish Mrs Abbott hadn't given us so much homework. 5 Mary wishes she hadn't lost the keys to her house. 6 Susan wishes her little brother stopped teasing her. 7 Emma wishes she didn't scream whenever she sees a tiny spider.

4. 1 A had told, B: would you have done; 2 A: weren't leaving/didn't leave, B: will stay; 3 A: pay, B: didn't take

Unit 7d

1. 1 c; 2 a; 3 d; 4 b; A cut down on fatty foods;

B joined a gym; C am going/will go on a diet; D lost weight

2. 1 balanced; 2 key; 3 physical; 4 recipe; 5 habits; 6 junk; 7 treat

3. 1 low; 2 rich; 3 burn; 4 snacks; 5 products; 6 keep

Unit 7e

1. A 2; B 4; C 3; D 1

2. 1 In addition; 2 For this reason; 3 On the other hand; 4 In conclusion; 5 Firstly; 6 For example; 7 Consequently

3. 1 One point in favour of; 2 In particular; 3 One reason why; 4 Moreover

4. 1 B; 2 C; 3 A

Unit 7f

1. 1 off; 2 out of; 3 up with; 4 back; 5 on

2. 1 to; 2 to; 3 in; 4 from; 5 from

3. 1 enjoy; 2 encourage; 3 lessen; 4 strengthens; 5 sweetens; 6 ensure

4. **a)** 1 habits; 2 poor; 3 ruin; 4 lead; **b) (Suggested Answers):** 1 Sharon spends a lot of time working out at the gym. 2 Jill is very weak, as she has been ill for two weeks. 3 If you sit at the computer for too long, you will damage your eyes.

Unit 7g

1. 1 venom; 2 unpredictable; 3 motionless; 4 cuddly; 5 sightings; 6 continuously; 7 Swamps; 8 poisonous

2. 1 c; 2 d; 3 b; 4 a; 5 f; 6 e; 1 vulnerable targets; 2 common sense; 3 Wasp stings; 4 mosquito bites; 5 put up a fight; 6 raises the risk

3. **a)** 1 drags; 2 warn; 3 play; 4 scratch; **b)** A alligator; B rattlesnake; C bear; D raccoon

4. 1 paws; 2 snatch; 3 threatening; 4 fatal; 5 sipping

Unit 7h

1. C

2. 1 B; 2 G; 3 A; 4 D; 5 C; 6 E

3. 1 NS; 2 T; 3 F; 4 T

4. 1 a; 2 b; 3 a; 4 a; 5 b; 6 a

Unit 7i

1. 1 hadn't smelled; 2 speak; 3 wouldn't have had; 4 get; 5 would take; 6 will attend; 7 will be cancelled; 8 would join

2. 1 was/were; 2 will go; 3 hadn't tried; 4 had waited; 5 would have held; 6 would die; 7 were; 8 have

3. 1 If only I had woken up earlier this morning. 2 I wish I wasn't/weren't afraid of spiders. 3 If only I had taken an umbrella. 4 I wish I could stay here longer. 5 If only someone drove by and helped me.

4. 1 Unless; 2 When; 3 if; 4 when; 5 unless; 6 If

5. 1 ... was/were not afraid of lifts ...; 2 ... didn't have ...; 3 ... had not missed ...; 4 ... unless we leave ...; 5 ... had stopped at the ...

6. 1 may; 2 can; 3 shouldn't; 4 must; 5 need to; 6 can't

Unit 8a

1. 1 c; 2 d; 3 e; 4 a; 5 b; 1 faces challenges; 2 perfectly still; 3 burnt her hand; 4 Brain damage; 5 came into sight

2. **Sprain:** ankle, wrist, finger; **Bruise:** eye, spine, cheek; **Bump:** head, shoulder, knee

3. 1 inspiration; 2 sorry; 3 mind; 4 amazing; 5 attitude;

6 wheelchair; 7 quit

4. 1 cut; 2 plant; 3 bumps; 4 wannabe; 5 motto; 6 paddle

Unit 8b

1 a) 1 What happened? 2 It was fantastic! 3 I prefer safer sports. 4 I love extreme sports! b) 1 What do you think? 2 I'm not sure that's a good idea. 3 Hmm ... I don't know. 4 Let me think about it.

2. 1 Yes, definitely. 2 You're looking under the weather. 3 go for it. 4 obviously dangerous 5 Stick to it.

3. 1 b; 2 a; 3 b; 4 a; 5 b

4. 1 B; 2 A; 3 A; 4 B; 5 C; 6 B; 7 B

Unit 8c

1. 2 would go, "I'll go out with you next time." 3 didn't have, "I don't have her number." 4 were bringing, "We're bringing it on Monday." 5 hadn't seen, "I haven't seen him since Christmas."

2. 1 John begged Susan to help him. 2 Betty promised to do all her chores that weekend. 3 He reminded me to lock up the house before I left. 4 She warned the children not to stand too close to the fire. 5 David offered to take Ben to the airport later. 6 Jessica threatened to tell everything to Mr Brown. 7 She advised Mike to see a doctor about his sprained ankle.

3. 2 E her to take some aspirin and go to bed early. 3 B him (that) he could try jogging in the mornings. 4 C not to do any sports until it got better. 5 F (that) he was going to buy a new one. 6 A (that) she hadn't seen her lately.

4. 1 nothing; 2 everything; 3 something; 4 something; 5 Nobody; 6 everywhere; 7 everyone

Unit 8d

1. 1 c; 2 e; 3 a; 4 b; 5 d; 1 thick vegetation; 2 poisonous insect; 3 remote island; 4 antiseptic cream; 5 steep hillside

2. 1 warm clothes; 2 rucksack; 3 first aid kit; 4 insect repellent; 5 sunscreen; 6 pen knife; 7 map

3. 1 will it; 2 shall we; 3 didn't you; 4 isn't it; 5 has he; 6 aren't they; 7 will you; 8 do you

4. 1 e; 2 d; 3 a; 4 b; 5 c; 1 killing two birds with one stone; 2 barking up the wrong tree; 3 let the cat out of the bag; 4 has a bee in her bonnet; 5 take the bull by the horns

Unit 8e

1. A 3; B 6; C 2; D 1; E 5; F 4

2. 2, 4, 6

3. 2 I have enclosed a copy of my application form. 3 I look forward to hearing from you. 4 I am interested in applying for the position. 5 I enjoy working with chil-

dren. 6 Moreover, I have worked part-time at my father's pet shop.

Unit 8f

1. 1 rescue; 2 lost; 3 instead; 4 inability of; 5 injured; 6 gain

2. 1 announcement; 2 nervousness; 3 embarrassing; 4 rebuild; 5 outing; 6 broadens; 7 amazed

3. 1 c; 2 a; 3 d; 4 e; 5 b; 1 carried on; 2 carry through; 3 carried away; 4 carry out; 5 carry ... off

4. 1 of; 2 on; 3 of; 4 in; 5 for

5. 1 avoid; 2 survive; 3 remain; 4 prevent; 5 suitably; 6 properly

Unit 8g

1. 1 T; 2 NS; 3 F; 4 NS; 5 T; 6 F; 7 NS

2. 1 principal; 2 treat; 3 reward; 4 mission; 5 minor; 6 founded; 7 transform

3. 1 emotional; 2 developing; 3 came upon; 4 ensure; 5 worthwhile

Unit 8h

1. 1 continents; 2 polar ice sheet; 3 wilderness; 4 laboratory; 5 CO2 emissions

2. 1 flooding; 2 racing; 3 scenery; 4 draws; 5 reflecting; 6 shelves

3. **Across:** 1 progress, 2 range, 3 peep; **Down:** 4 graduate, 5 part, 6 rise

4. 1 c; 2 f; 3 d; 4 b; 5 a; 6 e; 1 food chain; 2 human impact; 3 greenhouse gases; 4 unspoilt places; 5 native people; 6 global warming

Unit 8i

1. 1 (that) she found that sculptor unique. 2. (that) she was going to the train station. 3 (that) she had passed all her exams. 4 (that) he had broken his arm while trekking. 5 he couldn't get the Internet to work. 6 she was visiting her grandparents the following Sunday.

2. 1 why he had decided to become a rescue worker. 2 She asked him where he had got his training. 3 She asked him how many hours a week he worked. 4 She asked him if he used hi-tech medical equipment. 5 She asked him if he had ever been in serious danger. 6 She asked him what the worst thing about his job was.

3. 1 ... complained his internet connection was ...; 2 ... begged Joe to help her ...; 3 ... agreed to meet us ...; 4 ... explained (that) she had ...; 5 ... warned the children not to ...; 6 ... offered to mail those parcels ...

4. 1 Someone; 2 anything; 3 nothing; 4 anyone; 5 everywhere; 6 something; 7 everything

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

6. 1 not to leave; 2 doesn't it; 3 to be; 4 asked; 5 everywhere; 6 would perform; 7 shall we; 8 nothing

Ключи к разделу рабочей тетради "Translator's Corner"

Модуль 1

Упр. 7, с. 13

to raise money for charity, cooking contest, good (bad) luck, superstition, to transform into a pirate town, to experience a pirate's life, to blow out candles to wear fancy dress costumes, to be a major event in a teenager's life, the icing on the cake, to sell like hot cakes, to turn into, Remembrance Day, a solemn commemoration, treats, to be/get excited.

Упр. 8, с. 13

1. Every country has its own celebrations and festivals. In Russia we celebrate New Year, Christmas, Maslenitsa, Victory Day and many others. We have a strong tradition of celebrating Women's day on the 8th of March. That day all women receive presents, we have parties, cook special dishes. If you go to see your friends make sure you have beautiful flowers for the mother of the family. The national holiday of all the country is Victory day which we celebrate on the 9th of May. In the morning we can watch the parade on TV, in the evening we watch a display of fireworks and open-air performances, usually concerts, that take place in parks and main squares. There are many regional festivals in Russia, for example, Watermelon Day in Astrakhan, Cucumber Day in Suzdal. There are a lot of contests on these days, you can enter any of them and get a prize. Children's favourite celebration is New Year. They decorate fir trees, pull crackers, throw streamers, wear masks and fancy dress costumes. Adults also like this holiday; they dress up, exchange gifts and take pictures. It's the coolest family celebration. 2. The annual carnival on the island is a spectacular celebration. The citizens of the island keep a strong tradition of wearing monster masks and costumes (everything is used for the material from fruit to old furniture and dishes) and making fun.

Модуль 2

Упр. 7, с. 23

to work on the space station, zero gravity, muscles go soft, lack of gravity, to bump into the computer, in the airless space, the bus stop is on the corner of the street, to make friends with sb, to switch off the light, to take things without asking to tidy up the house, to put sb at risk, never get off the phone, talkative, arrogant, selfish, helpful, forgetful

Упр. 8, с. 23

1. I spent last summer at my grandparents'. Their cottage is situated not far from a small, quiet and beautiful town Myshkin on the Volga. There are six rooms in their cottage: three downstairs and three upstairs. My grandfather even has a study; there are many-many books and a computer there. The most interesting place in the house is the attic. There are many things which remind me of my childhood. The next-door neighbours are sociable and caring; they help my grandparents when we are away. In my childhood I used to spend every summer here (at my grandparents'), that's why I have a lot of friends. There is a huge football

pitch not far from the house, and last summer we often played football. We, of course, went camping, set tents and slept in sleeping bags. It was cool! But I did not only enjoy my life, I also had to do household chores: I cleaned the whole house with a vacuum cleaner. My friends offered to help me to repair my room. We used the vacuum hose to whitewash it. It was a wonderful summer!

2. – Ann, I'd like a word with you.

– Oh, what have I done now?

– Look, the kitchen is such a mess/look at the state of the kitchen. Can't you tidy it up after yourself?

– I am busy, I am working on the computer.

– Don't forget you also have to do household chores. I work from morning till evening, go shopping, cook dinner.

– You are right, mum. I'll wash the dishes and tidy up everything in five minutes.

– That's better! Thanks!

Модуль 3

Упр. 7, с. 33

extinct species of animals, a violent whirlpool, reported sightings of the monster, human prints, to have a dream (a nightmare), to live in a fantasy world, an oil painting, in the background of the picture, to come across sth, in search of sth, to paint a bright/grim picture of the incident, dull colours.

Упр. 8, с. 33

1. There are a lot of legends about various mysterious monsters. People from different places of the world report sightings of them. Some see Snowman, Yeti, rising to two or two and a half meters in height with a man-like head, a short neck and very long arms. In 1966 for the first time people reported the sighting of Mothman, a brown man-sized creature with giant moth-like wings. Several witnesses saw him flying over Charleston. Scientists doubt that these creatures are real/exist as unfortunately no one has found their prints or skeletons. 2. V.I. Surikov painted the picture "Boyarinya Morozova" in 1887 in memory of his childhood which he spent in Siberia. In the foreground we see a woman in the national Russian costume of the 17th century who is half lying on the sledge. It is Feodosia Morozova. She asks/appeals to everybody to fight for the Faith. In the background we see winter countryside, snow and a crowd of people. The colours are mostly blue, white and black in natural shades. The contrast makes the picture realistic.

Модуль 4

Упр. 7, с. 43

to be divided to ..., to perform a task, to make decisions, to overcome a problem, artificial brain (intellect), the screen has frozen, to connect to the Internet, to pay for the subscription to the Internet service provider, to download music, the printer has run out of ink, to save the document the hard disk is full, to delete the file, anti-virus software, to browse/surf the Web, an access to the Internet, to get (receive) e-mails, to break down, to do a

full scan with anti-virus software, to obey orders, a viewer, to become outdated.

Упр. 8, с.43

1. Robots are coming! One (you) can think so after watching the films "Robocop", "AI" (artificial Intelligence), "I, Robot" and others. Robots have existed in our imagination for more than a hundred years. Now they have become a reality. There are robotic dogs that can walk and react to sound. There are household robots that can vacuum rooms but they can perform only one task. It is difficult to build a robot that can /would/will be able to cater for our needs. In films robots can feel and love. But scientists can't build a robot that would behave like a human yet. It's impossible to overcome the problem of giving robots intelligence, the power of reasoning and feeling. But who knows? Perhaps in another hundred years we'll have robots doing all household chores, robots-pets (robotic pets) instead of real cats and dogs, and robotic friends. 2. Technology has made our life enjoyable and creative. Now it's difficult to imagine oneself without the Internet: we get all kinds of information, read news, check weather, and send emails. The Internet has brought us all together. We make new friends and communicate more often with the old ones. Education on line has also become popular. It gives everybody access to different libraries and new technologies.

Модуль 5

Упр. 7, с. 53

remain anonymous, learning difficulties, private property, colour in black and white pictures, to design a house, to portray a famous sculptor, the second verse of the song, to hum a popular tune, a film with stunts and special effects, to be a box office success, be in the spotlight, to face the music, to run into a friend

Упр. 8, с. 53

1. Miniature art is as old as human civilization. The gift to work in this field is very rare. The Russian Levsha, the character of Leskov's story who managed to shoe a flea is known all over the world. Today there are people in Russia who have got in their art collections similar real shoed fleas that has become the classics. They are 7 in Russia. Anatoly Konenko from Siberia, Omsk is one of them. His works include the smallest book in the world – just 0,9 mm long. It has been registered in the Guinness World Records. His portraits of famous people on rice grains strike the imagination. It takes the artist three months to paint such a miniature, his tool is a hair from a butterfly wing. The visitors of his exhibition "Miracles under the microscope" are amazed by a lot of unique works, such as the smallest copy of the balalaika in the case carved from a poppy seed, the tiny violin 6 mm long, the chess board 6x6 mm with the chess pieces 0,6–1,8 mm. Anatoly Konenko is a world known miniature artist. His exhibitions impress the spectators not only in Russia but in Europe, Asia and America. 2. Graffiti as the street art changed the look of streets at the end of the 20th century. The history of graffiti started in the New York underground. Today bright and original works of graffiti can be seen in the urban streets all over the world. But there are still different opinions. "Graffiti is vandalism". "Every work in graffiti is a valuable piece of art". What do you think?

Модуль 6

Упр. 7, с. 63

to answer phone calls, to burst into tears, to help clean up the forest, animal foster home, staff members, to cross the street at zebra crossing, public services, to open a (savings) account in the bank, to withdraw some money, to report a fire, to send a parcel, to check in the hotel, to check out of the hotel, to meet the mayor, to ban transport in the city centre.

Упр. 8, с. 63

1. In every country there are a lot of charity organizations. They really lend a helping hand to children's shelters, foster homes, disabled senior citizens; rescue animals that are nearly extinct; take care of injured (wounded) animals till their full recovery. Such funds organize help to victims of earthquakes or floods in any part of the world. Especially their help is needed by children who sometimes have to be rescued; they are removed from their homes because they are not being looked after properly. The charity organization "Who if Not Me" invites volunteers to work with such children, socialize with them, help develop their creative abilities and intelligence. 2. – When does the train for Manchester leave? – At seven pm – Two second-class tickets to Manchester, please. – Single or return? – Return, please. – Forty pounds, fifty pence. – Here you are. Which platform is it leaving? – Platform three. – Thank you. – You are welcome. 3. A library is the place where you can find a big collection of books of different genres available for readers. You can borrow any book you like for several days and then return after reading it. A good librarian always helps you to make a choice. A patient, friendly and caring librarian develops our love for books. But now electronic libraries are more popular. You can read any book online without leaving your home.

Модуль 7

Упр. 7, с. 73

enclosed space, a fear of heights, to scream loudly, to avoid air-flights, to be over the moon, to get green with envy, to go bright red, to fight the fear of the dark, human emotions, to call the mountain rescue, to make a false call, to hold the line, to cut down on fatty food, to lose weight, to go on a diet, to join a gym, common sense, meat products, to keep off the wet floor.

Упр. 8, с. 73

1. Any phobia is characterized by (an attack of) fear. Fear makes our brain react, sending signals to activate our body's nervous system. As a result you may shake, sweat, your heart starts beating madly. Sometimes fear helps to survive as it gives the signal "to fight or flight/run". Each of us has once experienced some fear that turns your legs to jelly, you shake like a leaf or start to scream. Fear, of course is harmful to health/is not a good thing that is why one should fight out phobias. It is necessary to find the reason of your fears; that will help to realize that they're irrational. And if you find yourself in the same situation next time you will face it. Eventually fears will melt over. In her childhood my sister was awfully afraid of spiders. When she saw one she screamed so loudly that she fright-

ened people around. If her friends hadn't teased her and she hadn't felt so embarrassed after, she wouldn't have fought out her phobia. 2. If you want to lose weight you shouldn't starve. Exercise in the gym every day; don't eat junk food choosing useful nutritious products. If you go on an extreme diet it may do your health harm. The diet should be balanced and physical activity must become a healthy habit.

Модуль 8

Упр. 7, с. 83

to signal for help, to protect oneself, to survive in the jungle on a remote island, antiseptic ointment, to put a bandage on sth, first aid kit, to have a sling put on the leg, an extreme dangerous sport, brain damage, to take the bull by the horns, to have a bee in one's bonnet, to let the cat out of the bag.

Упр. 8, с. 83

Paralympics' games become more and more popular. Thousands of sportsmen and sportswomen who have refused to give up and are ready to face a challenge take part in them. Their positive attitude to life is an inspiration

to many. People who have become invalids for various reasons understand that their life can be interesting and useful. Life itself is a total miracle. A lot of Paralympic sportsmen had had a terrifying experience before they understood it. Alex Ashapatov was a famous sportsman when he lost his leg in an accident in 2002. He continued going in for sport and won several competitions first in volleyball then in disc-throwing. Olesya Vladykina who won the swimming competition in the Peking Olympic Games won a victory over herself. A year before the Olympiad the tourist coach had rolled down in Thailand, she had survived the horrible accident but lost her arm and her back was seriously bruised. Most people would have become depressed after such a tragedy but Olesya amazed everybody by her courage. She didn't waste time feeling sorry for herself but began to train hard. Strange as it may appear her disability gave her secret power. Here is the result: she got a gold Olympic medal. Olesya thinks that only extreme moments make you use your potential. Her motto is "Never give up!". We should write more about such people and do everything possible so that they shouldn't feel invalids even in a wheelchair.

Тексты аудиозаписей к рабочей тетради

Модуль 1

Ex. 2 (p. 5)

Speaker 1

I don't think luck has anything to do with whether we do well in life or not. It's true that there have been situations when I've considered myself very lucky, but after rational thinking I have come to realise that anything good that's happened to me is the result of hard work and careful planning.

Speaker 2

I've been carrying this little golden coin with me ever since I was a little girl. I believe that if I lose it, something bad will happen to me. Once, I was half way through a trip when I realised I'd left it at home. Well, I drove back three hours to get it and then I went on my way again!

Speaker 3

I don't remember who it was that said "the only sure thing about luck is that it will change", but I certainly agree with them! I've felt really fortunate in my life quite a few times, but I don't expect good luck to follow me around for the rest of my life!

Speaker 4

Over the years, I've managed to raise a wonderful family, have a very good business, and be surrounded by friends I love and trust. So, I can say that my life is blessed with good fortune, but that alone doesn't help. If you don't do something yourself to make sure your dreams come true, good luck won't be enough.

Speaker 5

Lately I've been having one problem after the other. I'm not superstitious, but I really feel I've done something to make Lady Luck angry! But maybe I worry too much. If the saying "good things come to those who wait" is true, then I can only hope that with a little more patience things will improve for me.

Модуль 2

Ex. 2 (p. 15)

Janet: I've just about had enough with George!

Laura: Why? What's your brother done now?

Janet: It's not what he has done it's what he hasn't done!

Laura: Let me guess. You've been cleaning the whole house by yourself again, right?

Janet: Exactly! He says he doesn't have time to do housework. I mean, if I can manage to do a few things around the house after school, I don't see why George can't. Our parents work very long hours and this is the least we can do to help them out.

Laura: Have you said anything to him about this?

Janet: Actually, Mum and Dad have. They keep telling him it's not fair that I do all the chores, and that even though his university studies keep him busy he still has to do his share.

Laura: Look, I know it's annoying that you have to do everything, but don't forget it's exam time for George, so housework is the last thing on his mind right now.

Janet: Well ... You've got a point there. Maybe I am being a little selfish.

Laura: Oh, come on! You're just tired, that's all.

Janet: The truth is that I'm more upset about the whole thing than tired, but I hope that George will start giving me a hand around the house when his exams are over.

Laura: Let's hope so!

Модуль 3

Ex. 2 (p. 25)

Speaker 1

While on holiday last summer, I had a dream that a green monster was chasing me. The dream ended when I jumped off a cliff and woke up on the floor next to my bed. My mum has a dream dictionary so I looked up the meaning. The book says that dreaming someone is chasing you means that you are stressed about something. How can you be stressed when you're on holiday?

Speaker 2

Last night I dreamt that I was at school when a fire broke out. Students and teachers were screaming and running everywhere. I was in the bathroom with my friend and by the time we got out, the whole school was on fire. We tried to run, but couldn't move. I woke up shaking and screaming.

Speaker 3

In my dream, my grandfather from Spain had sent me a letter describing his new summer house and inviting me to spend the summer with him and my grandmother. Well, I woke up this morning and my mum told me that my grandfather had sent her an email telling her he had bought a new house!

Speaker 4

When I was young, I always had the same dream. I was living in a magical forest filled with monsters and fairies. Every night was a different adventure. A few years ago I decided to turn my dream into a film. Now children all over the world can be a part of my dream world.

Speaker 5

I woke up this morning all excited because I dreamt that my best friend Lisa and I had won the local talent competition. I rushed to school to tell her about my dream only to find out that she had had exactly the same dream as me!

Модуль 4

Ex. 4 (p. 35)

Speaker 1

My little brother and sister always use my computer, and I don't like it at all! I don't mind them using it for homework, but it really gets on my nerves when they download music and games from unknown sites and my computer ends up with all sorts of viruses. I told them that from now on they can only use my PC if I'm there to see what they're doing.

Speaker 2

I know that many people believe computers are here to make life easier, but I do not agree. Last week, I was typing up my history project. I had typed four pages and I was on the last one when my computer crashed. All that work gone! I know I should have saved it as I was typing, but

I didn't. All I know is that I had to write everything all over again!

Speaker 3

I can't imagine my life without my computer. I use my laptop for hours every day: chatting with friends, downloading music and surfing the Net. I find it's the best way to stay informed and communicate with my friends. I don't know how people managed before the invention of the Internet!

Speaker 4

You really have to be careful about viruses when downloading music from the Internet. Last Saturday I was downloading a song from a new site I had discovered when my computer crashed. I tried to reboot, but nothing. I called my cousin who is good with computers and he came over and fixed it. He even installed new anti-virus software to protect my computer.

Speaker 5

I really think more schools should start teaching students all about computers. Some people think that computers are taking over our lives, but I disagree. Computers make life easier. With just a click of the mouse you can find information about everything, explore different countries and keep in touch with family and friends.

Модуль 5

Ex. 4 (p. 45)

Reporter: Perhaps you could begin by telling us how you became interested in art?

Ruth: Well, surprisingly enough when I was a child both my parents used to do a lot of art so I grew up surrounded by easels and clay and so on, but I was never really into it myself. It was only later in life when I was having a baby and had to give up my job that I took up art.

Reporter: You are known for your painting but you also do a lot of sculptures. Which of the two did you begin with?

Ruth: Sculpture, actually! Although I quickly realised that I'm better at painting ...

Reporter: And when did you realise that you had so much talent?

Ruth: By 1999, I had been painting for ages and had hundreds of paintings. One day, I sold some of my worst paintings at a local charity and, of course, I didn't think anything of it. I mean no one knew my work anyway, but a few days later I got a call from a collector who wanted to see my work. It was only then that I realised that I had talent.

Reporter: Are you serious?

Ruth: Yes, anyway. I showed him some of my stuff and he bought four paintings for a total of £25,000. I was over the moon.

Reporter: And I imagine that was just the beginning ...

Ruth: Exactly! Everything just took off from there. The phone kept ringing and I started to have my first real and own exhibitions, and in some of the major cities too.

Reporter: How did you deal with the success, Ruth? How did you manage the role of a mother and a celebrity artist at the same time?

Ruth: Good question! Most people would think that it's difficult but I've always had lots of help and, in fact, I've man-

aged well. Remember, I still do a lot of my work at home, so I spend a lot of time with my kid.

Reporter: It sounds like you've truly found your perfect job.

Ruth: I don't know if I would say 'the perfect job' but I'm pretty happy, that's for sure.

Модуль 6

Ex. 3 (p. 55)

Jen: Hey Angie, how's it going? Did you enjoy your winter holidays?

Angie: Absolutely! I spent most of my time with my friends and family. I also spent some time visiting old people at the old people's home. How about you?

Jen: I had a good time too. My grandparents were visiting, so I spent some time with them. I also did some volunteering at the local soup kitchen for the homeless. It's something my sisters and I do every year. What exactly did you do at the old people's home?

Angie: I spent most of the time keeping company with the elderly. A lot of them have families who live far away and don't come to visit for the holidays. It gets extremely lonely for them, so I do what I can, like reading and talking to them, or taking them for walks. And you? Were you at the soup kitchen every day?

Jen: Well, the local community centre organises a soup kitchen for Christmas and New Year. Most people come to the soup kitchen those four days and that's when volunteers are needed most. My sisters and I usually go in the early afternoons or after dinner. The kitchen is also open the entire week in between, so we go whenever we get a chance. I am thankful for all that I have, and I feel it's important to help those who are in need.

Angie: I agree. My grandparents live two streets away from us and have us for company, but not everyone is as lucky. It really upsets me to know that some people, especially older people, are all alone for Christmas. Going to the old people's home brings joy to both the people there and to me.

Jen: It sounds great. Maybe next year I can come with you to the old people's home for a few days and you can come to the soup kitchen with me.

Angie: Let's do it! We can be working together!

Модуль 7

Ex. 4 (p. 65)

Interviewer: Every year, many homes and lives are taken by fires. Here is Brian Smithers, a firefighter from the local fire brigade to talk to you about fire safety in the home.

Firefighter: Hello everyone. Before we begin discussing fire safety, I would like to give you some important facts. People who do not have smoke alarms in their homes are twice as likely to die in a fire. Ninety people die each year because the battery in their smoke alarm is either missing or dead. Every three days, somebody dies from a fire caused by a cigarette and seven thousand fires are the result of faulty electrical appliances. Most fires in the home are caused by candles and faulty electrical appliances.

Interviewer: Is that so? What are some of the things that people can do to help prevent fires in the home?

Firefighter: Well, there are quite a few things you can do. The most important thing is to have a fire alarm in your

house. It should be placed in the hallways in the middle of the ceiling. Avoid putting it in the kitchen or bathroom because the steam caused from cooking and hot water can make the alarm go off unnecessarily. It's also very important to check the batteries once a week and to replace them every year. You must never leave the alarm without batteries.

Interviewer: That is good advice. Anything else people should know?

Firefighter: It's very important to be careful when cooking since most fires start in the kitchen. Take pans off the cooker or turn the heat down if you have to leave the kitchen for a while. Also, keep all towels and paper far away from the cooker. Double-check the cooker once you've finished cooking. Finally, keep all electrical appliances far away from water.

Interviewer: What should people do in case there is a fire?

Firefighter: The most important thing is to stay calm. If a fire breaks out, try and stay low where the air is clear. There are certain things you should do to be prepared for a fire. Every family should have a plan of exit in case of fire and practise it often. Make sure that all exits to the house are clear and keep keys somewhere where everyone can find them. Once outside, call the fire service and make sure nobody goes back inside.

Interviewer: Thank you very much Brian. I am sure your information will be of great use to our listeners.

Модуль 8

Ex. 4 (p. 75)

A: Please have a seat Mr Berkley.

B: Thank you.

A: Now, let's see ... how old are you?

B: I've just turned 29 actually.

A: Good! Now, let me see, there are two positions available ... are you applying for History teacher or English teacher because I see you can do both.

B: I did some private English lessons while I was at university but I'm a trained History teacher now, so I'm going for that position.

A: Right! And do you have much experience in this field?

B: I've just finished university actually so ... no, I don't ... but I have the qualifications.

A: I see ...

B: ... and I know that I have the qualities it takes to be a good teacher.

A: Well, yes I'm sure you do but tell me ... what do you think is the most important quality for a teacher?

B: Of course a teacher has to be punctual and organized but above all he must be patient with the kids.

A: Punctuality is certainly a priority at this school ... for both teachers and kids ... good. When would you be ready to start, that is, if we offer you the position?

B: Not quite immediately but in about a week ... I just have to finish a few things ...

A: I understand. Well, we won't make a decision before next week anyway, so that's fine. My secretary will be in touch with you sometime next week if we need you.

B: Thank you.

Ключи к парным заданиям

Set I

1

- B: When is the flower festival?
A: The festival is from 18th to 24th of May.
B: Where is the festival going to be held?
A: The festival will be in Hampton Park, Seagrove.
B: Are there going to be activities for children?
A: Yes, there will be fairground rides for children.
B: Do you have to buy a ticket to get into the festival?
A: Yes, they are £2 for adults, but children get in free.
B: What time is the fireworks display?
A: At 9:30 pm.

2

- B: What chores do they do?
A: They do general cleaning, washing clothes, ironing, gardening, meal preparation and much more!
B: How much do they charge?
A: Prices start from only £10 per hour.
B: What is the name of the company?
A: The company is called "Chore Angels".
B: Do they have a website?
A: Yes, it is www.chore_angels.com.
B: Do they have a phone number?
A: Yes, the phone number is 020485746.

3

- B: What day is the lecture?
A: The lecture is on Thursday, 14th of October.
B: What will the lecture be about?
A: It will be about myths and legends.
B: Where will the lecture be located?
A: In the main concert auditorium at Bradbury Concert Hall.
B: What time is the lecture?
A: The lecture will be at 7:30 pm.
B: How can I reserve a seat?
A: You can call the booking office to reserve a seat.

4

- B: What classes are being offered?
A: Computer classes are being offered.
B: What days of the week are advanced classes available?
A: Advanced classes are offered on Fridays from 7 pm–9 pm.
B: How long do the courses last?
A: All courses last 10 weeks.
B: Are there any special offers?
A: Yes, you will receive a 20% discount if you book and pay online.
B: How can I find out more information?
A: You should see/visit their website.

5

- B: When will the London Film Festival be held?
A: From 12th to 25th of July.
B: What is the exact location of the festival?
A: The Odeon Theatre Complex, South Bank.
B: Are all of the films from Europe?

A: No, there are films from all over the world included in the festival.

B: Is there a phone number where I can call?

A: Yes, it's 02085931754.

B: What time is the box office open?

A: The box office is open daily from 11:30 to 20:30.

6

B: Where is the animal sanctuary located?

A: It is located in Bath.

B: Do they want volunteers of all ages?

A: Volunteers must be at least 16 years old.

B: Do volunteers need any previous experience?

A: No, not at all.

B: Who should I call?

A: You can call Jo for more information.

B: What is the phone number?

A: The number is 071432094583.

7

B: Who is allowed to enter the food competition?

A: Anyone between the ages of 13–16.

B: What do you have to do to enter the competition?

A: You must send your favourite recipe that uses only organic products.

B: Is there a prize?

A: Yes, you could win one of five trips to Germany to attend the worlds largest organic food fair.

B: Where can I find more information on the competition?

A: You can visit their website at www.organicfoods.com.

B: When do the application forms need to be in by?

A: The closing date for entries is 18th February.

8

B: What is the name of the school?

A: The school is called SuperSports.

B: What is the price of the beginner course?

A: The beginner course starts from £200.

B: When are the courses available?

A: You can take a course any time, they are open 365 days a year.

B: Who should I contact for more information?

A: You can call James on 08753392850.

B: Are there any special offers?

A: Yes, if you book online during the month of March, you will receive a 10% discount.

Set II

1

A: When is the masquerade ball?

B: The ball is Friday, 12th of July.

A: What should people wear to the ball?

B: People should dress formally to the ball.

A: Are there prizes?

B: There will be a prize for the best mask.

A: How do I get tickets for the ball?

B: They are available from the school office at lunchtime.

A: What is included in the price of the ticket?

B: A 4-course meal is included in the price of the ticket.

2

A: What is the name of the vacuum cleaner?
B: It is a Ronson V5050.
A: How much does the vacuum cleaner cost?
B: It costs £65.
A: What are the features of the vacuum cleaner?
B: It is twice as powerful of most other cleaners, it is lightweight and it uses fast, re-chargeable batteries.
A: How can I order one?
B: You can order the Ronson V5050 by calling 01159456382, or visit the website, at www.handyclean.com.
A: Can I get a better price?
B: Yes, if you order online you will receive free delivery and a 25% discount.

3

A: What is in 'The Book of Dreams'?
B: 300 pages of real dreams and explanations of what they mean.
A: Are there any changes in the new edition?
B: Yes, the second edition has more entries and a 'dream dictionary' included at the back.
A: How much does a paperback copy of the book cost?
B: The paperback copy is £7.00.
A: How much is the hardback copy?
B: £16.00
A: Are there any special offers?
B: Yes, if you buy one hardback copy, you get a second for half price.

4

A: What is the competition about?
B: The competition is to suggest ideas for a brand new game.
A: How old do you have to be to enter?
B: You must be between the ages of 11 and 18.
A: What should be included in the entry?
B: You must include the name, setting and rules of the game.
A: When is the closing date for entries?
B: You must enter by 14 of May.
A: What will the winner receive?
B: The winner will have their game made into a real game.

5

A: What will be showing at the gallery?
B: There will be an exhibition of Italian painting and sculpture from 1500–1700.
A: When will the exhibition be held?

B: From 12th of February to 15th of June.
A: Where will the exhibition be?
B: The exhibition will be in the Sainsbury Wing of The National Gallery, in Trafalgar Square, London.
A: Who is it funded by?
B: It is sponsored by National Savers' Bank.
A: How much does it cost to attend?
B: It is free for everyone.

6

A: Where is the open day and pet show located?
B: It is at the Animal Rescue Centre, in Oxford.
A: What time does the registration for the pet show start?
B: It begins at 10 am.
A: When will the judging for the pet show be?
B: The judging will start at 12 pm.
A: Is there a fee to enter the pet show?
B: Yes, it will cost £10 for every pet that is entered in the show.
A: Will there be prizes for the winners?
B: Yes, there will be a prize for the cutest pet, the pet the judges would like to take home and for the cleverest pet.

7

A: What is the name of the company offering a job?
B: The company is called "The Gym Group".
A: Where is it located?
B: There will be locations in Edinburgh, Glasgow and Liverpool.
A: What requirements should applicants meet in order to apply?
B: Applicants should be outgoing and love healthy food.
A: How old do you have to be to apply?
B: Applicants must be over 16.
A: How do I apply?
B: You must email your CV to helen@jobsgymgroup.com.

8

A: What is the date of the London Fun Run?
B: The run will be on 19th of June.
A: What is the distance of the run?
B: The run will be 5 km.
A: How much will it cost for seven people to enter?
B: Groups over five people pay only £5 per person.
A: Who does the money go to?
B: All of the money raised from the fun run, will go towards helping children in poor countries who need eye surgery.
A: Who do I contact for more information?
B: For more information, call Kelly on 056344305981.

Пьеса "Pygmalion"

Script and General Stage Directions

The number of roles in the play can be adapted to fit the number of students available. In cases where there are more characters than students, students can double up as two characters. For example, Passersby, Servants or Guests can be interchangeable roles played by the same students. Conversely, if there are more students than characters, Passersby, Servants and Guests can be more than the prescribed number, depending on the stage space available.

Cast members can also be utilised in the chorus, with the exception of those who need to change costume for the next scene. Generally, everyone is used as singers, making the chorus an ensemble

Characters:

Narrator
Professor Henry Higgins
Eliza Doolittle
Colonel Pickering
Passersby (4)
Mrs Eynsford-Hill
Clara Eynsford-Hill
Freddy Eynsford-Hill
Bystander
Mrs Pearce
Alfred Doolittle
Maid
Mrs Higgins

Stage Directions

Scene 1

Part 1

1.1 Curtain opens on entire cast gathered at DS for the opening Song: Covent Garden. All stage lights are up full.

Nepommuck
Ambassador's wife
Guests (6)
Servants (3)
Ambassador

For the purpose of this production, the Narrator's part will be played by a student.

Stage Directions – Abbreviations

Most published plays have stage directions written within the text. Often those directions are in abbreviated form. Here's what they mean:

C: Center
S: Stage
DS: Downstage
DR: Downstage Right
DRC: Downstage Right Center
DC: Downstage Center
DLC: Downstage Left Center
DL: Downstage Left
BS: Backstage
R: Right
RC: Right Center
L: Left
LC: Left Center
U: Upstage
UR: Upstage Right
URC: Upstage Right Center
UC: Upstage Center
ULC: Upstage Left Center
UL: Upstage Left

Script

Scene 1

SONG – Covent Garden

In London's Covent Garden
One hundred years ago
On a rainy afternoon
Is where we start our show
*A rich, well-read Professor
Will shelter from the rain
With a common flower girl
Who he'll soon meet again*
Can he make her a lady?
And if he can, then how?
Will he change her life for her?
We'll find out here and now
We'll find out here and now

Part 2

1.2 A rainy, summer evening in London. Everyone exits SR, SL or BS. Others move to their places; Mrs Eynsford-Hill and her daughter Clara stand at DR in front of the Church stage flat, sheltered from the rain. Eliza Doolittle, with flower basket, stands at DL in front of the Covent Garden stage flat. The bystander is at DC to the immediate right of the Covent Garden flat. Professor Henry Higgins stands at DL to the immediate left of the Covent Garden flat scribbling busily in a notebook. The narrator is at extreme DL, speaks opening lines, and exits DL. The US lights are down to 1/4 and CS and DS lights are at 3/4, with blue and white filters for a rainy evening. DL is slightly darker at 1/2. We hear the sound of rain from the sound system. Various people pass by throughout the scene, holding umbrellas and trying to get out of the rain.

1.3 Freddy Eynsford-Hill enters from DR holding an open umbrella, moves to his mother and sister at DR. Freddy seems tired and slightly irritated. Mrs Eynsford-Hill and Clara seem impatient and anxious. They give Freddy a look of disapproval. Meanwhile, Eliza tends to her flowers and tries to sell them to Passersby. Prof Higgins continues to observe her and write in his notebook. One or two people pass to take cover from the rain.

1.4 Freddy leaves his mother and sister and moves towards DL, bumps into Eliza at CS/DC. Eliza looks upset and Freddy apologetic; he helps her pick up the flowers. Mrs E-H looks surprised to hear Eliza call Freddy by name.

1.5 Freddy exits SL. Prof Higgins continues to observe and write. Bystander, under shelter, watches and waits for the rain to stop. Mrs E-H moves slightly to DC and has a conversation with Eliza, who is now at DC proper. Clara, who looks haughty, moves with her mother. During the conversation, Clara chastises her mother for giving Eliza money/coins and Mrs E-H then turns to look at Clara sternly.

Narrator: It was raining heavily in Covent Garden. Under the entrance to St Paul's Church, a group of people gathered, shaking the water off their clothes and peering out at the rain.

Clara: Where can Freddy be? He's been gone for twenty minutes.

Mrs E-H: I don't know. He must have found a cab by now.

Freddy: I'm afraid I can't find a cab.

Clara: Oh, Freddy, you didn't try properly. Go and look again!

Freddy: There aren't any cabs, I tell you. The rain came on suddenly, and everybody wanted to take a cab.

Mrs E-H: Don't be silly, Freddy. Go and look again and don't come back until you've found a cab.

Freddy: Oh, very well. I'll go.

Eliza: Ow, Freddy, look where you's going, won't ya?

Freddy: Sorry!

Mrs E-H: Excuse me, but how do you know my son's name?

Eliza: Ow, he's your son, is he? He done spoiled my flowers and didn't paid me. Will you pay me?

Clara: Don't give her any money, Mother. You shouldn't give her anything.

Mrs E-H: Please be quiet, Clara. Have you got any pennies?

Clara: No. I've only got sixpence.

Mrs E-H: Give it to me. Here you are, girl.

Eliza: Thank ya, lady!

Clara: Make her give you the change, Mother. Those flowers are only a penny a bunch.

Mrs E-H: You can keep the change, girl, but tell me how you know my son's name.

Eliza: I don't. I call everyone Freddy or Charlie when I want to be friendly.

1.6 As Mrs E-H and Clara step back to DR in front of the Church stage flat, Col Pickering enters from UC between the two stage flats, carrying an open umbrella. He comments quickly to Mrs E-H, then stops in front of Eliza at DC, who asks him to buy a flower. She looks at him hopefully. Col Pickering closes his umbrella, searches and then gives Eliza some coins.

On the Bystander's line, "There's a man here writing down every word you're saying", she jumps up and shouts excitedly.

1.7 Hearing the commotion, Prof Higgins shuts his notebook and moves to DC, where he converses with Eliza and the Bystander. The Bystander, on saying his line, "Where does he come from?", indicates Pickering.

1.8 Prof Higgins moves closer to Eliza to speak with her and Col Pickering. They are all at DC. As Higgins and Pickering speak to each other, Eliza moves slightly back from them, but continues to thoroughly observe their discussion.

Clara: Really, Mother! What a waste of a sixpence!
Mrs E-H: That is enough, Clara. Let's step aside and wait for Freddy. Oh, this dreadful weather! When will it stop?

Pickering: I'm afraid it's getting worse!

Eliza: Be a gentleman, sir, and buy a flower off a poor girl.

Pickering: I'm sorry, I haven't any change. No, wait! Here's three pence. You can have that.

Bystander: You'd better give him a flower for his money. There's a man here writing down every word you're saying.

Eliza: I ain't done nothin' wrong! Oh sir, don't let 'em charge me!

Higgins: There, there! Who's hurting you, silly girl? What do you take me for?

Bystander: Don't worry, girl. He ain't a policeman, are you?

Higgins: Do I look like a policeman? Now tell me, how is life in Selsey?

Bystander: How do you know I'm from Selsey? Are you a fortune teller? Do someone else! Where does he come from?

Higgins: Cheltenham, Harrow, Cambridge, and India.

Pickering: Quite right! How on earth did you know that?

Higgins: It's simple phonetics. It's the science of speech. It's my job, and also my hobby.

Pickering: Really?

Higgins: Yes. I can tell where anyone comes from by the way they speak.

Pickering: But can you make a living doing that?

Higgins: A very good one, actually. You see this creature here, with her terrible English? In just three months I could pass her off as a duchess.

Eliza: You ain't serious!

Pickering: Well, that's very interesting. I'm an expert on Indian dialects myself.

Higgins: Are you? Do you know Colonel Pickering? He wrote a book about Indian dialects.

Pickering: I am Colonel Pickering! Who are you?

Higgins: I'm Professor Henry Higgins.

Pickering: Well, I never! I came to London to meet you!

Higgins: How wonderful! Come and see me tomorrow. I live at 27A Wimpole Street.

1.9 As Higgins goes to leave, Eliza asks him to buy a flower. He reaches into his pocket, pulls out some coins and tosses them into Eliza's basket. He exits DL.

1.10 Narrator enters to DL and speaks.

Part 3

1.11 Curtains close, lights up full at DS. Chorus enters (entire cast except for Mrs Pearce) from SR and SL to DS for i. Song: Lend a Helping Hand. While cast is entering, Eliza, Prof and Col exit BS to join Mrs Pearce in changing costume for the next scene. After song, dim out all lights. ii. One minute of interlude music for set change.

Pickering: Very well! I look forward to seeing you in the morning.

Eliza: Buy a flower before ya goes!

Higgins: Oh, all right! Here you are!

Eliza: Aaaah-ow! Look at that!

Narrator: The few coins that Higgins gave the flower girl didn't mean much to him, but they made a huge difference to her. It's important to help people who have less than we do ...

SONG – Lend a Helping Hand

There are people in the world
Who live out on the street,
Who can't afford warm clothes to wear
Or decent food to eat.

CHORUS:

Try to lend a helping hand
To those with less than you,
Spare a moment, spare a coin,
It's the least you can do.
It's the least you can do.

There are people in the world,
Who shiver in the cold
Who go through all life's problems
Without a hand to hold.

Scene 2

Part 1

2.1 Curtain opens on Prof Higgins' study at Wimpole Street, London. Full stage lights at DS, CS, and s lights US. Colonel Pickering is seated at CS in a chair directly to the left of Prof Higgins' large wooden desk CR, profile to the audience. Prof Higgins is seated in his chair directly behind the desk facing the audience. They are talking amicably. The Narrator is at DL, speaks to the audience, then sits in the chair in sitting room DL and observes the scene.

2.2 Mrs Pearce enters from DR to the desk to tell Prof that someone is here to see him.

2.3 Pickering and Higgins continue their conversation, as Mrs Pearce returns and announces Eliza, who enters with Mrs Pearce to CS next to the empty chair to the right of the desk. Both Higgins and Pickering stand when they see her enter the room. When Higgins recognises Eliza from the day before, he is disappointed.

Scene 2

Narrator: Colonel Pickering visited Professor Higgins the next day. The two men sat in Higgins' study and discussed the wide variety of Indian dialects.

Mrs Pearce: Excuse me, Professor Higgins. There's a young woman here to see you, sir. She's a very common girl.

Higgins: I see. Does she have an interesting accent?

Mrs Pearce: Oh, it's dreadful, sir.

Higgins: Very well! Send her in! This is lucky! Now I can show you how I make records of people's voices!

Mrs Pearce: This is the young lady, sir.

Higgins: Oh no! This is the girl I met last night. I've already written about her accent. Get out, girl! I don't want you here.

Eliza: Don't you be so rude to me! You ain't heard why I come here yet. I'm come to have lessons, I am.

Higgins: Pickering, shall we ask her to sit down or shall we throw her out?

2.4 Col Pickering offers Eliza a seat and she sits down in the chair in front of her at DR. Pickering sits down again. Mrs Pearce exits SR.

2.5 When Eliza hears the Prof mention sixty pounds, she immediately rises from her seat in horror, shouts in panic, then falls back into her seat crying aloud. She wipes her nose on her sleeve and sobs even louder. Higgins gives her a handkerchief.

2.6 Col Pickering comes up with an idea. He stands, half facing the audience and half facing Eliza. He moves towards Eliza, looking at her while speaking to Higgins.

2.7 Higgins moves to DR in front of the desk, passing behind Eliza's chair; as he listens to the Colonel, he paces up and down, stopping periodically to respond to him. Several times Eliza comments and cries out in indignation. Finally Higgins stops, faces the two of them and speaks.

2.8 Prof Higgins calls Mrs Pearce, who enters from DR and moves next to Eliza. Mrs Pearce gestures in helplessness.

Pickering: Do sit down. Now tell us, what is it you want?

Eliza: I wants to be a lady. He said he could make me one. So, here I am, ready to pay him for lessons.

Higgins: What's your name?

Eliza: Eliza Doolittle.

Higgins: And how much do you intend to pay me for the lessons?

Eliza: Well, I ain't paying much to learn my own language, so I won't give more than a shilling. Take it or leave it.

Higgins: A shilling. Do you know, Pickering, that a shilling is about forty percent of her daily income, that is sixty pounds of a millionaire's daily income!

Eliza: Sixty pounds! I never said nothing about sixty pounds! I ain't got sixty pounds!

Higgins: Oh, please be quiet. And take this to wipe your eyes.

Pickering: Higgins, I have an idea! You're the greatest teacher alive. Do you think you can make this girl into a lady in time for the Ambassador's party?

Higgins: I don't know ...

Pickering: I'll bet you all the expenses of the experiment you can't do it, and I'll pay for the lessons!

Eliza: Oh! You're a real gentleman!

Higgins: It's certainly an interesting experiment! She's so very common ... so very dirty!

Eliza: Ow! I ain't dirty! I washed my face and hands before I come, I did!

Higgins: I shall do it! I shall make this awful creature into a lady! Yes, in just six months, I'll make people believe she's a duchess!

Eliza: Aaaaah-ow!

Pickering: Wonderful!

Higgins: Take her away and clean her, Mrs Pearce! Burn her clothes and wrap her in brown paper until the new ones arrive!

Eliza: Ow! You're no gentleman, you're not! I'm a good girl, I am!

Mrs Pearce: I haven't got anywhere to put her, sir.

Higgins: Then put her in the dustbin!

Eliza: Aaaaah-ow!

2.9 Mrs Pearce takes the Prof by the arm and pulls him to extreme DR, speaking to him as if she is trying to reason with him.

2.10 Higgins approaches Eliza who is still seated at DR, bending down to speak to her.

2.11 Mrs Pearce approaches Higgins again, pulls him to extreme DR and speaks to him.

2.12 Professor Higgins interrupts Eliza and walks thoughtfully towards DC while saying his lines, turning back to face Eliza, Mrs Pearce and Pickering on the question "What do you think?"

2.13 Mrs Pearce exits DR with Eliza to go to clean her up. Eliza shouts at the Prof as she leaves. Mrs Pearce pulls at Eliza's arm in a way to signify that she is displeased with all of this, especially with Eliza.

2.14 Prof and Colonel move to the sitting area at CL. They sit on the sofa.

2.15 The Narrator stands and moves to DC and speaks, then returns to chair at DL.

2.16 Mrs Pearce enters from DR to CS to inform them of Mr Doolittle's arrival.

2.17 Mrs Pearce exits DR. The Prof and Col continue speaking with each other.

2.18 Mrs Pearce enters from SR with Mr Doolittle. They move to CS. Doolittle should be a little confused as to which of the two gentlemen is the Professor. Prof Higgins and the Colonel stand and

Mrs Pearce: Oh, Professor Higgins. You can't do this. You don't know anything about this girl. She may be married!

Eliza: Married! Who'd marry me?

Higgins: My word, Eliza! There will be a queue of men waiting to marry you by the time I've finished with you!

Mrs Pearce: Oh, do be sensible, Professor. You must think about what will happen to this girl.

Pickering: What do you mean, Mrs Pearce?

Mrs Pearce: Well, are you going to pay her wages? And where will she go when you finish your experiment?

Higgins: When I've finished with her, she can go anywhere she likes and do anything she likes!

Pickering: Exactly! She will be a lady! What do you think of that, Miss Doolittle?

Eliza: Well ...

Higgins: You shall stay with me for the next six months and learn how to speak beautifully. Then, we shall go to the Ambassador's ball. If I can pass you off as a lady, you shall start life as a lady in a flower shop. What do you think?

Mrs Pearce: I think you'd better let me speak to the girl in private.

Higgins: Very well, Mrs Pearce! Take her off to the bathroom and clean her up.

Eliza: You're a bully, you are! I won't stay here if I don't like it! I'm a good girl, I am!

Narrator: Professor Higgins and Colonel Pickering were sitting by the fire when Mrs Pearce returned to the room.

Mrs Pearce: Sir, I'm afraid we have another problem now. There's a Mr Doolittle here to see you. He says you have his daughter.

Mrs Pearce: Mr Doolittle, sir.

Alfred: Professor Higgins?

move to DR/CS, where they all meet in front of the desk.

2.19 After they exchange greetings, Higgins gestures for Mr Doolittle to sit down in the chair just to the right of the desk. He immediately goes to his chair behind the desk, but doesn't sit. Colonel Pickering sits in the chair to Higgins' left and listens intently. Mrs Pearce exits DR. The men speak. At one point, Prof Higgins gestures to pick up the telephone to call the police. The men continue speaking about Eliza

2.20 On Doolittle's line, "What's Eliza to me?" the Colonel stands in shock and speaks.

2.21 Professor Higgins finally gives Doolittle a five pound note from his wallet. Eliza, dressed in a kimono and followed by Mrs Pearce, has already entered on the line, "I can give you ten pounds if you like." Doolittle moves to leave DR when he bumps into Eliza. They both look at each other startled. Eliza speaks to her father with emotion. Doolittle looks shocked to see it's his daughter. Higgins and Pickering look at Eliza in astonishment at how beautiful she looks. Mrs Pearce is less enthusiastic.

Higgins: Here. Do sit down.

Alfred: I come about a very serious matter. I want my daughter.

Higgins: Well, I'm not going to keep your daughter for you! Take her away! How dare you come here and try to blackmail me?

Alfred: Blackmail you? What are you talking about?

Higgins: You sent her here on purpose! You want money! I shall call the police!

Alfred: Now wait a second! I never said nothing about money!

Higgins: Well, what else have you come here for? Do go on with your story.

Alfred: Well. Eliza sent a boy for her things, and I met him on the street. He told me where she was, so I come here to find out what was going on.

Higgins: I see. Well, you can take her away now.

Alfred: Now hold on. I like you, and I can see that you're a gentleman.

Higgins: Oh, can you?

Alfred: I'm sure we can come to an arrangement. After all, what's five pounds to you, and what's Eliza to me?

Pickering: You mean you would sell your daughter to us? Have you no morals?

Alfred: I can't afford morals. Nor could you, if you was as poor as me! Morals are for the rich.

Higgins: We shall give the man five pounds, Pickering, and we shall write to Professor Wannafeller.

Alfred: Professor who?

Pickering: Professor Wannafeller. The famous Professor of Morality.

Higgins: Exactly! We shall tell him that if he ever wants a man to talk about morality among the poor, he should send for Mr Alfred Doolittle!

Alfred: Don't mix me up. I just want five pounds. I ain't asked for nothing more.

Higgins: Then, here you are. Are you sure you don't want more? I can give you ten pounds if you like.

Alfred: Oh, no. Ten pounds is too much. Five pounds is all I want. Thank you, sir. I'd better go now, sir. Excuse me, miss.

Eliza: Blimey! Don't you know your own daughter?

Alfred: Well, I never! It's Eliza!

Eliza: Don't I look silly?

Higgins: Silly? You look amazing.

2.22 Doolittle speaks his last line and exits DR with Mrs Pearce. Just afterwards, Eliza moves from DR to DC and comments about her father in a snobbish way.

2.23 Mrs Pearce re-enters DR holding a brown paper package announcing that the clothes have arrived. Eliza shouts with joy.

2.24 Mrs Pearce and Eliza exit DR. Higgins and the Colonel move to DC facing the audience talking and nodding.

2.25 Prof and Col exit BS as the Narrator moves to DC and speaks.

Part 2

2.26 Curtains close, dim lights; lights up full at DS only. The entire cast (except Higgins and Eliza who change costume for next scene) move to DS in front of curtain for i. Song: Money Can't Buy Love. ii. One minute of interlude music for set change.

Mrs Pearce: Mr Higgins, please don't make the girl conceited about herself.

Eliza: I'll put my hat on. I'll look alright with my hat on.

Alfred: Well, I never thought she'd be as good-looking as that.

Higgins: You'll come regularly to see your daughter, Mr Doolittle. It's your duty, you know.

Alfred: Of course I'll come. I can't come this week, though, because I have a job out of town. But I'll come later. Afternoon, gentlemen.

Eliza: Don't you believe the old liar. You won't see him again in a hurry.

Higgins: I don't want to see him, Eliza. Do you?

Eliza: I don't want never to see him again, I don't. I'm going to be a lady now. I should like to show everyone in my old street what I look like now. I wouldn't speak to them, you know.

Pickering: Perhaps you should wait until you have more fashionable clothes. Your new things will be here soon.

Higgins: Besides, you shouldn't be rude to your old friends. You mustn't be a snob.

Eliza: Don't call them my friends. They laughed at me in the past, and now I want to put 'em in their place.

Mrs Pearce: The new clothes have come for Eliza to try on.

Eliza: Hooray!

Higgins: We have taken on a difficult job, Pickering.

Pickering: We have, indeed.

Narrator: Alfred sold Eliza to Professor Higgins for five pounds. Perhaps the two men didn't realise that there are some things money just can't buy.

SONG – Money Can't Buy Love

Money can buy many things:
Racing cars and diamond rings,
Yachts that sail and jets that fly.
But there are things it cannot buy.

CHORUS:

*Money can't buy love, it's true.
It can't make people care for you.
There are some comforts it can bring
But money isn't everything.*

Money can buy fine attire
And homes that people will admire,
Delicious food of every sort
But certain things just can't be bought.

Scene 3

Part 1

3.1 i. *Lights up on Narrator only, who enters at extreme DR, speaks in front of the closed curtain, and then freezes.*

3.2 ii. *Lights up 3/4 at extreme DL only on Prof and Eliza. Dim lights to 1/2 at DR. Eliza seated behind the desk in front of stage flat of Prof Higgins' study, extreme DL. She is facing the audience and the Prof is standing near her, just to her left. As they study aloud, Prof looks dissatisfied and shakes his head in frustration.*

3.3 *Eliza is angry with Higgins and storms off DL. Dim lights completely at extreme DL as Higgins follows her.*

3.4 *Bring up lights to full on Narrator at DR.*

Part 2

3.5 *Curtain opens on Mrs Higgins, Prof Higgins' mother reading, at her desk CR and Maid at UC in front of middle stage flat of door and hallway. i. Lights up full at DR, CR, CS and UC. Lights at 1/2 at UR and UL.*

3.6 *Enter Higgins and Maid with him from behind UC stage flat to his mother at CR. Mrs Higgins rolls her chair around to face the Professor. She looks worried and annoyed as they speak. Maid exits BS between sitting-room flat and front door/hallway flat.*

3.7 *As the Prof and Mrs Higgins speak, Clara and Freddy Eynsford-Hill and their mother are ushered in by Maid in front of the UC front door/hallway stage flat. They talk quietly, so as not to distract the audience from the Prof and Mrs Higgins.*

Scene 3

Narrator: Four months passed. Eliza worked with Professor Higgins for hours every day, learning to speak the English language the way a lady would speak it.

Higgins: Your vowels sound terrible! Try harder.

Eliza: But I am trying! This is the best I can do.

Higgins: Oh no, no! What am I to do with you?

Narrator: It was hard work, and Eliza often became frustrated and angry. However, one day, Professor Higgins decided that it was time to test Eliza by introducing her to some upper-class people at his mother's house.

Higgins: Good afternoon, Mother!

Mrs Higgins: What are you doing here, Henry? You know this is the day when I invite people to tea, and you offend all my friends.

Higgins: Nonsense!

Mrs Higgins: You do! You say the wrong things to them, and then they never want to visit me again!

Higgins: I'm sorry, Mother. You know I'm not good at small talk. Anyway, there's a girl I want you and your friends to meet.

Mrs Higgins: Oh Henry! Do you mean that you've fallen in love? At last!

Higgins: No, no, no! I haven't fallen in love. This girl is a project.

Mrs Higgins: A project?

Higgins: She's a common flower girl. I've picked her off the street and I'm teaching her to speak like a lady. I want her to meet other upper-class people.

Mrs Higgins: Oh, Henry!

Higgins: Don't worry, Mother. I've taught her to speak properly, and I've told her only to talk about the weather and everybody's health. It will be quite safe.

Mrs Higgins: So you say she speaks properly now?

3.8 Maid steps forward to DR to tell Mrs Higgins that her guests have arrived. Mrs Higgins tells her to escort them in. The maid moves back to UC, where the guests are waiting.

3.9 Maid escorts the guests to CS where Mrs Higgins and the Prof greet them. ii. Lights at CL, UL up full. Mrs Higgins gestures for everyone to sit in the sitting-room in front of stage flat at CL/DL. They all move and sit on the sofas, smiling and nodding. Lights at DR dim to 1/2. Mrs Higgins sits on the upstage sofa, the Eynsford-Hills sit the sofa to her right, with Mrs E-H in the middle. Prof Higgins sits on chair at SL.

3.10 While Pickering and the Eynsford-Hills continue to exchange small talk, Maid enters from behind UC flat with Col Pickering. Everyone stands to greet the Colonel.

3.11 Maid quickly exits and goes to the door to let Eliza in. At the same time, Prof Higgins quickly pulls his mother to the side, more DL towards the audience and they comment to each other. Mrs Higgins is annoyed with her son.

3.12 As the Prof and Mrs Higgins return to their seats, Maid enters from behind UC flat and introduces Eliza Doolittle to the others. Eliza stops briefly at DC as everyone stands up again to greet her. Mrs E-H and Freddy see Eliza and comment about her.

3.13 As they are speaking, Prof Higgins moves in front of the coffee table to DC where Eliza is, escorts her by the arm to the front of his chair and introduces her to his mother. Mrs Higgins then introduces Eliza to Mrs E-H, Clara and Freddy.

Higgins: Her English is almost as good as your French.

Mrs Higgins: This is satisfactory.

Higgins: Well, it is and it isn't.

Mrs Higgins: What does that mean?

Higgins: Well ... She pronounces all her words properly. The trouble is, you have to think not only about how a girl pronounces words, but also what words she pronounces ...

Mrs Higgins: What do you mean, Henry?

Maid: Your guests are here, Mrs Higgins.

Mrs Higgins: Please show them in. Now, Henry, be nice!

Mrs E-H: Good afternoon. How do you do?

Mrs Higgins: How do you do? This is my son, Henry.

Mrs E-H: How do you do?

Henry: How do you do?

Maid: Colonel Pickering is here.

Mrs Higgins: Do come in, Colonel. Let me introduce you to the Eynsford-Hills.

Pickering: How do you do?

Mrs E-H: How do you do?

Higgins: Where's Eliza? What on earth are we going to talk about until she comes? What on earth do I know of philosophy or poetry?

Mrs Higgins: Or of manners, Henry.

Maid: Miss Eliza Doolittle.

Mrs E-H: She looks quite impressive, doesn't she?

Freddy: She's stunning!

Higgins: Ah, Mother! This is Eliza!

Eliza: How do you do?

Mrs Higgins: How do you do? This is Mrs Eynsford-Hill, her daughter, Clara, and her son, Freddy.

Eliza: How do you do?

3.14 Eliza moves to the middle sofa when Mrs Higgins gestures to her. As everyone sits down, Henry stands behind his chair impatiently. There is a brief silence as everyone looks around nervously before Mrs Higgins starts the conversation. As Eliza speaks, Freddy laughs loudly and Clara is amazed. Eliza looks at Freddy angrily but retains her composure. Eliza begins her story comfortably, using her 'slang,' pronouncing her words correctly, but clearly using the wrong ones.

3.15 Prof Higgins looks at his pocket watch and coughs loudly. Eliza looks at Higgins, announces she is leaving and stands up. Everyone gets up, and says goodbye.

3.16 Maid enters from UC to escort Eliza to the door and they both exit UC. Clara and Mrs E-H comment about the new slang. Mrs E-H shakes her head in shock, then says that they are leaving too.

3.17 The guests begin to move away from the sitting room at DL and towards the doorway at UC. Everyone stops briefly at DL in front of the coffee table, facing the audience to say goodbye to each other. Mrs Higgins smiles at Freddy and invites him to meet Eliza again at her house. At the same time, the Maid has re-entered to escort the Eynsford-Hills to the UC door to leave.

3.18 Alone at DL, Mrs Higgins, the Prof and Col Pickering resume their seats in the sitting-room: Prof Higgins in his chair, Mrs Higgins on the middle sofa and the Colonel on the same sofa next to Mrs Higgins. Lights up full on sitting room area, DL/CL; UC, CS, DC should be at 1/2. Everywhere else should be dark. As they talk, Mrs Higgins looks

Mrs Higgins: Will it rain, do you think?

Eliza: There is no great change in the barometrical situation.

Freddy: Oh, haha!

Eliza: What is wrong with that, young man? I bet I got it right.

Mrs E-H: I hope it won't turn cold. Our whole family suffer from influenza when the weather turns cold.

Eliza: My aunt died of influenza. At least, that's what they said. If you ask me, they did the old woman in.

Mrs E-H: Did her in? What on earth do you mean, my dear?

Higgins: It's the new slang! It means, to kill someone.

Mrs Higgins: Do you mean that you think someone killed your aunt?

Eliza: Yes! She was as strong as a horse. Ain't no way she died of influenza! Not her!

Freddy: Oh, that's terribly funny!

Eliza: Here! What are you laughing at? I haven't said anything funny, have I?

Freddy: It's the new slang! You do it so well!

Higgins: Ahem!

Eliza: Oh, I really must go. Thank you so much. Goodbye!

All: Goodbye!

Mrs E-H: Well! I really don't think I can manage the new slang!

Clara: Oh, mother! People will think we are so old-fashioned if you don't get used to it!

Mrs E-H: It's time for us to go. We have another home to visit this afternoon.

Mrs Higgins: It's been a pleasure. Do visit me again on one of my at-home days. Freddy, you are welcome to meet Miss Doolittle here again.

Freddy: Thank you, madam.

Higgins: And, Clara, make sure you try out that new slang at the next home you visit!

Clara: Oh, we will! It's such fun!

Higgins: Well, Mother, what do you think? Is Eliza a lady?

Mrs Higgins: You silly boy! Of course she's not a lady!

Higgins: Why ever not?

Mrs Higgins: She's beautiful, and her pronunciation is perfect, but every word that comes out of

at her son with displeasure. Mrs Higgins speaks firmly to them. She raises her voice slightly as she becomes impatient and then angry with Henry. Pickering speaks to Mrs Higgins reassuringly.

her mouth shows that she is still a common flower girl!

Pickering: Do you think we can do something about her language?

Mrs Higgins: Not while Henry is her teacher. His language is hardly a good example.

Higgins: Well, perhaps you're right.

Mrs Higgins: Now, you two. I want you to tell me exactly how things are at Wimpole Street.

Pickering: Oh, I have moved there. Henry and I are working together on Indian dialects.

Mrs Higgins: Yes, I know all that. But where does the girl live?

Higgins: Well, she lives with us, of course!

Mrs Higgins: I see. But is she a servant? Is she the lady of the house? What is she? Who exactly is Eliza?

Pickering: I think I know what you mean ...

Higgins: Well, I don't! All I know is that the girl is useful.

Mrs Higgins: Useful?

Higgins: Yes! She knows where everything is, she makes a note of all my appointments, and so on.

Mrs Higgins: Oh dear. Don't you realise that when Eliza walked into Wimpole Street, she brought a problem with her? The problem of what to do with her once you finish your lessons.

Higgins: Well, that's no problem at all. She can go her own way, with all the advantages I have given her.

Mrs Higgins: Advantages? She will have all the manners and habits of a fine lady, but she will not have a fine lady's money! What is she to do?

Higgins: We'll find her some employment.

Pickering: Oh, don't worry, Mrs Higgins. We'll find her something to do!

Higgins: Well, Mother, we must go!

Pickering: Yes! We have to prepare Eliza for her visit to the Ambassador's party!

Narrator: The two men only had a few weeks to turn their pupil into a proper lady, and they were determined to make the most of the time they had left.

3.19 The Colonel and Higgins stand up, say good-bye to Mrs Higgins, and exit quietly behind the sofa to UC. Bring up lights at DR to 3/4 for Narrator who enters and speaks to the audience. Dim out lights at CL/DL sitting area.

Part 3

3.20 The curtain closes as lights go up full at DS. The entire cast (except Eliza, Prof and Col who remain BS to change for next scene) move to DS in front of the curtain for i. Song: Time is Precious. After song, dim out all lights. ii. One minute of interlude music for set change.

SONG – Time is Precious

You may think you've got time to kill
But don't forget, time won't stand still.
The clock is ticking, seconds pass
Tomorrow always comes too fast.

CHORUS:

Time is precious, so make haste.
Time isn't something you should waste.

*Every second of every day
Is yours to use in your own way.
Don't hang around, don't hesitate,
The next moment may be too late.
The minutes keep slipping away,
So make the most of every day.*

Scene 4

Part 1

4.1 *Curtains closed. Lights up full at DS. The Narrator enters DC and speaks.*

Part 2

4.2 *Curtain opens full, entire stage lights up full on the elegant Ambassador's residence. There are 6 Guests present, one lady and one gentleman together at each stage flat. The Narrator exits DR while the guests mingle. Eliza, Prof Higgins and the Colonel are at DC in their overcoats, having just arrived. As they speak they remove overcoats and observe their surroundings. Eliza looks amazed.*

4.3 *Eliza tells the gentlemen she's going to go to the cloakroom, turns and begins to exit to DL. She leaves the two alone at DC, quietly conversing together. A Servant stops her at DL not far from the men. She hands her coat to the Servant and remains there looking elegant.*

4.4 *Two Guests, (a man and woman) from DL assume that Eliza is some foreign royalty, and approach and speak with her. She clearly loves the attention.*

4.5 *Col Pickering takes his and the Prof's coats and heads for the cloakroom, SL. He is immediately stopped by a Servant CS, who takes the coats from him.*

4.6 *Nepommuck has entered from UR, immediately sees Prof Higgins at DC, moves to his right, and greets him. He is very pleased to see Prof Higgins and makes large, jovial gestures with face and body while talking.*

Scene 4

Narrator: The big day arrived. Higgins was about to find out if he would win his bet, as he and the Colonel accompanied Eliza to the Ambassador's party.

Eliza: I can't believe my eyes! Look how dashing everyone looks!

Higgins: Don't forget that you look like one of them now, Eliza. Do your best to sound like one, too.

Eliza: I will. Please wait for me here until I return from the cloakroom.

Pickering: Shall I leave our coats, too, Henry?

Higgins: Yes, please. Thank you.

Nepommuck: Professor, Professor! Do you remember me?

Higgins: No, I don't. Who on earth are you?

Nepommuck: I am your pupil. I am little Nepommuck. You cannot forget ME!

Higgins: What are you doing here, among all these important people?

Nepommuck: I am an interpreter. I speak thirty-two languages. I am essential at international parties.

4.7 A Servant enters from UR, sees Nepommuck at DC and approaches him immediately. He speaks to Nepommuck and they exit UR together.

4.8 Eliza leaves the guests with whom she has been conversing at DL, and moves back to Higgins and Col at DC. She addresses the Colonel.

4.9 A Servant enters from UR to CS right, and announces the Ambassador and his wife. Higgins, Pickering and Eliza turn slightly towards UR, briefly adjust their clothing, and await the entrance of the Ambassador and wife.

4.10 The Ambassador and wife enter with Nepommuck and another Servant, from UR to CSR. They stop at an angle to be seen by the audience. The first Servant now introduces the Prof, Col and Eliza, who step towards them to offer greetings. Everyone must be standing at an angle on both sides, to be seen by the audience. The Ambassador's wife looks impressed. She talks to Pickering and immediately turns to Nepommuck.

4.11 All of the Guests whisper and look at Eliza in admiration. After Eliza has greeted the Ambassador and his wife, two more Guests from UC move to DC, approach and speak to her. Nepommuck, looking suspicious, talks to the Ambassador's wife, who seems surprised. Higgins comments to them and smiles, confident that his plan has worked.

Servant: You are wanted upstairs by Her Excellency, sir.

Nepommuck: It was so nice to see you again after all these years, Professor. We will talk later.

Pickering: Is this fellow really an expert? Can he find Eliza out and blackmail her?

Higgins: We shall see. If he finds out, I will lose my bet.

Eliza: Are you nervous, Colonel?

Pickering: Frightfully. It is like my first time in a battle.

Eliza: It is not the first time for me. I have done this hundreds of times in my dreams. It is like a dream now. Promise not to wake me because I'll talk as I used to.

Servant: Honoured guests, may I present to you the Ambassador and his wife.

Higgins: It's time to go now. Are you both ready?

Servant: May I present Professor Higgins, Colonel Pickering and Miss Doolittle.

Pickering: How do you do?

Ambassador's wife: Is that your adopted daughter, Colonel? She will make a big impression. Nepommuck, find out all about her.

Guest 1: I wonder who this lady is. Have you seen her before?

Guest 2: She looks stunning, doesn't she? And her English is perfect.

Guest 1: She looks like a real lady. Let's draw closer. How do you do?

Eliza: How do you do?

Guest 1: Your English is perfect. You sound exactly like Queen Victoria.

Nepommuck: Miss Doolittle is a fraud, your Excellency. She cannot deceive me. She cannot be English.

Ambassador's wife: Oh, nonsense! She speaks English perfectly.

Nepommuck: Too perfectly. Only foreigners who have been taught to speak English speak it so well. She's Hungarian and of royal blood, like me.

Higgins: I say she's a common girl taught to speak by an expert.

Ambassador's wife: Oh, of course I agree with Nepommuck. She must be a princess at least.

4.12 *Eliza, the Prof and Colonel turn together towards the audience and step forward to extreme DC and speak. Eliza looks disappointed. Pickering looks enthusiastic. Higgins seems indifferent.*

Part 3

4.13 *Curtains close as entire cast comes to DS for i. Song: Believe in Yourself. Lights up full at DS only.*

4.14 *Entire cast exits SR and SL. Eliza, Prof and Col take their places behind the curtain for the next scene. Dim out all lights. ii. One minute of interlude music for set change.*

Eliza: I cannot do this anymore. An old lady has just told me I speak exactly like Queen Victoria. I am sorry I have lost your bet. I shall never be the same as these people.

Pickering: You have not lost it, dear. You have won it ten times over!

Higgins: Now, let's get out of here. I have had enough of these fools.

SONG – Believe in Yourself

An upper-class lady
With manners so quaint
Miss Doolittle is, or Miss Doolittle "ain't"?
Don't let her fool you.
This young lady knows
Just what she is worth
With a heart made of gold.

CHORUS:

*Believe in yourself
Whoever you are.
Your beauty's within
And not from afar.
Be proud of your sparkle,
Be daring, and bold,
And all of your treasures
Will start to unfold.*

An upper-class lady
With manners so quaint
Miss Doolittle is, or Miss Doolittle "ain't"?
Whichever you choose
The lady, or girl,
Her wisdom's more precious
Than diamonds and pearls.

CHORUS:

*Believe in yourself
Whoever you are.
Your beauty's within
And not from afar.
Be proud of your dazzle,
Your spirit, your style.
You're special, unique!
Now put on a smile!*

Scene 5

Part 1

5.1 *Curtain opens on Higgins' study and sitting-room. Off white, yellow and red filtered lights are between 1/2 and 3/4 at CS. 1/4 light at US. 1/2 light at DS. One full light at extreme DR for Narrator. The Colonel is seated on the left side of the sofa, DL, and Higgins on the chair to his left.*

Scene 5

Narrator: It was midnight, but Professor Higgins and Colonel Pickering were wide awake. They had just returned from a very busy day.

Pickering: What a day! First, the Ambassador's

Higgins puts his slippers on the floor in front of him. They are still wearing the same clothes from the Ambassador's ball, but have taken off their cloaks, unbuttoned their jackets and look more comfortable.

5.2 The Narrator enters at extreme DR, speaks then exits SR.

5.3 As the Prof and Col are talking, Eliza enters from DR and sits down in the chair to the left of the desk, her back slightly turned to the men. She looks tired and sad.

5.4 The Prof and Col continue talking loudly and enthusiastically about the day's events. They are clearly very pleased with themselves and don't seem to notice Eliza.

5.5 As they talk of their success, Eliza stares angrily into the distance, hurt at their selfishness. Pickering stands, says goodnight and exits DR.

5.6 Shortly after the Colonel exits, Higgins stands, says goodnight and exits DR. He forgets his slippers on the floor in front of the coffee table, DL.

5.7 Eliza stands, and slowly crosses between the sofa and the coffee table. As she moves in front of the DL chair, facing the audience she drops to the floor and screams in anger and cries aloud.

5.8 Higgins re-enters from DR. He stops at CS and looks around the room, not seeing Eliza and comments as he looks for his slippers.

5.9 Eliza hears him talking to himself, gets up and throws the slippers at the Prof, hitting him in the chest. Higgins is shocked.

5.10 Higgins moves to DC as Eliza moves closer to him and shouts. Higgins, confused stares at her. Her anger turns to sadness as she calms down.

party, then a dinner party, and then the opera!

Higgins: Yes, but we did it, Pickering! We convinced everyone that Eliza is a lady!

Pickering: Oh, I can't take any of the praise. You did it all, Higgins! You achieved the impossible! I didn't think you'd really do it, but you did!

Higgins: Yes, I did, didn't I? Those silly people were really fooled! Oh! Thank goodness it's all over! The thing was interesting at first but then I got incredibly bored.

Pickering: I was even frightened once or twice because Eliza was doing it so well, better than the real upper-class people.

Higgins: What silly people. At last I can go to bed without dreading tomorrow.

Pickering: Well, I think I shall turn in too. Goodnight!

Higgins: Goodnight!

Eliza: Ohhh!

Higgins: What on earth have I done with my slippers?

Eliza: Here are your slippers!

Higgins: What? What's the matter? Is there something wrong?

Eliza: Oh no! There's nothing wrong with YOU! I've won your bet for you, and you're just FINE! But what about ME?

Higgins: YOU won my bet? YOU? I won it. Why did you throw those slippers at me? How on earth do I know what is going to happen to you?

Eliza: Oh! You don't care! I'm nothing to you! You care more about them slippers!

Higgins: How dare you? And it's THOSE slippers, not THEM slippers!

Eliza: What difference does it make now? Just tell

Higgins, surprised begins to get angry with Eliza. She takes off her ring and hands it to Higgins, who furiously throws it on the ground. He turns towards her, but stops himself. Eliza steps back in fear.

5.11 As Higgins turns and exits DR, Eliza yells her last line at him and then falls on the sofa. Dim all lights to 1/4.

5.12 Bring up light at extreme DR to full on Narrator, who enters from DR and speaks.

Part 2

5.13 Dim out all stage lights; bring DS lights only up full. Curtain closes. Eliza, Prof and Col go BS to change costumes for next scene. Alfred Doolittle remains BS in order to make surprise entrance in gentleman's costume. The rest of the cast enter DS for i. Song: You Don't Know What You've Got Until It's Gone.

5.14 All exit stage behind closed curtain after song. Dim out all lights. ii. One minute of interlude music for set change.

me something. Do my clothes belong to me?

Higgins: Well of course they belong to you. What would Pickering or myself do with them?

Eliza: Thank you. I just want to know what I can take with me. I don't want to be accused of stealing.

Higgins: Stealing? Who would accuse you of stealing? You shouldn't have said that. It shows lack of sensitivity.

Eliza: I just want to be sure.

Higgins: Take anything you want except for the jewels. They are hired. Are you satisfied?

Eliza: This is not hired. It's the one you bought me but I don't want it. It's all yours!

Higgins: You have made me lose my temper, Eliza. I am going to bed. I will see you in the morning.

Eliza: You'd better leave a note for Mrs Pearce about the coffee in the morning.

Narrator: Eliza gathered her things, and silently left the house. She had no intention of ever seeing Professor Higgins again. He would certainly be sorry when he found out she had gone.

SONG – You Don't Know What You've Got Until It's Gone

Take a look around you now.
What matters most to you?
Is there someone in your life
Whose love is always true?
If so, then you are lucky,
You should thank the stars above,
And make sure you appreciate
That person and their love.

CHORUS:

*We all need someone to love,
To help us through each day.
So when you find that someone
Don't let them slip away.
Show them you are somebody
They can depend upon.
For you don't know what you've got
Until you realise it's gone.
There are people who you love
And people who love you.
Show them that you love them
In everything you do.
Don't let them go unnoticed
For that really isn't fair.
And don't take them for granted
Always let them know you care.*

Scene 6

Part 1

6.1 *Curtains closed. Lights up full on Narrator, who enters from DR to extreme DR and speaks to audience.*

Part 2

6.2 *Narrator exits DR as curtain opens. Lights up full on entire stage. Mrs Higgins is at her desk writing in her notebook.*

6.3 *Maid enters from UC, moves to Mrs Higgins seated at CR/DR, and stops. Mrs Higgins stops writing and turns around in her chair to face Maid as they speak.*

6.4 *Maid exits to the door at UC.*

6.5 *Maid re-enters from UC with Prof Higgins and Colonel to DR, facing Mrs Higgins.*

6.6 *As Higgins speaks, Maid exits again UC.*

6.7 *On Pickering's line, "Eliza has disappeared!" the Prof moves to DL to pace backwards and forwards in front of the coffee table. He clasps his hands behind his back distractedly.*

6.8 *Mrs Higgins and Pickering follow him and sit on the two sofas at DL.*

6.9 *Higgins continues to pace up and down and on the line, "I'm in a mess without Eliza", he throws up his arms in despair. Mrs Higgins looks at her son and Pickering and speaks in a tone of reprimand.*

6.10 *The Maid enters CS to tell Mrs Higgins that Mr Doolittle is at the front door.*

6.11 *The Maid exits briefly, as the three continue their conversation.*

Scene 6

Narrator: The next morning, Professor Higgins and Colonel Pickering were extremely upset to find that Eliza was missing. Higgins decided to visit his mother, and ask her to help him find Eliza.

Maid: Professor Higgins is downstairs with Colonel Pickering. They want to see you.

Mrs Higgins: I see. Please go upstairs and tell Miss Doolittle that Henry and the Colonel are here.

Maid: Yes, Mrs Higgins.

Mrs Higgins: Ask her not to come down until I send for her.

Maid: Yes, madam.

Higgins: Look here, Mother! A terrible thing has happened.

Mrs Higgins: Oh dear! What is it?

Pickering: Eliza has disappeared!

Mrs Higgins: Well. Perhaps you upset her.

Higgins: Of course I didn't! She just left, without any explanation. What am I to do?

Mrs Higgins: Well, there's nothing you can do. The girl has a right to leave if she chooses.

Higgins: But I can't find anything! I don't know when any of my appointments are! I'm in a mess without Eliza.

Pickering: No luck with the police, Henry. They only make things more complicated.

Mrs Higgins: Have you called the police? As if Eliza were a lost umbrella! You have no more sense than two children!

Maid: There's a Mr Doolittle here to see Professor Higgins. He was sent here from Wimpole Street.

Higgins: Do you mean the dustman?

Maid: Oh no, sir! This Mr Doolittle is a gentleman.

Mrs Higgins: Show him in.

6.12 Maid re-enters with Mr Doolittle. They stop at CS and face the sitting room. Maid introduces Mr Doolittle and then she exits UC.

6.13 Mrs Higgins and the Colonel stand and join Higgins in greeting Alfred Doolittle who is dressed immaculately like a gentleman of wealth, with top hat and walking cane. Alfred ignores Col Pickering and Mrs Higgins, walks DL in front of the coffee table to Prof Higgins, and speaks rather angrily as he points at himself. Prof Higgins is completely confused.

6.14 Mrs Higgins sits down looking amused, while Doolittle steps back slightly and begins to address the Colonel in front of the coffee table.

6.15 Mrs Higgins addresses Doolittle, who stops next to the sofa where the Colonel is during the conversation. The Colonel sits again and Higgins is frustrated by everything. Mrs Higgins sighs when hearing that her son bought Eliza for five pounds.

6.16 The Prof starts for UC in front of the coffee table when Mrs Higgins stops him.

6.17 Prof Higgins goes to the chair at DL and sits. Alfred Doolittle sits uncomfortably on the sofa next to Col Pickering DS of the Colonel. Mrs Higgins again speaks sternly to the Colonel and her son.

Maid: Mr Alfred Doolittle, madam.

Alfred: Look at this! See what you done? You ruined me. Destroyed my happiness.

Higgins: What on earth are you talking about?

Alfred: Did you or did you not go to Professor Wannafeller and tell him to contact me?

Higgins: Well, yes, I did, but what does it matter now? The man died last month!

Alfred: Yes! And he only gone and left me three thousand pounds a year in his will!

Pickering: Really?

Alfred: Oh yes! He thought I were the greatest moralist there ever was!

Pickering: Well, what's wrong with that?

Alfred: I used to be happy! When I needed money, I asked other people for it, same as I asked you.

Pickering: Well, now you have your own money!

Alfred: Yes! And now I has to support all my poor relations!

Mrs Higgins: Well, that's good news. You can support Eliza, too.

Higgins: Nonsense! I gave him five pounds for Eliza! She's mine, and I shall support her! If only I knew where she was!

Mrs Higgins: If you really want to know where Eliza is, she's upstairs.

Higgins: Upstairs! Right!

Mrs Higgins: Wait a minute, Henry! You need to listen very carefully to what I am about to say.

Higgins: Oh, all right! What is it?

Mrs Higgins: Eliza came to me this morning. She told me of the terrible way you two treated her.

Higgins: What? That's nonsense!

Pickering: He's right, Mrs Higgins. We were certainly not unkind to Eliza last night. Higgins, did you bully her after I went to bed?

Higgins: No! She bullied me! She threw my slippers at me!

Pickering: Why would she do a thing like that?

Mrs Higgins: I'll tell you why. Eliza worked very hard for you, and yet you didn't give her one word of praise.

Pickering: Perhaps we were a little thoughtless. Is she very angry?

Mrs Higgins: Well, she won't go back to Wimpole Street.

6.18 Mrs Higgins rings the small hand bell on the coffee table, stands and moves to CS, where Maid meets her. She tells the Maid to bring Eliza downstairs. Doolittle exits from DL to UL behind the stage flat.

6.19 Mrs Higgins sits back down on the centre sofa. The three speak while waiting for Eliza, who enters from UC. She walks in, calm and ladylike, smiling at everyone while speaking. She stops at DL in front of the sofa where the Colonel is sitting. The Colonel and Prof Higgins look shocked at first. She has really become a lady. Eliza turns to Pickering and he smiles at her affectionately.

6.20 As Eliza stops, Prof Higgins rises and moves to DL to face her, leaving space between them for his mother. He points a finger and speaks sternly to Eliza.

6.21 As Eliza speaks to Higgins, she opens up to the audience at DL, smiling and beaming with pride, looking occasionally at the Colonel and Mrs Higgins. Pickering speaks kindly to Eliza. Eliza is playful. Higgins is slightly angry as he speaks.

Pickering: Oh dear.

Mrs Higgins: But if you promise to behave yourselves, I shall ask her to come down and talk to you.

Pickering: Of course we'll behave ourselves!

Mrs Higgins: Henry?

Higgins: Oh, all right!

Mrs Higgins: Tell Miss Doolittle to come downstairs.

Alfred: I'll go out in the garden. She don't want to see me looking like this. Not just yet.

Eliza: How do you do, Professor Higgins? How do you do, Colonel Pickering?

Pickering: Eliza! You look like a true lady!

Eliza: Quite chilly this morning, isn't it?

Higgins: Don't you dare play this game on me. I taught it to you and you can't fool me. Get your things and come home!

Eliza: Anyone can learn to speak properly and dress properly, Mr Higgins. But the true difference between a lady and a flower girl is how she's treated.

Higgins: How she is treated?

Eliza: Yes. I shall always be a flower girl to you, because you always treat me like a flower girl, and always will.

Higgins: I do not!

Eliza: But to Colonel Pickering, I shall always be a lady, because he always treats me like a lady, and always will.

Pickering: But will you forgive Higgins and come back?

Eliza: He only wants me back to pick up his slippers and fetch and carry for him.

Higgins: I don't want you back at all!

Eliza: Very well. I can do without you. I'll marry Freddy Eynsford-Hill. He writes to me two or three times a day! He truly loves me.

Higgins: That young fool! He couldn't get a job even as an errand boy! How will you live?

Eliza: I'll work! I'll go and be a teacher!

Higgins: Oh really? What will you teach?

Eliza: I'll teach what you taught me! I'll teach phonetics.

6.22 Mrs Higgins rises and walks to DL in between the Prof and Eliza, putting her arms around them. Mrs Higgins and Eliza smile. The Prof feels amused yet defeated. He chuckles slightly.

Part 3

6.23 All stage lights remain at full. The entire cast comes onstage to DS for Song: What Makes a Lady?

6.24 Curtain call: Cast takes a bow together, close curtains, and lights out.

Higgins: I like you like this, Eliza! You're full of strength! I have really made you into a woman, after all. Oh, by the way, I want you to buy some things for me.

Eliza: Honestly, Professor, I cannot imagine what you are to do without me.

Mrs Higgins: I should be uneasy about the two of you if Eliza wasn't fond of the Colonel.

Mr Higgins: Pickering! Nonsense! She's going to marry Freddy. Ha ha! Freddy!

SONG – What Makes A Lady?

What makes a lady?
Is it breeding? Is it grace?
What makes a lady?
Is it something in her face?
Is she a lady
If her accent isn't right?
Is she a lady
If she's not always polite?

CHORUS:

*The answer is simple
Just what is she to you?
The way that you treat her
Will soon start to shine through.
Treat her like a lady
And you will realise
That you'll see a lady
When you look into her eyes.*
What makes a lady?
Is it money? Is it style?
What makes a lady?
Is it something in her smile?
Is she a lady
If she hasn't got a bean?
Is she a lady
If her hands aren't always clean?

THE END

Scenery/Props

Scene:	1	2	3	4	5	6
Covent Garden/St Paul's Church set	✓					
Eliza's flowers/basket	✓					
umbrellas (at least 4)	✓					
Prof Higgins' notebook/pencil	✓					
coins (for Mrs E-H, Pickering and Higgins)	✓					
Prof Higgins' study set		✓	✓		✓	
Prof Higgins' sitting-room set		✓			✓	
Prof Higgins' desk set pieces (see details below)		✓	✓		✓	
handkerchief for Eliza		✓				
five pound note/wallet		✓				
package of clothes wrapped in brown paper		✓				
Mrs Higgins' house set (3 flats)			✓			✓
Mrs Higgins' desk set pieces (see details below)			✓			✓
tea set for 7, cakes, biscuits, etc.			✓			
Prof Higgins' pocket watch (used as a prop) *			✓			
Ambassador's ballroom set (3 flats)				✓		
Eliza's ring (used as a prop) **					✓	
Higgins' slippers					✓	

Set Details

All decor and furniture must be of the late Victorian or Edwardian period, that is, from approximately 1875 to 1915. There are 11 separate stage flats in total, described below as they are used in each scene, together with additional furniture/set pieces.

Scene 1

- **St Paul's Church flat:** A church built in sandy-coloured stone, with a wooden main entry door on one side of the flat and side entry gate with iron railings at the other. The roof to be painted in such a way as to suggest an overhanging porch where people can take shelter from the weather.
- **Covent Garden flat:** One or two shop fronts built in similar stonework to the Church. Two large plate glass display windows, arched at the top, and with a shop sign painted on one of them. On one side of the flat a Victorian-style lamp post on the pavement next to the shops.

Scene 2

- **Professor Higgins' study flat:** A room with walls painted a rich-coloured brown to suggest wood panelling. On one side of the flat a well-stocked book case painted to show old fashioned leather-bound volumes on shelves reaching up to the ceiling. On the other side there is a large arched picture window set in a wooden frame.

Furniture/Set pieces: Professor Higgins' desk with a lamp, an old-fashioned Edwardian-style telephone, a gramophone, papers and an assortment of pencils and fountain pens. Three chairs arranged around the desk.

- **Professor Higgins' sitting-room flat:** A room whose walls match the colour of Higgins' study. On the SL side, the flat should depict a large fireplace with a fire burning in it. The other side of the flat depicts two distinguished-looking portraits hanging on the wall.

Furniture/Set pieces: An armchair on the left side of the fireplace and a sofa on the right of it. A low coffee table in between the two pieces. An old-fashioned standard lamp could also be included.

Scene 3

• **Professor Higgins' study flat:** As for Scene 2.

Furniture/Set pieces: As for Scene 2, but with just one chair placed behind the desk.

• **Mrs Higgins' study flat:** Lighter coloured walls than in Higgins' study, painted in wide stripes of off-white and pale leaf green to give a wallpaper effect. One side of the flat depicting a large wooden bookcase with books, several photographs and a small lamp on the shelves. On the other side a window looking out onto a street scene.

Furniture/Set pieces: A desk placed under the window with a lamp, a notebook, papers, fountain pens, pencils and a small hand bell on it. In front of the desk, a swivel chair.

• **Mrs Higgins' sitting-room flat:** The same colour scheme as for Mrs Higgins' study. On one side of the flat a window with curtains; on the other side a depiction of a grandfather clock and a wall-mounted lamp.

Furniture/Set pieces: an armchair and two sofas set at approximate right angles to each other, with the armchair on the extreme left under the window. A low coffee table set in front of the seating.

• **Hallway/Doorway of Mrs Higgins' house flat:** The same colour scheme as for Mrs Higgins' study and sitting-room. In the middle of the flat, across the join, can be painted a large old-fashioned wooden front door, decorated at the top with an arched small-paned fanlight window.

Scene 4

• **Ambassador's ballroom, flat 1:** As part of the Ambassador's palace, this flat should be redolent of wealth and opulence in the late Victorian or Edwardian styles. The colour scheme should be in shades of violet and cream, but tastefully done in muted colours. A broad staircase with elegant banister and hand rail leads down into the reception area.

• **Ambassador's ballroom, flat 2:** The colour scheme is as for flat 1. The flat should depict some portraits of royalty on the walls. Decorated classical columns can be included to give the effect of a sumptuous reception hall.

• **Ambassador's ballroom, flat 3:** As for flat 2.

Furniture/Set pieces: Two elegant Victorian style chandeliers suspended from above. As the three flats are intended to be a continuation of the same reception room, three small side tables each flanked by two elegant chairs can be placed in front of each flat to accommodate the guests.

Scene 5

• **Higgins' study flat:** As for Scene 2. Furniture/Set pieces: As for Scene 2.

• **Higgins' sitting-room flat:** As for Scene 2. Furniture/Set pieces: As for Scene 2.

Scene 6

• **Mrs Higgins' study, sitting room and hall/doorway flats:** As for Scene 3.

Furniture/Set pieces: As for Scene 3.

Costumes & Make-up

As 'Pygmalion' was written in 1912, all the costumes should reflect England's elegant Edwardian period. If costumes of the period are difficult to procure, the following adaptations are appropriate:

For men: suits and ties, worn under long overcoats for outdoor scenes; formal dinner jackets, worn with dark conservative trousers, waistcoats, dark ties, white shirts; dress shoes worn with dark socks; a walking cane where appropriate.

For women: long gowns and short jackets with nipped-in waists, together with gloves and wide-brimmed or smaller hats for outdoor scenes or visiting; long skirts teamed with frilly blouses, conservative dress shoes or boots. Hair must always be kept in a bun or chignon.

Note: no jeans, T-shirts or anything with designs or lettering on it. Careful attention should be paid to conservative styles and colours.

All ages for characters listed below are approximate.

Eliza Doolittle (aged 24)

Scene 1, flower girl in Covent Garden: a long dirty wrinkled blue overcoat; long dark green dress with a cream-coloured blouse underneath; mid-calf lace-up boots. Hair is put up messily in a bun underneath her hat. *Make-up:* light foundation to counteract shininess; a little lip and eye make-up with some reddish blusher.

Scene 2, day dress in Higgins' study and sitting-room: a purple jacket with clasps holding it closed, worn over a white blouse with lacy cuffs; a dark brown ankle-length skirt and dark brown lace-up boots. Eliza also wears a wide-brimmed purple hat to match her jacket, with ridiculous-looking pink ostrich feathers strewn all over it. Her hair is done up clumsily under her hat. *Make-up:* foundation, red blusher, bright pink lipstick and just a touch of eye shadow.

Scene 2, kimono: a simple blue cotton ankle-length dressing gown tied at the waist, ideally with distinctive wide kimono sleeves. Hair is worn in a chignon, coming down in small strands at the sides. *Make-up:* as in first part of scene.

Scene 3, 'at home' costume in Higgins' study: a simple peach-coloured long skirt topped with a modest cream-coloured blouse and worn with lace-up boots. Hair is put up in a chignon. *Make-up:* more elegantly done eye and lip make-up; additional foundation and blusher to give her an increasingly opulent appearance.

Scene 3, afternoon tea: an elegant light blue-green floor-length dress, with white gloves; a large white chiffon scarf tied in a large floppy bow round the neck; a wide-brimmed matching hat with a thin white chiffon scarf wrapped around the crown, and white or neutral-toned lace-up boots. Hair is elegantly done in a chignon under the hat. *Make up:* should be touched up to reflect the more sophisticated status to which she aspires – heavier foundation, enhanced eye make-up, heavier blusher and lipstick tones.

Scene 4, Ambassador's ball: a hooded dark purple evening cloak trimmed with silver fur, fastened at the neck and draped back across the shoulders to reveal a long white fitted strapless satin gown, with a bustle at the back and transparent material around the shoulder area; matching long white satin opera gloves reaching to the top of the upper arm with a large dress ring worn over the gloves; closed white dress shoes with heels; a jewelled silver necklace with matching bracelet and silver tiara. Hair is done in an elaborate chignon. *Make-up:* deeper toned foundation and eye shadow with dark blusher and lipstick, suitable for an upper-class evening party.

Scene 5, Higgins' study and sitting-room: costume and make-up as in Scene 4.

Scene 6, Mrs Higgins' house: an elegant pale violet ankle-length day dress with matching waist-length jacket; pale violet gloves and matching violet hat with large white feathers; large frothy white or violet chiffon scarf tied in a big floppy bow at the neck; white or neutral-toned lace-up boots; earrings and a parasol. *Make-up:* light-coloured foundation; blusher, lipstick and eye shadow in shades suitable for daytime.

Professor Henry Higgins (aged 45–50)

Scene 1, Covent Garden: a dark mustard or olive green overcoat with a velvet collar in a darker shade; underneath a three-piece suit (jacket, waistcoat and trousers) in a similar colour to the coat; white or pale green shirt with black or green tie; dark dress shoes and brown slouch hat (with largish brim and slightly dented crown). *Make-up:* mainly foundation to counteract shininess from the lighting; just a hint of eye make-up and blusher.

Scene 2, Higgins' study and sitting-room: same costume and make-up as in Scene 1, but minus the overcoat; a pocket watch in his waistcoat pocket is conspicuous by its chain.

Scene 3, Higgins' study: same costume and make-up as in Scene 2.

Scene 3, afternoon tea: a dark grey three-piece suit with pocket watch in waistcoat pocket; white or pale mauve shirt, black tie and dark shoes. *Make-up:* as in Scene 1.

Scene 4, Ambassador's ball: formal 'white tie and tails', consisting of black coat with knee-length tails at the back, a white bow tie and stiff white shirt front; pocket watch not visible here; formal black shoes and white gloves. The whole ensemble is topped off with a black opera cloak with a white satin lining. *Make-up:* same as in previous scenes, with a little extra blusher on cheeks.

Scene 5, Higgins' study and sitting-room: same costume and make-up as in Scene 4, minus the opera cloak.

Scene 6, Mrs Higgins' house: dark pine green suit and waistcoat with pocket watch; light green shirt and dark brown tie; dark shoes. *Make-up:* just some light foundation.

Colonel Pickering (aged 65)

Scene 1, Covent Garden: a black suit, white shirt and black bow tie worn under a long black overcoat; black top hat with white gloves and a long white scarf; dark shoes or galoshes. Pickering is carrying an umbrella. *Make-up:* should be consistent throughout the play; light foundation with wrinkle lines on forehead and cheeks and around the eyes. He should have some reddish blusher, dark eye shadow, grey touches in his eyebrows and light discreet lipstick. Hair should be shades of white and grey.

Scene 2, Higgins' study and sitting-room: same black suit as in Scene 1 but this time with a pink shirt and red tie. *Make-up:* same as in Scene 1.

Scene 3, afternoon tea: same costume and make-up as in Scene 2.

Scene 4, Ambassador's ball: similar evening clothes to Professor Higgins; his black opera cloak can have a grey satin lining. *Make-up:* same as in previous scenes.

Scene 5, Higgins' study and sitting-room: same costume and make-up as in Scene 4, minus the opera cloak.

Scene 6, Mrs Higgins' house: a black suit as in the first three scenes with pink or white shirt and black tie; a striped waistcoat can be worn for a varied effect; dark shoes. *Make-up:* same as in previous scenes.

Mrs Pearce (aged 60)

Scene 2, Higgins' study and sitting-room: a long grey skirt with a jacket nipped in at the waist, also in shades of grey; a light grey or white blouse underneath the jacket with a high lacy collar and lacy cuffs; black lace-up boots; wire-rimmed granny spectacles. Her grey hair is worn in a modest chignon at the back. *Make-up:* a pale foundation with modest blusher, pink lipstick, light eye shadow; some lines pencilled onto her forehead and cheeks and around her eyes to show her age.

Alfred Doolittle (58 years old)

Scene 2, Higgins' study and sitting-room: a working man's costume consisting of dirty, brown labourer's trousers held up by braces, a green labourer's shirt with sleeves rolled up and dark brown labourer's boots; optional, a loose waistcoat of a nondescript yellow colour worn unbuttoned. *Make-up:* hair and eyebrows touched up to show greyness; light foundation with some wrinkle lines pencilled onto his forehead and cheeks and around his eyes; light blusher and eye make-up.

Scene 6, Mrs Higgins' house: a gentleman's costume consisting of a knee-length grey morning or frock coat of the period; cuffs, lapels and pockets trimmed with black velvet; matching grey trousers; under the coat a light grey waistcoat, white dress shirt and black bow tie; white gloves, a walking cane and a grey top hat trimmed with a white band; carefully combed hair. *Make-up:* a little extra blusher and eye make-up to suggest a greater opulence than in his previous appearance.

Mrs Higgins (aged 72)

Scene 3, afternoon tea: an ankle-length long-sleeved dress in brown shades with a low round-necked bodice in a red shade worn over the top. The high lacy collar and lacy cuffs of a frilly blouse appear from underneath the dress; dark lace-up boots. Hair is grey and worn in a bun at the back of the head; no jewellery. *Make-up:* just foundation to counteract any shininess; wrinkles pencilled in around eyes, nose and on cheeks to indicate that she is in her early seventies.

Scene 6, Mrs Higgins' house: a frilly white long-sleeved blouse with a big floppy bow tied at the neck (or a white chiffon scarf can be added to achieve the bow); a large round or oval Victorian-looking brooch pinned to the collar of the blouse in front; a dark grey floor-length skirt and lace-up boots; hair in a conservative chignon. *Make-up:* same as in Scene 3.

Maid (aged 21)

Scene 3, afternoon tea: Edwardian maid's costume consisting of a dark blue or grey long-sleeved full-length plain dress buttoned to the neck; white floor-length apron with straps over the shoulders; dark lace-up boots; a white cotton mob cap with a flounce around the edge to cover the hair. *Make-up:* no eye shadow or lipstick, just a touch of foundation.

Scene 6, Mrs Higgins' house: same costume and make-up as in Scene 3.

Mrs Eynsford-Hill (aged 60)

Scene 1, Covent Garden: a floor-length deep purple gown with a matching fitted overcoat trimmed with grey fur; a large-brimmed matching purple hat, white gloves, dark lace-up boots and an umbrella; no jewellery. Hair is worn in a chignon under the hat. *Make-up:* hair touched up to show grey highlights; heavily applied foundation and eye shadow to delineate age and status; darkish lipstick and blusher but not too heavily applied; slightly pencilled wrinkle lines on the cheeks.

Scene 3, afternoon tea: a long purple dress similar to the one worn in Scene 1; a short fitted jacket with a nipped-in waist in a complimentary shade of purple; frothy white chiffon scarf tied in a large floppy bow around the neck; a large round or oval brooch can be pinned to the scarf on the collar line, if desired. The outfit is completed with white gloves, dark lace-up boots and a smallish-brimmed purple hat. The hat can have a thin white scarf tied around the base of the crown and a couple of feathers stuck jauntily in it. *Hair and make-up:* same as in Scene 1.

Clara Eynsford-Hill (aged 29)

Scene 1, Covent Garden: a floor-length dark charcoal skirt with a matching fitted overcoat trimmed with light grey fur (at lapels, cuffs and hemline); at the neckline a glimpse of a white or peach-coloured frilly blouse with possibly a brooch pinned at the neck; white gloves, a large-brimmed black hat; dark lace-up boots; hair piled up elegantly in an elaborate chignon. *Make-up:* medium-toned foundation, conservative yet prominent shade of pink blusher, light eye shadow and lipstick.

Scene 3, afternoon tea: a long full skirt and matching fitted jacket in a shade of pastel peach; white chiffon scarf around the neck tied in a floppy bow; peach-coloured gloves and hat, the latter trimmed with a flowing white scarf round the brim, tied in a bow at the back; neutral-toned lace-up boots; a brooch worn at the neck. *Hair and make-up:* same as in Scene 1.

Freddy Eynsford-Hill (aged 26)

Scene 1, Covent Garden: a long black overcoat covering evening clothes consisting of a black dinner jacket, black trousers, white dress shirt and black bow tie; white gloves, a tall black top hat, black dress shoes and a black umbrella. *Make-up:* Some light foundation with a pink blusher and reddish lipstick.

Scene 3, afternoon tea: a dark grey three-piece suit, pale mauve shirt and yellow tie; dark dress shoes. *Make-up:* the same as in Scene 1.

Bystander (aged 28)

Scene 1, Covent Garden: brown trousers, dark yellowy-green overcoat and flat cloth cap, dark green tie and dark shoes. *Make-up:* some foundation to counteract shininess, with minimal eye make-up, blusher and lipstick.

Passersby (various ages from mid-twenties to mid-sixties)

Scene 1, Covent Garden: Costumes reflect a social mix. Some Passersby wear evening attire and some wear working clothes. Long dresses or trousers will be worn by all, covered by overcoats in dark shades. Lace-up boots for women and dark shoes for men. Several people carry umbrellas as it is raining. Women wear their hair up, regardless of class, and all are wearing hats with brims of varying sizes. Men's hats will vary according to class: there should be a mix of top hats, the smaller bowler hats or 'derbies', and soft woollen flat caps. *Make-up:* very light foundation only. As these actors will double up as guests at the Ambassador's ball, they should be able to add make-up later on rather than have to remove it.

Ambassador (aged 65)

Scene 4, Ambassador's ball: a royal or dark blue long tail coat worn with dark blue trousers and black patent leather shoes; the upper part of the coat is decorated with gold epaulets on the shoulders, gold braid on the collar and cuffs, a pale blue military sash crossing the one side of the chest from shoulder to waist, and several medals pinned on the other side; a ceremonial dress sword in a gold scabbard attached to his cummerbund (a strip of golden material worn around the waist); a white shirt, small bow tie and white gloves. The ambassador has white hair and a large white moustache. *Make-up:* minimal foundation with reddish blusher; some age lines pencilled onto his forehead and around the eyes.

Ambassador's wife (aged 60)

Scene 4, Ambassador's ball: a long light blue floor-length evening gown, the long sleeves and yoke in a more transparent material; white gloves and dress shoes; a glittering necklace, earrings and tiara. Hair is put up in a perfectly woven chignon. *Make-up:* fairly heavy foundation, blusher and eye make-up; lipstick bright but not overdone; several age lines lightly pencilled onto forehead and around eyes to indicate her age.

Guests (various ages from mid-thirties to mid-sixties)

Scene 4, Ambassador's ball: If the Passersby in Scene 1 double up as the Guests, they will have to do a costume change for Scene 4. All ladies will need to be in long elegant evening gowns covering the chest and shoulders area; long white gloves and formal dress shoes; necklaces and earrings. Hair will be done up in chignons held in place by jewelled hair pins or clips. Men should all be dressed in formal black evening attire with white dress shirts, white bow ties and white gloves. *Make-up:* foundation, with more blusher, lipstick and eye shadow than was worn in Scene 1.

Servants (aged between 30 and 60)

Scene 4, Ambassador's ball: All servants should be dressed in formal servants' attire for an elegant evening reception. They wear long dark grey or black tail coats with gilt buttons; a white shirt and black bow tie; dark trousers, dark shoes and white gloves. *Hair and make-up:* neat conservative styles, no facial hair, some foundation make-up only.

Nepommuck (aged 34)

Scene 4, Ambassador's ball: As professional aide to the Ambassador and his wife, Nepommuck should have a particularly distinguished appearance amongst the ball guests. His costume is a long deep purple evening coat with tails and matching trousers. The coat is trimmed with white and gold braid and worn with a white shirt and bow tie; white gloves and dark dress shoes. He has dark hair with generous sideburns and moustache. *Make-up:* light foundation and blusher but no eye shadow or lipstick.

Narrator (aged 30)

All scenes: One costume will serve throughout the play, as there won't be time to change between scenes. If played by a female, the Narrator should be dressed in a plain dark ankle-length dress with matching short fitted jacket; a white blouse with a black velvet ribbon tied in a bow underneath the collar; dark gloves, dark lace-up boots and hair neatly done up in a chignon under a dark smallish-brimmed hat. If played by a male, the Narrator should wear a dark suit with a waistcoat, white shirt, dark grey or black tie and black shoes. Hairstyle should be conservative. *Make-up:* light foundation and blusher; minimal eye and lip make-up.

Ключи к заданиям книги для чтения

Before you start

The Author

1. 1 He was born in Dublin, Ireland. 2 He went to the Dublin English Scientific and Commercial Day School. 3 He wanted to become a writer. 4 He worked as a music and drama critic. 5 He wrote over fifty plays. 6 Two from: *Widower's Houses*, *Mrs Warren's Profession*, *You Never Can Tell*. 7 He laughed so hard that he broke his chair. 8 He won an Oscar and the Nobel Prize for literature. 9 He died in 1950. 10 *Pygmalion*

Background Information

2. 1 a flower girl/his friend; 2 fails to teach/succeeds in teaching; 3 correct/incorrect
4 1914/1913; 5 Vienna, London; 6 not very successful/extremely popular; 7 musical/play

The Plot

3. Professor Higgins has a bet with his friend, Colonel Pickering, that he can turn Eliza Doolittle into a lady. Eliza is a flower girl in London, and speaks with a Cockney accent. She goes along with the idea because it is her dream to become a real lady.

The Characters

4. 1 Freddy Eynsford-Hill; 2 Professor Higgins and Colonel Pickering; 3 Eliza Doolittle; 4 Mrs Pearce; 5 Mrs Higgins; 6 Alfred Doolittle; 7 Clara Eynsford-Hill; 8 Colonel Pickering; 9 Professor Higgins

Episode 1

Before Reading

1. (Suggested Answers)

The first picture shows a rainy street scene where a flower seller has dropped her flowers and a young man with an umbrella seems about to help her pick them up. People in the background appear to be taking shelter outside a building. The second picture shows the flower girl under shelter, accepting some money from a lady.

2. (Suggested Answers)

The way the two women are dressed shows that they are upper class. Their clothes and posture contrast with the flower girl's appearance.

While Reading

3. 1 C; 2 F; 3 M; 4 M; 5 G; 6 C; 7 M; 8 C

After Reading

4. (Suggested Answers)

1 I don't think Clara was kind, because she made Freddy go out in the rain, even though he told her there weren't any cabs. Also, she didn't want Eliza to have any money, even though she was poor. 2 She must have felt upset and worried, even desperate, because she needed to sell the flowers and wouldn't have wanted them to be ruined. 3 Clara thought that because the flowers only cost a penny a bunch. Apart from that, Clara appears to be too snobbish. 4 Judging from the way the girl spoke, she was obviously lower class. She had a strong accent and used words incorrectly. Besides, her job itself was typical of lower class people at that time. Therefore, she can't have had a privileged upbringing.

Think! (Suggested Answers)

I think Clara was too hard on the flower girl. If I were in her position, I would be more sensitive and understanding and not look down on the girl.

Episode 2

Before Reading

1. (Suggested Answers)

Some people, who probably haven't seen each other for a long time and don't expect to run into each other, are going to meet at this particular place.

2. (Suggested Answers)

In the first picture, the flower girl is probably trying to sell a flower to a gentleman, while another gentleman and a young man are watching. In the second picture, the flower girl appears to be having a lively conversation with the two gentlemen.

While Reading

3. 1 F (*The elderly gentleman had some money.*); 2 F (*The bystander warned the flower girl about the man writing down every word she was saying*); 3 F (*The man with the notebook was the Phonetics Professor Henry Higgins.*); 4 F (*The elderly gentleman was from Cheltenham, Harrow, Cambridge and India.*); 5 T; 6 F (*It was not difficult for the man with the notebook to earn a living.*); 7 T; 8 T

After Reading

4. (Suggested Answers)

1 She was worried because she thought the man could be a policeman who might arrest her for selling flowers. 2 From the moment Professor Higgins addressed the flower girl, he appeared to be very sure of himself. His manner of speaking was decisive, revealing a strong-minded personality. His self-confidence was very obvious when he predicted the bystander's and the Colonel's origins and then went on to talk about his job as a teacher of phonetics. His determination and self-assurance were evident especially when he announced that in just three months he could pass "the creature with her terrible English" off as a duchess. 3 Pickering and Higgins will probably discuss dialects and phonetics together. If the Professor decides to teach the flower girl how to speak properly, they will possibly arrange to give her speech lessons.

Think! (Suggested Answers)

I think the Professor's job is very interesting, although it can be difficult. A professor of phonetics gets in touch with all sorts of people and learns about different dialects. Apart from this, the way one speaks reflects their personality so this job is also interesting as a professor is acquainted with different backgrounds and cultures.

Episode 3

Before Reading

1. (Suggested Answer)

In the first picture, Professor Higgins and Colonel Pickering are in a study talking to a young woman who looks like the flower girl although she is dressed differently. She seems to be quite agitated, so they must be talking about something

important. In the second picture she looks like she is going to cry and Professor Higgins is offering her a handkerchief.

While Reading

2. 1 Their topic for discussion was the variety of Indian dialects. 2 She wanted to have lessons. 3 She treated Eliza rather badly as she tried to send her away. 4 He had already recorded her accent. 5 She offered him a shilling. 6 She thought Higgins wanted 60 pounds. 7 He gave her a handkerchief. 8 He taught her not to confuse her handkerchief with her sleeve.

After Reading

3. (Suggested Answers)

1. Higgins was quite rude to Eliza from the moment she entered his study. He considered her useless, since he had already recorded her accent, and wanted her to leave. He even suggested he and Pickering should throw her out, making her feel most unwelcome. Overall, he talked to her in an authoritative way, regarding her as his inferior. However, he offered her his handkerchief to wipe her eyes, giving her the first lesson in good manners. 2 Colonel Pickering appeared to be much calmer and kinder than Professor Higgins was. Instead of insulting Eliza and treating her rudely, he appeared to be reassuring and comforting. He gently asked her to sit down and tell them why she had come, whereas Higgins was not remotely interested in the girl and wanted to get rid of her. 3 Mrs Pearce appears to be conceited, looking down on Eliza. She called her "very common" and tried to send her away even before telling the Professor that the girl had come to see him. She finds Eliza's accent dreadful and, overall, her attitude towards her is very snobbish.

Think! (Suggested Answers)

I don't think it is possible to change someone into someone they are not. Even if it is possible, it is very difficult because one's character and personality are developed at an early age. They may look different but they will still be the same person inside, so their change, if there is one, will only be superficial and temporary.

Episode 4

Before Reading

1. In the first picture, they are probably talking about whether or not Higgins is going to give Eliza English lessons. Eliza doesn't seem to be very happy, judging by the expression on her face, perhaps because Higgins is making some unreasonable demands. In the second picture Higgins is probably introducing Eliza to the lady on the right. Eliza looks greatly surprised, as if she didn't expect Higgins to take her on as a pupil.

While Reading

2. 1 P; 2 E; 3 H; 4 M; 5 M; 6 E; 7 M; 8 H

After Reading

3. (Suggested Answers)

Mrs Pearce appeared to be very sensible and down-to-earth. In contrast to Professor Higgins, whose decision to take on Eliza as a student was rash, Mrs Pearce was much more reasonable. She warned the Professor about the possible implications of his experiment, as he did not know

anything about the girl's background – Eliza might even be married. Another thing to be taken into consideration was Eliza's future after the experiment was over. It would be very difficult for her to go back in the street again after receiving a proper lady's education.

4. (Suggested Answers)

Eliza must have been feeling upset because of the way she was being treated and ordered what to do. Also she might have been worried, or even a bit scared, because the Professor appeared to be a bully when he told Mrs Pearce how to deal with Eliza. Higgins must have been feeling excited as he was looking forward to proving what a great teacher he was. For this reason he must have been anxious to put his plans into practice, despite potential problems.

Think! (Suggested Answers)

When Higgins says that Eliza is very dirty, he means that she is not cultivated and refined. She lacks education and manners so she is the perfect student for him to teach. He sees her like a piece of clay waiting to be moulded into something.

Episode 5

Before Reading

1. (Suggested Answers)

The man who has entered the study has greying hair so he must be middle-aged. He appears to be wearing working clothes consisting of a shirt and waistcoat and brown trousers held up by braces. He must certainly be in a different social class from Higgins and Pickering, and Mrs Pearce seems to be looking at him most suspiciously. Higgins' and Pickering's faces express more curiosity than disapproval. They appear to be interested in what he has to say.

2. (Suggested Answers)

Higgins seems to be giving money to the man. Perhaps he has asked for financial support or the two of them have come to some kind of agreement.

While Reading

3. 1 Alfred Doolittle; 2 Professor Higgins; 3 Professor Higgins; 4 Alfred Doolittle; 5 Alfred Doolittle; 6 Professor Higgins and Alfred Doolittle; 7 Colonel Pickering

After Reading

4. (Suggested Answers)

1 He wanted to see what was going on with Eliza, and to try and get money. 2 In the beginning Higgins thought that Alfred had sent his daughter to him on purpose so that he would blackmail the Professor and get money. 3 He was happy to sell his daughter to Pickering and Higgins. 4 What Alfred meant is that when one is poor, all they are concerned about is survival. Their struggle to overcome hardships often makes them do things that are inappropriate, immoral or even illegal.

Think! (Suggested Answers)

What George Bernard Shaw wrote reflects in a way what Alfred said about poor people and morals. When people do not have money, they become desperate, struggling to get by. Besides being miserable and grumpy all the time, in their despair they often harm or take advantage of others so that they can improve their position.

Episode 6

Before Reading

1. (Suggested Answers)

Eliza is ambitious to better herself by speaking English in a more upper-class way, losing her Cockney accent, and generally dressing and behaving more like a lady.

2. (Suggested Answers)

In the first picture, Alfred looks startled. He probably didn't expect to see his daughter dressed like this and looking so different. Eliza looks surprised too, as she can't have expected to see her father there, and also appears to have an angry look. Perhaps she didn't get on with her father and she doesn't want him there. In the second picture, everyone seems to be admiring Eliza, who looks dignified and ladylike.

While Reading

3. 1 F; 2 T; 3 T; 4 T; 5 F; 6 F; 7 T; 8 F

After Reading

4. (Suggested Answers)

1 He didn't want to be greedy, and five pounds was all he needed. Also, perhaps it was a matter of pride. 2 It is natural for a father to be proud of a child who has advanced him/herself. Alfred needed to remember, though, that new clothes wouldn't make Eliza a different person on the inside. 3 When Alfred found out about the new situation in Eliza's life, he probably thought he could take advantage of it. The only thing he was interested in when he visited Professor Higgins was to benefit financially, not to see how his daughter was doing. When he got the money, he found no reason to stay there any longer, even after meeting Eliza. This shows that he has no intention of coming back to visit his daughter. 4 When Eliza started transforming into a lady, she also started being snobbish. She said her father was a disgrace to her now and she didn't want to talk to any of the people in her old neighbourhood. She just wanted to show them what she looked like now, putting them in their place and getting revenge on them for laughing at her in the past. Although Eliza's feelings were hurt, she shouldn't have acted snobbishly. No one should look down on others just because they are upper class. Having more doesn't mean you are a better person.

Think! (Suggested Answers)

Perhaps Eliza's excitement about her new appearance will keep her from concentrating on her lessons, and this will make things difficult for the Professor and the Colonel. Besides, Higgins appears to be very strong-minded and determined as a character, whereas Eliza is certainly not used to discipline. Therefore, they will probably both have a hard time coping with each other.

Episode 7

Before Reading

1. (Suggested Answer)

Professor Higgins must be demanding as a teacher, judging from the way he is standing, bent over Eliza and with crossed arms. Besides, so far he has appeared to be very decisive and confident, and this makes him quite strict. He probably insists that Eliza should try as hard as she can, causing her to feel upset and tired, as her expression shows.

2. (Suggested Answer)

Higgins and his mother are probably talking about the progress Eliza has been making in her lessons. Judging by the expression on Mrs Higgins' face, she doesn't seem very pleased to have their conversation interrupted. The maid is probably telling them that someone has arrived and wants to speak to her.

While Reading

3. 1 speak; 2 insult; 3 introduce; 4 common; 5 love; 6 project

After Reading

4. (Suggested Answer)

1 Being a sociable person, Mrs Higgins took care to be friendly and likeable. Her son's visit on the day when she was expecting guests alarmed her because of his tendency to be rude and arrogant. The Professor was not good at small talk and he often offended his mother's guests. This made Mrs Higgins worried that in the end no one would want to visit her again. 2 Mrs Higgins was a respectable lady who socialised with upper-class people. Receiving a lower class girl as one of her guests would put her at risk of embarrassing herself. Therefore, finding out that her son had such an intention caused her to become alarmed, even desperate. 3 Eliza might have improved after her first lessons with the Professor, but she certainly could not pass herself off as a lady. Although her pronunciation was correct now, what she said was not always appropriate for a lady and could betray her origins. Inevitably, the topics of discussion she could take part in were limited.

Think! (Suggested Answers)

Undoubtedly, persistence is a very important factor for someone to achieve their goal. The harder one tries the more possible it is for them to succeed. Having other people's support and encouragement also plays a significant role in one's attempt, as it provides them with a feeling of self-esteem and makes their effort worth putting in.

Episode 8

Before Reading

1. (Suggested Answers)

In the first picture Eliza looks very cool and calm although she may be feeling nervous inside at meeting Mrs Higgins' guests. The guests seem to be very interested in Eliza and impressed with her, especially the young man. Higgins is looking at Eliza rather critically, as he is probably wondering how she will perform in this new 'test' situation.

2. (Suggested Answers)

In the second picture the two ladies are possibly saying goodbye to Higgins, and the younger lady seems to be amused at something Higgins is saying to her. The older lady doesn't look as if she is sharing the amusement. Perhaps she disapproves of what they are saying.

While Reading

3. 2 Mrs Higgins got angry with her son. 3 When Eliza appeared, everyone in the room got to their feet. 4 Mrs Higgins started a conversation about the weather. 5 Freddy laughed at Eliza. 6 Higgins covered things up. 7 Eliza left Mrs Higgins' house. 8 Higgins showed the Eynsford-Hills

to the door. 9 Freddy was enthusiastic about Eliza. 10 Clara agreed to use the new slang.

After Reading

4. (Suggested Answers)

1 Although Professor Higgins belongs to the upper class, he didn't behave in the conventional way that was typical of upper-class people at that time. He appeared to be arrogant, not thinking highly of his mother's guests, and did not bother to take part in their small talk. Instead, he showed a lack of manners when he considered everyone in the room, supposedly civilised and cultured, to be unable to carry on a serious conversation. In the end, however, it appears that he proved much cleverer than the others, since he managed to cover Eliza's blunder up and convince everyone of the new fashion – the slang. 2 Eliza made a good impression mostly because of her attractive appearance. I think the Eynsford-Hills quite liked her and thought she was funny. However, they probably also thought she was a little strange. 3 Mrs Eynsford-Hill is a typical example of a wellmannered English lady of her time. She takes part in afternoon tea conversations and appears to be rather old-fashioned, as she finds it difficult to start using the new slang. Her daughter Clara, on the other hand, appears to be more modern and receptive to new ideas. She is interested in keeping up with the latest fashions, so that people of her class won't think she is old-fashioned, and urges her mother to use the new slang. 4 I think that Eliza will continue to improve, and people will believe she is a real lady. Also, perhaps Freddy will start to like her.

Think! (Suggested Answers)

A civilised and cultured person is one that has general knowledge about a wide variety of topics. Their personality is well-rounded and they can carry on a serious conversation, instead of just chatting about unimportant things. A civilised and cultured person is not shallow or superficial but sophisticated and well-mannered.

Episode 9

Before Reading

1. (Suggested Answers)

Both pictures show Higgins, Pickering and Mrs Higgins having a discussion. The subject seems to be quite a serious one; they are probably talking about Eliza. In the first picture Higgins looks as if he could be asking his mother's opinion about the impression Eliza made on the visitors and if everything went all right. Mrs Higgins may not be agreeing with what he is saying and Pickering is listening to the exchange between them thoughtfully. In the second picture Mrs Higgins seems to be offering some kind of advice and she looks quite emphatic. Higgins seems not to wholly agree while Pickering looks more open to what she is saying.

While Reading

2. (Suggested Answers)

1 Although she looked and sounded nice, what she said was not what a lady would say. 2 Higgins did not always speak properly, as he could be abrupt and impolite. 3 She wanted to know how things were at Wimpole Street, referring to Eliza. 4 She knew where everything was and made a note of all of his appointments. 5 She said the Professor and the Colonel acted like babies playing with

their doll. 6 What would they do with Eliza after the language experiment? 7 He said they would find Eliza some kind of employment. 8 They would spend the next few weeks preparing Eliza for the Ambassador's party.

After Reading

3. (Suggested Answers)

1. Yes, I think he was insensitive, because he was only thinking about himself and not about Eliza. He didn't see her as a person but as a project and he was only interested in having her arrange his appointments and help him find his things. He didn't even worry about what would happen to her after the experiment was over. 2 Mrs Higgins' fears for Eliza's future don't seem irrational. After receiving a lady's education, it would be very difficult for Eliza to return to her old life. However, her chances of living decently would be limited since she would have a lady's manners and habits but not a lady's financial security. 3 The Professor seems to be attached to his mother. He appears to respect her and value her views, as he asked her opinion about Eliza. Mrs Higgins seems to be the only person that can stand up to the Professor's difficult character. She is straightforward and sincere, disapproving of the Eliza experiment and reprimanding her son for acting childishly. 4 I think she will speak as Higgins has trained her and everyone will be convinced she is a lady. I think that someone at the party will remember her as the flower girl they have bought flowers from, and they will get very suspicious.

Think! (Suggested Answers)

The message Mrs Higgins wants to get across is that her son and Pickering act very immaturely. They are like children or, even worse, babies who are not aware of what is going on around them and all they see is their play. To them, Eliza is like a doll, something lifeless. They don't realise that having her stay with them has a number of implications, the most serious of which is the uncertainty about her future.

Episode 10

Before Reading

1. (Suggested Answers)

The first picture must be a scene from the Ambassador's party. Higgins and Pickering are talking to one of the guests. Judging from his clothes and appearance, he must be an important person, maybe an army officer.

2. (Suggested Answers)

In the second picture we see Eliza at the Ambassador's party, surrounded by the other guests who are wondering who this beautiful girl is. Eliza must feel proud but self-conscious and is probably thinking that she has to pass a difficult test. The other guests must feel very curious and, by the looks on their faces, full of admiration for Eliza.

While Reading

3. 1 Higgins and Pickering; 2 Nepommuck; 3 Pickering; 4 Eliza; 5 Eliza, Higgins and Pickering; 6 the hostess; 7 Eliza; 8 Nepommuck; 9 Nepommuck; 10 Higgins

After Reading

4. (Suggested Answers)

1 Higgins probably felt impatient, as he did not appear to recognise Nepommuck and asked "who the devil" he was.

Apart from that, he did not seem to be particularly alarmed at meeting his pupil, even though it might mean he could discover Eliza's true identity. Pickering, on the other hand, clearly felt anxious and alarmed. He was worried that Nepommuck would be clever enough to see through Eliza's image to the flower girl beneath, and use this knowledge to blackmail her. 2 Higgins probably thought the guests at the party were superficial people who only judged by appearances and all they cared about was the way one looked. Eliza's stunning appearance was enough to convince them she was a real lady and prevent them from seeing through her to who she really was. 3 Yes, I think Eliza will keep her secret. Her impersonation of a lady was so convincing that even Nepommuck, who was supposed to be an expert in languages, was completely deceived and believed she was a Hungarian princess.

Think! (Suggested Answers)

Eliza seems to integrate fully into upper-class society at the Ambassador's party. Her stunning appearance and ease of manner make everyone sit up and take notice. However, I think that underneath her composure she must feel anxiety and even fear. Although she has practised being a lady hundreds of times in her dreams, experiencing the real thing must be different. If I were in her place, deep inside I would feel nervous and worried.

Episode 11

Before Reading

1. (Suggested Answers)

In the first picture the two men are probably talking about the party they have just returned from while Eliza appears to feel very hurt. Higgins and Pickering seem to be ignoring her and she feels that they are being insensitive, especially after her success at the party, when they should be congratulating her. In the second picture Eliza feels angry as she is apparently having an argument with Higgins.

While Reading

2. 1 F; 2 T; 3 T; 4 F; 5 T; 6 T; 7 F; 8 F; 9 F; 10 T

After Reading

3. 1 Returning home after the party, Professor Higgins and Colonel Pickering could not help feeling proud that they had carried out their experiment with great success. They also felt relieved that it was all over and they would not have to worry anymore. Eliza, on the other hand, did not share the same feelings. Now that everything was over, she felt very insecure about her future, as she was a lady in name only. The fact that the Professor and the Colonel seemed completely insensitive to her feelings, that they didn't even give her a word of praise but only congratulated each other, made her even more upset. 2 She felt furious, because that seemed to be all he cared about. He was listening only to how accurately she spoke, and didn't pay attention to what she said. 3 I think Eliza will leave Higgins, who will try to find her and ask her for forgiveness.

Think! (Suggested Answers)

If the Professor and the Colonel had not ignored Eliza, she wouldn't have become furious and her quarrel with

Higgins would have been prevented. Her relationship with the professor would have been completely different and she wouldn't have ended up leaving him. If Higgins had been sensitive to Eliza's feelings, he wouldn't have been too proud to admit she was essential to him or even ask her to marry him.

Episode 12

Before Reading

1. (Suggested Answers)

I think Eliza has disappeared. Maybe she ran away and Higgins is telling his mother about it.

2. (Suggested Answers)

In the second picture Doolittle is wearing more expensive formal clothes than in Episode 5. He is dressed like a gentleman in a grey suit and grey top hat. This may be because Doolittle has managed to become rich, or perhaps he has just borrowed the clothes for a special occasion.

While Reading

3. 1 upset; 2 the police; 3 appointments; 4 children; 5 gentleman; 6 contact; 7 relations; 8 amazed

After Reading

4. 1 I think Higgins did miss Eliza but he didn't know how to show it. He would also have liked her to come back and help him, though. 2 Mrs Higgins hadn't treated Eliza badly at her at-home day nor had she appeared to be snobbish. This must have encouraged Eliza to go to her house after she left the Professor's house. Besides, she had nowhere else to go, since she had no intention of ever returning to her old neighbourhood. Mrs Higgins obviously was on Eliza's side, as she criticised her son's childish behaviour and she hadn't approved of his project in the first place, anyway. 3 I don't think Eliza will stay with Higgins as he has been unkind to her. Nor do I think she will go back to her father, as she never wanted to see him again because he was a disgrace to her. Maybe she will marry Pickering, who has been kinder to her than Higgins.

Think! (Suggested Answers)

Money alone cannot buy happiness because it is how you feel inside that counts. Being around people that love you is what brings happiness.

Episode 13

Before Reading

1. (Suggested Answers)

In the first picture Mrs Higgins seems annoyed with her son, as she is standing with her arms crossed; she may be telling him that he hasn't been treating Eliza in a very considerate way.

2. (Suggested Answers)

For me, a true lady is well-mannered and always behaves in a kind and helpful way towards others. It is not just a question of being well-spoken and well-dressed. Perhaps Eliza feels like a true lady now because her lessons with the Professor also taught her a lot about human behaviour.

While Reading

3. 1 determined; 2 terrible; 3 unkind; 4 hard; 5 praise; 6 shock; 7 treated; 8 strength

After Reading

4. (Suggested Answers)

1 I think Eliza was right. Being a lady is not about money; it is how you behave, and if someone treats you well, then you may become a lady. If you are not treated well, you can become defensive or even aggressive. 2 I think Eliza will go back to Wimpole Street, now that the Professor seems to acknowledge her progress, and may decide to marry Freddy. I think she should marry Freddy, because he loves her and would be kind to her, offering her a happy life. 3 When Eliza first entered the Professor's study, it was not just her appearance that was different but her whole attitude. She was a scared young girl, so ignorant and naive that she took everything Higgins said literally. She had no self-confidence and relied on the others to help her become somebody. She was so afraid that she did not have the nerve to stand up to Higgins' bullying. In this episode, however, Eliza appears completely transformed. She is not a girl anymore, as she looks and behaves like a lady. She is much more confident and dares state her opinion and confront the Professor. She doesn't feel dependent on him but is rather able to stand on her own feet.

Think! (Suggested Answers)

I think this story teaches us to be kind towards others, and that being respected is not about having money or nice clothes but about how you behave. It teaches us how to be humans, sensitive to other people's feelings and not self-centred and selfish.

Final Comprehension Quiz

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

(Suggested Answers)

• Colonel Pickering is my favourite character because he is always nice to Eliza and treats her as a lady. • I didn't like Mrs Pearce because she tended to look down on Eliza and didn't have a very friendly manner. • Eliza learnt how to speak properly, but also that being a lady is about the way

you treat people, not just about the way you look and sound. • Professor Higgins learnt that treating someone well is more important than cultivating how they look and sound. He learnt to treat people as human beings and not as projects. • Students' own answers. • Titles: How to Become a Lady, From Flower Girl to Duchess, A Figure of Speech • I think it would be nice if Eliza got married to Higgins, who would then become a sensitive and caring person, and Pickering married Mrs Higgins.

Project

(Suggested Answer)

Eliza Doolittle lived in London. She worked on the streets selling newspapers to passers-by. She spoke with a very strong Cockney accent. One day a rich man from America wanted to buy one of her newspapers. When he spoke to her, though, he couldn't understand what she was saying because her accent was so strong. However, he thought she was very beautiful and offered to give her speech lessons, with the object of turning her into an actress. The man, Mr Henry Higgins, took her to Hollywood where she had the opportunity of meeting new people. On one occasion Higgins introduced her to his friend, Charles Pickering, who was a film director. He liked Eliza very much and gave her an audition for a role in his next film. She felt uncomfortable, though, as people thought her accent was strange and she was unable to put on the American accent that was required for the part. Disappointed, she went back to Mr Higgins, who arranged for extra speech lessons in Pickering's rehearsal studio. Charles was so nice to her that she grew in confidence, and Higgins soon had her talking like an American woman. Pickering was impressed with her acting now, and she finally landed the part she had auditioned for. She won an Oscar for it and went on to become a famous actress. She starred in over fifty films, married her favourite director, and the name of Eliza Doolittle became a household word.

ДЛЯ ЗАМЕТОК

A series of horizontal dotted lines for writing notes.

ДЛЯ ЗАМЕТОК

A series of horizontal dotted lines for taking notes.