

Новый УМК
«Сферы» для
современной школы



ПРОСВЕЩЕНИЕ

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Линия УМК «Сферы» (базовый уровень)

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(Авторы - учителя-практики, заслуженные учителя, зарубежные методисты)



«Сферы» в новом Федеральном перечне

Порядковый номер учебника	Автор/авторский коллектив	Наименование учебника	Класс
1.1.2.1.1.1	Алексеев А.А., Смирнова Е.Ю., Э. Хайн и др.	Английский язык	2
1.1.2.1.1.2	Алексеев А.А., Смирнова Е.Ю., Э. Хайн и др.	Английский язык	3
1.1.2.1.1.3	Алексеев А.А., Смирнова Е.Ю., Э. Хайн и др.	Английский язык	4
1.2.2.1.1.1	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	5
1.2.2.1.1.2	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	6
1.2.2.1.1.3	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	7
1.2.2.1.1.4	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	8
1.2.2.1.1.5	Алексеев А.А., Смирнова Е.Ю., Б. Дерков-Диссельбек	Английский язык	9
1.3.2.1.1.1	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык (базовый уровень)	10
1.3.2.1.1.2	Алексеев А.А., Смирнова Е.Ю., Б. Дерков-Диссельбек	Английский язык (базовый уровень)	11

«СФЕРЫ» (2-11). Алексеев А.А., Смирнова Е.Ю. и др.



Особенности УМК:

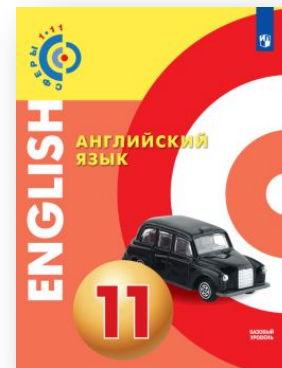
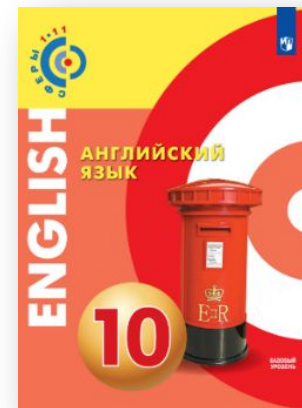
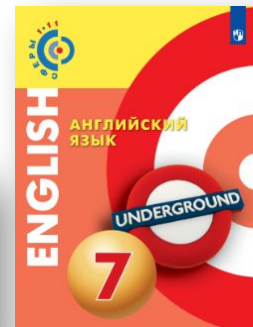
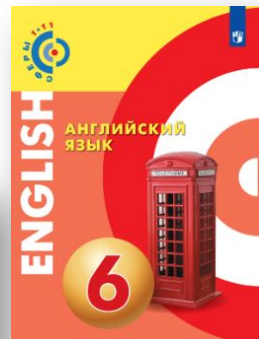
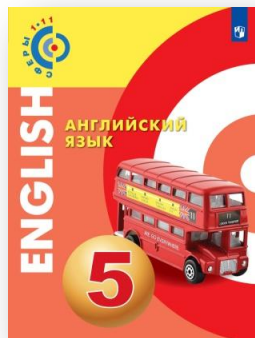
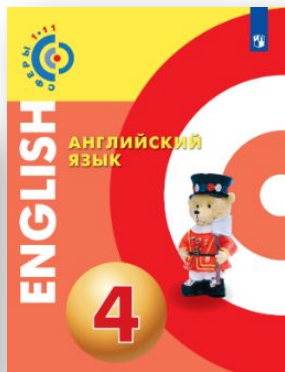
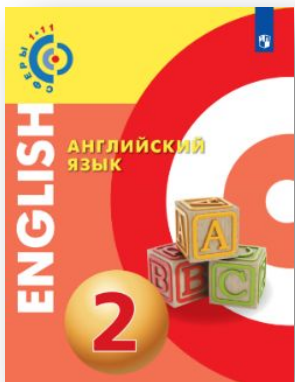
- Современные аутентичные тексты, соответствующие возрасту учащихся и их интересам
- Привычные учителям и учащимся задания и упражнения, написанные с учётом современных подходов к изучению английского языка
- Упражнения для развития креативных способностей обучающихся
- Чёткая структура тематических циклов
- Раздел «Russian corner» посвящён разным аспектам русской культуры по основной теме цикла
- Полноценное методическое и дидактическое наполнение
- Яркое современное оформление

Содержание учебника даёт ученикам возможность:

- научиться правильно и быстро сделать презентацию
- узнать основные правила ведения дискуссии, научиться писать различного рода письма и эссе и т.п.
- научиться анализировать факторы и объяснять закономерности
- научиться применять полученные знания в повседневной жизни (в путешествиях, в гостинице и т. д.)
- развить навыки устной речи и аудирования
- приобрести прочные знания английского языка

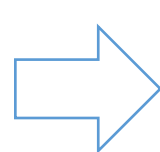
Состав УМК

- Учебник
- Электронная форма учебника
- Рабочие программы (*на сайте*)
- Книга для учителя (*на сайте*)
- Аудиокурс в формате mp3 (*на сайте*)
- Тетрадь-тренажёр
- Тетрадь-экзаменатор



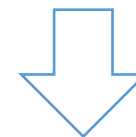
УМК для начальной школы

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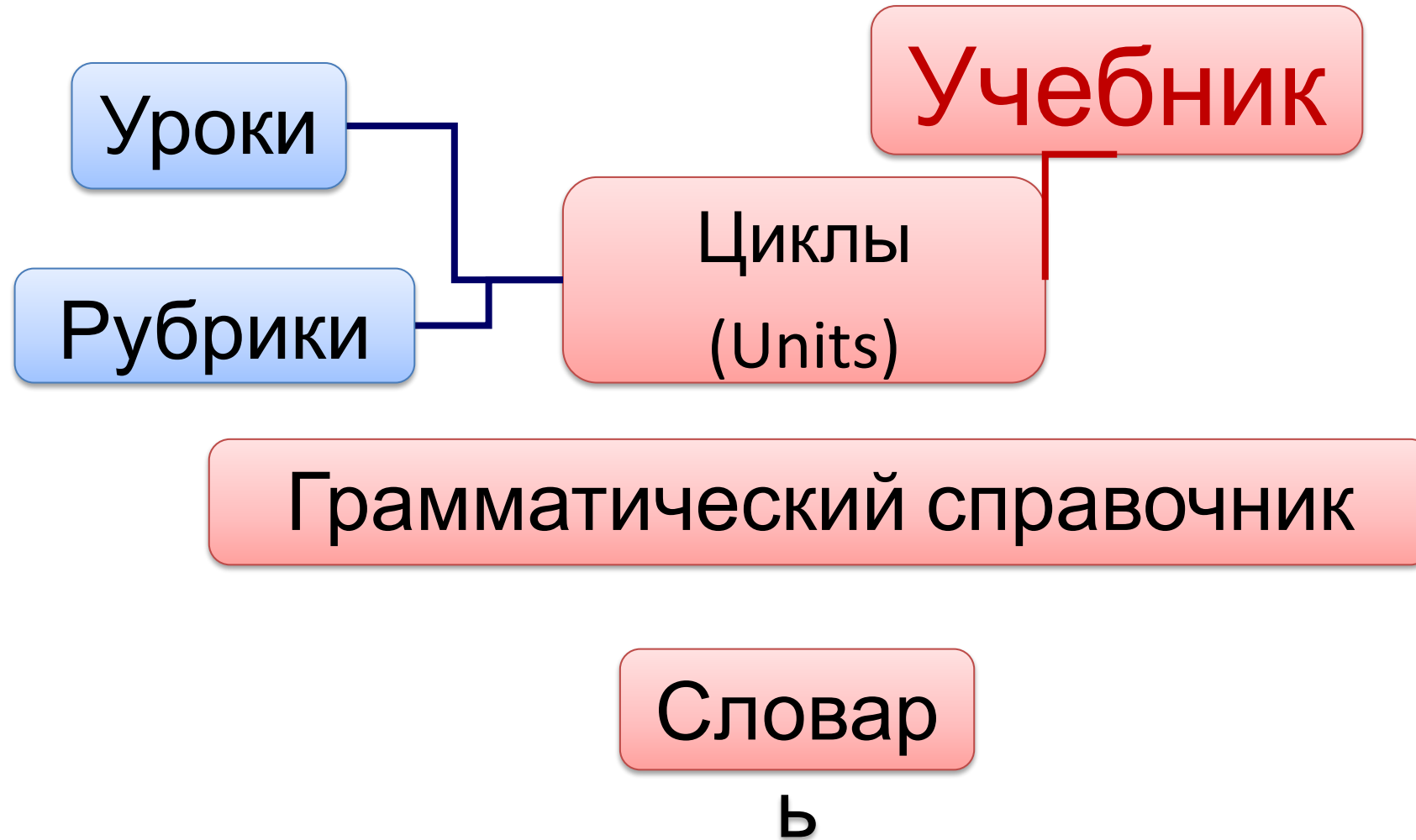
Классический подход

Инновационный подход



Специально для детей нового поколения "Z":

- Аутентичный английский язык
- Учит говорить и общаться
- Развивает компетенции 21 века



9 тематических циклов (Units)

Цикл 1
ЗДРАВСТВУЙ

Здравствуй! Добро пожаловать на твой первый урок английского языка!
Повеселись!

В первом цикле ты:

- научишься здороваться на английском языке
- узнаешь, как знакомиться
- выучишь названия цветов до 5 и названия школьных предметов
- выучишь буквы **A a, K k**.

В каких странах говорят на английском? Узнай и о других странах.

Цикл 2
МОЯ СЕМЬЯ

Во втором цикле ты:

- научишься описывать своих близких
- выучишь новые цифры
- научишься спрашивать и отвечать, сколько тебе лет
- узнаешь, как проходят праздники
- выучишь буквы: **L l, O o** и названия **её, ед, оо**.

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие из них можно поставить в пары?

Что ты знаешь о британской семье? Расскажи классникам. Принеси картинку. Какой член королевской семьи нравится тебе больше всего?

Цикл 3
МОИ УВЛЕЧЕНИЯ

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие из них можно поставить в пары?

Знаешь ли ты английские названия видов спорта? Какими видами спорта занимаешься ты?

В третьем цикле ты:

- узнаешь названия разных видов спорта
- научишься говорить, как ты любишь или не любишь заниматься спортом
- узнаешь, как рассказать о своих увлечениях
- выучишь местоимения **he, she, it**
- прочитаешь сказку о мальчике, который любил играть в футбол
- выучишь буквы: **T t, V v**

Цикл 4
МОИ ДРУЗЬЯ И Я

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие предметы можно поставить в пары?

В четвертом цикле ты:

- узнаешь, как называются разные части тела
- научишься описывать людей
- выучишь песни "Head and shoulders", "We wish you a Merry Christmas";
- повторишь местоимения **he/she** (он/она) и выучишь притяжательный падеж с **'s**;
- узнаешь, как проходит Рождество в англоязычных странах;
- узнаешь сказку "Rudolf, the red-nosed reindeer";
- выучишь буквы **U u, C c, D d** и буквосочетания **er, ck**.

Цикл 5
МОЯ ОДЕЖДА

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие из них можно поставить в пары?

Ты носишь школьную форму? Форму какого цвета носишь? Ты можешь назвать эти предметы одежды? Какая одежда твоя любимая?

В пятом цикле ты:

- научишься говорить об одежде
- выучишь буквы **G g, F f, P p, ng**.

Цикл 6
МИР ВОКРУГ МЕНЯ

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие предметы можно поставить в пары?

Расскажи о своей стране. Сколько жителей? Есть ли у тебя друзья? Видел ли ты кошку или собаку в США?

В шестом цикле ты:

- научишься говорить о погоде
- научишься описывать города
- выучишь названия частей тела
- выучишь буквы **H h, N n, O o**.

Цикл 7
ПРИРОДА И ВРЕМЕНА ГОДА

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие из них можно поставить в пары?

Какие твои любимые животные? Какие животные живут в твоей стране?

В седьмом цикле ты:

- узнаешь, как называются времена года
- научишься говорить о погоде
- научишься рассказывать о животных
- узнаешь, как рассказать о животных в разные времена года;
- выучишь буквы: **W w, Y y** и название **wh**.

Цикл 8
ЗНАКОМСТВО С ЛЮДЬМИ

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие из них можно поставить в пары?

Есть ли у тебя друзья в других странах и городах? Где они живут?

В восьмом цикле ты:

- выучишь английский алфавит;
- научишься говорить, где живешь;
- узнаешь, где говорят на английском языке;
- узнаешь, как рассказывать о столицах;
- выучишь буквосочетания **sh, ch, th, ph**.

Цикл 9
СКАЗКИ

Давай повторим. Посмотри на картинки. Назови изображения на английском языке. Какие из них можно поставить в пары?

Посмотри на картинки с животными из разных русских сказок. Расскажи, какое животное изображено на каждой из них, какого оно цвета, что оно умеет делать. Какая у тебя любимая сказка?

В девятом цикле ты:

- научишься говорить о сказках;
- узнаешь, о чем сказка "The Gingerbread Man";
- сможешь разыграть рассказ;
- выучишь названия животных, которые живут на ферме;
- повторишь названия цветов, цифр, частей тела, членов семьи, увлечений и одежды.

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Аудирование

Урок 5

Давай выучим новые слова:

eat [i:t], drink [drɪŋk], pizza ['pɪtsə], spaghetti [spə'geti], sandwich ['sændwɪtʃ], hamburger ['hæm,bɜ:ɡə], potatoes [pə'tetəʊz], salad ['sæləd], tomatoes [tə'metəʊz]

Послушай и повтори.

5.5.1

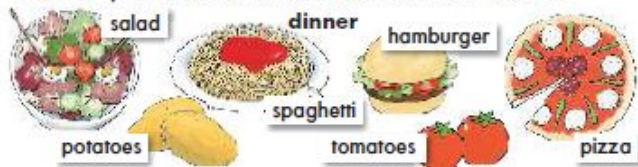
1. Давай говорить. Опиши, что ты видишь на картинках.

Ответ на вопросы:

What can you see? I can see ...

When do you have dinner? I have dinner at ... o'clock.

What do you have for dinner? For dinner I have ...



2. Давай говорить. Что бы ты хотел съесть и выпить на завтрак, а что — на ужин?

For breakfast I would like to eat/drink ...

For dinner I would like to eat/drink ...



В третьем цикле мы выучили множественное число существительных baby и family. Если существительное заканчивается на гласную, иногда нужно добавить -es, чтобы получилось множественное число. Такие слова нужно запомнить. Пример: tomatoes.

3. Давай тренироваться. Назови множественное число этих существительных.

family • potato • book • hobby • toe • shoe • tomato • baby

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4. Давай тренироваться. Реши примеры. Скажи: Twenty plus forty is sixty. One hundred minus sixty is ...

20 + 40 = ? 50 + 50 = ? 100 - 60 = ? 70 - 20 = ?
30 + 10 = ? 80 + 10 = ? 90 - 40 = ? 60 - 30 = ?

5. Давай повторим. Мы научились говорить о деньгах во втором классе.



five euros ten pounds twenty dollars fifty rubles one-hundred rubles

6. Давай говорить. Прочитай меню. Скажи: The sandwich is 20 rubles. The hamburger is ... The spaghetti is ...

sandwich
hamburger
pizza
spaghetti
salad

Задание на развитие межпредметных связей

5.5.2

7. Давай читать. послушай и прочитай диалог.

A: I would like to eat a pizza. I would like to drink an orange juice.

B: That's twenty rubles, please.

Ты можешь сказать **would like** вместо **want**, если хочешь быть более вежливым.

Задание:

Какие традиционные блюда готовят в твоём регионе? Спроси у членов своей семьи. Умеешь ли ты готовить эти блюда? Подготовь свой ответ и представь его в классе.

Работа в группах

Урок 3

Давай выучим новые слова:

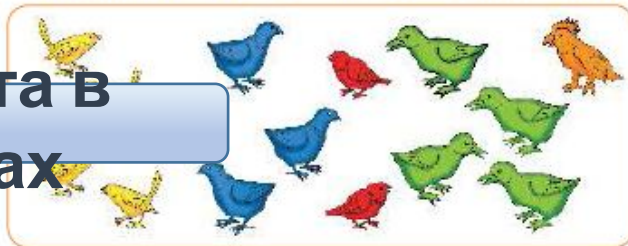
1	2	3	4	5	
one	two	three	four	five	
					
brown	black	pink	white	purple	grey

Послушай и повтори.

1. **Давай говорить.** Ты помнишь стихотворение "Peter and Paul"? Сейчас ты выучишь ещё несколько новых движений.

2. **Давай говорить.** Повтори стихотворение вместе со своим соседом по парте.

3. **Давай говорить.** Сколько красных, жёлтых, голубых, зелёных или оранжевых птиц ты видишь на картинке? Скажи: **Five yellow birds.**



Работа в парах

4. **Давай слушать.** Скажи и покажи, что ты видишь на картинке, затем послушай и повтори.



5. **Давай учиться.** Сейчас ты выучишь букву **N n**. Послушай и покажи правильную букву.

Поиск информации в Интернете

Ann name man

7. **Давай слушать.** Послушай и покажи слова, которые ты знаешь. Затем повтори.

The name of the man is Mr Blue.

Задание:

Ответь на эти вопросы на английском языке:
Сколько цветов в русском флаге?
Какие это цвета?

Ответь на русском языке:
У каких стран флаги тех же цветов, что в России?

Тетрадь-тренажёр: Цикл 1, Урок 3

Структура цикла

Вводная страница

33 (lead-in)

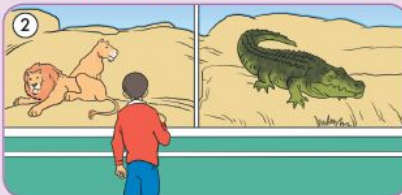
Unit 3

MY HOBBIES

Let's revise. Read the words. Which words belong to the same group? Make sentences with them.

cousin • great • comic • grandparents • doctor • fun • vet • guitar • boring • parents • shop assistant • daughter • funny • bike

Let's talk. Talk about the pictures. Say: I can see ...



In Unit 3 you will:

- ask questions and give short answers with **did, was/were** (Past simple);
- learn irregular verbs in Past simple;
- read texts about past activities;
- talk about what we did yesterday/at the weekend;
- talk about the circus;
- learn about Thanksgiving.

Задания для введения в тему цикла

In Unit ... you will...

Структура цикла

5 уроков по формированию и развитию лексико-грамматических навыков во всех видах речевой деятельности (рабочие уроки)

Урок 1



1. **Давай слушать.** Послушай и повтори.

2. **Давай слушать.** Послушай ещё раз. Как зовут мальчика? Как зовут девочку?

Lesson 4

Let's learn the new words:
 flower ['flaʊə], picnic ['pɪknɪk], nature ['neɪtʃə], colourful ['kɒləʃl], fireside ['faɪəsaɪd], tired [taɪəd], daffodil ['dæfədɪl], national park ['næʃnəl ,pɑ:k], view [vju:], wet [wet], warm [wɔ:m]
 Listen and repeat.

Притяжательный падеж (Possessive case)
 Grammar file, page 139

1. **Let's practise.** Look at the sentences and say where the apostrophe in the words in bold goes.

- 1 Dasha has got a hamster. It is **Dashas** hamster.
- 2 Yura and Vadim have got a sister. She is the **boys** sister.
- 3 Susie is the **familys** dog.
- 4 Mrs Smith is the **pupils** teacher.
- 5 This is my **parents** car.
- 6 Emily is **Phillips** sister.

6. **Давай говорить.** Прочитай меню. Скажи: **The sandwich is 20 rubles. The hamburger is ... The spaghetti is ...**

The Happy Café – MENU			
sandwich	80 RUB	orange juice	40 RUB
hamburger	70 RUB	tea	30 RUB
pizza	90 RUB	water	20 RUB
spaghetti	100 RUB	milk	30 RUB
salad	60 RUB	potatoes with bacon	50 RUB

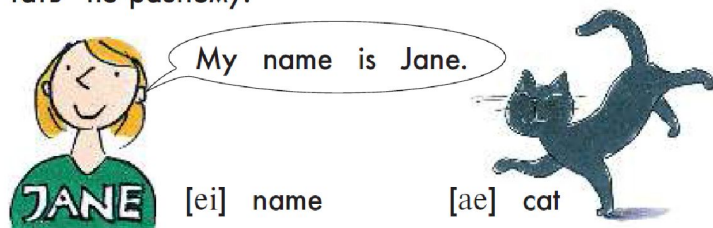
Обучение чтению

Постепенное изучение звуков и букв английского алфавита

6. Давай учиться. Сейчас ты выучишь первую английскую букву — **A a**. Послушай и покажи правильную букву.

A a A a A a

7. Давай читать. Букву **A a** можно прочитать по-разному:



6. Давай учиться. Сейчас ты выучишь букву **M m**. Послушай и покажи правильную букву.

M M m m M M m m M m

7. Давай читать. Покажи в словах буквы, которые ты знаешь. Послушай и повтори.

man name

5. Давай учиться. Сейчас ты выучишь букву **N n**. Послушай и покажи правильную букву.

n N n n N n N N

6. Давай читать. Прочти слова. Послушай и повтори.

Ann name man

7. Давай слушать. Послушай и покажи слова, которые ты знаешь. Затем повтори.

The **name** of the **man** is Mr Blue.

Постепенное изучение буквосочетаний

2 3.3

5. Давай учиться. Сейчас ты выучишь буквосочетание **ea**. Послушай и покажи.

ea

tea

read

sea



Буквосочетание **ea** можно прочитать как [i:] в слове **tea** или как [e] в слове **bread** (хлеб).

2 5.3

4. Давай учиться. Сейчас ты выучишь буквосочетание **oo**. Послушай, покажи и повтори.

oo

look

balloon

moon



Буквосочетание **oo** можно прочитать по-разному: [u] **look**; [u:] **moon**.

2 5.4

5. Давай читать. Послушай и повтори.

Look at the man on the moon.



Введение новой лексики


Каждый урок начинается с рубрики «Давай выучим новые слова» (2-3 кл.) и “Let’s learn the new words” (4 кл.)

Давай выучим новые слова:

1	2	3	4	5	
one	two	three	four	five	
					
brown	black	pink	white	purple	grey

Послушай и повтори.

Давай выучим новые слова:

			
doll	computer game	book	ball
			
in	on	under	

Послушай и повтори.

Давай выучим новые слова:

			
family	grandma	grandpa	friends

Послушай и повтори.

Давай выучим новые слова:

face [feɪs], tummy ['tʌmɪ], back [bæk], teeth [ti:θ], feet [fi:t], fingers ['fɪŋgəz], toes [təʊz]

Послушай и повтори.

Урок 1

Давай выучим новые слова:

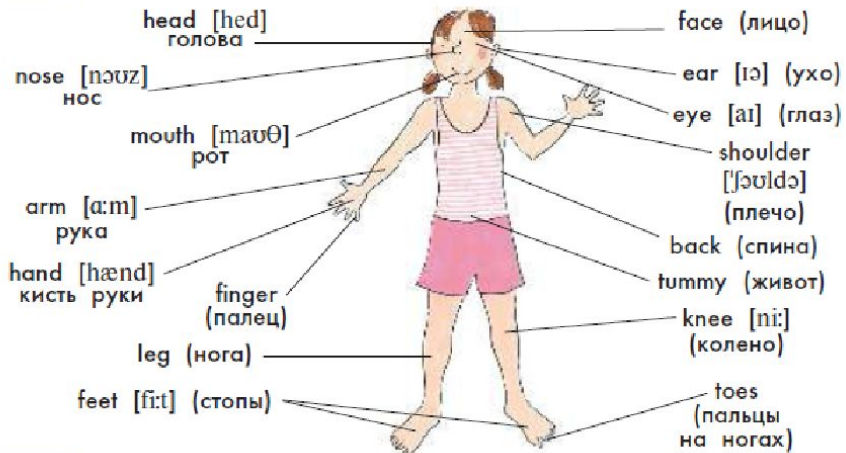
face [feɪs], tummy ['tʌmi], back [bæk], teeth [ti:θ], feet [fi:t], fingers ['fɪŋgəz], toes [təʊz]

Послушай и повтори.



1. Давай петь. Спой песню "Head and shoulders". Показывай на части своего тела.

2. Давай слушать. Слушай предложения и показывай на части тела. Найди и назови части тела, названия которых ты не услышал.



Ты помнишь, как образуется множественное число у слов **hobby**, **family** и **baby**? Назови его. Выучи множественное число слов **foot** и **tooth**:
 foot — feet [fi:t]
 tooth — teeth [ti:θ]

3. Давай тренироваться. Читай и показывай на части своего тела.

tummy • back • face • tooth • teeth •
 foot • feet

4. Давай говорить. Назови правильное количество частей тела.

- | | |
|-------------------------|-----------------------|
| 1 I've got ... legs. | 5 I've got ... toes. |
| 2 I've got ... fingers. | 6 I've got ... feet. |
| 3 I've got ... arms. | 7 I've got ... mouth. |
| 4 I've got ... head. | |



this

This is my arm.
 Is **this** my arm?
 Yes, it is. /
 No, it isn't.

these

These are my arms.
 Are **these** my arms?
 Yes, they are. /
 No, they aren't.

5. Давай читать. Выбери **this** или **these**.

- | | |
|----------------------------------|--------------------------------|
| 1 This/These is my arm. | This/These are my arms. |
| 2 This/These is my leg. | This/These are my legs. |
| 3 This/These is my ear. | This/These are my ... |
| 4 This/These is my eye. | This/These are my ... |
| 5 This/These is my foot. | This/These are my ... |
| 6 This/These is my tooth. | This/These are my |




6. Давай тренироваться. Работайте в паре. Прочитайте вопросы и ответьте на них. Показывайте на части тела. Используйте **these are** / **this is**.

- Are these your arms? **No, these are my legs.**
 Are these your eyes? **No, my ears.**
 Are these your ears? **No, my hands.**
 Is this your nose? **No, this is my mouth.**
 Is this your head? **No, my face.**
 Is this your tooth? **No, my arm.**

Введение грамматики


- Краткая справка/ссылка на грамматический справочник




Грамматика, с. 130
Have you got a brother? –
У тебя есть брат?
Yes, I have. / No, I haven't. –
Да, есть. / Нет.



Listen and repeat.
Притяжательный падеж (Possessive case)
Grammar file, page 139



Притяжательный падеж существительных в единственном числе образуется путём прибавления к существительному окончания 's:
the boy's hat Anna's pencil
Грамматика, с. 132



runner ...
Do you like swimming? **Yes, I do. / No, I don't.**
Does he like swimming? **Yes, he does. / No, he doesn't.**
Грамматика, с. 134

Грамматический справочник

с. 10

Конструкция **There is / There are**

There + to be (is, are) — есть, находится, существует.

There is — одно/один. **There is** используется, когда речь идёт об одном предмете.

There is one girl in the family.

There is one book on the table.

There are — несколько. **There are** используется, когда предметов несколько.

There are three boys in the family.

There are four books on the table.

Отрицания с **there is/there are**:

Полная форма: **There is not ... / There are not ...**

Краткая форма: **There isn't ... / There aren't ...**

Общие вопросы с **there is/there are** и ответы на них:

Is there ...? Yes, there is. / No, there isn't.

Are there ...? Yes, they are. / No, there aren't.

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Урок 3

Давай выучим новые слова:
hop [hɒp], fly [flaɪ], catch [kætʃ], stick [stɪk]
Послушай и повтори.

1. **Давай повторять.** Прочитай текст свой текст об однокласснике перед классом. Догадаются ли твои одноклассники, о ком идёт речь?


2. **Давай читать.** Читай и показывай на животных.

1 Have you got a rabbit?
Have you got a rat?
Have you got a hamster ['hæmstə]?
Have you got a cat?

2 I haven't got a rabbit.
I haven't got a rat.
I haven't got a hamster.
I haven't got a cat.
But look! Here is my little dog.
He's my favourite pet.

3. **Давай говорить.** Найди десять животных. Покажи на правильное животное сверху и назови его.

rat mouse hamster dog cat horse fish rabbit bird guinea pig

 **How old are you?** Сколько тебе лет?
I am eight. / I am eight years old.
Грамматика, с. 136

4. **Давай тренироваться.** Задай вопросы и ответь на них. Называй разный возраст.

136

С. 52

Вопросительная конструкция How old...?
Для того чтобы узнать, сколько кому-либо лет, используй **How old**:
How old are you? (Сколько тебе лет?)
I am eight. / I am eight years old. (Мне восемь лет.)
How old is she? (Сколько ей лет?)
She is eleven. / She is eleven years old. (Ей одиннадцать лет.)

С. 53

Местоимения he, she, it
Местоимения **he** и **she** используются, когда речь идёт о людях, **it** — когда речь идёт о животных.
He is eleven.
Can a dog fly? No, it can't.

Примечание: Часто местоимения **he** и **she** используются, когда речь идёт о домашних питомцах:
I have got a dog. His name is Max.
Masha has got a cat. Her name is Kitty.

С. 55

Союз because
Союз **because** (потому что) используется, когда нужно дать пояснение своим словам или утверждению.
I like winter because I can ski. (Я люблю зиму, потому что могу кататься на лыжах.)

Дополнительное занятие (2, 3 классы)

58

Дополнительное занятие

Рождество

4. 55

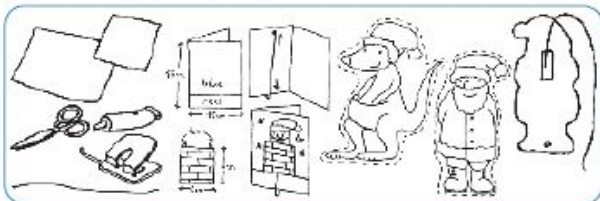
1. **Давай петь.** Послушай и выучи новые слова. Затем спой песню "We wish you a Merry Christmas".



Дополнительное задание:

Научи свою семью петь эту песню. Спойте её вместе дома.

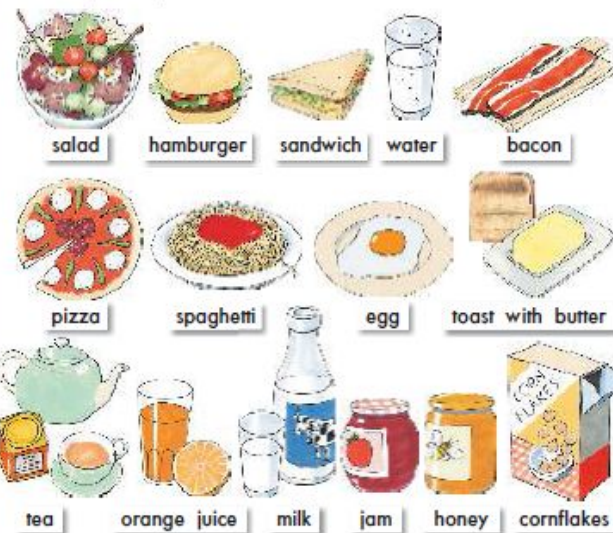
2. **Давай писать.** Сделай рождественскую открытку для своего друга. Используй материалы, которые тебе даст учитель.



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Дополнительное занятие

1. **Давай говорить.** Скажи, что тебе нравится есть и пить на завтрак и ужин?



2. **Давай говорить.** Опиши, что ты видишь на картинках. Скажи: The boy eats egg and bacon for breakfast.



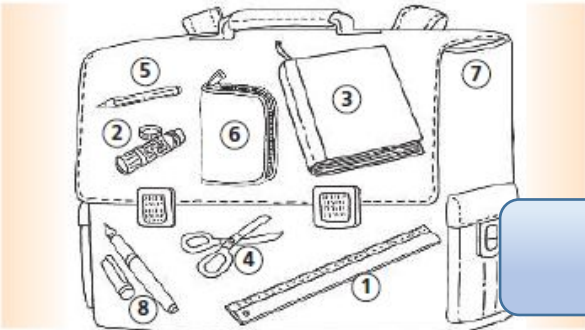
Проверочное занятие (Checkpoint)

17





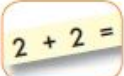



Checkpoint

1. Find the school things in the picture. Say: **Number 1 is the ...**
One school thing is not in the picture. What is it? Say: **It's the ...**

book • glue • pen • pencil • pencil case • rubber • ruler • schoolbag • scissors



2. Find the school subjects. Spell the names aloud.

 _EA_I_G	 S_I_N_E	 _ _G_I_ _	 _ _S_ _
 _A_H_	 R_S_I_N	 _R_	 _ . E.

18

3. Read the sentences. Choose a school club for each person.
Say: **Go to the ... club.**

Computer • Dance • Girls' football • Judo •
Keep fit • Pet

1 I want to learn a sport from Japan.
2 I love animals. I want to learn about my dog.
3 This sport isn't just for boys!
4 I want to write an e-mail and play games.
5 I want to dance to my favourite songs.
6 I want to exercise!

4. Say numbers 1 – 100 one by one.

5. Say the dates aloud.
Say: **The first/second/... of January/February/...**

1 03.01	5 12.08
2 20.05	6 02.04

Work with a partner.

1 What's the date today? **It's the ...**
2 When does school start? **School starts on the ...**
3 When is your birthday? **My birthday is on the ...**

Now I can ...

- say numbers 21 – 99;
- say the date;
- talk about my timetable and subjects;
- talk about school clubs ...
- ... in English!

Рубрика для рефлексии

140

English-Russian dictionary Англо-русский словарь

adj — adjective — прилагательное
n — noun — существительное
v — verb — глагол

A

accident ['æksɪdənt] — авария
ache [eɪk] — боль
afternoon [ˌɑːftəˈnuːn] — после полудня
again [əˈgeɪn] — ещё раз, снова
age [eɪdʒ] — возраст
airport ['eəpɔːt] — аэропорт
aloud [əˈlaʊd] — вслух
always [ˈɔːlweɪz] — всегда
angry ['æŋɡri] — злой
any ['eni] — любой
apple ['apl] — яблоко
April ['eɪprəl] — апрель
arm [ɑːm] — рука
around [əˈraʊnd] — вокруг
arrive [əˈraɪv] — прибывать
Art [ɑːt] — ИЗО
aunt [aʊnt] — тётя
autumn ['ɔːtəm] — осень

B

back [bæk] — спина
backache — боль в спине
bacon ['beɪkən] — бекон

bad [bæd] — плохой
banana [bəˈnɑːnə] — банан
bar (of chocolate) [bɑː] — плитка (шоколада)
baseball ['beɪsbɔːl] — бейсбол
beach [biːtʃ] — пляж
bear [beə] — медведь
because [biˈkɔːz] — потому что
become (became — become) [biˈkʌm] — становиться
bed [bed] — кровать
make my bed
behind [biˈhaɪnd] — сзади
between [biˈtwiːn] — между
big [bɪɡ] — большой
bookshelf ['bʊkʃelf] — большой
boots [buːts] — сапоги, ботинки
boring ['bɔːrɪŋ] — скучный
bottle ['bɒtl] — бутылка
branch [brɑːntʃ] — ветка
brave [breɪv] — смелый
breakfast ['breɪkfəst] — завтрак
bring (brought — brought)

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Irregular verbs Неправильные глаголы

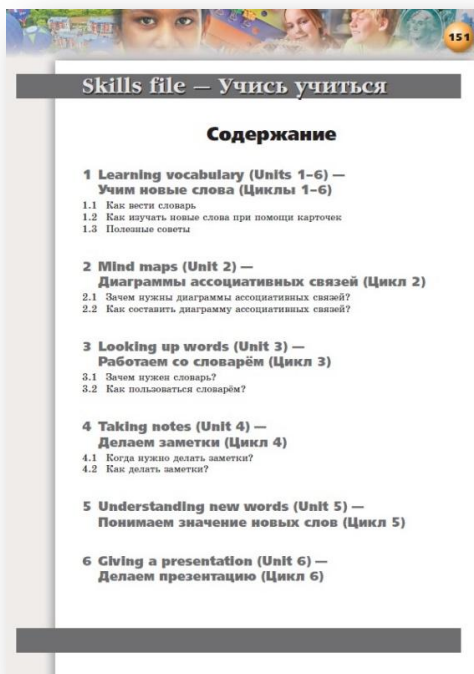
be — was/were — been	быть
become — became — become	становиться
bring — brought — brought	приносить
come — came — come	приходить
cut — cut — cut	резать
do — did — done	делать
drink — drank — drunk	пить
eat — ate — eaten	есть, кушать
fly — flew — flown	летать
forget — forgot — forgotten	забывать
go — went — gone	идти, ехать
have — had — had	иметь
hide — hid — hidden	прятать
leave — left — left	оставлять
lie — lay — lain	лежать
make — made — made	изготавливать, делать
put — put — put	класть
ride — rode — ridden	ездить верхом
say — said — said	говорить
see — saw — seen	видеть
swim — swam — swum	плавать
write — wrote — written	писать

Порядковый номер учебника	Автор/авторский коллектив	Наименование учебника	Класс
1.2.2.1.1.1	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	5
1.2.2.1.1.2	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	6
1.2.2.1.1.3	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	7
1.2.2.1.1.4	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык	8
1.2.2.1.1.5	Алексеев А.А., Смирнова Е.Ю., Б. Дерков-Диссельбек	Английский язык	9



Чёткая структура

- 6 циклов
- Дополнительные упражнения
- Раздел «учись учиться»
- Грамматический справочник
- Словарь
- Список неправильных глаголов
- Список фраз классного обихода
- Список фразовых глаголов



24 Correcting your text

A text isn't finished when you have just written it. You should always read it through several times:

- Read it once to see if it is complete and easy to understand.
- Read it again in order to check for mistakes.

24.1 SPELLING MISTAKES

Read your text slowly, word for word, letter for letter. If you are uncertain, use a dictionary. Note the following rules:

- Some words have letters that are not spoken, only written, e.g. *knife*, *climb*.
- Sometimes the spelling of a word changes when it has an ending, e.g. *take* > *taking*, *terrible* > *terribly*, *lucky* > *luckily*, *try* > *tries* (*BUT stay* > *stays*) *run* > *running*, *drop* > *dropped*.
- In the plural sometimes an *e* is added, e.g. *church* > *churches*.



24.2 GRAMMAR MISTAKES

— In the present simple note: (*he, she, it* + "s") *She knows*.
 — Irregular verbs: some verbs have irregular past simple and past participle forms (*go* — *v*

— Negative of simple with *do*
 — Word order
 a) subject — *v*
When I saw m
 S V
 b) place before
I bought a nic

Сделай плакат или презентацию на компьютере, чтобы сделать выступление интереснее. Печатай текст крупными буквами, чтобы его можно было легко прочитать.



Отрепетируй презентацию самостоятельно, желательно перед зеркалом. Это придаст тебе уверенности перед выступлением. Говори медленно и громко.

Now I'd like to talk about pirates ...



Во время презентации
 Перед началом выступления повесь постер на классную доску или выведи презентацию на экран через проектор. Проверь, в правильном ли порядке карточки с заметками.

Во время презентации смотри на одноклассников. Объясни одноклассникам, о чём ты собираешься им рассказать. Не читай заметки на карточках, говори спокойно и уверенно. Сделай список новых слов и напиши перевод.

My presentation is about ...
 First, I'd like to talk about ...
 Second, ...

Here's a new word. /
 Here are some new words.
 ... is ... in Russian.

Если ты используешь плакат или электронную презентацию, обращай внимание одноклассников на нужный слайд.

This picture/photo/... shows ...

Завершение презентации
 Когда ты рассказал всё, что хотел, закончи свою презентацию и спроси одноклассников, есть ли у них какие-нибудь вопросы.

That's the end of my presentation. Have you got any questions?

Thank you.

Поблагодари слушателей за внимание.

forms.
 in the past
 at school.

- Вводный урок
- Рабочие уроки (6 уроков)
- Урок чтения с различными стратегиями
- Урок развивающего чтения «Окно в мир»
- Урок страноведения «О России»
- Урок межпредметных связей
- Урок отработки полученных навыков
- Урок самоконтроля
- Самооценивание приобретённых навыков
- Список усвоенной лексики

UNIT 2
A WEEKEND AT HOME

In this unit you will ...

- learn about British houses
- talk about things that you do every day
- practise the present simple tense for everyday actions
- write an essay "A day in the life ..."

A detached house



B block of flats



C small block of flats



D terraced houses



E semi-detached house



1 House or flat? Can you remember?
The Shaws live in a ...
The Kapoors live in a ...
The Hansons ...
The Carter-Browns ...

2 Talk about the houses in the photos.
Have they got gardens?
Are they in a town?
Are they expensive?
Are they good for a large family or for children?

3 Find the things below in the photos.

balcony • chimney • gate • porch • roof • steps • wall

4 What type of house do you like? Why?

Рабочие уроки

6 уроков по формированию и развитию лексико-грамматических умений во всех видах речевой деятельности (рабочие уроки)

Part A NEW STUDENTS

1 Before lessons ex. 1

Read and listen to the dialogue. Do the task below.
It's 8.30, and the new students are at school.

Dan: Look, Jo. Room 14!
Jo: OK. You're nervous, right?
Dan: Me? No! You're nervous.
Jo: No, no.
Dan: OK. Then you go first.
Jo: No, you go first.
Dan: No, you.
Jo: No, you.
Dan: Oh, OK.
Ananda: Hi! Oh, you're twins!
Dan: Hi. Yes, we're Dan and Jo. I'm Dan, the clever twin. He's Jo, the mad twin.
Jo: Don't listen to Dan. He's the mad twin.
Ananda: Come and sit with me and Jack. Hey, Jack. Dan and Jo. They're twins. This is ...
Dan: It's OK. I'm Dan and he's Jo.
Jack: Well, I'm Jack. And she's Ananda.

Singular	Plural
I	we
you	you
he/she/it	they

Give short answers to the questions.

- Are Dan and Jo nervous?
- Are Dan and Jack twins?
- Is Dan the clever twin?
- Is Jack the mad twin?
- Is Ananda with Jo?
- Is Dan with Jo?

Part B FREE TIME

1 Prunella plays tennis exs. 1, 2

Read and listen to the dialogue. Do the task below.

Prunella: Sophie, come and play with me!
Sophie: I can't. I've got homework. It's an English project: "What do people do in their free time?"
Prunella: Great, you can ask me!
Sophie: You? Oh ... OK. What do you do in your free time, Prunella?
Prunella: I sing, and I play the piano, and I collect plates, and I play tennis.
Sophie: You play tennis? Alone?
Prunella: No. I play with Uncle Henry.
Sophie: How do you play tennis?
Prunella: With your racket, of course!
Sophie: Oh! And when do you play tennis?
Prunella: At night, when you're all in bed.
Sophie: And where do you play?
Prunella: We play in the garden.
Sophie: But the neighbours ...?!

Who does what — Sophie or Prunella?

- collects plates • does an English project • asks questions • plays tennis • sings • plays the piano •

Part C SATURDAYS

1 On Saturday mornings exs. 1, 2

Read and listen to the text. Do the task below.

On Saturday mornings Sophie gets up at 9 o'clock. She gets dressed and tidies her room. Then she gives the pets their breakfast. Every Saturday — boring!

First she feeds Sheeba, the dog. Sheeba eats meat and drinks water. I push Sheeba's bowl and — splash! — there's water everywhere. "Bad dog!" says Sophie. Then she goes to the living room and feeds Harry, the hamster. He likes toast and carrots and water. Sometimes Toby tries to help Sophie. He cleans the cage and puts hay in it. I put the carrots in the hay. "Oh, Toby, don't put the carrots there!" says Sophie.

After that Sophie goes to the rabbit hutch. It's in the garden. Sophie feeds Hip and Hop. They like rabbit food, carrots and water. Sophie watches the pets. Then she has her breakfast.

Please, Sophie, not the pets this Saturday! Let's play!

Answer the questions.

- Sophie has (two/three/four) pets. What is right?
- Can you find five things Sophie does in the morning?



Extended reading

A day's work

Look at the title and the pictures. What do you think the story is about?



Bryn hated his mobile. It always rang when he was really tired — like this morning. He looked at the clock. It was 6.25.

"Morning, Bryn. Elaine here. We need you on the road to Tredegar — there has been a car accident. It's quite bad."

Bryn put on his uniform and was in his car in four minutes. "If Elaine says it's quite bad, it'll be very bad," Bryn thought.



When Bryn got to the accident, he saw a red car on its side. Two policemen were with the driver, and Bryn could see that he wasn't hurt badly. "They didn't call me for this," he thought.

"Are you the paramedic?" It was one of the firemen. "We've got a car down there." He pointed to the side of the hill. "They need a paramedic down there — fast."

Bryn followed the fireman. He could see that the car was in some trees about ten metres down. It was another 70 or 80 metres to the bottom.



"This is Beth. She'll go down with you," the fireman told him.

"Hi!" said Beth. "Are you ready?"

Bryn and Beth quickly climbed down to the car. There they found four very scared people: a man, a woman and two children. "We're here to help you," Beth said. "Is everybody OK?" The man had a broken leg, but the others were fine. The trees were the problem. They weren't strong enough. Bryn and Beth had to work quickly. Bryn worked on the man, and Beth took the little boy up the hill, then the girl. Then she came back for the woman.



"Beth," Bryn said from the other side of the car, "take her up fast. Then ..." But before he could finish his sentence, the car started to fall. It stopped after three metres.

When Beth and Bryn got to the car again, the man was unconscious. The woman didn't want to leave her husband, but Beth said, "Think of the children. They need you."

"The rescue helicopter is coming," Beth said when she got back to Bryn and the man. "Let's get him out and get him to hospital fast!" "I'll have to go inside the car, Beth," Bryn said. "Or we won't get him out."



"But, Bryn, with two people in the car ..." She didn't finish. "I hope the trees hold for just a few more minutes," Bryn said.

Five minutes later the driver was out of the car. Bryn started to climb out. He had one foot in the tree when the car fell.

"That was close," Beth said.

"Yeah," said Bryn. "Too close."

That was just the start of Bryn's day. He got home at 5 pm — after one more car accident, a man with a broken arm, and a new baby. All in a day's work!



a) Read the story and find seven mistakes in the picture. It says there is a red car on its side. In the picture ...

b) Who said it?

- 1 "Morning, Bryn."
- 2 "They need you."
- 3 "I'll have to go inside the car."
- 4 "Yeah. Too close."
- 5 "They need a paramedic down there — fast."
- 6 "Take her up fast."
- 7 "Is everybody OK?"
- 8 "I hope the trees hold for just a few more minutes."



56

Window on the world

Houses around the world



A Hong Kong
Millions of people live in Hong Kong. They don't live in houses. They live in high blocks of flats.



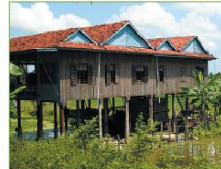
B Finland
There's a lot of wood in Finland. So many houses are made of wood.



C Spain
It doesn't rain much in Spain. So the houses often have flat roofs.



D Australia
Most people in Australia live in towns. But there are not many flats there. People like to live in houses away from the town centre.



E Cambodia
In Cambodia it rains a lot from June to November. People build houses on "stilts", like you can see in the picture. These homes are above the river.

stilts

a) Match parts of sentences 1—5 with A—F. There is one extra sentence part.

1 In Australia	A houses are above water.
2 In Cambodia	B houses have got flat roofs.
3 In Finland	C people don't live in the town centre.
4 In Hong Kong	D some houses are made of blocks of ice.
5 In Spain	E people live in flats.
	F people live in houses made of wood.

b) Talk about different houses that you can see in Russia.

c) Make a poster with pictures of houses in other countries. Search the Internet for information.



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Window on the world

Summer camps in the USA

Summer camps for boys and girls started in the USA many years ago. Children from big cities camped in woods, swam in lakes, had adventures and saw nature. Today children may choose from hundreds of activities for their holidays. And they are not all about canoeing and camping. Here are some very different camps.



Dinosaur Camp

Children learn about the world of dinosaurs and look for bones and fossils.



Spy Camp

"Detectives" learn to drive, to understand secret codes and many other things. At the end they have to go on a secret mission.



Space Camp

Children build and fly model rockets. They learn to fly a spaceship.



Fashion Camp

Children learn to design and make trousers, skirts, shorts and other clothes.



Circus Camp

The teachers are clowns and actors. The children learn to walk on stilts! They learn to laugh and to work in a team.

a) Read the texts. Answer the questions.

- 1 When did summer camps start?
- 2 Why did they start?
- 3 What did children do at the first camps?
- 4 What can they do today?

b) Some of your friends want to go to a summer camp. Choose one camp for each of them and say why.

- 1 Boris likes adventure stories.
- 2 Viktor likes history.
- 3 Evgeniya is interested in science.
- 4 Dima always knows very funny stories.
- 5 Anastasiya often buys new clothes.

c) Which camp are you interested in? Why?

d) Think of an idea for a new camp. Make a poster and present it to the class. Search the Internet for ideas.



Russian corner

This is my school

Class 5A of a Moscow school made a poster in English.

This is my school. The building is new. It's only two years old. Let me show you around ...

This is the playground. After lessons we play here. In autumn and spring, when it's warm, we have PE lessons here. We run, play basketball and enjoy the fresh air.

School concerts and official meetings are in our big assembly hall. Children sing, dance and take part in plays at the end of the school year here. We also use it for big celebrations, like Victory Day and Women's Day.

We have breakfast and lunch in our school canteen. The food is very tasty and good.

Here we learn English. We watch films and play games in English. And we work with the interactive whiteboard. I like English lessons a lot!

This is our school lab. Senior pupils study here. They do experiments and tests. They can do great experiments with the modern equipment!

a) Read the text. Correct the sentences.

- 1 PE lessons are sometimes in the assembly hall.
No, they are in the playground.
- 2 There's an interactive whiteboard in the lab.
- 3 There's a lot of modern equipment in the canteen.
- 4 We take part in plays at the beginning of the year.
- 5 We eat one meal in the canteen.
- 6 Official meetings are in the playground.

b) Find the verb for these nouns.

- | | |
|------------------------|-----------------|
| 1 <i>learn</i> English | 4 ___ breakfast |
| 2 ___ PE lessons | 5 ___ games |
| 3 ___ experiments | 6 ___ plays |

c) Make a poster in English about your school.

d) Ask your family members about their schools. How different were they then? Tell the class.

Russian corner

Russian homes

Russia is a really big country. What is life like in different places? At the ETNOMIR museum in Kaluga you can find it out. There are streets and houses from many different parts of the country. And there are lots of things to do and see.

The *Ukraine and Belorussia* street helps you learn how people live in these countries.

You can sleep in one of the warm Siberian tents called "tchum" or in a Khakassian or Tuvianian yurt /ʃɪ:t/. Dream of the cold Siberian night!

In the *Museum of the Russian Stove* there is a large building. It looks like a stove! And there are ten traditional Russian houses. You can stay the night in these.

Is Siberia your dream? Then visit the *North, Siberia and Far East* street. Listen to their songs, play games and try the food the Siberian people eat.

a) Read the text. Say one thing you can do there.

- 1 At ETNOMIR you can ...
- 2 In the *Museum of the Russian Stove* you can ...
- 3 At the *Ukraine and Belorussia* street you can ...
- 4 At the *North, Siberia and Far East* street you can ...
- 5 You can ... in a "tchum".

b) Match verbs 1–5 with phrases A–E.

1 learn	A at other people
2 listen	B how people live
3 look	C in a tent
4 sleep	D the night
5 stay	E to songs

c) Tell the class about one special thing from your part of Russia.

Are you free next weekend or next month? Come and visit us. It's REALLY interesting! Tell your parents.

Cross-curricular studies: personal health and safety



a first aid kit



sticky plasters



bandages



cloth pads



gloves



scissors



thermometer

First aid

WHAT TO DO

You don't need a lot of training or expensive equipment for first aid. Stay calm and get help if you need it.

A burn: put it in cold water for ten minutes. Don't put butter or cream on it! Clean and cover it with a plastic bag to keep it clean.

A cut: press on it. It stops the bleeding. Don't wash it under the tap. Clean it and put on a sticky plaster.

Broken bones: only an X-ray can show if a bone is broken. If you can't move an arm or leg, rest it on a pillow or clothes and wait for help. Don't eat or drink.

Nosebleeds: put your head down and hold your nose. Breathe through your mouth. Don't put your head back.

a) Read the texts. Name the first aid kit that you need.

- 1 If somebody has a temperature, you need a t_____.
- 2 Clean a small cut and put a s_____ p_____ on it.
- 3 Use s_____ to cut a b_____.

b) What is the injury? The person ...

- 1 ... has his hand in cold water.
- 2 ... is resting her leg on some clothes.
- 3 ... is holding her nose.
- 4 ... is pressing his finger.

c) What do you say in these situations?

- 1 Oleg has a nosebleed. He is sitting with his head back.
- 2 Irene has fallen off her bike. She can't move her arm.
- 3 Denis has burnt his finger. He is putting cream on it.
- 4 Darya has cut her knee badly. It's bleeding, and she is washing it in the shower.

Cross-curricular studies: literature

a) Read the poems. Do the tasks below.

Animal poems

1 The song of a mole

All I did this afternoon was
Dig, dig, dig,
And all I'll do tomorrow will be
Dig, dig, dig,
And yesterday from dusk till dawn
I dug, dug, dug.
I sometimes think I'd rather be
A slug, slug, slug.

by Richard Edwards



2 Undersea tea

OLIVER THE OCTOPUS
UNDERNEATH THE SEA
SWIMMING VERY SLOWLY
LOOKING FOR HIS TEA
MAKES A LITTLE BUBBLE
GIVES A LITTLE GRIN
"HI THERE, FISHES!
COME ON IN ..."



by Tony Mitton

3 Early bird

Oh, if you're a bird, be an early bird
And catch the worm for your breakfast plate.
If you're a bird, be an early bird —
But if you're a worm, sleep late.

by Shel Silverstein



b) Think of more verbs like *dig*. Here are some ideas. Then write your own poem. You can put another animal at the end. It doesn't have to rhyme.

drink/drank • fly/... • read/... • ride/... • sing/... • sit/... • write/...

c) Undersea tea is a shape poem.

- 1 What's a good shape for a poem about love?
And about rain?
- 2 Can you write a shape poem?

d) In English they say: "The early bird catches the worm." What do you think it means?

e) Do you know any other animal poems, songs or tongue twisters? Write one down and teach it to your group. You can sing or say it for the class.



EXTRA

Урок отработки приобретённых НАВЫКОВ

More practice



1 LISTENING Television

Ken is watching television when his sister, Jane, starts to talk to him. Listen and choose the correct answer.

- | | |
|---|--|
| 1 <i>Fred the Fox</i> is a ...
a) film.
b) series.
c) documentary.
d) cartoon. | 4 Yesterday Ken watched ...
a) <i>Batman</i> .
b) <i>Dancing Stars</i> .
c) <i>Fred the Fox</i> .
d) <i>Clever Heads</i> . |
| 2 Fred is a special fox because he ...
a) dances.
b) helps the police.
c) plays football.
d) talks. | 5 <i>Clever Heads</i> is a ...
a) sports programme.
b) quiz show.
c) dance show.
d) comedy programme. |
| 3 <i>Dancing Stars</i> is on ...
a) BBC 1. c) ITV 1.
b) BBC 2. d) ITV 2. | 6 The football match starts at ...
a) 5.30. c) 7.30.
b) 6.30. d) 8.30. |

2 VOCABULARY The right word

Find the right word. There are three extra words.

address • cartoon • enemy • fire • frog • garage • hedgehog • rubbish • series • squirrel • suitcase

- A programme on TV you can watch at the same time every week.
- A small animal with long legs. It can jump and lives in or near water.
- A place near the house where you can put the car.
- You pack it with your clothes before you go on holiday.
- You put it in the dustbin.
- The opposite of a friend.
- A red or grey animal. It lives in the woods and often hides in trees.
- It's the number of the house and the name of the street where you live.

3 WRITING A baby cat

Your friend Vanessa from England sends you this email:

Dear ...
How are you? I'm fine, but something strange happened yesterday. When I came home in the evening, I heard a strange noise from the garden. I went outside and found this baby cat under a bush! It's really sweet. I took it inside because I couldn't see its mother or any other cats. Now I really don't know what to do! I know you've got a cat at home, so can you tell me what I can do? Please write soon,
Vanessa

Write back to her and tell her what to do. Use the ideas below.

keep it warm • no milk • call the RSPCA • be careful • keep it in the house • cat food • ask friends • look for its mother

4 GRAMMAR When Jo has a shower, ...

a) What are the people in the pictures doing and how? Complete the sentences with the correct *adverb* below. There are five extra adverbs.

angrily • badly • carefully • dangerously • easily • happily • hungrily • loudly • quickly • quietly • slowly



- | | |
|------------------------------|--|
| 1 Tom is singing ____. | 4 Bob is riding his bike ____. |
| 2 Sally is writing ____. | 5 The baby is eating ____. |
| 3 Mr Brown is shouting ____. | 6 Mr Parker is talking ____ to his students. |

b) What can you do and how can you do it? Make five sentences. Use the *adverbs* and the ideas below.

angrily • badly • carefully • loudly • quickly • quietly • slowly • well • ...

ride my bike • run 100 metres • speak English • sing • dance hip hop • play hockey/football • ...

5 GRAMMAR If ...

a) Match parts of sentences 1–5 with A–E.

1 If you have a hamster,	A it will get ill.
2 If you have a cage with a special box,	B they'll fight.
3 If you give it water and carrots,	C your hamster will sleep well (during the day).
4 If you put its cage outside in cold weather,	D it will be happy.
5 If you have two hamsters,	E you'll need a big cage.

b) Now you. Complete the sentences.

- If there's no school tomorrow, ...
- If I get lots of homework on Friday, ...
- I'll be tired tomorrow if ...
- If my friend comes to me this afternoon, ...
- If my parents forget my birthday, ...
- If I get a bad mark in Maths, ...
- I'll have problems with my teacher if ...
- If the weather is nice at the weekend, ...

Checkpoint

1 VOCABULARY What are they? Name the animals.



2 GRAMMAR What will the weather be like?

Look at the picture on the right. Complete the sentences with 'll (will) and won't.

- In England it _____ be sunny and it _____ rain.
- In Scotland it _____ rain, but it _____ be cold.

3 GRAMMAR Complete the sentences with the present simple or the will-future form of the verbs in brackets.

- If I _____ (find) a hedgehog baby, I _____ (have to) give it water.
- It _____ (get ill) if I _____ (give) it milk.
- If I _____ (not keep) it warm, it _____ (not survive).

4 GRAMMAR Describe the pictures. Make adverbs from the adjectives:

careful • fast • hard • angry



- Dan is running _____.
- Sophie is riding her bike _____.
- Ananda is working _____.
- Mr Kingsley is shouting _____.

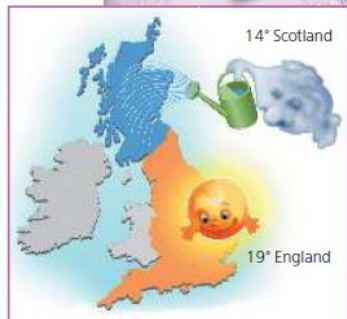
5 Now you

In your exercise book write at least five sentences about your future with 'll (will) and won't. Here are some ideas:

live in Russia / on the moon / under the sea • have a good job • have a car/plane • speak very good English

When I'm 25, I think I'll ...

What can you do now?



Checkpoint

1 VOCABULARY What's in the picture under numbers 1-6?



2 GRAMMAR Write the sentences.

- I'll / at five-thirty / be / at the station
- We / till six / in the DVD shop / were
- early in the morning / happened / The accident / in the mountains

3 GRAMMAR What have they done?

a) Look at the pictures and complete the sentences.

Use the present perfect form of drop, find, make, pack.



- Ananda ...
- Jo ...
- The Thompsons ...
- Emma ...

What can you do now?



b) Copy and complete the chart with the missing forms of the verbs.

make	made	made		was	
	saw			go	
	ate			have	

4 VOCABULARY Complete the words.

Mum: Tim, what's the 1 m _____? Are you feeling 2 i _____?

Tim: Yes, my throat 3 h _____ and I have a 4 t _____. And my head. I have a 5 h _____, too. And my legs hurt when I 6 m _____. I can't go to school today.

Mum: Really? But the French test is today ...

5 WRITING

Write three or four short paragraphs about your country. Start each paragraph with a topic sentence. You can go to English websites about Russia for ideas.



Самооценивание приобретённых навыков

Список усвоенной лексики

Self-evaluation

Now I can ...	Very well	OK	Practise!
- talk about life in town and the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- say what hurts me and if I feel ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- talk about using a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- name the parts of the body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- use present perfect with <i>just</i> , <i>already</i> and <i>yet</i> to talk about things that happened some time in the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- write a text with a topic sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- write an email about a weekend trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key vocabulary

air	воздух	paramedic	фельдшер
castle	замок	pyjamas (pl)	пижама
clean	чистый	print out	распечатывать
click on	нажимать на	railway	железная дорога
coast	побережье	relative	родственник
cook	готовить (еду)	river	река
dirty	грязный	sheep (pl sheep)	овца (овцы)
enter	вводить	sights (pl)	достопримечательности
factory	фабрика	smell	пахнуть
farm	ферма	soup	суп
field	поле	thermometer	термометр
flu	грипп	touch	трогать
forest	лес	traffic	транспорт
headache	головная боль	valley	долина
hill	холм		
hurt	зѐ. болеть	Phrases	
install	устанавливать	have a cold	простудиться
instructions	инструкции	have a temperature	иметь высокую температуру
move	двигать		
nod	кивать	have a sore throat	болит горло
noisy	шумный	It's a pity (that) ...	Жаль, что...
		It says here ...	Здесь говорится...

Self-evaluation

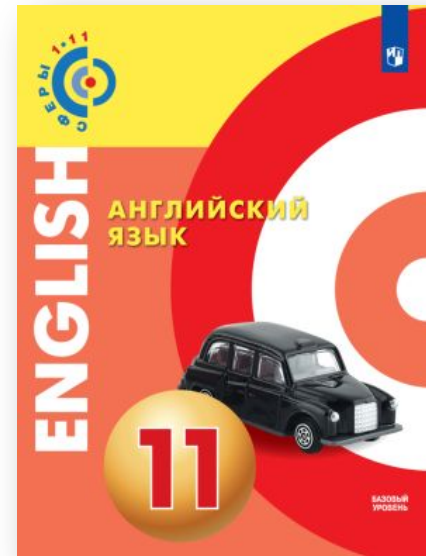
Now I can ...	Very well	OK	Practise!
- talk about pocket money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- talk about spending and saving money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- talk about part-time jobs for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- understand the names for different clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- understand a long letter to a grandparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- listen, understand and take part in a radio quiz show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- understand when to use <i>something</i> , <i>anything</i> , etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- understand comparison of adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- write a letter to a grandparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key vocabulary

about	примерно	pullover	свитер
bin, dustbin	мусорная корзина	save	копить
department store	универмаг	sell (sold, sold)	продавать
design	моделировать	skirt	юбка
everybody	все	spend (spent, spent)	тратить деньги/время (на что-либо)
fashion	мода	money/time (on)	опрос
hurry (up)	торопиться	survey (on)	рваться, рвать
jacket	куртка	tear (tore, torn)	штаны
join	присоединяться	trousers (plural)	
lose (lost, lost)	терять		
mirror	зеркало	Phrases	
pair (of)	пара (чего-либо)	be fed up with sb/sth	быть сытым по горло
pocket	карман	What's the matter?	Что случилось?
pocket money	карманные деньги	What for?	Зачем?
point	очко		
point to/at	указывать на		

УМК для старшей школы

Порядковый номер учебника	Автор/авторский коллектив	Наименование учебника	Класс
1.3.2.1.1.1	Алексеев А.А., Смирнова Е.Ю., С. Абби и др.	Английский язык (базовый уровень)	10
1.3.2.1.1.2	Алексеев А.А., Смирнова Е.Ю., Б. Дерков-Диссельбек	Английский язык (базовый уровень)	11



Структура цикла

- Вводный урок
- Рабочие уроки
- Урок чтения с различными стратегиями
- Урок развивающего чтения «Окно в мир»
- Урок страноведения «О России»
- Урок межпредметных связей
- Урок отработки полученных навыков
- Урок подготовки к ЕГЭ
- Самооценивание приобретённых навыков
- Список усвоенной лексики



UNIT 3
SAVING THE PLANET

The sun, the moon and the stars would have disappeared long ago had they happened to be within the reach of human hands.
Havelock Ellis

In this unit you will ...

- **listen, read and talk about**
 - carbon footprints
 - saving the environment
 - going green
- **learn how to**
 - talk about the future
 - follow a class or radio discussion
 - write an opinion essay
 - make complex sentences

a) Match the captions with the pictures:

- Is the world addicted to fossil fuels?
- Many undiscovered medicines are to be found in rainforests
- One of the biggest problems in the developing world
- Global warming
- Hundreds are killed illegally every year

b) Work with a partner. Make notes on the problem each photo highlights. What other problems does our planet have? Add them to your notes.

c) Work in groups of four. Discuss the ways people are changing the planet. Many things people do have a negative effect on the planet. For example, ...
Driving cars is bad for the planet because ...
Cutting down rainforests ...

d) Discuss the quote by Havelock Ellis. What does it mean?

Give water. Give life. Give £2 a month.
WaterAid

6 WRITING Completing a questionnaire

Greenpeace are looking for ideas about what you can do to save the environment. Answer the questionnaire in full sentences.

Think global – act local: What *you* can do to look after this planet
... and win a free trip with the **Rainbow Warrior** to go whale-watching!

Name: _____

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

MORE HELP
P. 146

Part C: Practice

6 WRITING Completing a questionnaire

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... and win a free trip with the **Rainbow Warrior** to go whale-watching!

Name: _____

- 1 Tell us three things you can do to save electricity.
- 2 Tell us three things you can do to save other kinds of energy.
- 3 Tell us three things you can do to save water.
- 4 Tell us three things you can do to avoid waste.
- 5 What else can you do to save the environment?

Here are some ideas to help you answer the questions:

- use a microwave oven
- have good insulation doors and windows
- use electric blankets
- use a smaller fridge
- wash clothes in cold water
- fill the washing machine with clothes
- use small lights, not big central lights
- use shower, not bath
- hot water shouldn't be too hot
- heat hot water in the kettle
- don't run the hot water tap
- don't heat empty rooms
- collect rainwater for the garden



1.8 GIVING A PRESENTATION — USEFUL PHRASES

- Introduction

*The topic of my talk today is ...
I'm going to divide this talk into sections.
First, I'll give you some general facts about ...
Next I'll look at ...
Finally, I'll ...*

- During the presentation

*Now please have a look at ...
On the next slide ...
Now I'd like to draw your attention to ...
As you can see in ...*

- Ending

*To sum up my talk, I ...
Please feel free to ask questions or comment on anything I've said.*

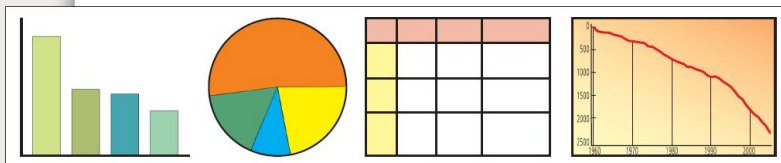
1.9 TALKING ABOUT CHARTS AND DIAGRAMS

- What information can I get from diagrams and charts?

Diagrams compare figures or statistics for at least two things. They compare either numbers or percentages.

- What different types of diagrams are there?

Bar charts often describe the number or sizes of two or more things.
Pie charts give a quick impression of percentages or proportions.
Charts/tables compare different data using numbers and percentages.
Line graphs show the relationship between two different sets of data.



- How can I describe a diagram?

To describe a diagram you should answer the following questions:

- What is the chart/table/graph about?
*The chart shows the number of ...
The bar/pie chart is about ...
The line graph deals with ...
It is taken from ...*
- What does the chart/table/graph compare or show?
*The chart/table/graph compares the size/number of ...
It shows the different ...
The pie chart is divided into ... slices that show ...*
- What does the chart tell you? What information does it give you?
*... has the largest/second largest • ... is twice/three times ... as big as ...
There are more than / nearly twice as many ... as there are ... •
A huge majority / small minority / per cent of ...*

SKILLS FILE 1.2



- Describe your strengths. Give the qualifications and interests which are asked for in the advertisement. Show that you have informed yourself about the company:
*I have studied English for six years, and my level is quite high.
I am a friendly, ... person and I enjoy working in a team/serving customers ...
As you can see on my CV, I have work experience in ...
I have good computer skills / I am good at ...
On your website I learned that your company ...*
- Thank the person:
Thank you very much for your time. I look forward to hearing from you.

- A letter to a newspaper

If you react to a newspaper or magazine article, you write a reader's letter. Begin the letter:

Dear Sir or Madam ..., / Dear Editor ..., (or the name of the author of the article).

Informal letters

Write your address in the right corner. Don't give the address of the person you are writing to.

(1) 7 Sinyaya str., Apt. 17
370672 St Petersburg
Russia
28 May 2013

- (2) Use *Dear ...*, *Hi ...*, or just the name: *Sarah*, / *Tom*.
- (3) Comma after the name.
- (4) Opening: ask about the person you are writing to or refer to his/her last letter.
- (5) Use short forms.
- (6) Each part must be a separate paragraph.

(2) Dear Tom, (3)

(4) How are you? It was good to hear from you. I'm glad you're well.

(6) I've got some good news: I've been offered a summer job on a farm near Cambridge for the whole July! My parents say they'll pay for the flight. It'll be my first visit to England. Isn't that great?

(6) This will also be a chance for us to meet at last. Do you think I could stay with you for 10 days or so? I can come before or after I start working on the farm. I hope you will be home. Could you ask your parents?

I'm so excited! Please write soon (7).

(8) Best wishes,
Tamara

(7) In the last sentence write a friendly "goodbye" or a thought about the future.

(8) Sign *Love*, / *Best wishes*, / *Best*, and your name on a new line. Don't forget the comma!

3.13 FROM OUTLINE TO ESSAY

- When do I need an outline?

You often have to produce a written comment on statements such as "I won't go green because I can't save the planet anyway". In the comment you need to give your own opinion and also show that you have looked at the arguments for and against. To do this, it is better to collect and organise your arguments as an *outline* before you write your essay.

- How do I write an outline?

– Collecting ideas: Use a *mind map*, *wh-questions* or a *table* to do this. Note down concrete examples as well as arguments.

– Outlining: Structure the points you have collected into an outline. Decide what your point of view is. List the arguments against your point of view first. Then list the arguments and examples which support your point of view.

- 1 Introduction
- 2 The first point of view: arguments and examples
- 3 The second point of view: arguments and examples
- 4 Conclusion



50

51

Focus on exams



1 LISTENING You are going to hear an American high school teacher, Mr Kowalski, talking to his class about modern technology. Listen, then choose the correct answer.

- | | |
|--|--|
| <p>1 Who is the baby in the photo which Mr Kowalski shows to his class?
a) A famous movie star.
b) Mr Kowalski.
c) The President.</p> <p>2 When was Mr Kowalski born?
a) In 1968.
b) In 1969.
c) In 1953.</p> <p>3 When Mr Kowalski was one year old there were no
a) colour TVs.
b) PCs.
c) computers.</p> | <p>4 Before 1981 computers
a) were small and cheap.
b) didn't exist.
c) were big and expensive.</p> <p>5 There were ... pocket calculators when Mr Kowalski was born.
a) no
b) some
c) lots of</p> <p>6 The person who started the World Wide Web was
a) British.
b) American.
c) German.</p> |
|--|--|

2 READING Read the text and match paragraphs A-I with headings 1-10. There is one extra heading.

LIFE IN THE FUTURE

- A** ___ We already have dishwashers, washing machines and vacuum cleaners, but perhaps in the future we will also have robots to help us with the housework. Houses of the future will have entertainment centres in every room, and you will be able to switch machines in your home on and off while you are away on holiday.
- B** ___ In the future we will be kinder to animals. Factory farms for the mass production of animals for food will be forbidden. There will be more organic food, and perhaps scientists will find a way to produce enough food for everyone in the world.
- C** ___ The food industry wants us to be fat, the fashion industry wants us to be thin. Who will win? Will developments in genetic engineering mean that everyone will be perfect? Will parents be able to choose what their child will be like – blonde or dark, tall or short, clever or sporty?
- D** ___ New technologies will allow us to work anywhere and at any time. More people will work from home. We will have to be flexible and willing to work in other countries. As the population gets older, everyone will have to work longer.
- E** ___ More and more couples will meet on the Internet. There will be cyberspace weddings, where people marry in a chat room with the help of Internet priests. As many relationships break up and new relationships form, stepfathers and stepmothers will become more and more usual.
- F** ___ There will be materials made with new technologies. For example, clothes that clean themselves. Our sports shoes will have microchips, so that the shoe changes when we run on soft or hard ground. And we will be able to switch on the heating in our trousers to keep our legs warm in the winter!
- G** ___ There will be more electric cars which are better for the environment. Or perhaps we will have flying cars, so that we can take off when there is a traffic jam.
- H** ___ New inventions and discoveries will mean that people will be able to live longer and healthier lives. If we eat well and sleep enough, if we don't smoke or drink too much alcohol, we can easily live to be 100 years old.

I ___ If the population grows and we continue to produce so much waste, it will get harder to save our planet. If global warming continues, there will be more hurricanes and floods. We must do something today to save our planet for tomorrow.

1 How will we work?	6 How long will we live?	
2 What will relationships be like?	7 Will we be able to save our planet?	
3 What will we eat?	8 What will we look like?	
4 How will we live?	9 How will we travel?	
5 What sports will we do?	10 What will we wear?	

3 GRAMMAR AND VOCABULARY Complete the article with the correct form of the words on the right.

Panbanisha looks like an ordinary chimpanzee, but, in fact, she is a chimp with a **1** ___! She is unique because **2** ___ have trained her to speak English! She doesn't actually speak – she types words into the computer and the computer voice **3** ___ says them. Her computer has a **4** ___ designed keyboard and each key is **5** ___ with a symbol which represents words such as "apple", "hot", "tired". Panbanisha has learnt 5,000 English words, so when she is **6** ___ hungry she can say to her **7** ___: "Please get me a sandwich", and if she's **8** ___ she says: "Bed, please". At first her trainers were **9** ___ that she would confuse words and would not be able to say anything. But she has an excellent memory and can express **10** ___ very well. One hot day last summer, for example, after Panbanisha **11** ___ the coins she had been given as a reward for learning new words, she said in sign language, "I'm **12** ___! Please buy me a pool. The money is in my purse."

DIFFERENT
SCIENCE

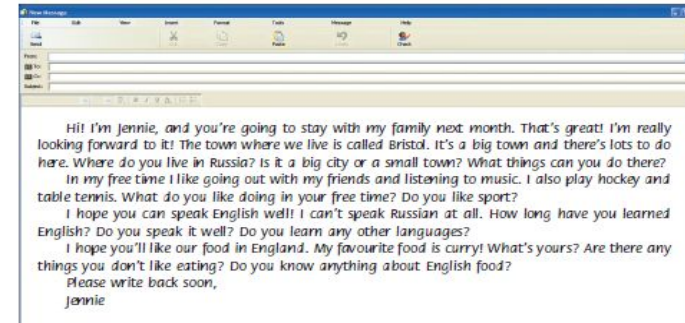
AUTOMATIC
SPECIAL, MARK


FEEL, KEEP
SLEEP
WORRY

ONESELF
SAVE

BOIL

4 WRITTING You are going to stay with a family in England. Jennie, who is your age, has written you this email. Reply to her email: answer her questions and ask three different questions of your own. Write 100–140 words.





EXAM

TIP
Read the statements carefully *before* you listen.

Percentage of energy consumption from nuclear power (2010)	
Japan	29%

2 LISTENING We have to do something


a) Listen to the short talk about pollution. Are these statements *true*, *false* or is the information *not stated*?

- 1 Governments are doing a lot to cut down pollution.
a) True b) False c) Not stated
- 2 The atmosphere is more polluted than the oceans.
a) True b) False c) Not stated
- 3 The problem is that people are not really worried.
a) True b) False c) Not stated
- 4 If polluters pay big fines, we needn't pay more for things.
a) True b) False c) Not stated
- 5 People are already reducing their consumption.
a) True b) False c) Not stated

4 LISTENING Favourite films


Listen to three American teenagers talking about their favourite films, then choose the correct answer.

- 1 Beth's favourite film is *P.S. I Love You* because she likes
a) action films.
b) romantic films.
c) comedies.
- 2 Amber saw *P.S. I Love You*
a) alone.
b) with Beth.
c) with her sister.
- 3 Which of the following statements is true?
a) Amber has a favourite film of all time.
b) Amber liked *P.S. I Love You*.
c) Amber likes comedies.
- 4 Which of the following statements is not true? Amber likes Hugh Grant
a) because he's cute.
b) because he plays an old pop singer.
c) because he's funny.
- 5 Who saw the film *WALL-E*?
a) Jon, Amber and Beth
b) Jon and Beth
c) Jon and Amber
- 6 Beth didn't like *Kung Fu Panda* because
a) she doesn't like animated cartoons.
b) it was too noisy.
c) it made her cry.



EXAM

TIP
Always read all three alternative answers carefully first.



EXAM

SKILLS FILE
2.1

6 LISTENING Computers

You are going to hear five people talking about computers. Listen and match statements A-F with speakers 1-5. There is one extra statement.

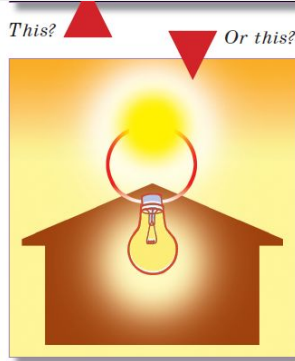
- A Computers can stop people making real friends.
- B People who spend too much time at the computer get health problems.
- C Time spent at the computer is not wasted.
- D There is a danger of becoming an addict if you don't learn to use the computer in the right way.
- E There is a special camp for internet addicts.
- F There are more important things to do than play computer games.

Speaker	Statement
1	
2	
3	
4	
5	

5 READING A bad accident

a) Fill in gaps A-F with parts of sentences 1-7. There is one extra sentence part.

Yesterday a A ___ was badly hurt B ___ in the Bristol area this year. The father of two sons had been C ___ (where only 60 are allowed) and wasn't able to stop in time when he saw a traffic jam in front of him. Martin Smith from St Pauls in Bristol was badly injured D ___. Fortunately, doctors were able to arrive on time. The accident happened E ___ when thousands of people were travelling home from work. The M32 was closed for two hours between F ___, and there was traffic chaos in the centre of Bristol. Police said the driver should have known about the speed limit.



- 1 driving at over 80 miles per hour
- 2 by broken glass
- 3 in the late afternoon rush hour
- 4 in one of the frequent accidents

- 5 St Pauls and Eastville Park
- 6 but there were no other accidents
- 7 23-year-old truck driver

EXAM

b) Read the text and fill in gaps 1-5 with the phrases below.

- a) were on their own!
- b) Some students were brave (or hungry!) enough to eat them.
- c) in a difficult situation.
- d) They had survived!
- e) had to take turns at heating up

EXAM

c) Match paragraphs A-E with headings 1-6 and complete the chart. There is one extra heading.

- 1 Their task
- 2 Unusual meals
- 3 No modern comforts
- 4 Launceston, second largest city in Tasmania
- 5 Journey into the bush
- 6 What did they learn?

A	B	C	D	E

EXAM



TIP

Don't panic if you don't understand some words in the text. Read on, and the meaning will probably become clear.

b) Read the text. Are these statements *true*, *false* or is the information *not in the text*?

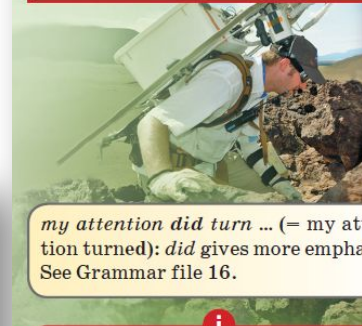
- 1 One of the first people Silver helped lived in Ghana.
- 2 Schoolchildren in developing countries have the poorest eyesight.
- 3 The glasses are not attractive, but Joshua cannot change this.
- 4 The cost of glasses in the future will be less than \$19.
- 5 Silver already sold his technology years ago.

SKILLS FILE 2.6

EXAM

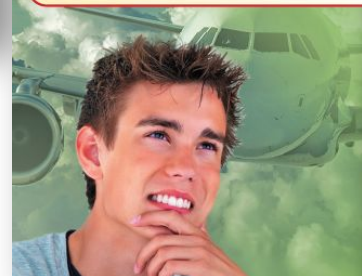
EXAM TIP

First read the text and answers 1-6 quickly. Then read it a second time and note down those answers which you are sure are correct. Then find the rest of the answers.



my attention did turn ... (= my attention turned): *did* gives more emphasis. See Grammar file 16.

The *Great Lakes* are a chain of five lakes on the border between the USA and Canada. They are the largest group of lakes on earth and hold 20% of the world's fresh water. The *Saint Lawrence Seaway* connects them to the Atlantic Ocean, so that ships can sail into the lakes.

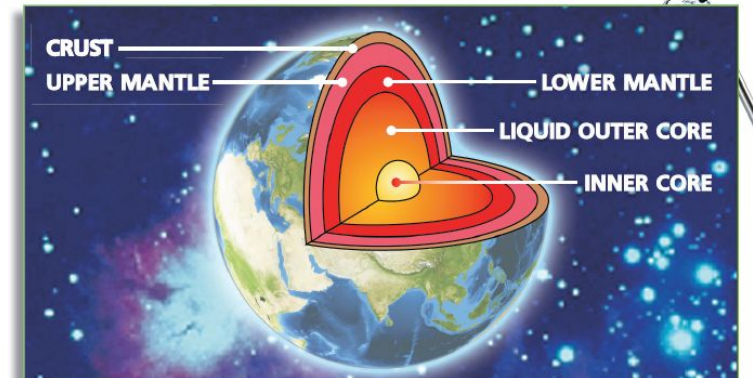


1 READING A text on science

exs. 1, 2, 3, 4

a) Read the text and fill in gaps A-E with parts of sentences 1-6. There is one extra sentence part.

- 1 how scientists work things out
- 2 didn't know anything, really
- 3 the only planet I was ever going to live on
- 4 seem to know nearly everything
- 5 how to fly a plane
- 6 "How do they know that?"



My own starting point was a school science book. I suspect my initial interest was based on an image of unsuspecting motorists plunging over the edge of a four-thousand-mile cliff running between Central America and the North Pole, but gradually my attention did turn to the scientific importance of the drawing and the realisation that the Earth consisted of layers ending in the centre with a glowing sphere of iron and nickel, which was as hot as the Sun, and I remember thinking with real wonder: A ___.

Then, much later, I was on a long flight across the Pacific, staring out of the window at the moonlit ocean, when it occurred to me uncomfortably that I didn't know the first thing about B ___. I had no idea, for example, why the oceans were salty, but the Great Lakes weren't. I didn't know whether the oceans were growing more salty or less, and whether I should be concerned about it or not. I didn't know what a proton was, or a protein, didn't know a quark from a quasar, didn't understand how geologists could look at a

d) Find in the text the correct forms of the words in the left column.

amaze (verb)	...	(noun)
attend (verb)	...	(noun)
fly (verb)	...	(noun)
geology (noun)	...	(noun)
moonlight (noun)	...	(adjective)
prediction (noun)	...	(verb)
realise (verb)	...	
salt (noun)	...	
suspicion (noun)	...	
universal (adjective)	...	
weight (noun)	...	
wonderful (adjective)	...	

SKILLS FILE
1.1

Here are some common endings for nouns:
 -ance, -ence -ness
 -ing -tion, -ation
 -ment -ty, -ity



BASEBALL AND THE DOMINICAN REPUBLIC

Thirty per cent of all professional baseball players in the USA come from the Dominican Republic, a tiny Latin American island of ten million inhabitants! All across the Dominican Republic, poor young kids dream of playing baseball in the USA and bringing financial security to their families. The island has a passion for "baisbol", as they call it there. Wherever you go, you find a baseball park, even in the poorest towns.

Many **1** ___ baseball players in the United States come from the small Caribbean state of the Dominican Republic. In the late 19th century, there was a wave of **2** ___ to the island from Cuba. People came to work in the sugar mills and **3** ___ the game with them. Now the **4** ___ of the sugar industry means that baseball is all that is **5** ___. The main centre is San Pedro de Macoris. **6** ___ kids come from miles around looking for a **7** ___ to train. There is a lot of **8** ___ in the Dominican Republic, so it is **9** ___ that it is everyone's dream to have a baseball player in the family. It is a sport that can make a great **10** ___ to the lives of ordinary Dominicans. Some of the kids show **11** ___ talent and find **12** ___ as star players in US leagues. It is no **13** ___ to say that the US depends on the small island for its **14** ___ sport.

PROFESSION

EMIGRATE

- BRING
- DISAPPEAR
- LEAVE
- HOPE
- POSSIBLE
- POOR
- UNDERSTAND

- DIFFERENT
- AMAZE
- SUCCESSFUL
- EXAGGERATE
- NATION



a) Read the introduction above. Then complete the rest of the text with the correct form of the words on the right.
 b) Read about the baseball academies.

2 GRAMMAR Adjectives ending in *-ing* and *-ed*

Change the verbs in brackets into *adjectives* and complete the sentences.

- The view from the top floor of the building is _____.
- It is always _____ to meet new people. (fascinate)
- The room was very _____ when we arrived. (crowd)
- Most people think of the British as a tea-_____ nation.
- Older people are highly _____ in most societies. (interest)
- The book that I am reading now is very _____. (interest)
- I am _____ in global warming. (interest)
- When people visit Russia for the first time, they are often _____ that the country is so large. (surprise)

a) Complete the sentences with a noun from the list below + *-less*.

end • fear • home • pain • sleep • use

- It's *useless* inviting him to the party. He just won't come.
- The list of repairs we have to do seems to be _____.
- Last lesson we watched a film about _____ people who sleep in parks.
- I had a _____ night. I always lie awake the night before an exam.
- Our dog is afraid of nothing. He's totally _____.
- The doctor says it won't hurt. It'll be _____.

b) Make nouns using the words below. List them in a chart using the following headings. Use a dictionary if you need to.

active • apply • begin • connect • declare • develop • happy • human • imagine • meet • pay • punish • react • refer • resist • safe • suffer • willing

-ence	-ing	-ment	-ness	-tion, -ation	-ty, -ity
science	warning	argument	brightness	pollution	equality

GRAMMAR AND VOCABULARY Complete the article with the correct form of the words on the right.

Panbanisha looks like an ordinary chimpanzee, but, in fact, she is a chimp with a **1** ___! She is unique because she has been trained to speak English! She doesn't just speak – she types words into the computer and the computer speaks in her voice **3** ___ says them. Her computer has been specially designed keyboard and each key is **5** ___ with a symbol that represents words such as "apple", "hot", "tired". Panbanisha has learnt 5,000 English words, so when she is **7** ___ hungry she can say to her **7** ___: "Please get me a banana", and if she's **8** ___ she says: "Bed, please". At first her trainers were **9** ___ that she would confuse words

and would not be able to say anything. But she has an excellent memory and can express **10** ___ very well. One hot day last summer, for example, after Panbanisha **11** ___ the coins she had been given as a reward for learning new words, she said in sign language, "I'm **12** ___! Please buy me a pool. The money is in my purse."

DIFFERENT
SCIENCE

AUTOMATIC
SPECIAL, MARK

FEEL, KEEP
SLEEP
WORRY

ONESELF
SAVE

BOIL

ПИСЬМО

• Informal letters

- (1) Write your address in the top right corner. Don't give the address of the person you are writing to.
- (2) Use *Dear ...*, *Hi ...*, or just the name: *Sarah*, / *Tom*,
- (3) Comma after the name.
- (4) Opening: ask about the person you are writing to or refer to his/her last letter.
- (5) Use short forms.
- (6) Each part must be a separate paragraph.

- (7) In the last sentence write a friendly "goodbye" or a thought about the future.
- (8) Sign *Love*, / *Best wishes*, / *Best*, and your name on a new line. Don't forget the comma!

(1) 17, 7 Sinyaya str.
370672 St Petersburg
Russia
28 May 2013

(2) Dear Tom, (3)

(4) How are you? It was good to hear from you. I'm (5) glad you're well.

(6) I've got some good news: I've been offered a summer job on a farm near Cambridge for the whole July! My parents say they'll pay for the flight. It'll be my first visit to England. Isn't that great?

(6) This will also be a chance for us to meet at last you think I could stay with you for 10 days or so? come before or after I start working on the farm. I you will be home. Could you ask your parents?

I'm so excited! Please write soon (7).

(8) Best wishes,
Tamara

WRITING A letter to a friend

You have just returned from the survival trip. Write a letter to a friend and tell him/her about the experience. Write 100–140 words. Write about:

- the aim of the trip,
- where you went,
- what you had to do,
- the food,
- how you felt in the end.

4 WRITING Write an outline for an opinion essay about the following statement. Remember the introduction, the points of view and the conclusion.

Cars should be banned from the centre of cities. Only buses and taxis should be allowed.

Remember to use linking words:

- and then, and, too, also (*add points*)
- but, however (*opposing ideas*)
- because, so (*cause and effect*)
- before, after, when, until, then, after a while, eventually, finally, meanwhile (*time*)

1 GRAMMAR Linking words

a) Find three *linking words* or *phrases* in this text.

The debate over the role of parents and schools in preparing children for society is old. On the one hand, parents say that schools are not strict enough. Critics, however, question whether schools can do much without full parental support. Furthermore, they call attention to the use of social networking sites.

b) Complete the text with the *linking words* below.

as a result • for example • however • for one thing • in fact • in the long run • moreover • realistically

4 SPEAKING Study the advertisement of Green Gables B&B on p. 40. You are considering staying at the Green Gables B&B and now you'd like to get more information. Ask five direct questions to find out about the following:

- a double bed
- if pets are allowed
- ironing service
- a restaurant
- cost for 7 nights

Green Gables B&B

- All rms en suite, sat TV, coffee maker • Full English breakfast
- £22 pp/night • Central location, nr station

01304876543
greengablesbb@bt-online.co.uk

Environmental activist

A Most people choose fur for warmth and beauty. But wearing fur also helps to protect nature by supporting people who live on the land — the trappers. They know and love the land and are the first to sound the alarm when vital wildlife habitats are threatened. That's one reason why the regulated use of wildlife is supported by international conservation authorities.

A New Vision of Fur for an Eco-Friendly World

Now even better for the environment! The Eco-Bottle with 20% less plastic. We can all make a difference.

B

C

i Picture C is from a TV commercial by one of Europe's largest energy producers. At the time, 2% of the company's energy came from wind power (or other renewable sources), while 98% came from coal-fired power stations.

100% organic
100% natural
100% healthy

That's right. Our potato crisps are handmade from only 100% organic potatoes and the finest natural sea salt.

Good things don't have to be bad for you!

D

1.2 DESCRIBING PICTURES

- How can I describe pictures?
 - To say exactly where something is, use: *at the top/bottom • in the foreground/background • in the middle • on the left/right.*
 - These prepositions are useful: *behind • between • in front of • next to • under.*
 - Use present progressive: *Someone is riding a horse.*
- How can I describe the way people feel?

Take your time to study the photo carefully and imagine the situation. Here are some useful phrases:

Maybe the woman/man in the photo feels ... / is thinking about ...

I think he/she feels/wants to ...

Sometimes you need to imagine what a person had done before the photo was taken. Think about how the situation may have happened. Why is the person sad, happy, etc.? Use past tenses:

Maybe he found out that ...

Perhaps he was looking for a place to relax ...

If you have to describe what will happen next or what the person is going to do, use future tenses:

He looks as if he's going to cry ...

Maybe he'll decide to ...

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