

# Новые УМК «English-10» и «English-11»

как средство достижения образовательных результатов в основной  
(полной) школе



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**СРЕДНЕЕ ОБЩЕЕ  
ОБРАЗОВАНИЕ** **10-11 классы**

**NEW**

1.1.3.2.1.12.1  
**АНГЛИЙСКИЙ ЯЗЫК**  
10 класс

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и др.

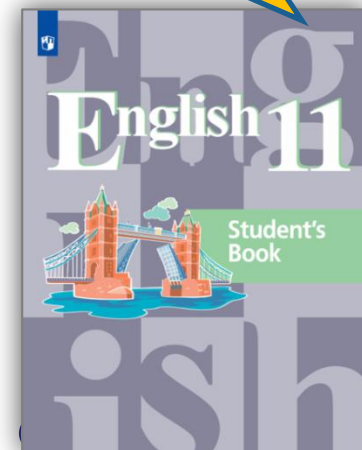
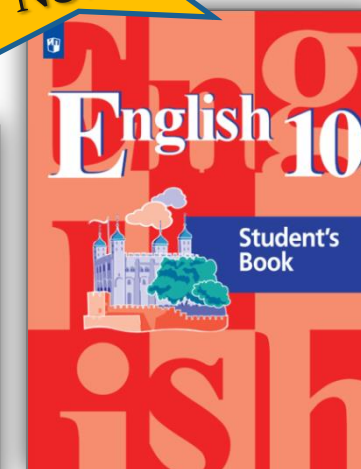
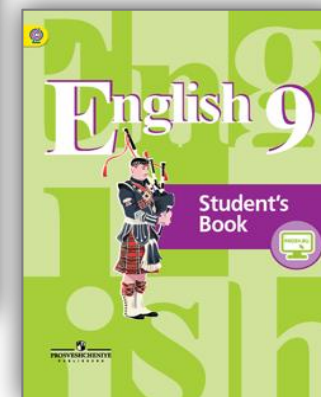
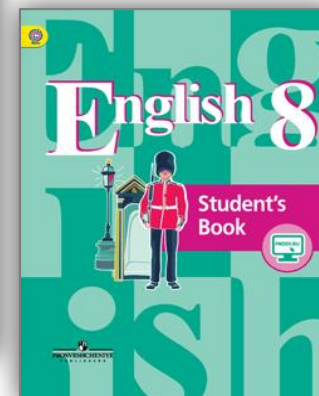
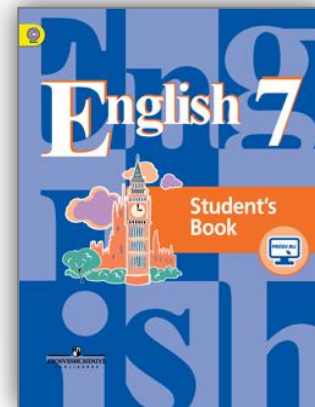
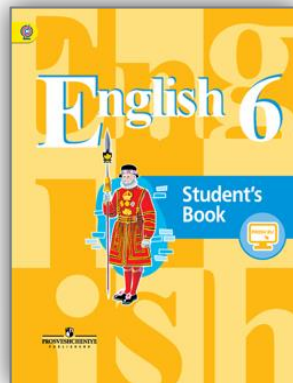
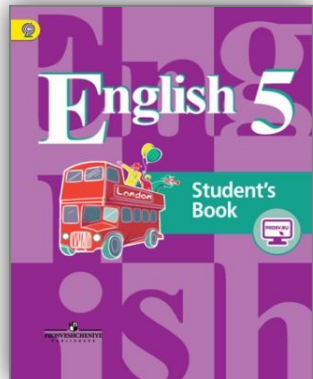
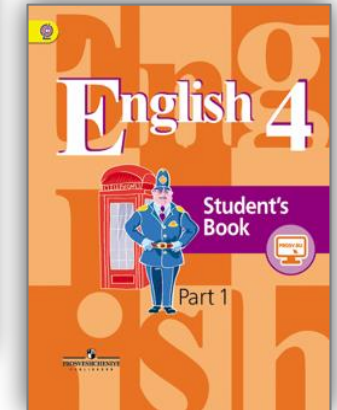
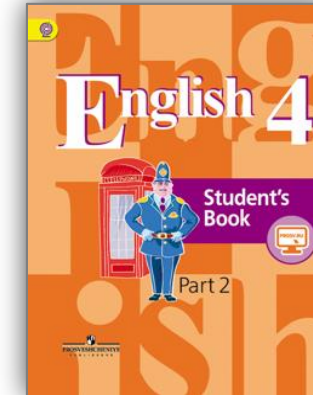
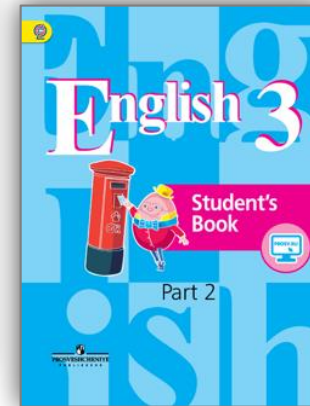
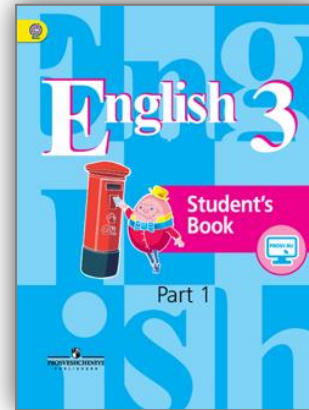
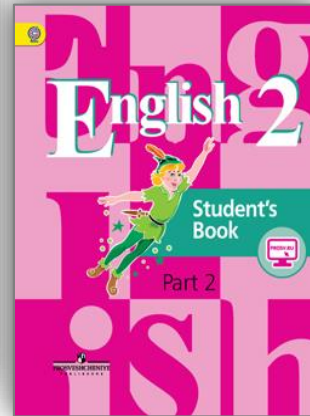
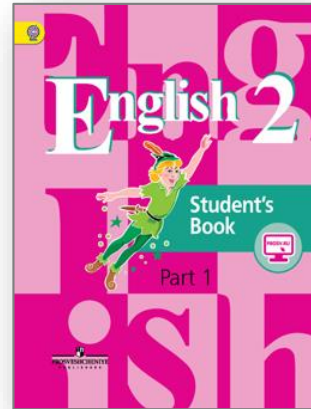


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**АНГЛИЙСКИЙ ЯЗЫК**  
11 класс

Кузовлев В.П.,  
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и др.



успешно прошли федеральную экспертизу на соответствие требованиям к результатам освоения основной образовательной программы среднего (полного) образования, предусмотренным Федеральным государственным образовательным стандартом основного общего образования, включены в федеральный перечень учебников, утвержденный приказом Министерства просвещения Российской Федерации № 766 от 23 декабря 2020 года.



### **Бумажные компоненты**

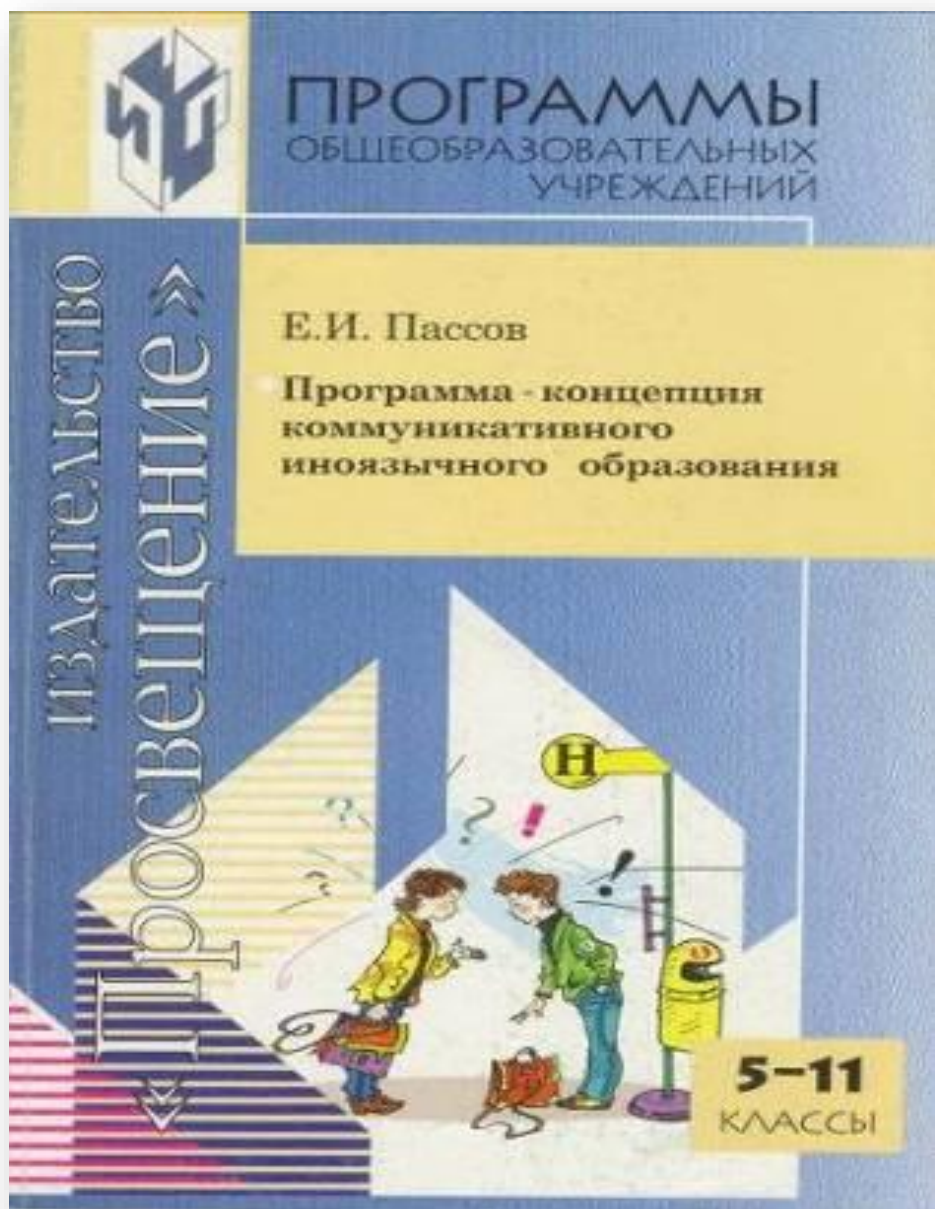
- Учебник (*Student's Book*)
- Рабочая тетрадь (*Activity Book*)
- Книга для чтения (*Reader*)
- Сборник контрольных заданий.  
Пособие для подготовки к ЕГЭ
- Авторская рабочая программа
- Книга для учителя (*Teacher's Book*)

### **Электронные компоненты**

- Электронная форма учебника
- Методическая помощь авторов [prosv-lipetsk@yandex.ru](mailto:prosv-lipetsk@yandex.ru)
- Интернет-поддержка  
<http://www.prosv.ru/umk/english-we.html>
  - Концепция коммуникативного иноязычного образования «Развитие индивидуальности в диалоге культур»
  - Авторская рабочая программа
  - Книга для учителя
  - Календарно-тематическое поурочное планирование
  - Аудиокурс к учебнику [www.prosvmedia.ru/mp3](http://www.prosvmedia.ru/mp3)
  - Аудиокурс и ключи к Сборнику контрольных заданий
  - Дополнительные материалы к УМК
  - Проекты обучающихся
  - Интернет-конференции, веб-семинары, презентации



созданы на основе методической концепции коммуникативного  
иноязычного образования **«Развитие индивидуальности в диалоге культур»**



⇒ **обеспечивают:**

- *познание*
- *развитие*
- *воспитание*
- *учение*

⇒ **готовят учащихся к диалогу культур**

**Каждый урок в цикле уроков, каждый вид работы, каждое упражнение должны интегрировать в себе не только овладение навыками и умениями, но и познание, развитие, воспитание.**

# Авторская рабочая программа к линии УМК «English 10-11»

## СОДЕРЖАНИЕ

### Пояснительная записка

- Общая характеристика программы
- Общая характеристика предмета «Иностранный язык»
- Цели и задачи курса
- Место курса в учебном плане старшей школы

### Результаты освоения программы среднего общего образования по английскому языку

- Личностные результаты
- Метапредметные результаты
- Предметные результаты

### Содержание курса.

**Иноязычная культура (ИК) как содержание иноязычного образования и средство достижения образовательных результатов**

- Предметное содержание речи
- Воспитательный аспект ИК как средство достижения личностных результатов
- Развивающий аспект ИК как средство достижения метапредметных результатов
- Познавательный (социокультурный) аспект ИК как средство достижения личностных результатов
- Учебный аспект ИК как средство достижения предметных результатов

**Тематическое планирование (с описанием основных видов учебной деятельности)**

**Учебно-методическое и материально-техническое обеспечение образовательного процесса**

- Образовательная среда линии УМК
- «Английский язык» (10 – 11 классы)



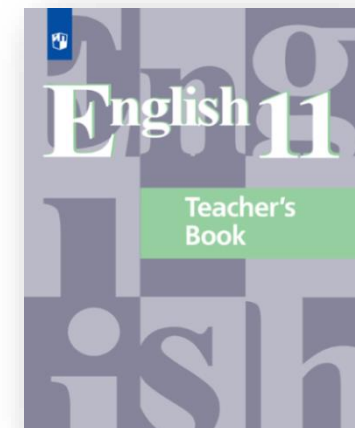
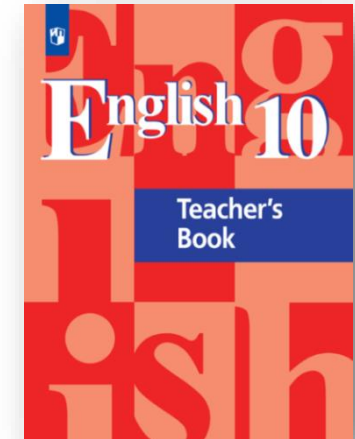
# Книги для учителя к УМК «English 10» и «English 11»

## СОДЕРЖАНИЕ

### Предисловие

1. Общая характеристика УМК
2. Содержание, цели и задачи иноязычного образования в 10 классе
  - 2.1. Иноязычная культура как содержание иноязычного образования и средство достижения образовательных результатов
  - 2.2. Учебный аспект как средство достижения **предметных** результатов
  - 2.3. Познавательный (социокультурный) аспект как средство достижения **личностных** результатов
  - 2.4. Развивающий аспект как средство достижения **метапредметных** результатов
  - 2.5. Воспитательный аспект как средство достижения **личностных** результатов
3. Структура цикла уроков ←
4. Формирование ИКТ-компетентности
5. Организация проектной деятельности
6. Организация контрольно-оценочной деятельности учащихся и подготовка к ЕГЭ
7. Методические рекомендации к циклам уроков  
Unit 1. How varied the world is!  
Unit 2. So many countries so many holidays  
Unit 3. Family first  
Unit 4. What is your generation like?  
Unit 5. My country's history highlights  
Unit 6. The world of entertainment  
Unit 7. The world of sport  
Unit 8. Is travelling the way to go? ←

*Приложение* Список памяток как средства формирования УУД и СУУ





# UNIT 2. SO MANY COUNTRIES SO MANY HOLIDAYS

## Lesson 2. What do people remember on Remembrance Day?

Планируемые результаты (цели урока по аспектам ИК):

**личностные результаты (воспитательный и социокультурный аспекты ИК):**

**воспитательный аспект** – формирование чувства гордости за свою Родину, за прошлое и настоящее России, уважение к защитникам Родины в процессе изучения материалов, посвященных празднованию Дня Победы; знакомство с тем, как чтут память павших героев в англоязычных странах (День памяти, День поминовения, День ветеранов и т. д.); стремление к осознанию исторических корней праздников своего народа и ознакомление с ними представителей других стран;

**социокультурный аспект** – знакомство с праздниками в англоязычных странах (Remembrance Day, Veterans Day, Memorial Day, Anzac Day), с обычаями и традициями, связанными с ними; умение передавать реалии родной культуры средствами английского языка, рассказывать о праздниках и торжествах родной страны (Victory Day); с реалиями и фактами иноязычной культуры (the Cenotaph, the Tomb of the Unknowns, the Peace Tower on Parliament Hill, the Books of Remembrance, the Royal British Legion);

**метапредметные результаты (развивающий аспект ИК):**

**регулятивные** – умение самостоятельно определять цели деятельности и составлять планы деятельности, использовать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности, выбирать успешные стратегии в различных ситуациях;

**познавательные** – умение работать с информацией: поиск, выделение и обобщение нужной информации с использованием разных источников; умение критически оценивать и интерпретировать информацию, получаемую из различных источников; умение извлекать информацию на разных уровнях понимания (основную, выборочную/запрашиваемую, полную и точную информацию) в соответствии с поставленной коммуникативной задачей; умение определять значение незнакомых слов по знакомым словообразовательным элементам, конверсии, etc., умение использовать справочный материал (англо-русский словарь, грамматический и лингвострановедческий справочники);

**коммуникативные** – умение планировать своё речевое поведение (монологическое высказывание), продуктивно общаться и взаимодействовать в процессе совместной деятельности, ясно, логично и точно излагать свою точку зрения;

**предметные результаты (учебный аспект ИК):** умение распознавать и употреблять в речи новые ЛЕ; *сопутствующие задачи*: совершенствование произносительных навыков; умение владеть техникой чтения; умение распознавать и употреблять в речи ранее изученные грамматические явления, читать с разными стратегиями, устанавливать соответствия, выписывать из текста запрашиваемую информацию, понимать на слух с целью извлечения конкретной информации, строить комбинированное монологическое высказывание на заданную тему.

**Речевой материал: продуктивный: лексический** – to adopt, to dedicate, a government, to lay (on), (a) memorial, memory, a sacrifice, to sign, silence, victory; **грамматический** – для повторения: относительные придаточные предложения; словообразование: суффиксы

существительных *-tion, -ance/-ence, -ity/-iety, -ing*, прилагательных *-al, -ive, -able, -ed*, глаголов *-ise/-ize*; конверсия (*memorial* – *a memorial*);

**рецептивный: лексический** – appropriate, artificial, a battlefield, a civilian, a cross, a poppy, a survivor, a wreath; **из книги для чтения**: to recite.



Неделя	Урок	Название урока	Планируемые результаты			Речевой материал				Домашнее задание
			личностные	метапредметные	предметные	Чтение	Аудирование	Говорение	Письмо	
29		Lesson 1 What do people travel for?	<p><b>воспитательный аспект</b> – положительного отношения к путешествию и туризму как к одному из способов организации здорового образа жизни и проведения досуга; воспитание любознательности, познавательных потребностей, интереса и уважительного отношения к фактам, реалиям, достопримечательностям и значимым объектам, которые являются достоянием родной культуры и культуры других народов;</p> <p><b>социокультурный аспект</b> – британских подростков о путешествии как о виде проведения досуга, с достопримечательностями в странах изучаемого языка и родной стране, с образовательными поездками по своей стране и за рубежом, с отрывком из книги <i>Boy, Tales of Childhood</i> by Roald Dahl</p>	<p><b>регулятивные</b> – учебный труд, самостоятельно определять цель деятельности и составлять план деятельности;</p> <p><b>познавательные</b> – умение извлекать информацию на разных уровнях понимания в соответствии с поставленной коммуникативной задачей; умение выделять основную мысль, выделять главные факты, опуская второстепенные; умение использовать справочный материал; умение определять значение незнакомых слов по словообразовательным элементам, аналогии с родным языком, наличие смысловых связей в контексте, с помощью словаря; умение строить рассуждение; умение использовать выборочный перевод;</p> <p><b>коммуникативные</b> – поведение, владеть языковыми средствами, ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства</p>	<p><b>Тема:</b> – страны изучаемого языка, крупные города, достопримечательности. Путешествие по своей стране и за рубежом. Спорт. Активный отдых. Здоровье. Здоровый образ жизни. Современная молодежь. Образовательные поездки. (Рабочая тетрадь);</p> <p><b>действия учащихся:</b> совершенствуют произносительные навыки; распознают и употребляют в речи изученные ранее грамматические явления; читают вслух небольшой текст научно-популярного характера, читают художественно-публицистический текст с целью понимания основного содержания и с полным пониманием прочитанного; составляют связное тематическое монологическое высказывание с опорой на план и иллюстративную наглядность; делают сообщение на заданную тему (монологическое высказывание с элементами рассуждения)</p>	<p>лексический: to adapt, to broaden, to deepen, to escape, to feel / be at ease, a gratitude, heritage, in order to, an insight, a lack (of), a landmark, to manage, to portray, remote, to set aside, a site, wise; (из Книги для чтения) a departure, a deck;</p> <p>грамматический: (для повторения) модальные глаголы и их эквиваленты (can, could, should, ought to, (were / will) be able to; manage) в различных функциях (ability, possibility, advice or necessity); сложное дополнение (The complex object (verb + object + infinitive)); словообразование: суффиксы глаголов –en; (для повторения) –(i)ate, –ize ex.1.1), 2), 3); 2.1), 2); 3.1), 2); 4.1), 2)</p>	<p>лексический: to adapt, to broaden, to deepen, to escape, to feel / be at ease, a gratitude, heritage, in order to, an insight, a lack (of), a landmark, to manage, to portray, remote, to set aside, a site, wise; (из Книги для чтения) a departure, a deck;</p> <p>грамматический: (для повторения) модальные глаголы и их эквиваленты (can, could, should, ought to, (were / will) be able to; manage) в различных функциях (ability, possibility, advice or necessity); сложное дополнение (The complex object (verb + object + infinitive)); словообразование: суффиксы глаголов –en; (для повторения) –(i)ate, –ize ex.1.1); 2.3)</p>	<p>лексический: to adapt, to broaden, to deepen, to feel / be at ease, heritage, a landmark, to manage, to portray, to set aside, a site, wise; грамматический: (для повторения) модальные глаголы и их эквиваленты (can, could, should, ought to, (were / will) be able to; manage) в различных функциях (ability, possibility, advice or necessity); сложное дополнение (The complex object (verb + object + infinitive)); словообразование: суффиксы глаголов –en; (для повторения) –(i)ate, –ize ex.1.2), 3); 3.2); 4.1), 2); 5.; 6.; 7.; 18.</p>	ex. 4.2)	ex.9. (AB ex.1.; 2.; R ex.1.); Choose a project.

## Unit 8. Is travelling the way to go?

## Отличительные характеристики

- ❑ Созданы на основе методической концепции коммуникативного иноязычного образования «*Развитие индивидуальности в диалоге культур*» (Е.И.Пассов)
- ❑ Коммуникативная технология достижения учащимися образовательных (личностных, метапредметных и предметных) результатов, позволяющая обобщить и систематизировать материал за весь курс обучения
- ❑ Коммуникативная технология формирования ценностных ориентиров
- ❑ Стратегия «культура через язык, язык через культуру»
- ❑ Комплексный подход к овладению учебным материалом во всех видах речевой деятельности, обеспечивающий прочность усвоения
- ❑ Система средств индивидуализации процесса иноязычного образования
- ❑ Различные виды проектной деятельности
- ❑ Подготовка учащихся к дальнейшему самостоятельному овладению иностранным языком: в учебниках представлены задания, которые раскрывают перед учащимися потенциал использования иностранного языка в дальнейшей профессиональной сфере, даны средства для развития умений, необходимых для самостоятельного изучения английского языка.
- ❑ Позволяют методически грамотно организовать работу по подготовке учащихся к межкультурному общению, как на уроке, так и в условиях дистанционного обучения
- ❑ Система средств подготовки к итоговой аттестации: все виды уроков дополнены специальными заданиями, которые целенаправленно развивают у учащихся экзаменационные умения, а также разработаны специальные уроки *Exam Preparation* и *Test yourself*, предназначенные для развития умений самоконтроля и самооценки



**Unit 1. HOW VARIED THE WORLD IS!**

**Unit 2. SO MANY COUNTRIES SO MANY HOLIDAYS**

**Unit 3. FAMILY FIRST**

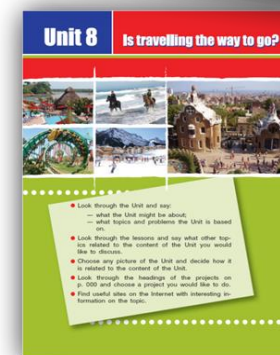
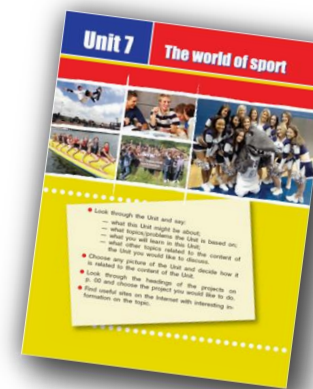
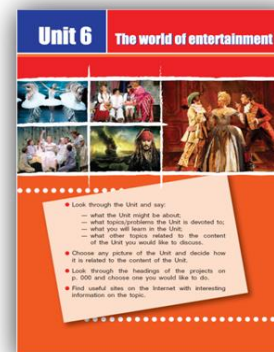
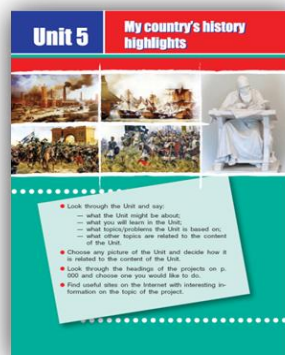
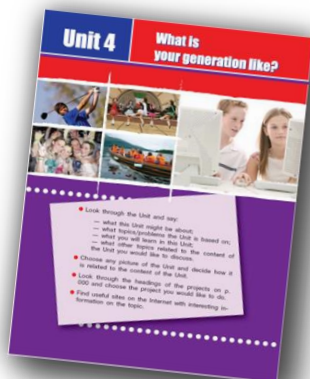
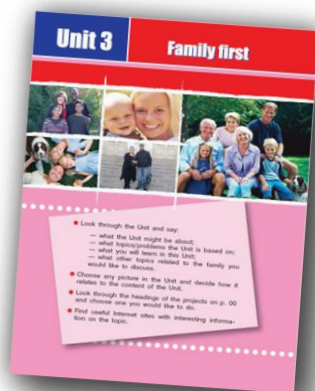
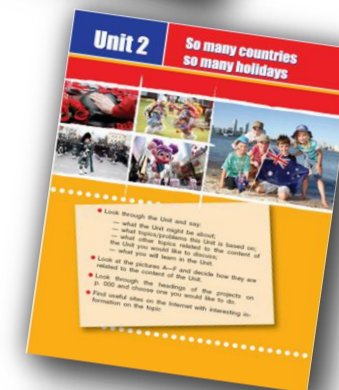
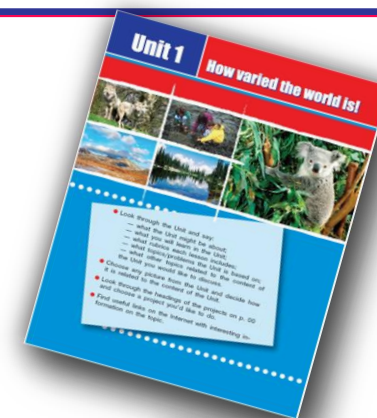
**Unit 4. WHAT IS YOUR GENERATION LIKE?**

**Unit 5. MY COUNTRY'S HISTORY HIGHLIGHTS**

**Unit 6. THE WORLD OF ENTERTAINMENT**

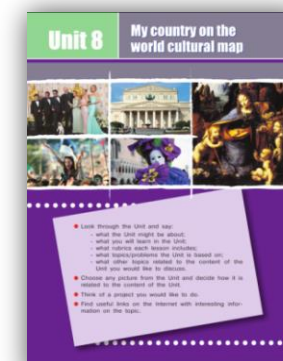
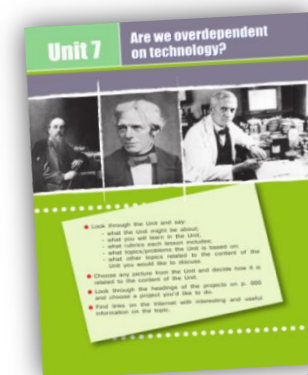
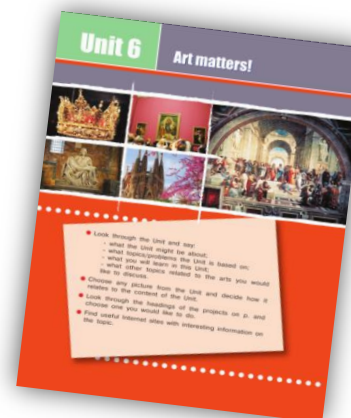
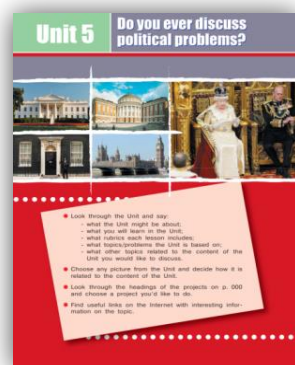
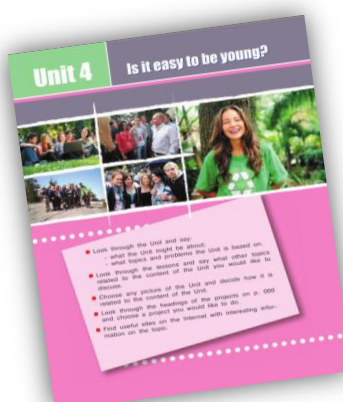
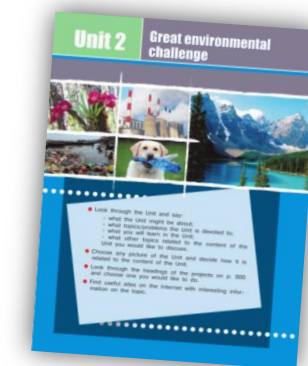
**Unit 7. THE WORLD OF SPORT**

**Unit 8. IS TRAVELLING THE WAY TO GO?**





- Unit 1. THERE IS NO PLACE LIKE HOME**
- Unit 2. GREAT ENVIRONMENTAL CHALLENGE**
- Unit 3. GETTING READY FOR THE FUTURE**
- Unit 4. IS IT EASY TO BE YOUNG?**
- Unit 5. DO YOU EVER DISCUSS POLITICAL PROBLEMS?**
- Unit 6. ART MATTERS!**
- Unit 7. ARE WE OVERDEPENDENT ON TECHNOLOGY?**
- Unit 8. MY COUNTRY ON THE WORLD CULTURAL MAP**



# Структура цикла уроков как инструмент достижения предметных результатов

I этап + II этап  
Формирование навыков +  
Совершенствование навыков

III этап

Развитие умения

Формирование  
лексических  
навыков  
Совершенствование  
лексических и  
грамматических  
навыков

Формирование  
лексических  
навыков  
Совершенствование  
лексических и  
грамматических  
навыков

I подэтап

Развитие умения  
общаться  
(диалогическая  
и  
монологическая  
формы речи)

II подэтап

Проектные  
уроки

III подэтап

Consolidation

Test yourself

Self-  
assessment  
page

Exam  
preparation

Assessment  
tasks

Проектная деятельность

Этап I  
Подготовительный

Этап II  
Основной  
(выполнение  
проекта)

Этап III  
Заключительный  
(Проектные  
уроки)

Развитие  
умения  
читать

Развитие  
умения  
аудировать

Развитие  
умения  
писать



## Unit 1 How varied the world is!



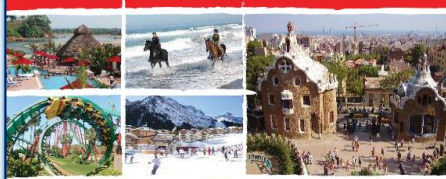
- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the headings of the projects on p. 23 and choose one you would like to do.
- Find useful sites on the Internet with interesting information on the topic.

## Unit 6 The world of entertainment



- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the headings of the projects on p. 153 and choose one you would like to do.
- Find useful sites on the Internet with interesting information on the topic.

## Unit 8 Is travelling the way to go?



- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the headings of the projects on p. 203 and choose one you would like to do.
- Find useful sites on the Internet with interesting information on the topic.

## Unit 3 Getting ready for the future



- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what topics/problems the Unit is based on;
  - what other topics related to education and careers you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the Unit and think of a project you would like to do.
- Find useful sites on the Internet with interesting information on the topic.

## Unit 5 Do you ever discuss political problems?



- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what rubrics each lesson includes;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the Unit and think of a project you would like to do.
- Find useful sites on the Internet with interesting information on the topic.

## Unit 4 Is it easy to be young?



- Look through the Unit and say:
  - what the Unit might be about;
  - what topics and problems the Unit is based on.
- Look through the lessons and say what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the headings of the projects on p. 96 and choose a project you would like to do.
- Find useful sites on the Internet with interesting information on the topic.

# Заставка к Циклу уроков

**ЦЕЛЬ:** мотивировать учащихся на восприятие темы цикла уроков, активировать контекст деятельности, их личный опыт

- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the headings of the projects on p. 23 and choose one you would like to do.
- Find useful sites on the Internet with interesting information on the topic.



## Lesson 1 What do people travel for?

1 As the world has opened up, travelling has become an extremely popular pastime. Here are some people talking about travelling.

1) **Vocabulary.** What do the people think about travelling? Find out the meaning of the highlighted words on p. 213.

In my opinion, if we **wise** become a more cultured and **wise** people, travelling is the way to go. I think travelling is very much a learning experience. The type of learning we get from travelling is not the type of learning we get in a classroom. It's better. It's practical and it **could** help us in our everyday lives. As a traveller, I am constantly thrown in to unknown places and I come face to face with cultures completely different from my own. So, I **ought** to learn quickly in order to **adapt**. Thus, travelling **broadens** my mind and enriches my knowledge of life greatly. (Peter B.)

**mind!**

culture — культура

**mind!**

culture — культура

cultured (person) — культурный, образованный (человек)

cultural (feature) — культурная (особенность)

of the area I visit, but also its cultural features. People from different parts of the world live in different cultures where they do things differently. Learning other cultures teaches me that being different doesn't always mean better or worse, just different. Having a better understanding of someone's culture allows me to better deal with foreigners.

believe, it is important, adapting to travelling. People's customs are different through time. (David)



I personally think that travelling opens up our minds not only to foreign countries, but also to the places we live in. Staying in a different place for some time and meeting foreigners can give us **insight** into our own lives. Travelling can **deepen** our appreciation for our native land. Visiting places where others live can create a sense of **gratitude** for our native land. Sometimes distance simply makes things clearer. (Ann K.)

Travelling allows me to see the wonders of the world and rich cultural **heritage**. For me, it is the best chance to see and appreciate the world's greatest **sites** of which I have previously only read or seen pictures. Shows or books can never **portray** the experience. Seeing famous places with my own eyes is better than seeing them on TV. Nothing is like seeing the majestic beauty of the sites, viewing the majestic beauty of the marks, touching the walls of all the magnificent monuments or experiencing the life of the people. (Megan L.)



## Unit 8 Lesson 1

**adapt** [ə'dæpt] v приспособляться(ся)  
**broaden** ['brɒdn] v расширять  
**deepen** ['di:pən] v углублять; увеличивать  
**escape** [ɪ'skeɪp] v убежать; уходить  
**feel/be at ease** [i:z] idm чувствовать себя свободно (выражающее)  
**gratitude** ['græʃtɪtʊd] n благодарность, признательность  
**heritage** ['herɪtɪdʒ] n наследие; традиция  
**in order** [ɪn'ɔ:də] te\* prep для того чтобы  
**insight** ['ɪnsaɪt] n понимание; способность понять сущность  
**lack** [læk] [læk] n недостаток, нехватка; (полное) отсутствие  
**landmark** ['lændmɑ:k] n заметный объект местности; достопримечательность  
**manage** ['mænɪdʒ] v суметь (сделать), справиться  
**portray** [pɔ:'treɪ] v описывать, изображать  
**remote** [rɪ'moʊt] a отдаленный, далекий  
**set aside** [sɪt ə'saɪd] phr v откладывать; оставлять в стороне; отбрасывать  
**site** [saɪt] n достопримечательность  
**wise** [waɪz] a мудрый; умный

New words and word combinations 213

**WORD building**

**WORD building**

Suffixes of the verb

adj + -en = v  
broaden • deepen • widen  
GS, p. 247. AB, ex. 1

5. Наиболее употребительные суффиксы глаголов

Существительное, прилагательное	+ -ate, -ise/-ize, -en (подвергаться воздействию, превращать(ся) в то, на что указывает основа)	= Глагол
regular — регулярный, систематический	+ -ate	= regulate — регулировать, упорядочивать
special — специальный, индивидуальный	+ -ise/-ize	= specialise — специализировать(ся)
broad — широкий	+ -en	= broaden — расширять(ся)

Grammar support

247

- ✓ воспринимают (на зрительной и слуховой основе) в контексте и осознают значение НЛЕ (с помощью контекста, перевода и т.д.)
- ✓ совершенствуют произносительные навыки
- ✓ рубрика **Word building** — систематизируют знание правил словообразования
- ✓ рубрика **Mind!** — знакомит с особенностями лексической стороны английского языка



# Lesson 2

## What do people remember on Remembrance Day?

## Коммуникативная технология иноязычного образования

1 Every year, there are two minutes of silence at the eleventh hour of the eleventh day of the eleventh month in Commonwealth\* countries.

1) **Vocabulary.** What historical event is this holiday devoted to? Find out the meaning of the highlighted words on p. 208.

The 11th hour of the 11th day of the 11th month

Remembrance Day is a **memorial** day observed in Commonwealth countries such as the United Kingdom, Australia and Canada, to remember those who fought and died in many wars.

On the 11th hour of the 11th day of the 11th month in 1918 the armistice\* which put an end to fighting in the First World War was signed.

The date was first observed in 1919 and until 1945 it was called Armistice Day. On the first anniversary of the armistice two-minutes' **silence** was **adopted**, that became a central feature of commemorations on Armistice Day. After the end of the Second World War, the Australian, Canadian and British **governments** changed the name of the holiday to Remembrance Day. Armistice Day was no longer an **appropriate** title for a day which would **commemorate** all war dead, veterans and **survivors**. In the USA, in 1954, Armistice Day was changed to Veterans Day.

In the United Kingdom, the USA, Australia and Canada, November 11th is usually marked with ceremonies and speeches — and a moment of silence when all Commonwealth countries pause to remember those men and women who have died or suffered in all wars, conflicts and peace operations.

In the United Kingdom, although two minutes of silence are observed on 11 November itself, the main observance is on the second Sunday of November, Remembrance Sunday. A national ceremony begins at the Cenotaph,\* London,

where the Queen **lays** the first wreath. On this day ceremonies are held at war **memorials** all over the UK and key political figures make speeches in **memory** of the nation's fallen heroes. Over the years it has **become** a tradition to **commemorate** not just the **sacrifice** of military men and women but the suffering and patriotism of **civilians** in times of war.

Remembrance Day is also known as Poppy Day. Poppies are traditional to the day. They are sold by the Royal British Legion, a charity **dedicated** to helping war veterans. The poppy emblem was chosen because it was a very widespread flower on the **battlefields** of Europe after the First World War. Wreaths of poppies are laid on war **memorials** all over Britain. People also leave small wooden **crosses** by the **memorials** in remembrance of a family member who died in war.



The Cenotaph

### New words and word combinations

#### Lesson 2

**adopt** [ə'dɒpt] *v* принимать голосованием, в ходе обсуждения, голосовать за

**appropriate**\* [ə'prɒpriət] *a* соответствующий, подходящий; уместный

**artificial**\* [ˌɑːtɪʃiəl] *a* искусственный

**battlefield**\* ['bætlfi:ld] *n* поле сражения, поле боя

**dedicate** ['dedɪkeɪt] *v* 1) посвящать 2) предназначать

**government** ['gʌvnmənt] *n* правительство

**lay (on)** [leɪ] *v* (laid) положить, возлагать

**memorial** [mɪ'mɔ:riəl] 1. *n* памятник; мемориал, монумент 2. *a* памятный, мемориальный; устанавливаемый в память

**memory** ['meməri] *n* память

**poppy**\* ['pɒpi] *n* мак

**sacrifice** ['sæknɪfaɪs] *n* жертва; to make —s приносить жертвы

### Linguistic and cultural guide

**Armistice**, the ['ɑ:mɪstɪs] перемирие; прекращение военных действий — the Armistice between the Allies and Germany was an agreement that ended the fighting in the First World War.\* It was signed on 11 November 1918, and marked a victory for the Allies and a complete defeat for Germany. Celebration of the Armistice became the centrepiece of memorial of the war, along with the Cenotaph, the ['senətɑ:f] Кенотаф (Сенотаф), обелиск в память погибших во время двух мировых войн (в Лондоне) — an "empty tomb" or a monument set up in honour of a person or group of people whose remains are elsewhere. Many of the best-known cenotaphs are dedicated to the memories of groups of individuals, such as the lost soldiers of one country or empire. Probably the best-known cenotaph in the UK is the one that stands in Whitehall, London. It specifically commemorates the victims of the First World War,\* but is used to commemorate all of the dead in all wars in which British servicemen have fought.

**Commonwealth**, the ['kɒmənwelθ] Содружество — an organisation of about 50 independent countries, most of which were formerly part of the British Empire, set up to encourage trade and friendly relations among its members. The British Queen is the head of the Commonwealth and there is a meeting each year for all its heads of government.

### УМЕНИЯ:

- распознавать значение НЛЕ (с помощью контекста, перевода и т.д.),
- пользоваться словарем, справочной литературой (LCG)

### List of names

**Royal British Legion**, the [ˌrɔɪəl ˌbrɪtɪʃ ˈli:dʒən] Королевский британский легион



# Комплексный подход в овладении новым материалом во всех ВРД

## Lesson 1

### Different countries – different landscapes

**1** More than seven billion people, speaking hundreds of different languages, live in about 200 different countries and territories in the world. They live in a great variety of environments.

**1) Vocabulary.** What geographical features make the UK and Australia unique? Find out the meaning of the highlighted words on p. 207.



A wombat

A koala

Australia, officially the Commonwealth of Australia, is a country which is located south of the Equator. It occupies the Australian continent, the island of Tasmania and smaller islands in the Indian and Pacific Oceans.

There are many amazing features of the physical environments which make Australia such a unique and diverse country. Much of the land is a useless desert. The Great Sandy, the Great Victoria, and the Simpson Desert stretch to 2,000,000 square kilometres. Its population is very small (22.6 million people) for such a huge country. Many people live far away from towns in the outback.\* The

country is proud to have two of the seven natural wonders of the world, Uluru\* and the Great Barrier Reef.\*

Australia has very rich wildlife, including the kangaroo, koala, wombat, crocodile, emu and echidna. Plants such as the eucalyptus and acacia cover large areas and have many different varieties.

The climate ranges from temperate to tropical. Most of the continent is sunny most of the year. The western and central areas are very arid, while the northern and some coastal areas are very humid. Terrible natural disasters such as droughts, floods and cyclones or hurricanes happen very often on the continent along the coast.

**2) Answer the questions about Great Britain and Australia.**

- Where is the country located?
- What territory does the country occupy?
- What are the typical landforms of the country?
- What animals and plants is the country home to?

The United Kingdom of Great Britain and Northern Ireland is an island state. It occupies most of the territory of the British Isles. The total area of the United Kingdom is 244,100 square kilometres. Northern Ireland borders on the Irish Republic in the south. Great Britain is washed by the Atlantic Ocean in the north, northwest and southwest.

Although Great Britain is a comparatively small island, geographi-

Britain was a vast forests. Today, a cent of the total wooded. There are rivers in Great Britain: the Sever, the Shannon and the

Animal life is like that of northern: the wild, deer, fox, often seen; you may see a weasel or

**2** America is a vast land of physical contrasts, including the weather.

**1) Grammar.** Read about the country and write articles where necessary.



Alaska

(0) The USA is the fourth largest country in the world. It is situated in (1) \_\_\_\_\_ North America. The whole territory of the country, including land and water, is 9,826,675 km<sup>2</sup>. It covers 4583 kilometres from (2) \_\_\_\_\_ Pacific Ocean in the east to (3) \_\_\_\_\_ Atlantic Ocean in the west. The country is made up of 50 states. On land, its neighbouring countries are (4) \_\_\_\_\_ Canada and (5) \_\_\_\_\_ Mexico. Because of its large size the country has a wide range of geographical characteristics. The land varies from heavy forests and woods to huge deserts like (6) \_\_\_\_\_ Sonoran Desert and (7) \_\_\_\_\_ Chihuahuan Desert, from high mountains such as (8) \_\_\_\_\_ Rocky Mountains to (9) \_\_\_\_\_ Great Plains. If you travel across the country, you will see hundreds of rivers, the longest being (10) \_\_\_\_\_ Mississippi. You will drive near hundreds of lakes, the largest of which is (11) \_\_\_\_\_ Lake Superior. The country has different kinds of climate: from the tropical of (12) \_\_\_\_\_ Hawaii to the dry in the Great Basin and the subarctic and tundra climates of (13) \_\_\_\_\_ Alaska. Part of the huge territory is located in the extreme and often has natural catastrophes — hurricanes, tornadoes, floods, droughts and wildfires.

**2) Vocabulary.** Paraphrase the sentences with the highlighted words using the new words from ex. 1.1).

It is situated in North America. → It is located in North America.

**3** What are the most interesting geographical facts? (AB ex. 1)

**4** In your culture. Russia is a huge country which occupies one eighth of the earth's surface.

**1) What are the geographical features of Russia? Describe the country using the questions from ex. 1.2) as an outline and useful phrases to give examples.**

- ✓ взаимосвязанное обучение всем видам речевой деятельности через систему упражнений
- ✓ позволяет компенсировать недостающие способности благодаря работе всех анализаторов
- ✓ Тесная взаимосвязь видов речевой деятельности способствует более прочному овладению речевым материалом, так как обеспечивает всестороннее формирование речевого механизма

- ✓ выполнение каждого последующего упражнения подготовлено предыдущими упражнениями, а домашнее задание – всем ходом урока



# Коммуникативная технология иноязычного образования

## Формирование / совершенствование лексических навыков

**2** The Convention of the Rights of the Child was approved on November 20, 1989.

Read the text and circle the words in brackets that fit.

Only in the 20th century, children were officially (1) *(established/entitled)* to their rights. "Childhood" has been (2) *(proclaimed/granted)* as a time for education, recreation, growth and discovery. Nevertheless, a lot of children were (3) *(denied/exercised)* their basic rights. The first attempt to (4) *(call/share)* for children's rights was made in the 1970s by the United Nations.

In 1989 the nations of the world (5) *(obeyed/proclaimed)* the Convention

of the Rights of the Child. The Convention (6) *(granted/empowered)* children the right to education, health care and economic opportunity, protection from (7) *(cruelty/equality)* and exploitation. It also says that decisions that affect kids should (8) *(stand up/defend)* for their "best interests".

Since it was established, the Convention has become the world's most widely approved (9) *(agreement/issue)*.

**3** What is the Universal Declaration of Human Rights about?

Paraphrase the statements. Use the words in brackets. Make all necessary changes. Read Learning to learn note No. 3.

0) The Universal Declaration of Human Rights adopted on 10th December 1948, allows all people to defend their rights. (*empower, stand up for*)

The Universal Declaration of Human Rights adopted on 10th December 1948, empowers all people to stand up for their rights.

1) Its aim is to recognize the worth and importance of each person's life and grant all people equality and fairness before law. (*dignity, justice*)

2) There are thirty articles officially declared by the Declaration which form the basic human rights. (*proclaim, shape*)

3) Thanks to the document, people all over the world are given equal rights in solving everyday problems. (*be entitled to, issue*)

4) All people must observe the law and can call for their rights if they are refused their rights. (*obey, deny*)

5) The Declaration has become the most important attempt to call for human rights laws and create a society without cruelty and unfairness. (*stand up for, injustice*)



### 4 Grammar.

1) In the texts (ex. 1.1), translate the sentences with the underlined modal verbs. Which of them express obligation, necessity, permission or prohibition? Use GS, p. 221.

2) The British Government joined the UN Convention on the Rights of the Child in 1991 and established the age limits for British teenagers.

What are these age limits? Fill in the gaps with the appropriate verbs or their equivalents in the correct form.

1) At any age you \_\_\_\_\_ see your school records. (*permission*)

2) At age 5 a child \_\_\_\_\_ be in full-time education. (*obligation*)

3) At age 13 you \_\_\_\_\_ work part-time, although you \_\_\_\_\_ know the exact rules for the area where you live. (*permission/obligation*)

4) At age 14 you \_\_\_\_\_ take responsibility (before law) for crimes you commit. (*obligation*)

5) Until you are 16, you \_\_\_\_\_ leave school. (*prohibition*)

6) At age 16 you \_\_\_\_\_ start to learn to drive and apply for your own passport. (*permission*)

7) At age 16 you \_\_\_\_\_ pay full adult fare on most public transport. (*necessity*)

**5** In your culture. Russia ratified the UN Convention on the Rights of the Child in 1991.

What age limits are there in your country? Use GS, p. 221.

0) At any age you \_\_\_\_\_ see your school records. (*permission*)

At any age the \_\_\_\_\_

1) At age 8 you \_\_\_\_\_ see your school records. (*expect*)

2) At age 14 you \_\_\_\_\_ be in full-time education. (*obligation*)

3) Until you are 16, you \_\_\_\_\_ leave school. (*prohibition*)

4) At age 16 you \_\_\_\_\_ work part-time, although you \_\_\_\_\_ know the exact rules for the area where you live. (*permission/obligation*)

5) At age 18 you \_\_\_\_\_ take responsibility (before law) for crimes you commit. (*obligation*)

6) At age 18 you \_\_\_\_\_ start to learn to drive and apply for your own passport. (*permission*)

7) Once you turn 16 you \_\_\_\_\_ pay full adult fare on most public transport. (*necessity*)

**6** Is having a project important for you? Express your opinion.

Remember to say:

- if you find learning interesting
- if it is important to learn
- what rights you are given
- what rights you are given
- how you call for your rights

**7** Activity book. Choose a project you are interested in.

✓ выполняют комплекс упражнений по выбору ЛЕ, подстановку НЛЕ в уже известные грамматические структуры, комбинируют НЛЕ с уже известными, осуществляют перифраз по ключевым ЛЕ



Как сделать упражнение на перифраз

Перифраз — это передача, изменение, переделывание фраз или высказываний и т. д. с использованием других слов без искажения их содержания и смысла.

В учебнике есть упражнения, в которых вы учитесь делать перифраз с использованием ключевых слов. Вот несколько рекомендаций, которые помогут вам успешно справиться с заданием.

1. Внимательно прочитайте исходное предложение и слово/словосочетание, которое вы должны использовать для перифраза. Убедитесь, что вы понимаете их значение и смысл.

2. Найдите в исходном предложении слово или словосочетание, сходное по значению со словом/словосочетанием для перифраза. Обратите внимание на то, что слово/словосочетание в исходном предложении может использоваться в противоположном значении, т. е. быть антонимом слову/словосочетанию для перифраза.

3. Подумайте, какие преобразования необходимо сделать со словом для перифраза, чтобы оно грамматически соответствовало исходному предложению (изменить число существительного, поставить глагол в нужную видо-временную форму и т. д.).

4. Прочитайте получившееся перефразированное предложение. Проверьте, не исказили ли вы смысл исходного предложения. Не следует включать в своё предложение дополнительную информацию, не содержащуюся в исходном предложении.

5. В заключение проверьте, нет ли в перефразированном предложении орфографических ошибок, правильно ли употребляются грамматические конструкции и видо-временные формы.

исходное предложение

слова, сходные по значению с ключевыми

Thanks to the Universal Declaration of Human Rights, people all over the world are given equal rights in solving everyday problems. (*be entitled to, issue*)

перефразированное предложение

ключевые слова





# Коммуникативная технология иноязычного образования

## Совершенствование грамматических навыков

### Lesson 1

#### What right is right for you?

1 All people worldwide share human and civil rights, whatever their race or social position.

1) Read through the questions and the texts below. In which text can you find an answer to each question? One question is extra.

- What are human and civil rights?
- Where do human rights come from?
- What are the basic human and civil rights?
- What organisations educate people about their rights?
- Why is it important to learn about your rights?
- How do people defend their rights?



can't

A There are no rights more important than others. You can't be granted only some rights, while others are denied. Though there are a number of fundamental rights that people from around the world have agreed on. Among these rights are the right to life, freedom from cruelty and slavery, cruel and inhuman treatment, rights to equality before the law, rights to health, education and an acceptable standard of living. These rights are the same for all people everywhere. We have to have the freedom and advantages that we should be allowed to have whatever our race, or social position. All people have to obey law and respect each other's rights. This is what makes human rights "universal".

B In learning about human and civil rights, we learn about the ideas of respect, fairness, justice and equal opportunities for all human beings. We also learn about standing up for our own rights and about our responsibility to respect the rights of others. Furthermore, understanding human and civil rights shapes our thinking and our actions, because these rights are about real-life issues. When people better understand their rights, it will be easier for them to promote a just society. Knowledge about human rights can empower people and offer solutions for specific problems. Values of tolerance, equality and respect can help to reduce aggression within society. Putting these ideas into practice will help us to create the kind of society we want to live in.

C Human and civil rights are something which everyone is entitled to. When talking about rights, we recognise must and dignity of all people. It means that all people must have an opportunity to live without fear or discrimination. Human rights are associated with should and fairness. Civil rights declare how people should interact with others at all levels in society — in the family, the community, the school, the workplace, in politics and in international relations. Thus, human and civil rights are related to the values that societies must live by.

✓ Упражнения под рубрикой «Grammar» направлены на совершенствование грамматических навыков на основе целенаправленного и управляемого комбинирования нового лексического материала и трансформации грамматического материала, усвоенного ранее: Учащиеся в упр.4.1) распознают в тексте данные грамматические явления и в упр.4.2) употребляют их в новом контексте

without cruelty and unfairness. (stand up for, injustice)

#### 4 Grammar.

1) In the texts (ex. 1.1), underline modal verbs. Which of them express obligation, permission or prohibition? Use

2) The British Government joined the UN Convention on the Rights of the Child in 1991 and established

#### 4 Grammar.

1) In the texts (ex. 1.1), translate the sentences with the underlined modal verbs. Which of them express obligation, necessity, permission or prohibition? Use GS, p. 221.

2) The British Government joined the UN Convention on the Rights of the Child in 1991 and established the age limits for British teenagers. What are these age limits? Decide what modal verbs and their equivalents are appropriate to complete the age limits statements.

- At any age you ... see your school records. (*permission*)
- At age 5 a child ... be in full-time education. (*strong obligation*)
- At age 13 you ... work part-time, although you ... know the exact rules for the area where you live. (*permission/obligation*)
- At age 14 you ... take responsibility before law for any crimes you commit. (*obligation*)
- Until you are 16, you ... leave school. (*prohibition*)
- At age 16 you ... start to learn to drive and ... apply for your own passport. (*permission*)
- At age 16 you ... pay full adult fare on most public transport. (*necessity*)

#### 5

What age limit object

#### Modal verbs

##### Модальные глаголы

Модальные глаголы — это особый тип вспомогательных глаголов, которые не выражают действие, а передают различные отношения говорящего к действию, намерения, необходимость, долженствование, вероятность совершения действия и т.п.

Речевые функции	Модальные глаголы	Примеры
Выражение <u>возможности</u> совершить действие	can  may  might	Theatre tickets <u>can</u> be very expensive. — Театральные билеты <u>могут</u> быть очень дорогими. I <u>may</u> have time to finish this project tonight. — <u>Возможно</u> , у меня будет время закончить проект сегодня. He said we <u>might</u> go to France the following year. — Он сказал, что мы <u>можем</u> (у нас <u>будет возможность</u> ) поехать во Францию в следующем году.
Выражение <u>предположения, вероятности</u> совершения действия	may	This <u>may</u> be one of the old masters' canvases. — <u>Вероятно/Возможно</u> , что это одно из полотен старых мастеров.

#### 6

Express

• if you

essary

rights:

#### Grammar support

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- what rights you are denied in your opinion;
- how you call for your rights.

come up with





# Коммуникативная технология иноязычного образования

## Совершенствование грамматических навыков

or thirty years ago there was not as (10) \_\_\_\_\_ of crime as it is now making some areas an unsafe environment for young people. Yet, times may have changed, but kids are still kids. They do not want to be (11) \_\_\_\_\_ by their peers, they want to be understood by

2) Are there any issues in the adult's opinion similar to those the young people talk about?

### 3 Grammar.

1) In the speakers' stories (ex. 1.1) find the sentences with quantifiers with countable and uncountable nouns and translate them. Explain the usage. Use GS, p. 215.

2) Read the text to learn why scientists consider teenage years to be a unique phenomenon. Cross out the quantifier that doesn't fit.

(1) A lot / An amount / A great deal of scientists consider teenagers a uniquely human phenomenon. (2) Many / Much / All animals skip that stage of their development. Human beings, in contrast, have (3) several / some / little anxious years growing mature. The studies showed that during these years teens have (4) little / not much / not many brain activity in areas responsible for motivation and risk assessment. Perhaps it explains why young people take part in (5) much / many / plenty of

all, and they (12) \_\_\_\_\_ the same challenges as those who grew up generations before them. Though they are not quite (13) \_\_\_\_\_, British teenagers these days are considered to be more self-motivated. They have more ways to (14) \_\_\_\_\_ their dreams and goals.

harmful activities such as taking a cohort or drugs. What makes it harder is that (6) most / little / few teenagers fail to see the consequences of their alarming actions. Teenagers experience (7) many / much / an enormous amount of stress. And sometimes they do not (8) any / some / enough / much from adults. It's awful that sometimes they have to cope alone with (9) a number / plenty / a little of daily difficulties like changes in their bodies, pressure, school demands and others.

4 Word building. How are the teenagers nowadays and their life characterized? Find the adjectives in the texts (ex. 1.1) to match the adjective formation. Give your own examples.

n + -est \_\_\_\_\_ n + -ive \_\_\_\_\_  
n + -ing \_\_\_\_\_ n + -le \_\_\_\_\_  
n + -y \_\_\_\_\_ n + -ful \_\_\_\_\_  
n + -ous \_\_\_\_\_ v + -able \_\_\_\_\_

2) What do the people like or dislike about the places they live in? Use the words given in capitals to form new words that fit the same numbered space in the text. You can use the Word building table for help.

### WORD building

annoy v	reside v	suburb n	access n
annoyance n	resident n	suburban a	(in)accessibility n
annoying a	residence n		(in)accessible a
annoyed a	residential a		access v
			(in)accessibly adv
space n	commute v	frustrate v	
spacious a	commuter n	frustrating a	
spaciously adv	commute n	frustration n	

Even though its living conditions are among the best in the world, Montreal is still an (1) \_\_\_\_\_ and polluted city. The sound of cars driving in the city is (2) \_\_\_\_\_ (Laura).

(1) CROWD  
(2) ANNOY

### The pronoun Местоимение

Местоимение — это часть речи, которая указывает на предметы, признаки и количество, но не называет их. В предложении местоимения обычно бывают подлежащими, дополнениями и определителями.

#### Quantifiers

##### Количественные местоимения

###### 1. Many / Much

**Many** («много») используется с исчисляемыми существительными во множественном числе: many hours.

**Much** («много») используется с неисчисляемыми существительными: much time.

**Many** и **much** чаще всего используются в вопросительных и отрицательных предложениях. В утвердительных предложениях обычно используются выражения: **lots (of)**, **a lot (of)** («много»).

— How much homework do you do every day?

— I think, a lot. And you?

— I don't do much.

###### 2. Lots (of) / A lot (of)

**Lots (of)** и **a lot (of)** («много») могут использоваться как с исчисляемыми существительными во множественном числе, так и с неисчисляемыми существительными: Teenagers got a lot of stress.

Когда **a lot of** используется перед существительным во множественном числе, глагол стоит также во множественном числе: A lot of teenagers have part-time jobs.

Когда **a lot of** используется перед неисчисляемым существительным, то глагол стоит в единственном числе: A lot of attention is paid to the teenagers' health.

###### 3. (A) Few / (A) Little

**Few/a few** используются с исчисляемыми существительными во множественном числе.

**Little/a little** используются с неисчисляемыми существительными:

### Grammar support

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### Word building Словообразование

Наиболее употребительные приставки

Приставки	Значение	Примеры
un-, non-, dis-, in-, il-, im-, ir-	не-, без-	unknown — неизвестный nonsense — вздор, чепуха informal — неофициальный disappear — исчезать illiterate — неграмотный impatient — нетерпеливый irresponsible — безответственный
dis-, un-	противоположное действие	disappear — исчезать untie — развязывать
mis-	неправильно	misunderstand — неправильно понимать
self-	само-	self-confident — уверенный в себе
over-	за пределами	overseas — за границей
co-	вместе, совместно	co-operate — действовать совместно
out-	расположение за пределами чего-либо	outdoor — на улице outside — вне дома, снаружи
multi-	мульти-, более одного, много	multicultural — мультикультурный
extra-	экстра-, сверх-, добавочный	extracurricular — внепрограммный
en-	приводить в какое-либо состояние	enlarge — увеличивать

2) Answer the questions about Remembrance Day.

- Why is Remembrance Day observed on 11 November?
- Where is this holiday observed?
- What are the other names of this holiday?
- When is the main observance of this holiday in the UK?
- What do British people do on Remembrance Day?
- Why is Remembrance Day also called Poppy Day?

3) How do Americans celebrate Veterans Day? Fill in the gaps in the text with the words from the box.

### WORD building

remember v — помнить  
remembrance n — ?  
memory n — память  
memorise v — ?  
memorial a/n — ?  
memorable a — ?  
commemorate v — чтить чью-л. память  
commemoration n — ?  
commemorative a — ?

AB ex. 1

4) Word building. In the text, find the words with the negative prefixes and translate them. How do the negative prefixes change the meaning of the words? Use GS, p. 244. Match the negative prefixes with the following words and complete the table below. (classifying)

Verbs: agree, appear, approve, connect, do, dress, fasten, pack, tie.

Nouns: ability, agreement, advantage, approval, employment.

Adjectives: believable, conscious, comfortable, correct, dependent, expected, friendly, happy, honest, literate, necessary, patient, polite, pleasant, possible, regular, responsible.

Prefix	Meaning	Examples
un-	Not/opposite of	unconscious, untie,
dis-	Not/opposite of	dishonest, disconnect,
in-, il-, ir-, im-	Not	incorrect,

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### Grammar support

# Lesson 3 Does your school have a Code of Conduct?

1 Brad Gold is the character in the book *Behaving Bradley* by Perry Nodelman. Brad and his best friend Coll wanted to call for students' rights in their school.

1) Read through the extract and choose the appropriate meaning of the words.

**code** [kəʊd] *n* 1) a set of rules that tell people how to behave in life or in certain situations; 2) a set of written laws; 3) a set of rules that people in a particular profession agree to obey; 4) a system of words, letters or signs that you use instead of ordinary words when you want to keep a secret; 5) a set of instructions that tell a computer what to do

**conduct** [kən'dʌkt] *v* 1) to carry out a process in order to get information or prove facts; 2) to stand in front of a group of musicians and direct their playing

**conduct** ['kɒndʌkt] *n* 1) the way someone behaves, especially in public, in their job, etc.; 2) the way an activity is organised

- I have *got* to write this all down. Not "got to" because Language Arts teacher said I had to. No, got to because I have just *got* to. I won't be able to get to sleep unless I do it. I can't make myself stop.
- And all because of that stupid L. A. homework of Mrs Tennyson's. Making us keep a journal, making us write down what happened to us and our thoughts about it and what we learned from it about the meaning of life. Who ever would have believed homework could be so much fun? Because it turned out to be fun, that journal.
- And now the journal project is over and Mrs Tennyson couldn't care less if we ever wrote down a single thought about what's happening to us ever again. But somehow, I discover, I go on wanting to write about it. I can't stop. I *won't* stop. The meeting — that's what I want to write about. The Parent Council meeting.
- What was I doing there? How did I end up being there at all? I could have been at home as usual. I could have been listening to my dad's explanation of how he could solve the world's problems. I could have been tidying up my room, even, or working on my homework. Anything but what I was actually doing. What I was actually doing was attending the monthly meeting

**Mind**

the Principal — AE директор школы  
the Vice Principal — AE ?  
the school board — AE попечительский совет  
the Parent Council (= Association of Parents and Guardians) — родительский комитет  
the Student Council — ?

## Урок развития умения **читать** в каждом цикле уроков

- of the Roblin Memorial High School Association of Parents and Guardians. Me, Brad Gold, at a school function being held in the evening.
- 7 It was Coll's fault, of course. "Brad," he said, "you've got to. For the school, for all of us, for me. You've got to come." "Why me?" I said. "What can I do?" "You can listen," he says. "And even better, you can argue. You're the one who's always winning the debates in the Arts class, aren't you?" It was true. I love to argue. And I love to win.
- 9 "Yeah," he said, "you're the one with the golden tongue. I just freeze up. They'll start throwing questions at me and I won't know what to say and I'll screw it all up." Coll had to go to the meeting, he said, because the parents were going to talk about the Code of Conduct. Coll decided to stop talking about it. He went right off to the Vice Principal's office to see Mr Saunders to discuss it.
- 11 "And what happened?" Coll told me after in an afternoon. "I'll tell you what happened! Mr Saunders mumbled about how glad he was that someone was actually in charge of the Code, and how pleased he was that not everybody was irresponsible, and how glad he was that I was so mature and that I was so maturely exercising my rights and duties as a good citizen. He was so busy being pleased with me that I couldn't say a word! I found him in the corridor again — and I didn't get to say a word about the Code!" It was a mean vice-principal idea — which made me even madder. It turned out that this Code-of-Conduct was the school board's idea. They wanted one of these in every school, but they wanted each school to have its own made for itself — on the theory that each school had different needs and needs different rules. Anyway, the school board asked the principals to consult students about what they wanted in the Code for our school. But nobody had ever asked anybody we should be involved in it, they were just expecting nobody was going to say or do anything about it. They were planning to get the Student Council to adopt the Code at their next meeting — the Code Principal Saunders and Vice Principle Saunders made up all by themselves.
- 13 Coll is planning to go to that Student Council meeting and stop the whole thing right there and then. He's going to point out how unfair it all is and everyone will immediately see how right he is and change the Code and live happily ever after. Coll is nothing if not an optimist. But the Student Council meeting isn't until next Monday. And now, there was this Parent Council meeting. The parents were supposed to be having a say about the Code, too. And they actually didn't even know about the Code of Conduct until that time. And Coll decided it wouldn't hurt if he went along on his side. But I ended up at the meeting and

- ✓ читают **художественный текст**
- ✓ распознают значение многозначных слов по контексту, прогнозируют содержание по ключевым словам
- ✓ выделяют ключевые слова и подбирают соответствующие синонимы
- ✓ догадываются о значении незнакомых слов по контексту и соотносят их с русскими эквивалентами

- В рубрике **Mind!** поясняются языковые особенности





- ✓ проверка понимания содержания в формате «множественный выбор»
- ✓ выбирают ответ, основываясь только на той информации, которая представлена в тексте, а не на знаниях по предложенному вопросу
- ✓ учатся распознавать и употреблять в речи изученные грамматические структуры, фразовые глаголы,
- ✓ трансформируют предложения с использованием фразовых глаголов
- ✓ определяют свое отношение к прочитанному
- ✓ высказываются на основе прочитанного

2) For questions 1–8, choose the correct answer: a, b, c or d.

- 1) Why did Brad keep on writing notes for his journal?  
a It was his school homework.  
b He got used to it.  
c He was going to be a Language Arts teacher.  
d He wanted to learn about the meaning of life.
- 2) Brad didn't plan to spend the evening ...  
a cleaning his room.  
b with his dad.  
c at the school meeting.  
d doing his school homework.
- 3) Why did Coll say that Brad was *the one with the golden tongue*?  
a Brad is a very talkative person.  
b Brad often has rows with people.  
c Brad can win discussions easily.  
d Brad is a very popular student.
- 4) When Coll came to the Vice Principal's office, Mr Saunders ...  
a was very glad that he came to discuss the Code.  
b talked with him about the Code in an angry voice.  
c didn't give him a chance to talk the Code over.  
d considered him to be a good citizen.
- 5) How did Coll feel after his talk to the Vice Principal?  
a He got very angry.  
b He was very pleased with himself.  
c He felt happy about their talk.  
d He didn't want to discuss the Code with Brad.
- 6) What was the Parent Council's position towards the Code of Conduct?  
a The Code of Conduct was their idea.  
b They wanted the Code of Conduct to be made by the students themselves.  
c They approved of the Code of Conduct suggested by the school board.  
d They knew nothing about it.
- 7) Why were Coll and Brad going to the Parent Council meeting?  
a They had to make a survey for their school project.  
b They wanted to suggest some rules for the Code of Conduct.  
c They wanted to get the parents' support.  
d They wanted to listen to what parents think about the Code.
- 8) The words "*is nothing if not an optimist*" in paragraph 13 means ...  
a is a pessimist.  
b is an optimist.  
c is good for nothing.  
d is not important.

3) Find the English equivalents to the Russian word combinations.

- смысл жизни (para 2)
- забрасывать кого-л. вопросами (para 9)
- покончить со всем этим раз и навсегда (para 13)
- счастливо жить-поживать во веки веков (para 13)
- иметь право голоса (para 13)
- привлечь на свою сторону (para 13)

2) Grammar. In the fifth paragraph find and translate sentences with **could + have been Ving**. Explain the usage. Use GS, p. 223.

3) Grammar.

1) Find the phrasal verbs in the story. Choose the appropriate postpositions from the box. Match the phrasal verbs with their meaning.



- |                     |                               |
|---------------------|-------------------------------|
| (para 1) write ...  | объяснять                     |
| (para 2) turn ...   | нервничать                    |
| (para 3) go ...     | оказаться (в результате)      |
| (para 5) end ...    | продолжать                    |
| (para 9) freeze ... | испортить                     |
| (para 9) screw ...  | увенчаться/завершиться чем-л. |
| (para 12) make ...  | записать                      |
| (para 13) point ... | придумать                     |

2) Paraphrase the questions using the phrasal verbs. Answer the questions.

- Why did Brad record in writing everything that happened to him?
- Did the homework about keeping a journal result in being fun?
- What made Brad continue to keep the journal going?
- Who always got nervous when making a speech?
- Why was Coll afraid to spoil the debates at the Parent Council meeting?
- Who invented the Code of Conduct for the Roblin Memorial High School?
- What did Coll want to explain to the Parent Council?
- Why did Brad happen to find himself at the meeting with Coll?

4) What speaks for the fact that Coll and Brad are concerned about their school life? Give supporting details from the story.

5) Does your school have a Code of Conduct? Who made it up? What rules are there in the Code? Do you find the Code of Conduct of your school fair?

6) Activity book, ex. 1. Reader, ex. 3.





## Lesson 3 World's best universities

1 There are a number of renowned universities in the world.

1) Read the texts about three famous universities. For questions 1–11, choose from the universities A–C. The universities may be chosen more than once. Read Learning to learn note No. 5 on p. 254.

Which university:

- 1) has the longest history? \_\_\_\_\_
- 2) is considered the oldest one in its country? \_\_\_\_\_
- 3) is named in honour of the graduate of another university? \_\_\_\_\_
- 4) owns the largest library? \_\_\_\_\_
- 5) has the most Nobel Prize winners? \_\_\_\_\_
- 6) is named in honour of a famous scientist? \_\_\_\_\_
- 7) is famous for its annual sport competition? \_\_\_\_\_
- 8) has the highest educational building in the world? \_\_\_\_\_
- 9) is renowned for its prominent architecture? \_\_\_\_\_
- 10) has some colleges only for women? \_\_\_\_\_
- 11) has a botanical garden? \_\_\_\_\_

**A Cambridge University** is one of the largest universities in the United Kingdom and the second oldest one in the English-speaking world. It grew out of an association of scholars from Oxford in the city of Cambridge in 1209. The university consists of over 30 colleges and 150 departments. Three colleges admit only women, while the other colleges are mixed, though most were originally for men. Extensive resources include access to 114 libraries, 8 arts, cultural, and scientific museums, and a botanic garden. The central research library holds



**B Harvard University** was established in 1636, originally for men, Harvard is the oldest institution of higher learning in the USA, which is based in Cambridge, Massachusetts. Initially called "New College", it was renamed *Harvard College* after its first patron, John Harvard (1607–1638) of Charlestown, a young Englishman from London, a graduate of the University of Cambridge who presented the College with his library of 400 books. Nowadays the Harvard University Library is the largest academic library in the United States, and one of the largest in the world. It consists of over 80 individual libraries holding some 15 million volumes. The university offers courses in business, education, government, architecture, and health. Harvard has educated 8 US presidents. There have been 75 Nobel Laureates among its professors and graduates. Harvard is also the alma mater\* of 62 living billionaires, the most in the USA. The Harvard-Yale Boat Race/Regatta is the oldest annual rowing race between two famous universities. Harvard's history, influence, and wealth have made it one of the most renowned universities in the world.

**C Moscow State University (MSU)** is the oldest, largest, and most prestigious university in Russia. The decree ordering its creation was issued by Russian Empress Elizabeth on January 25, 1755. January 25 is still celebrated as Students' Day in Russia. In 1940, the university was renamed in honour of its founder, the Russian scientist Mikhail Lomonosov.

Moscow University offers training in almost all fields of modern science and humanities. Its students may choose one of 128 qualifications in its 39 faculties. MSU presently supports 15 research institutes, about 380 departments, several observatories, 4 museums, the Science Park, the Botanical Gardens, a recreational centre and a boarding school for talented children. The University's Research Library is one of the largest and oldest in Russia. There are 9,000,000 books, and 2,000,000 of them are in foreign languages.

Among the Nobel Prize winners there are 11 scientists, politicians, and writers who were in some way connected with the university for being born in Moscow or having studied at the Moscow Hills.



2) **Vocabulary.** In the texts, find the English equivalents to the following Russian words and phrases. Translate the sentences with them.

- учёные (обычно гуманитарии) (A)
- заказывать; запрашивать (A)
- обширные ресурсы (A)
- тома, книги (A)
- кафедра, факультет (A)
- экипажи (судна) (A)
- меценат (B)
- лауреаты Нобелевской премии (B)
- престижный (C)
- гуманитарные науки (C)

3) Would you like to study in any of these universities? Why?

4) **Grammar.** What is the oldest university in the English-speaking world? Fill in the gaps with the **articles**. (AB ex. 00)

2) **Pair work.** Choosing the right educational institute to study at you should consider a variety of factors.

Which three factors do you consider the most important when choosing a place to study? Discuss them with your partner. Give arguments and examples from your own experience.

- the history of an educational institute
- the rating of an educational institute in your country and worldwide
- the number of professors, students and renowned graduates
- the quality of the education
- the courses that are taught
- the qualifications you can get
- the facilities available (libraries, observatories, laboratories, recreational centres, etc.)



3) **Are you going to enter any educational institute? Which one?**

### Как правильно выполнять тестовые задания "multiple matching" («множественное соответствие»)

На первом этапе выполнения тестовых заданий в формате multiple matching кажется несложно: нужно всего лишь сделать правильный выбор из готовых ответов. Однако не будьте слишком легкомысленны: задания этого типа составлены так, что в них можно легко запутаться, так как правильные ответы на некоторые вопросы содержатся не в одном, а в нескольких текстах.

1. Выполнять задания "multiple matching" нужно в следующем порядке: Внимательно прочитайте инструкцию и убедитесь в том, что вы понимаете, что именно нужно делать, т. е. что с чем нужно соотносить.
2. Прочитайте вопросы, это позволит вам при чтении текстов сразу же сосредоточиться на поиске запрашиваемой информации.
3. Определите типы текстов и их особенности. Если среди них, например, есть рекламное объявление или письмо, то их характерные черты могут подсказать вам, где именно, в какой части текста следует искать ответы на вопросы.
4. Ответьте на вопросы, которые кажутся вам наиболее простыми, и исключите их из списка. Продолжая выполнять задание, не обращайте на них внимания, а сконцентрируйтесь на оставшихся вопросах. Таким образом вы сократите количество вопросов, а значит, и количество возможных ошибок.

- ✓ читают **публицистические тексты**
- ✓ выбирают ответ, основываясь только на той информации, которая представлена в тексте, а не на знаниях по предложенному вопросу
- ✓ выделяют ключевые слова в тексте и выбирают соответствующий перевод
- ✓ на основе прочитанного высказываются о корреспондирующих фактах родной культуры



## Lesson 4 What inspires people to explore?

**1** As long as man has lived on the earth, people have gone on explorations to search for new discoveries, to understand and protect our world.

**1)** You are going to listen to some people who are talking about their exploration experiences. Why do explorers go on expeditions to the following places? What do you think? (anticipating/developing meaning vocabulary)

Maybe	they want to collect <b>samples</b> of water they are going to gather scientific <b>data</b> they want to test sporting <b>equipment</b> they are <b>fascinated</b> by nature	in the Arctic in the Niger River in Hawaii
I think	they want to make meteorological <b>observations</b> they want to watch the stars from the modern <b>observatory</b> they want to <b>carry out</b> research work they have <b>curiosity</b> about wildlife	



**2)** Underline the key words in each statement 1–7. Look through the words in ex. 1.1) and say which of them each speaker might use. (anticipating)

- The speaker talks about the protection of the environment.
- The speaker shares impressions of the expedition.
- The speaker talks about the research component of the expedition.
- The speaker talks about an ideal place for exploration.
- The speaker explains why he is going to take part in the expedition.
- The speaker talks about the purpose of his job.
- The speaker explains why he likes being an explorer.

**3)** Listen to six people A–F talking about their exploration experiences. Match the speaker with the statement 1–7. One statement is extra. (listening for the main idea)

Speaker	A	B	C	D	E	F
Statement						

**2** In the USA, there is a unique hobby — storm chasing.

**1)** Listen to George who is talking about storm chasing. Mark the following statements with true (T), false (F) or not stated (N/s). (listening for specific information)

- George has been fascinated by nature extremes since childhood.
- George started his career by making documentary films.
- George is a Storm Chaser and Adventurer by profession.
- He has travelled to over thirty countries of the world to get photos of natural disasters.
- He begins his day with listening to the weather forecast.
- George's family finds his job dangerous and frightening.
- For George, getting the photo of a disaster is more important than his safety.

T	F	N/s

**2) Grammar.** Re- ing. Fill in the gaps with than one variant is possible.

- There are  aspects of chasing weather it's hard to choose the
- Storm chasing can be a joyable hobby, if you sion for weather.
- The exploration aspecting is  important I just love to do it.

**3** Have you ever been on field trips/expeditions? Talk about your exploration experience. Don't forget to say:

- what kind of field trip/expedition you went on;
- what you did during the field trip/what you explored;
- what your impressions were.

**4** Bring and discuss the materials you have found for your projects. Activity book ex. 1. Reader ex. 4.

NEXT LESSON IS AN EXAM PREPARATION LESSON.

- слушают **высказывания** людей
- прогнозируют содержание текста
- учатся не обращать внимание на слова, от которых не зависит понимание основного содержания
- высказываются на основе услышанного



# Lesson 4

Would you share your travel impressions?

**1** Ann is sharing her impressions of her travel experience. Here are some pictures Ann took during her trip.

**E 1)** What is special about the city Ann visited judging by the pictures? (guessing meaning by pictures)

**✓ D 2)** Listen to Ann talking about her trip. Choose the best answers to fit Ann's story. (listening for detail)

1) On arrival, Vancouver seemed to Ann  
a overcrowded.  
b small.  
c quiet.

2) The weather in Vancouver is  
a rainy most of the year.  
b marvellous most of the year.  
c changeable.

3) Most buildings in Vancouver  
a have a long history.  
b are not very old.  
c are of unusual shapes.

4) In Vancouver, Ann could use her ticket on  
a the public transport only in the centre of the city.  
b any public transport for a certain period of time.  
c some types of public transport without any time limit.

5) At night you can easily find your way thanks to  
a the favourable public transport system.



- слушают **монологическое высказывание** / рассказ с полным пониманием
- прогнозируют содержание текста
- догадываются о значении незнакомых слов по иллюстрациям

**2** Geocaching is becoming a popular travel adventure. Here are some items you need if you want to go geocaching.

**E 1)** What do you think these things are for? (guessing meaning by pictures)



**✓ D 2)** Peter would like David to join him in geocaching. Listen to their dialogue. Mark the following statements true (T), false (F) or not stated (N/s) according to the dialogue. (listening for specific information)

- Geocaching is a game played using some navigational equipment.
- Geocaches take place all over the world.
- A cache is a container with some item in it.
- It took Peter two days to learn the rules of geocaching.
- Peter and his parents have been geocaching for several years already.
- When you find a cache, you should take it.
- The geocachers should write their names and the date in the logbook.
- Thanks to geocaching Peter has found out many interesting stories about the place he lives in.
- Peter asked David's parents to come geocaching with them for safety.

**E 3)** Do you like the idea of geocaching? Would you like to try it? Why? Why not? (expressing personal opinion)

T	F	N/s

- слушают **диалог / разговор** с целью извлечения нужной информации
- прогнозируют содержание текста по ключевым словам
- учатся не обращать внимание на слова, от которых не зависит понимание
- высказываются на основе услышанного



- **an opinion essay** письменное высказывание с элементами рассуждения
- **a for-and-against essay** письменное высказывание с аргументами «за» и «против»
- **a problem-solving essay** письменное высказывание по проблеме
- **a descriptive essay** сочинение-описание
- **a descriptive report** описание графиков, схем и т.п.
- **a personal letter** написание личного письма
- **a formal letter** написание официально-делового письма



# Урок развития умения **писать** в каждом цикле уроков

## Lesson 5 Should teens be given a curfew by parents?

1 Young people often write on the Internet forums discussing curfews set for them by their parents.

1) What problems did Mark write about? Why?

I'm a senior in high school. I am a good student and my grades are above average. I've never been in any kind of trouble. After I turned 17, I felt that I should have more independence, to be exact staying out until 11 p.m. At weekends, my friends and I often go to teen clubs, which close at 3:00 a.m. But my parents set a curfew. They told me I must be at home by 9 p.m. When I ask "Why can't I stay out late?", they have no answer, other than they want me home safe. My other friends' parents allow such a late curfew. It is so difficult arguing every weekend. My parents are disappointed and I am anxious. Were they right to set the curfew? How should we handle the situation? Please help ... (Mark)

2) Read the two comments on the boy's letter. Do the young people have similar attitudes towards a curfew?

I want to compliment you on your grades and whatever else you do well. In my opinion, if you actually want to make your life miserable then you may continue arguing with your parents. I suggest you have a discussion with them about the pros and cons of staying out late, for the reason that there is no way to win this battle. Ask your parents what they think and why. Let them know how important their opinion is to you. I'm sure, their only argument is that they want you to be safe. Another point to setting a curfew for you is that your parents love you and care about you. What's more, I want to say that no one ever died from too early a curfew ... (Julia)

Many believe that curfews train us to become more responsible. But I believe that curfews should not be enforced, because they limit our freedom. One of the disadvantages about curfews

**an opinion essay** (письменное высказывание с элементами рассуждения)

3) What opinions do the young people have about curfews? Which of the young people considers a curfew necessary? Why? What reasons does the opponent give?

### 4) Grammar.

a) In the young peoples' opinions translate the sentences with the underlined linking words introducing **adverbial clauses of cause**. Use GS, p. 232.  
b) Here are some linking words to introduce arguments and reasons. Which of them did the young people use in their opinions? Find and translate the sentences.

#### Introducing arguments and reasons

One of the benefits of ...      Another (dis)advantage ...  
This would be the best way of ...      Other ...  
It is strongly felt that ...  
What is more ...      Moreover, ...      Furthermore, ...

5) Here are some opinions about curfews.

Do you agree or disagree with them? Express your opinion, giving arguments and reasons.

- I think setting a curfew is an excellent idea, because it teaches us responsibility. Moreover, it teaches us that we must obey the rules.

- I think setting a curfew is (not) an excellent idea.  
- Curfews are a part of growing up.  
- A curfew is (not) a good thing for many reasons.

- Curfews should be enforced.  
- Curfews are (not) necessary.  
- We should (not) have curfews.

• show that you respect your parents' demands  
• create a necessary order of things  
• make us immature  
• without them our lives would not be organized  
• teach us what we will need to know as adults  
• demonstrate that the teenagers can be trusted by their parents  
• prove that we are mature enough to understand the importance of the household rules  
• make us more rebellious

• mean that our parents are over-protective  
• do not give us the chance to learn responsibility  
• limit our freedom  
• teach us to be independent  
• can help us with our homework  
• train us to be responsible  
• help us to adapt to the world  
• have the necessary skills to succeed  
• make us learn to follow rules  
• teach us that we must obey the rules

2 Write an opinion essay "Should teens be given a curfew by parents?" (200-250 words) Read Learning to learn No. 4 on p. 254.

3 Write an opinion essay "Are rules necessary in a family?"

4 Activity book ex. 1.

- учатся ориентироваться в иноязычном письменном тексте; извлекать информацию на разных уровнях в соответствии с поставленной коммуникативной задачей; использовать справочные материалы; излагать ясно, логично и точно свою точку зрения; планировать своё речевое поведение
- пишут тексты разных функциональных типов по заданной тематике
- использовать адекватные языковые средства
- правильно используют языковые средства, средства логической связи
- соблюдают нормы грамматики
- излагают собственную точку зрения в форме рассуждения, приводя аргументы и примеры
- правильно организуют текст

# Урок развития умения **писать** в каждом цикле уроков

Как правильно написать официально-деловое письмо

## Как правильно написать официально-деловое письмо

- (запрос информации, жалоба и т. д.).
2. В письме используйте вежливые фразы, даже если это жалоба на некачественные услуги.
  3. При написании официально-деловых писем принято использовать определённые выражения, соблюдая правила орфографии и пунктуации, не принято использовать сокращения, слова, относящиеся к разговорному стилю.
- Чётко соблюдайте структуру официально-делового письма:
- **Address and date:** Свой адрес и телефон принято писать в верхнем правом углу письма. Дата написания письма пишется под адресом. Например: 1st May. Под датой

Как правильно написать сочинение — “a problem-solving essay”

## Как правильно написать сочинение — “a problem-solving essay”

Introduction  
Para 1: state the problem  
Main body  
Para 2: first suggestion and results  
Para 3: second suggestion and results  
Para 4: third suggestion and results  
Conclusion  
Para 5: summarise your opinion  
Во введении (параграф 1) необходимо заявить/описать проблему, объяснить, почему важно её решение.

В основной части (параграфы 2–4) сочинения необходимо представить возможные решения проблемы. Как правило, каждое предложение по решению проблемы с указанием предполагаемого эффекта (результата) описывается в отдельном параграфе.

Введение предложений/способов решения проблемы используются следующие выражения: *To begin with, The first suggestion would be ..., Another solution would be ..., ... Another way to ..., Finally, etc.*

Чтобы описать возможный результат решения проблемы, используются следующие слова и выражения: *As a result, So, Consequently, Thus, Therefore, etc.*

В заключительной части (параграф 5) следует суммировать сказанное в основной части сочинения. Для этого используются следующие выражения: *To sum up, All things considered, All in all, etc.*

Необходимо помнить, что данный вид сочинения следует писать в официальном стиле, избегать сокращённых форм и разговорных фраз.

8

## Как правильно написать личное письмо

Несмотря на то, что личное письмо пишется в соответствии с определёнными правилами, правила касаются как оформления письма, так и его содержания. Вот несколько рекомендаций, которые помогут вам успешно справиться с заданием.

1. Внимательно прочитайте задание и письмо, на которое вам предстоит ответить. Необходимо ответить на все вопросы, содержащиеся в письме. В ответ не следует включать подробности, не имеющие отношения к содержанию задания.
2. Старайтесь использовать разнообразные языковые средства, не забывая при этом, что в личном письме принят неофициальный стиль и дружеский тон общения.

5

Как писать сочинение-описание (a descriptive essay)

## Как писать сочинение-описание (a descriptive essay)

Вступление к сочинению-описанию обычно начинается с описания того, где, когда и что происходит, кто в этом участвует и почему вы об этом решили написать.

В основной части необходимо:

- чётко указать такие характеристики, как местоположение предмета, явления или события, уникальные и отличительные особенности окружающей среды, а также то, что у вас ассоциируется с объектом описания;
- разместить материал в логической последовательности: события и факты взаимосвязаны, следующее объясняет, обосновывает предыдущее;
- следить за точностью словоупотребления, красочностью и эмоциональностью речи, её грамотностью (используйте описательные прилагательные и наречия);
- проследить, чтобы в сочинении не было повторов одинаковых выражений, слов, а также одинаковых мыслей в разных абзацах.

В заключении суммируется, обобщается всё сказанное и выражается личное отношение к объекту описания.

**Полезные фразы (Useful phrases):**

• **To sequence ideas**

- Firstly, The first step is, First of all, To begin with, ... begins with ...;
- Beforehand, Before this, Previously, Prior to this, Earlier;
- At the same time, During, When this happens, While;
- Secondly, Thirdly, etc. After this, Next, Then, Later, Following this, As soon as;
- Lastly, ... finishes with ..., Finally, In the end, ... concludes with ...

6

## Как писать сочинение с аргументами «за» и «против» (a for-and-against essay)

В начале сочинения вы должны указать, кем именно вы собираетесь писать,

- кому адресовано ваше сочинение;
- какие аргументы «за» и «против», какие примеры, цитаты вы можете привести;
- к какому заключению вы можете прийти, исходя из предполагаемых аргументов.

Сочинение пишется в соответствии с определённым планом:

1. Вступление.
2. Аргументы «за».
3. Аргументы «против».
4. Заключение.

Помните:

- каждому пункту плана должен соответствовать отдельный абзац;
- каждый абзац должен начинаться с главного предложения, в котором выражается основная мысль;

• в последующих предложениях основная мысль развивается и подкрепляется соответствующими аргументами и примерами.

Во вступлении (в первом абзаце) следует заявить тему/описать проблему, сослаться на подходящую цитату, пословицу или поговорку.

В основной части сочинения необходимо привести аргументы «за» (во втором абзаце) и «против» (в третьем абзаце) и соответствующие примеры.

Для введения аргументов «за» используются следующие союзные слова и выражения: *In the first place, To start/to begin, Firstly, Secondly, Thirdly, Finally, The first argument, The second argument, etc.*



# Урок развития умения **писать** в каждом цикле уроков

## 3 Как писать сочинение, в котором необходимо выразить собственное мнение (opinion essay)

При написании сочинения, в котором необходимо выразить собственное мнение, следует соблюдать следующие правила.

Во вступлении к сочинению необходимо заявить тему или проблему и кратко изложить своё собственное мнение.

Основная часть сочинения обычно состоит из трёх и более абзацев. Сначала необходимо высказать своё мнение и аргументировать его. Затем следует представить другую точку зрения и указать аргументы, которые приводят оппоненты. В заключительном абзаце основной части следует дать контраргументы, отстаивая свою точку зрения.

В заключении необходимо обобщить ваши рассуждения и сделать вывод, соотнеся его с тем, что было написано во вступлении.

При написании сочинения вы можете использовать следующие слова и выражения

1. Introduction.

For centuries people have been arguing/thinking about .../struggling for ...

Today we still ...

People have always wanted ...

Some people believe that ... while others claim that ...

Both sides have their reasons. Let's consider them.

It is popularly believed that ...

It is often suggested ...

## 4 Как проверить и оценить сочинение

Для того чтобы проверить сочинение и правильно его оценить, необходимо придерживаться определённых критериев.

Во-первых, проверьте сочинение с точки зрения его содержания:

- полностью ли раскрыта тема сочинения;
- насколько ясно выражена точка зрения автора.

Во-вторых, проверьте сочинение с точки зрения его организации:

- насколько чётко структура сочинения соответствует предложенному плану;
- правильно ли текст поделён на абзацы.

В-третьих, обратите внимание на правильность языкового оформления текста:

- правильно ли выбран стиль изложения (он должен быть нейтральным);
- насколько точно подобраны лексические единицы;
- правильно ли использованы грамматические структуры;
- насколько адекватны используемые средства логической связи.

Помните, что отметка может быть снижена если:

- не соблюдены правила орфографии и пунктуации;
- количество лексических единиц больше или меньше количества, предусмотренного

## 4 Как написать заключение к сочинению

Задача заключения — обобщить ваши мысли, заострить внимание на самом важном и сделать аргументированные выводы из изложенного.

Работая над заключением:

Прочитайте сочинение ещё раз и выпишите или подчеркните все основные мысли.

Переформулируйте их и представьте в более обобщённом виде.

Не забудьте выразить своё отношение к рассмотренной теме или проблеме. Оно должно быть не слишком эмоциональным, но чётким и лаконичным.

Проверьте соразмерность заключения общему объёму сочинения.

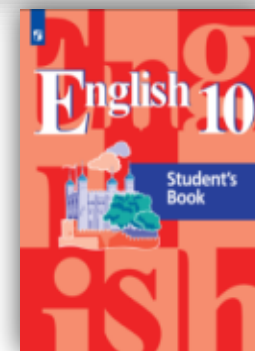
При написании заключения можно использовать следующие методы:

— повторение. Например: *Protection of water, protection of air, protection of the rainforests can help us to save the planet.*

— использование цитат. Например: *In 1961, President John F. Kennedy encouraged all Americans to "ask what you can do for your country." We all must think about what each of us can do to stop pollution.*

— для написания заключения могут оказаться полезными следующие фразы: *In fact, To sum up, All in all, Obviously, Definitely, Thus, Overall, Considering the above, Etc.*

Помните: ясный, строго соответствующий теме последний абзац сочинения в состоянии скрасить многие недостатки.



ПРОСВЕЩЕНИЕ

Российский учебник

БИНОМ

# Урок развития умения общаться в каждом цикле уроков (диалогическая и монологическая формы речи)

## Lesson 5 Where would you spend your dream holidays?

**1** Travel agencies offer a lot of tours for people with different interests. Here are some of the travel leaflets.

**1) Which tour attracts you most? Why?**

**Washington and Niagara Falls**

A spectacular adventure starting in Canada in beautiful Niagara Falls. Over the American border to New York, "the city that never sleeps".

**Discover Australia**

You need only two weeks and you get your dream holiday. We'll show you the best items of "Down Under".\*

**2) You can learn more information about the tours from a travel agent.**  
What questions would you ask the travel agent to get more information about:

- the type of tour?
- the destination?
- the accommodation?
- the length of the tour?
- the sites to visit?
- the activities to take part in?
- the price of the tour?

**3) Write down your questions (AB ex. 1).**


**4) Role play.** You are talking with a travel agent.

### Student card 2

**1.** You want to take the "Discover Australia" tour. Ask the travel agent questions about the tour. Use the questions from ex. 1.2).

**2.** Answer the traveller's questions about the "Washington and Niagara Falls" tour using the following information.

*Type of tour:* package  
*Accommodation:* hotel  
*Length of the tour:* 5 days  
*Places to visit:* Washington, D.C., Philadelphia, New York, Niagara Falls  
*Activities to take part in:* two nights to explore Niagara Falls, New York's Manhattan, walking along Fifth Avenue with shopping, exploring Central Park, a ride to the top of the Empire State Building, full day in Washington, D.C., a visit to Philadelphia with a guided city tour  
*Price of the tour:* £1450



**2** David holiday.  
Listen to the dialogue and answer the questions.  
a) the ways the travel agent asks about preferences  
b) the expressions used to express preferences

**3** Here are some other ways to ask and say about preferences.

**1) Choose the appropriate expressions and make the two columns. Which expressions would you use talking to:**

- your mum?
- your teacher?
- your friend?

**Asking about preferences — Saying what you prefer**

Do/Would you prefer ... or ...? • I prefer ... • I'd rather ...  
I enjoy ... more/better than ... • Would you rather ... or ...?  
I would choose ... rather than ... • My choice would be ...  
(On the whole) I find ... more enjoyable (etc.) than ...  
... appeals to me more than ... • Which would you prefer: ... or ...?  
I must say I like ... better. • Do you like ... better than ...?  
I must admit ... is better.

- ведут комбинированный диалог с элементами диалога этикетного характера, диалога-расспроса, диалога -обмена мнениями, диалога - побуждение к действию официального и неофициального характера
- сотрудничать со сверстниками, работать в паре/группе, учитывать позицию собеседника, соблюдать правила речевого этикета

- выражают основные речевые функции
- используют изученный лексико-грамматический материал в новых ситуациях общения



# Урок развития умения общаться в каждом цикле уроков (диалогическая и монологическая формы речи)

**2** Two friends are discussing which expedition to go on during their summer holidays.

**1) 1) Which programme have they decided to participate in? Why have they refused the other programmes? (listening for specific information)**

**2) 2) Which phrases of expressing likes/dislikes and giving reasons do the friends use in the conversation? (listening for specific information)**

**3 Role play.** You and your friend are choosing an expedition programme to take part in.

**Discuss with your friend the four expedition programmes (from ex. 1) and decide which one you would both take part in.**

**4 Pair work.** You and your friend are planning a two-week summer holiday.

**Discuss which camp you would both go to: a camp in the mountainous region in the Caucasus, a camp in the wooded area not far from your hometown or a camp on the Black Sea coast.**

**5** Imagine that the photos on the right are from your photo album.

**1) Choose one photo to describe to your friend. In your talk remember to speak about:**

- where and when the photo was taken;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

**2) Study the two photos on p. 17. Compare and contrast them:**

- give a brief description of the photos (action, location);
- say what the photos have in common;
- say in what way the photos are different;
- say which holiday activities you'd prefer;
- explain why.

**6** Activity book, ex. 1. Reader, ex. 5.

- используют изученный лексико-грамматический материал в новых ситуациях общения
- высказываются по проблеме с использованием основных коммуникативных типов речи (описание, повествование, рассуждение, характеристика)

**описание**

- explain why people travel;
- talk about travelling as an educational experience;
- describe how travelling helps people to relax;
- say if you and your parents like travelling. Why?

**Does your school organise educational trips? Do you go on school trips? What would you tell your foreign friend about your school trips?**

**6** While travelling, tourists usually take a lot of photos.

**The photos on p. 183 are from your photo album. Choose one photo to describe to your classmates.**

**In your talk remember to speak about:**

- where and when you took the photo;
- what/who is in the photo;
- what is happening;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

**7** Russian cities have a lot of tourist attractions.

**The photos on p. 185 are from your photo album. Choose one photo to describe to your classmates.**

**In your talk remember to speak about:**

- where and when you took the photo;
- what is in the photo;
- why you keep the photo in your album;
- why you decided to show the photo to your friend.

**8** Here are a few words to encourage someone to travel.

**Do you agree or disagree with the saying? Why? Give reasons.**

**"The World is a book, and those who do not travel read only a page." Saint Augustine**

**9** Activity book, ex. 1. 2. Reader, ex. 1.

**Choose a project you would like to do (p. 203).**

**сравнительное описание**

**4 Role play.** You and your friend want to spend next holiday at a summer camp.

**Discuss with your friend the four camps from ex. 1 and decide which one to choose. Come to an agreement.**

**5 Pair work.** You and your friend are planning a week-end doing a sport or an activity you have never done before.

**Discuss with your friend all the activities suggested. Choose the one you both like.**



**While discussing don't forget to:**

- discuss all the options;
- take an active part in the conversation and be polite;
- come up with ideas;
- express your likes/dislikes;
- give good reasons;
- find out your friend's attitudes and take them into account;
- invite your friend to come up with suggestions;
- come to an agreement.

**6** Choose any two photos from ex. 5 and study them.

**Compare and contrast the photos:**

- give a brief description of the photos;
- say what the photos have in common;
- say in what way the photos are different;
- say which kind of sport activity you'd prefer;
- explain why.

**7** Activity book, ex. 1. Reader, ex. 5.



# Различные виды проектной деятельности в каждом цикле уроков



## Unit 1

### How varied the world is!



- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what rubrics each lesson includes;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how it is related to the content of the Unit.
- Look through the headings of the projects on p. 23 and choose a project you'd like to do.
- Find useful links on the Internet with interesting information on the topic.

- Look through the Unit and say:
  - what the Unit might be about;
  - what you will learn in the Unit;
  - what rubrics each lesson includes;
  - what topics/problems the Unit is based on;
  - what other topics related to the content of the Unit you would like to discuss.
- Choose any picture from the Unit and decide how

## Как работать над проектом

- Прежде всего выберите проект, который наиболее интересен для вас. Если ни один из предложенных проектов вам не интересен, предложите свой. Для этого просмотрите содержание всего цикла уроков, обратите внимание на названия уроков, заголовки текстов, формулировки заданий. Это поможет вам сформулировать тему проекта.
  - Не откладывайте работу над проектом. Начните собирать материал с самого первого урока. Работа над проектом требует владения информацией из различных областей знаний, поэтому в работе помогут энциклопедии, справочники и Интернет (прочитайте памятку о том, как работать в Интернете).
  - Если проект выполняется в группе, старайтесь распределить роли и обязанности так, чтобы они соотносились с интересами и возможностями каждого, но помните, что успех любого проекта зависит от совместной работы над ним.
  - Обсудите со всеми участниками проекта и учителем собранные материалы и решите, в какой форме их лучше представить. Используйте схемы, диаграммы, если нужно, проведите опрос среди сверстников (в классе, школе и т. д.).
  - Основная цель выполнения проекта — не только получить отметку за него, но и удовольствие в процессе подготовки. Старайтесь сделать свой проект не только содержательным, но и красиво оформленным. Все ваши идеи, оригинальные мысли, использование дополнительных источников будут заслуженно оценены вашими одноклассниками, учителем.
  - Помните, что важно не только подготовить проект, но и уметь представить его на английском языке.
- Если вы хотите, чтобы с вашим проектом ознакомились как можно больше людей, отправьте его на электронный адрес авторов учебника: [prosv@lipetsk.ru](mailto:prosv@lipetsk.ru). Отзывы о проекте и обсуждение российских и зарубежных сверстников помогут вам в дальнейшем исследовании проблемы, затронутой в проекте.

Lesson 1

Unit 1



6

Choose a project (p. 23). Read Learning to learn note No. 1. Activity book ex. 2. Reader ex. 1.


## Этап I Подготовительный

- подготовка (ознакомление) с содержанием темы / проблемы
- выбор темы проекта
- планирование: определение целей, постановка задач, обсуждение плана

- распределение обязанностей
- обсуждение сроков представления промежуточных результатов
- обсуждение формы представления конечного результата

# Различные виды проектной деятельности в каждом цикле уроков



 **7** Start collecting information for the project. Find Internet sites and other resources for the project. Read Learning to learn note No. 2. Activity book ex. 1, 2. Reader ex. 2.

Lesson 2

Unit 1

## Как находить и использовать информацию из Интернета


В процессе обучения вам будут встречаться задания, для выполнения которых необходимо использовать ресурсы Интернета. Чтобы успешнее справиться с подобными заданиями, надо уметь не только правильно проводить поиск нужной информации, но и уметь анализировать и оценивать её. Для этого важно соблюдать некоторые правила:

- Прежде чем начать поиск, убедитесь, что вы чётко представляете, какая информация требуется.

## Где разместить проект и обсудить результаты проектной работы

Если вы хотите познакомить с результатами проектной работы как можно больше людей, воспользуйтесь возможностями сети Интернет:

- Вы можете разместить свой проект на сайте Интернет-поддержки линии УМК «Английский язык» для 2–11 классов [www.prosv.ru/umk/we](http://www.prosv.ru/umk/we). Для этого необходимо отправить вашу работу на адрес электронной почты авторского коллектива [prosv@lipetsk.ru](mailto:prosv@lipetsk.ru).
- Вы можете разместить информацию о проекте на блоге (blog), который можно бесплатно создать на сайте [www.blogger.com/start](http://www.blogger.com/start). Блоги могут быть посвящены определённой теме или включать записи по разной тематике. Вы можете знакомить со своими проектами одноклассников, друзей и обмениваться с ними мнениями. Кроме того, личные блоги могут выступать в качестве ваших электронных портфолио, содержащих материалы, например, сочинения, фотографии и т. д., демонстрирующие личные достижения.

 **4** Bring and discuss the materials you have found for your projects. Activity book ex. 1. Reader ex. 4.

и по различным темам и проектам можно создать м).  
разместить на подкасте (podcast), позволяющим создавать передачи во Всемирной сети. Существуют учебные материалы, которые можно скачать на свой компьютер и прослушивать в любое время. Свой подкаст можно разместить на сервере.

Unit 1

Lesson 4

● NEXT LESSON IS A PROJECT PREPARATION LESSON.



## Этап II Основной (выполнение проекта)

- поиск информации (в том числе с использованием ресурсов сети Интернет)
- регулярное обсуждение промежуточных результатов
- обмен информацией и координация действий групп
- еженедельный обзор работы



# Различные виды проектной деятельности в каждом цикле уроков

## Lesson 7

### Project lesson

1 Choose a project you'd like to do.

#### Project 1. Russian holiday history

Do your own research about one of the holidays we celebrate in Russia:

- Find out where the traditions for observing it originated from.
- Describe the activities connected with the holiday.
- Illustrate your project with pictures, music and songs.
- For additional information about the holiday you would like to research you may use the sites: [english.ruvr.ru/culture](http://english.ruvr.ru/culture) [www.history.com/topics/holidays](http://www.history.com/topics/holidays).
- Present the results of your research in any of the following forms:

- ✓ a computer presentation;
- ✓ an album;
- ✓ a poster.

#### Project 2. Fiction holiday

Think of an outstanding event in the history of your country you would like to observe as a holiday:

- Describe the origin of this holiday.
- Describe the ways that people might celebrate this event.
- Describe the special costumes.
- Describe food that could be prepared.
- Write about any prominent characters this holiday might be devoted to.
- Describe special gifts, songs and symbols.
- Illustrate your project with pictures, music and songs.
- Design the information about your fiction holiday in the form of a computer presentation, an album or a poster.

2 Present your project. Read *Learning to learn* note No. 1 first.

3 Discuss your projects and decide which is the best.

## Lesson 7

### Project lesson

1 Choose a project you'd like to do.

#### Project 1. The history of my country in the history of my family

- 1. Design an album about the historical events connected with your family.
- 2. Write about your relatives who took part in this or that event.
- 3. Find illustrations for the album (photos, pictures).



#### Project 2. Historical places in my region

- 1. Design a map of historical places in your region.
- 2. Write about important historical events and people connected with your region.
- 3. Write down your comments for the map.
- 4. Find illustrations for the map (photos, pictures).



2 Present your projects to your classmates. Answer your classmates' questions. Read *Learning to learn* note No. 1.

3 Discuss your projects and decide which is the best.

**проекты** вовлекают учащихся в творческую деятельность на разных этапах изучения учебного материала, воспитывают отношение к учёбе как творческой деятельности, стремление творчески выражать себя в учебной деятельности

**проектная деятельность** позволяет продемонстрировать свои достижения в изучении иностранного языка, предоставляет возможность использовать английский язык для решения познавательных задач в межпредметной деятельности, формирует навыки коллективной деятельности, готовность и стремление к коллективному творчеству, потребность считаться с мнением членов коллектива, умение нести индивидуальную ответственность за совместную работу

## Этап III Заключительный (Проектные уроки)

### Урок 1

- завершение оформления конечного продукта

- подготовка презентаций

### Урок 2

- презентация проектов
- обсуждение и оценивание
- размещение проектов в сети Интернет рефлексия

# Средства для развития ИКТ-компетентности в каждом цикле уроков

## Lesson 6 What is your perfect holiday job?

1 Young people often choose a holiday job.





1) Read the information about four holiday jobs. Which one do you like best?

What?/ Where?	Looking after groups of American children in a summer camp/the USA <a href="http://www.campamerica.co.uk">www.campamerica.co.uk</a> <a href="http://www.bunac.org.uk">www.bunac.org.uk</a>	Exploring sea life/a coral reef in Fiji <a href="http://www.coralcay.org">www.coralcay.org</a> <a href="http://www.ecovolunteer.org.uk">www.ecovolunteer.org.uk</a>	Au pair*/Switzerland <a href="http://www.childint.co.uk">www.childint.co.uk</a> <a href="http://www.aupair-connections.co.uk">www.aupair-connections.co.uk</a>	Fruit picking/France <a href="http://www.picking-jobs.com">www.picking-jobs.com</a> <a href="http://www.anyworkanywhere.com">www.anyworkanywhere.com</a>
?	It will improve your leadership and communication skills.	You want to do something to help the environment.	Nannying abroad can provide you with valuable experience.	A chance to work in the great outdoors.

- Умение осуществлять поиск запрашиваемой информации в сети Интернет

### Project 3. Young people in Britain/Germany/France

1. Find articles about young people in British/German/French newspapers.
2. Use the information from the articles to show what young people are like.
3. Present the results of the research in the form of a report or a slide presentation/a poster.

You may use the following sites:  [www.guardian.co.uk](http://www.guardian.co.uk),  
 [www.telegraph.co.uk](http://www.telegraph.co.uk)  [www.spiegel.de](http://www.spiegel.de)  [www.lemonde.fr](http://www.lemonde.fr)

2

### Как находить и использовать информацию из Интернета

В процессе обучения вам будут встречаться задания, для выполнения которых необходимо использовать ресурсы Интернета. Чтобы успешнее справиться с подобными заданиями, надо уметь не только правильно проводить поиск нужной информации, но и уметь анализировать и оценивать её. Для этого важно соблюдать некоторые правила:

- Прежде чем начать поиск, убедитесь, что вы чётко представляете, какая информация требуется.
- После того как необходимый сайт найден, постарайтесь оценить качество найденной информации, её надёжность и достоверность. Для этого обратите внимание на следующее:
  - не начинают ли автоматически открываться другие страницы;
  - можно ли определить, кому принадлежит этот сайт;
  - можно ли связаться с авторами сайта;
  - не содержит ли материал грамматические и фактические ошибки.
- Старайтесь не использовать материал из Интернета в том же самом виде. Работая над проектом или готовя сообщение по теме, творчески переосмыслите и переработайте найденный материал.

При поиске информации в Интернете соблюдайте правила безопасности:

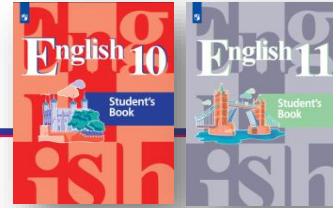
- При регистрации на сайте не указывайте личную информацию.

ой почты: один для друзей из реальной жизни, другой — только для общения в Интернете.

зуйте вымышленное имя, так называемый никнейм. Помните, что в Интернете есть модераторы.

- Формируются познавательные УУД при создании электронных презентаций и размещении проектов в сети Интернет





- ❑ Система заданий, соотнесенных с форматами ЕГЭ, выполняя которые учащиеся:
  - учатся самостоятельно контролировать и оценивать свои достижения
  - корректировать свою учебную и познавательную деятельность
  - готовятся к сдаче ЕГЭ в тестовых форматах
- ❑ Раздел **Consolidation** - задания для повторения лексико-грамматического материала в каждом цикле уроков (*Activity Book*)
- ❑ Раздел **Test Yourself** - задания в 4 видах речевой деятельности в каждом цикле уроков (*Student's Book*)
- ❑ Раздел **Exam Preparation** - задания в 4 видах речевой деятельности в каждом цикле уроков (*Activity Book*)
- ❑ **Контрольные работы** – каждое полугодие и в конце года (*Сборник контрольных заданий. Пособие для подготовки к ЕГЭ*)

# Организация контрольно-оценочной деятельности

## Раздел Test Yourself



## Lesson 8 Test yourself

### I. LISTENING COMPREHENSION

World Challenge — the original school expedition company — provides educational expeditions which teach life skills and educate young people.

Listen to 6 speakers talking about World Challenge expeditions. Match the statements (1–7) with the speakers (A–F). There is one statement that you do not need to use. You will hear the recording twice.

- 1) World Challenge gives a chance to learn other cultures.
- 2) I have learnt new skills.
- 3) I liked the whole expedition programme.
- 4) World Challenge expeditions is a good way to become confident.
- 5) World Challenge expeditions inspired me to explore the world.
- 6) The expedition was the best experience I have ever had.
- 7) I was lucky enough to have a brilliant leader.



### II. READING COMPREHENSION

There are different organisations that inspire people to learn more about our planet.

Read about the National Geographic Society. For each gap (1–7), choose the best phrase (A–H). There is one phrase that you do not need to use.

The National Geographic Society was founded in Washington, D.C. in 1888. It is the world's largest scientific and educational organisation (1) ... Since the foundation it has been inspiring people (2) ... Its interests include geography, archaeology and natural science and the promotion of environmental and historical conservation. It reaches more than 280 million people worldwide each month (3) ..., the National Geographic Channel, television documentaries, radio programmes, films, books, videos and DVDs, maps

and interactive media. The Society publishes an official monthly journal, *National Geographic Magazine*, the first issue of which appeared in 1888. The magazine became a leader in showing colour photographs of undersea life, views from the stratosphere and animals (4) ... It also became famous for articles containing substantial information on environmental, social and cultural aspects of the regions covered. National Geographic has supported more than 8,000 scientific research projects and expeditions (5) ... It also supports

educational organisations and individuals (6) ... The Society also sponsors the National Geographic Bee, an annual geographic contest for American middle-school students. Every two

years, the Society organises an international geography competition of (7) ... National Geographic maintains a museum which offers free entry for the public in Washington, D.C.

- A about exploration, discovery and research  
B in improving geography education  
C to different parts of the world  
D in their natural environments  
E through its five magazines  
F to care about the planet  
G from all over the world  
H with more than nine million members



### III. USE OF ENGLISH (VOCABULARY)

Read the text about Antarctica. For each gap (1–15), choose the best word: a, b, c or d. Write down your variant in your exercise book.

Antarctica is (1) ... in the Antarctic region of the southern hemisphere, south of the Antarctic Circle and is surrounded by (2) ... Southern Ocean. It (3) ... the total area of about 14.2 million sq km, being the fifth largest continent. Antarctica (4) ... of two main areas, East Antarctica and West Antarctica. The two areas are separated by the Transantarctic Mountains, a range of mountains that (5) ... across the continent, large portions of them being buried under the ice cover. There are no (6) ... landscapes in Antarctica as almost the whole continent is covered with ice and snow. Antarctica is one of the world's driest (7) ...: it receives less than two inches of snow fall each year. There is no native population in Antarctica because of the (8) ... weather: it is the coldest and windiest place in the world. The coldest temperature ever recorded on Earth was  $-89.2^{\circ}\text{C}$  at the Rus-

sian Vostok Station in Antarctica on 21 July 1983. There is very little life on Antarctica. However, along (9) ... the seas support a wide range of birds, seals, whales and other sea life but the main (10) ... is the penguin (11) ... its clean air, water and ice is the perfect place for scientists to carry (12) ... research. Many countries have set up scientific bases there. Also, about 30,000 adventurous tourists visit Antarctica each year. Tourists can get to Antarctica only during the summer season from November to March, when temperatures can rise up to  $+14^{\circ}\text{C}$  and there are two to four hours of daylight. Tourists should be properly prepared and have (13) ... for any visit. Scientists working in Antarctica have made many discoveries from studying its (14) ... land. The discoveries also show signs of change that could (15) ... us all in the future.

- |                      |             |              |             |
|----------------------|-------------|--------------|-------------|
| 1) a discovered      | b occupied  | c located    | d bordered  |
| 2) a the             | b —         | c a          | d an        |
| 3) a holds           | b occupies  | c takes      | d includes  |
| 4) a consists        | b divides   | c contains   | d makes up  |
| 5) a reaches         | b expands   | c stands     | d stretches |
| 6) a vast            | b wooded    | c varied     | d different |
| 7) a deserts         | b valleys   | c plains     | d fields    |
| 8) a favourable      | b extreme   | c mild       | d arid      |
| 9) a coast           | b seaside   | c beach      | d land      |
| 10) a representative | b figure    | c inhabitant | d feature   |
| 11) a As             | b Thanks    | c Because    | d Due to    |
| 12) a off            | b through   | c out        | d away      |
| 13) a opportunity    | b equipment | c facility   | d data      |
| 14) a vast           | b long      | c wide       | d big       |
| 15) a happen         | b cope      | c touch      | d affect    |

### IV. SPEAKING

#### 1 You are considering taking part in the Amazon Expedition

Programme. You'd like to get more information about it. In 1.5 minutes you are to ask 5 direct questions to find out the following:

- time of the expedition;
- cost;
- age range;
- if vaccinations are required;
- if special training is needed.

You have 20 seconds to ask each question.

#### 2 Study the two photos on p. 24. In 1.5 minutes be ready to

compare and contrast them:

- give a brief description of the photos (action, location);
- say what the photos have in common;
- say in what way the photos are different;
- say which activity presented in the photos you'd prefer;
- explain why.

You will speak for not more than 2 minutes (12–15 sentences). You have to talk continuously.

### V. WRITING

Write an essay "Is your hometown a nice place to live in?" (200–250 words).

### VI. SELF-ASSESSMENT (AB)

NEXT LESSON IS AN EXAM PREPARATION LESSON. (AB)





# Организация контрольно-оценочной деятельности

## Раздел Exam Preparation



### EXAM PREPARATION

#### I LISTENING COMPREHENSION

Max and Mei are comparing the New Year customs in Australia and China.

Listen to their conversation and mark the following statements with T if the information is true, F if it is false or N/s if it is not stated in the conversation. You will hear the recording twice.

- 1) Max is inviting Mei to go to the New Year party with him. \_\_\_\_
- 2) Mei is in Australia for the first time. \_\_\_\_
- 3) Mei is interested in how the New Year is celebrated in Australia. \_\_\_\_
- 4) Max and his friends are going to organise a masquerade. \_\_\_\_
- 5) Mei tells Max about the New Year traditions in China. \_\_\_\_
- 6) Mei helps to decorate her house during the Spring Festival in China. \_\_\_\_
- 7) Max has never seen the Chinese New Year celebrations. \_\_\_\_

#### II READING COMPREHENSION

Read an extract from the book *Hallowe'en Party* by Agatha Christie. For questions 1–7, choose the correct answer (a, b, c or d).

The party came into being at half past seven. It was a Hallowe'en party for invited guests of an age group between ten and seventeen years old. Arrivals were punctual. Everything went splendidly. There were red and blue lights on the stairs and a lot of yellow pumpkins. The girls and boys arrived, holding decorated broomsticks for a competition. They were very small miniature brooms. After greetings, Rowena Drake, a handsome middle-aged woman who was giving the party, announced the programme for the evening.

"First, judging of the broomstick competition," she said, "three prizes, first, second and third. Then comes cutting the flour cake. That'll be in the small conservatory. Then bobbing for apples — there's a list pinned upon the wall over there of the partners for that event — then there'll be dancing. Every time the lights go out you change partners. Then girls go to the small study where they'll be given their mirrors. After that, supper and then prize-giving."

The brooms were admired and the prizes were presented.

"What's the Flour Game?" asked Ariadne Oliver.

"Oh yes, of course, you weren't here when we were doing it. Well, you just fill a glass with flour, press it in well, then you turn it out in a dish and place a sixpence on top of it. Then everyone slices a slice off it very carefully so as not to tumble the sixpence off. As soon as someone tumbles the sixpence off, that person goes out. The last one left in gets the sixpence of course. Now then, away we go."



And away they went. Shouts of excitement were heard coming from the library where bobbing for apples went on, and competitors returned from there with wet locks and having disposed a good deal of water about their persons.

One of the most popular contests, at any rate among the girls, was the arrival of the Hallowe'en witch played by Mrs Goodbody, a local cleaning woman who, not only having the necessary hooked nose, was admirably proficient in producing magical rhymes.

"Now then, come along. Beatrice, is it? Ah, Beatrice. Now you want to know what your husband is going to look like. Now, my dear, sit here and hold this little mirror in your hand. When the lights go out you'll see him appear. *Abracadabra, who shall see? The face of the man who will marry me. Beatrice, Beatrice, you shall find, the face of the man who shall please your mind.*"

Suddenly the light shot across the room. It hit the right spot in the room, which was reflected in the mirror in Beatrice's hand.

"Oh!" cried Beatrice. "I've seen him. I've seen him! I can see him in my mirror!"

The lights were turned on and a coloured photograph flew down from the ceiling. Beatrice danced about excitedly.

"That was him! That was him! I saw him," she cried.

"Oh, he's got a lovely ginger beard."

She rushed to Mrs Oliver, who was the nearest person.

"Do look, do look. Don't you think he's rather wonderful? He's like Eddie Presweight, the pop singer. Don't you think so?"

Mrs Oliver did think he looked like one of the faces she daily saw in her morning paper. "Where do all these things come from?" she asked.

"Oh, Rowena gets Nicky to make them. And his friend Desmond helps. He experiments a good deal with photography."

"Now then," cried Mrs Drake, "supper."

Supper went off well. Rich iced cakes, snacks, cheese and nut sweets. The children stuffed themselves.

"And now," said Rowena, "that last one for the evening. Prize-giving."

The prizes were presented. The party was over.

"It's been a great success," said Rowena.

- 1) The Hallowe'en party was organised for  
a middle-aged women.  
b teenagers under 17.  
c children under 10.  
d young people over 17.
- 2) The young guests arrived with  
a pumpkins.  
b miniatures.  
c broomsticks.  
d coloured lights.
- 3) Which of the following was NOT in the programme of the party?  
a Dances.  
b Apples contest.  
c A concert.  
d Prize-giving.
- 4) The aim of the Flour Game was  
a to cut the flour cake into pieces.  
b to be the first to go out.  
c to get a piece of the cake.  
d to stay in the game the longest.
- 5) Which moment of the party did the girls enjoy most?  
a Meeting the Hallowe'en witch.  
b Learning magical rhymes.  
c Meeting Beatrice's future husband.  
d Receiving a prize of a magic mirror.
- 6) Beatrice thought that in the mirror she saw  
a the face of a famous person from the morning paper.  
b the face of a pop singer.  
c Nicky's face.  
d her future husband's face.
- 7) The party ended with  
a supper.  
b prize-giving.  
c making stuffed toys.  
d experiments with photography.

#### III USE OF ENGLISH

Grammar. Read about the Memorial Day observance in the USA. For questions 1–11, fill in the gaps with the correct forms of the words in capitals.

(1) \_\_\_\_\_ observed on the last Monday of May in the US, Memorial Day commemorates the courage and sacrifice of all the men and women of the United States Army who have died while serving their nation. One of the most (2) \_\_\_\_\_ American (3) \_\_\_\_\_, Memorial Day is a recognition and (4) \_\_\_\_\_ of the sacrifices of the soldiers of the nation.

Memorial Day was first observed on 30 May 1868 when a special ceremony was held at the Arlington (5) \_\_\_\_\_ Cemetery where flowers were laid on the (6) \_\_\_\_\_ of Union and Confederate

soldiers. Memorial Day is celebrated at the Arlington Cemetery each year. (7) \_\_\_\_\_, the President or Vice President lays a wreath at the Tomb of the (8) \_\_\_\_\_ Soldier.

All (9) \_\_\_\_\_ are expected to "observe in their own way a Moment of (10) \_\_\_\_\_ and respect, pausing from whatever they are doing for a moment of silence at 3 pm local time, on Memorial Day." Many people visit memorials on this day and it is (11) \_\_\_\_\_ seen as the start of the summer season.

- (1) ANNUAL
- (2) SIGNIFY
- (3) OBSERVE
- (4) APPRECIATE
- (5) NATION
- (6) MEMORY
- (7) TRADITION
- (8) KNOWN
- (9) AMERICA
- (10) REMEMBER
- (11) USUAL

#### IV WRITING

Write an essay on the topic "Why is it important to follow holiday traditions?" Write 200–250 words.

Use the following plan:

1. Make an introduction (state the problem).
2. Express your personal opinion and give 2–3 reasons for your opinion.
3. Make a conclusion restating your position.

#### V SPEAKING

What holidays and traditions are special to you and your family?

Remember to talk about:

- holidays and traditions in Russia;
- holidays and festivals you and your family observe;
- how you celebrate your favourite holiday.

You have to talk for 2 minutes. The teacher will listen to you until you have finished. Then he/she will ask you some questions.

**Self Assessment** – раздел для самостоятельной оценки уровня знаний и уровня развития УУД и СУУ

Средства развития умений самоконтроля, самоанализа, самооценки

## VI. SELF-ASSESSMENT

### Description of achievement / Level reached

	1*	2	3	4
<b>Reading</b>				
<ul style="list-style-type: none"> <li>• short simple texts about young people in Britain, their life and relations with their parents and friends;</li> <li>• articles about the Universal Declaration of Human Rights, the Convention of the Rights of the Child;</li> <li>• factual texts about human and civil rights, the age limits;</li> <li>• literary texts about young people's school life</li> </ul>				
<b>Listening</b>				
<ul style="list-style-type: none"> <li>• I can understand</li> <li>• short talks on the topics connected with young people, their interests and accomplishments;</li> <li>• extended speech about dating experience, dating tips;</li> <li>• extended conversations about the age limits in Britain</li> </ul>				

<b>Speaking</b>				
<b>Spoken production</b> I can <ul style="list-style-type: none"> <li>• present a report on my relations with my parents and friends, my school life;</li> <li>• explain my viewpoint on basic rights, the age limits in my country, ground rules and curfew</li> </ul> <b>Spoken interaction</b> <ul style="list-style-type: none"> <li>• I can participate in a conversation about age limits</li> </ul> <b>Speech functions</b> <ul style="list-style-type: none"> <li>• I can express disagreement and try to change someone's opinion</li> </ul>				
<b>Writing</b>				
I can write <ul style="list-style-type: none"> <li>• simple texts about my relations with my parents and friends;</li> <li>• a clear well-structured text expressing different point of view on ground rules and a curfew given by parents</li> </ul> <b>Speech functions</b> <ul style="list-style-type: none"> <li>• I can use expressions for introducing arguments and reasons</li> </ul>				

### Grammar Checklist / Level reached

	Can understand				Can use			
	1*	2	3	4	1	2	3	4
<ul style="list-style-type: none"> <li>• Modal verbs and their equivalents for expressing strong obligation (must), duty (should, ought to), permission (can, may, allowed to, permitted to), possibility (can / may), prohibition (cannot / must not / may not / should not / are not allowed to / are not permitted to), necessity (must, need to)</li> <li>• Quantifiers and their equivalents Quantifiers and their equivalents (a great deal of, enough, a few, few, half, a large / considerable amount of, little, a lot, many, much, a number of, plenty of, some)</li> <li>• The complex object (verb + object + (to) infinitive)</li> <li>• Phrasal verbs with postpositions down, on, out, up</li> <li>• Subordinate clauses of reason</li> <li>• Word building (suffixes of abstract nouns -ty, -</li> </ul>								

### Study skills / Level reached

	1*	2	3	4
<b>Reading</b>				
<ul style="list-style-type: none"> <li>• I can read for specific information and make notes,</li> <li>• I can read for the main idea and guess the meaning (by context, etc.);</li> <li>• I can read for detailed comprehension and understand the internal organization of a text</li> </ul>				
<b>Listening</b>				
<ul style="list-style-type: none"> <li>• I can listen for words as a kind of</li> <li>• I can listen</li> </ul>				

### Test-taking skills perfection

<b>Speaking</b>				
<ul style="list-style-type: none"> <li>• I can make</li> <li>• I can make</li> <li>• I can use a</li> <li>• I can use an</li> </ul>				
<b>Writing</b>				
<ul style="list-style-type: none"> <li>• I can write a</li> <li>• I can write a</li> <li>• I can write a</li> <li>• I can sum up</li> </ul>				

- I can read a text aloud;
- I can ask questions to find out details;
- I can describe a photo;
- I can compare and contrast two photos;
- I can do a matching test matching a headline to the written text;
- I can do a matching test choosing which parts of sentences fit into gaps in the text;
- I can do a multiple choice test with a written text;
- I can do a multiple choice test choosing an appropriate word to fill in the gaps in a text;
- I can do a word-building test

\*1 – excellently; 2 – well; 3 – in a satisfactory way; 4 – It's an objective to me





# Подготовка учащихся к дальнейшему самостоятельному овладению иностранным языком

**4** In today's global economy the demand for speakers of foreign languages continues to grow.

**1) What jobs demand the knowledge of foreign languages? Use suitable words from the box in the correct form. There are two extra words that you do not need to use.**

prospect   predict   gain   immerse  
relevant   decent   society   graduate

According to the experts, a good knowledge of foreign languages can raise career (1) ... in modern (2) ... It is no surprise that learning a language is important for some reasons: it offers people the chance to progress either through (3) ... promotions or international travel and it opens doors to new occupations and employment opportunities.

National governments offer lots of (4) ... jobs to foreign language speakers for their Foreign Service departments.

A lot of international organisations will always need people with (5) ... language skills for administrative work or management.

Speaking foreign languages gives people an opportunity to (6) ... the tourism and hospitality industries. Experts (7) ... that even at home, where hotels, restaurants and recreational complexes receive large numbers of foreign visitors, speakers of foreign languages will be in great demand to offer good customer service.

When (8) ... reach a good level of language skills, translators, dealing with written materials, and interpreters, who deal with spoken language, can become (9) ... occupations.

**2) Will you continue studying foreign languages after finishing school? Why? Read *Learning to learn* note No. 9 on p. 263.**

**5** **Pair work.** Discuss with your friend what is more important — having an interesting job or earning a decent wage/salary.

**6** **E** Is studying after finishing school worth doing? Express your opinion.

**Remember to say:**

- about the benefits of higher education;
- about the benefits of getting vocational skills;
- if foreign languages can help you to get a better job.

**7** **Activity book, ex. 2. Reader, ex. 2.**

Start collecting information for the project. Find other resources that might be useful for your project.

**4** In today's global economy the demand for speakers of foreign languages continues to grow.

**1) What jobs demand the knowledge of foreign languages? Use suitable words from the box in the correct form. There are two extra words that you do not need to use.**



According to the experts, a good knowledge of foreign languages can raise career (1) ... in modern (2) ... It is no surprise that learning a language is important for some reasons: it offers people the chance to progress either through (3) ... promotions or international travel and it opens doors to new occupations and employment opportunities.

National governments offer lots of (4) ... jobs to foreign language speakers for their Foreign Service departments.

A lot of international organisations will always need people with (5) ... language skills for administrative work or management.

Speaking foreign languages gives people an opportunity to (6) ... the tourism and hospitality industries. Experts (7) ... that even at home, where hotels, restaurants and recreational complexes receive large numbers of foreign visitors, speakers of foreign languages will be in great demand to offer good customer service.

When (8) ... reach a good level of language skills, translators, dealing with written materials, and interpreters, who deal with spoken language, can become (9) ... occupations.



**6** **E** Is studying after finishing school worth doing? Express your opinion.

**Remember to say:**

- about the benefits of higher education;
- about the benefits of getting vocational skills;
- if foreign languages can help you to get a better job.

**2) Will you continue studying foreign languages after finishing school? Why? Read *Learning to learn* note No. 9 on p. 263.**



# Подготовка учащихся к дальнейшему самостоятельному овладению иностранным языком



9

Как  
английский

## Как самостоятельно продолжить овладение английским языком после окончания школы

Школьный курс закладывает только основы владения английским языком. Но без практики приобретённые языковые навыки и умения быстро утрачиваются. Если вы хотите сохранить достигнутый языковой уровень, а тем более добиться новых успехов в овладении английским языком, необходимо знать, как лучше самостоятельно заниматься английским языком после окончания школы. Вот несколько советов, которые могут оказаться полезными.

**1. Ставьте правильные цели.** Решите, зачем вам потребуется английский язык в ближайшем будущем. Ставьте конкретные цели: сдать экзамен на получение международных сертификатов TOEFL, IELTS, FCE и др., читать в оригинале любимые книги, общаться через Интернет, использовать язык в профессиональной деятельности.

**2. Занимайтесь регулярно.** Желательно заниматься каждый день. Долгие паузы снижают прогресс в изучении языков. Главное – английский должен присутствовать в вашей жизни постоянно.

**3. Чередуйте разные виды заданий.** На занятиях комбинируйте упражнения по чтению, письму, грамматике и развивайте умение выражать свои мысли. Старайтесь, чтобы новый материал проходил через аудирование, чтение, письмо и говорение. Если в процесс обучения вовлечены все анализаторы: слуховой, зрительный, речедвигательный, моторнографический, то материал усваивается прочнее.

**4. Повторяйте.** Периодически повторяйте пройденный материал. Многократное использование языкового материала в новых ситуациях способствует более прочному овладению.

**5. Используйте разнообразные ресурсы из Интернета.**

**Пользуйтесь материалами из Интернета:** обучающими играми, видео, аудиокнигами, записями лекций из ведущих мировых университетов. Вы обязательно найдёте что-то полезное и интересное для себя.

**Смотрите телепередачи, слушайте радио.** Вы не только составите представление о событиях в мире, но и пополните свой словарный запас. Если ваших знаний не хватает для того, чтобы полностью понять новости, попробуйте сначала прочитать или прослушать новости на родном языке, а затем снова прослушать или прочесть о тех же событиях на английском. Включайте фоном радиопередачи, смотрите телепрограммы на английском языке

**Используйте мультимедийные курсы,** которые содержат разнообразные статьи, советы, интерактивные самоучители, видеоуроки для желающих изучать английский язык.

## 2) Will you continue studying foreign languages after finishing school? Why? Read *Learning to learn* note No. 9 on p. 263.

**6. Общайтесь с носителями английского языка.** В сети есть много сообществ, форумов, посвящённых языковому обмену, где можно найти носителя английского языка, который хочет изучать русский, и организовать взаимообучение. Вы также можете найти товарища по переписке из другой страны или человека, который тоже хочет выучить английский язык, и переписываться с ним на изучаемом языке, а также просто найти собеседников для неформального общения и обучения.

Если вы воспользуетесь нашими и другими полезными советами, научитесь грамотно использовать разнообразные ресурсы, вы убедитесь, что изучение иностранного языка может быть не только полезным, но и увлекательным занятием. Помните, что английский – не самоцель, а средство, которое служит для расширения ваших возможностей!

Желаем успехов!  
Авторы

- формирование готовности и способности к самостоятельному и непрерывному овладению ИЯ после окончания школы, дальнейшее профессиональное самоопределение и осознание значимости ИЯ для самообразования, профессионального роста и всей дальнейшей жизни



# Спасибо за внимание!

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