

BREAKING

THE

ICE



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

Whether you are starting a new school, going to a party

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

😊 **Be positive:** Everybody likes to be around happy people. Try to always look on the **bright** side of life and to see something positive even in negative situations. People will

8



Which of the adjectives in Exs. 5 & 6 best describe you? Is there a quality you don't have but would like to have? Discuss in pairs.

When they first meet. If you feel this way, the following tips can help you out.

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

just because you feel uncomfortable. If you stay in a situation, you'll get used to it. It's not easy, but it's worth it. After all, the other person may want to talk to you as well – but be too shy to break the ice!

Spotlight 8

Dealing with

CONFLICT



4

THINK!



Change the following “you” statements into “I feel” statements. Use the adjectives *bad*, *upset*, *annoyed*, *sad*

- 1 You never want to hang out with me any more!
- 2 You’re late again! You’re so unreliable!
- 3 You’re always telling lies!
- 4 You never listen to me!

he or she might see the problem in a different way. Be flexible and open-minded, willing to apologise,



5

Your friend gets angry very easily. Use the ideas in the text to advise him/her how to control his/her anger and resolve a conflict.

Spotlight 8

МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

- развитие умения планировать своё речевое и неречевое поведение
- развитие коммуникативной компетенции, включая умение взаимодействовать с окружающими, выполняя разные социальные роли

3

THINK!



What makes one person more attractive than another according to you? Discuss, giving reasons.

Life is a miracle

From children through to adulthood
We change at every turn
As life brings opportunities
And lessons we can learn

*Life truly is a miracle
We're changing day to day
Our looks, our personalities
The things we do and say
We change the way we speak and act
The way we think and feel
As we move through life's cycle
On that ever-spinning wheel*

We have a fresh start every day
The world is bright and new
So many possibilities
There's nothing we can't do



WHO YOU ARE

It's easy, when you're in your teens
To look at glossy magazines
And feel there's something wrong with you
Why don't you look like models do?

Don't get stressed, don't get obsessed
Forget your looks, you know it's best
What matters more is who you are
Just be yourself, 'cause you're a star

The mirror shows the outer you
And what's inside is good and true
Don't change your looks, don't run and hide
Your beauty comes from the inside

Just hang on to your self-esteem
The perfect body is a dream
So put aside your vanity
And just enjoy reality

Spotlight 8

2 Why is life like a miracle for the singer?

3 **THINK!** What makes life worth living? Discuss, giving reasons.

3

THINK!



What makes life worth living? Discuss, giving reasons.

- 3** Fill in the gaps with the verbs in brackets in the correct form. Then, do the quiz answering each question *Yes* or *No*.

Are you a housepest?

- 1 I usually manage (get on) well with everyone at home.
- 2 I often offer (help) with the housework.
- 3 I don't deny (do) something wrong if I did it.
- 4 I don't mind (help) with the cooking .
- 5 I avoid (play) my music really loudly.
- 6 When my parents make me (do) something, I don't complain.
- 7 I let other members of my family (borrow) my things.
- 8 I don't take other family members' things without (ask).
- 9 After (have) a bath, I always clean it.
- 10 When I promise to help a family member (do) something, I always keep my word.

mostly 'yes': Well done! Keep up the good work!

mostly 'no': What a pest! You'd better change your ways!

Spotlight 9

ЛИЧНОСТНЫЕ РЕЗУЛЬТАТЫ

(примеры из ФГОС)

- «формирование основ экологической культуры, соответствующей современному уровню экологического мышления, развитие опыта экологически ориентированной рефлексивно-оценочной и практической деятельности в жизненных ситуациях»



7

THINK!
Portfolio: 'uses plastic'

THINK!

8

Read the saying. What does it mean to you? Give examples.

Green wisdom

Strong reasons make strong actions.
(William Shakespeare, British playwright)

Spotlight 8



4 Match the underlined words to their meaning.

- confuse with • damage • making
- not heavy • only a little
- get rid of them • break up
- a large deep hole where we bury rubbish

5 Complete the other two columns of the KWLL chart.

Word formation: re-

6 Read the box. Find examples in the text. Then use the prefix re- to make words from the ones given and explain how their meaning changes.

Forming verbs to show repetition
re- combines with verbs and their related nouns to form new verbs and nouns. Words formed this way describe an action that is being repeated. (build - rebuild)

- 1 marry
- 2 raise
- 3 open
- 4 start
- 5 write
- 6 print
- 7 appear
- 8 discover

ACROSS

A neighbourhood is a place where people live together. Every neighbourhood is special to the people who live there, so it is important to keep it neat and tidy.

Is your neighbourhood neat & tidy?

1 Match the adjectives 1-4 to their opposites. Which of these adjectives describe the buildings, parks, bench playgrounds, bus stops, roads and all in your neighbourhood?

2 a) Is your neighbourhood neat and tidy?
b) Read the questionnaire and circle

A neighbourhood is a place special to the people who live there.

Is your neighbourhood neat & tidy?

- 1 Can you see graffiti on the buildings?
- 2 Are the streets and roads full of litter?
- 3 Are there parked cars on the pavements?
- 4 Do you usually find chewing gum on the benches in the parks?
- 5 Can you see any broken swings in the playgrounds?
- 6 Are the rubbish bins full?
- 7 Are the road and street signs damaged?
- 8 Are the bus stops old and their benches broken?
- 9 Are the traffic lights out of order?
- 10 Is there a bad smell in the area?

My Score: _____

- 0-3 No Start looking after your neighbourhood!
4-5 No You are on the right track!

- | | | | |
|----|--|-----|----|
| 1 | Can you see graffiti on the buildings? | Yes | No |
| 2 | Are the streets and roads full of litter? | Yes | No |
| 3 | Are there parked cars on the pavements? | Yes | No |
| 4 | Do you usually find chewing gum on the benches in the parks? | Yes | No |
| 5 | Can you see any broken swings in the playgrounds? | Yes | No |
| 6 | Are the rubbish bins full? | Yes | No |
| 7 | Are the road and street signs damaged? | Yes | No |
| 8 | Are the bus stops old and their benches broken? | Yes | No |
| 9 | Are the traffic lights out of order? | Yes | No |
| 10 | Is there a bad smell in the area? | Yes | No |

My Score: _____

0-3 No Start looking after your neighbourhood! After all, it is your home!

4-5 No You are on the right track. With a bit more work, your neighbourhood is going to look much better!

Well done!

4

Project: Make a leaflet for your neighbourhood, telling people what they must/mustn't do to keep it neat and tidy.

potlight 6

Письменная речь

Умение писать:

- короткие поздравления, выражать пожелания
- заполнять формуляры, бланки
- писать письмо личного характера
- составлять план, тезисы устного или письменного сообщения, кратко излагать результаты проектной деятельности

1

a

A city mouse or a country mouse?

LEAD UNHEALTHY LIFESTYLE

HEAVY TRAFFIC

CONSTANT NOISE & POLLUTION

CONVENIENT PUBLIC TRANSPORT

SHOPS, CINEMAS AND THEATRES

CROWDED STREETS

HIGH COST OF LIVING

LOW RATE OF UNEMPLOYMENT

Vocabulary

◆ Lifestyles

1 a) 🎧 Listen to the sounds. What can you see/smell/hear? How do they make you feel (*stressed? relaxed? free? worried? happy? lonely?*)?

b) Use the phrases and your own ideas to tell the class about your preferences.

😊 don't mind 😊 very important to me 😞 can't stand

► Peace and quiet are very important to me. I can't stand crowded streets, and heavy traffic! I think I'm a country mouse!

Reading & Listening

2 Read the title of the unit : What do you expect to read on p. 7? Listen, read and c

3 a) Read the text and mark the sentence *F* (false). Then explain the words in b

In Teenage Life Swap:

- Annabel doesn't like staying in bed.
- Sarah can't sleep at night.
- Sarah's new school has lots of facilities.
- Annabel travels five miles to reach the school.

b) Read the text aloud, as if for a radio.

HIGH Q
FRESH AIR
FEELIN
PEACE AND Q
FRIENDLY, HELPFU

BEAUTIFUL LANDSCAPES
HIGH RATE OF UNEMPLOYMENT



6



Annabel (14)

Teenage
Life
Swap

Annabel and Sarah are guests on a reality TV show. Annabel lives in London. Sarah lives on a farm in the north of Scotland. They are swapping families and schools for a week.



Sarah (14)

1a

Day 2

Everyone gets up at 5 am because there's a lot to do on the farm. Sarah's mum is very nice. She brings me a cup of tea in bed, but I just go back to sleep. Later, I go outside to the farmyard to help Sarah's family. Today we are milking the cows in the barn and feeding the chickens. The animals are lovely, but I can't stand the smell.

Day 4

Sarah's mum takes me to school every morning. We drive five miles to meet the school bus, which leaves at 7 am. Sarah's school is very small, but everyone's so friendly.

Day 6

Learning about farming is interesting, but I'm happy I'm going home tomorrow. The fresh air is nice but it's too quiet here. I also feel isolated. In the city, the streets are crowded but you have everything close

Day 2

Everyone stays in bed late here. It's 8 am and Annabel's mum is making breakfast! In the afternoon, we're going shopping on Oxford Street and then we're going to the cinema! I'm so excited!

Day 4

I travel to Annabel's school by tube. Her school is huge with 1,500 students and her friends are very interesting and helpful. I'm enjoying the lessons, but most of all I love the facilities. The computer room and the swimming pool are my favourites.

Day 6

Today, I'm feeling a bit tired. It's always noisy here and you can hear the traffic all night. I think I'm getting a bit homesick, too. I miss the beautiful landscape and the people from my

Writing (an e-mail)

7 Portfolio: Write an e-mail to your English penfriend. Write about: *where you live, your daily routine, what you are doing these days/tonight.*

really hard. I'm sitting my exams next week.

My lessons start at 8:30. After school, I go to my part-time job. I am working in a library for the next few months. Tonight I am meeting my friends.

Anyway, I'd better finish here. Write again soon.
Jim

Writing (an e-mail)

7 Portfolio: Write an e-mail to your English penfriend. Write about: *where you live, your daily routine, what you are doing these days/tonight.*

7

Spotlight 7

6

Writing (a letter to a friend)

1 a) Read the letter and fill in:

- but • and • great • times • never
- very

Dear Leslie,
 How are you? I'm on holiday with my parents in Portugal and I'm having a 1) time. Guess what? I'm learning how to windsurf!
 We have lessons three 2) a week in the afternoon and I 3) miss them, even when it is not very windy. I think windsurfing is a 4) exciting sport 5) I want to buy my own surfboard someday.
 In the evenings I work in a coffee bar near the beach. I clear the tables and help the waiters. It's not a very interesting job, 6) the money is useful!
 That's all for now. I have to go to my windsurfing lesson. I look forward to seeing you soon. Have fun!
 Love,
 Georgia

b) Read the letter again and decide whether the sentences are T (true) or F (false).

- 1 Georgia is on holiday with her friends.
- 2 She has windsurfing lessons three times a week.
- 3 She only goes windsurfing when it is windy.
- 4 Georgia has her own surfboard.
- 5 She works in a coffee bar in the mornings.
- 6 The coffee bar is on the beach.
- 7 Georgia's job is not very interesting.

2 Answer the questions.

- 1 Which of these phrases can you use to start a letter to a friend?
 A Dear Paul B Hi Jane C Dear Sirs

2 Which of these phrases can you use to end a letter to a friend?

- A Yours sincerely B Best wishes C Love

Joining sentences

3 Complete the sentences below using because, but, or and.

- 1 I like playing chess darts.
- 2 I don't play Scrabble I think it's difficult.
- 3 I'm bad at playing basketball I'm good at playing tennis.
- 4 I'm mad about painting I hate fishing.
- 5 I'd like to join a drama club I love acting.

4 Write a letter to a friend. Use the plan below and Ex. 1 as a model.

Plan
Dear,
Introduction opening remarks/where you are/what sport you do
Main body write about your sport/how much you like it or how often you practice/why you like it, or write about your hobby/how good/bad you are at it.
Conclusion closing remarks
Love, (first name)

10

Writing (a postcard)

1 a) Read the postcard and find words that:

- a express plans and intentions
- b talk about the weather

Dear Lucy and Danny,

Greetings from Belgium! It's warm and sunny here and I am in a nice, friendly little town. There are lots of things to do so I'm going to stay here for a few days.

Tomorrow I'm going to go to the town fruit festival. They have a parade with bands and floats. The local people in the parade all wear colourful costumes and carry baskets of fruit. They throw the fruit to the people in the streets. It sounds like fun! I'm going to take lots of photographs to show you when I get back.

See you next week,
 Love,
 Stacey



Lucy and Danny Brown
 18 Apple Street
 Kent
 England
 WD67PK

b) Complete the sentences.

- 1 Stacey is in a small town in
- 2 It is warm and
- 3 She is going to stay there for
- 4 She is going to go to the town
- 5 Local people in the parade wear colourful
- 6 Stacey is going to lots of photographs.

2 Look at the information in the box below. What is the event?

- a a beach party
- b a beach festival

- USA/Pismo Beach, California
- two weeks
- hot and sunny
- Kite Beach Festival
- lots of people come/fly kites on the beach
- best kites win
- fly a kite/eat ice cream/during the festival
- great fun



3 Write a postcard to a friend. Use the information in Ex. 2. Write:

- where you are
- how long you are going to stay there
- what the weather is like
- the name of the local festival
- what you're going to do during the festival
- what you think of the festival

8

Born free

C


Vocabulary

♦ Animals & habitats

1 Match each animal 1-6 to its natural habitat.

- desert • polar regions • wetlands
- tropical rainforests • woods
- savannah (grassland)

▶ Camels live in the desert.

2  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: give a 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 as pets? In groups think of reasons/examples.

- Owners don't know how to look after them.
- They need special food/habitats.
- It is a good way to learn about them.
- You help conserve them.
- They can be dangerous.



1 We all like going to the zoo, but what about the animals? How do they feel? 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 in danger. By keeping endangered species in zoos, we make sure that they survive. **In addition**, a good zoo can be very educational as it teaches us how animals behave and how they act in their habitat. This way we learn how to protect them.

3 **On the other hand**, there are certain drawbacks to keeping animals in zoos. Zoos cannot recreate an animal's natural habitat and animals can be very unhappy in cages. It would be more useful to spend money on protecting habitats rather than zoos. **Furthermore**, there are a lot of good documentaries about 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 their best to protect animals. **However**, I believe that animals should live in as natural an environment as possible and we must do our best to protect them and their habitats.

6 giraffe

Writing (a for-and-against essay)

study skills

Addressing the reader directly

Start your essay by addressing the reader directly with a question. That way you will grab his interest and he will want to read on.

6 Use the ideas in Ex. 5 to write an essay about the pros/cons of keeping wild animals as pets. Start your essay with a direct question.

8

Writing (a for and against essay)

Writing

1 a) 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



Every year, thousands of medicines are tested on animals. Is this a necessary evil, or is it a cruel process that can be avoided?

1) _____, research on animals has brought us many benefits. It helped us discover ways to help people and other animals live healthier lives in the future. **Moreover**, scientists claim that there is no other way to test if certain drugs are safe for living beings.

2) _____, many of these experiments cause pain to animals. Animals have rights too and it's cruel to make them suffer. 3) _____, not all animal testing has brought benefits to human beings.

4) _____, there are strong arguments both for and against animal testing. Nowadays, scientists try to make experiments as humane as possible. 5) _____, I believe that animal testing is cruel and scientists should keep trying to find other methods to test new drugs.

b) Choose a title for the text.

- 1 Animal Testing is cruel
- 2 Animal Testing: a blessing or a curse?
- 3 The benefits of animal research

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 _____

b) Use your ideas from Ex. 3a as well as the plan below and write your essay.

- Introduction (stating the topic)
- Advantages
- Disadvantages
- Conclusion (personal opinion)

- 5 a Fill in *buy, change, have, start, get* (x3), *leave, study, work, move* (x2) in the correct form. Listen and check.



- Sheila law and her degree a year ago. She's now as a lawyer. While at university she met James. They married in two months' time.
- My aunt and her husband a child recently, so they decided to to a bigger house.
- My elder brother decided to his job as a sales assistant and his own business.
- When my mother her driving licence, she will a new car.
- My best friend will schools because her parents have accepted new jobs. They will be next month.

b Use phrases from Ex. 5a to make true sentences about you and your family.

► My parents got married in ...

Listening

- 6 a RNE Listen to the speakers on a radio programme talking about their life experiences. Number the statements in the order you hear them. There is one extra statement.

- I couldn't pay the bills.
- His family didn't want him to live alone.
- I still miss my family.
- We had to find a new house.
- I didn't want to go somewhere new.
- I wanted better job opportunities.

	1	2	3	4	5
Speaker					

- b Have you made any important change(s) in your life? What exactly? How did you feel? Tell your partner.

► Last year ...

Idioms

- 7 a Match the idioms to their meanings. Check in Appendix 3. Then use them to complete the gaps in sentences 1-5.

A	again and again	B	step by step
C	all in all	D	on and on
		E	round and round

- slowly
- continue without stopping
- many times
- moving in circles
- considering everything

- Don't try to finish all your work at once. Take it
- I've told Mary that she should n't spend

8

RNE ICT *Portfolio*: Think of a famous person from your country. Collect information about him/her under the headings. Write his/her biography for the school magazine (100-120 words). Follow the plan.

Plan

Introduction

Para 1: name, date of birth, place of birth, family (parents/siblings)

Main body

Para 2: early years (education), family (spouse/children)

Para 3: later years, achievements

Conclusion

Para 4: current status or date-place of death, your feelings/comments

МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

- Развитие исследовательских учебных действий, включая навыки работы с информацией: поиск и выделение нужной информации, обобщение и фиксация информации

Essays providing solutions to problems

- 1 Match the suggestions to the results. Which ideas are mentioned in the text in Ex. 2? Listen, read and check.

Suggestions

- Ban cars from city centres.
- Make drivers pay a tax for driving into the city.
- Improve public transport.
- Build car parks outside city limits.
- Promote car-pooling (drivers take turns driving others into the city).

Results

- People will think twice about using their cars if it costs them money.
- People will choose to use buses, trams or trains; there will be less traffic, and less pollution.
- Drivers will leave their cars outside the city; there will be fewer cars being driven in the city.
- Traffic will be reduced. For example, instead of four people driving four cars, there will be one car with four people in it.
- There will be no cars at all; it will be safer and healthier for people who work and live in the city centre.

- 2 Read the theory box, then read the essay again. What is the writer's opinion? In which paragraph does he mention it?

Essays providing solutions to problems are normally written in a formal style, and so you should avoid using colloquial expressions, short forms or personal language. In the first paragraph we state the problem. In the main body paragraphs we write our suggestions supported by possible results. We write our suggestions in separate paragraphs. In the conclusion we summarise our suggestions.

What can we do to reduce traffic in our city?

- Heavy traffic is one of the most serious problems that our cities have to deal with nowadays. What can we do, then, to reduce traffic in our city centres?
- To begin with, it is important to improve public transport and to encourage people to use it to commute to work and to school. The result would be fewer cars in the city and consequently fewer traffic jams.
- Another solution would be to encourage people to participate in car sharing programmes. This means several employees would share one car to work instead of each coming in their own car. Again, this would reduce the number of cars on the streets.
- Finally, it would be a good idea to create more cycling lanes. If this was done, people would be encouraged to cycle instead of taking their car.
- To sum up, there are many ways to reduce traffic in the city. Applying just some of these ideas would result in a lot less traffic in our cities.

- 3 a Read the table. Find examples in the essay in Ex. 2. Say these phrases in your language.

To introduce suggestions: To begin/start with, One way to, Another solution would be, Another way to ... would be ...

To express effect: thus, therefore, as a result, consequently, so, as a consequence

To conclude: All in all, To sum up, All things considered

- b Replace some of these examples in the text with suitable alternatives from the table.

Co-ordinate conj

- 4 Read the theory in the description a-c. Then conjunctions.

We use co-ordinate conjunctions both ... and ... / like both ... either ... or ... We can have neither ... nor ... Neither ... very efficient.

- both of two things
- each of two ideas
- both of two things

- Factories pollute the
- You can reuse old th
- You shouldn't leave the house.
- You can walk to wor

▶ Factories pollute both the

- 5 Match the suggestions which ideas Sally men



Suggestions

- Fine people who litter.
- Get young people involved.
- Set up recycling schemes in your area.
- Only buy products with biodegradable packaging.

things that can break down or decompose on their own.

Results

- If people know that they will have to pay if they litter, they will stop doing it.
- This way landfill sites will not become so full.
- They will become interested in keeping parks and their neighbourhoods clean and tidy.
- Household rubbish will be put to good use and the amount of garbage will be greatly reduced.

Writing

- 6 **Portfolio:** You had a discussion in class about the amount of litter we produce. Now your teacher has asked you to write an essay offering suggestions and their results related to the problem. Write your essay. Follow the plan below.

Plan

Introduction

Para 1: state the problem

Main body

Para 2: first suggestion & results

Para 3: second suggestion & results

Para 4: third suggestion & results

Conclusion

Para 4: summarise your opinion



Save the earth



Vocabulary

♦ Pollution

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

- a power station/factory
- toxic fumes
- factory waste
- acid rain
- polluted clouds
- loss of natural habitats
- air, water and soil pollution
- fish and plant species dying

Reading & Listening

- 2 a) Look at the pictures again and the headings in the text on p. 77. Can you explain the problem? Read and check.

- b) Read carefully and fill in the blanks with the best word A, B, 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 ours |

Speaking

Study skills

Using notes to give a talk

When you use notes to give a talk, look at your audience and use your notes to remind you of what you want to say. This will make your talk sound more interesting and natural.

- 3 Make notes under the headings and give a talk about acid rain.

- what acid rain is
- what causes it
- what effects it has
- what governments are doing
- what we can do

Acid Rain

1 The problem

The problem starts here. Cars burn petrol, factories and power stations burn coal and emit toxic fumes. So, the air that we breathe becomes polluted.

2 Air pollution & acid rain

This pollution is gathered in clouds and with the oxygen and water in the atmosphere it becomes acid. The winds carry the polluted clouds across long distances, far 1) When it rains, this pollution lands on trees, houses, buildings, cars, clothes, everywhere!! This is called acid rain, 2) there is actually 'acid fog', 'snow' and 'sleet' in the same way!

3 Water and soil pollution

When acid rain falls into lakes, streams, rivers and seas,

they become toxic. This is water pollution and it harms, kills or wipes out fish and plant species. When acid rain flows through the soil, it poisons trees and plants. Acid rain 3) causes serious damage to important buildings and objects

4 Good news

The good news is that governments have been trying to reduce the air pollution that causes acid rain. 4) industries have been using new technologies for some time to help make factory smoke less harmful to the environment. But we need to do more! We can help reduce the amount of acid rain by using 5) cars less or by using solar power to heat our homes.

We all need to work together to stop this problem before it's too late.

Grammar Grammar Reference

♦ Present Perfect Continuous

- 4 Read the rule. Find examples of the *present perfect continuous* in the text.

We use the Present Perfect Continuous to talk about actions that began in the past and are still taking place with emphasis on duration.
I've been watching TV since 6 pm.
 (I'm still watching TV now.)
They've been sleeping for hours.
 (They're still sleeping at the moment.)
How long have you been studying?
Since the morning/For five hours.

- 5 Listen to the sounds. Match the people to what they have been doing. Then complete the sentences.

1 <input type="checkbox"/>	John	A play football
2 <input type="checkbox"/>	the kids	B listen to music
3 <input type="checkbox"/>	Grandad	C watch TV
4 <input type="checkbox"/>	Ann	D sleep
5 <input type="checkbox"/>	Steve	E wash dishes

- 1 John for an hour.
 2 The kids since 6:00 pm.

- 3 Grandad for two hours.
 4 Ann for half an hour.
 5 Steve since 10 am.

♦ Phrasal verbs (make)

- 6 Complete the sentences with the correct phrasal verb in the appropriate form.



- 1 I can't your handwriting.
 2 It's not true. She the whole story.
 3 He has with Tom after their quarrel.

Writing (a short article)

- 7 Work in groups. Collect information about what we can do to solve the problem of acid rain and present it to the class. Draw pictures to show some of the things we can do.

МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

- «умение самостоятельно определять цели своего обучения, ставить и формулировать для себя новые задачи в учебе и познавательной деятельности, развивать мотивы и интересы своей познавательной деятельности»

Shopping time

Module 9

- ◆ **Before you start ...**
 - What have you done to help the environment?
 - Have you ever planted trees or built nesting boxes?

- ◆ **Look at Module 9**
Find the page numbers for pictures 1-3.

- ◆ **Find the page numbers for**
 - shopping lists
 - dictionary entries
 - an e-mail
 - an article

- ◆ **Listen, read and talk about ...**
 - food, drinks & containers
 - going shopping
 - gifts
 - idioms & sayings about food
 - shopping choices
- ◆ **Learn how to ...**
 - describe objects
 - buy necessities
- ◆ **Practise ...**
 - countable/uncountable nouns
 - quantifiers
 - present perfect simple vs continuous
 - words often confused: *match, suit, fit*
 - phrasal verbs: *take*
 - pronunciation: /s/, /z/
 - reading rules: c, s between vowels
- ◆ **Write / Make ...**
 - a paragraph about your diet
 - an e-mail to a friend describing a trip and your shopping
 - a quiz about idioms & sayings
 - a survey about shopping habits

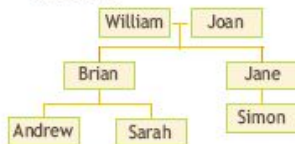


МЕТАПРЕДМЕТНЫЕ РЕЗУЛЬТАТЫ

- «владение основами самоконтроля, самооценки, принятия решений и осуществления осознанного выбора в учебной и познавательной деятельности»

PROGRESS CHECK 4

1 Look at the family tree and complete the sentences.



- 1 Joan is Brian's
- 2 Sarah is Andrew's
- 3 William is Simon's
- 4 Joan is Sarah's
- 5 William is Jane's
- 6 Brian is Jane's
- 7 Simon is Brian and Jane's

5 Make sentences using *the imperative*.

- 1 close the window (x)
- 2 come here (✓)
- 3 be quiet (✓)
- 4 open the door (x)
- 5 take my CDs (x)

(Points: $\frac{\quad}{5 \times 3} \quad 15$)

6 Match the questions to the answers.

- | | | |
|---|------------------|--------------------|
| | A | B |
| 1 | What's her name? | a She's very nice. |

2 Write the opposite.

- 1 short ≠
- 2 thin ≠

3 Fill in the gaps with *can*/

- 1 A: Mary can
B: Yes, she
- 2 A: Bill can
B: No, he
- 3 A: Sue play
B: Yes, she
- 4 A: your bro
B: Yes, he
- 5 A: Tony can
B: No, they

4 Circle the correct answer

- 1 This is my mother. Look at Mrs Richards. Is she our / us mother?
- 2 John is my best friend. I tell he / him everything.
- 3 U2 is my favourite band. I love their / them songs.
- 4 My / Me grandpa is very funny.

Now I Can...

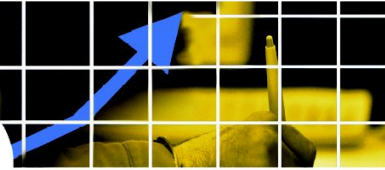
(My score: $\frac{\quad}{100}$)

- talk and write about my family
- describe people's appearance and character
- ask for and give personal information
- talk about hobbies
- write a profile of a famous person
- make a poster about my favourite TV family
- write my own poem using animal similes

... in English



(Points: $\frac{\quad}{5 \times 3} \quad 15$)



Now I Can...

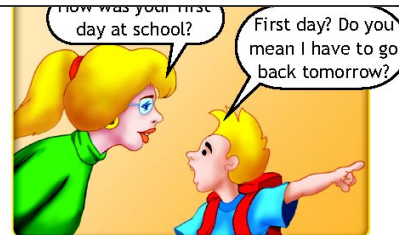
(My score: $\frac{\quad}{100}$)

- talk about places in the past
- narrate events in the past
- write a short story
- talk about feelings
- write a biography
- ask for and give biographical information
- describe a superhero
- report lost property
- talk about toys of the past

... in English.

- 3 It's a beautiful day today. (yesterday)
- 4 I see Carol on the bus every day. (last Tuesday)
- 5 They often travel to London. (a month ago)

(Points: $\frac{\quad}{20}$)



Spotlight



My Language Portfolio

Virginia Evans
Jenny Dooley
Olga Podolyako
Julia Vaulina



Express Publishing



6

II. Language Biography

How I Learn!

Think about the easiest ways for you to learn something new. Read the sentences below and choose. You can choose more than one.

1 I understand words/sentences better if I

- A listen to them on cassette/CD.
- B listen to my teacher saying them.
- C see them written.
- D see, listen and do something with them.
- E other

2 I learn words/phrases better if I

- A listen to them on cassette/CD.
- B listen to my classmates saying them.
- C read them.
- D write them.
- E repeat them.
- F act them out, sing them, etc.
- G they are part of a video/DVD, etc.
- H other

3 I can express myself best if I

- A already know all the words I need to use.
- B know some of the words I need to use.
- C use mime, objects and pictures to help me.
- D already have some life experience on the subject.
- E other

4 I learn best if I work

- A on my own.
- B in pairs.
- C in groups/teams.
- D other

Чтение/Аудирование

- работа по прогнозированию содержания текста, определению темы, выделению главной мысли (смысловое чтение)
- чтение (про себя)/аудирование с четко поставленными задачами (соответственно развиваемым умениям)
- работа над содержанием текста

Устная речь

- постановка задач личностного развития и воспитания при выполнении речевых заданий
- речевое взаимодействие на основе прочитанного (в т.ч. личное аргументированное мнение)
- создание атмосферы взаимоуважения и доверия при организации речевых заданий с опорой на личный опыт, ценностные ориентации

Письменная речь

- от продуктивного письма по образцу, по плану, опорам – к самостоятельному написанию текста с учетом коммуникативной задачи
- организация системы работы над проектом, последовательное развитие информационных и исследовательских умений, опыта публичных выступлений

КОНТАКТЫ

- www.prosv.ru/umk/spotlight
- www.i-yazyki.ru (журнал для учителя «Просвещение. Иностранные языки»)
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**Благодарим за
сотрудничество!**

Spotlight 5-9

