

***Ключевые компетенции 21 века:
формирование
метапредметных умений
учащихся
средствами УМК «Spotlight»***

**«Великая цель образования – это не
знания, а действия» Герберт Спенсер**

В действующих нормативных документах в области общего среднего образования наряду с *личностными и предметными умениями* обозначена важность *формирования метапредметных умений средствами всех учебных предметов:*

- Федеральный государственный образовательный стандарт среднего общего образования (ФГОС СОО) регламентирует цели, содержание и условия общего образования в российской школе
- Программа развития универсальных учебных действий (УУД), направлена на овладение ключевыми компетенциями как основы для саморазвития и непрерывного образования

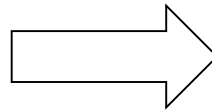
Мир VUCA – Volatility, Uncertainty, Complexity, Ambiguity

- Новые технологии
- Доступность и обилие информации
- Виртуальная мобильность и реальность
- Новые знания, переплетение Научных областей

- Экология, климат
- Неравенство
- Старение населения (Европа), рост рождаемости (Индия, Китай)
- Безопасность, терроризм

«Великая цель образования – это не знания, а действия» *Герберт Спенсер*

Образование на всю жизнь



Образование через всю жизнь



В УМК “Spotlight” метапредметная составляющая учебного процесса учитывает как положения нормативных документов, в частности,
Проекта концепции модернизации содержания и технологий преподавания предмета «иностраннй язык»,
так и изменения в психологии современных школьников, повышение их восприимчивости к новым технологиям.

Новизна целей обучения иностранному языку на метапредметном уровне просматривается по следующим трем направлениям:

- Умение учиться самостоятельно и в сотрудничестве**
(стратегии самообучения и учебного взаимодействия)
- Умение работать с информацией**
(например, менять стратегию чтения в зависимости от поставленной цели)
- Умение критически оценивать информацию, получаемую извне** (критическое мышление)

По первому направлению в УМК «Spotlight» широко использованы **педагогические технологии**, направленные на **формирование метапредметных умений**:

- Обучение в сотрудничестве (в парах, малых группах)
- Метод проектов: среднесрочные и мини-проекты
- Ролевые игры
- Мозговой штурм
- Алгоритмы деятельности (как читать, писать, обсуждать, выполнять проектные задания...)
- Опорные сигналы (в форме моделей и mind-map)

Задания, которые учат взаимодействовать с партнерами по общению

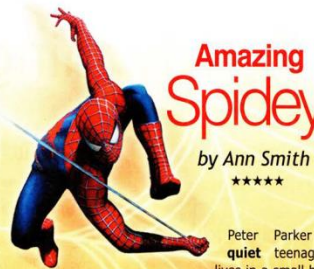
Reading

- 4 Look at the picture and the title of the text. Read the first names below. Who are these people? Listen and read to find out.

- Aunt Mary • Mary Jane
- Peter Parker
- The Green Goblin

- 5 Read and answer the questions. Explain the words in bold.

- Where's Spider-Man from?
- Who's his best friend?
- What can Spider-Man do?
- Who is against him?



New York City with his Aunt Mary. Peter has many friends. His best friend, Mary Jane, lives **next** door. One day, a spider **bites** Peter in a science lab. Now he has special **powers**! He is **strong** and **fast** and he can **climb** walls, just like a spider! People love him, but his **evil** Green Goblin, is after him. Can Spider-Man win? **Watch** this brilliant film to find out!

Study skills

Making notes

Read the text and underline keywords. List the points under headings. Use your notes to present the topic.

Speaking

- 6 Make notes then present the story of Spider-Man to the class.

Grammar

Grammar Reference

have got

- 7 Read the table. Find examples in the text.

Affirmative	Negative
I/you/we/they have got	I/you/we/they haven't got
he/she/it has got	he/she/it hasn't got
Interrogative	Short answers
Have I/you/we/they got ...?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it got ...?	Yes, he/she/it has. No, he/she/it hasn't.

- 8 What have Jane and John got in their school bags? Ask and answer.

Jane	John
eraser	ruler
pen	book
sharpener	pencil
atlas	pencil case
	notebook
	notepad

- A: Has Jane got a ruler in her school bag?
B: No, she hasn't. Has John got a ruler in his school bag?
A: Yes, he has.

What has your partner got in his/her school bag? What have you got?

Writing (a poster)

- 9 Portfolio: Make a poster of your favourite cartoon characters. Stick on pictures. Write a few sentences about each character. Write:

- name
- who the character is
- what the character does

1c

Grammar in Use

Present tenses

Grammar Reference

- 1 a Put the verbs in brackets into the present simple, present continuous, present perfect simple or present perfect continuous.

- A: (you/do) anything interesting this evening?
B: No, I (not/think) so. I (stay) in (you/go) out?
- A: How long (he/know) Kathy?
B: Since they met at university.
- A: My friend (forget) to buy me something for my birthday.
B: Never mind.
- A: (you/read) the new Harry Potter book yet?
B: I (read) it now actually.
- A: Why are you in such a hurry?
B: Because the film (start) at 8 o'clock.
- A: What (you/do) for your holidays this summer?
B: We (think) of going to Spain for a week.
- A: The weather (get) colder since last Monday.
B: I (know). It (get) colder and colder as the days go by.
- A: (you/like) tennis?
B: Yes, I (be) a member of the local club for years.
- A: What (you/do)?
B: I (taste) the soup to see if it's OK.
- A: The room (smell) awful.
B: Why (not/you/open) the window?

- b How is each tense in Ex. 1a used? Look at the Grammar Reference section and say.

- 1 Are you doing: present continuous, fixed future arrangement

- c Which of the verbs in Ex. 1a are stative verbs? Find an example where a stative verb is in a continuous form. What does it mean?

- 2 a Ask and answer, as in the example. Use: always, usually, often, sometimes, rarely, seldom, never. How often do you ...

- go window shopping/clubbing/surfing/dancing/skating/swimming, etc
- surf the Net/chat online/send emails
- watch documentaries/listen to jazz music

- A: How often do you go window shopping?
B: Not very often. I usually go window shopping once a month.

- 3 Use the verbs and the table below to make sentences about yourself.

- meet • travel • talk • eat out • buy
- read • write • change • go • see

- for a week/a month/a year/a long time/etc
since last week/last month/last May/1998/etc

- I haven't seen my uncle since 1998.

- 4 Been or gone? Complete the sentences.

- ▶ Have you ever been to Portugal?
▶ Jane has gone out for the evening. She won't be back until late.

- Ann's away. She has to Spain.
- We've just to the supermarket. Look at what we've bought.
- Laura has out. She'll be back in an hour.
- Are you going to the gym?
No, I've already

- 5 a Look at Ann's list. Ask and answer questions. Use yet or already.

- go to the gym (✓)
- have lunch (✓)
- do the shopping (X)
- fix her bike (✓)
- do her housework (X)

- A: Has Ann been to the gym yet?
B: Yes, she's already been there. Has she ...

- b Make a list of things to do today. Swap papers. Ask questions to find out what your partner has already done/hasn't done yet.



Everyday English

Expressing concern/worry

- 5 Use the language in the table and the phrases to act out exchanges, as in the example.

Expressing concern
Are you alright?
What's the matter?
Is there something wrong/on your mind?
Is there anything worrying/troubling you?
Expressing worry
I'm (a bit/really) worried/anxious (about/that) ...
... really worries me/makes me anxious.
Reassuring
Don't worry. Everything will be alright/You'll be fine (if you) ...
There's nothing to worry/be anxious about. You should ...
It's quite alright. ... is/are quite harmless.
I'm sure that if you ... (then) ...

- 1 tomorrow's exam — Friday 13th (study hard)
A: Is there something on your mind?
B: Yes, I'm a bit worried about tomorrow's exam as it's on Friday 13th.

A: Don't worry about that. I'm sure that if you study hard then you'll be fine.
taking the boat out tonight — full moon (take care)

- 3 broken a mirror — 7 years' bad luck (think rationally)

- 4 walking under a ladder — something bad will happen (pay less attention to old wives' tales)

Mini-projects: проектные задания на темы, затрагивающие личные интересы школьников и опирающиеся на их опыт

Socialising in the UK

1 What is social etiquette?

- customs & rules for polite behaviour
- customs or beliefs which have existed for a long time

2 Read the title of the text and the headings under the pictures. What do you think people in the UK do in these situations? Listen and read to find out.

Social Etiquette in the UK

The British are famous for their language, sense of humour and, of course, politeness. So, when you are in the UK, make sure you **respect** the social etiquette in the following situations:

British people are quite reserved when greeting one another. A handshake is the most common form of greeting when you meet someone for the first time. It is only when you greet close friends or relatives that you would **kiss** them **on the cheek** or **give them a hug**. The British may also call you by many different 'affectionate' names, such as dear, chuck, mate, guv, son or madam. Do not be **offended**, this is quite normal.

The British like their privacy, so not all topics are safe for **small talk**. Avoid asking people about their

age, religion, politics, **marital status**, weight or how much they earn. Instead, **acceptable** small talk topics are family, films, television, sport, studies, food, hobbies and of course, the weather!

When you visit people at home, make sure you are on time. It's also nice to take a gift for your **hosts**, such as a bottle of wine, a bunch of flowers or a box of chocolates. A British person might say 'come and see me soon' or 'drop in anytime'. However, you must always phone before you visit someone.

4 Explain the words/phrases in bold. Use some to complete the sentences.

- You mustn't be rude to your teachers. You should them.
- Lucy gave her parents a and then went to bed.
- Being impolite to others is not behaviour.
- Apart from the, he didn't know anyone at the party.
- She kissed her daughter on the before she left for work.

3 Answer the questions.

- How do the British greet someone?
- How do they greet friends and family?
- What can you talk about with a friend?
- What should you do when you visit someone?

5 Now answer the questions in Ex. country.

6 Project: Write a short article for international school magazine explaining someone should do to greet people in your country. Use your answers from Ex. 5.

Be Neighbourly Go Green!

There's plenty you can do to make your neighbourhood a cleaner, greener place!

Recycling ... It starts with YOU!

As the saying goes, there is strength in numbers! So how about getting together with your neighbours and starting a community recycling programme? You could **set up** bottle, paper, plastic, aluminium and clothing recycling banks and **take turns** to take everything to a local recycling point. In this way, your community will be helping to save **limited raw materials**. You will also help **preserve landfill space** and **reduce the greenhouse gases** that they produce.

Bin it, don't drop it!

Have you ever considered how **time-consuming** it is for local **councils** to **remove** litter from our streets? Or how much money it **wastes** that could be better spent on other services? Organise a litter collection day in your neighbourhood. Get some bin bags and see who can fill the most! Once a few of you take action, others will quickly join in!

Get growing!

Sick and tired of living in a concrete jungle? Flowers, plants and trees make our communities more welcoming places to live in. They also improve air quality by **filtering out pollutants** and creating places for small animals and insects to live in. So, organise teams and get planting in your neighbourhood today! Ask your local council for permission to plant trees and flowers along roadsides. Don't forget, every little bit helps!

Going Green

1 Close your eyes, listen to the music and think of your neighbourhood on Monday morning. What can you see, hear, smell? How does the scene make you feel?

2 Which adjectives best describe your neighbourhood? Use your own ideas as well. Give reasons.

- green • clean • crowded • dark
- polluted • dirty • pleasing • noisy
- quiet • peaceful

3 Look at the leaflet. What is it about? What is its purpose?

4 Explain the words in bold, then use some of them in sentences of your own.

5 **Think!** Listen and read again. List some ways of making your neighbourhood greener. How does the writer support his suggestions?

6 **Portfolio:** Work in groups. Imagine you are organising a 'Clean, Green Neighbourhood' day. Plan the day's events & activities e.g. tree-planting 9-11am. Present your ideas to the class.

7 **Think!** What does the saying mean to you? Discuss.

Green wisdom

It is our responsibilities, not ourselves, that we should take seriously.
(Peter Ustinov, British actor, director and goodwill ambassador for UNICEF)

2d

UK and it's shopping time!

you can buy in the UK.



This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.



This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

TOY BUSES



These are toy buses. They are double-decker buses. You can see these in London.



This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.

3 Use the map to tell your partner what souvenirs one can buy in the UK.

Project

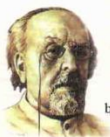
4 **Portfolio:** Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

Добавлены задания о России с целью воспитания гражданской идентичности школьников

Russians have been exploring space since the 1950s and achieved a number of historic breakthroughs, but it all started much earlier. Three men in particular stand out as space exploration heroes.

Spotlight on Russia learns about the pioneers who led the way to space

Great Minds

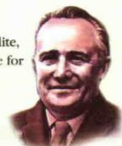


Konstantin Tsiolkovsky (1857-1935)

Tsiolkovsky was known as the father of human space flight. He was a rocket scientist, an inventor and a pioneer in space research. His work contained the designs for rockets with thrusters, airlocks, multi-stage boosters, satellites, space suits and even a system for providing food and air to a space colony. He was a man light years ahead of his time and it is thanks to him that Russia was the first nation to cross the final frontier.

Sergei Korolyov (1906-1966)

He was a scientist and the rocket engineer that put the first satellite, Sputnik 1, into space in 1957. He was also the person responsible for Sputnik 2, putting the dog Laika into space and landing the first probe, Luna 2, on the moon. Most of all, he was the person in charge of the Vostok and Voskhod space programmes which successfully put the first man in space in 1961, allowed the first space walk and led the way for all manned space flights after that. Korolyov was a legend in his own time and in ours.



Yuri Gagarin (1934-1968)

He was the first human to go into space and the first man to orbit the Earth on 12th April 1961 in Vostok 1. The cosmonaut's first and only space flight lasted 108 minutes but will be remembered forever. He became an ambassador for Russia travelling the world and telling people of Russian achievements in space.



DISCUSS

- Would you like to go into space? Why (not)?
- What do you think about space tourism?
- What fields of science should a person study to become a scientist? a cosmonaut?

Choose one of the people in the text and tell your partner about his achievements. Expand this biography to include more details.

ACTIVITY

5

Our Country

One Country, Many Cultures ...

Russia has got 145 million people. They're all Russian citizens - but there are over 130 different nationalities. Many nationalities have got their own republics.

Spotlight on Russia looks at two of these.



Chuvash Republic

Traditional Chuvash costume

Chuvashia's capital is Cheboksary. It is on the River Volga. Chuvashia's population is about 1.4 million people. Two out of three people are Chuvash. There are also many Russians, and 50 other nationalities. Many people speak Chuvash as well as Russian. Chuvash people have still got their own culture and traditions.



Cheboksary is a very clean, pretty city on the River Volga



Buryat Republic



Beautiful Lake Baikal, Buryatia

Buryatia is next to Lake Baikal. The capital is Ulan-Ude. There are about 1 million people in Buryatia, with 100 different nationalities - Russians, Buryats, Ukrainians, Tatars, Belorussians and more. The main languages are Russian and Buryat.



Inside a yurt (a traditional Buryat tent house) 100 years ago

Write to **Spotlight on Russia** and tell us about the republic or area you live in.

ACTIVITIES

- Fill out a fact file like this about each of the two republics above.
- Find out about another nationality with its own republic. Fill out a fact file, then write a short paragraph about it.

Name: _____
Location: _____
Capital: _____
Population: _____
Nationalities: _____
Languages: _____

4

Добавлены проектные задания о России.

Предусмотрен самостоятельный поиск информации в Интернете

- 4 a) Look at the highlighted words in the text. Which is a verb/noun?
b) Use your dictionary to mark the words below V (verb), N (noun) or B (both). Then make sentences with the words marked B.

- | | |
|---------------|----------------|
| 1 summer ... | 6 street |
| 2 water | 7 play |
| 3 light | 8 dress |
| 4 fire | 9 watch |
| 5 paint | 10 cook |

Speaking

- 5 Portfolio: You have a radio show. Choose a celebration from the text and make notes. Present it to the class. Record yourselves.

► ... is a popular festival in On this day, people ...

Grammar Grammar Reference

Countable/Uncountable nouns

- 6 a) Read the box below.

- Countable nouns (what we can count)
- alan + countable nouns in the singular
a banana
- some + countable nouns in the plural
four/some bananas

Uncountable nouns (what we can't count)
some milk
(NOT: a-milk)

Teenage Fashion in the UK

The weather in the UK is well known for being cold and wet, but there is one thing that's always hot and that's the fashion! We spoke to three teenagers about their views on clothes and what they like wearing.

"I think I'm reasonably well-dressed. I usually wear comfortable clothes that show a little bit of individuality. I love skateboarding, so most days you'll find me in very baggy jeans, trainers and a hoodie; that's a sweatshirt with a hood for those of you who don't know! I'm not really bothered about brand names or logos. I tend to stick to cheaper clothes that won't rip when I fall off my skateboard!"

"When it comes to fashion, I like to take my inspiration from many different places. Britain is a very multi-cultural place, so you see lots of different styles and trends all the time. I like picking up bargains at the street markets and second-hand shops. Then, I put these clothes together with things I have found on the high street. That way, I always stand out in a crowd! Young people today are so creative when it comes to fashion that pop stars are influenced by their style and not the other way round!"

the shops in the main shopping area

"I love keeping up with all the latest trends. It's so easy to be fashionable these days as lots of top designers make clothes for the cheaper, high street shops¹. I spend too much time and money in all of them, but they are full of trendy, affordable clothes! So, what's a girl supposed to do? Hit the shops of course!"

CULTURE CORNER 1

CULTURE CORNER 2

vents!

vents and the titles A-D. Think of one answer your questions?

B The London Marathon

If you get out of breath running for the bus, then can you imagine running 26 miles (about 42 km)? Every year, usually in April, this is exactly what around 40,000 people do when they take part in the London Marathon. It's a serious athletic event which offers big prize money for the winners, but the majority of runners do it for fun or to raise money for charity.

BRIDGE
LONDON

Wimbledon

one for tennis? Every June, the world's oldest and most famous tennis championship takes place in Wimbledon in London. The tournament lasts for two weeks. Hundreds of spectators queue for hours for seats to see the world's top players compete. It's not the tennis they go for either! Strawberries and cream the traditional snack at Wimbledon. 28,000 kilos of strawberries and 7,000 litres of cream are sold every year!

- The spectators/audience cheer the tennis players on at Wimbledon.
- About 40,000 competitors/rowers run in the London Marathon each year.

- 4 Imagine you are a radio presenter. Choose one of the events A-D and present it to the class.

- 5 Portfolio: Write a short text about a famous sporting event in your country (50-60 words). Write:

- name • type • place • time
- competitors • spectators • prizes
- other interesting information

Предусмотрены ролевые игры на темы, затрагивающие сферу интересов школьников данного возраста

1 First day!

Vocabulary
Numbers

1 Listen and repeat. Count from 1 to 20.

2 a) Look at the pictures. Ask and answer.
A: How old is Ann? B: She's seventeen.
A: How old is Bob? B: He's eighteen.

Ann (17) & Bob (18)
Mark (19), Betty (17), John (16), Sue & Rita (14)

Wendy (11) & Jill (12)

b) How old are you? I am ...

Everyday English
Introducing yourself

3 Read the dialogue. Introduce yourselves.

A: Hello. My name's Linda Thomas.
B: Hi! I'm Susan Wilson.
A: Nice to meet you, Susan.
B: Nice to meet you, too.

Reading

4 a) Read the first exchange between the two boys? Read, listen and answer.

Markus: Excuse me, where is the lesson?
David: It's in Room D. Are you a school?
Markus: Yes, I am. My name's Markus.
David: My name's David. Nice to meet you.
Markus: Your name is strange. How do you spell it?
Markus: It's M-A-R-K-U-S.
David: I see. How old are you?
Markus: I'm twelve. And you?
David: I'm twelve too! Are you a school?
Markus: Yes, I am!
David: Me too! Let's go to the school together then!

b) Read again. Mark the statements (true) or F (false).

1 The history lesson is in Room 1.
2 David is new to the school.
3 David and Markus are 12 years old.
4 David and Markus aren't in the same class.

Speaking

5 Portfolio: Take roles in similar dialogues. Record your dialogues.

- Jenny (13) — Pedro (14)
- Cathy (9) — Anya (10)
- Steven (11) — Julio (12)

Idioms

4 Complete the idioms. Check in the Word List.

- Jack-of-all-trades • bring home the bacon
- In the same boat • follow in her footsteps

1 My aunt is a pilot and I'd really like to
2 The man in that shop can do anything. He's a
3 Everyone worries about finding a job when they leave school, but we're all
4 I really admire my parents. They work very hard to

Reading

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

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

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

7 a

Which heading best describes the dialogue?

Applying for a Job A Job Interview Asking for a Pay Rise

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

Listening

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

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

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

Speaking

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

Say it right

Giving & reacting to news

10 Choose the correct response. Listen and check. Then read out the exchanges.

1 I've lost my job.
a Oh dear! b Wow!
2 I'm going for a job interview tomorrow.
a Oh, how so? b Good luck!
3 I got the job!
a That's great! Well done! b Oh no!

1-5 with the questions. There are two questions that you need.

but I'm not sure. You could ask
and turn right at the traffic lights.
or.
very nice.
information office, too.
in Blackpool.

A Do you mind if I ask something else?
B Is it nearby?
C Sorry, could you repeat that, please?
D How can I book a room?
E Do you know where I can get a bus to Blackpool Tower?
F Can you recommend a good hotel?
G Is it a long way from here?

Say it right

7 Choose the correct response to the statements. Listen and check.

1 I'm lost — can you help me? a Take the No. 5 bus from the station.
2 Is the post office far from here? b Of course. Where are you going?
3 How often do the buses to the zoo run? c Yes, there's one just across the road.
4 Is there a good café around here? d About every half hour.
5 What's the best way to get to the airport? e No, just a five-minute walk away.

Intonation

8 Listen and mark the stressed syllables, then listen again and repeat. Does the speaker's intonation rise or fall in each question?

- Could you repeat that?
- Is it OK to take one of these maps?
- Is this seat taken?
- Is there a restaurant nearby?

Speaking

9 Portfolio: You have been invited to a meal at Marco's Restaurant. You don't know how to get there. Ask a passerby for directions. Use the dialogue in Ex. 4 as a model. Record yourselves.

Добавлены задания, требующие критического взгляда на обсуждаемые проблемы

▶ How would you like to live three hundred and sixty kilometers above the Earth, flying at almost thirty thousand kilometres an hour through dark, airless space? Well, that's exactly how the astronauts working on the giant International Space Station (ISS) live. 'Cool!' you might say. Well... maybe. Let's take a look at what it's really like to live in space.

▶ Living in zero gravity means doing lots of things differently. First of all, you can forget about having a nice hot shower in the morning, as the water droplets would simply float away. Astronauts have to use a vacuum hose to wash with. Also, when muscles don't have to work against gravity as they do here on Earth, they go soft. So the residents of the ISS actually spend 2 hours a day working out on exercise bikes and rowing machines.

▶ There's no escape from household chores on the ISS. As dangerous bacteria grow quickly in zero gravity, the astronauts clean the whole station every day, which is about the size of a football pitch! Also the lack of gravity makes the simplest things in life

seem quite weird! Take eating for example, to stop their meals floating away, astronauts have to 'post' food packages into a special tray and then strap the tray to their legs. At least there's no washing up to do, though. The astronauts simply put their dirty dishes and rubbish into plastic bags and send them back to Earth.

▶ When it comes to sleeping, there's no need for a bedroom! The astronauts could sleep anywhere, but they can't risk bumping into any computer controls so they strap themselves into a sleeping bag on the wall. It's a truly relaxing experience, as nothing presses against the skin. It's important to cover your eyes, however, to block out the light of the sun as the sun rises and sets every 45 minutes when you are orbiting the Earth.

▶ So, when astronauts aren't doing experiments or chores or repairing equipment, do they get any free time? Well, a little! They often send emails back home, read books or watch movies, but most of all they like to stare out of the window and take pictures of their real home, Earth!

Household chores

7 Fill in: make, do, mop, keep, wash, take, dust, hang out.

- 1 my room tidy
- 2 the washing-up, the ironing, chores
- 3 the beds, breakfast
- 4 the rubbish out, the dog for a walk
- 5 the floor
- 6 the dishes, the clothes
- 7 the washing
- 8 the furniture

Do you help at home? Use adverbs of frequency and the completed phrases to make sentences. Tell your partner how you feel about it.

▶ I often help at home. I'm happy to help. I sometimes take the dog for a walk. I don't mind doing it.

Speaking

8 a Work in pairs. You are a journalist and your partner is one of the astronauts living on the space station. Prepare questions and interview your partner about life in space, then swap roles.

▶ A: What's it like living in zero gravity? How do you eat, for example?

B: Well, it's a lot of fun. When we eat, we...

b Write three things that impressed you from the text. Report them to your partner.

c **Think!** Would you like to live in space? Why/Why not? Discuss in pairs.

Writing

9 Portfolio: It's the year 3050 and a group of teens who were born on a space station are coming to visit Earth. Write a leaflet giving instructions about how to eat, sleep, wash, exercise, do chores and spend free time in a place with gravity.

▶ When eating, your food doesn't float away so don't strap your tray to your legs! Simply sit down at a table and put your food...

1 What does the title of the text mean?

- 1 People should raise money to help those who are ill, disabled or poor.
- 2 People should think of the needs of the people who are near them before they think about helping anyone else.

How can the title be related to these logos? Read and check.



2 Read the text and fill in each gap (1-10) with the word (A, B, C or D) that fits best. Compare with a partner.



It is said that charity begins at home, and people in the UK seem to have put these words into practice. Their enthusiasm for helping others shows in the 187,000 charity organisations that 1) in the country. Some of the most famous ones are Oxfam, Age Concern, the RSPCA, the British Heart Foundation and Marie Curie Cancer Care.

People donate money to charity organisations or volunteer to help them 2) money. Many of these organisations run charity shops. The first charity shop in the United Kingdom was established by Oxfam in Broad Street, Oxford. Oxfam has the largest number of charity shops in the UK with 3) 800 stores.

Charity shops sell goods at very 4) prices. The items for sale are usually second-hand and donated by members of the public. These 5) books, records, CDs, clothes, accessories, household items, furniture and costumes for 6) occasions such as Halloween. There are bargains for 7)! Some charity shops also sell new goods that are somehow related to the cause they 8) In Oxfam stores, for example, you can find fair trade food and crafts.

The staff who work at charity shops are volunteers, so most of the profits from the sales 9) towards the charity. In the US, where charity shops are called thrift stores, this kind of shopping is so 10) that it has got its own word, it's called 'thrifting'!

3 **Think!** Listen and read the text again. Do you think having big charity organisations is a good idea? Why (not)? Do you give money to charity? Why (not)? In three minutes write a few sentences on the topic. Read your sentences to your partner.

4 Portfolio: Are there charity shops or charity organisations in your country? Collect information, then write a short article about them for an International Students' Magazine. Write:

- what their names are
- what causes they support
- how they collect money

- | | | | |
|-----------------|------------|--------------|-------------|
| 0 A seem | B need | C should | D look |
| 1 A work | B exist | C run | D sell |
| 2 A save | B spend | C waste | D raise |
| 3 A more | B higher | C over | D above |
| 4 A bargain | B low | C poor | D small |
| 5 A contain | B include | C offer | D mean |
| 6 A other | B holiday | C special | D common |
| 7 A everything | B everyone | C everywhere | D everyday |
| 8 A support | B hold | C keep | D protect |
| 9 A make | B are | C put | D go |
| 10 A well-known | B famous | C popular | D favourite |

Добавлены задания, предусматривающие мозговой штурм по актуальным проблемам

International travel these days has become cheaper, quicker and more convenient for many people. Here are a selection of some of the types of holidays for those with a sense of adventure.

C Wagon Travel in Wyoming

Have you ever wondered what it was like back in the Wild West? Well, now you can find out for yourself with a holiday that offers the unique opportunity to see how life might have been over 150 years ago.

You will travel in a convoy of covered wagons through the unspoilt countryside of Yellowstone National Park and through Wyoming, and enjoy the majestic views all around. Stopping at a different camp each day, there will be plenty of opportunities to go on nature hikes, go swimming, canoeing, horse riding, or just relax. You can spend your evenings cooking on an open fire and singing cowboy songs around the campfire.



D Ice Diving in the Arctic

In the icy waters of the Arctic Ocean, you will see a strange but unique world that very few humans get the chance to visit. The Arctic is one of the last places on earth that remains a mystery and a challenge.

Not many people are brave enough to explore the region and even fewer are brave enough to explore it from twenty feet beneath the ice! If the diving experience is not enough, you can also enjoy the scenery and wildlife above the ocean on foot or on snowmobiles. One thing is for sure; no one else will have holiday snaps like yours!



White Fang knew the meaning of "home," and though he did not understand the remainder of the master's language, he knew it was his will that he should go home. [2] Then he stopped, undecided, and looked back over his shoulder.

"Go home!" came the sharp command, and this time he obeyed.

The family was on the porch, relaxing in the cool afternoon, when White Fang arrived. [3] "Weedon's back," Weedon's mother announced.

The children welcomed White Fang with glad cries and ran to meet him. He avoided them and passed down the porch, but they cornered him against a rocking-chair and the railing. [4] Their mother looked apprehensively in their direction.

"I confess, he makes me nervous around the children," she said. "I have a fear that he will turn upon them unexpectedly some day."

Growing savagely, White Fang sprang out of the corner, overturning the boy and the girl. The mother called them to her and comforted them, telling them not to bother White Fang.

"A wolf is a wolf!" commented Judge Scott. "There is no trusting one." "But he is not all wolf," interposed Beth, standing up for her brother in his absence.

"You have only Weedon's opinion for that," replied the judge. "He only thinks that there is some breed of dog in White Fang; but as he will tell you himself, he knows nothing about it. As for his appearance —"

[5] White Fang stood before him, growling fiercely.

"Go away! Lie down, sir!" Judge Scott commanded.

White Fang turned to the master's wife. She screamed with fright as he seized her dress in his teeth and dragged on it till the fabric tore. [6]

He had stopped his growling and stood, head up, looking into their faces. His throat twitched, but made no sound, while he struggled with all his body, shaking with the effort to rid himself of the unspeakable something that struggled for expression.

"I hope he is not going mad," said Weedon's mother. "I told Weedon that I was afraid the warm climate would not agree with an Arctic animal." [7]

At this moment speech came to White Fang, rushing up in a great burst of barking.

"Something has happened to Weedon," his wife said decisively.

They were all on their feet now, and White Fang ran down the steps, looking back for them to follow. For the second and last time in his life he had barked and made himself understood.

1 try very hard to hear something

b Explain the words/phrases in bold from the text.

5 Match the verbs to the animals. What are these phrases in your language?

- | | |
|---------|---------|
| 1 quack | a wolf |
| 2 meow | b sheep |
| 3 hiss | c horse |
| 4 oink | d lion |
| 5 moo | e duck |
| 6 neigh | f cat |
| 7 croak | g pig |
| 8 howl | h snake |
| 9 baa | i frog |
| 10 roar | j cow |

6 Listen and read the text again. Find parts in the text in which White Fang showed: **obedience**, **determination**, **anger**, **unwillingness**, **understanding**, **faithfulness**.

7 Explain the following. "What was of value to the master, White Fang valued, what was dear to the master, he cherished and guarded carefully." Give examples from the text.

8 How did White Fang feel for his master? Why? How has his master gained White Fang's affection? Discuss in pairs.

9 **THINK!** Which human qualities can be attributed to White Fang? How do they affect him? Explain your answer.

10 **THINK!** How can children benefit from having a pet? Spend three minutes writing about the topic.

Art

sold at an auction for more than £1,000. The painting was three times the size of the original. In 1964, it was shown at the Tate Gallery. It is now in the collection of the British Museum.



Banksy's hat year, set it — he said, there is a saying: they say councils cannot do anything to save the value of the art.

Equipment

rs, oil paints, paintbrush, line, chisel, a, tripod, el, clay, water, dln, stumes, set

7 Use the verbs in the correct form to complete the sentences below.

- sketch • paint • portray
- colour in • design

- Many artists the outline of their subject before they begin to paint.
- Many children black and white pictures using crayons when they are very young.
- Susan spent her holiday the local landscape.
- The architect our new house last year and now we are building it.
- The artist the woman as a queen in the portrait.

Speaking

8 a Say three things you remember from each text.

b Work in pairs. Take roles and interview Willard Wigan about his art.

A: How do you get ideas for your sculptures?

B: I read a lot and get inspiration from history. etc.

9 **THINK!** In your opinion, are the works presented in texts A-C art? Discuss in groups. Report to the class.

Writing

10 **THINK!** What would life be like without art? How can art benefit a society? Spend five minutes writing a few sentences on the topic. Read your sentences to your friend. Discuss your opinions.

В специальных разделах учебника Study Skills даются алгоритмы выполнения определенных учебных действий

1a Reading & Vocabulary

Reading

- Look at the pictures. Which shows: a scarecrow, people dressed up as pirates, a tomato fight, a Russian character?
- Read the introduction and the first sentence in each paragraph. What is the text about?
Listen, read and check.

study skills

Matching Key Words
Read the questions and underline the key words. Read the texts and try to find words/phrases that match the key words. They will often be paraphrased.

- Read the text. Which festivals...
 - lets you experience an adventurous life from the past?
 - takes place in a very small place?
 - requires you to dress up in different clothes?
 - has had some unusual competitors?
 - celebrates a change of season?
 - helps people in need?
 - offers the chance to taste a national dish?
 - takes place in a city centre?
 - has a huge fireworks display?
 - includes a big bonfire?
- Find synonyms in the texts for the words below.
Text A: extra, dirty
Text B: fake, opportunity, feel
Text C: main, collects, prize, clever
Text D: represent
- Find opposites for the underlined words.
messy = tidy
- Read the article again, then close your book and tell your partner two things you remember about each festival.

LET'S PARTY

Are you looking for a fun way to have a good time? Then join us on our little trip around the world to discover some of the world's most unusual festivals!

A Splatfest



If you're in the tiny Spanish town of Buñol in Valencia, Spain during the last week of August, make sure you take a spare change of clothes because things get very, very messy! 'La Tomatina' is a huge food fight that has been a strong tradition in Buñol since around 1945. No one really knows how it began, but everybody knows how it ends! The week of the fight includes a fireworks party, music, dancing, colourful street parades and even a huge paella cooking contest. Then, about 30,000 people throw around 100,000 kg of tomatoes at each other for one hour.

B Pirates of the Caribbean



Have you ever wanted to be a pirate? If so, for ten days in November, Georgetown in the Cayman Islands transforms into a typical pirate town. The Pirates VWeek festival begins with a mock kidnap, complete with tall ships and rowing boats. Visitors have the chance to wear fancy dress costumes and experience life as a pirate. There are also street parties, treasure hunts and a huge fireworks display.

6a

Lara Croft



This beautiful, strong archaeologist fights robots and does acrobatics all day, right? Well, not every day! Let's see what she does when 0) she's at home!

In the morning ...
Lara always gets 1) at 7 o'clock, and gets dressed. Then, she 2) jogging and works out in her gym - and all this before breakfast! Lara 3) a big breakfast at about quarter to nine, then she sometimes goes shopping or works 4) her computer for a while.

In the afternoon ...
Lara usually eats lunch at about quarter past one. Her father John often visits her and they have a 5) of tea and talk about work together.

In the evening ...
Before dinner, Lara usually practises kickboxing. She eats dinner at about half 6) six. Then, she relaxes. She reads a book or 7) a DVD. She never 8) to bed really late because she's usually very busy the next day! It's not easy being an action hero!

Reading

- Look at the text. Who's Lara Croft? What is the text about? Read and check.

study skills

Completing a text
Read the text once to see what it is about. Read it again sentence by sentence and complete the missing words. The words before and after each gap will help you. Read the completed text again to see if it makes sense.

Fill in the gaps with: past, on, goes, cup, up, has, watches, goes. Listen and check.

Speaking

- Make notes and act out an interview with Lara Croft about her daily routine.
A: So Lara, what time do you get up?
B: At 7 o'clock.

Grammar Grammar Reference

Adverbs of frequency (always, usually, often, sometimes, never)

- Look at the sentences. Where do we place the adverbs of frequency in a sentence? Find examples in the text.
I usually play football on Saturdays. John is never late.

Writing (a paragraph describing a daily routine)

- Portfolio: Imagine you are a famous action hero. Write your daily routine.
My name's Spider-Man and I have a very busy life. I get up at ...

На всех этапах обучения
приоритетное внимание уделяется
читательской грамотности
как одному из центральных
метапредметных умений,
формируемых средствами всех
предметов, в том числе предметом
«Иностранный язык»

Что такое читательская грамотность?

Большинство определений **читательской грамотности** в научной литературе основывается на том, что она является составной частью **функциональной грамотности** как понятия, которое было впервые предложено ЮНЕСКО в 1957 году для выделения совокупности характеристик, позволяющих человеку существовать в условиях социума в XX веке.

Согласно определению Н.Ф. Виноградовой **читательская грамотность предусматривает:**

- совокупность умений и навыков, отражающих способность обучающегося осуществлять **смысловое чтение** – воспринимать письменный текст, анализировать, оценивать, обобщать представленные в нем сведения;
- способность извлекать необходимую информацию для ее преобразования в соответствии с учебной задачей; ориентироваться с помощью различной текстовой информации в жизненных ситуациях;
- потребность в читательской деятельности с целью успешной социализации, дальнейшего образования, саморазвития.

Из определения Н.Ф. Виноградовой видно, что читательская деятельность в процессе школьного образования соотносится с понятием «смысловое чтение» и тем самым приближается к трактовке, которая дается в ФГОС.

В ФГОС говорится, что в связи с глобальной информатизацией современного общества и возникновением особых требований к ее анализу, систематизации и скорости ее переработки умения ***смыслового чтения и умения работать с информацией*** определяются в качестве наиболее важных метапредметных результатов освоения основных образовательных программ НОО, ООО и СОО.

Умения **смыслового чтения** формируются при изучении всех школьных предметов, в том числе и на уроках иностранного языка.

Смысловое чтение – это общее понятие, включающее в себя **все виды чтения**, под которыми принято понимать набор операций, обусловленных целью чтения и характеризующихся «специфическим сочетанием приемов смысловой и перцептивной переработки материала, воспринимаемого зрительно» (С.К. Фоломкина)

Наиболее распространенными **видами чтения признаются следующие:**

- Ознакомительное чтение (*reading for gist, skimming*)
- Изучающее чтение (*reading for detail*)
- Поисковое чтение (*reading for specific information, scanning*)

Наряду с такими понятиями как
читательская грамотность,
смысловое чтение
виды чтения,
в методике используется понятие
стратегии чтения.

Под этим термином часто подразумеваются приемы, действия, операции, применяемые читающим в процессе чтения, то есть фактически, это те же виды чтения, которые рассматриваются с позиции читающего.

С нашей точки зрения суть процесса обучения чтению на иностранном языке состоит в том, чтобы научить будущего читателя:

- правильно определить для себя цель, с которой требуется прочитать текст на иностранном языке;
- выбрать вид чтения (ознакомительное, изучающее, поисковое/ просмотровое) и адекватные приемы, которые помогут понять читаемый текст;
- распорядиться извлеченной из текста информацией в соответствии с целью, которая была поставлена перед чтением.

Поэтому важнейшим умением, которое надо формировать с самого начала обучения смысловому чтению на ИЯ является осознание того, что *иноязычные тексты можно читать **по-разному**, адаптируя под поставленные цели (или решаемые коммуникативные задачи) вид чтения, применяемые приемы и скорость чтения.*

Приведем некоторые примеры того, как происходит целенаправленное обучения **разным видам чтения и на разных текстах**

Ознакомительное + поисковое чтение (5 класс)

2 My collection

Numbers (21-100)

1 Listen and repeat.

twenty-one 21 22 twenty-two

thirty 30 40 forty

fifty 50 60 sixty

seventy 70 80 eighty

ninety 90 100 a hundred (one hundred)

2 Listen and circle the correct number.

1 13 30 4 16 60

2 14 40 5 17 70

3 15 50 6 18 80

3 Ask and answer questions as in the example.

A: How old is Emma?
B: She's thirty.

A: Where's she from?
B: She's from England.

4 Look at the title. What's Tom's collection? Listen, read and check.

5 Read and complete sentences 1-3.

1 Tom is years old.

2 Tom is from

3 There are stamps in Tom's collection.

6 a) Find all short forms in the text.
b) Rewrite the sentences. Use short forms.

1 My name is Tom. 3 She has got a doll collection!

2 I am ten years old. 4 He is from Spain.

7 What collections have you got? Ask and answer.

A: I've got a stamp collection. What about you?
B: I haven't got a stamp collection but I've got a CD collection.

Writing (a paragraph about your collection)

8 Portfolio: Write a short paragraph about your collection (40-50 words). Write: • your name • your age • where you are from • what your collection is • how you feel about it

Emma (30) England

Miguel & Marta (60) Spain

Pedro (35) Mexico

CULTURE CORNER

UK souvenirs

Holidays in the UK and it's shopping time!

Here are some popular souvenirs you can buy in the UK.

shamrocks

HAT

This is a hat. It has got shamrocks on it. The shamrock is the national symbol of Ireland.

SCARF

This is a tartan scarf from Scotland. Tartan cloth is very popular in Scotland.

STUFFED TOY

This is a stuffed toy. It looks like a cow. There are many cows in Scotland.

MUG

This is a mug. It has got a Welsh dragon on it. The Welsh dragon is on the flag of Wales.

TOY BUSES

These are toy buses. They are double-decker buses. You can see these in London.

PIN

This is a pin. It has got a Union Jack on it. The Union Jack is the flag of the UK.

4 Look at the title and the pictures. What do you expect to read about? Listen and read to check.

2 Match the countries to the nationalities. Which countries are the souvenirs from?

1 the UK	a Welsh
2 England	b Scottish
3 Scotland	c Northern Irish
4 Wales	d English
5 Northern Ireland	e British

The scarf is Scottish.

Project

4 Portfolio: Find or draw a map of your country and label it with some souvenirs and where you can find them. Present it to the class.

Поисковое и изучающее чтение

1a Reading & Vocabulary

Reading

1 What does the title of the text mean? How would you start a conversation with someone you don't know? Read and check.

2 Read the text and mark the sentences 1-7, T (True), F (False) or DS (Doesn't Say). Correct the false sentences. Explain the words in bold.

- Breaking the ice means saying or doing something to start feeling relaxed with a new person.
- People feel uncomfortable when meeting someone new because they cannot predict their reactions.

BREAKING THE ICE



The new girl in your class seems very interesting and you would like to get to know her better. The guy at the skate park does some amazing tricks and you would like him to show you how. But, whenever the **opportunity** to talk to them comes up, you can't think of anything to say. Your palms sweat, you **blush**, and you look away.

Whether you are starting a new school, going to a party where you don't know anyone or want to **approach** a person you fancy, you often need to break the ice in order to start a friendly conversation. Breaking the ice means saying or doing something to stop feeling shy or uncomfortable around someone you don't know very well. The reason you feel this way is that you don't know how the other person will react, but don't let it get you down.

You shouldn't worry. Almost everyone feels uncomfortable when they first meet other people. If you feel this way, the following tips can help you out.

☺ Smile When you smile, people think you are friendly and easy to talk to. They are also very likely to smile back and help you feel more comfortable about starting a conversation.

- Some people don't have any passions.
- When you meet someone for the first time, it's better to look serious.
- Confident people don't postpone things.
- When you start a conversation, talk a lot about yourself.
- If you feel uncomfortable with new people, avoid being around them.

Study skills

Reading effectively

The author's purpose is the reason for writing the passage. This could be to entertain, persuade, inform, advise, narrate or describe. Recognising the author's purpose will help you understand the content of the text better.

3 Listen and read the text again. What is the author's purpose? Discuss in pairs.

☺ Develop passions: The best way to have interesting conversations is to be an interesting person! Get involved in activities and talk about them. Make sure you have something to add to a conversation.

☺ Be positive: Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will enjoy your positive energy and **benefit** from it. Also, be confident. If you like yourself, others will probably like you too.

☺ Be a good listener: Develop listening skills. Don't take over the conversation and don't only speak about yourself. Ask other people questions about themselves too. This way they'll know you're interested in them.

☺ Get out there: Don't avoid being around new people just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well – but be too shy to break the ice!

1a Reading Skills

Vocabulary

Teen activities

1 Which of these activities do teens in your country enjoy doing? What about you? Use: most, a few, some, not many.

- | | |
|---------------------------------------|---|
| • hang out with friends | • watch TV/DVDs |
| • go clubbing | • surf the Net |
| • send emails | • do extreme sports |
| • play computer games | • spend time with their families |
| • go window shopping | • go on trips to the countryside |
| • send text messages on their mobiles | • do voluntary work (plant trees, run errands for the elderly, etc) |
| • chat online | |
| • listen to music | |

► Most teens enjoy hanging out with friends. I enjoy chatting online. etc

Reading

2 Look at the title and the introduction in the text. What do you expect to read? Listen, read and check.

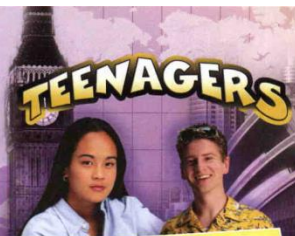
Study skills

Reading for specific information

Underline key words in the instructions, questions, etc. Read the text(s) and try to find sentences, phrases, etc that match the underlined key words. The matching sentences, phrases, etc are usually paraphrased. Using this information, answer the questions.

3 **RE** Read again. Answer questions 1-6. Who ...

- would rather live somewhere else?
- enjoys watching funny programmes on television?
- likes buying clothes but not spending too much money on them?
- prefers to spend his/her free time doing unusual activities?
- enjoys spending some of his/her weekend with their family?
- gets angry with members of his/her family?



What's it like being 16?

We spoke to six 16-year-olds from around the world to find out what they and their friends like to do in their free time. Here's what they had to say.

A Fiona, 16
Galway, Ireland

"I've got lots of friends and we're all into the same kind of things. We like watching TV, especially comedies and my all-time favourite is *Father Ted*. We love music too, and I'm really into indie* bands like *The Bravery* and the *Arctic Monkeys*. I try to go to as many gigs** as I can. I'm not really into fashion. I can't stand shopping and I couldn't care less about designer labels."

B Josie, 16
Glasgow, Scotland

"I really like shopping. I think it's a relaxing, enjoyable pastime. So much so, I can spend hours window shopping in the city centre with my friends. H&M is my favourite clothes shop because you can always find great bargains there. I also like going to the cinema and I try to catch a film at least once a fortnight with my friend, Tom. Everyone my age is crazy about mobile phones and texting has become a new national pastime!"

C Jamie, 16
Crystal Brook, Australia

"I live with my family on a farm near a small town in South Australia. The countryside is beautiful around here and I go walking and horse riding a lot, but life is generally boring. I don't fancy living here when I'm older and dream of going to live in a big city. My friends

* from a small independent record label
** live performances

Изучающее чтение (художественный текст): 10 класс

3d Literature

1 Think of three questions you would like to ask about Chekhov. Then, read the biography and see if you can answer them.

Anton Pavlovich Chekhov
(1860-1904)



Anton Pavlovich Chekhov was born in Taganrog in Russia. When he was nineteen, he went to medical school in Moscow and later became a doctor. It was while working as a doctor that he began to publish his stories in order to help support his family. By 1886, he had become famous as a writer of plays and short stories. His works include the play *The Seagull* (1896) and his famous short story *The Steppe* (1888). Chekhov was a very fast writer who could produce a story in under an hour! A typical Chekhov story is about the thoughts and emotions of the characters. In *The Darling* (1899), Chekhov describes a woman, Olenka who uses other people to give her own life meaning.

2 The picture on p.52 shows Olenka and Sasha. How are they related? Read to find out.

study skills

Completing a text

Read the text through once. Read the list of missing sentences. Read the text again and try to match the missing sentences to the gaps. Remember to look for clues, such as reference words (it, that, he). Read the completed text again to see if it makes sense.



THE DARLING

She now had her own opinions, and at supper discussed with Sasha's parents, saying how difficult the studies had become for the children at the school. But after all, she felt a classical education was better than a commercial course, because when

5 you graduated from school then the road was open to you for any career at all. If you chose to, you could become a doctor, or, if you wanted to, you could become an engineer.

Sasha started at the school. [1] As his father was away every day inspecting cattle and was sometimes gone for up to three whole days at a time, it seemed to Olenka that Sasha was completely abandoned, was treated as if he were quite superfluous, and must be dying of hunger. So she transferred him into her part of the house and fixed up a little room for him there.

15 Every morning Olenka would come into his room and find him sound asleep with his hand tucked under his cheek, so quiet that he seemed not to be breathing. [2] "Sashenka," she said sorrowfully, "get up, darling. It's time to go to school."

20 He got up, dressed, said his prayers, then sat down to breakfast. [3] The sleep was not yet out of him, so he was a little cross.

"You don't know your fables!" as you should, Sashenka," said Olenka, looking at him as though he were departing on a long journey. "What a lot of trouble you are. You must try hard and learn, dear, and mind your teachers."

25 "Oh, leave me alone, please," said Sasha.

3 Read the extract. Seven sentences have been removed. Match each sentence (A-G) to the appropriate gap (1-7). Which words helped you decide?

A Olenka followed him noiselessly.
B She would fall asleep still thinking of the same things, and tears would roll down her cheeks from her closed eyes.
C His mother left on a visit to her sister in Kharkov and never came back.

Then he went down the street to the school, a little fellow wearing a large cap and carrying a satchel² on his back. [4] "Sashenka," she called.

He looked round and she shoved a date³ or a caramel into his hand. When he reached the street of the school, he turned around, ashamed of being followed by a tall, stout woman and said, "You had better go home, aunt. [5]"

She stopped and stared at him until he had disappeared through the school entrance. Oh, how she loved him! Not one of her other ties had been so deep. Never before had she given herself so completely and so cheerfully as now. Her maternal instincts were all aroused. For this boy, who was not hers, for the dimples in his cheeks and for his big cap, she would have given her life and given it with tears of joy. Why? Ah, indeed, why?

When she had seen Sasha off to school, she returned home quietly, content, peaceful and overflowing with love. Her face, which had grown younger in the last six months, smiled and beamed. People who met her were pleased as they looked at her.

"How are you, Olga Semyonovna, darling? How are you getting on, darling?"

"The school courses are very difficult nowadays," she told people at the market. "It's no joke. Yesterday the first class had a fable to learn by heart, a Latin translation, and a problem. [6]"

And she spoke of the teacher and the lessons and the textbooks, repeating exactly what Sasha said about them.

At three o'clock they had dinner. In the evening they did his homework together, both crying at how difficult it was. When she put him to bed, she stayed a long time making the sign of the cross over him, muttering a prayer. And when she lay in bed, she dreamed of the far-away, misty future when Sasha would finish his studies and become a doctor or an engineer, have a large house of his own, with horses and a carriage, marry and have children. [7] And the black cat would lie at her side purring: "Mr, mrr, mrr."

¹ stories which teach moral lessons
² a school bag with a long strap
³ fruit

D How is a little fellow to do all that?
E I can go the rest of the way myself.
F He drank three glasses of tea, ate two large cracknels⁴ and half a buttered roll.
G "What a shame to have to wake him," she thought.

⁴ hard, brittle cakes or biscuits

b Listen and check.

4 a Match the highlighted words in the text with their meanings below.

- rather fat • deeply
- set up, organised
- pushed quickly and carelessly
- hard • awakened
- left alone for a long time

b Using a dictionary, explain the words in bold. Use each word in a sentence of your own.

5 Look at the list of emotions and feelings below.

sympathy	irritation
affection	annoyance
embarrassment	happiness/joy
sorrow	responsibility
dedication	peacefulness

Decide who felt them (Sasha or Olenka) and complete the diagram. Give reasons.

EMOTIONS/FEELINGS

Sasha

→ irritation

Olenka

→ sympathy

6 Which part of the text best describes the picture?

7 Portfolio: Sasha comes home one day and tells his aunt he wants to go and live with his mother in Kharkov. How would he say this? How might Olenka react? In pairs, write a short dialogue, then act it out for the class. Vote for the best dramatisation.

Сказанное отражается в:

- **целях обучения АЯ по УМК «Spotlight»:** соответствуют ФГОС
- **содержании учебного материала:** соответствует возрасту и интересам школьников; мотивирующий, аутентичный, социокультурный, развивающий, информативный, разнообразный...
- **структуре изложения и организации учебного материала:** он четко структурирован с использованием аппарата ориентировки, способствующем развитию у школьника навыков самостоятельной работы (рубрикация, детализированное оглавление, справочные материалы и др.); обеспечивает повторяемость изученного
- **управлении деятельностью школьников:** логике последовательного и осознанного выполнения речевых и учебных действий, инструментах контроля и самоконтроля с учетом ОГЭ, ЕГЭ и других форм аттестации

Таким образом, в курсе «Spotlight» отчетливо прослеживается его метапредметный потенциал, учитывающий изменения в психологии современных школьников, повышение их восприимчивости к новым технологиям.

- Это происходит за счет целенаправленного обучения: информационной деятельности: *задания на выделение главной мысли, отделение главного от второстепенного, нахождение и понимание запрашиваемой информации, ее анализ, обобщение, фиксация и последующее использование в собственной речи, умение сжимать и расширять текст и т.д.*

- умению работать в паре/группе/в сотрудничестве
- умению использовать разные по содержанию и форме источники информации на разных носителях
- умению критически оценивать воспринимаемую информацию

Овладение перечисленными метапредметными умениями выводят владение английским языком на новый, **более высокий уровень и соответствует проекту Концепции модернизации содержания и технологий преподавания предмета «Иностранный язык».**