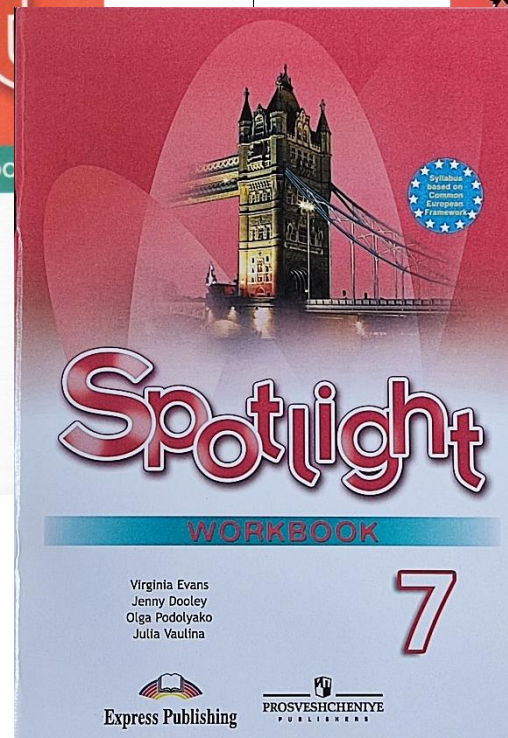
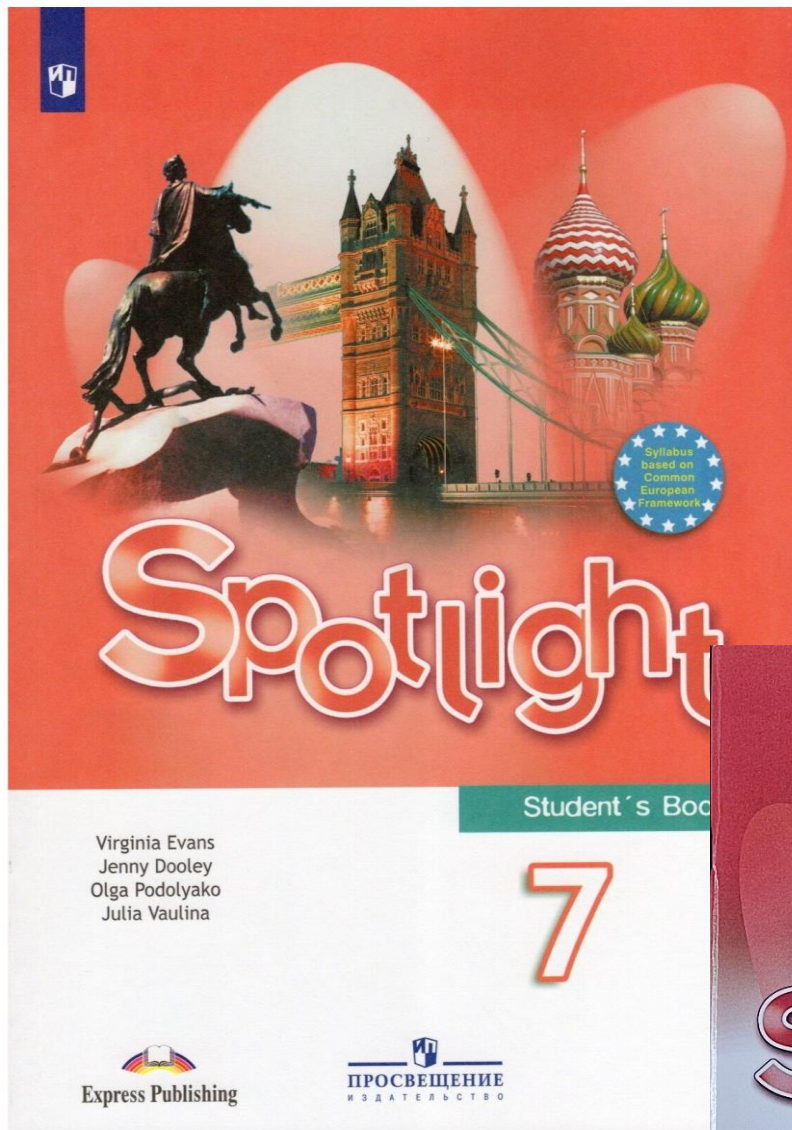


Развитие всех видов речевой деятельности с УМК «Spotlight» 7 класс



Contents

Module 1 – Lifestyles (pp. 5-14)	Module 7 – In the city (pp. 55-64)
1a A city-mouse or a country mouse? pp. 6-7	7a Walk of fame pp. 55-56
1b Better safe than sorry pp. 8-9	7b DVD frenzy! pp. 56-57
1c Hanging out p. 10	7c In the charts! pp. 57-58
1d Landmarks of the British Isles p. 11	7d The National! pp. 58-59
	7e England pp. 59-60
Module 2 – Tale time (pp. 15-24)	Module 8 – Green is the colour (pp. 65-74)
2a Bookworms pp. 16-17	8a Save the Earth! pp. 65-66
2b A classic read pp. 18-19	8b Eco-helpers pp. 66-67
2c Vanished! p. 20	8c Born free pp. 67-68
2d The Gift of Storytelling p. 21	8d Scotland's National Reserves pp. 68-69
Module 3 – Profiles (pp. 25-34)	Module 9 – Sports (pp. 75-84)
3a Lead the way! pp. 26-27	9a You are what you eat pp. 75-76
3b Who's who? pp. 28-29	9b Can I help? pp. 76-77
3c Against all odds p. 30	9c Gifts for friends pp. 77-78
3d The Yeoman Warders p. 31	9d Idioms about sports pp. 78-79
Module 4 – In the news (pp. 35-44)	Module 10 – The world of work (pp. 85-94)
4a News stories pp. 36-37	10a Stress for success pp. 85-86
4b Did you hear about...? pp. 38-39	10b Accidents pp. 86-87
4c Take action! p. 40	10c Doctor, doctor! pp. 87-88
4d Teenage magazines p. 41	10d RFDSA pp. 88-89
Module 5 – What the future holds (pp. 45-54)	Module 11 – The world of science (pp. 95-104)
5a Predictions pp. 46-47	11a Spotlight on Research pp. 95-96
5b Gadget madness pp. 48-49	11b Grammar Reference pp. 96-97
5c What's your opinion? p. 50	11c Irregular Verbs pp. 97-98
5d High-tech teens! p. 51	11d Word List pp. 98-99
Module 6 – Having fun (pp. 55-64)	11e Song Sheets pp. 99-100
6a The fun starts here! pp. 56-57	
6b Teen camps pp. 58-59	
6c A whale of a time! p. 60	
6d Theme Parks p. 61	

Module 1 – Lifestyles (pp. 5-14)

1a	A city mouse or a country mouse?	pp. 6-
1b	Better safe than sorry	pp. 8-
1c	Hanging out	p. 10
1d	Landmarks of the British Isles	p. 11

Module 2 – Tale time (pp. 15-24)

2a	Bookworms	pp. 16
2b	A classic read	pp. 18
2c	Vanished!	p. 20
2d	The Gift of Storytelling	p. 21

Module 3 – Profiles (pp. 25-34)

3a	Lead the way!	pp. 26
3b	Who's who?	pp. 28
3c	Against all odds	p. 30
3d	The Yeoman Warders	p. 31

Module 4 – In the news (pp. 35-44)

4a	News stories	pp. 36
4b	Did you hear about ...?	pp. 38
4c	Take action!	p. 40
4d	Teenage magazines	p. 41

Module 5 – What the future holds (pp. 45–51)

5a	Predictions	pp. 46–47
5b	Gadget madness	pp. 48–49
5c	What's your opinion?	p. 50
5d	High-tech teens!	p. 51

Module 6 – Having fun (pp. 55-64)

6a	The fun starts here!	pp. 55-56
6b	Teen camps	pp. 57-58
6c	A whale of a time!	p. 60
6d	Theme Parks	p. 61

Module 7 – In the sy

7a Walk of fame .

7b DVD frenzy! ...

7c In the charts! .

7d The National S
England

- 8a Save the Earth
- 8b Eco-helpers ...
- 8c Born free
- 8d Scotland's Nat
Reserves

Module 9 – St

9a You are

9b Can I hel

9c Gifts for

9d Idioms a

Module 10 – 1

10a Stress fr

10b Acciden

10d RFDSA,
Spotlight on R
Grammar Refe
Irregular Verbs

Song Sheets ...

Module 8

Green issues

◆ Before you start ...

- Have you ever met a celebrity?
- Where & when did you see them?
- What's your favourite type of film?
- What's your favourite film about?

◆ Look at Module 8

Find the page numbers for pictures 1-3.

◆ Find the page numbers for

- a magazine article
- a donation form
- a for-and-against essay
- a webpage

◆ Listen, read and talk about ...

- pollution
- acid rain
- eco-helpers
- animals, habitats & zoos
- food chains
- nature reserves in Scotland

◆ Learn how to

◆ Write / Make ...

- a short article about how to solve the problem of acid rain
- a list of eco-activities for the weekend
- a for-and-against essay about keeping wild animals as pets
- an article about nature reserves in your country
- a food chain

English in Use

8

Reading & Listening

◆ Donating money for a cause

1 Listen and repeat. The sentences are from a dialogue about donating money to an environmental organisation. Which sentences does the representative (R)/the caller (C) say? Listen and check.

- How can I help?
- I'm interested in making a donation.
- A monthly donation, please.
- Would you like to become a member?
- How much does it cost?
- How can I pay?
- Could I take your name and address, please?

Rep: Hello, WWF. How can I help you?
Matt: Hi. I'm interested in making a donation.
Rep: That's great. Do you want to make a one-off donation or would you prefer to make a regular monthly one?
Matt: A monthly donation, please. Let's say £25 per month.

Rep: That's very generous. You know that includes free membership, don't you?
Matt: Oh really? And what are the benefits of membership?

Rep: You get our magazine every three months and regular post about our campaigns.

Matt: Good. That's great. How can I pay?
Rep: Let me give you our bank account details. It's Barclay's Bank, Account No. 39582957831. Could I take your name and address, please?
Matt: Certainly. My name's Matt Russell and I

WWF Donations

please tick ☐

One-off ☐

Regular ☐ £ 1 per 2 £

Name: 3)

Address: 4)

Method of Payment (please tick ✓)

5) Credit Card ☐ Cheque ☐ Cash ☐

Direct Debit (Bank Account) ☐

2 Read the dialogue. Complete the donation form.

Speaking

3 Portfolio: You have seen the ad above and want to make a donation. Use the sentences in Ex. 1 to act out a dialogue. Record yourselves.

Join... Save the Whales

£25 regular membership

Adopt-a-Whale membership £8

◆ Word formation

4 Form verbs from the adjectives below. Use them in sentences of your own.

We can use -en at the end of some adjectives to form verbs: dark - darken

1 black 2 red 3 wide 4 short

Pronunciation

/aɪ-/aɪə/

Reading Rules

y, ie, i - /aɪ/ say, die, tie
ire - /aɪə/ tire

5 Listen and repeat. Write the words in the correct column.

8

Save the Earth

1 The
and
So,
2 The
com
dis
on
the
3 W

Vocabulary

◆ Pollution

1 Which of the following can you see in the pictures?

- a power station/factory
- toxic fumes
- factory waste
- acid rain

b) Read carefully and complete the table with the best word A, B, C or C. Listen and check. Then, explain the words in bold.

1 A over	B away	C to
2 A but	B so	C well
3 A as well	B too	C also
4 A No	B Any	C Some
5 A our	B their	C our

CULTURE CORNER

Scotland's National Nature Reserves

Reading & Listening

1 Read the introduction on the webpage and look at the pictures. Which of the following do you think you can see in Scotland's National Nature Reserves: cliffs? seabirds? penguins? underwater corals? wildlife? (check?) deer? moors? (check?) peat? Listen and check.

2 Read the text and correct the statements below.

1 Se Wildlife is ideal for surfing.

2 Loch Lomond is famous for its seabirds.

3 Don't miss the safari at Inish Marishes.

b) Find the words for: 2 habitats, 4 kinds of birds, 3 other kinds of animals, 2 plants. Then, explain the underlined words.

3 You work in a travel agency in Scotland. Make notes about each nature reserve under the headings: location, famous for, what you can see there, best time to visit. Use your notes to answer a customer's questions.

Project

4 Portfolio: Collect information using the Internet under the headings from 3, about some nature reserves in your country. Write an article about them. Decorate it with pictures.

Scotland's natural world!

NHS Home Reserves News & events Contact us

Experience the amazing sights and sounds of Scotland's natural world!

Scotland's National Nature Reserves (NNRs) are magical places open for everyone to visit and enjoy. They protect spectacular wildlife and landscapes, including many rare species and habitats. Here are just a few of Scotland's 71 beautiful reserves!

St Kilda

The St Kilda archipelago is one of the most remote parts of Britain, less than 100 miles from Scotland's Outer Hebrides. St Kilda has the highest cliffs in Britain, over 1,000 feet high, including cliffs and craggy outcrops of black and white rock. St Kilda is one of the best places to see seabirds and other wildlife. It is also a great place to see some of the most beautiful scenery in Scotland.

Best time to visit: May to July

Loch Lomond

Loch Lomond is a beautiful lake in the heart of Scotland. It is famous for its scenery, wildlife and water sports. There are many islands and peninsulas in the Loch. The Loch is also a great place to see some of the most beautiful scenery in Scotland.

Best time to visit: April to August

Inish Marishes

The Inish Marishes are a group of islands in the Firth of Clyde. They are famous for their wildlife and scenery. There are many rare species of birds and plants on the islands. The islands are also a great place to see some of the most beautiful scenery in Scotland.

Best time to visit: November to June

Click here to read more about nature reserves

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

8 Eco-help

Vocabulary

◆ Helping out

- Look at the picture. What is each person in the picture doing?
 - plant flowers • recycle can
 - collect rubbish • build nesting boxes
 - teach the cycle of life • clean out a pond
 - read a book about ecology
 - draw a picture of flowers
- Who is using the tool/equipment below? What are they using them for?
 - a ladder • a hammer and nails • a spade
 - a watering can • a rake • a net
 - a gardening glove • a plastic bag
- Sally is using a ladder to collect rubbish from the tree house.

Dave: Hi Tim. What's up?
 Tim: Oh, Dave. What are you doing here?
 Dave: Oh, I've joined the Eco-helps club.
 Tim: Oh yeah, I've heard about that. Sally's rubbish for recycling in the school Saturday morning, doesn't that?

Dave: That's right. She's been doing that since Monday. I've been building nesting boxes for birds.
 Tim: Nesting boxes?
 Dave: Well, there aren't many trees left in the park to help birds to build their nests. If only we had them, they will have to leave our school doing it.
 Tim: That's interesting. What else have you been doing?
 Dave: We've been planting trees and clearing a pond for a week now that the weather's good.
 Tim: Your club sounds wonderful. I'd like to join as well, couldn't I?
 Dave: Of course you could. We need more volunteers, but you have to wait for the Jackaroo first. She'll tell you what to do.
 Tim: Sounds great! I'll join first thing tomorrow.

Reading & Listening

3 a) Look at the title and the picture. What does "eco-helpers" mean? Listen, read and check.

78 **ACROSS THE CURRICULUM: SCIENCE**

The Food Chain

Primary Consumer Grasshopper **Secondary Consumer** Snake

Producer Grass **Decomposer** Mole **Tertiary Consumer** Hawk

WATER

1 Look at the pictures. Which animal eats plants (herbivore)? eats other animals (carnivore)? eats both plants and animals (omnivore)?

Reading & Listening

2 Read the dictionary entry. How is it related to the diagram?

Herbivore /hɜːbɪˈvɔːr/ noun (biology) an animal that eats only plants and other vegetation.

3 a) Read the text and complete the gaps (1-4) with the correct word. Listen and check. Explain the words in bold.

Read again. Use the diagram to explain the food chain to your classmates.

4 Parrotella makes your own food chain. Draw a diagram.

Project (a diagram)

1 Parrotella makes your own food chain. Draw a diagram.

8

C

Born free

1 camel

2 parrot

3 black bear

Vocabulary

Animals & habitats

1 Match each animal 1-4 to its natural habitat.

- desert:
 - The South Pole • wetlands
 - tropical rainforests • woods
 - savannah (grassland)

2 *Connects live in the desert.*

3 Read the statement below. Do you agree? Why/why not? Discuss.

"We should close all zoos and return the animals to their natural habitats."

Reading & Listening

3 a) Listen to and read the essay. Were any of your points from Ex. 2 mentioned? What other points for/against zoos are used?

b) Explain the words in bold.

4 a) Which paragraph (1-4) a) introduces the topic? b) gives the writer's opinion? c) gives the advantages with reasons/examples? d) gives the disadvantages with reasons/examples?

b) Look at the underlined words/phrases. Which: a) your personal opinion? give an opposite opinion? add reasons? introduce a conclusion? introduce an argument?

5 Read the following statements. Which are pros/cons of keeping wild animals in zoos? In groups think of reasons/examples.

Conservationists

1 We all like going to the zoo, but what exactly is a zoo? How do they look? Should we keep animals in zoos, or is it wrong to take them out of their natural habitat?

2 On the one hand, zoos play an important role in nature conservation. Many natural habitats are disappearing. By keeping endangered species in zoos we make sure that they survive. It is difficult to get animals very educated as it is harder to get them to learn how they act in their habitat. This helps them learn how to protect them.

3 On the other hand, there are certain disadvantages keeping animals in zoos. Zoos cannot give an animal's natural habitat and animals can't live properly in cages. It would be more useful to put money on protecting habitats rather than zoos. Unfortunately, there are a lot of good educational animals so zoos are not really necessary for education.

4 To sum up, there are strong arguments both for and against zoos. Nowadays, most zoos do try to protect animals. However, I believe that animals should live in an natural environment as possible and we should help them to protect them and their habitat.

6 alligator

Writing (a for- and against)

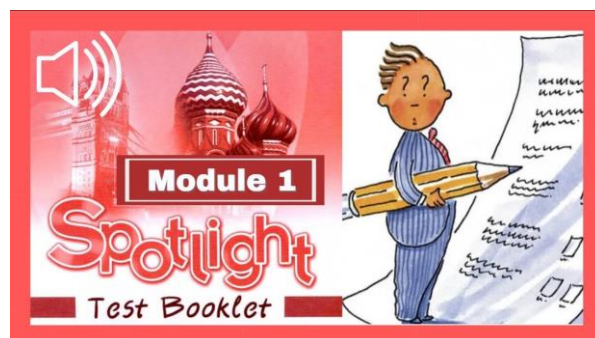
study skills

Addressing the reader directly

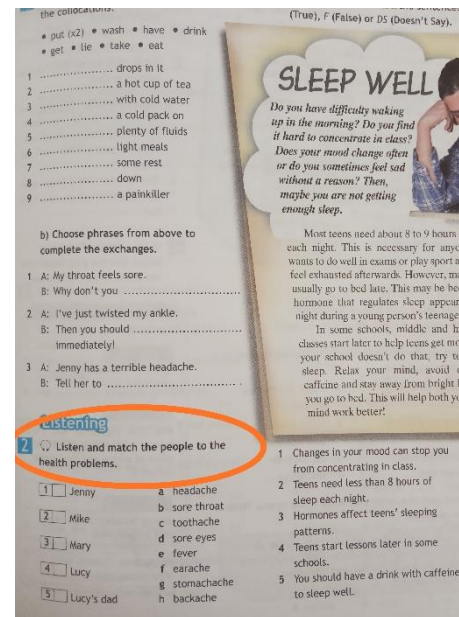
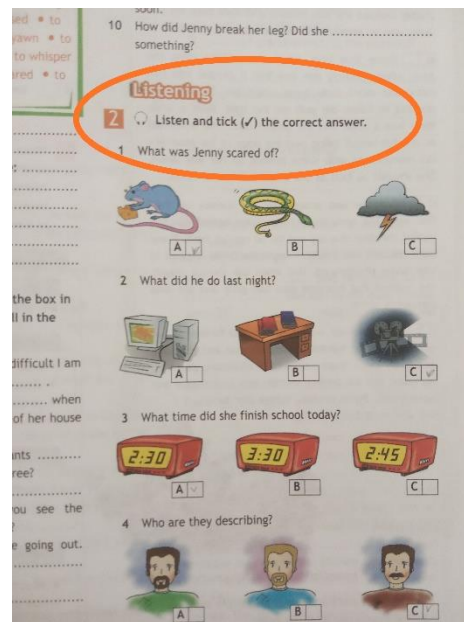
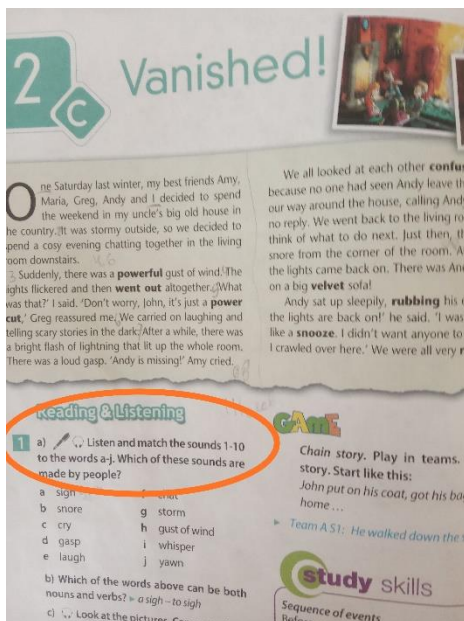
Рецептивные виды речевой деятельности.

Аудирование

- УМК “Spotlight – 7” позволяет в системе развивать и совершенствовать умение понимать иноязычную речь в естественном предъявлении

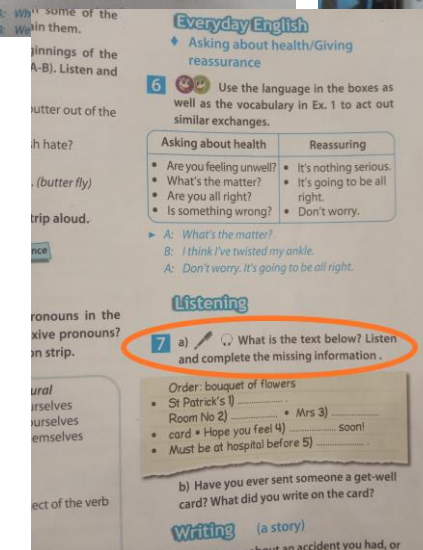
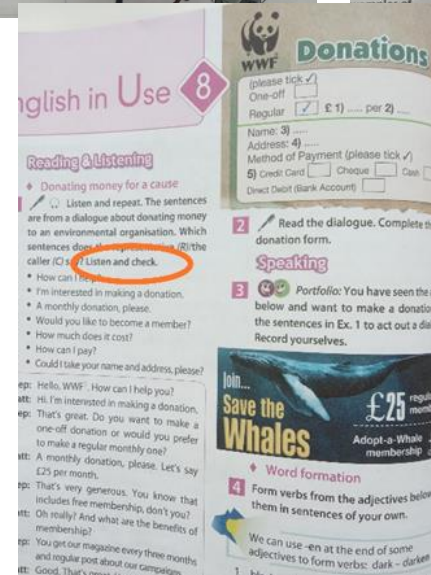
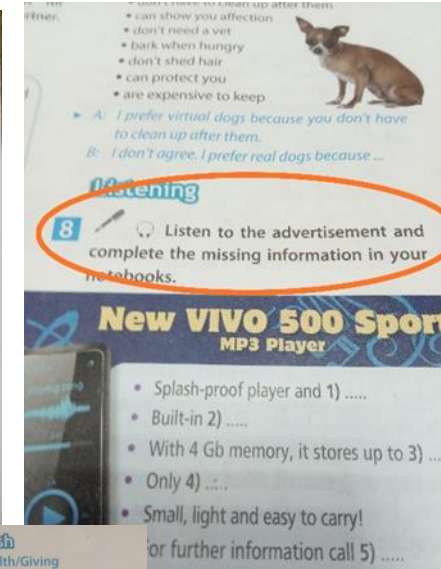
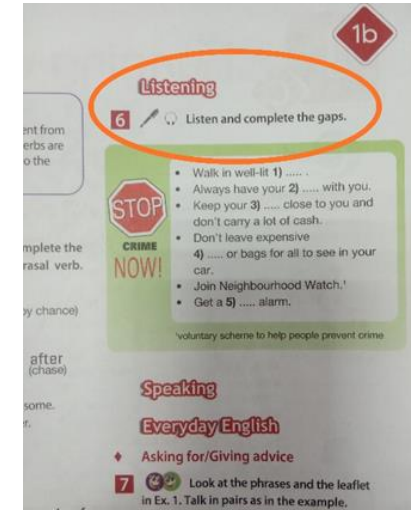
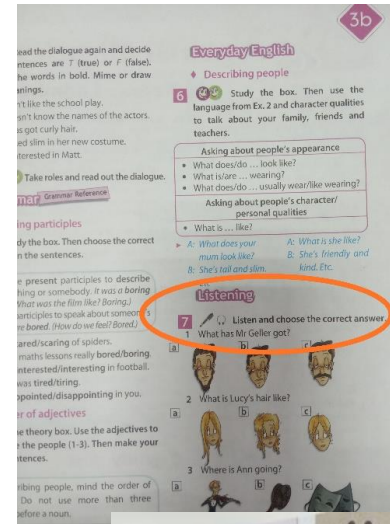


Данный УМК предлагает работу над аудированием в каждом модуле. Тематика упражнений на аудирование в учебнике по каждому модулю соответствует тематике упражнений по аудированию в рабочей тетради



Все упражнения на аудирование в УМК Spotlight - 7 нацелены на:

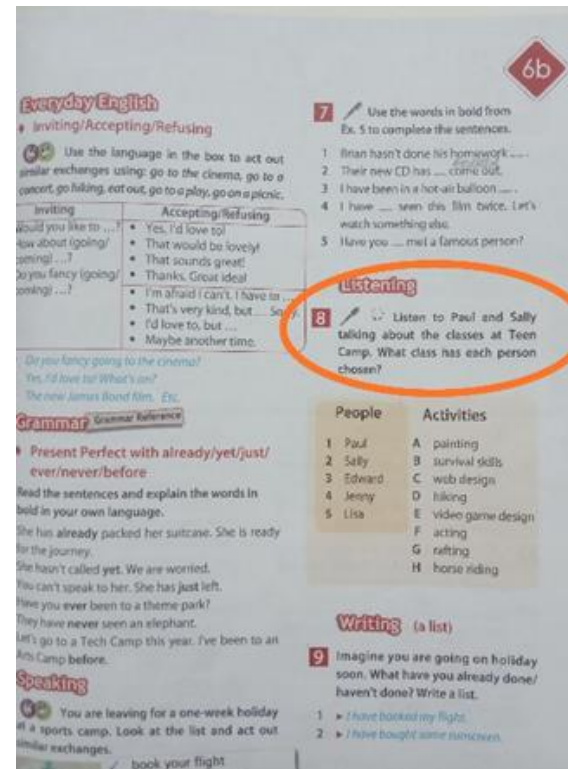
- развитие умений выборочно понимать на слух необходимую информацию с опорой на иллюстрации (прослушать и ответить на вопросы, выбрав картинку - Mod.3 “Who is who?”)
- или с опорой на контекст (прослушать и вписать недостающую информацию – Mod.1 “Stop Crime Now”, Mod.5 “Gadget Madness”, Mod.8 “Donations”, Mod.10 “A Get Well Card”,



Все упражнения на аудирование в УМК Spotlight - 7 нацелены на:

развитие умений выборочно понимать на слух необходимую информацию с опорой на контекст

- прослушать и определить соответствия – Mod.6 “Teen Camps”,
- выбрать правильный ответ – Mod. 7 “Famous Russian Figure Skaters”



Упражнения на аудирование в УМК Spotlight - 7 нацелены на:

- развитие умений аудирования с выделением основной мысли (прослушать репортаж и определить тему, выбрав одну из предложенных Mod.4 “Take Action”

Содержание КИМ ОГЭ 2024 г.		ИНОСТРАННЫЙ ЯЗЫК. 9 класс. 5 / 13	
и других раздаточных, или словосочетания, записанные/написанные вами без пробелов и других раздаточных. Задания с развернутым ответом включают в себя написание личного (экспертного) письма в ответ на письмо-стимул, чтение вслух небольшого текста научно-популярного характера, участие в условной диалог-расспросе и создание тематического монологического высказывания с вербальной опорой в тексте задания.			
Таблица 1 Распределение заданий по разделам экзаменационной работы			
№	Раздел работы	Количество заданий	Максимальный балл
1	Раздел 1 (задание по аудированию)	11	15
2	Раздел 2 (задание по чтению)	8	15
3	Раздел 3 (задание по грамматике и лексики)	15	15
4	Раздел 4 (задание по лексической речи)	1	10
5	Раздел 5 (задание по говорению)	2	15
Итого		38	68

Жанрово-стилистическая принадлежность, текст, используемых в разделе 1 (задания на аудирование) и разделе 2 (задания на чтение)

В разделе 1 («Задания по аудированию») используются высказывания собеседников в распространённых ситуациях повседневного общения, прагматические тексты (объявления), диалоги (беседы, интервью).

В разделе 2 («Задания по чтению») используются научно-популярные, информационные, публицистические и художественные тексты.

6. Распределение заданий КИМ ОГЭ по содержанию, проверяемым результатам освоения основной образовательной программы основного общего образования

В экзаменационной работе проверяются знания учащегося коммуникативная компетенция выпускника основной школы. КИМ ОГЭ направлены на проверку речевых умений выпускников в чуждой им речевой деятельности (аудирование, чтение, письмо, говорение), а также некоторых языковых навыков. В частности, в экзаменационной работе проверяются:

- умение воспринимать на слух и понимать запрашиваемую информацию в тексте, содержащем некоторые непонятные языковые явления (раздел 1);
- умение воспринимать на слух и понимать основное содержание прослушанного текста, содержащего некоторые непонятные языковые явления, устанавливать соответствие между известным содержанием рассуждения и кратко сформулированной основной темой (раздел 1);

Содержание КИМ ОГЭ 2024 г.

ИНОСТРАННЫЙ ЯЗЫК. 9 класс. 6 / 13

- умение воспринимать на слух и понимать запрашиваемую информацию в тексте, содержащем некоторые непонятные языковые явления, представлять полученную информацию в виде краткого изложения текста (таблицы) (раздел 1);
- умение читать про себя и понимать основное содержание текстов, содержащих отдельные непонятные языковые явления, в том числе в рамках письменных тестов соотносить ответ на предзаданный вопрос (раздел 2);
- умение читать про себя и понимать запрашиваемую информацию в тексте, содержащем отдельные непонятные языковые явления (раздел 2);
- умение читать про себя и понимать запрашиваемую информацию в письме-спонсоре (экспертного) письма в ответ на экспертное письмо-спонсор (раздел 4);
- умение читать вслух текст, построенный в основном на изучаемом языковом материале, с соблюдением правил чтения и соответствующей интонации (раздел 5);
- умение вести речевые диалоги на знакомом (в том числе диалог-расспрос) и стандартных ситуациях общения с соблюдением норм речевого этикета, принятого в стране происхождения языка (раздел 5);
- умение создавать устные высказывания, характеризующие нахождение в незнакомой ситуации (раздел 5);
- умение рассказывать и устно выступать в роли участника дискуссии, аргументировать и отстаивать свою позицию в споре, используя в коммуникативно-языковой компетенции:
- навыки образовательного и учебно-научного речевого поведения с использованием адекватных (раздел 3).

7. Распределение заданий КИМ ОГЭ по уровню сложности

Для дифференциации экзаменного по уровню задания простейшим языком, который позволяет выявить их потенциальную сложность и отделить малую от умеренной и высокой сложности, в работе (таблице) обозначены уровни сложности, в экзаменационную работу включены задания базового и повышенного уровня. Задания более уровней в рамках заданий более высокого уровня не превышают требований предпоследнего уровня, что соответствует требованиям ГОС ООС по иностранному языку.

180 – задания с кратким ответом, РО – задания с развернутым ответом.

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Reading & Listening

1 a) Look at the pictures. What do you think the news article is about? Listen and check.
b) Read and match the topics to the paragraphs.
• summary of the event • comments
• the facts in detail

1 A group of students came up with the idea of making a school club to help save the environment. Tanya Brunton, Alicia Morton, Gina Montgomery, Clive Forsyth, Jim O'Sullivan and Carl Johnson created the Nature Madness Club and won the award for the best student work.

At first their club only had 30 members, but word soon got around that Nature Madness was fun and less than a month later they had over 300 students. Now, they are thinking of asking for the help of students from other schools.

2 Nature Madness members took part in lots of after-school activities. They took classes to find

out about pollution, recycling and conservation. The whole team helped to make the class interesting by using pictures and videos and After that, the members organised different activities such as recycling or cleaning, planting trees, and helping stray animals.

3 The mayor gave each student a go for their good work. Their teacher, Bart Alpine, said at the ceremony, "I'm very my students. They show that you don't wait until you're grown up to do things."

Fun at the club

TEENS CREATE SUCCESSFUL BUSINESS

Mayor honours teens for green work

2 a) Choose the best headline for the article.

b) Listen again and match the headlines to the text.
• people • place • highlights • atmosphere

Choose a report and give the class a summary.

Speaking

4 Work in groups. Choose one of the reports from Ex. 3. Take the roles of the reporter and participant of the event. Act out your dialogue.

Writing (a news article)

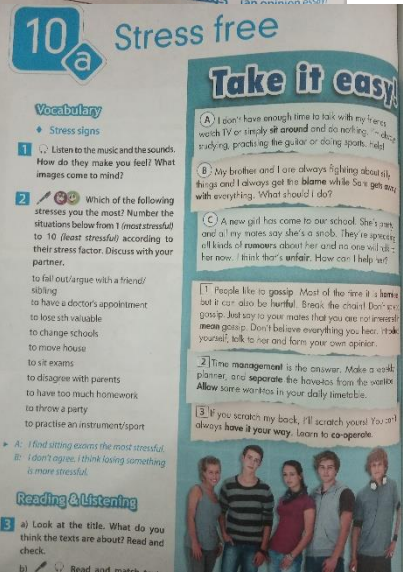
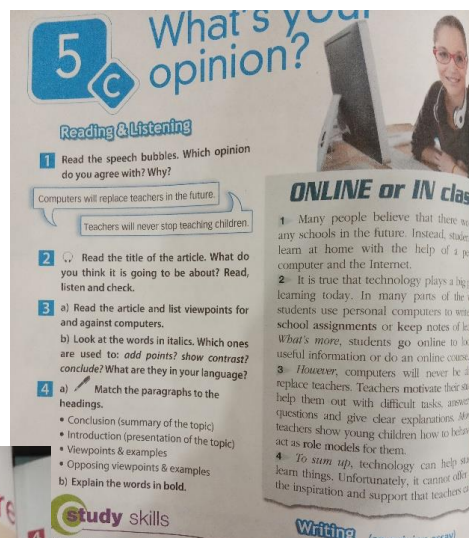
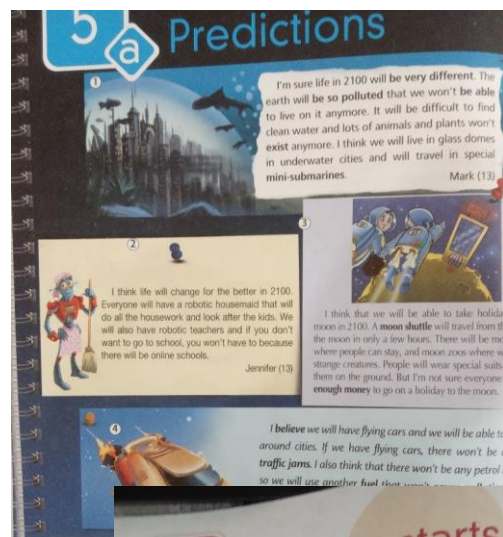
5 Portfolio: Skim through this week's newspapers and find an interesting news article. Write a news article (80-100 words).
Write: • summary of the event
• the facts in detail

Listening

3 a) Listen to the reports. Which is about:
a pop concert? a fashion show?
a demonstration? a football final?

Number them in the order you hear them.

Рецептивные виды речевой деятельности. Чтение



Содержание текстов соответствует возрастным особенностям и интересам учащихся 7 класса. (e.g. Mod.5 “Predictions”, “Online or IN class”, Mod. 6 “The fun starts here”, etc.).

Ознакомительное чтение

Malahide Castle is north-east of Dublin City, Ireland, and **dates back** to the 12th century. It is in the middle of a large park and was used as both a **fortress** and a family home. It is a **spooky** place because people often see **ghosts** there.

Edinburgh Castle is castle. It is very popular around 1 million people visit it each year. It is a very **unique** castle and an extinct volcano.

Conwy Castle in Gwynedd, Wales, is a classical 13th century **fortress**. It is a masterpiece of **medieval** architecture that took seven years to build. It has eight big **towers** that offer great **views** of the nearby river and the Snowdonian mountains.

The Tower of London is on the River Thames. It is a masterpiece of **medieval** architecture that took seven years to build. It has eight big **towers** that offer great **views** of the nearby river and the Snowdonian mountains.

1 Look at the map. What is the capital of each country? What do you know about these countries?

Reading & Listening

2 a) Think of a question to ask about each landmark. Listen, read and see if you can answer them.

b) Read again and write down one unusual fact about each place. Compare it with your partner's.

3 Explain the words in bold. In groups ask and answer questions based on the text.

A: Where's Malahide Castle?
B: It's north-east of Dublin City. Etc

Writing

4 Tell your partner about the places you like and why.

5 Portfolio: Write about the landmarks you have visited. Use a map of your country to help you talk to the class.

home what's new? profiles forums

GEO-KIDS SPECIAL REPORT:

Mexico City

1 Mexico City is one of the world's largest cities. It has got beautiful old buildings, green parks, museums and an exciting nightlife. It's a great place to visit. Nine million people visit it each year.

2 Many people live in beautiful houses with gardens. Others live in **blocks of flats** near the city centre.

3 Mexico City is a difficult city to drive in because of the heavy traffic. The city's fantastic metro network, however, has 12 lines of (mi) In the street, cars are parked in blocks. The city is very busy.

Click on **FORUMS** and tell us about your city

Capital city of Mexico
CONTINENT: North America
POPULATION: 21 million
LANGUAGE: Spanish
CURRENCY: Peso

Reading & Listening

1 Listen to the sounds and look at the pictures. What do you think it is like there? (noisy, quiet, crowded, busy, clean, dirty, etc.). Tell your partner.

2 a) What would you like to know about living in Mexico City? Read the text. Can you answer any of your questions?

b) Read again and label sections 1-5 with headings A-E. Listen and check. Then explain the words in bold.

A Transport
B Food
C Shopping
D Entertainment
E Health & Beauty

Speaking

3 In groups: town/city your notes

Writing

4 ICT: the Internet your town Include

Teenage Magazines

Vocabulary

Magazine features

1 Look at the covers of some typical UK magazines. Who are they for? What do they have inside?

2 Look at the feature titles (1-7). Match the titles to the categories (a-g). Think of more titles for each category.

British Teenage Magazines

About half of British young people aged 12 to 16 read magazines. Two of the most popular magazines are 'Top of the Pops' and 'Shout'. They have covers and include beauty and fashion, celebrity stories, horoscopes, quizzes and more. Of course, boys don't usually find these magazines interesting! Instead, they buy music magazines or read web magazines about sports.

1 This month's horoscopes!

2 Get Perfect skin!

3 OUR TOP 10 SUMMER OUTFITS!

4 Win tickets to a Champion's League match!

5 Britain's hottest new boy bands!

6 Do your friends really know you?

7 The Generation Gap

a stars & celebrities
b health & beauty
c fashion
d regular features
e competitions & offers
f quizzes

Speaking

4 In groups, discuss your favourite magazine. What do you like most in it?

Grammar

Past Simple & used to

a) Study the theory box. Find examples used to in the text.

Исучающее чтение - чтение с глубоким/детальным пониманием

Extensive Reading 3

ACROSS THE CURRICULUM: HISTORY

Reading & Listening

1 Do teenagers work in your country? What jobs do they do?

2 The pictures show English children in Victorian times. What do you think their lives were like? Listen and read to find out.

3 a) Read the text and complete the sentences.

1 Children's work in cotton factories was

2 Chimney sweeps had to be

3 Children in mines pushed

4 Masters made children work

5 Lord Shaftesbury started

b) Explain the words in bold.

Speaking

4 Make notes under the headings. Then talk about children's lives in Victorian times.

- working conditions
- working hours • jobs • wages
- masters

5 Discuss the following.

1 Do you think it was right for children to do these kinds of jobs?

2 Why do you think children did these jobs? How did they feel?

3 Would you do any of these jobs? Why (not)?

Writing (a short text)

6 **ICT Portfolio:** Work in groups. Did children work in your country in the 19th century? Use your history books or the Internet to find out. Write a short text about what kind of jobs they did and what their lives were like.

CHILDREN IN VICTORIAN TIMES

VICTORIA was the Queen of England, from 1837 to 1901. During early Victorian times, children from poor families worked from the age of five to feed themselves and their families. These jobs weren't easy and were often dangerous.

MANY CHILDREN worked as chimney sweeps because they were small and thin. They climbed up narrow chimneys to clean them. Street children or orphans usually did this job.

A LOT OF CHILDREN also worked in cotton factories. When the cotton threads broke, children went into the machines to fix them. This was very dangerous.

OTHER CHILDREN worked in coal mines. They pushed trucks of coal or they opened and closed doors to let air through tunnels.

THE MASTERS were often cruel. Children worked long hours for very low wages. A lot of children had health problems and accidents.

LORD SHAFTESBURY helped to stop adults from using young children at work. He started free schools for poor children. By the end of Victorian times all children went to school until the age of 10.

4 Take action!

Reading & Listening

1 a) Look at the pictures. What do you think the news article is about? Listen and check.

b) Read and match the topics to the paragraphs.

- summary of the event
- comments
- the facts in detail

1 A group of students came up with the idea of making a school club to help save the environment. Tanya Brunton, Alicia Morton, Gina Montgomery, Clive Forsyth, Jim O'Sullivan and Carl Johnson created the Nature Madness Club and won the award for the best student work.

At first their club only had 30 members, but word soon got around that Nature Madness was fun and less than a month later they had over 300 students. Now, they are thinking of asking for the help of students from other schools.

2 Nature Madness members took part in lots of after-school activities. They took classes to find out about pollution, recycling and conservation. The whole team helped to make the classes more interesting by using pictures and videos and so on. After that, the members organised different events and activities such as recycling or clean-up days, planting trees, and helping stray animals.

3 The mayor gave each student a gold medal for their good work. Their teacher, Barbara Mac Alpine, said at the ceremony, "I'm very proud of my students. They show that you don't have to wait until you're grown up to do important things."

2 a) Choose the best headline for the article.

Fun at the club

TEENS CREATE SUCCESSFUL BUSINESS

Mayor honours teens for green work

b) Listen again and make notes about the:

- people • place • highlights • atmosphere

Choose a report and give the class a short summary.

Speaking

4 Work in groups. Choose one of the events from Ex. 3. Take the roles of the presenter, reporter and participant of the event, and ...

b) Which things about these students impressed you? Explain the words in bold.

- назовите факты, которые впечатлили вас больше всего, обоснуйте ответ (Mod.4 "Take action");
- выразите свое мнение по прочитанному (Mod.3 "Children in Victorian Times")

Поисковое чтение

7c In the charts!

Vocabulary

♦ Music

1 Listen to the extracts and match them to the types (genres) of music. Which is your favourite type?

A rock 6 E rap 2
B pop 5 F funk 8
C jazz 3 G soul 4
D classical 5 H heavy metal 1

2 a) Choose the words/phrases that refer only to music.

- singer • script • acting
- plot • sound effects
- lyrics • music charts
- cast • role • special effects
- songwriter • variety of plot
- Top 5 • musical instruments
- great songs • popular single
- emotional voice • latest album

b) Use the chosen words to make sentences about your tastes in music.

Reading

a) Look at the text. Is it a CD cover? a review of a CD? the lyrics to a song?

b) Read the text and complete the factfile.

25 is a great album by the young British alternative pop/rock star Adele. She is very well-known all around the world and it is easy to see why! This talented singer and songwriter inspires teens all around the world with her great voice, emotional music and moving lyrics. She is sure to be around for a long time.

The most famous song from the album is 'Hello', a genuine song about relationships. It was in the music charts for months and sold over 1 million copies in the US in its 1st week of release. The album is fantastic and full of great songs.

Listen out for more from this bright, young star. She will rock your world!

Rating: ★★★★★

4 a) What adjectives does the critic use?

- the singer • the singer's voice • the lyrics • the song • the album

b) What are the synonyms and opposites? Make sentences with the adjectives.

Word formation

5 Study the table. Form adjectives and nouns from the nouns (1-5). Check in your dictionary. Use the adjectives in sentences of your own.

Noun	Adjective
helpful	helpful
advice	advice
quality	quality
person	person

Reading & Listening

1 Listen to the music. Which country does it remind you of? How do you think it is related to the title of the text?

2 a) Look at the pictures and read the quote. What might the text be about? Listen, read and check.

b) Read the text again and answer the following questions.

1 What do Seanachais do?
2 What are the two types of stories people tell in Ireland?
3 What are these myths/legends about?
4 What characters do you find in Irish folktales?

3 a) Find the adjectives the author uses for:

- beasts • champion • values
- characters • adventures
- obstacles • location

b) Explain the words in bold.

4 What information does the text give about Finn Mac Cumhal, the Fianna, leprechauns?

Project

5 Work in groups. Think of a popular folk tale in your country. Tell another group.

- What is it about?
- Who are the main characters?
- What happens in the story?
- What moral values does the text suggest?

The Gift of Storytelling

A story should be told eye to eye, mind to mind, heart to heart.

Stanley Robertson (storyteller)

Perhaps the best way to spend a cold, winter night in Ireland is to sit in front of the fire and enjoy the company of a Seanachai, a storyteller. Ireland has many stories to tell and they belong to two groups: myths and legends and folk tales. Throughout the years, people passed on stories to form a great tradition.

Myths and legends are stories about giants, saints, warriors and kings. They are tales of heroes who overcome great obstacles¹, fight with magical beasts and have incredible² adventures. One such legend is the story of the noble champion Finn Mac Cumhal and his group of warriors, the Fianna, who protected the High Kings of Ireland.

Folk tales entertain people while teaching them moral values. These stories have the most unusual characters: fairies, elves, leprechauns³ and many more. The Leprechaun is one of the most popular characters in Irish folklore. Its name means 'small body'. It is a type of fairy that makes shoes and has a hidden treasure: a crock⁴ filled with gold. If you catch it, it must tell you the secret location of its treasure immediately. But be careful! It will try to trick you into looking away for a second, and then it will disappear!

...an object that makes it difficult to go where you want

Примеры заданий на развитие навыков поискового чтения в УМК:

- найти в тексте прилагательные, которыми автор описывает героев, место повествования, таланты и т.д. (Mod.7 “Adele, Mod.2 “The Gift of Storytelling)

Примеры заданий на развитие навыков поискового чтения в УМК:

Examples of tasks for developing search reading skills in the UMC:

Speaking

5 You are one of the authors/characters in the texts. Introduce yourself and talk to the class about your life.

Grammar Grammar Reference

♦ Past Simple

6 a) Find the regular and irregular past forms in the text.

b) Complete the questions with the correct form of the verb. Mind the spelling rules. Then, answer them.

1. (Arthur Conan Doyle) wrote "Hound of the Baskervilles"?

2. (Agatha Christie) was a famous writer?

3. What (Arthur Conan Doyle) wrote?

4. What (Jules Verne) did?

5. Which characters (Jules Verne) created?

6. Where (Agatha Christie) lived?

Reading & Listening

1 Look at the pictures and listen to the sounds. What do you think the story is about? Read the plot to find out.

2 a) Read the story and complete the sentences with words from the text or your own words.

1 Axel and the professor ...

2 The men hid ...

3 Then, they saw ...

4 Axel found a ...

Culture Corner

Reading & Listening

1 Look at the title and the pictures. Who are these men? Where do they work? Read through and check.

2 Read the text again. Choose the correct word to complete the gaps. Listen and check.

1 A who B when
2 A that B where
3 A that B who
4 A who B whose
5 A where B when

3 Decide if the questions are True (T), False (F) or Not Stated (NS). Compare with your partner.

1 Beefeaters guard the Tower of London.
2 They have been around for over 500 years.
3 They don't help tourists.
4 They have two uniforms.
5 Beefeaters eat lots of meat.

4 Explain the words in bold.

5 Tell your partner three new things you have learnt about 'Beefeaters'.

Writing (an e-mail)

6 ICT Collect information using the Internet about a popular tourist attraction in your country where you

Vanished

On Sunday last winter, my best friend Andy and I decided to spend the weekend in my uncle's big old house in the country. It was stormy outside, so we decided to spend a cozy evening chatting together in the living room.

Suddenly, there was a powerful gust of wind. The lights flickered and then went out altogether. "What was that?" I said. "Don't worry, Andy. It's just a power cut," Greg reassured me. "We came on laughing and telling scary stories in the day. After a while, there was a bright flash of lightning and it lit up the whole room. There was a loud gasp. 'Andy is missing!' Andy cried.

We all looked at each other because no one had seen Andy. "Don't worry, Andy. We'll find him," Greg said. "We went back to the living room. We were all very relieved. The lights came back on. There was a big velvet sofa. Andy sat up sleepily, rubbing his eyes. "The lights are back on!" he said. "I was sleepy and I was like a snore. I didn't want anyone to trip over me. I crawled over here." We were all very relieved.

Reading & Listening

1 Listen and match the sounds 1-10 to the words a-j. Which of these sounds are made by people?

a sigh f chat
b yawn g storm
c cry h gust of wind
d gasp i whisper
e laugh j yawn

2 Which of the words above can be both nouns and verbs? Write a sentence using each word.

3 Look at the pictures. Can you tell the story? Read, listen and check, is it a literary work or a real story?

4 Read again and answer the questions.

1 Where were the children?

2 What was the weather like?

3 What happened to Andy?

4 How did the children feel?

5 What happened when the lights came back on?

6 Explain the words in bold.

Writing (a story)

Portfolio: Your school magazine is holding a(n) adventure/humorous/mystery story competition. Write your story (about 10 words). Think about:

- characters
- place
- time

- прочитать и ответить на вопросы (Mod.2 “Bookworms”, “Mod.2 “Vanished”);

- прочитать и вставить пропуски в предложения (Mod. 2 “A classis Read”, Mod.3 “Children in Victorian Times);

- выбрать правильный ответ — True/False (Mod.3 “The Yeoman Warders”);

Продуктивные виды речевой деятельности

Говорение



- Одной из задач УМК Spotlight – 7 является развитие умения учащихся выражать свои мысли в разнообразных повседневных ситуациях и взаимодействовать с собеседником, т.е. адекватно реагировать на его реплики и поддерживать разговор.
- Работа над развитием навыков диалогической речи ведется в основном двух разделах УМК “English in Use” и “Everyday English”.

Говорение

- Уроки English in Use, в которых представлены формулы речевого общения в иноязычной среде, развивают у учащихся социокультурную компетенцию.
- В разделе “English in Use” представлены упражнения с опорой на диалог-образец в рамках изучаемых тем (например, “В кассе метро” – Mod. 1, “Перед телевизором” – Mod. 4, “В магазине” – Mod. 8, “У школьной медсестры” – Mod. 10 и т.д.).

English in Use 8

Portfolio: Use the map and the fares chart to act out similar dialogues between a ticket seller and a passenger. You want to go from Liverpool to London.

• Westminster (2 adults)
• Aldgate (2 adults)
• Euston Square (2 adults)

Zone 1 Fares for the Zone 1

English in Use 8

Reading & Listening

1. Listen and repeat. The sentences are from a dialogue about donating money to an environmental organisation. Which sentences does the representative (R) or the caller (C) say? Listen and check.

2. Read the dialogue. Complete the form.

3. Portfolio: You have seen the ad below and want to make a donation. Use the sentences in Ex. 1 to act out a dialogue. Record yourselves.

Form verbs from the adjectives below. Use them in sentences of your own.

1. black 2. red 3. wide 4. short

Speaking

1. Listen and tick (✓). Listen and think of more words. Think of more words with the same syllabic structure: /aɪ-/ /aʊ-/ /ɔɪ-/ /ɔʊ-/

English in Use 10

Reading & Listening

1. Listen and repeat.

2. Read the dialogue and complete the nurse's notes.

Speaking

1. Listen and tick (✓). Listen and think of more words with the same syllabic structure: /aɪ-/ /aʊ-/ /ɔɪ-/ /ɔʊ-/

English in Use 4

Reading & Listening

1. Listen and repeat.

2. Read the dialogue and complete the form.

Speaking

1. Listen and tick (✓). Listen and think of more words with the same syllabic structure: /aɪ-/ /aʊ-/ /ɔɪ-/ /ɔʊ-/

English in Use 4

Reading & Listening

1. Listen and repeat.

2. Read the dialogue and complete the form.

Speaking

1. Listen and tick (✓). Listen and think of more words with the same syllabic structure: /aɪ-/ /aʊ-/ /ɔɪ-/ /ɔʊ-/

Cineworld Cinemas

Now showing:

Screen	Movie	6 pm	9 pm	11.30 pm
Screen 1	King Kong			
Screen 2	Maleficent			
Screen 4	The Family Stone			

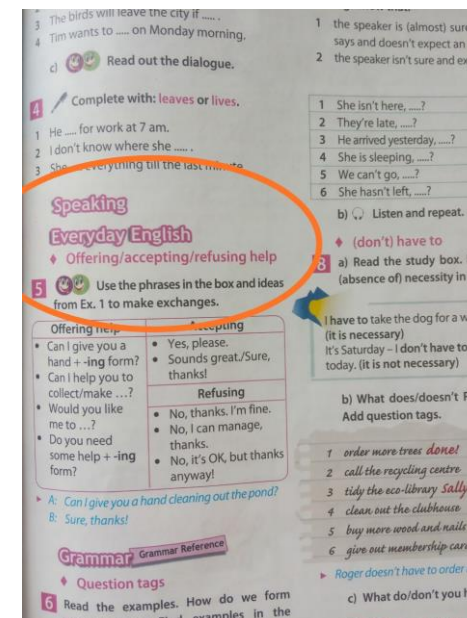
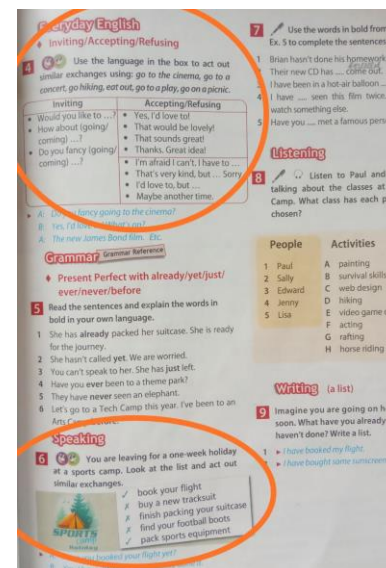
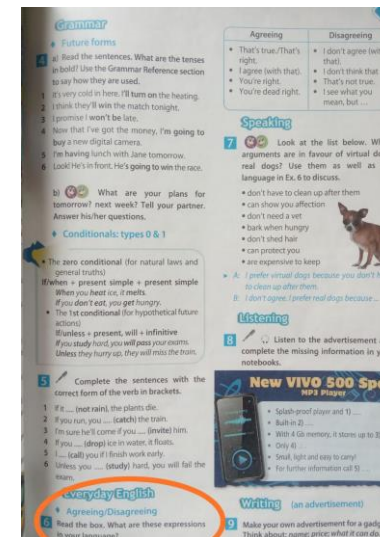
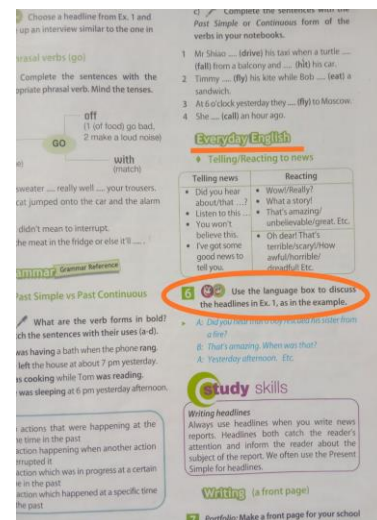
Tickets: Adults £7, Children/Students £5

Pronunciation

/ɜː/ - /oʊ/

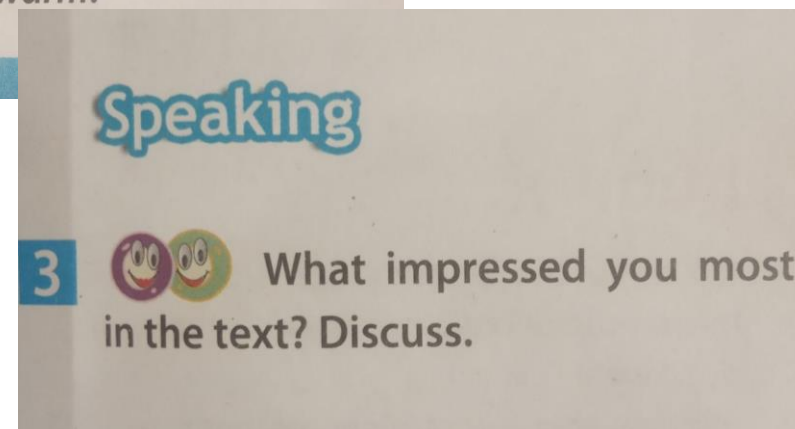
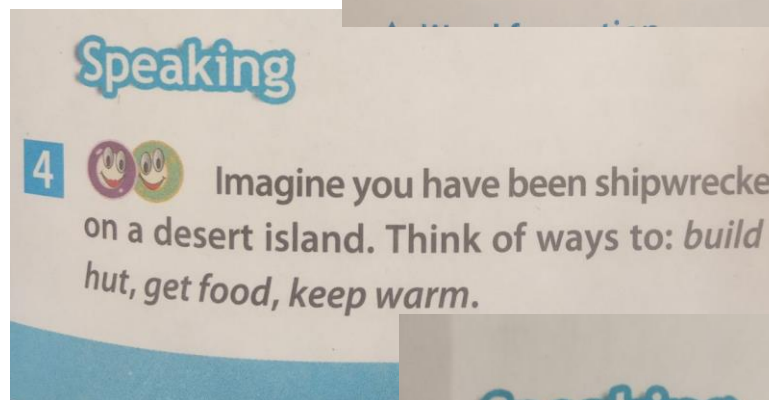
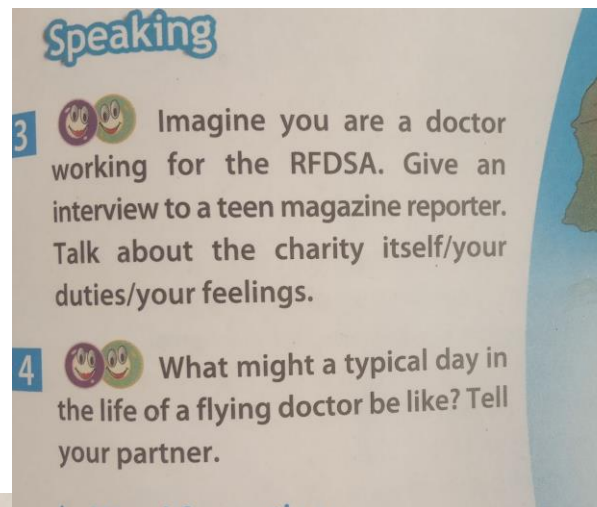
Говорение

- В разделе “Everyday English” дети учатся заинтересовывать собеседника/выражать свою заинтересованность (Mod.4), соглашаться/не соглашаться с собеседником (Mod.5), приглашать/принимать или отказываться от приглашения (Mod.6), предлагать помощь/принимать или отказываться от помощи (Mod.8).



Монологическая речь

Монологическая речь в УМК основывается на различных этапах работы с текстом. На дотекстовом этапе учащиеся прогнозируют содержание текста по заголовку или картинкам. Задания после прочтения текста нацелены на формирование более продолжительных высказываний



Продуктивные виды речевой деятельности. Письмо

- Развитию навыков письма в данном УМК уделяется большое внимание. В рабочей тетради представлен широкий круг упражнений на развитие навыков письма.

1 Writing (an article)

1 a) Look at the title of the text. What do you think the article is about? Read and check if you are right.

Hampstead Heath: A Breath of Fresh Air in London

Hampstead Heath is a huge park in Hampstead, North London. The park is 10 km long and has 25 pretty ponds, hundreds of tall trees and many large playing fields.

Locals and tourists love walking on the Heath. You can enjoy beautiful landscapes, lots of fresh air, peace and quiet and there are plenty of things to do. You can swim in the ponds, walk around the lovely gardens and see some amazing birds. If you visit in the winter, you can enjoy skating on the massive ice rink.

If you want to get away from the hustle and bustle of London, take the tube and go to Hampstead Heath, just remember to take a map with you in order to find your way back!

2 Now answer the following questions.

- Where is Hampstead Heath?
- How big is it?
- What can you see in Hampstead Heath?
- What can you do there?

3 Write a short article on your favourite place in your city (50-60 words). Use as many adjectives as you can from Ex. 1.

Plan

Introduction (Paragraph 1):

- where it is
- how big/small it is

Main Body (Paragraph 2):

- what you can see there
- what you can do there

Conclusion (Paragraph 3):

- why it is your favourite place

b) Look in the text and find the adjectives that describe the following words.

- park
- trees
- playing fields
- landscapes
- air
- gardens
- birds
- ice rink

2 Writing (a story)

1 a) Read the story and put the paragraphs in the correct order.

A Then, just as she was losing, she felt two strong hands pull her to safety. Thankfully, the group leaders quickly realised she was missing and went back for her. Jenny was so relieved that they found her just in time!

B Some time later, Jenny was walking along the track, when suddenly she saw that it divided into two paths and didn't really know which one to take. She decided to follow the path on the right. After a while there was a noise and the ground sank. She screamed as she felt herself falling over the edge of the mountain, but managed to grab some bushes on her way down. She shouted as loud as she could, but no one came.

C Everyone was amazed by the scenery on their first walk. The snow-capped mountains looked beautiful against the clear blue sky and the air was so fresh. There were colourful wild flowers everywhere. Jenny stopped to take some photographs. But, when she looked around, she realised that everyone else had gone and she was completely alone.

D Jenny was so excited. She looked forward to her winter holiday in the Swiss Alps all year and now she was finally there. There were lots of interesting people in her group and the leaders seemed very professional and experienced. Jenny couldn't believe her luck. She was away from the city at last.

2 Put the events from the story in the correct order.

- Jenny fell over the edge of the mountain.
- Jenny shouted loudly.
- A group leader pulled Jenny to safety.
- Jenny arrived in the mountains.
- Jenny realised that she was alone.

3 Write a story about a holiday adventure for a school newspaper. Use the plan below and the text in Ex. 1 as a model.

Plan

Title:

Never Alone...

Introduction (Paragraph 1)

- time
- place
- people in story

Main Body (Paragraphs 2 & 3)

- the events one after the other

Conclusion (Paragraph 4)

- what happened in the end
- how the people felt

b) Which paragraph(s) give(s) information about:

- the time, place and the people in the story
- the events one after the other
- what happened in the end

3 Writing (a descriptive article)

1 Read the article on cyclist Lance Armstrong and put the paragraphs in the correct order.

Lance Armstrong

2 Read the article again and complete the factfile.

Name: _____
Date of birth: _____
Appearance: _____
Achievements: _____

3 Write an article for the school magazine about a friend or family member you admire (100-120 words). Use the following information:

- name and profession
- date and place of birth
- physical description
- achievements/career
- reasons for admiration

Plan

Introduction (Paragraph 1)

Introduce him/her to your reader. Start with the person's name, profession, birth details and physical description.

Main Body (Paragraphs 2 & 3)

Para 2: Early years – how they started their career, achievements, etc.
Para 3: Later years – how their career developed, etc.

Conclusion (Paragraph 4)

Mention the reasons why you admire them.

4 In 1991 Armstrong competed in his first race, the Tour DuPont a long and difficult 12-stage race, covering 1085 miles over 11 days. He did not win the race, but he did very well. After that, he took part in many races and won quite a few.

5 There are many reasons why I admire Lance Armstrong. He is a brave, hardworking and positive person. He did not give up on his career and dreams because of his disease. As an athlete he is strong and talented. He proved that anything is possible and that dreams can come true.

6 In October 1996, the doctors diagnosed him with cancer. It was a great shock for him, but he managed to fight the disease and in 1997 he was healthy again. People did not believe him when he said that he would race again. They were all surprised when he won the Tour de France in 1999. Lance was again the best cyclist in the world. He became the first person to win the Tour de France 7 times, from 1999 to 2005.

7 The cyclist Lance Armstrong is one of the most famous athletes in the world. He was born on September 18, 1971 in Texas. He is tall and slim with short blond hair and blue eyes. He began running and swimming when he was 10 and started competitive cycling at 13.

4 Writing (a news report)

1 Read the news report and choose the correct headline.

A Belle's best friend
B SAFE AND SOUND THANKS TO SUPER DOG
C Super dog caught in house fire

2 Complete the sentences in your own words.

- Belle and won an award.
- An electrical fault
- Helen woke up because
- Helen that Belle is

3 Read the reporter's notes and the paragraph plan. Then write a news report using the one in Ex. 1 as a model.

Glasgow, Scotland . . .

A super dog won the Pet of the Year award last night for saving its owner's life from a terrible house fire. This is brave beagle Belle who lives with her owner Helen Law in Lenzie, Glasgow, chosen from hundreds of others as this year's top dog!

The fire broke out in the middle of the night on September 14, caused by an electrical fault. Helen was fast asleep in bed and didn't wake up as the fire quickly spread through the house. Belle realised that she had to act quickly and hurried to help her owner.

She kept barking and scratching like crazy at Helen's door until she eventually woke up. Helen realized immediately that her home was on fire and hurried to safety. She was shocked when she found out what danger she was in.

"I lost my home in the fire, but I'm alive and well. It's all thanks to Belle. I'm extremely proud of her. She is very intelligent and more than a life saver. She's my best friend," said Ms Law.

Plan

Introduction (Paragraph 1)

- When/ Where/ Who/ What

Main Body (Paragraphs 2-3)

- Description of what happened

Conclusion (Paragraph 4)

- How people feel
- Things they said

Письмо

Учащиеся имеют возможность попрактиковаться в различных видах письменных работ: статья о любимом городе (Mod.1), об интересном человеке (Mod.3), рассказ (Mod.2), новостной репортаж (Mod.4), объявление (Mod.6), рецензия на фильм (Mod.7), эссе за и против (Mod.8), электронное письмо (Mod.9) и т.д.

2 Read the advert again. Find the points where each of the following is mentioned:

- 1 the history of the castle
- 2 the cost of visiting and touring the castle
- 3 the location of the castle
- 4 an invitation to join the tour of the castle

3 Put these paragraphs in the right order to make an advert for a tour of Stirling Castle.

A Stirling used to be the capital of Scotland, so Stirling Castle was once the home of Mary, Queen of Scots.

B Adults: £15
Children and students: £10

C Stirling Castle is located in the north of Stirling Town, in central Scotland.

D If you are visiting Scotland, don't leave without taking our tour of Stirling Castle! Call us to make a reservation on 01786 356210.

4 Make an advert for a tour of a famous place in your country. Use the prompts to help you.

location • history • cost • invitation to join the tour • contact number

3 Write a film review using the information below. Use the review above as a model.

Title/Type of film	Spiderman/Adventure
Setting/Main characters/director	New York City Peter Parker, Mary Jane Watson, Norman Osborn played by Tobey Maguire, William Dafoe and Kirsten Dunst directed by Sam Raimi
Events in the order they happen	Peter Parker is a student who doesn't have many friends a spider bites him in a museum he can do everything a spider can do he wants to stop Norman Osborn from hurting people he helps people who need him he looks after Mary Jane Watson, the girl he likes
Recommendation	very exciting well worth seeing fun for the whole family

8 Writing (a for-and-against essay)

1 Read the text. Then use the linking words in the box to complete the gaps.

On the other hand • On the one hand
Furthermore • To sum up • However

2 Read the article again. Then complete the box.

Arguments for animal testing

1
2
3

Arguments against animal testing

1
2
3

3 a) Are you for or against adopting a stray animal? Complete the box.

Arguments for adopting a stray animal

1
2
3

Arguments against adopting a stray animal

1
2
3

9 Writing (an e-mail giving news)

1 Read the text and match the paragraphs to the headings.

Hi Simon!

1 I Thank you for your last e-mail. I'm sorry I didn't reply sooner, but it was my birthday and I have been busy celebrating! I had a big party at the bowling alley near my house and got some really wonderful presents. Let me tell you all about them.

2 Firstly, my parents gave me a wooden skateboard. It's brilliant and it goes really fast. It's red and blue with a silver stripe down the middle. My grandparents gave me a nice black leather jacket. All the kids at school will love it! My brother gave me a watch, because I lost my old one. It is silver and has a round face. I wear it all the time, even at the beach as it is waterproof. My aunt gave me a pair of trainers. They are plain white and lucky don't have fancy designs all over them as I prefer simple things.

3 I I got lots of other things too, but I'll tell you more when I see you. When is your birthday? I have a great present in mind for you.

See you soon,
Peter

a closing remarks
b description of the presents
c greetings and news about the party

2 Make a list of the presents Peter got for his birthday.

3 Imagine you had a party for your birthday. Make a detailed list of the presents you got.

1
2
3
4
5
6

4 Use your ideas from Ex. 3 and write an e-mail to a friend about your birthday party and the presents you got.

10 Writing (a letter giving advice)

1 a) Read the letter and fill in:

Let me know • Another suggestion
you should do • It's better than • how about

Dear Annie,

Thank you for writing to me about your problem. I was sorry to hear that you are unhappy at your new school because you don't know anyone there. I have some advice on how to make new friends.

The first thing 1 is to become part of the new school. For example, 2 joining the drama club? This way, you show people you really want to be a part of things.

3 is to invite a few of your classmates to study with you. 4 studying alone and, by doing this, you will get to know people better.

I hope you find my advice useful. Don't forget, it's up to you to make things happen. 5 how things go. I think that you will soon have lots of new friends.

Best wishes,
Paula

b) Answer the questions.

1 What advice does Paula give to Annie?
2 Why does Paula think her advice will work?

2 Mark each phrase below with O (Opening remarks) or C (Closing remarks).

1 Thanks for writing about ...
2 I was sorry to hear that ...
3 Remember/Don't forget that ...
4 I hope you find my advice ...
5 Thank you for your letter ...
6 Let me know how/about ...

3 Read part of a letter.

4 Match each piece of advice with its reason.

1 Tell your teacher now you fall behind.
2 Ask her to give you exercises for practice.
3 Explain that you sincerely keep up in class.

a Teachers are there to support with extra help when you need it.
b By showing that you really want to learn, your teacher won't be angry.
c The teacher can't know your problem is if you don't tell her.

5 Write a letter of advice to Diana. Use the plan below as a guide.

Plan

Dear Diana

Introduction
opening remarks/show you care/offer advice

Main Body
your first suggestion and the reason behind it/your second piece of advice and the reason behind it

Лексико-грамматические навыки

- Упражнения на закрепление и отработку грамматического материала многообразны. В рабочей тетради в конце каждого модуля есть раздел Grammar Practice, в котором представлены дополнительные упражнения на отработку нового грамматического материала модуля.

3 Grammar Practice

1 Use the adjectives to describe the people/objects.

1 She is a singer.
(Chinese, talented, slim)

2 He is a doctor.
(Russian, young, hardworking)

3 This is a boat.
(small, lovely, wooden)

4 This is a(n) vase.
(Greek, old, traditional)

5 It is a(n) fan.
(Asian, new, nice)

6 He is a professor.

2 Circle the correct item.

1 Wow! What a sports car!
A German fantastic B fantastic German

2 That's an book.
A expensive antique B antique expensive

3 He's a man.
A old short B short, t

4 She's a opera singer.
A talented French B French talented

5 Can I have a phone Christmas?
A new cordless B cordless new

6 I'm going to see that
A brilliant new B new brilliant

3 Fill in the correct relative pronoun or adverb.

1 A: What year did the Olympics take place in Sydney?
B: It was the year 2000.

2 A: Can you show me the dress Mary bought?
B: She bought the blue one.

3 A: Is the artist who drew this picture French?
B: No, she is Russian.

4 Grammar Practice

1 Look at Peter's schedule for yesterday. Ask and answer questions, as in the example.

7:30 • 8:45 • 10:30 • 12:15
13:20 • 14:35 • 17:10

2 have breakfast
3 watch TV
4 go shopping
5 have lunch with friends
6 do homework
7 send e-mails
8 play basketball

2 Put the verbs in brackets in the simple or past continuous.

1 A: What 1) to you?
B: I 2) accident while I 3) (drive) to work.

2 A: What 1) when you 2) (phone) her?
B: She 3) to music.

3 A: 4) the radio off?
B: No, she didn't. She 5) to listen to the music programme.

4 I was ready to leave the house, but he 6) waiting up when a plate 5) (break) and she 6) (cut) her finger.

5 I'm sure you'll like the new James Bond film.

6 I'll buy you a computer game for your birthday.

3 Complete the sentences.

5 Grammar Practice

1 Circle the correct item.

1 You can't go out you clean your room.
A by the time B until

2 I'll call you I get home.
A as soon as B while

3 She won't leave the movie ends.
A as B before

4 It will be dark we arrive at the hotel.
A as long as B by the time

5 We'll go shopping the shops open.
A when B while

6 We're going to stay on the beach the weather is fine.
A after B as long as

7 He's going to university the new semester starts.
A when B as

8 They're going to leave the area they sell their house.
A whenever B by the time

2 Respond to the statements using the verbs below. Write responses in the future simple.

buy • close • fly • jump • answer

1 Your bedroom is a mess!
2 Your mobile phone is ringing.
3 It's too cold to leave!
4 Would you like the blue or the red one?
5 We haven't got any bread.

3 Read the sentences below and mark them as A, B or C according to what they express.

A prediction based on what we think or imagine
B promise
C on-the-spot decision

1 I apologise for not feeding the dog. It won't happen again.
2 Charles will probably listen to music.
3 I've been waiting. I'll open the window.
4 The phone is ringing. I'll get it.
5 I'm sure you'll like the new James Bond film.
6 I'll buy you a computer game for your birthday.

4 Choose the correct form.

1 My family and I are planning our summer holiday. We're going to "B" travel around Europe.
2 I'm hungry. I'm going to "B" have a salad and a sandwich, please.
3 They decided to go to the cinema. They are going to "B" ask their friends to go with them.
4 My computer is very old, so my parents are going to "B" buy me a new one for my birthday.
5 Paula wasn't at work today. I think I'm going to "B" phone her.

7 Grammar Practice

4 Use the prompts to compare the people below, as in the example.

young • old • tall • short
happy • handsome

David Carol
Cindy Simon

5 Answer the questions about yourself.

1 What is the best film you have ever seen?
2 Who is the funniest actor you have ever seen?
3 Which is the scariest thriller you have ever seen?
4 Who is the most popular singer in your country?
5 Which film do you think has the most exciting action scenes?

6 Translate the text.

Вспоминаю я свой членов. Самый лучший фильм. У каждого из нас есть любимый фильм. Это может быть фантастика, детектив или документальный фильм. На нашем уроке мы расскажем об истории любимых фильмов, а потом обсудим их. Мы начнем с фильма "Индиана Джонс". Этот фильм о приключениях археолога. Индиана Джонс ищет древние сокровища. Он очень храбрый и умный. Многие считают его самым лучшим героем. Давайте вспомним, что мы видели в этом фильме.

9 Grammar Practice

1 Put the nouns in the correct box.

one (countable) some (uncountable)

• salt • cereal • banana • butter
• egg • bread • sausage • tomato
• rice • hamburger

2 Fill in the gaps with a few/a little.

1 I'm going to ask Kate for milk left in her bottle.
2 The baby has nuts in the bowl?
3 Could you put meat every day?
4 I eat oranges from the fruit section.

3 Choose the correct item.

I always have a big breakfast before I leave for school. I start with 1) some orange juice and 2) a few little pieces of bread. After that, I have a bowl of cereal with 3) some many milk. Sometimes, I eat 4) a little few cheese, too. When mum makes her special pancakes, I have 5) a lot of them with 6) a home syrup. I don't eat 7) any more fruit. My older sister always eats 8) a lot of chocolate. I eat 9) much many food, but she has 10) any less how hungry I am!

4 Look at the table below and complete the column about what you eat in the morning. Then make sentences, as in the example.

Bill Sue You

Bill eats a lot of chocolate in the morning. Sue doesn't eat any chocolate in the morning.

Итак, подведём итоги

- **Представленные в УМК тексты интересны с познавательной точки зрения и соответствуют возрастным интересам школьников.**
- **Упражнения, направленные на обучение коммуникативным видам чтения, разнообразны и интересны.**
- **Большое внимание уделяется формированию навыка письменной речи и говорению.**
- **Принцип развития у учащихся социокультурной компетенции реализуется в полной мере**
- **Упражнения на отработку лексико-грамматических навыков разнообразны по форме**