



корпорация

# российский учебник

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# Enjoy English

## 7 класс

Units 3 & 4: структура, содержание,  
аппарат ориентировки

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# «Enjoy English» для 7 класса

## Состав комплекта:

- Учебник
- Рабочая тетрадь
- Книга для учителя
- Аудиоприложение  
(доступно на сайте [rosuchebnik.rf/audio](http://rosuchebnik.rf/audio))



# «Enjoy English» для 7 класса

Учебник строится по коммуникативно-тематическому принципу (Unit – Section)

Unit 1. The world teenagers' competition

Unit 2. Meet the winners of the teenagers' competition

Unit 3. **Look at teenage problems: school education**

Unit 4. **Sport is fun**

# Unit 3

## Look at teenage problems: school education

- Looking at teenage problems
- School is fun if you are optimistic!
- What do you know about school life in English-speaking countries?
- We are not ideal students, are we?
- School friends are for ever
- How to tackle our problems?

### 3 LOOK AT TEENAGE PROBLEMS: SCHOOL EDUCATION

#### SECTION 1 Looking at teenage problems

1 Look at the photographs of these teenagers. What are their problems? Use the table to make your own sentences.

I think	he she Jim Oliver ...	is	unhappy angry sad upset frightened	because	he she
---------	-----------------------------------	----	--	---------	-----------

has problems with his / her mum  
got bad marks at school exams  
hasn't got any friends  
has problems with his / her homework  
isn't allowed to get a Saturday job  
can't buy a new computer game  
is out of luck  
can't get along with her sister / brother

2 Read what British participants of Teenagers' Conference said about their problems. Say if you have the same problems. What are they?

**Simone (France):** I do my best at school. But my teachers and my parents aren't happy with my marks at school. I get so angry about it! Why can't they realize that I can't do better?

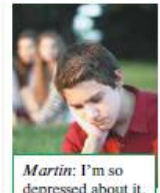
**Oliver (Great Britain):** I don't feel comfortable with my classmates. They call me names and say I'm too tall and pale (*бледный*). But I can't help it. I do sports, but not too often. There is so much homework to do!

**Jim (Canada):** I need more pocket money to buy some new computer games. Many teens in my school have a paper round<sup>1</sup> or Saturday jobs for a few hours. They earn extra money. But I can't find a job that I really like.

**Julia (Australia):** My parents won't allow me to get a Saturday job. They say I should take care of my little brother and do my homework for Monday. It's so boring!



Angela: No one listens me!



Martin: I'm so depressed about it.



Jim: I can't find a job.



Simone: I get so angry about it!



Julia: It's boring.



Claudia: I'm fed up with playing the piano.



Oliver: They call me names!

\* to have a paper round — to take newspapers and letters to people in the morning













# Unit 4

## Sport is fun

- Why people do sport
- Keeping fit
- Health is above wealth
- Why do people like to compete?

### 4 SPORT IS FUN

**SECTION 1** Why people do sports

- FOOTBALL
- ICE-SKATING
- HORSE RIDING
- BOXING
- FIGURE SKATING
- TENNIS
- BASEBALL
- ICE HOCKEY
- CYCLING
- SKIING
- CHESS
- BASKETBALL

**a** RUSSIA  
**b** GREAT BRITAIN  
**c** GREECE  
**d** USA  
**e** NORWAY  
**f** FINLAND  
**g** CANADA  
**h** ITALY  
**i** GERMANY  
**j** BRAZIL

**1** Look at the pictures. Match the pictures and the sports. Which countries are these sports associated with?

**WORD FOCUS**

**2** Read, translate and learn.

**Sport** (uncountable) — sport in general. *She is not very good at sports / in sport.*

**Sports** (countable) — a type of sport. *Football, tennis, athletics are all sports;*

- sports centre, a sports club, a sports jacket, a sports car; a sports fan;
- a fine / talented sportsman;
- be good at / be fond of sport;
- do sports;
- watch sports;
- be sporty.

**3** Listen and repeat the words for the most popular sports and sport activities. Say which words sound similar in Russian.

football, table tennis, badminton, volleyball, chess, gymnastics, aerobics, dance, cycling, swimming, walking, skiing, ice-skating, horse riding, windsurfing, jumping, running, boxing, figure skating, wrestling, hockey, judo, kickboxing, polo, rugby, baseball, athletics, handball

**4 a)** Read and say what sports these people are talking of.

1. "A round ball is used in this game. Two teams of 11 players kick it. They are not allowed to handle (*брать руками*) the ball."
2. "To keep fit they travel by bicycle every weekend. They have visited a lot of places. It's their favourite hobby."
3. "It's very popular with women. You can do it in a sports centre with music or just follow classes shown on TV."
4. "You can play this game at home or in the gym. You need a partner, a table, a small ball, a net and two small bats (*ракетки*)."

# ФГОС ООО

**Предметные результаты** изучения учебного предмета «Иностранный язык» на уровне основного общего образования должны быть ориентированы на применение знаний, умений и навыков в учебных ситуациях и реальных жизненных условиях и отражать сформированность **иноязычной коммуникативной компетенции** на допороговом уровне (A2) в совокупности ее составляющих – речевой, языковой, социокультурной, компенсаторной, учебно-познавательной.

# Обучение говорению

К концу обучения в 7 классе предполагается, что учащиеся смогут:

- вести различные виды диалогов (этикетный диалог, диалог-расспрос, диалог-побуждение к действию, диалог обмен мнениями), комбинируя их в зависимости от ситуации общения; 4 - 7 реплик
- создавать устные связные монологические высказывания (описание, рассказ) в рамках изученного предметного содержания речи с опорой на зрительную наглядность и/или вербальную опору (ключевые слова, план, вопросы); 8 -10 фраз
- кратко передавать содержание прочитанного с опорой на текст, план, ключевые слова
- кратко излагать результаты выполненной проектной работы



# Обучение говорению

- Прослушивание
- Прочитывание (по ролям)
- Инсценирование (разыгрывание) в свободной форме: с заменой отдельных лексических единиц или реплик
- Создание собственных диалогов (для решения возникших КЗ)

# Обучение говорению

## SECTION 2

### On the way to school



#### 15 Listen, read and act out.

- L: Excuse me, sir. How can I get to school No. 7?  
 P: No problem. Go straight along the street. Turn right when you come up to the tall building over there.  
 L: Which one?  
 P: The big grey one. School No. 7 is just behind that grey building.  
 L: Thank you very much!  
 P: You are welcome!

#### Remember: Asking the way

- Asking for help:**  
Excuse me, could you tell me — where ... is, please? — the way to ..., please? — how to get to ..., please?
- If you can help and know the way:**  
Well, ...; OK ...; No problem ...
- If you can't help:**  
No, I'm afraid I can't; I'm afraid I don't know.

#### 16 Listen and read the conversation between the policeman and the lady.

- L: Excuse me. Where's the fitness centre, please?  
 P: The fitness centre? Go straight ahead. Take the first street on the right. No, don't take the first street, take the second street. And then take the second street on the left. The fitness centre is next to a supermarket.  
 L: First on the right and second on the left.  
 P: No, it isn't. It's the second street on the right.  
 L: And the first street on the left?  
 P: Wait a minute. Let me think. Go straight ahead.  
 L: I go straight ahead.  
 P: Take the second street on the right.  
 L: I take the second street on the right.  
 P: Then take the second street on the left.  
 L: Then the second street on the left.  
 P: That's the supermarket in that street.  
 L: But I want to get to the fitness centre!  
 P: Oh, I am sorry. Of course. The fitness centre is next to the supermarket.  
 L: Thank you.



#### 17 Work in pairs. Make up a short conversation between you and a policeman. Act it out.

### GRAMMAR FOCUS: PREPOSITIONS — WHERE TO?

#### 18 Read and remember.

- up / down** — Go up this street, then turn left.
- along** — There are flowers all along the road to my grandma's house.
- (a)round** — The tourists walked around the Tower yesterday.
- through** — I hate driving through the city during the rush hour.
- across** — My silly puppy ran across the road.
- at the end (of the street)** — What's there at the end of the street?
- at / on the corner (of the street)** — Let's meet at the corner of our street at 8 o'clock.
- at the traffic lights** — All the cars have stopped at the traffic lights.

## UNIT 3 Section 2

#### 19 Do you know how to get to Trafalgar Square?

Study the map and explain to your partner how to get there if he is:  
 — at Westminster Bridge  
 — near London Eye  
 — at Big Ben

#### Use:

turn right, turn left, go straight along the street, take a bus (an underground), go on foot, go by car, it will take you five / ten minutes to get there



#### 20 Listen, read and remember.

- i + gh = [aɪ] — light, high, fight, night, might, right, tonight, bright  
 ou + gh = [ɔʊ] — brought, bought, thought, ought  
**But:** through [θruː], though [ðəʊ], although [əlðəʊ]  
 au + gh = [ɔː] — naughty, daughter  
 ai/ci + gh = [eɪ] — straight, eight, eighteen, neighbour

#### 21 Work in pairs. Read the description of the situations and dramatize the dialogues.

- You are in the street and you want to know the way to the nearest Pharmacy (*аптека*). Stop someone and ask him / her the way.
- One of your relatives is at the railway station. He / She has come to see you but doesn't know the way. Tell him / her how to get to your place.
- Your nephew is out. His friend has called to invite him to the disco. Take a message and write down how to get there.

#### 22 Work in pairs. Interview each other.

##### Ask the following questions:


- How often do you go to school?
- Is your school far from your house?
- How do you get to school (by underground / bus / car / tram...)? — Usually I get to school by...
- Why don't you get there on foot?
- Why don't you get to school by bike?
- Do they usually go to school by bike in Russia?
- How long does it take you to get to your school? — It takes me...
- When do you usually leave home for school?
- Do you go to school by yourself or with any of your classmates?

# Обучение говорению

- Чтение текста
- Выполнение подготовительных и собственно коммуникативных упражнений
- Опора на рисунки и/или ключевые слова, план, вопросы

## SECTION 4

What do you know about school life in English-speaking countries?

 45 Listen and read. Learn the poem by heart.

*Susan Whitworth*

### School Days

The happiest days of your whole life  
(So all the grown-ups say),  
But I would never go to school  
If I could have my way.

My pencil point<sup>1</sup> is broken,  
My pens run out of ink?  
My head's just filled with sawdust<sup>3</sup>  
And with sawdust you can't think.

The happiest days of your whole life!  
(So all the grown-ups say),  
But I would never go to school  
If I could have my way!

<sup>1</sup> point [pɔɪnt] — кончик  
<sup>2</sup> ink [ɪŋk] — чернила  
<sup>3</sup> sawdust [ˈsɔːdʌst] — опилки



## WORD FOCUS

47 Read, translate and learn.

**to learn** — учить, учиться, выучить, заучивать, изучать

1. We are learning new words at the moment.
2. Have you learned the poem by heart yet?
3. Live and learn.

**to study** — учиться, изучать, исследовать

1. The students will study eight new subjects next year.
2. My best friend studied in City of London school a year ago.
3. How many languages do you study in your college?

48 Put in: *learn* or *study*.

- a) You'll never ... a foreign language without ... grammar rules.
- b) The head of expedition ... the map carefully and then left the room.
- c) It takes time to ... how to do things quickly and correctly.
- d) How many new words have you ... by heart at this lesson?
- e) What do you think of ... (+ *-ing*) abroad?

# Unit 3: Коммуникативные и учебные задачи, решаемые учащимися (говорение)

- вести диалог-расспрос: расспрашивать собеседника / объяснять собеседнику, как пройти к определенному месту в городе; расспрашивать собеседника о школе (учебных предметах, расписании, учителях, одноклассниках, хобби, проблемах)
- вести диалог обмен мнениями: выслушивать мнение собеседника и выражать свою точку зрения о понятии «хороший ученик»; о важности / ненужности школьной формы; о правилах поведения в школе, выделяя наиболее и наименее важные положения и т.д.



# Unit 3: Коммуникативные и учебные задачи, решаемые учащимися (говорение)

- называть и кратко комментировать проблемы, с которыми подростки сталкиваются наиболее часто в школе и семье (с опорой на ключевые слова); выражать свое отношение к проблемам подростков (на основе прочитанного текста)
- описывать «идеальную» школу (с опорой на ключевые слова)
- рассказывать о прочитанной книге (с опорой на план, данный в виде вопросов)
- выражать свое отношение к дружбе; понятию «верный друг»; идеи объявить 31 июля Днем Дружбы
- передавать основное содержание прочитанного текста
- кратко излагать результаты мини-проектов

# Unit 3, Unit 4

## Обучение аудированию

Воспринимать на слух  
аутентичные тексты  
с разными целями:

- с пониманием основного  
содержания

- с пониманием  
запрашиваемой /нужной  
информации

**SECTION 8** School friends are for ever

**99** It's known that old school friends are friends for ever. Give as many suggestions as possible to explain who is a good or true friend. Use the expressions in the box below:

see each other every day
don't see each other for ages
have much in common
share ideas
know each other for a long time / not so long
have a fight
refuse to work together
phone each other
like working together
offer to help to each other
...

**100** Collect all your suggestions and make a GOOD FRIEND POSTER.

I can share my problems with him/her





Best FRIENDS forever

nice, best, kind ...

**101** Look at these photographs and discuss with your partner what has happened between the friends.

**102** Listen to four conversations and match each conversation with one of the photographs.

Conversation 1	
Conversation 2	
Conversation 3	
Conversation 4	



# Unit 3, Unit 4

## Обучение аудированию

### Формируемые умения

- определять основную тему/ идею и главные факты/события в воспринимаемом на слух тексте
- игнорировать незнакомые слова, несущественные для понимания основного содержания
- понимать необходимую информацию в воспринимаемом на слух тексте с опорой на языковую догадку, контекст

# Unit 3, Unit 4

## Обучение чтению

### Смысловое чтение

Читать про себя и понимать несложные аутентичные тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание:

- с пониманием основного содержания
- с пониманием нужной/ запрашиваемой информации
- с полным пониманием содержания текста

55 Find in the text and read loudly word combinations that describe Nick's feelings after the misfortune.

56 Work in pairs. Act out a possible dialogue between Nick and a doctor after the misfortune (use Ex. 49 on page 111 as a model).

57 Retell the story on the part of Nick / Janelle.

58 Have you ever had a similar experience as Nick? Tell your classmates.

59 Work in groups. Write down what medical problems you might have

a) if you do the following sports:

tennis, gymnastics, cycling, boxing, judo, football, swimming, running, hockey, figure skating;

b) if you don't do any sports.

Compare your opinions and find out

a) the most dangerous sport;

b) which is healthier: to do sports or only watch it. Why? / Why not?

60 a) Enjoy reading this humorous story about dangerous sports. But firstly find out what the following words mean in a dictionary:

*water polo, exciting, a referee, to bite a forward, a team, to satisfy*

This happened in Australia, during a water polo game. It was one of the main sports events of the season. There was nothing exciting at the beginning of the game; but suddenly one of the players jumped out of the water and ran to the referee. He said: "One of the forwards of the other team bit me in the leg while I was swimming under the water."

At first the referee thought that it was just a joke. But when the player pointed to the blood on his leg, he had to believe that it was serious. He called the forward and asked him why he had done such a strange thing. The forward said, "I didn't bite anybody." But the referee made him leave the game.

They began again, but a few minutes later two players, one from each team, jumped out of the water. They were bitten. There was blood on both players' legs. The game was stopped, and they began to let the water out of the pool. When all the water was let out, everybody saw a young crocodile at the bottom of the pool.

Somebody had put the crocodile into the pool, but why?

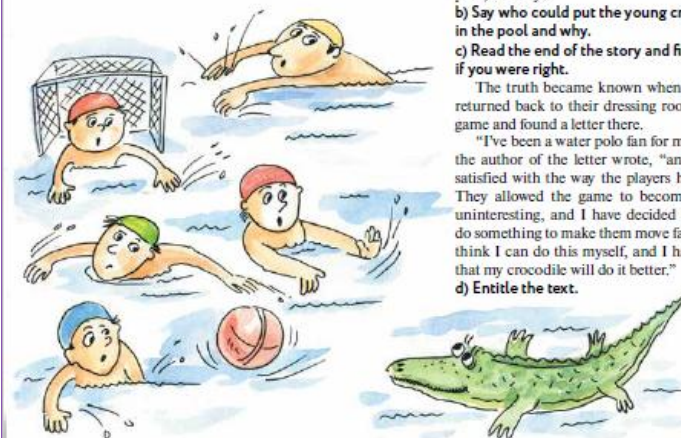
b) Say who could put the young crocodile in the pool and why.

c) Read the end of the story and find out if you were right.

The truth became known when the players returned back to their dressing room after the game and found a letter there.

"I've been a water polo fan for many years," the author of the letter wrote, "and I am not satisfied with the way the players have played. They allowed the game to become slow and uninteresting, and I have decided that I must do something to make them move faster. I don't think I can do this myself, and I have decided that my crocodile will do it better."

d) Entitle the text.





# Unit 3, Unit 4

## Обучение чтению

- определять тему/ основную мысль, главные факты/события и их последовательность
- прогнозировать содержание текста по заголовку / началу текста
- находить и извлекать из текста фактуальную информацию, представленную эксплицитно (место действия, конкретные факты и события, имена и т.д.)
- определять причинно-следственную взаимосвязь событий и явлений
- восстанавливать текст путем добавления выпущенных фрагментов
- находить нужную информацию, представленную имплицитно
- игнорировать незнакомые слова, несущественные для понимания основного содержания текста

# Unit 3, Unit 4

## Обучение чтению

### Тексты для чтения

- *Сплошные тексты:* рассказ, отрывок из художественного произведения, отрывок из статьи научно-популярного характера, интервью, личное письмо и др.
- *Несплошные тексты:* карта, таблица, расписание

UNIT 4 Section 2

**30** Read the text and say: if you would like to visit the Reverie swimming pool, what offering you would like to use, what time you would choose.

#### REVERIE

##### Our offerings

- Solarium
- Sauna
- Bar / Restaurant
- Water gymnastics
- Outdoor swimming pool (28 °C)
- Indoor swimming pool (28 °C)
- Children's pool (32 °C)

##### Hours

Monday ▶ ..... 6:30 a.m. — 12:30 p.m.  
4:00 p.m. — 9:00 p.m.

Tuesday–Friday ▶ ..... 6:30 a.m. — 9:00 p.m.

Saturday,

Sunday

and Holidays ▶ ..... 7:30 a.m. — 9:00 p.m.

Last entry 1 hour before closing time

##### Prices

Single ticket:

Adults ..... \$5.00  
Children & youth (6–18 years) ..... \$3.00

12-times ticket:

Adults ..... \$50.00  
Children & youth (6–18 years) ..... \$30.00

Monthly ticket:

Adults ..... \$50.00  
Children & youth (6–18 years) ..... \$30.00

Swimming lessons:

10 practice hours Adults ..... \$75.00  
15 practice hours  
Children & youth (up to 15 years) ..... \$55.00

(Practice hour = 45 minutes for adults,  
youths and children)

**31** Answer the following questions.



- What is the latest possible time you could enter Reverie swimming pool to go swimming on Wednesday, on Sunday?
- How long does a swimming lesson last?
- You and your friends are on school holidays for the summer. You'd like to spend most afternoons at the pool with you friends. How much will the cheapest ticket cost you?
- During the school term you want to swim every day at 6:45 a.m. Will you be able to go swimming every day? Circle the correct answer. One has been done for you.

Monday	<input checked="" type="radio"/> Pool open / <input type="radio"/> Pool closed
Tuesday	<input type="radio"/> Pool open / <input type="radio"/> Pool closed
Wednesday	<input type="radio"/> Pool open / <input type="radio"/> Pool closed
Thursday	<input type="radio"/> Pool open / <input type="radio"/> Pool closed
Friday	<input type="radio"/> Pool open / <input type="radio"/> Pool closed
Saturday	<input type="radio"/> Pool open / <input type="radio"/> Pool closed
Sunday	<input type="radio"/> Pool open / <input type="radio"/> Pool closed

**32** In groups. Discuss:

- what helps you to keep fit,
- what destroys you/our health.

Use:

healthy diet, sports, much sleep, well-organized work, open air, fitness clubs, good mood, bad habits (smoking, drinking, drugs, alcohol), too much work, noisy neighbours, computers, fast food, sweets, chocolate, ...

**33** Say what these proverbs mean. Do you know any Russian proverbs about health and food. What are they?

An apple a day keeps the doctor away.  
Eat with pleasure, drink with measure.



# Unit 3, Unit 4

## Обучение письменной речи

- писать личное письмо в ответ на письмо-стимул: в соответствии с нормами неофициального общения
- создавать небольшое письменное высказывание с опорой на образец, план, картинки, таблицы и /или прочитанный текст
- заполнять таблицу, кратко фиксируя содержание прочитанного или прослушанного текста

# Unit 3, Unit 4

## Обучение письменной речи

- Write 6-7 sentences about your best friend. Use the expressions ... .
- Write down 7-8 questions you would ask any Olympic champion. Start your questions with: Where ... from? What? When? Where? How long? Why? Who?
- Write 5 rules for school teachers. Use ... as a model.
- Write a short essay ... . Follow the plan.
- Write a letter about your school to Alison. Use the following guidelines ... .
- Write a short summary of the text about ... . Use ... .

# Unit 3, Unit 4

- Pronunciation focus
- Grammar focus
- Word focus
- Key Vocabulary

## UNIT 3 Section 9

**123 Match the letters and Jackie's replies.**  
Jackie is a teenage magazine correspondent who writes answers to teenagers' letters.

Write her answers next to the letters:

Letter A  Letter B  Letter C

1. This is a very difficult situation. I'm sure your parents and teachers want you to do well in your subjects. They are thinking about your school life. You will have to do a lot of extra work if you want to continue with languages. But it's also very important that you enjoy your lessons. Perhaps you could speak to other teachers and see what they think?
2. You are right, smoking is disgusting and bad for your health. It's very difficult to stop smoking once you have started. So don't listen to them and then perhaps your friends will be more like you.
3. Have you explained your situation carefully to your mum? If you promised to do all your homework on Saturday mornings, maybe then she would allow you to have a job in the afternoon?


**124 Decide which reply is the best.**  
Explain why you think so.

**125 Write your own reply to one of the letters.**

Use:

You are right..., Don't listen to, Perhaps, I'm sure / not sure that ..., You can speak to ..., See what he / she says..., you shouldn't be depressed ..., Have you explained ...?

### PRONUNCIATION FOCUS

 **126 Listen, read and remember.**

- |    |   |   |
|----|---|---|
| oo | { | [ʊ] foot, good, look, wood, cook, book                |
|    | { | [u:] cool, school, choose, room, too, food, soon, zoo |
| ou | { | [aʊ] about, sound, round, south, loud, proud, without |
|    | { | [u] would, should, could                              |
| ow | { | [ɔ:] follow, Moscow, borrow, know                     |
|    | { | [aʊ] now, allow, cow, crowd, down, how, town          |

### GRAMMAR FOCUS: ONE / ONES

**127 Read and remember.**

**I.** The words *one/ones* are used instead of a noun or nouns.

1. Have you got any detective stories? I'd like to read one (= a detective story).  
У вас есть детективы? Мне бы хотелось почитать.
2. She hasn't got a textbook. She should buy one (= a textbook).  
У нее нет учебника. Ей нужно его купить.
3. Do you know Martin Harly? The one who lives in that cottage? (= Martin Harly) Вы знаете Мартина Харли, который живет в том доме?
4. These books are more interesting than those ones (= the books).  
Эти книги более интересные, чем те.
5. I don't like these shoes. Please give me those black ones (= the shoes). Мне не нравятся эти туфли. Дайте мне, пожалуйста, те, черные.

**II.** The words *one / ones* often aren't translated into Russian (see sentences 1, 3, 5). Sometimes they are translated as the pronoun (see sentences 2, 4).

**128 Complete the sentences. Translate them into Russian.**

**Example:** I have read this book. Please give me another one.

1. I don't like these white flowers. Let me have some pink ...
2. I think that his performance will be more interesting than the last ...
3. I don't like these mittens. Please, give me those blue ...
4. Do you know Mrs Parkins? Is she the ... who phoned yesterday?
5. I've got several DVDs. Which ... would you like?
6. Which pen do you want? — The ... that's on the table.

**129 Translate into English.**

«Ты видела сегодня Алису, которая живет на соседней улице? Она брала у меня книгу по истории». — «Какую книгу?» — «Ту, которую ты читала в прошлом году.»



# Unit 3, 4

## Pronunciation Focus

- Работа над отдельными словами
- Правила чтения слов (*ea, ee, ear; oo, ou, ow; igh, ough, augh, ai/eigh; ch, ck*)
- Произнесение фраз с соблюдением их ритмико-интонационных особенностей

UNIT 4 Section 2

### GRAMMAR FOCUS: ADJECTIVES/ADVERBS

#### 19 Read and remember.

- hard** (усердный) — **hard** (усердно)  
**hardly** (едва, с трудом)  
Paul works **hard**. (a lot)  
She could **hardly** speak for tears.  
(with difficulty)
- late** (поздний) — **late** (поздно)  
**lately** (в последнее время)  
Even **late** at night the skating rink is busy.  
(at a late time of the night)  
I haven't seen your niece **lately**. (recently)  
Has she gone away?
- near** (близкий) — **near** (близко)  
**nearly** (почти)  
The Brooks live **near** the stadium.  
(not far from)  
It took him **nearly** two hours to get there.  
(almost)
- high** (высокий) — **high** (высоко)  
**highly** (очень, чрезвычайно)  
The famous sportsman has jumped very **high**.  
She thinks **highly** of your game. (very well)

#### 20 Read and translate the sentences.

- The girl could hardly sleep last night.
- Has he worked hard lately?
- The little boy looked at his father and threw the cap high into the air.
- I think Paul is a highly skilled player.
- The stadium was nearly full.
- Is the swimming pool near your school?
- He got up late this morning.
- This is the best game I've seen lately.

#### 21 Complete the sentences choosing the right word.

**Example:** You can (hard / hardly) know his name. — You can hardly know his name.

- Get up! It's (near / nearly) eight.
- Last month all the players trained (hard / hardly).
- It's too (sluukom) (late / lately). Let's speak about the exams tomorrow.
- We have been proud of our sportsmen (late / lately).
- She was tired and could (hard / hardly) keep her eyes open.
- There is a new swimming pool (near / nearly) our school.
- Does she think (high / highly) of your pictures?
- Look! The bird is flying (high / highly) in the sky.

#### 22 Make up sentences with **hardly**. Use the words in brackets.

**Example:** I was shocked by the news. (I, speak.) — I could hardly speak.

- There were a lot of mistakes in your work. (I, read, it.)
- The cake was terrible. (She, eat, it.)
- Oh, we've lost the game. (I, believe, my, eyes.)
- It was dark. (We, see, each, other.)
- Will you speak louder, please? (I, can, hear, you.)

#### 23 The following pairs of adverbs have different meanings. Make up your own sentences to show the difference.

hard — hardly, late — lately, near — nearly, high — highly

### PRONUNCIATION FOCUS

#### 24 Listen, read and remember.

##### I. Mind your pronunciation:

[ʃ]	[e]	[ɪ]	[a]
figure	badminton	swimming	riding
tennis	athletics	skating	cycling
kickboxing	handball	cycling	ice hockey
gymnastics	gymnastics	riding	prize
basketball		surfing	wide
			boxing
			skiing
			wrestling
			jumping
			running

##### II. Mind your stress:

'badminton, 'volleyball, 'basketball, 'handball, 'baseball, 'football  
ath'letics, ae'robics, gym'nastics  
'ice 'hockey, 'ice 'skating, 'figure 'skating, 'kick'boxing, 'water 'skiing, 'wind'surfing

# Unit 3, Unit 4

## Word Focus

### 70 л.е. (Key vocabulary)

- Словообразование:  
образования существительных с помощью суффиксов - *ment*, - *sion*/ - *tion*; конверсия
- Интернациональные слова
- Синонимы (to learn / to study)
- Наиболее частотные фразовые глаголы

# Unit 3

## Grammar Focus

### Распознавать и употреблять в речи:

- условные предложения нереального характера (*Conditional II: If + Past simple + would (might) + infinitive*)
- модальные глаголы и их эквиваленты (*must, have to, should*)
- личные местоимения в абсолютной форме (*mine, yours, his, hers, its, ours, theirs*); местоимения *one/ ones*
- глаголы в формах страдательного залога: *Present Simple Passive, Past Simple Passive*; предлоги, употребляемые при глаголах в страдательном залоге (*by, with*)
- предложения с конструкциями:
  - *It takes me ... to do smth*
  - *be / look / feel +adverb / adjective*
  - *want / expect/ would (should) like smb to do smth*



# Unit 3

## Grammar Focus

UNIT 3 Section 7

### GRAMMAR FOCUS: SECOND CONDITIONAL

#### 95 Read and remember.

1

Compare First and Second Conditionals

1. If you stay in after classes, I will help you.  
*Если ты останешься после уроков, я тебе помогу.*

2. If I could use the computer well, I would take part in the competition.

*Если бы я мог хорошо пользоваться компьютером, я бы поучаствовал в соревновании.*

See Grammar Reference, p. 130.

2

Если действие и условие совершения действия в сложном предложении относятся к настоящему или будущему времени и маловероятны, то в главном предложении употребляется глагол **would (might) + инфинитив** основного глагола, а в придаточном условном — глагол в форме Past Simple:

If + Past Simple,... would (might) + infinitive

If they tried their chance, they would (might) be champions.

She would phone me every minute if she knew my telephone number.

What would you do if you won the game?

Придаточное условия может находиться как перед, так и после главного предложения. Если придаточное условия стоит перед главным предложением, то оно отделяется от главного запятой.

3

Глагол **to be** в придаточном условии употребляется в форме **were** для всех лиц единственного и множественного числа.

He might help us in this situation if he were a doctor.

If I were a teacher, I wouldn't allow my students to call each other names.

If the weather were fine, we would go for a walk with our pets.

#### 96 Complete the sentences. Translate them into Russian.

- If Liza ... (be) rich, she ... (send) her son to Eton.
- If my parents ... (allow) me to get a Saturday job, I ... (earn) some money for new computer games.
- If the policeman ... (know) the way, he ... (tell) me how to get to the bus stop.
- If the school ... (be) not far from my house, I ... (go) there by bike.
- If the boy ... (be) ready for the lesson, he (get) a good mark.
- If they ... (worry) about the test, they ... (come) on time.
- If he ... (need) money, he ... (ask) for a job.
- If we ... (try) our chance, we ... (spend) the weekend in the country.

#### 97 Make questions as in the example. Ask your partner to answer them.

**Example:** Perhaps one day you will win the world tennis championship. — What would you do if you won the world tennis championship?

- Perhaps one day your parents will send you to Harrow.
- Perhaps one day you will be invited to Buckingham Palace.
- Perhaps one day you will break a mirror.
- Perhaps one day you will be expelled from your school.
- Perhaps one day you will meet Tom Cruise in your school.
- Perhaps one day you will fly to the Moon.

#### Mini-project:

What would I do to make my school more attractive

#### 98 Divide into three groups. Write any of the three proposals. Try to be realistic.

- What would I permit / forbid at school if I were a pupil?
- What would I permit / forbid if I were a teacher?
- What would I permit / forbid if I were a parent?

Begin your proposals with the words:

"If I were a parent, I would..."

Share your proposals with your classmates.

UNIT 3 Section 8

#### 109 Find the words having a common root (корень слова).

**Example:** Friend: friendly / unfriendly / friendship / friendless

Help: ... Use: ...  
Real: ... Create: ...

#### 110 There are quite a lot of proverbs and sayings about friends and friendship in English. Read some of them. Think of Russian equivalents. What other Russian proverbs about friendship do you remember?

A friend in need is a friend indeed.

Old friends and old wine are best.

A friend to all is a friend to none.

Between friends all is common.

Friendship is not bought at a fair (ярмарка).



#### 111 This is a game for all of you. It's called "A secret project".

Write your names on pieces of paper. Put all the pieces into a box. Take one piece out of the box. The person whose name is written on the piece will be your "secret friend" for the next week. Don't tell him / her about it. Try to be extra kind and helpful towards this person all of next week. At the end of next week each of you will have to guess who his / her secret friend was.

If anyone can't guess, then you will have to say what you did to be kind and helpful.

#### GRAMMAR FOCUS: COMPLEX OBJECT (СЛОЖНОЕ ДОПОЛНЕНИЕ)

#### 112 Read and remember.

want	me / you /	to do smth
expect	him / her /	
should like	it / us / them	
would like		

#### Compare:

- I *want you to phone* me in the evening. — Я хочу, чтобы ты позвонила мне вечером.
- They *expect Alice to answer* five simple questions. — Они надеются, что Алиса ответит на пять простых вопросов.
- I *would like her to try* her chance. — Я бы хотел, чтобы она использовала свой шанс.

#### 113 Translate into Russian:

- The teacher *wants him to solve* this difficult problem himself.
- Do you expect us to take part* in the competition?
- Would you like them to visit* your school in May?

#### 114 Make up sentences.

I	want(s)	me	to take care of my little brother
You	would like	you	to continue English
Your parents	would like	him	to stay out of trouble
His mother	expect(s)	her	to argue with her
My teacher		us	to discuss the problem
Their friends		them	to attend school
...		the boys	to think of our future

# Unit 4

## Grammar Focus

### Распознавать и употреблять в речи:

- наречия времени и образа действия; наречия *hard/hardly, late/lately, near/nearly, high/highly*
- наречия в положительной, сравнительной и превосходной степенях, образованные по правилу и исключения
- предложения с конструкций: like / hate doing smth

UNIT 4 Section 4

- 70** Work in pairs. Discuss the following topics with your partner. Use the words and expressions from the box.
- Why do people like to compete?
  - Does the love for competition depend on personal characteristics?
  - What are the main traits of character of a good sportsman?
  - Should everyone try to become a good sportsman?

to be the first, to try their chance, to succeed, to prove their friends and relatives that they are strong and independent, to become stronger, to have good friends among the sportsmen, just to spend time, to meet new people, to relax, to make a good career, to follow family traditions, to be healthy, to travel much, etc

#### GRAMMAR FOCUS

- 71** Look at the pictures. Read, translate and remember.

1. Number 1 is swimming *fast*.
2. Number 3 is swimming *faster* than Number 1.
3. Number 7 is swimming *fastest* (of all).

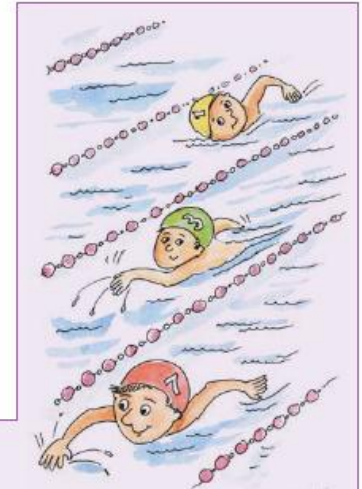
high (*высоко*) — higher (*выше*) — highest (*выше всех*)  
early (*рано*) — earlier (*раньше*) — earliest (*раньше всех*)

hard — harder — hardest  
loud — louder — loudest  
late — later — latest  
soon — sooner — soonest

1. Please, speak *louder!* I can't hear you!
2. The boy gets up *earlier* than his sister.
3. Which of them worked *harder*?

lazily (*лениво*) — more lazily (*ленивее*) — most lazily (*самый ленивый*)  
correctly (*правильно*) — more correctly (*правильнее*) — most correctly (*самый правильный*)

She drives *more carefully* in the evening.



#### But:

- a) slowly — slower — slowest  
more slowly — most slowly  
b) quickly — quicker — quickest  
more quickly — most quickly

1. We got there *quicker* (more quickly) than Mr Potter did.
2. Could you speak *slower* (more slowly), please?
3. Which of the sportsmen ran *slowest* (most slowly)?

#### Remember:

well — better — best  
much — more — most  
badly — worse — worst  
little — less — least

1. Fred speaks German *worse* than Kate, but she writes better.
2. Which match do you like *best* of all?
3. Jane swam *worst* in the race.

# Grammar reference

## Appendix 1 Grammar reference

### Present Continuous (Настоящее продолженное)

+ Positive	- Negative	? Question
I am } We are } You are } They are } He is } She is } It is }	I am } We are } You are } They are } He is } She is } It is }	Am I } Are we } Are you } Are they } Is he } Is she } Is it }
writing now.	not writing now.	writing now?
Short answers: Yes, { I/we/you/they } are. Yes, { he/she/it } is.	am. are.	No, { I/we/you/they } am not. are not. No, { he/she/it } is not.

### Present Perfect (Настоящее завершённое)

+ Positive	- Negative	? Question
I have } We have } You have } They have } He has } She has } It has }	I have } We have } You have } They have } He has } She has } It has }	Have I } Have we } Have you } Have they } Has he } Has she } Has it }
have written the story. has written the story.	haven't written the story. hasn't written the story.	written the story? written the story?
Short answers: Yes, { I/you/we/they } have. Yes, { he/she/it } has.	have.	No, { I/you/we/they } haven't. hasn't.

### Have got (Иметь)

+ Positive	- Negative	? Question
I have } We have } You have } They have } He has } She has } It has }	I have } We have } You have } They have } He has } She has } It has }	Have I } Have we } Have you } Have they } Has he } Has she } Has it }
have got a computer. has got a computer.	haven't got a computer. hasn't got a computer.	got a computer? got a computer?
Short answers: Yes, { I/you/we/they } have. Yes, { he/she/it } has.	have.	No, { I/you/we/they } haven't. hasn't.

## Appendix 1 Grammar reference

### Comparison of Adjectives and Adverbs

(Степени сравнения прилагательных и наречий)

Adjective / Adverb (Прилагательное / Наречие)	Comparative (Сравнительная степень)	Superlative (Превосходная степень)
old	older	(the) oldest
short	shorter	(the) shortest
big	bigger	(the) biggest
nice	nicer	(the) nicest
pretty	prettier	(the) prettiest
popular	more popular	(the) most popular
beautiful	more beautiful	(the) most beautiful
hard	harder	(the) hardest
carefully	more carefully	(the) most carefully (the) much more carefully
• Remember		
good	better	(the) best
bad	worse	(the) worst
far	farther	(the) farthest
well	better	(the) best
much	more	(the) most
little	less	(the) least

### Yes/No questions

*Do you speak English?*

Do...?  
Does...?  
Did...?  
Can...?  
Could...?  
May...?  
Must...?  
Would...?  
Should...?  
Shall...?  
Will...?  
Have...?  
Has...?  
Had...?  
Am...?  
Is...?  
Are...?  
Was...?  
Were...?

### Wh-questions

*When did you go to Britain?*

What...? — Что? Какой?  
Who...? — Кто?  
Whom...? — Кого? Кому?  
Where...? — Где? Куда?  
Why...? — Зачем? Почему?  
Which...? — Какой (из)? Который?  
When...? — Когда?  
How...? — Как?  
How long...? — Как долго?  
How much...? — Сколько?  
How many...? — Сколько?  
What time...? — Который час?  
(At) what time...? — В какое время?



# Workbook

- связана с учебником  
содержательно и структурно
- закрепление изученного  
языкового материала  
(+Test Yourself)
- совершенствование умений  
письменной речи

**3** Mrs James thinks that doing different sports can be very dangerous. Match the first and the second parts of her warnings and write down the sentences.

Don't play chess  
Don't play football  
you can catch a cold!  
you can be eaten by sharks!  
you can be hit with a ball!  
you can fall down and break your leg!  
you can fall asleep and fall down of the chair!  
you can be kicked by a horse!  
Don't go windsurfing  
Don't go skiing  
Don't go horse riding  
Don't go ice-skating

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4** Read the text and answer the questions.

Who has never heard of fast-food cafés? It's a great place where you can find the most delicious things in the world — hamburgers and cheeseburgers, chips, ice cream and lots of fizzy drinks (газированные напитки). Isn't it a wonderful place for children and teenagers? Yes, it's a nice and friendly place, but is it worth going there too often?

If you care for your health, eat more natural products. What you really need to grow sporty and athletic is milk and low-fat meat, fish, eggs, porridge, and, certainly, fruit and vegetables. They contain vitamins necessary for your body and brains.

1. What products, mentioned in the text, help you to keep fit and to be healthy? — \_\_\_\_\_

\_\_\_\_\_

UNIT 4 Section 2 79

# Workbook

## TEST YOURSELF

**1 Use the appropriate suffixes to change the words in capital letters. Write the new words in the gaps.**

1. I feel a bit better today but I still have a headache and a (1) _____ nose.	RUN
2. John works as a chemist in a pharmacy. He says his job is not very (2) _____ but he is pretty happy with it.	EXCITE
3. Oh, no! Please, don't change the channel. It's the European (3) _____ in figure skating, and I'm a fan!	CHAMPION
4. Yes, I agree that (4) _____ is a great sport. But I will never do it because I can't swim.	WINDSURF
5. The stadium is open (5) _____. You can come here any time from 8 a.m. to 7 p.m.	DAY
6. Andrew is a very good athlete and, equally importantly, he is a very good team (6) _____.	PLAY

**2 Fill in the words from the box. There are two words you do not need to use.**

{ lately hardly late field hard fit team rink }

- Where's Angela?  
— I think she is at the skating (7) \_\_\_\_\_ at the moment. She always has her figure skating class at this time.
- Jack looks very happy today.  
— Oh, yes! He's joined his school hockey (8) \_\_\_\_\_ and feels very proud of himself. He's dreamt of playing there for a long time.
- Tom was so tired after the football game! He could (9) \_\_\_\_\_ walk.
- Look, if you want to become an athlete, you'll have to work very (10) \_\_\_\_\_.
- What's up? You haven't been to the stadium (11) \_\_\_\_\_. I hope everything's all right.
- I go to the swimming pool three times a week. Swimming is the best way for me to keep (12) \_\_\_\_\_ and healthy.

**3 Read the dialogue and use the verbs in the appropriate forms.**

— What's wrong with Daniel? (13) _____ he _____ his leg?	BREAK
— No, don't worry. He just fell down when he (14) _____ football at the stadium. He hurt his leg and I (15) _____ him to the medical centre.	PLAY
There, Daniel (16) _____ by the doctor who said there was nothing to worry about.	BRING
— Is he already at home?	EXAMINE

Окончание

— Yes, I left him there a few minutes ago. And I (17) _____ to the pharmacy to buy some medicines for him.	GO
— Do you think I can visit Daniel right now?	
— Why not? He (18) _____ glad to see you.	BE

**4 Complete the questions. Use the verbs from the right-hand column in the appropriate tenses (in active or in passive voice).**

— (19) _____ you ever _____?	skateboard
— No, I enjoy roller skating but I've never tried to skateboard.	
— The weather forecast for tomorrow is not very good. Will you play the football game if it rains or (20) _____ it _____?	put off
— Oh, the chips are very salty. (21) _____ you often _____ this unhealthy food?	eat
— No, Only sometimes.	
— I can't find my phone anywhere.	
— (22) _____ you _____ it?	lose
— No, I hope not. I probably left it in the swimming pool. I remember making a few calls from there.	
— It's a great photo! When (23) _____ it _____?	take
— Two years ago. We were taking part in a rugby competition.	
— I can't find my student card. (24) _____ you _____ yours?	find

**5 Complete the sentences with the phrases from the box. Change the form of the verbs as necessary.**

{ get fit fall ill lose weight see a doctor make up her mind take the chance }

- There won't be any test today! The teacher (25) \_\_\_\_\_!
- If I were you, I (26) \_\_\_\_\_. Your cold may be not as harmless as you think.
- I think joining the athletic team has done you lots of good. You (27) \_\_\_\_\_ and you look much healthier and fitter than the last time I saw you.
- If we are allowed to take part in the competition, we (28) \_\_\_\_\_. We are probably not the strongest team here but we want to win very much.
- Jessica wants to start doing some sport. But she (29) \_\_\_\_\_ yet what sport is the best for her.
- I haven't seen Michael for a long while.  
— Me neither. I know he (30) \_\_\_\_\_ a couple of weeks ago. I haven't heard anything from him since then.

Mark your score

30–28	27–25	24–20	<20
Very good!	Good!	Not bad!	Try again!

# Проектные работы

**Проект** – интерактивная, самостоятельная работа учащихся над определенной темой (под руководством учителя), предусматривающая создание определенного продукта и его представление.

В УМК предусмотрены разные проекты: информационные, ролевые / игровые, творческие.

# Mini-projects

## Unit 3

- *A perfect school*
- *Schools for girls?*  
*Schools for boys?*
- *What would I do to make my school more attractive*
- *The ideal friend*
- *I don't smoke*

## Unit 4

- *Keeping fit*
- *World Youth Games*

### *Mini-project*

#### ***World Youth Games***

Prepare a presentation on any World Youth Games.

Use the Internet.

Follow these steps:

1. Find the information about any World Youth Games.
2. Analyse it using the plan in Ex. ...
3. Make a presentation for your classmates.

# Learning Strategies

### Tips for giving a talk

1. Read the task and the key words or questions which are suggested.  
**Example:** Say what  
1) helps you to keep fit;  
2) destroys your health.  
**Use:** much sleep, well-organized work, open air, bad habits, fast food...
2. Follow the plan. Don't miss any part of it. Use the key words.
3. Keep to the point to be informative.
4. Use linking words and expressions in your talk.
5. Speak clearly so that your partners can hear you.

### How to deal with multiple choice tasks

1. A multiple choice task consists of a question and the choices. The question is called the *stem*. The choices are called *alternatives*.  
**Example:** Would you mind ... the window? (the stem)  
a) to close b) close c) closing (the alternatives)
2. Read all of the stem and every alternative for it.
3. Study the stem. Get rid of the obviously incorrect alternatives.
4. Make a logical guess and choose the correct alternative.

### How to deal with structural closes

1. Read the text quickly for general understanding. Try to ignore the gaps.  
**Example:** The ... of the country is New Delhi. Its ... has grown to 1,000 million people. There are 15 official ... in India and thousands of different dialects.
3. Then read the text sentence by sentence. Pay attention to the words which go before and after the gaps. Decide what part of speech is missing in each gap.
4. Fill in the gaps. Read the text again to check if you were right.  
The **capital** of the country is New Delhi. Its **population** has grown to 1,000 million people. There are 15 official **languages** in India and thousands of different dialects.

### Tips for doing mini-projects in groups

1. Choose a topic for your research / discussion or an aspect of the topic you were given by the teacher.  
**Example:** Choose one of the following aspects of a perfect school: building, timetable, student—teacher relations, school activities, etc.
2. Find the information on the topic in the texts you've read or on the Internet.
3. Analyse the collected information in your group.
4. Write down the key words, the plan or the proposals on the chosen aspect for your group presentation on the topic.
5. Prepare a presentation / Draw a poster. Use different kinds of visuals: photos, pictures, etc.
6. Present the information to your classmates. Discuss it. Be ready to answer their questions.



# Совершенствование метапредметных умений

- опираться на языковую догадку в процессе чтения/восприятия на слух текстов, содержащих отдельные незнакомые слова
- владеть умениями смыслового чтения аутентичных текстов с использованием разных стратегий: с пониманием основного содержания, полным пониманием или пониманием запрашиваемой информации
- письменно фиксировать информацию в таблицу
- пользоваться справочным материалом учебника
- комплексно использовать разные компоненты УМК

# Приложения

- Grammar Reference
- List of irregular verbs
- Pronunciation table
- Learning strategies
- **Cultural Guide**
- List of personal names
- **List of geographical names**
- Vocabulary

# Приложения

## CULTURAL GUIDE

## Appendix 5

### A

- Africa** [ˈæfrɪkə] — one of the seven continents on the Earth.
- Amazon** [ˈæməzɒn] (the) — a river in the South America, the second longest river in the world.
- Amsterdam** [ˌæməstəˈdæm] — the capital of the Netherlands.
- Antarctic** [æntɪˈoʊktɪk] — one of the seven continents. It surrounds the South Pole.
- Arctic Ocean** [ˈɑːktɪk ˈoʊʃən] (the) — the smallest ocean in the world, at the North Pole. It is covered with ice all year round.
- Armenia** [ɑːˈmɪniə] — a country in Europe. The capital is Yerevan.
- Asia** [eɪʃə] — one of the seven continents on the Earth.
- Atlantic Ocean** [ˌætlæntɪk ˈoʊʃən] (the) — the second largest ocean in the world, which separates North and South America from Europe and Asia.
- Australia** [ɑːˈtreɪliə] — one of the seven continents on the Earth. It's also a large country which lies between the Indian and Pacific Oceans. The capital is Canberra. English is the first state language.

### B

- Bahamas** [bəˈhæməz] (the) — a country consisting of a group of islands in the Atlantic Ocean. It's a popular centre for tourism. English is the first state language.
- Baikal** [ˈbaɪkəl] (the) — the deepest lake in the world (1,620 metres deep).
- Bangladesh** [ˌbæŋɡləˈdeɪʃ] — a country in Asia. The capital is Dhaka.
- Barbados** [bəˈbeɪdɒs] — an island in the Atlantic Ocean. The capital of the country is Bridgetown. English is the first state language.
- Belgium** [ˈbelʒəm] — a country in Europe. The capital is Brussels.
- Bell, Alexander Graham** — a Scottish scientist and inventor who lived in the USA. He invented the telephone in 1876.
- Berlin** [bɜːlɪn] — the capital of Germany.
- Boston** [ˈbɒstən] — a city on the Atlantic coast of the USA. The city has many colleges and universities.
- Brazil** [brəˈzɪl] — a country in South America. The capital is Brasília.
- Byron, Lord** [ˈbaɪrən] (1788–1824) — an English writer of Romantic and Satirical poetry.

### C

- California** [kælɪˈfɔːniə] — a state of the USA. Disneyland and Hollywood are in California.
- Canada** [ˈkænədə] — a country in North America. The capital is Ottawa. English and French are the official languages.
- Canberra** [ˈkænbərə] — the capital of Australia.

- Caribbean** [kærɪˈbiən] (the) — the islands in the Caribbean Sea.
- Chelsea** [ˈtʃelzə] — an area of London which is famous for its expensive housing and fashionable shops.
- Chernobyl** [tʃɜːˈnɒbəl] — a place in former USSR where in 1986 there was an explosion at a nuclear power station.
- China** [ˈtʃaɪnə] — a country in Asia. The capital is Beijing.
- Churchill, Sir Winston** [ˈtʃɜːtʃɪl] (1874–1965) — an English politician. He was the Prime Minister of Great Britain during World War II and in 1951–1953. He made many famous speeches. He made the V-sign, meaning victory.
- Colosseum / Coliseum** [kəˈlɔːsiəm] (the) — the amphitheatre (*amfiteatr*) in Rome. It's one of the most famous Roman remains.
- Coubertin, Pierre** (1863–1937) — a person who revived the Olympic Games in 1896. He also created an emblem of five linked rings that became a symbol of the Olympic Games.

### D

- Delhi** [ˈdeli] — the capital of India.
- Denmark** [ˈdenmɑːk] — a country in Europe. The capital is Copenhagen.

### E

- Eire** [ˈeɪə] — the Republic of Ireland. The capital is Dublin. English and Gaelic are the official languages.
- Egypt** [ˈeɪpt] — a country in Africa. The capital is Cairo.
- England** [ˈɪŋɡlənd] — the largest country in Britain. The capital is London.
- Esperanto** [ˌespəˈrɑːntoʊ] — an artificial language which was invented in 1877.
- Eton** [ˈiːtən] — a very expensive British public school for boys.
- Europe** [ˈjʊərəp] — one of the seven continents on the Earth.
- Everest** [ˈevərəst] — the highest mountain in the world (8,848 metres).

### G

- Guyana** [ɡaɪˈəniə] — a country in the South America. The capital is Georgetown. English is the first state language.

### H

- Hallowe'en** [ˈhæləʊˈiːn] — the night of October, 31, when it was formerly believed that the spirits of the dead appeared. Hallowe'en is celebrated in many

## LIST OF GEOGRAPHICAL NAMES

## Appendix 7

### A

- Africa** [ˈæfrɪkə] — Африка
- America** [əˈmerɪkə] — Америка
- Amsterdam** [ˌæməstəˈdæm] — Амстердам
- Anapa** [əˈnɑːpə] — Анапа
- Antarctica** [æntɪˈoʊktɪkə] — Антарктида
- Arctic** [ˈɑːktɪk] (the) — Арктика
- Armenia** [ɑːˈmɪniə] — Армения
- Asia** [eɪʃə] — Азия
- Atlantic Ocean** [ˌætlæntɪk ˈoʊʃən] (the) — Атлантический океан
- Australia** [ɑːˈtreɪliə] — Австралия

### B

- Bahamas** [bəˈhæməz] (the) — Багамские острова
- Baikal** [ˈbaɪkəl] (the) — Байкал
- Bangladesh** [ˌbæŋɡləˈdeɪʃ] — Бангладеш
- Beijing** [beɪˈdʒɪŋ] — Пекин
- Belgium** [ˈbelʒəm] — Бельгия
- Boston** [ˈbɒstən] — Бостон
- Brazil** [brəˈzɪl] — Бразилия
- Britain** [ˈbrɪtən] — Британия
- Brussels** [ˈbrʊzls] — Брюссель

### C

- California** [kælɪˈfɔːniə] — Калифорния
- Canada** [ˈkænədə] — Канада
- Canberra** [ˈkænbərə] — Канберра
- Caribbean Islands** [kærɪˈbiːən ˈaɪlənz], *амер.* [kærɪˈbiən] (the) — Карибские острова
- Chelsea** [ˈtʃelzə] — Челси
- China** [ˈtʃaɪnə] — Китай
- Czech Republic** [tʃɛk rɪˈpʌblɪk] (the) — Чехия

### D

- Delhi** [ˈdeli] — Дели
- Denmark** [ˈdenmɑːk] — Дания

### E

- Egypt** [ˈeɪpt] — Египет
- Eire** [ˈeɪə] — Эйре (Ирландия)
- England** [ˈɪŋɡlənd] — Англия
- Europe** [ˈjʊərəp] — Европа
- Everest** [ˈevərəst] — Эверест

### F

- Finland** [ˈfɪnlənd] — Финляндия
- France** [ˈfrɑːns] — Франция

### G

- Georgia** [dʒɔːdʒə] — 1) Грузия; 2) Джорджия (*штат в США*)

- Germany** [ˈdʒɜːmənɪ] — Германия
- Greece** [ɡriːs] — Греция

### H

- Hong-Kong** [hɒŋ ˈkɒŋ] — Гонконг
- Hungary** [ˈhʌŋɡəri] — Венгрия

### I

- India** [ˈɪndiə] — Индия
- Indian Ocean** [ˈɪndiən ˈoʊʃən] (the) — Индийский океан
- Ireland** [ˈaɪələnd] — Ирландия
- Italy** [ˈɪtali] — Италия

### J

- Jamaica** [dʒəˈmeɪkə] — Ямайка
- Japan** [dʒəˈpæn] — Япония

### K

- Kent** [kɛnt] — Кент
- Korea** [kəˈriə] — Корея

### L

- London** [ˈlʌndən] — Лондон

### M

- Mexico** [ˈmɛksɪkəʊ] — Мексика
- Moscow** [ˈmɒskəʊ] — Москва

### N

- Netherlands** [ˈnedələnz] (the) — Нидерланды
- New Delhi** [njuː ˈdeli] — Новый Дели
- New Zealand** [njuː ˈziːlənd] — Новая Зеландия
- Niagara** [naɪˈæɡərə] (the) — Ниагара
- Nile** [naɪl] (the) — Нил
- Norway** [ˈnɔːweɪ] — Норвегия
- Nottingham** [ˈnɒtɪŋhəm] — Ноттингем

### O

- Oslo** [ˈɒzləʊ] — Осло
- Ottawa** [ˈɒtəvə] — Оттава

### P

- Pacific Ocean** [pəˈɪfɪk ˈoʊʃən] (the) — Тихий океан
- Paris** [ˈpærɪs] — Париж
- Poland** [ˈpəʊlənd] — Польша
- Portugal** [pɔːtʃʊɡəl] — Португалия

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