

Учебно-методический комплекс
«Сферы» по английскому языку
для 11 класса



Аудиокурсы и дополнительные материалы размещены в электронном каталоге издательства «Просвещение» на интернет-ресурсе www.prosv.ru



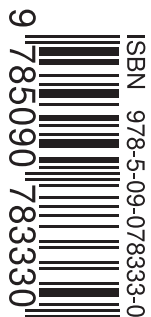
А. А. Алексеев
Е. Ю. Смирнова

Учебник

Полный ассортимент продукции издательства «Просвещение» вы можете приобрести в официальном интернет-магазине shop.prosv.ru:

- низкие цены;
- оперативная доставка по всей России;
- защита от подделок;
- привилегии постоянным покупателям;
- разнообразные акции в течение всего года.

Рабочие программы



Поурочные методические рекомендации

Тетрадь-тренажёр

Тетрадь-экзаменатор




ПРОСВЕЩЕНИЕ
ИЗДАТЕЛЬСТВО
www.prosv.ru

БАЗОВЫЙ УРОВЕНЬ

Завершённая предметная линия «Сферы» по английскому языку:

- Алексеев А. А., Смирнова Е. Ю., С. Абби и др.
Английский язык.
10 класс
- Алексеев А. А., Смирнова Е. Ю., Б. Дерков-Диссельбек и др.
Английский язык.
11 класс

ENGLISH

АНГЛИЙСКИЙ ЯЗЫК

ПОУРОЧНЫЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

11





**А. А. Алексеев
Е. Ю. Смирнова**

АНГЛИЙСКИЙ ЯЗЫК

**Поурочные методические
рекомендации**

11 класс

Учебное пособие
для общеобразовательных
организаций

2-е издание

Москва
«Просвещение»
2021

УДК 373.5.016:811.111
ББК 74.268.19=432.1
А46

16+

Серия «Сферы» основана в 2003 году

**Линия учебно-методических комплексов «Сферы»
по английскому языку**

Алексеев А.А.

А46 Английский язык. Поурочные методические рекомендации. 11 класс : учеб. пособие для общеобразоват. организаций / А. А. Алексеев, Е. Ю. Смирнова. — 2-е изд. — М. : Просвещение, 2021. — 172 с. — (Сферы). — ISBN 978-5-09-078333-0.

Поурочные методические рекомендации являются обязательным компонентом УМК серии «Сферы». Пособие включает методические советы по работе с учебником, описание целей, задач и содержания уроков, подробное поурочное планирование, аудиоскрипты, ключи к упражнениям учебника и рабочей тетради. Содержание поурочных методических рекомендаций обеспечивает достижение личностных, метапредметных и предметных результатов на уроках английского языка.

**УДК 373.5.016:811.111
ББК 74.268.19=432.1**

ISBN 978-5-09-078333-0

© Издательство «Просвещение», 2017
© Художественное оформление.
Издательство «Просвещение», 2017
Все права защищены

Об УМК «Сферы»	4
Учебник — организатор информационно-образовательной среды	4
Тематическое содержание учебника	13
Компоненты информационно-образовательной среды	14
Рекомендации по развитию ИКТ-компетенций учащихся с УМК «Сферы»	16
Электронная форма учебника (ЭФУ)	18
Поурочное планирование	19
Цикл 1. Учись, чтобы жить, живи, чтобы учиться (Unit 1. Learn to live, live to learn)	19
Цикл 2. Путешествия (Unit 2. Travel)	38
Цикл 3. Человек и общество (Unit 3. The individual and society) ...	58
Цикл 4. Взаимоотношения и семья (Unit 4. Relations and family) ...	75
Цикл 5. Средства массовой информации (Unit 5. The media)	92
Цикл 6. Мир работы (Unit 6. The world of work)	114
Аудиоскрипты к заданиям тетради-тренажёра	129
Ключи к заданиям тетради-тренажёра	156

ОБ УМК «СФЕРЫ»

Проект «Сферы» — один из современных инновационных образовательных проектов, не имеющий отечественных и зарубежных аналогов. Он осуществляется в рамках общей стратегии издательства «Просвещение» по формированию в российском образовании единой информационно-образовательной среды в виде взаимосвязанной системы образовательных ресурсов на бумажных и электронных носителях. Все издания проекта «Сферы» созданы на основе общих методологических и методических принципов, обеспечивающих единую технологию обучения и эффективную реализацию межпредметных и надпредметных связей, а также широкого внедрения ИКТ в учебный процесс.

УМК «Сферы» предоставляют возможность изучать предметы на основе работы в едином информационном поле, реализованном через взаимосвязь всех компонентов комплекса, облегчают поиск, освоение и интерпретацию информации.

УМК «Сферы» включают в себя полный пакет пособий на бумажных и электронных носителях для всех классов начальной, основной и полной средней школы, необходимых для рациональной организации учебного процесса в соответствии с современными тенденциями в содержании обучения английскому языку и методике преподавания в школе.

УЧЕБНИК — ОРГАНИЗАТОР ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

В центре информационно-образовательной среды всегда стоял учебник, выполняющий роль основного источника знаний для школьника. Его дополняла учебно-популярная литература, журналы, телепередачи.

Современная информационно-образовательная среда — это система образовательных ресурсов на бумажных и электронных носителях, которая обеспечивает выполнение требований ФГОС к содержанию образования, формирует универсальные учебные действия, позволяет эффективно реализовать потребности школьников в формировании жизненно важных компетенций: познавательных, личностных, коммуникативных, регулятивных.

Современный учебник сможет создавать предметную информационно-образовательную среду, если будет представлен на бумажных и электронных носителях, т. е. будет интерактивным. Это неизбежно требует изменения внутренней структуры и содержания учебника на бумажном носителе. Прежде всего он должен стать лаконичным и жёстко структурированным. В издательстве «Просвещение» с этой целью разработана кон-

цепция учебника фиксированного формата. В настоящее время она полностью реализована в линиях учебников по географии, биологии, истории, физике и другим предметам.

Линия учебников для старшей школы была создана в соответствии с Федеральным государственным образовательным стандартом среднего (полного) общего образования и получила положительные заключения Российской академии наук и Российской академии образования.

При создании линии учебников по английскому языку российские авторы исходили из потребностей современного российского общества, учитывали возрастные и индивидуальные особенности обучающихся на ступени среднего (полного) общего образования, а зарубежные авторы обеспечили соответствующие материалы, отражающие реалии сегодняшнего англоговорящего сообщества, а также аутентичность языковой составляющей.

Линия учебников для старшей школы является неотъемлемой частью единой линии для всего курса школьного обучения (2—11 классы), отвечающей принципам преемственности и последовательности обучения, воспитания и развития средствами предмета «Иностранный язык».

Полноценный состав курса является его важной характеристикой. Компонентами УМК для каждого класса старшей школы являются:

- учебник с приложением на электронном носителе;
- тетрадь-тренажёр;
- поурочные методические рекомендации;
- тетрадь-экзаменатор.

В основу данной предметной линии в целом положен коммуникативно-когнитивный подход к обучению иностранному языку, предполагающий поэтапное формирование знания и развитие всех составляющих коммуникативной компетенции обучающихся, а также лично ориентированный и деятельностный подходы к обучению иностранному языку, обеспечивающие особое внимание интересам, возрастным и индивидуальным особенностям и реальным возможностям учащихся при организации работы по развитию способов деятельности.

Ученик становится активным участником образовательного процесса, который приобретает деятельностную направленность, а это, в свою очередь, определяет и формы обучения, например работу в группах и современные технологии обучения. Результатом такого процесса обучения должно стать формирование компетентного пользователя иностранным языком, готового осознанно и с желанием участвовать в диалоге и полилоге культур в современном развивающемся мире.

Основными отличительными характеристиками курса являются:

- аутентичность языковых материалов;
- адекватность методического аппарата традициям российской школы и целям на современном этапе её развития (развитие иноязычной коммуникативной компетенции, развитие личности учащихся посредством реализации воспитательного и развивающего потенциала предмета «Иностранный язык»);
- чёткое построение учебника; соответствие структуры учебного материала циклов полной структуре психологической деятельности учащихся в процессе познавательной деятельности: мотивация — постановка цели — деятельность по достижению цели — (само)контроль — (само)оценка — (само)коррекция — рефлексия способов деятельности;
- современные, в том числе информационно-компьютерные, технологии;
- практико-ориентированный характер;
- личностная ориентация, адресность содержания учебных материалов;
- включённость родного языка и культуры, наличие системы аутентичных материалов о России;
- система работы по формированию метапредметных умений и навыков, обобщённых способов учебной, познавательной, коммуникативной, практической деятельности, ценностных ориентаций;
- межпредметные связи как способ переноса языковых знаний и речевых умений на другие образовательные области, освоение языка как средство познания мира;
- возможности дифференцированного подхода к организации образовательного процесса, в том числе с учётом индивидуального стиля учебной деятельности школьников;
- воспитательная и развивающая ценность материалов, широкие возможности для социализации учащихся;
- наличие системы заданий, последовательно готовящих к Единому государственному экзамену (ЕГЭ).

Согласно базисному учебному плану, учебник для 11 класса рассчитан на 3 часа в неделю (105 уроков в год). Учебник состоит из 6 тематических циклов (*Units*). Каждый из них начинается с вводной страницы, которая ориентирует учащихся в материале для предстоящего изучения. Учащимся предлагается выполнить разнообразные задания для введения в тему цикла, ознакомиться с тем, что они повторяют и узнают нового в цикле, прокомментировать цитату известного человека, которая связана с общей темой цикла, и т. д.

Тематическое содержание обучения предполагает работу над такими темами, как досуг и увлечения, взаимоотношения со сверстниками и семьёй, научный прогресс, здоровый образ жизни, экологические проблемы, путешествия, родная страна и страны изучаемого языка и др.

Структура учебника чёткая. Тематические циклы разделены на части (А, В, С), каждая из которых имеет соответствующий разворот с тренировочными упражнениями на закрепление изученного материала (*Practice*). В каждом цикле также есть специальные тематические разделы: урок чтения (*Extended reading*), урок, направленный на развитие межпредметных связей (*Cross-curricular studies*), межкультурных связей (*Window on the world*), и урок, посвящённый родной культуре, материалы которого связаны с главной темой цикла (*Russian corner*). В эти разделы органично включаются задания, позволяющие последовательно формировать у учащихся лексико-грамматические знания (*Vocabulary and Grammar*), а также чтение, слушание, говорение и письмо. Формирование основных видов речевой деятельности составляет содержание как отдельных этапов уроков, так и целых уроков учебника. Кроме того, в каждом цикле есть раздел для самопроверки (*Checkpoint*), в котором предлагаются задания и упражнения, оценивающие знание учащимися изученного лексико-грамматического материала.

Каждый цикл заканчивается рубрикой для самостоятельной оценки знаний учащихся по изученному материалу (*Self-evaluation*) и словарём (*Key vocabulary*), который содержит активные слова, словосочетания, фразы и конструкции.

Развиваемая коммуникативная компетенция учащихся была бы неполной без раздела *Skills file* («Учись учиться») для формирования учебно-познавательной компетенции учащихся.

В уроках учебника присутствуют также разноуровневые упражнения с подсказками по выполнению, которые находятся в разделе *More help*.

В учебнике имеются задания проектного характера с последующей презентацией найденных в Интернете и других источниках материалов. Практически к каждому проектному заданию, предполагающему работу с Интернетом, на полях даются подсказки с ключевыми словами для поиска информации или интернет-ссылками. Такие задания отмечены специальным значком.

При общей коммуникативной направленности работы учебник готовит учащихся к Единому государственному экзамену по английскому языку по всем его разделам разного уровня сложности, что также обеспечивает раздел *Focus on exams*.

В соответствии с требованиями к результатам освоения основной образовательной программы среднего (полного) общего образования Федерального государственного образовательного стандарта учебник для 11 класса направлен на достижение учащимися личностных, метапредметных и предметных результатов.

Личностные результаты в учебнике в соответствии с требованиями формируют:

1) *Российскую гражданскую идентичность, патриотизм, уважение к своему народу, чувство ответственности перед Родиной, гордости за свой край, свою Родину, прошлое и настоящее многонационального народа России, уверенности в его великом будущем.*

Помимо отдельных заданий на формирование гражданской идентичности в основных частях циклов, учебник также содержит раздел *Russian corner*, посвящённый разным аспектам русской культуры по основной теме цикла. Он стимулирует интерактивность в образовательном процессе, способствует социализации учащихся. Текстовые материалы о России разных жанров и форматов (текст-описание, туристический буклет, письмо и т. п.) служат базой для активной речевой деятельности школьников (в устной и письменной форме) с переносом на личный опыт. Среди тем этого раздела, например, встречаются такие тексты: *Village schools and distance learning, Travelling in the Russian republics, The press in Russia*. Раздел также содержит задания на включение семьи в образовательный процесс, например: *Ask your family members about their schools (lessons, homework, teachers, timetables, books ...). How different were they then? Share the information in class* и т. д.

Подбор текстов и формата заданий направлен на активные формы обучения, осмысление и сопоставление с родной культурой, на воспитание главных ценностных ориентиров. Знакомство с опытом сверстников, его обсуждение, выход на практическую деятельность (проект) — таков путь гражданского воспитания средствами урока иностранного языка и таких важных свойств духовно-нравственного развития гражданина России, как открытость миру, способность к диалогу с другими национальными культурами. На разных возрастных этапах эти задачи решаются с учётом меняющихся психологических особенностей учеников, их социального и языкового опыта.

2) *Основы саморазвития и самовоспитания в соответствии с общечеловеческими нравственными ценностями и идеалами российского гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельно-*

сти (образовательной, учебно-исследовательской, проектной, коммуникативной, иной).

Значительная часть текстовых материалов учебника содержит потенциал для воспитания нравственности, позволяет учащимся при работе над содержанием оперировать категориями нравственности, задуматься о тех, кто рядом, сделать свой нравственный выбор. В учебнике нашли отражение особенности подросткового возраста, полного драматизма и переживаний на пути от детства к юности. Такие разделы, как, например, часть В третьего цикла *Becoming an adult*, помогают ребёнку решать трудные задачи подросткового возраста: найти себя, обнаружить и укрепить собственное «я», понять, кто он и чего хочет в жизни, решить проблемы общения.

Тексты морально-этического содержания и задания деятельностного характера к ним создают возможность практически решать задачу формирования духовных способностей школьников на уроке английского языка, таких, как способность к добродетельным поступкам, способность дать оценку поступку, способность к нравственной ориентации. Все эти задачи реализуются в процессе общения через систему коммуникативных заданий, включающих ролевые игры, перенос ситуаций на личный опыт. Обозначенная задача нравственного воспитания решается и как сопутствующая через различные виды учебных материалов.

3) *Принятие и реализация ценностей здорового и безопасного образа жизни: потребность в физическом самосовершенствовании, занятиях спортивно-оздоровительной деятельностью, неприятие вредных привычек, курения, употребления алкоголя, наркотиков; бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей, умение оказывать первую помощь.*

Для достижения этого результата в учебнике отводится место соответствующим упражнениям и текстам с учётом возрастной релевантности тем и проблем. Так, например, это часть четвёртого цикла *If life goes wrong*. Тексты и задания, представленные в нём, направлены на воспитание у учащихся понимания необходимости ведения здорового образа жизни, неприятие вредных привычек на примерах сверстников из других стран. Особое место валеологическая тематика находит в уроках межпредметных связей (рубрика *Cross-curricular studies*). Такие уроки входят в состав каждого цикла и в значительной мере обеспечивают мотивацию учащихся к освоению английского языка как средства познания целостной картины мира. В числе интегрируемых учебных дисциплин не только привычные учащимся предметы, такие, как история, экономика, но и предметы естественно-на-

учного цикла: обществознание и др. Именно материалы этих разделов содержат активные формы обучения, направлены на развитие новых способов деятельности, формирование здорового образа жизни. Привлекательная форма подачи материала (иллюстрации, диаграммы, электронные письма), задания на основе фоновых знаний и личного опыта, часто выход на проектную работу создают условия для эффективной реализации потенциала УМК в данном направлении развития учащихся.

4) Сформированность основ экологического мышления, осознание влияния социально-экономических процессов на состояние природной среды; приобретение опыта природоохранной деятельности.

Циклы и отдельные тексты по экологической тематике представлены во всех учебниках линии. Например, в учебнике для 11 класса это цикл *Saving the planet* и тексты *Go green, How big is your footprint* и т. д. В учебнике 11 класса это, например, раздел *Presenting a «green» image* части С пятого цикла, посвящённой рекламе и рекламной деятельности. Для рассмотрения темы характерен выход на опыт практической деятельности, чему способствуют многочисленные практико-ориентированные задания, например: *In your groups discuss these four advertisements. Share your reactions to the ads in class. Go online and collect more examples of greenwashing and present them to the class* и т. д.

Метапредметные результаты в соответствии с требованиями ФГОС формируют:

1) Умение самостоятельно определять цели и составлять планы; самостоятельно осуществлять, контролировать и корректировать урочную и внеурочную (включая внешкольную) деятельность; использовать различные ресурсы для достижения целей; выбирать успешные стратегии в трудных ситуациях.

Характерной чертой курса является его цикличное построение. При этом вводная страница играет важную роль как в работе с мотивацией учащихся к познавательной деятельности, так и в развитии умений постановки учебных задач. Все разделы страницы напрямую отражают предстоящую деятельность детей, включая развитие конкретных речевых умений. Характерны сами названия рубрик, охватывающих всё содержание цикла: *In this Unit you will listen, read and talk about...; learn how to...* и т. п. Учителю предоставляется возможность организации антиципации (ожидания), активного поиска знаний самими учащимися. В соответствии со структурой психологической деятельности ученика в процессе познания вводная страница соответствует этапу мотивации и целеполагания.

2) Умение продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции другого, эффективно разрешать конфликты.

В учебнике содержится большое количество заданий и упражнений, направленных на взаимодействие учащихся. Это, например, такие задания, как: *Work with partner. Imagine you are alone on a desert island. You can have five things with you from your home. Agree on a list of things. Read your list to the class. Where have your classmates travelled to? Interview at least three partners using the questions below. Introduce your last partner to the class* и т. д. Кроме того, большинство проектных заданий предполагает работу в группах, что позволит учащимся взаимодействовать во время создания проектов.

3) *Готовность и способность к самостоятельной информационно-познавательной деятельности, включая умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников.*

Развитие этих умений частично реализуется также в структуре тематических циклов. Такой раздел, как *Checkpoint*, представляет собой задания для самоконтроля и самокоррекции по изученному материалу цикла. На этой же странице размещён раздел *Self-evaluation*. Работа с ним организуется как рефлексия (осмысление) учебных достижений учащихся по окончании работы над циклом. В рамках коллективного обсуждения выделенных освоенных единиц знаний и деятельностного содержания учащиеся приводят свои примеры, неподготовленные высказывания, отражающие приращения в знаниях, умениях, навыках, способах деятельности в соответствии с целями цикла. Для учителя этот этап работы — диагностика успешности освоения материала, дающая возможность организовать доработку и повторение на этапе промежуточного контроля — перед контрольной работой по циклу.

Одной из значимых характеристик аппарата учебника является раздел *Skills file* («Учись учиться»), включающий описание универсальных учебных действий, способов учебной деятельности, советы и рекомендации выпускникам по развитию разнообразных учебно-познавательных умений, обеспечивающих в том числе процесс освоения английского языка, например советы по выполнению разного рода упражнений, способы работы со словарём, приёмы запоминания новых лексических единиц и грамматических структур, использование графических схем для осмысления содержания текста, способы подбора информации по проблеме, презентация проектов и т. д.

4) *Владение языковыми средствами — умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.*

На полях уроков в рамках представлены подсказки и дополнительные сноски для учащихся, содержащие слова, фразы и выражения, которые употребляются носителями языка в различных ситуациях. Учащимся также даётся информация о разнице между двумя вариантами английского языка — британским и американским.

Предметные результаты, реализующиеся в учебнике для 11 класса в соответствии с требованиями ФГОС:

1) *Сформированность коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инструмента межкультурного общения в современном поликультурном мире.*

2) *Владение знаниями о социокультурной специфике страны/стран изучаемого языка и умение строить своё речевое и неречевое поведение адекватно этой специфике; умение выделять общее и различное в культуре родной страны и страны/стран изучаемого языка.*

Формирование иноязычной коммуникативной компетенции в учебнике организовано в единстве её составляющих: речевой, языковой, социокультурной, компенсаторной, учебно-познавательной. Интеграция четырёх основных видов речевой деятельности (говорения, аудирования, чтения, письма) является одной из ведущих характеристик курса.

Материал учебника полностью соответствует основному содержанию обучения, разработанному в соответствии с ФГОС, как в отношении развития речевых умений, так и освоения языковых средств и знаний о языковых явлениях. Решение этих задач обеспечивается структурой и содержанием учебника, разработанным на основе принципа преемственности с УМК для основной школы, с учётом возрастных психологических и физиологических особенностей учащихся старшей школы.

Предметное содержание линии полностью соответствует целям и задачам предмета «Иностранный язык», в том числе целям духовно-нравственного развития и воспитания учащихся, возможностям для формирования базовых национальных ценностей.

Особое внимание при создании УМК было уделено возрастной и гендерной релевантности учебных материалов, обеспечивающих интерес и мотивацию к активной познавательной и речевой деятельности, а также методического аппарата, который при учёте психофизиологических особенностей учащихся данной возрастной группы обеспечивает их успешное когнитивное, духовно-нравственное и речевое развитие.

На регулярной основе в каждый цикл включены последовательные задания, направленные на освоение таких лексических

единиц, как фразовые глаголы, предлоги, идиомы, а также на систематизацию знаний по словообразованию. В уроках циклов даны ссылки на раздел *Grammar file*, где в доступной форме объясняются основные грамматические правила. Таким образом, на новом этапе обучения обогащение словаря учащихся выходит далеко за пределы освоения новой тематической лексики в процессе изучения новых тем.

В каждом цикле учебника представлены уроки культуроведческого и страноведческого характера (*Window on the world*), которые обеспечивают учащихся релевантными возрасту учебными материалами для развития социокультурной и межкультурной компетенции, духовно-нравственного развития и воспитания, создают возможности для формирования базовых национальных ценностей. Традицией учебного курса в составе каждого цикла также являются уроки дополнительного чтения (*Extended reading*), что в значительной мере обеспечивает мотивацию учащихся к освоению английского языка как средства знакомства с образцами современной художественной литературы. Завершает каждый цикл материал для самопроверки и рефлексии учебных достижений учащихся, а также *Key vocabulary* — список активных слов и выражений к каждому циклу учебника. Справочные материалы учебника, как и весь курс, построены с учётом развития у учащихся самостоятельности при их использовании. Формат заданий учебника при обучении всем языковым аспектам и развитии всех речевых навыков ориентирован на формат Единого государственного экзамена. В учебнике ведётся регулярная рубрика, в которой сосредоточены задания экзаменационного формата — *Focus on exams*. Таким образом, подготовка к Единому государственному экзамену не требует дополнительных затрат времени и усилий на организацию, она является неотъемлемой частью всей системы обучения английскому языку по учебникам данной серии.

ТЕМАТИЧЕСКОЕ СОДЕРЖАНИЕ УЧЕБНИКА

Учебник (*Student's Book*) для 11 класса содержит 6 тематических циклов.

- Первый цикл учебника *Learn to live, live to learn* («Учись, чтобы жить, живи, чтобы учиться») затрагивает тему важности образования и его роли в жизни каждого человека. Учащиеся узнают интересные факты о современных видах обучения (например, о дистанционном обучении или обучении на дому), о юных гениях, о том, что читают их ровесники в других странах, о типах школ.

- Второй цикл *Travel* («Путешествия») рассказывает о путешествиях и поездках. Учащиеся получают информацию о том,

зачем необходим иностранный язык, узнают интересные факты об английском языке, о работе за границей летом, прочитают увлекательные тексты о путешествиях по зарубежным странам и республикам нашей страны.

- В третьем цикле *The individual and society* («Человек и общество») рассматриваются проблемы современного общества, типы общества и его роль в нашей жизни, распространённые стереотипы по отношению к странам изучаемого языка и России, проблемы взросления. Учащиеся также узнают о том, что такое «ролевые модели», прочитают текст о национальном характере и узнают об официальных церемониях в разных странах.

- Четвёртый цикл *Relations and family* («Взаимоотношения и семья») рассказывает о семейных взаимоотношениях, о важности дружбы и общения, о необходимости оказывать помощь близким людям. Учащиеся прочитают тексты о проблемах подростков, о том, как разрешить конфликтные ситуации в школе и дома, и о том, как важно заботиться о своём здоровье и здоровье своих близких.

- Пятый цикл *The media* («Средства массовой информации») расскажет о СМИ прошлого и настоящего, познакомит с профессией журналиста, рекламой и с современным понятием «гражданская журналистика». Учащиеся прочитают информацию об истории СМИ, об их роли в современном мире, научатся писать газетные статьи.

- В шестом цикле, *The world of work* («Мир работы»), речь пойдёт о современных тенденциях в трудоустройстве и мире бизнеса, о важности правильного выбора профессии, о том, как вести себя в новом коллективе, и о необходимых навыках межличностного общения. Учащиеся также узнают о необычных профессиях и о том, какая работа считается самой лучшей в мире.

КОМПОНЕНТЫ ИНФОРМАЦИОННО-ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

Учебник (в комплекте с аудиокурсом к учебнику и рабочей тетради) — организатор информационно-образовательной среды и ядро учебно-методических комплексов «Сферы». Его дополняют тетрадь-тренажёр, тетрадь-экзаменатор, поурочные методические рекомендации, рабочие программы и интернет-сайт УМК.

- Аудиокурс к учебнику и рабочей тетради содержит треки ко всем заданиям и упражнениям, предназначенным для прослушивания. Одной из характеристик аудиокурса является то, что все тексты начитаны носителями языка разного возраста и пола. Такой формат аудиокурса поможет учащимся услышать

аутентичную речь с различной тональностью, акцентом и особенностями говорящих. Аудиокурс можно бесплатно скачать с сайта <http://catalog.prosv.ru>.

• **Тетрадь-тренажёр (Workbook)** — организатор самостоятельной деятельности учащихся. Это пособие представляет собой особый тип рабочей тетради. В нём впервые реализован компетентностный подход к обучению предметными средствами. В тетради-тренажёре предлагаются упражнения, направленные на закрепление изученного материала. В пособие включены упражнения с избытком. Это было сделано авторами не случайно, ведь зачастую учителям не хватает упражнений учебника, чтобы закрепить изученный лексико-грамматический материал, поэтому им приходится разрабатывать свои собственные задания для использования на уроках. Кроме того, знания учащихся варьируются от группы к группе, поэтому со слабыми учениками можно дополнительно отработать лексико-грамматический материал по упражнениям тетради-тренажёра. Каждое задание тетради-тренажёра имеет ссылку на соответствующее упражнение учебника с указанием страницы. Это сделано для того, чтобы учителя и учащиеся не запутались, к какому именно упражнению учебника относится задание в тетради-тренажёре. Упражнения из тетради-тренажёра учителю рекомендуется выбирать самостоятельно и либо отработать на уроке (при наличии времени), либо задать на дом. Некоторые упражнения в тетради-тренажёре (входящие в раздел *Exam practice*) имеют графу *time needed*. Она сделана авторами для того, чтобы учащиеся засекали время выполнения заданий в формате ЕГЭ и отмечали его в этой строке. Таким образом, у одиннадцатиклассников есть реальная возможность оценить, сколько времени им требуется на выполнение заданий в экзаменационном формате на завершающем этапе в 11 классе. Кроме того, учитель также с помощью этой графы сможет оценить уровень готовности своих учащихся к сдаче ЕГЭ по английскому языку хотя бы по такому критерию экзамена, как ограниченность времени выполнения заданий.

• **Тетрадь-экзаменатор (Test Book)** — организатор тематического итогового контроля. По содержанию заданий и форме оформления результатов проверочные и контрольные работы построены на основе КИМов Единого государственного экзамена по английскому языку.

• **Поурочные методические рекомендации (Teacher's Book)** предназначены для учителя и содержат учебно-методические рекомендации по проведению уроков, поурочное планирование, ключи к заданиям учебника и тетради-тренажёра, а также аудиоскрипты. Ключи и аудиоскрипты к заданиям учебника рас-

положены сразу в поурочном планировании для удобства работы учителя. В связи с тем что большинство упражнений из тетради-тренажёра выбираются учителем самостоятельно, ключи и аудиоскрипты к ним расположены в соответствующих отдельных разделах поурочных рекомендаций, кроме особо отмеченных.

- **Рабочие программы** являются обязательным компонентом учебно-методического комплекса. Они составлены в полном соответствии с требованиями ФГОС среднего (полного) общего образования.

- **Сайт интернет-поддержки «Сферы»** (<https://prosv.ru/umk/english-spheres>) — среда коммуникации, сотрудничества и взаимопомощи участников образовательного процесса.

В целом УМК по английскому языку серии «Сферы» выстроен в единых методологических рамках и развивает лучшие традиции российской школы, направлен на реализацию требований ФГОС по формированию универсальных учебных действий, необходимых для продолжения образования и активной адаптации к социальной среде.

РЕКОМЕНДАЦИИ ПО РАЗВИТИЮ ИКТ-КОМПЕТЕНЦИЙ УЧАЩИХСЯ С УМК «СФЕРЫ»

Освоение новых знаний в полном объёме в современном мире невозможно без активного использования учащимися информационных технологий.

Технологически обеспеченное изучение иностранного языка интенсифицирует процесс учения и служит условием эффективного достижения требуемых ФГОС предметных результатов. Помимо этого, внедрение технологий в учебно-воспитательный процесс напрямую способствует достижению учащимися метапредметных результатов в целом и формированию у них универсальных учебных действий в форме информационно-коммуникационных компетенций в частности. Более того, выход учащихся в информационное пространство является важнейшим условием и предпосылкой достижения ими личностных результатов, включающих активное отношение к учению в целом, саморазвитие, учебную мотивацию и интерес к предметным знаниям, ценностно-смысловые установки, индивидуально-личностные позиции, социальные компетенции, личностные качества и гражданскую идентичность.

Учебно-методические комплексы серии «Сферы» направлены на формирование готовности российских школьников к активной и продуктивной деятельности в глобальном информационном пространстве. В них последовательно реализуются требования ФГОС основного образования к формированию ИКТ-компетенций

учащихся как метапредметного результата освоения основной образовательной программы.

Во время выполнения проектных работ или специальных заданий, отмеченных в учебнике специальным значком, учителю следует обращать внимание учащихся на желательность использования Интернета при поиске информации для проектов, текстовых редакторов и программ для создания презентаций. Желательно, чтобы учащиеся представляли свои проекты в виде интерактивных презентаций, использовали видео-, аудиоклипы, интерактивную доску или мультимедийный проектор, участвовали в групповом учебном взаимодействии.

В ходе обучения учащиеся смогут:

- использовать пакет прикладных программ *Microsoft Office*, *Internet Explorer* или любой другой браузер;
- пользоваться расширенными возможностями информационного поиска в Интернете;
- создавать гипермедиасообщения и различные письменные сообщения, соблюдая правила оформления текста;
- принимать участие в обсуждениях на форумах, в чатах и т. п. на иностранном языке;
- использовать программы для обмена мгновенными и голосовыми сообщениями, делать видеозвонки на иностранном языке.

При поиске и передаче информации учащиеся будут уметь:

- выделять ключевые слова для информационного поиска;
- самостоятельно находить информацию в информационном поле;
- организовывать поиск в Интернете с применением различных поисковых механизмов;
- анализировать и систематизировать информацию, выделять в тексте главное, самостоятельно делать выводы и обобщения на основе полученной информации.

При презентации выполненных работ учащиеся научатся:

- составлять тезисы выступления;
- использовать различные средства наглядности при выступлении;
- подбирать соответствующий материал для создания информационного продукта, представленного в различных видах;
- оформлять информационный продукт в виде компьютерной презентации средствами программы *Microsoft PowerPoint*.

Во время сотрудничества и коммуникации учащиеся будут:

- представлять собственный информационный продукт;
- работать с любым партнёром (учитель, другой учащийся);
- отстаивать собственную точку зрения.

Учащиеся также должны быть знакомы с правилами безопасного использования средств ИКТ и Интернета, осведомлены о недопустимости контактов с незнакомыми лицами и необходимости хранить в тайне конфиденциальную информацию о себе и своей семье.

ЭЛЕКТРОННАЯ ФОРМА УЧЕБНИКА (ЭФУ)

Электронная форма учебника (ЭФУ) представляет собой электронное издание, которое соответствует по структуре и содержанию печатному учебнику, а также содержит мультимедийные элементы, расширяющие и дополняющие содержание учебника.

ЭФУ представлена в общедоступных форматах, не имеющих лицензионных ограничений для участников образовательного процесса. ЭФУ воспроизводится в том числе при подключении устройства к интерактивной доске любого производителя.

Электронная форма учебника включает в себя не только изложение учебного материала (текст и зрительный ряд), но и тестовые задания (тренажёр, контроль) к каждой теме учебника, обширную базу мультимедиаконтента. ЭФУ имеет удобную навигацию, инструменты изменения размера шрифта, создания заметок и закладок.

Данная форма учебника может быть использована как на уроке в классе (при изучении новой темы или в процессе повторения материала, при выполнении как самостоятельной, так и парной или групповой работы), так и во время самостоятельной работы дома, при подготовке к уроку, для проведения внеурочных мероприятий.

Для начала работы с ЭФУ необходимо установить приложение «Учебник цифрового века» на планшет или стационарный компьютер. Скачать приложение можно из магазинов мобильных приложений или с сайта издательства www.prosv.ru.

ПОУРОЧНОЕ ПЛАНИРОВАНИЕ**ЦИКЛ 1. УЧИТЬСЯ, ЧТОБЫ ЖИТЬ, ЖИВИ, ЧТОБЫ УЧИТЬСЯ
(UNIT 1. LEARN TO LIVE, LIVE TO LEARN)****Цели:**

Обучающие (направленные на достижение предметных результатов):

— ознакомить учащихся с новыми лексическими единицами по теме «Образование» и «Чтение» и научить использовать их во всех видах речевой деятельности;

— научить учащихся рассказывать о своих предпочтениях в чтении;

— повторить с учащимися настоящее простое и настоящее продолженное время, употребление определённого и неопределённого артиклей, формы множественного числа существительных, неисчисляемые существительные, количественные местоимения, вопросительные слова, правила словообразования;

— научить учащихся поддерживать разговор и высказывать своё мнение, употребляя вежливые фразы;

— научить учащихся устойчивым фразам и выражениям для ведения дискуссии;

— научить учащихся делать письменное описание прочитанной книги.

Развивающие (направленные на достижение метапредметных результатов):

— развивать умение самостоятельно определять цели деятельности и составлять планы деятельности, самостоятельно осуществлять, контролировать и корректировать деятельность, выбирать успешные стратегии в различных ситуациях;

— ориентировать на осознание целей и задач учебной деятельности, важность развития творческих способностей на основе участия в исследовательской и проектной деятельности;

— акцентировать внимание на необходимости сотрудничества в ходе выполнения совместной деятельности, важности самооценки и самоконтроля в учебном познании;

— развивать умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учётом гражданских и нравственных ценностей;

— развивать умение использовать средства информационных и коммуникационных технологий (далее — ИКТ) в решении когнитивных, коммуникативных и организационных задач;

— развивать умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Воспитательные (направленные на достижение личностных результатов):

— формировать российскую гражданскую идентичность, патриотизм, уважение к своему народу;

— формировать мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур;

— формировать основы саморазвития и самовоспитания; готовность и способность к самостоятельной и творческой деятельности;

— формировать толерантное сознание и поведение личности в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нём взаимопонимания, находить общие цели и сотрудничать для их достижения;

— формировать готовность и способность к образованию, в том числе самообразованию, на протяжении всей жизни; сознательное отношение к непрерывному образованию как условию успешной профессиональной и общественной деятельности.

УРОК 1 (ВВОДНЫЙ)

Задачи¹:

• ознакомить учащихся с особенностями обучения английскому языку в 11 классе;

• ознакомить учащихся с особенностями данного УМК;

• развивать умения устной речи по теме «Образование».

1. Начало урока.

— Вводная беседа.

В вводной беседе следует рассказать об особенностях обучения в старшей школе, направленного на совершенствование владения английским языком, о предстоящих трудностях и способах их преодоления, о подготовке к ЕГЭ. Важно не напугать одиннадцатиклассников, а внушить им уверенность в своих силах, заверить в поддержке и помощи учителя. Успеху в совершенствовании языковых умений и навыков будет способствовать данный УМК. Рекомендуется пролистать учебник с учащимися, рассказать о его структуре, объясняя его особенности.

— Можно провести фонетическую и речевую зарядку по теме «Летние каникулы», возобновляя работу после долгого перерыва.

¹ В поурочном планировании указаны учебные задачи каждого урока. Остальные задачи решаются учителем, исходя из уровня учащихся и особенностей класса.

2. Основной этап. Развитие умений устной речи по теме «Образование». Работа с материалом на с. 9.

3. Завершение урока. Подведение итогов.

Домашнее задание: Упр. с), с. 9 устно². Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 2

Задачи:

- развивать умения чтения с различными стратегиями;
- повторить *present simple* и *present progressive*;
- развивать умения устной речи.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Образование».

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с общим пониманием. Упр. 1а), с. 10. **Примечание:**

Перед тем как приступить к выполнению упражнения, обратите внимание учащихся на информацию в рамке “info” на полях.

Ключи: А – by Shel Silverstein; В – by Robert Fulghum.

— Чтение с извлечением необходимой информации. Упр. 1б)–с), с. 10–11.

Ключи: Упр. 1б), с. 10. Be aware of dangers: When you go out into the world, watch out for traffic, hold hands, and stick together; be clean: Wash your hands before you eat; be fair: Play fair; be generous: Share everything; be gentle: Don’t hit people; be healthy: Warm cookies and cold milk are good for you, Live a balanced life; be honest: Put things back where you found them, Don’t take things that aren’t yours; be tidy: Clean up your own mess, Flush. Not included: Say you’re sorry when you hurt somebody, Take a nap every afternoon.

Упр. 1с), с. 10.

— Повторение *present simple* и *present progressive*. Упр. 1а), с. 12.

Примечание: В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 142.

Ключи: ... so we all go skiing every winter; ... but we sometimes go home at weekends, and we often give concerts there; Viktor still goes to school in Sochi; usually he doesn’t like school much; just now he is doing his final exams; Viktor plays the bass guitar; he

² Зд. и далее даются упражнения из учебника, кроме особо отмеченных.

usually writes the lyrics; ... but this week we are not meeting at all; just now we are working; ... so if you live close by.

“More help” (с. 142). 3. all go; 4. go; 5. give; 6. still goes; 7. doesn't like; 8. is doing; 9. plays; 10. writes; 11. are not meeting; 12. are working; 13. live.

Примечание: В слабых группах следует повторить теоретический материал в грамматических файлах 3.1 и 3.2.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2, с. 12–13 устно; упр. 1b), с. 12 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 12–13. 1. –; 2. –; 3. a; 4. a; 5. –; 6. –; 7. –; 8. an; 9. –, a; 10. the; 11. the; 12. –; 13. –; 14. a; 15. a; 16. –, the; 17. –, a; 18. a, –; 19. –, the; 20. –; 21. –; 22. –; 23. –; 24. a.

УРОК 3

Задачи:

- развивать умения аудирования с извлечением необходимой информации;
- развивать лексические навыки по теме «Образование»;
- развивать умения работы с диаграммой;
- развивать умения диалогической речи.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Образование».
- Проверка устного домашнего задания.

2. Основной этап.

– Аудирование. Упр. 2, с. 11. Прослушивание и выполнение задания с последующим контролем. **Примечание:** Если необходимо, обратите внимание учащихся на информацию в разделе “Skills file” 2.1.

Аудиоскрипт:

Homeschooling

The law in the USA and the UK allows homeschooling, so some children don't go to school but are educated at home. Listen to Simon talking about his unusual school life and complete the sentences.

Hi! My name's Simon and I want to talk to you about my unusual school life! I don't go to a normal school; in fact I don't go to school at all. I learn at home instead, with my younger brother and sister. It's called homeschooling. More people do it than people think! There are over 1.5 million homeschoolers here in the US.

I really enjoy learning at home. I went to a normal school until I was eight, but I was bullied a lot, and I was really scared about going to school. So my parents decided to teach me, and my brother and sister at home. Learning at home is different to being at school because there's no such thing as a "typical day". Every day is different. We usually spend the morning working on projects like maths or chemistry, but in the afternoons we sometimes go to a museum or a historical building or nature park. And on Fridays we always do something creative like playing the guitar or – my favourite activity – writing computer programs! People often say that if children don't go to school, they don't meet any other young people. But that isn't true! I have lots of friends. I go to a swimming club on Thursday evenings and a drama group on Saturday mornings. The other children there are really nice and we are doing a play in the summer.

Next year I'd like to take some examinations so that I can go to college when I'm older if I want to. My mom is helping me prepare for them. I learn more quickly at home than I did at school. At the moment my favourite subject's history – I love reading about all the kings and queens of England and all the crazy things they did!

Ключи: 2. 1.5 million; 3. bullied a lot; 4. a "typical day"; 5. playing the guitar or writing computer programs; 6. a drama group; 7. more quickly; 8. History.

— Развитие умений устной речи по опорам. Упр. 3а)–b), с. 11. **Примечание:** В слабых группах следует вначале изучить данные фразы, а затем приступить к выполнению задания.

Ключи: Упр. 3а), с. 11. For homeshooling: Bullying is a big problem, the family can spend more time together, parents should be able to decide what their children learn, the family can be very flexible about schedules – and holidays. Against homeshooling: At school kids from difficult backgrounds are given the chance to get a good start in life, the children don't spend a lot of time with other children, nobody can be sure they'll get a good education at home, schools protect children from their families' prejudices.

— Работа с диаграммой, с. 11.

— Развитие лексических навыков по теме. Упр. 3а)–b), с. 13.

Ключи: Упр. 3а), с. 13. 2. A (a career); 3. E (knowledge); 4. G (school); 5. B (a course); 6. E (knowledge); 7. D (homework); 8. F (marks). Упр. 3b), с. 13. 1. skipped; 2. taking, studied, poor, increase; 3. does, marks.

— Развитие умений диалогической речи. Упр. 4а)–b), с. 13.

Примечание: Если необходимо, обратите внимание учащихся на информацию в разделе "Skills file" 3.4.

Ключи: Упр. 4а), с. 13. Giving your opinion: In my opinion, ...; I think ...; If you ask me, ...; The way I see it, ...; Agreeing with somebody: Exactly.; I think you're right up to a point; I agree with you completely; Disagreeing with somebody: Oh, come on! Look at it this way.; I think you're wrong there.; I see what you mean (but ...); I'm afraid, I don't agree.; I'm not sure you're right here.

Упр. 4b), с. 13. **Примерные ответы:**

Amy: *In my opinion*, it's a silly idea to teach your kids at home.

Ben: *If you ask me*, I wouldn't want my mum to teach me. It would be really boring at home too.

Carl: *Oh, come on!* Let's face it. We waste a lot of time at school. I'd like to decide what I learn.

Dan: *I think you're wrong here.* Do you really think that your parents would be able to teach you as much as the teachers at school? I don't think so!

Eve: *Exactly.* It's not possible for parents to teach their children all the subjects.

Carl: *I think you're right up to a point.* If a teacher has to know everything about a subject to teach it, then it isn't possible. But if parent and child learn together, then it could work.

Amy: *I think* there's another issue we haven't talked about yet. Going to school isn't just about lessons. We also learn how to get on with other people.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 11 (письмо). **Примечание:** Если необходимо, обратите внимание учащихся на информацию в разделе "Skills file" 3.14. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 4

Задачи:

- развивать умения чтения с различными стратегиями;
- повторить формы множественного числа существительных.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Образование».

2. Основной этап.

— Чтение с различными стратегиями. Упр. 1а)–d), с. 14–15.

Примечание: Перед чтением текста обратите внимание учащихся на информацию на полях (с. 14). Обсудите её с учащимися. После

выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 15). Обсудите её с учащимися.

Ключи:

Упр. 1b), с. 14. 1d; 2d; 3b; 4d; 5c; 6a.

Упр. 1c), с. 15. 1. False; 2. True; 3. True; 4. False.

Упр. 1d), с. 15. 2. apologetically – apologise; 3. assume – assumption; 4. intense – intensity; 5. proficiency – proficient; 6. familiarity – familiar; 7. qualify – quality; 8. consultant – consult.

— Сопутствующий грамматический материал: вопросы к подлежащему (информация на полях, с. 14).

— Повторить особые случаи образования множественного числа существительных. Упр. 1a)–с), с. 16; упр. 2a), с. 16. **Примечание:** В слабых группах следует повторить теоретический материал в грамматическом файле 15.

Ключи:

Упр. 1a), с. 16. Words in the plural: passers-by, phenomena, sheep, teeth, children; words in the singular: analysis, crisis, criterion, life, roof, spacecraft, studio, tomato; words with are singular and plural: means, series, species.

Упр. 1b), с. 16. passer-by, phenomenon, sheep, tooth, child; analyses, crises, criteria, lives, roofs, spacecrafts, studios, tomatoes.

Упр. 1c), с. 16. 1. Children; 2. means; 3. analysis; 4. phenomenon; 5. life; 6. criteria; 7. series; 8. spacecrafts; 9. species; 10. passers-by.

Упр. 2a), с. 16. Verb is always singular: maths, news, politics, the USA; verb is always plural: belongings, cattle, clothes, glasses, goods, jeans, police, scissors, shorts, surroundings; verbs can be singular or plural: crowd, family, government, team.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1e), с. 15 устно; упр. 2b), с. 16 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1e), с. 15. 1. tease; 2. barely; 3. household; 4. aid; 5. outmoded; 6. unavailable; 7. annual.

Упр. 2b), с. 16. 1. is; 2. has; 3. are not; 4. are; 5. do the jeans in the window cost; 6. politics does not interest; 7. is; 8. do not cut; 9. were stolen; 10. do not fit; 11. thinks/think.

УРОК 5

Задачи:

- развивать умения аудирования с различными стратегиями;
- развивать умения диалогической речи на основе аудирования;
- повторить неисчисляемые существительные.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Образование».
- Проверка устного домашнего задания.

2. Основной этап.

- Повторение способов выражения просьбы. Упр. 4а), с. 17.
- Аудирование с извлечением необходимой информации. Упр. 4б), с. 17. **Примечание:** Если необходимо, обратите внимание учащихся на информацию в разделе “Skills file” 2.1, 2.2.

Аудиоскрипт:

Now listen to the dialogues and note the polite phrases used in these sentences.

1

Andrew: Hi, Jeremy. I know it's my first day and I know it might be a bit soon to already be asking for a favour, but the battery in my mobile is dead. I'm desperately waiting for a call. Would you mind if I used your battery charger?

2

Amanda: Oh, it's chilly in here. No wonder, the windows are wide open. Hey, Justin, you're sitting next to the window. Could I ask you to close it?

Justin: Sure, no problem.

Amanda: Thank you.

3

Jacob: In the first part of my presentation I would like to focus on the ...

Amanda: I would be more interested in the results of your survey.

Jacob: Before I reveal the results, please allow me to explain my method first. Bear with me as I will be dealing with the results at some length in a moment.

4

Amanda: That was very informative, thank you.

Jacob: You're welcome. I'm glad you liked my presentation.

5

Customer 1: Can you tell me where the jazz section is, please?

Sales assistant: Of course, follow me. Did you have something specific in mind?

Customer 1: Well, I heard this amazing...

Customer 2: Excuse me, I'm looking for Jimi Hendrix. Where can I find him?

Sales assistant: If you could just wait a minute, I'll be right with you. Now ...

Customer 1: Oh, I'll be fine on my own. Thank you very much.

Sales assistant: (*to customer 1*) You're welcome. (*to customer 2*) Now, how can I help you?

Ключи: Упр. 4b), с. 17. 1. Would you mind if I used your battery charger?; 2. Could I ask you to close it?; 3. Please allow me to explain my method first; 4. I'm glad you liked my presentation; 5. If you could just wait a minute.

— Повторение неисчисляемых существительных. Упр. 3, с. 17.

— Тренировка употребления вежливых фраз. Упр. 4с), с. 17.

Ключи: Упр. 4с), с. 17. А: 4, 9, 10; В: 1, 5, 6, 11; С: 2, 7; D: 13; Е: 3, 8, 12.

— Развитие умений диалогической речи на основе аудирования. Упр. 4d), с. 17.

Аудиоскрипт:

d) Respond to the three short conversations using expressions from c).

1

Old lady: Oh dear! My shopping bag has split and my groceries have gone everywhere.

Male student: Do you need a hand?

2

Woman: The election will show that taxpayers are tired of this back and forth all the time, you'll see. But you don't seem to agree?

3

Man: While you are on the exchange programme, you are going to take part in several trips.

Female student: Could you give us some more information on the first day of our stay in the Lake District?

Woman: Students like to know every detail in advance, don't they?

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2, с. 15 (эссе). **Примечание:** В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе "More help" на с. 142.

Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 6

Задачи:

- развивать умения устной речи по теме «Чтение»;
- развивать умения чтения с различными стратегиями;
- повторить количественные местоимения;

• развивать умения письменной речи (описание книги по плану).

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Развитие умений устной речи. Ответы на вопросы. Упр. 1а), с. 18.

— Чтение с различными стратегиями. Упр. 1а)–д), с. 18–19.

Примечания: После выполнения упражнения обратите внимание учащихся на информацию на полях (с. 18). Обсудите её с учащимися. Если необходимо, перед выполнением упр. 1с) обратите внимание учащихся на информацию в разделе “Skills file” 3.6.

Ключи: Упр. 1b), с. 18. 1. False; 2. False; 3. Not in the text; 4. True; 5. Not in the text; 6. Not in the text.

— Повторение количественных местоимений. Упр. 2, с. 20–21. В слабых группах следует воспользоваться грамматическими файлами 14.1–14.4.

Ключи: 1. all; 2. either; 3. Both the; 4. Any; 5. All the; 6. Neither; 7. every; 8. neither; 9. any; 10. each of them.

— Развитие умений письменной речи (описание книги по плану). Упр. 1а), с. 20. **Примечание:** Если необходимо, обратите внимание учащихся на информацию в разделе “Skills file” 3.11.

Ключи: A – About the book; B – Your opinion; C – Introduction; D – Background information.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1b), с. 20 (описание книги). **Примечание:** В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 143. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 7

Задачи:

- развивать умения устной речи по таблице;
- развивать умения аудирования с детальным пониманием;
- повторить употребление артиклей.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Чтение».

2. Основной этап.

— Развитие умений устной речи по таблице. Упр. 2, с. 19.

— Аудирование с детальным пониманием. Упр. 3а)–б), с. 19.

Примечание: После выполнения упражнения обратите внимание

учащихся на информацию в рамке “info” на полях. Обсудите её с учащимися.

Аудиоскрипт (Упр. 3а), с. 19):

Teenagers talk about what they read

In this radio programme, five teenagers – Caroline, Daniel, Merlene, Andrew and Lorna – discuss what they like to read.

a) Listen to part 1 and find out which of the five speakers thinks the following.

Interviewer: Good evening and welcome to “A Novel Choice”, the radio journal that takes you on a journey through the world of books and reading. We wanted to ask the question: Do young people still read? Well, to explore that answer we’ve got some teenagers from the US and the UK to share their reading experiences with us. So I wondered if we have any bookworms here today?

Caroline: Oh, yeah.

Interviewer: Caroline, would you say you’re a bookworm?

Caroline: Oh, I’m definitely a bookworm. I’m really into reading, unlike my complete opposite: Daniel.

Interviewer: Daniel!

Daniel: I hate reading. I used to read all the time when I was younger, but now we have so many things to read for school, Shakespeare or a book for biology. It’s destroyed my love of reading and ...

Interviewer: Oh dear, destroyed your love of reading. Anyone else?

Merlene: Eh, well, yes and no. I mean, ah I know what he means by, you don’t enjoy reading as much when you go home because you’ve read all day in school and you’ve concentrated so hard and you just, your eyes are tired apart from anything else so, eh, I know how that feels, but at the same time I think, eh, I’m the opposite to Daniel as well, in that my love for reading is developing more as time goes on, and a few months ago I spotted my mom with Jane Austen’s *Pride and Prejudice*, which I’d never read.

Lorna: Yeah, it’s classic.

Interviewer: You didn’t read it at school?

Merlene: Fantastic book. We didn’t read it at school, it wasn’t in our curriculum, no.

Interviewer: Andrew, you – you never read it?

Andrew: No, I haven’t read it at all, no, I mean what Merlene was saying there is fair enough but I mean I, I can’t – personally – I can’t understand why people would want to read all that, er, sort of, well, made-up rubbish as I would call it.

Merlene: But it’s so romantic!

Caroline: Oh, it so isn’t.

Andrew: Yeah, I mean come on!

Daniel: Romantic rubbish.

Caroline: It's such a soap opera.

Interviewer: Oh alright so, Andrew doesn't like – you don't like romance. What do you like?

Andrew: No, what I mean, well it's first of all, I'm just, well, it's not the type of book that I would be interested in, I mean, I think it's completely unrealistic and ...

Lorna: It's really realistic!

Andrew: No, I don't think so.

Interviewer: What do you like?

Andrew: Ahm, I prefer things that are more relevant to, ahm, well to the world really, I mean, I like travelling a lot, so I read a lot of travel literature.

Merlene: Yeah, but in travel literature you don't get that, the beautiful English that Jane Austen is able to inject into her books.

Andrew: But you get the English that you use every day. So, I mean – yeah.

Interviewer: Alright, so –

Merlene: Hmm ...

Interviewer: You disagree?

Merlene: I, yes.

Interviewer: Why?

Merlene: Well, because reading English like that – it's something you don't hear every day. Andrew's right, you don't hear it every day and that's the, that's the beautiful thing about it. It's so, you can lose yourself in it and it transports you back to a different time when English could actually be beautiful and not all this text message rubbish where people can't even spell anymore.

Caroline: I think there are a lot of beautiful books today and they don't even have to be fiction.

Interviewer: What about you, Lorna? What do you, what do you like to read?

Lorna: Ahm, well, if I'm honest, I think I spend most of my time reading teen magazines, ahm ...

Merlene: Least you're honest.

Lorna: Yeah, or newspapers, I guess. Er, no, let's not say I don't read, like I do read novels, ahm, I think the last novel I read was by Philip Pullman, *Northern Lights* ...

Merlene: Fantastic novel.

Interviewer: Very popular.

Lorna: Ahm, it made me cry at the end which is a sign that it hit me deeply. Um, so yeah, I mean I read all kinds of novels

though, ehm, if I ever get round to reading and I tend to read before bed and not really any other time of day. Ehm, but yeah –

Interviewer: Okay, and, and what about you Daniel, would you, would you say you're a novel person or a magazine person?

Daniel: Well, I don't read in general, but if I am going to read something, it would be a comic or something on popular science. I'm very interested in science. It's my favourite subject at school. So that would be my choice. I avoid books. I wait for the movie.

Ключи: 2. Merlene; 3. Daniel; 4. Andrew; 5. Lorna; 6. Daniel; 7. Daniel; 8. Merlene; 9. Lorna; 10. Caroline; 11. Andrew.

Аудиоскрипт (Упр. 3b), с. 19):

Teenagers talk about what they read

b) Listen to part 2. Find out when the teenagers like to read. How many different types of books (or "genres") are mentioned?

Interviewer: So who spends the most time reading? I mean, ah, Caroline?

Caroline: Yeah, I think I definitely spend most time reading. I'm from a really small town, and my parents don't let me watch TV, and we don't have an internet connection at my house. So ...

Daniel: No Internet?

Caroline: Yeah, no, I don't have a cell phone either. So that's kind of my only option, is to read. I mean, yeah. So I come home from school and if, if I don't hang out with friends or whatever, then I definitely just pick up a book.

Interviewer: So how do you choose what books to read? I mean, Andrew, do you look for a particular author or is it just potluck?

Andrew: Ahm, it depends, really, um ... Well, I, I'm sure everyone here has heard of Bill Bryson before. Um, he's got quite a good reputation as being a good author. So, ahm, I read a lot of his books which are usually about travel, um, but, ah yeah, I mean I, I also read books about sports, ahm, usually sporting personalities, so you know biographies, that sort of thing, but um, if I am going to read fiction, which is not very often but sometimes, ahm, I'll read a book that ahm, I like crime stories, so, because, um, you know, generally they are quite gripping and if, you know, if a book looks like it's going to be exciting then, yeah, I'll read that as well.

Interviewer: Alright, so we've covered a lot of different genres. Ehm, what about where you read and what time of the day you read? Do you have a special time and place that you like to read or ... Caroline, does it, does it make any difference, or – ?

Caroline: Yeah, I mean, I definitely read before going to bed sometimes, but, ahm, I think most of the time I read on my couch in our living room and, yeah, just sort of relax after school.

Interviewer: Ok, and Lorna, what about you?

Lorna: Yeah, definitely I'm a, I'm a before-bed-reader as well. Ahm, that's pretty much the only time I do read. And it really depends, I mean, sometimes I can just pick up a book and open it and read one sentence and I'm out like a light, but sometimes I'm just gripped and like it will get to three in the morning and I'm just like – oh, I can't stop reading, one more chapter, so ...

Interviewer: What about you, Daniel?

Daniel: The same as Lorna. If I want to fall asleep – I pick up a book.

Lorna: It's not always if I want to fall asleep!

Daniel: It's my best sleeping pill.

Interviewer: Okay, Andrew?

Andrew: Well, actually, I'm completely different. I prefer reading at lunchtime. Ahm, before I go to bed, I usually just watch TV, because I'm tired anyway and I prefer to read when I'm more sort of, when I feel more awake. Ahm, so, yeah, lunchtime would be the time for me.

Interviewer: Alright, well I'd like to ask you: is there such a thing, do you think there's still such a thing as a favourite book? What do you think, Lorna?

Lorna: Yeah, definitely, I mean I think your favourite book can change. For example, I would definitely say now that my favourite book is *Northern Lights* by Philip Pullman, ahm, but before then it was, I don't know if anyone has heard of Zadie Smith? She wrote this book. I mean, I am from London and she wrote a book all about London called *White Teeth* and I thought it really, I mean it was just like reading about where I live. It just captured it so well that it was just perfect and, ahm, that I mean was definitely my favourite book before – ehm ...

Interviewer: So, an easy choice for you?

Lorna: Yeah.

Interviewer: Well, you've all been wonderful and as a little thank you we'd like to give you a book voucher, so you can buy anything up to 20 pounds.

Merlene: Fabulous, thank you very much.

Lorna: Lucky Daniel!

Ключи: Caroline: after school, before going to bed; Lorna: before going to bed; Daniel: before going to bed; Andrew: at lunchtime. Types (genres) mentioned: books about travel, sports, biographies, fiction, crime stories.

— Повторение употребления артиклей. Упр. 4, с. 21.

Ключи: 1. –; 2. –; 3. a; 4. a; 5. the; 6. a; 7. a; 8. the; 9. –; 10. –, –; 11. the; 12. –; 13. –; 14. –; 15. the.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 3с), с. 19 устно; упр. 3, с. 21 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 3, с. 21.

1. Which of you would like to go to the new bookshop with me?
2. Correct. 3. Correct. 4. What did Johannes Gutenberg discover in 1439? 5. What kind of book are you looking for? 6. That was a stupid thing to do. What did you do it for? 7. Which of the pupils hasn't made any mistakes? 8. Who did you give the information to? 9. Which of these biographies do you like best? 10. What is this e-reader for?
11. Correct. 12. What is the weather like in Moscow today?

УРОК 8. УРОК ЧТЕНИЯ (EXTENDED READING)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения монологической речи;
- развивать лексические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Чтение».

2. Основной этап.

— Развитие умений монологической речи. Упр. а), с. 22.

— Чтение с различными стратегиями. Упр. б), с. 22. Следует обратить внимание на то, что задание б) предлагается в формате ЕГЭ. При выполнении таких заданий нужно соблюдать регламент (не более 10 мин на каждое задание). При контроле выполнения учитель должен обратить внимание на возникшие проблемы и помочь учащимся.

Ключи: A4; B5; C1; D2; 3 – extra.

Examples of Shakespeare's English:

“I will keep my word with thee.” – Trust me.

“What dost thou think?” – What is your opinion?

“Fare ye well.” – Have a nice day.

“Hence!” – Go away!

“Come hither, my dearest!” – Over here, love!

“Aye, by my life.” – Yes, it is true.

— Развитие умений устной речи. Упр. с), с. 23.

— Поисковое чтение. Упр. f), с. 23.

- Ключи:** 1. narrow; 2. bitter; 3. rarely; 4. wealth; 5. supernatural; 6. reign; 7. rural; 8. population; 9. wig; 10. elaborate.

— Развитие лексических навыков (выбор правильной формы слова). Упр. g), с. 23.

- Ключи:** 1. ambition; 2. ambitious; 3. angry; 4. jealousy; 5. revenge; 6. jealous; 7. honesty; 8. suspect; 9. suspicion; 10. love; 11. revenge.

Примечание: В слабых группах, где выполнение всех этих заданий не представляется возможным, оставшиеся упражнения можно предложить учащимся в качестве устного домашнего задания.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 23 устно; упр. е), с. 23 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. е), с. 23. Child – children; city – cities; coach – coaches; deer – deer; dress – dresses; fairy – fairies; furniture – pieces of furniture; potato – potatoes; witch – witches.

УРОК 9. ОКНО В МИР (WINDOW ON THE WORLD)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения устной речи.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания (особые случаи образования множественного числа существительных).

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями. Упр. а)–с), с. 24.

Ключи:

Упр. а), с. 24. 600 – Eton College is around 600 years old; 1,000 – The School of the Air in Alice Springs, Australia, has 140 pupils who live on average 1,000 kilometres away from the school; 19 – nineteen Prime Ministers graduated from Eton College; 140 – there are 140 pupils at the School of Air; 007 – Agent James Bond 007 was supposed to study at Eton; 30,000 – education at Eton costs over 30,000 pounds a year; 1/3 – About a third of pupils of Eton go on to Oxford and Cambridge.

Упр. б), с. 24. 1. at; 2. at; 3. to; 4. by; 5. for; 6. with; 7. in.

Упр. с), с. 24. 8A, 9C, 10B, 11C, 12B.

— Развитие умений устной речи. Упр. д) с. 24

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 27 устно; упр. 1, с. 27 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1, с. 27. 1. –; 2. –, a; 3. –, –; 4. a; 5. –; 6. the; 7. the.

УРОК 10. О РОССИИ (RUSSIAN CORNER)

Задачи:

- развивать умения чтения с детальным пониманием;
- контролировать умения устной монологической речи (при опросе домашнего задания).

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Типы школ».
- Контроль монологической речи (проверка устного домашнего задания).

2. Основной этап.

- Чтение с детальным пониманием, с. 25.
- Поисковое чтение. Упр. а)–с), с. 25.

Ключи: Упр. а), с. 25. There is a wide variety of schools; ... is through distance learning; ... such as preparation for the Russian National Exams; ... 14 basic subjects on offer; ... 99% of those taking ...; Anna, 8, lives in Marakan village; She goes to an ungraded school.

Упр. b), с. 25. 1. False. In ungraded schools children of different ages are in one class. 2. True. 3. Not stated. 4. False. At “Teleshkola” there are various courses and special programmes. 5. Not stated.

Упр. c), с. 25. 1. taking, pass; 2. gifted; 3. literacy; 4. Primary; 5. subjects.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 25 устно; упр. 3, с. 27 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 3, с. 27. 1. attend; 2. extract; 3. intense, revise; 4. familiarity; 5. put off; 6. excellence; 7. rate of change.

УРОК 11. УРОК БИОЛОГИИ (CROSS-CURRICULAR STUDIES)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать лексико-грамматические навыки (словообразование).

1. Начало урока.

- Фонетическая и речевая зарядка по материалу устного домашнего задания.
- Проверка устного домашнего задания.

2. Основной этап.

- Чтение с детальным пониманием, с. 26.
- Развитие лексико-грамматических навыков (словообразования). Упр. b), с. 26.

Ключи: Memory – memorise – memorable; imagination – imagine – imaginative; difference – differ – different; repetition – repeat – repeated; invention – invent – invented; need – need – needful; shock – shock – shocking.

— Обучение применению полученных знаний на практике. Упр. c), с. 26.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 27 устно; упр. 2, с. 27 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 27. 1. a few; 2. All the; 3. neither; 4. few; 5. any; 6. a lot of; 7. either. Упр. 4, с. 27. 1D, 2C, 3B, 4A, 5G, 6E, 7F.

УРОК 12. ПОДГОТОВКА К ЕГЭ (FOCUS ON EXAMS)**Задачи:**

- развивать умения аудирования с извлечением необходимой информации;

- развивать умения чтения с детальным пониманием;
- развивать лексико-грамматические навыки.

1. Начало урока.

- Фонетическая и речевая зарядка на усмотрение учителя.
- Проверка устного домашнего задания.

2. Основной этап. Данный урок является первым уроком в году по подготовке к ЕГЭ, поэтому желательно работать с материалом поэтапно, контролируя ход и правильность выполнения заданий. Следует сразу выявить и исправить все ошибки, объясняя правильный выбор ответа.

— Аудирование. Упр. 1, с. 28.

Аудиоскрипт:

You are going to hear Beth, an American high school student, talking about her activities at school. Are these statements *true*, *false* or is the information *not stated*?

Hi, I'm Beth, and I'm a student at Bella Vista High in L.A. Sports like baseball and football are really important in our school, but if you don't like sports – like me! – there are lots of other interesting activities. In American high schools we think it's good that students are active in school life. We have a school website, and lots of kids work on that. There's a school newspaper that

comes out every month. If you like music, we have a band. It plays at concerts and at football matches. You can be in the book club, where you read and talk about books. But for me, the best thing of all is our Bella Vista High School TV. That's what I do! I'm a part of the team that makes the school TV programmes. We make a short programme every morning, and everyone watches it on the TV in their home room during the home room lesson at 8 o'clock. The programme lasts five minutes. We have news, pictures and profiles of students, music ... lots of great stuff. Best of all, we sometimes show a short video of one of our football or baseball matches. It's great for me that I can do this. When I finish college, I want to be a TV journalist.

(текст звучит два раза)

Ключи: 1b, 2a, 3a, 4c, 5c, 6a, 7a, 8b, 9b, 10c.

— Чтение. Упр. 2, с. 28–29.

Ключи: 1a, 2c, 3d, 4d, 5a, 6b, 7b.

— Лексико-грамматическое задание. Упр. 3, с. 29.

Ключи: 1. really; 2. depressing; 3. danger; 4. violence; 5. vandalism; 6. pollution; 7. destruction; 8. unhealthy; 9. playing; 10. unemployed; 11. shows; 12. impression; 13. freely; 14. activities.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 29 (эссе в формате ЕГЭ). Упражнения из тетради-тренажёра на усмотрение учителя.

РЕЗЕРВНЫЙ УРОК планируется учителем самостоятельно с учётом уровня языковой подготовки. Можно совершенствовать языковые навыки, выполняя упражнения, не пройденные в цикле, можно провести урок обобщения и закрепления материала и т. д.

Ключи к оставшимся упражнениям цикла:

Упр. 1d), с. 11. Put back – возвращать на место; clean up – убирать (за собой); go out – выходить (в свет, на прогулку), отправляться (куда-либо); watch out – остерегаться, быть начеку; stick together – держаться вместе. 1. go out; 2. stick together; 3. put it back; 4. Watch out; 5. clean up.

Упр. 3, с. 17. Uncountable nouns: accommodation, damage, furniture, information, music, pollution, progress, sun, traffic, travel, weather, work.

1. A: –, a; B: –.

2. A: a; B: –.

3. A: any; B: some, A lot of.

4. B: a lot of, some good.

5. some very good, was, awful, much.

Упр. 1d), с. 19. 1. in suspense, novels; 2. put off; 3. keen; 4. pleasure; 5. immediate.

ЦИКЛ 2. ПУТЕШЕСТВИЯ (UNIT 2. TRAVEL)

Цели:

Обучающие (направленные на достижение предметных результатов):

— ознакомить учащихся с новыми лексическими единицами по теме «Путешествия» и научить использовать их во всех видах речевой деятельности;

— научить учащихся рассказывать об английском языке как об универсальном языке общения и рассуждать о важности изучения английского языка;

— повторить с учащимися времена группы *perfect*, прошедшее простое время, страдательный залог, конструкции *by + V_{ing}* и *V + V_{ing}*, употребление прилагательных и наречий, модальные глаголы, предлоги;

— научить учащихся «смягчать» своё высказывание при помощи специальных фраз и выражений;

— научить учащихся поддерживать разговор и запрашивать объяснение, употребляя вежливые фразы;

— научить учащихся использовать устойчивые фразы и выражения при покупке билетов и бронировании гостиницы;

— научить учащихся писать заявление о приёме на работу и электронное письмо-запрос в отель.

Развивающие (направленные на достижение метапредметных результатов):

— развивать умение самостоятельно определять цели деятельности и составлять планы деятельности, самостоятельно осуществлять, контролировать и корректировать деятельность, выбирать успешные стратегии в различных ситуациях;

— ориентировать на осознание целей и задач учебной деятельности, важности развития творческих способностей на основе участия в исследовательской и проектной деятельности;

— акцентировать внимание на необходимости сотрудничества в ходе выполнения совместной деятельности, важности самооценки и самоконтроля в учебном познании;

— развивать умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учётом гражданских и нравственных ценностей;

— развивать умение использовать средства информационных и коммуникационных технологий (далее — ИКТ) в решении когнитивных, коммуникативных и организационных задач;

— развивать умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Воспитательные (направленные на достижение личностных результатов):

- формировать российскую гражданскую идентичность, патриотизм, уважение к своему народу;
- формировать мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различные формы общественного сознания, осознание своего места в поликультурном мире;
- формировать основы саморазвития и самовоспитания; готовность и способность к самостоятельной и творческой деятельности;
- развивать навыки сотрудничества со сверстниками и взрослыми в различных видах деятельности;
- формировать толерантное сознание и поведение личности в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нём взаимопонимания, находить общие цели и сотрудничать для их достижения.

УРОК 1 (ВВОДНЫЙ)

Задачи:

- развивать умения устной речи по теме «Путешествия»;
- повторить лексические единицы по теме «Путешествия» и ознакомить с новыми.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Путешествия».

2. Основной этап. Развитие умений устной речи по теме «Путешествия». Работа с материалом на с. 31.

3. Завершение урока. Подведение итогов.

Домашнее задание: Упр. с), с. 31 устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 2

Задачи:

- развивать умения чтения с различными стратегиями;
- повторить *present perfect* и *past simple* и страдательный залог;
- развивать умения устной речи по теме «Английский язык в мире»;
- развивать умения аудирования с извлечением необходимой информации.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Путешествия».
- Проверка устного домашнего задания.

2. Основной этап.

- Развитие умений устной речи по теме «Английский язык в мире». Упр. 1, с. 32.

Примечание: Перед выполнением упражнения обратите внимание учащихся на информацию на полях (с. 32). Обсудите её с учащимися.

- Аудирование с извлечением необходимой информации. Упр. 5, с. 35.

Аудиоскрипт:**My year in New Zealand**

Lesha is spending a year at a high school in New Zealand. Listen to him talking about his experience. Are these statements *true*, *false* or is the information *not stated*?

My host family are awesome! They're just so nice. They live about five minutes from Geraldine High School, the school I go to here, so I walk to school each day with my host brother, Mike.

The weather in New Zealand is a bit different from the weather in Russia. When I first arrived, I came from a Russian summer into a New Zealand winter. It was really cold and we had snow every day. But I soon learned to enjoy winter sports such as skiing and ice hockey.

School is more relaxed here than in Russia. In Russia I was doing fourteen subjects and here I'm only doing six. Another difference is that the school here organises more social activities for students. There are dances, music evenings, fashion shows and lots of other things, so I meet students in the evenings as well as during the day.

The International Programme is very good. There are eight international students at Geraldine this year including me. They are from all over the world, but I'm the only one from Russia. Two of the teachers take special care of us and organise things for us; for example, they took us on some interesting trips to Christchurch and Wellington.

My English has really improved. The international students have special English lessons at school, and I speak English all the time with my host family. But improving my English wasn't the main reason for coming here. I came for the experience of getting to know another country and culture. I'm looking forward to the rest of my year here in New Zealand.

(текст звучит два раза)

Ключи: 1a, 2b, 3c, 4b, 5a, 6c, 7b, 8b.

- Чтение с различными стратегиями. Упр. 2b)–d), с. 32–33.

Ключи: Упр. 2b), с. 32–33. 1. inner; 2. outer; 3. expanding.

Упр. 2c), с. 33. 1. ... it is the global communication tool of business, science, entertainment, the Internet, etc.; 2. ... English has been the official (or second) language; 3. ... the language will be spoken (or at least understood) by nearly half of the total population of the globe.

Упр. 2d), с. 33. 1. established; 2. entertainment; 3. largely; 4. estimated; 5. native speakers; 6. make up; 7. total; 8. represented.

— Повторение *present perfect* и *past simple*. Упр. 1a)–b), с. 34.

Ключи: Упр. 1a), с. 34. Rise – rose – risen; spend – spent – spent; hear – heard – heard; see – saw – seen; wear – wore – worn; lose – lost – lost; speak – spoke – spoken; write – wrote – written.

Упр. 1b), с. 34. 2. a) has risen, b) rose; 3. a) have forbidden, b) forbade; 4. a) has written, b) wrote; 5. a) has spoken, b) spoke; 6. a) have worn, b) wore; 7. a) saw, b) didn't see; 8. a) lost, b) have lost; 9. a) haven't heard, b) didn't hear.

— Повторение страдательного залога. Упр. 2a), с. 34.

Примечание: В слабых группах следует повторить теоретический материал в грамматических файлах 6.1–6.4.

Ключи: 1. divide; 2. be divided; 3. are represented; 4. represent; 5. is spoken; 6. speak; 7. estimate; 8. is estimated.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2a), с. 32 (вопросы 1, 2) устно; упр. 2b), с. 34 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2b), с. 34. 1. English is spoken by people in India. 2. English is used by business people as a communication tool. 3. One day, English will be spoken by half of the world's population. 4. It's often said that English is a difficult language. 5. The culture of our country is little known. 6. English is used to communicate by Russian and Japanese businessmen.

УРОК 3

Задачи:

- развивать умения аудирования с полным пониманием;
- развивать лексические навыки;
- повторить конструкции $by + V_{ing}$ и $V + V_{ing}$.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Английский язык в мире».

— Проверка устного домашнего задания.

2. Основной этап.

– Аудирование с полным пониманием. Упр. 3, с. 33. Прослушивание и выполнение задания с последующим контролем.

Аудиоскрипт:

What the English gave to the world

Listen to the extract from a radio programme, then choose the correct answer.

The finest gift the English have given the rest of the world is their language. When a Brazilian meets a Korean, they will probably communicate in English. It is quite an easy language to learn, and very easy to speak badly. Only a little knowledge of English will take you a long way, which is why about a quarter of the world's population can speak it, and the number is increasing.

About 3,000 new words enter the English language each year – only a minority of them come from England itself. The rest come from America, Australia or from the international language of business and technology. Of the 650 million or so people who speak English as a first or second language, only about one tenth are English.

The French speak French, so when a Frenchman opens his mouth, he declares his identity. The English speak a language which belongs to no one or everyone. A professor of English at London University was once travelling by train in the United States, and began a conversation with another traveller. After a time the man said, "You must be from Europe." "Yes, from England," said the professor. To which the man replied, "You speak pretty good English." The professor was surprised to find himself saying that he was English. It was only later that he realized that for many Americans, English is just the name of a language spoken in America, just as Danish is the language spoken in Denmark. What happens to a people if their language is no longer their own? One of the results of English becoming a lingua franca is that the English no longer try to stop their language changing. The French, who have been the main losers in the competition to develop a world language, have reacted to the spread of English by trying to forbid the use of words such as "weekend" and "sandwich". The English laugh at them for it, because the French do not understand that they will fail. The English language has no one to protect it, just works like the Oxford English Dictionary, which aim to record how the language is changing. When a new dictionary of the English language appears, the main question is always how many new words it contains. The English celebrate the richness of their language, wherever it comes from.

(текст звучит два раза)

Ключи: 1b, 2b, 3b, 4c.

— Развитие лексических навыков (употребление вежливых фраз). Упр. 3, с. 35.

Примерные ответы: 1. Could this thing be wrong to say? 2. You seem rather ill. 3. I'm afraid your English is not very good. 4. I have a different opinion. 5. There might be different ways of doing it. 6. Sandra might be wrong. 7. Can I have a word? 8. It seems a good idea to discuss this later. 9. I'm afraid there's nothing I can do to help. 10. Could you tell me what you think?

— Развитие грамматических навыков (повторение конструкции $V + V_{ing}$). Упр. 4, с. 35.

Ключи: Упр. 4, с. 35. 1B, 2G, 3E, 4A, 5C, 6D.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2a), с. 32 (вопрос 3) устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 4

Задачи:

- развивать умения диалогической речи по теме «Путешествия»;
- развивать умения чтения с различными стратегиями;
- повторить прошедшее время и употребление прилагательных и наречий.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Значение английского языка».

— Проверка устного домашнего задания.

2. Основной этап.

— Развитие умений диалогической речи. Упр. 1, с. 36.

— Чтение с различными стратегиями. Упр. 2a)–c), с. 36–37.

Примечание: Перед чтением текста и выполнением упражнений обратите внимание учащихся на информацию на полях. Обсудите её с учащимися.

Ключи: Упр. 2a), с. 36–37. A4, B7, C6, D3, E1, F2, extra – 5.

Упр. 2c), с. 37. On, As, to, at, in, on, without, as, in.

— Сопутствующий грамматический материал: повторение прошедшего времени. Упр. 1a)–b), с. 38. Употребление прилагательных и наречий. Упр. 2, с. 38. **Примечание:** В слабых группах следует повторить теоретический материал в грамматических файлах 4.1–4.3, 1.2, 13.2.

Ключи: Упр. 1a), с. 38. 1C, 2B, 3A.

Упр. 1b), с. 38. 1. same; 2. had read; 3. have already spoken.

Упр. 2, с. 38. 4. easily; 5. fast; 6. properly; 7. fluently; 8. stupid; 9. strange; 10. funny; 11. badly; 12. unusual; 13. friendly; 14. wrong; 15. highly; 16. amusing; 17. extremely; 18. nervous; 19. fairly; 20. late; 21. tired; 22. hardly; 23. hard; 24. really; 25. particularly.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1, с. 36 (монологическое высказывание, с использованием вопросов в качестве плана) устно; упр. 1с), с. 38 письменно.

Ключи: Упр. 1с), с. 38. 3. thought; 4. had passed; 5. convinced; 6. was; 7. started; 8. had worked; 9. calculated; 10. had saved; 11. hoped; 12. arrived; 13. had already found; 14. had worked; 15. realised; 16. was; 17. made; 18. had already decided; 19. wanted.

УРОК 5

Задачи:

- развивать умения аудирования с различными стратегиями;
- повторить модальные глаголы;
- развивать лексические навыки по теме.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Путешествия».
- Проверка устного домашнего задания.

2. Основной этап.

— Аудирование с различными стратегиями. Упр. 3а)–d), с. 37. Прослушивание и выполнение заданий с последующим контролем. **Примечание:** В слабых группах можно посоветовать учащимся выполнить упр. 1d) в разделе “More help” на с. 145. Перед прослушиванием выполните упр. 3а), с. 37.

Ключи: Crops – plants grown for food; Everest – world’s highest mountain; Gatlang – small village in Nepal; Kathmandu – capital of Nepal; monsoon season – time of year when it rains heavily; Nepalese – from Nepal (adj.); rewarding – feeling that you have done sth good; long for sth – want sth very much; trek (noun) – long difficult walk.

Аудиоскрипт (Упр. 3б), с. 37):

A work camp in Nepal

b) Listen and note down four sections the podcast is divided into.

Presenter: Hello, everybody, and welcome to our podcast. Today Olga from Russia and Jonathan from England are going to tell you about the six weeks that they’ve spent in Nepal this year at an international work camp. So, sit back, relax, and enjoy the show!

Olga: In September and October this year, Jonathan and I joined three other international volunteers at a work camp in a small village named Gatlang in central Nepal. For both of us, they were the most exciting and rewarding six weeks of our lives, and in this podcast we want to share some of our experiences with you. We've divided our podcast into different parts.

Jonathan: First ...

Together: Nepal, the country.

Jonathan: Nepal is a small country about half as big as Germany. The country has no coast, it is surrounded completely by land, China to the north, and India to the south. Nepal is most famous for its mountains. They are in the north of the country and they include, of course, the world's highest mountain, Mount Everest. The south is much flatter and hotter. The capital of Nepal is Kathmandu and it is in the centre of the country. Around a million people live in or around Kathmandu, out of the 30 million people who live in Nepal overall.

Olga: So what did we do there? Here's something about ...

Together: Our project.

Olga: Nepal is absolutely one of the most beautiful countries on Earth, but it is also one of the poorest. Only about half the people in Nepal, the Nepalese, have a job. Most work on the land and live from the crops that they can grow, like rice. One of the biggest problems in the country is that people, and especially young people, leave their villages and go either to the big towns in Nepal or to India. The Nepalese government wants to stop this, they want people to stay in their villages and to have a better life there. For this reason, they have built community centres in many villages. We worked in the community centre in the village of Gatlang. Our centre had a library, a computer room with access to the Internet, and some classrooms. During the day, we helped adults from the village. Then in the afternoon, the kids came to our centre after their normal lessons at their school. We taught them English and about computers. We played lots of games too. Learning should be fun! During our work camp, we lived in Nepalese families in the village. So, here's our next part ...

Together: Living in Gatlang.

Olga: Before you go, it is almost impossible to imagine yourself living in a small village in the mountains of Nepal. I can say that everything is new and different. That feeling began on the first day we arrived in the country. We all flew from our own countries to the capital, Kathmandu. It is a big city, but already very exotic. From there, we travelled north by bus for 10 hours. Then the roads stopped. We had to walk to our village, which took about

five hours. The village itself is very basic, but the views of the mountains are totally amazing. We were there in September and October. At first, it rained every day because September is in the monsoon season, but the rain stopped in October, and the weather was perfect. For all of us, I think, the best thing in the village was the families we lived with. Each of us was in a different host family, but they were all such wonderful, warm, friendly people. My family showed me so much love, it was amazing, and I came to love their kids. Everyday life was very simple. We ate rice every day, but it always tasted good. The only problem was that my host mother gave me so much to eat. Washing was also a bit difficult. After six weeks, I longed for a warm shower. The Nepalese people are also very fit and hard. If they ask you to go for a walk with them, be careful! It can be a six-hour-trek in the mountains and totally exhausting!

Jonathan: So, what did we learn? Here's our final part ...

Together: Why go to a work camp?

Jonathan: How can I begin to answer this question? I can honestly say that my six weeks in Nepal were fantastic. The experience was unique. I almost feel a different person now having been there. First, it was a challenge. I proved to myself that I could do something really difficult. Second, we haven't talked about them much in our podcast, but there were the other three volunteers. One was from the USA, one from Sweden, and one from Japan. Together, the five of us were all of different nationalities. That was a fantastic opportunity to get to know people from other countries as well as to get to know Nepal. But third, and, I think the most important thing, was meeting the Nepalese people. Their life is basic and hard, but they are so warm, friendly, and – yes – happy. I learned that you don't have to be wealthy to be a good person. One day, I definitely plan to return.

Olga: So, that's it for our podcast for this time. Thanks for listening. We hope you enjoyed it and that it made you want to go to a work camp perhaps.

Jonathan: Yes, do go if you have the chance.

Ключи: Упр. 3b), с. 37. Nepal, the country, Olga and Jonathan's project, Living in Gatlant, What they learned in the work camp. Упр. 3с), с. 37. 1. Jonathan; 2. Olga; 3. Olga; 4. Jonathan. Упр. 3d), с. 37. 1. 30 million people; 2. Its mountains; 3. That people, especially young ones leave their villages and either go to the big town of Nepal or to India; 4. Building community centres in villages; 5. The families they lived with; 6. having too much to eat/washing; 7. First, he proved he could do something difficult; Second, he got to know people from other countries; Third, he

learned that you needn't be wealthy in order to be happy. "More help", с. 145. 1F, 2C, 3A, 4I, 5E, 6G, 7D, 8H, 9B.

— Повторение модальных глаголов. Упр. 3, с. 39. **Примечание:** В слабых группах следует повторить модальные глаголы, используя грамматический файл 7.1, затем приступить к выполнению задания.

— Развитие лексических навыков по теме. Упр. 4, с. 39.

Ключи: 1. talents; 2. flight; 3. chores; 4. homesick; 5. strict; 6. personality, independent; 7. express.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 39 (письмо для устройства на работу). Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 6

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения аудирования с различными стратегиями;
- развивать умения диалогической речи.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Чтение с различными стратегиями. Упр. 1a)–b), с. 40.

Примечание: После выполнения упражнений обратите внимание учащихся на информацию в рамке "info" на полях (с. 98). Обсудите её с учащимися.

Ключи: Упр. 1a), с. 40. **Примерные ответы:** 1. St Anne's Guest House provides continental breakfast and at the Dover YHA breakfast is not included in the room price. 2. It includes private parking for an additional charge. 3. They provide separate rooms too. 4. Green Gables is near the station. 5. B&Bs can also be expensive. Упр. 1b), с. 40. Accptd – accepted; cards – small plastic cards that you use for making payments; coffee maker – a machine for making coffee; en suite – a bathroom in a room; nr – near; rms – rooms; sat – satellite; sep – separate.

— Аудирование с различными стратегиями. Упр. 2a)–c), с. 40; упр. 5, с. 43.

Аудиоскрипт:

Telephoning for accommodation

a) Some international students have got off the ferry in Dover. It is late, and they need somewhere to stay. Listen to three telephone conversations. Match the conversations to the adverts above.

1

Receptionist: ... how can I help?

Student: Hello. I'm looking for two rooms for tonight. Do you have anything still available?

Receptionist: Yes, we do have some rooms available, both smoking and non-smoking. All our rooms include an en-suite bath and toilet, telephone, satellite TV and a hairdryer. We also have our own off-street parking, available at an extra charge.

Student: OK. And how much are the rooms?

Receptionist: Our standard twin-bed or double rooms are £55 per person per night, including our continental breakfast buffet.

Student: Oh dear, that's quite a bit more than we can afford. Do you have anything cheaper?

Receptionist: Well, we do have a family room that sleeps four people. That's usually for families with small children, of course, but as it's late, I could let you have that for £140 for one night, breakfast included.

Student: Er, OK. I think I have to talk to my friends about it first. Can I call you back in a minute?

Receptionist: Of course.

2

Hostel owner: ... Look, I'm very sorry, but all our dormitories are full at the moment, and the separate rooms are all booked as well. It's quite late, you see, and we have a large group of Italian students staying with us. The only thing I could offer you is a self-catering apartment. It can accommodate four people easily, but there is a minimum stay of three days.

Student: Oh no, that's not really what we want. We're planning on going to London tomorrow. The ferry was delayed at Calais, that's why we were so late arriving at Dover. Can you suggest somewhere else we could try?

Hostel owner: Well, there are lots of hotels and B&Bs on the seafront. The hotels are probably too expensive, but you could try ...

3

B&B host: Good evening. Can I help you?

Student: Hello, I'm sorry to disturb you so late, but we've just arrived on the ferry and we're looking for two double rooms for the night. Do you have anything still available?

B&B host: Well, I only have one double room that's still free, but there's also one twin bedroom available, if that's OK for you.

Student: Yes, I think so. How much do the rooms cost?

B&B host: Well they're both £44 per night, full English breakfast included of course. That's a cooked breakfast with a choice of tea or coffee, cereals and toast if you want. Most

people don't need any lunch after they've had one of my cooked breakfasts, I can tell you.

Student: Hmm, that sounds great. Could you reserve the rooms for us? We'll come as soon as we can.

B&B host: That's OK. We don't lock the front door until half ten and it's only ten to now. Where are you? Do you have a car?

Student: No, we're on foot. We're still at the ferry port at the moment. How do we find you?

B&B host: You could get a taxi or a bus, but there aren't many of them running at this time of night. It's not too far to walk. About 15 minutes. Just go along the main road away from the ferry port. Go past the first set of traffic lights until you get to a big roundabout. Turn right at the roundabout into York Street. Adrian Street is the first road on your left. We're number 57 on the right-hand side.

Student: OK, thank you very much. We'll be there in a quarter of an hour.

Ключи: Упр. 2а), с. 40. 1 – St Anne's Guest House; 2 – Dover YHA; 3 – Green Gables B&B. Упр. 2б), с. 40. Charges for rooms: per person per night, for one night; type of room: smoking, non-smoking, double room, family room, separate room, self-catering apartment; facilities in rooms: telephone, satellite TV, hairdryer, coffee maker; food available: full English breakfast; other facilities hotels offer: off-street parking. Упр. 2с), с. 40. Do you have anything still available?; And how much are the rooms?; Do you have anything cheaper?; Can I call you back in a minute?; Can you suggest somewhere else we could try?; How much do the rooms cost?; Could you reserve the rooms for us?; How do we find you?

Аудиоскрипт (упр. 5, с. 43):

Asking for explanation

Listen to the conversations with Australian and Jamaican native speakers. What phrases are used to ask them to explain something? Add them to the list.

1. Australian English

Cornelia: It's very nice of you to take a day off and show me around. I really appreciate it.

Patrick: You're welcome; it's nice to have you and we enjoy having a day off.

Cornelia: Here are all the towels and the sunscreen.

Patrick: Thanks. Could you pass me the esky first, please?

Cornelia: Sorry, what's that?

Patrick: Oh, sorry, I forgot – that's a good old Aussie word for what the Brits call a cool bag or – box.

2. Australian English

Ozzie: As you are one of our new trainees at the Australian Agricultural Company here in Brisbane, you might like to meet some of your new colleagues. We usually meet up for a barbie after work on Friday arvo. Like to come along?

Trainee: Sorry, what did you say is going on on Friday?

Ozzie: Oh, sorry, you see in Oz we love to shorten words, so barbecue is barbie and afternoon becomes arvo. And you can guess what Oz is!

3. Jamaican English

Adam: Aye boy, was de scene? Yuh hear bout de lime dey having tonight by David house? Ah hear it go be rel good! Yuh think yuh go make it?

Klaus: Sorry, you'll have to help me here. What's a "lime"?

Adam: Oh, a "lime" means a "get-together" and "to lime" means to hang out. The get-together will be at David's house and it's supposed to be very good. Do you think you might come?

Klaus: I'd love to come. What time does it start?

Adam: Well, David say yuh cud reach dere from 9 pm, buh over here everybody does be rel late so tings always start more dan an hour after de time.

Klaus: Oh, ok. Well, I'll see you there then.

Adam: Laterz.

4. Jamaican English

Young man: Dey having a rel bess fete by de beach tonight gyal, buh we go have to leave jus now to reach dere in time. Yuh coming wit we?

Russian girl: Sorry, you've lost me. Could you say that again, please?

Young man: Ok. A fete is a party and "rel bess" means great. We will have to leave soon so that we can arrive there in time. I hope that you can come with us.

Ключи: Sorry, what's that?; Sorry, what did you say is going on on Friday?; Sorry, you'll have to help me here. What's a "lime"?; Sorry, you've lost me. Could you say that again, please?

Примечание: После прослушивания обратите внимание учащихся на следующие слова/фразы и их полное значение: esky = coolbox (сумка-холодильник), barbie = barbeque, arvo = afternoon; Aye boy, was de scene? Yuh hear bout de lime dey having tonight by David house? Ah hear it go be rel good! Yuh think yuh go make it? = Hey, boy, what's up? Have you heard about the get-together they're having tonight at David's house?; yuh cud reach dere from 9 pm, buh over here everybody does be rel late so tings always start more dan... = you could come there starting at 9 pm, but over here everybody is really late, so things always start more

than...; Dey having a rel bess fete by de beach tonight gyal, buh we go have to leave jus now to reach dere in time. Yuh coming wit we? = They are having a really great party by the beach tonight, girl, but we have to leave now to arrive there on time. Are you coming with us?

При наличии возможности этот вид деятельности можно превратить в игру, разделив группу на команды: кто быстрее сможет расшифровать сказанное.

— Развитие умений диалогической речи. Упр. 3, с. 40. **Примечание:** Обратите внимание учащихся на информацию на полях (*useful language*). Она поможет им правильно составить диалог.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 6, с. 43 (электронное письмо-запрос в отель). Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 7

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения аудирования с детальным пониманием;
- повторение времён группы *past*;
- развивать умения диалогической речи.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Путешествия».

2. Основной этап.

— Чтение с различными стратегиями. Упр. 4а)–с), с. 41.

Ключи: Упр. 4а), с. 41. 1. Passenger trains started to be run by private companies. 2. a) on www.britrail.com; b) on www.nationalrail.co.uk. 3. Because each railway company has its own terminus in London. 4. London is very important since it's still the centre of the railway network. Упр. 4б), с. 41. 1. special offer; 2. terminus; 3. timetable; 4. to run; 5. area. Упр. 4с), с. 41. Private companies have run passenger trains in the UK since 1997. You can find timetable information for all train services on www.nationalrail.co.uk. We advise travellers to look at www.britrail.com for information on rail passes and special offers. They base rail-way network on the private railway lines. Companies built the private railway lines in the 19th century from the main cities to London.

— Аудирование с детальным пониманием. Упр. 5, с. 41.

Аудиоскрипт:

At a coach ticket office

Listen to this conversation, then choose the correct answer.

Ticket clerk: Good morning. How can I help?

Student: Good morning. Er, we want to go to Reading, to the Reading Festival. Can you tell me how much a ticket costs, please?

Ticket clerk: Dover to Reading. Let me see.

OK, there are no direct services, so you would have to go via London Victoria.

Student: You mean we have to change at Victoria?

Ticket clerk: Yes. Do you want a single ticket or a return?

Student: A return. We have to come back here on Monday to catch the ferry.

Ticket clerk: Are you under 18?

Student: I'm 19. My friends are all 18.

Ticket clerk: So ... An adult return to Reading ... that will be £36.80. And the return ticket is valid for three months.

Student: OK. Can we have four return tickets to Reading, please?

Ticket clerk: Four adult returns ... Reading. Er, when do you want to travel?

Student: Now, actually. We want to go to London today and then to Reading on Thursday for the start of the Festival.

Ticket clerk: Ah, well then, that's a bit different, isn't it? I'm afraid you can only buy a return ticket all the way to Reading if you go straight there. You know, without stopping overnight in London.

Student: Oh, no! We want to spend a couple of days in London. How can we do that?

Ticket clerk: Well, it's not really a problem. You just have to buy two separate tickets: a return from Dover to London starting today and then a return from London to Reading for Thursday. It costs a bit more, but you can buy both those tickets now if you want.

Student: How much extra is it?

Ticket clerk: Let me see ... Dover to London Victoria return costs £25.20 and London to Reading return is £15.90. So £41.10 instead of £36.80.

Student: OK, that's not too bad. Can we have four of those then, please? Oh, I nearly forgot! What time is the next coach to Victoria?

Ticket clerk: If you hurry, you'll catch the 9.20, arriving in London at 11.50. The next coach doesn't leave until 10.20.

Student: OK, 9.20 is great. Do we need to reserve seats?

Ticket clerk: No, it's too late to make a reservation for the next coach, but it shouldn't be full anyway. I think you ought to reserve seats for the coach to Reading, though. Lots of people will be going to the Festival. But you can do that when you get to Victoria Coach Station. So, here are your tickets. That'll be 164.40 altogether. The coach leaves from Bay 1, just outside the ticket office.

(*текст звучит два раза*)

Ключи: 1b, 2c, 3b, 4a, 5b, 6b.

— Повторение времён группы *past*. Упр. 2, с. 42. **Примечание:** В слабых группах следует повторить материал, используя грамматические файлы 4.3 и 4.6, затем приступить к выполнению заданий.

Ключи: 3. hadn't taken; 4. had gone; 5. had just spent; 6. had lent; 7. hadn't come; 8. had been running; 9. had been watching; 10. had been waiting; 11. had taken; 12. had explained; 13. had wasted; 14. had already played.

— Развитие умений диалогической речи. Упр. 6, с. 41. **Примечание:** Обратите внимание учащихся на информацию на полях (*useful language*). Она поможет им при составлении диалога.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1, с. 42 устно; упр. 3, с. 42–43 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1, с. 42. 1. at; 2. to; 3. to; 4. off; 5. at; 6. from; 7. to; 8. to; 9. from; 10. to; 11. at; 12. on. Упр. 3, с. 42–43. 3. I didn't know that my pen pal had moved to another town. 4. After had been studying for seven years, my brother finally passed his exams. 5. As soon as I had read the questions through, I started to write the answers. 6. I felt really hungry in the fourth lesson because I hadn't eaten any breakfast. 7. As soon as I had gone to the bank, I paid John the money I owed him. 8. After I had been reading that boring novel for a week, I passed it on to a friend. 9. After our maths teacher had marked our tests, he gave them back to us straightaway.

УРОК 8. УРОК ЧТЕНИЯ (EXTENDED READING)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения монологической речи по проблеме.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания (предлоги).

— Проверка устного домашнего задания.

2. Основной этап.

— Развитие умений монологической речи по проблеме. Упр. а), с. 44.

— Чтение с различными стратегиями. Упр. б), с. 45. **Примечание:** Следует обратить внимание на то, что упр. б) требует ограниченное время, так как является тренировочным для подготовки к ЕГЭ. При контроле выполнения учитель должен обратить внимание на возникшие проблемы и помочь учащимся.

— Выполнение упр. с)–е), с. 45.

Ключи: Упр. б), с. 45. 1с, 2d, 3а, 4с, 5b. Упр. с), с. 45. 1. of; 2. to; 3. of; 4. with; 5. to; 6. of. Упр. d), с. 45. 1. a great deal; 2. gestures; 3. satisfaction; 4. save; 5. honesty; 6. serve; 7. besides; 8. savage; 9. humble. Упр. е), с. 45. **Примерные ответы:** 1. Crusoe taught Friday to speak. 2. Friday let Crusoe know that he would serve him. 3. Crusoe made Friday speak and understand him.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. f), с. 45 устно; упр. g), с. 45 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. g), с. 45. 1. most pleasant; 2. simplest; 3. more thankful; 4. more useful; 5. more helpful; 6. merriest; 7. more diligent; 8. more honest; 9. easier.

УРОК 9. ОКНО В МИР (WINDOW ON THE WORLD)**Задачи:**

- развивать умения чтения с различными стратегиями;
- развивать умения устной речи по прочитанному;
- развивать умения работы с таблицами.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями, с. 46. **Примечание:** Следует обратить внимание на то, что упр. а) требует ограниченное время, так как является тренировочным для подготовки к ЕГЭ. При контроле выполнения учитель должен обратить внимание на возникшие проблемы и помочь учащимся.

Ключи: A2, B1, C7, D4, E3, F5, extra – 6.

— Развитие умений устной речи по прочитанному. Упр. б), с. 46.

Ключи: Упр. b), с. 46. 1. Because it is a country of many different cultures and languages. 2. Because English and Afrikaans were for many years the official South African languages. 3. Because English in South Africa is the language of street signs, business, science, education and the press and most Africans only speak their native tongue at home. 4. Because some people believe that the language policy can work.

— Развитие умений работы с таблицами.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. с), с. 46 устно; упр. 1, с. 49 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: 1. has taken; 2. started, had never been; 3. was flying, gave; 4. had worked; 5. has become; 6. have come back.

УРОК 10. О РОССИИ (RUSSIAN CORNER)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения поискового чтения;
- развивать умения монологической речи.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием, с. 47.

— Поисковое чтение. Упр. а), с. 47.

— Развитие умений монологической речи. Упр. b), с. 47.

Ключи: Упр. а), с. 47. 1. largest; 2. stretches; 3. nature reserve; 4. mountainous with a few high plains; 5. shallow; 6. northern outskirts.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 47 устно; упр. 2, с. 49 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 49. 1. Mistakes are often made with English spelling. 2. It is estimated that 8% of South Africans speak English. 3. The international students are being taken care of by special teachers. 4. Tatiana was looked after well by her host family. 5. When he returns from Nepal, he will be invited to give a talk. 6. Guests will be asked to leave their rooms by 11 o'clock at the YHA.

УРОК 11. УРОК ИСТОРИИ (CROSS-CURRICULAR STUDIES)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения устной речи по опорам.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием, с. 48. **Примечание:** Перед тем как приступить к чтению текста, спросите учащихся, что они знают или слышали о У. Шекспире.

— Развитие умений устной речи по опорам. Упр. а)–б), с. 48.

Ключи: Упр. а), с. 48. sheep – mutton; cow – beef; pig – pork; calf – veal; hen – poultry. Упр. б), с. 48. Answer – respond; buy – purchase; leave – depart; start – commence; 2. commence, start; 3. respond, answering; 4. buy, purchased; 5. leave, depart.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. с), с. 48 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 12. ПОДГОТОВКА К ЕГЭ (FOCUS ON EXAMS)

Задачи:

• развивать умения аудирования с извлечением необходимой информации;

- развивать умения чтения с детальным пониманием;
- развивать лексико-грамматические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

— Проверка устного домашнего задания.

2. Основной этап. Данный урок является вторым уроком в году по подготовке к ЕГЭ, поэтому можно дать возможность обучающимся работать с материалом самостоятельно, соблюдая регламент. Учитель оценивает работу после, анализируя все ошибки. В слабых группах можно следовать рекомендациям к первому уроку подготовки к ЕГЭ, то есть работать поэтапно, по-прежнему и анализируя ошибки в ходе урока.

— Аудирование. Упр. 1, с. 50.

Аудиоскрипт:

You are going to hear a teacher talking to parents and pupils about ways to save energy. Listen, then choose the correct answer.

Good afternoon everyone! Thank you for coming. I want to talk to you today about how we can all help to save energy at school.

First of all, you can always switch off electrical equipment after you have used it. For example, after a computer class, you should switch off all the computers. And don't forget to switch off the computer screens!

Secondly, when you leave the classroom at the end of the schoolday, please check that the lights are off.

Thirdly, in the winter, it is also really important that you keep all the windows shut when the heating is on. We need to keep the heat in!

My fourth point is saving water. This means you should only take a quick shower after sports lessons: three minutes maximum! Of course, it's important to be clean, but you really don't need to spend ten minutes standing under a hot shower.

Please use the different bins at school correctly too. In each classroom there are separate bins for glass, paper, food and packaging. This makes recycling much easier.

Now, I have something for all you parents too. If you drive your child to school, please think about letting him or her walk instead. This is good exercise, and if several children walk together, it can be fun, too. If you live too far away to walk, your child could take the bus. All children can travel by school bus for free.

The school has also made some important changes. We have decided to use energy from the sun – solar energy – as much as we can. We have also banned mobile phones at school. This means you cannot bring your mobile phone to school. Mobiles are bad for learning, bad for your health and bad for the environment.

(текст звучит 2 раза)

Ключи: 1с, 2с, 3b, 4с, 5b, 6а.

— Чтение. Упр. 2, с. 50–51.

Ключи: А3, В5, С2, D6, Е1, F4, extra – 7.

— Лексико-грамматическое задание. Упр. 3, с. 51.

Ключи: 1В, 2D, 3D, 4В, 5А, 6С, 7D, 8А, 9С, 10В, 11А, 12D, 13В.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 51 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

РЕЗЕРВНЫЙ УРОК планируется учителем самостоятельно с учётом уровня языковой подготовки. Можно совершенствовать языковые навыки, выполняя упражнения, не пройденные в цикле, можно провести урок обобщения и закрепления материала и т. д.

Ключи к оставшимся упражнениям цикла:

Упр. 3а), с. 39. 3. Shall; 4. had better not; 5. should; 6. Shall we; 7. had better; 8. should; 9. had better; 10. should; 11. is supposed to; 12. was supposed to.

Упр. 4, с. 43. 1. for (Preposition used with a period of time); 2. arrived (Tense used for an action completed in the past); 3. did (Verb collocation used with sports); 4. Interested (Preposition in used after the -ed form); 5. at (Preposition used with places); 6. teach (You teach somebody or something, but you only learn something); 7. think (“State” verb has no progressive form); 8. to understand (Verb followed by to-infinitive); 9. better (Irregular comparative); 10. a lot of (Quantifier used in affirmative sentences); 11. I’ve been learning (An action begun in the past and continuing to the present); 12. than (Collocation with rather).

More help, p. 145–146. 3, 5, 6, 8, 1, 7, 4, 10, 12, 9, 11, 2.

Упр. с), с. 47. untouched – unharmed; sensitive – delicate; shape – form; preserve – protect; erect – build; located – situated.

Упр. 3, с. 49. 1. Despite, As a result; 2. thus, even though; 3. nevertheless, however, looking ahead.

Упр. 4, с. 49. Примерные ответы: 1. Are there any rooms available? 2. Is it too late if I call you after 8 p.m. to confirm my reservation? 3. How much do you charge for a standard room per night? 4. There are four of us. Have you got any larger rooms? 5. Do you offer full English breakfast? 6. What’s the easiest way to get to your hotel?

ЦИКЛ 3. ЧЕЛОВЕК И ОБЩЕСТВО (UNIT 3. THE INDIVIDUAL AND SOCIETY)

Цели:

Обучающие (направленные на достижение предметных результатов):

— ознакомить учащихся с новыми лексическими единицами по теме «Человек и общество» и научить использовать их во всех видах речевой деятельности;

— научить учащихся рассказывать о современном устройстве общества и проблемах, о типичных стереотипах различных стран и национальностей;

— научить учащихся описывать внешность и характер – свои и других людей;

— повторить с учащимися слова-связки, модальные глаголы, фразовые глаголы и место дополнения в предложении, выражение будущего времени, отрицательные префиксы, правила образования существительных от прилагательных, употребление настоящего простого времени в описаниях текстов или фильмов, времена группы *present*, *past* и *future*;

— научить учащихся устойчивым фразам с предлогами;

— научить учащихся различать на слух произношение людей из англоговорящих стран и представителей других национальностей;

— научить учащихся описывать модели для подражания.

Развивающие (направленные на достижение метапредметных результатов):

— развивать умение самостоятельно определять цели деятельности и составлять планы деятельности, самостоятельно осуществлять, контролировать и корректировать деятельность, выбирать успешные стратегии в различных ситуациях;

— ориентировать на осознание целей и задач учебной деятельности, важность развития творческих способностей на основе участия в исследовательской и проектной деятельности;

— акцентировать внимание на необходимости сотрудничества в ходе выполнения совместной деятельности, важности самооценки и самоконтроля в учебном познании;

— развивать умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учётом гражданских и нравственных ценностей;

— развивать умение использовать средства информационных и коммуникационных технологий (далее — ИКТ) в решении когнитивных, коммуникативных и организационных задач;

— развивать умение ориентироваться в социально-политических и экономических событиях, оценивать их последствия;

— развивать умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Воспитательные (направленные на достижение личностных результатов):

— формировать российскую гражданскую идентичность, патриотизм, уважение к своему народу;

— формировать у учащихся гражданскую позицию активных и ответственных членов общества, осознающих свои права и обязанности, уважающих закон и правопорядок, осознанно принимающих традиционные национальные и общечеловеческие ценности;

— формировать нравственное сознание и поведение на основе усвоения общечеловеческих ценностей;

— формировать мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различные формы общественного сознания, осознание своего места в поликультурном мире;

— формировать эстетическое отношение к миру, включая эстетику быта, общественных отношений;

— формировать основы саморазвития и самовоспитания; готовность и способность к самостоятельной и творческой деятельности;

— формировать толерантное сознание и поведение личности в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нём взаимопонимания, находить общие цели и сотрудничать для их достижения;

— формировать осознание ценности здорового и безопасного образа жизни: неприятие вредных привычек; бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей.

УРОК 1 (ВВОДНЫЙ)

Задачи:

- развивать умения монологической речи по теме «Человек и общество»;
- повторить лексические единицы по теме «Человек и общество» и ознакомить с новыми;
- развивать умения чтения с полным пониманием.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

— Вводная беседа учителя о целях и задачах данного цикла. Можно показать фрагмент документального фильма по теме «Человек и общество», спросив учащихся, известно ли им что-либо о данной теме, какие проблемы могут быть затронуты в рамках этой темы и как они к этому относятся.

2. Основной этап. Развитие умений чтения и устной речи по теме «Человек и общество». Работа с материалом на с. 53.

3. Завершение урока. Подведение итогов.

Домашнее задание: Упр. d), с. 31 устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 2

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения аудирования с детальным пониманием;
- повторить слова-связки и предлоги.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Человек и общество».

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями. Упр. 1a)–e), с. 54–55.

Примечание: Перед прочтением текста обратите внимание учащихся на информацию на полях. Объясните им разницу между прилагательными *economic* (экономический) и *economical* (экономный).

Ключи: Упр. 1b), с. 54. A5, B4, C1, D6, E3, extra – 2. Упр. 1c), с. 54. 1. be discriminated against; 2. be conscious; 3. interact; 4. tolerant; 5. attitude; 6. challenge; 7. values; 8. socialise. Упр. 1d), с. 55. 1. external factors and internal values and habits; 2. every individual needs rules; 3. change its attitude towards society and its values; 4. people oppose or challenge society's values. Упр. 1e), с. 55. 2. conscious – conscience; 3. economic – economics; 4. identity – identify; 5. nation – national; 6. negotiation – negotiate; 7. religious – religion; 8. society – social; 9. solution – solve; 10. tolerant – tolerance; 11. tradition – traditional; 12. variety – vary; 13. violence – violent.

— Аудирование с детальным пониманием. Упр. 5, с. 57.

Аудиоскрипт:

Modern society and stress

Listen to a radio programme about modern teenagers and stress. Are these statements *true*, *false* or is the information *not stated*?

Presenter: Hello and welcome! This afternoon we are going to be talking about stress. Stress is a big problem in today's society – not just for adults but also for teenagers. With me in the studio today I have Jennifer Andrews from the organisation *Stressed UK*. Hello, Jennifer, and welcome to the programme.

Jennifer: Thank you. It's good to be here.

Presenter: More and more teenagers are stressed, aren't they?

Jennifer: That's right – and it's not really surprising. Modern life can often feel too fast. Teenagers have exams at school; they must make decisions about what job they want to do when they leave school; they sometimes feel worried about friendships, or they may be being bullied. And then of course, there are parents! Parents are not always the easiest people to live with!

Presenter: What happens when someone feels stressed?

Jennifer: Well, sometimes teenagers can't sleep, or they feel depressed, or want to cry. They may feel angry or impatient with themselves and other people. Sometimes they don't want to spend time with their friends anymore, or go to school. If stress goes on for a long time, it can actually make someone ill. Some doctors believe that stress is the cause of up to 90% of all illnesses.

Presenter: That sounds hard. Is there anything teenagers can do if they feel stressed?

Jennifer: Well, yes, the good news is that there are lots of things you can do. Even making small changes in your life can help you feel less stressed.

Presenter: Can you give us some examples?

Jennifer: Yes. Sport can be very helpful – for example jogging or team sports. When you do sport, your brain releases chemicals into your body, which make you feel more relaxed. You can also try and find time each day to do something you really enjoy. This might be reading a book, or playing the guitar. It might also just be sitting down with a nice cup of tea. It doesn't have to take very much time. If you feel really nervous, try some breathing exercises. These can really calm you.

Presenter: Is it true that sugar, caffeine and alcohol can make you feel more stressed?

Jennifer: Yes. I always tell teenagers who are feeling stressed to eat less sugar and avoid caffeine and alcohol. Eating healthy foods like salads, fruit, nuts and cheese can help you feel more relaxed.

Presenter: What about sleep?

Jennifer: Sleep is really important if you feel stressed. But it can be difficult to get to sleep when you are nervous or worried about things. It's important to try and go to bed at the same time every night (not too late!) and get up at the same time in the morning. Don't do schoolwork in bed and, if possible, don't use a computer or watch television just before you go to bed. Read a book instead. That's more relaxing. Of course, if the problem's bigger, it might be necessary to get professional help, from a doctor for example.

Presenter: Thank you, Jennifer, very much for talking to us today.

(текст звучит два раза)

Ключи: 1b, 2a, 3a, 4c, 5b, 6a, 7b, 8a, 9a.

— Повторение слов-связок и предлогов. Упр. 1a), с. 56, упр. 4, с. 57. **Примечание:** Если необходимо, перед выполнением упр. 1a) обратите внимание учащихся на информацию в разделе "Skills file" 3.8.

Ключи: Упр. 1а), с. 56. On the one hand, however, Furthermore. Упр. 4, с. 57. 1. in; 2. in; 3. to; 4. against; 5. to; 6. from; 7. about, on; 8. about, of; 9. in, of; 10. at, in.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1а), с. 54 устно; упр. 1б), с. 56 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1б), с. 56. 1. in fact; 2. for example; 3. however; 4. as a result; 5. Moreover; 6. For one thing; 7. Realistically; 8. In the long run.

УРОК 3

Задачи:

- развивать умения устной речи по теме «Описание людей»;
- повторить модальные и фразовые глаголы.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Развитие умений устной речи по теме «Описание людей». Упр. 2, с. 55. **Примечание:** В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 146.

— Повторение модальных и фразовых глаголов. Упр. 2а)–б), с. 56; упр. 3, с. 57.

Ключи: Упр. 2а), с. 56. 1. (A) had to; 2. (D) am able to; 3. (C) needn't; 4. (B) could; 5. (E) couldn't; 6. (F) might. Упр. 2б), с. 56. 2. It didn't rain yesterday, so we were able to play football. 3. Do we really have to copy the whole chapter? 4. The story Beth told you might be true. 5. You should go to the doctor's. 6. This must be the street where John lives. 7. Something must have happened. Упр. 3, с. 57. 1. I called on him yesterday. 2. I am picking her up at the airport. 3. I have already rung him/her up. 4. They had to call it off because of the rain. 5. The head teacher was looked into carefully. 6. Sheila certainly takes after her mother. 7. Unfortunately, she let me down last week. 8. I am afraid they will turn me down. 9. The neighbours can look after them.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 3, с. 55 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 4**Задачи:**

- развивать умения монологической речи по проблеме;
- развивать умения работы с опорами;
- повторить синонимы.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Развитие умений монологической речи по проблеме. Упр. 1а)–с), с. 58.

Ключи: С – conflict; D – belonging; А – future; В – decisions; E – dropping out.

— Развитие умения работы с опорами. Упр. 1d), с. 58. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию на полях. Объясните им разницу между существительными *adolescence* (подростковый возраст) и *adolescent* (подросток), а также фразовым глаголом *drop out* (выпадать, выбывать) и существительным *dropout* (отщепенец).

— Повторение синонимов. Упр. 5, с. 61.

Ключи: 1. b) evokes, c) conveys; 2. a) overjoyed, b) relieved, c) satisfied; 3. a) reported, b) claimed, c) suggested; 4. a) poor, b) harmful, c) unpleasant; 5. a) discuss, b) reveals, c) recalled.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1e), с. 58 устно; упр. 4, с. 61 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: In-: inability, incapable, incompetence, inequality, instability, intolerant; un-: unable, unconscious, unequal, unjust, unofficial, unpopular, unstable; im-: immortal, impolite, impermanent; il-: illogical; ir-: irrelevant; dis-: disability, disable, disinterest, disrespectful, dissatisfied.

УРОК 5**Задачи:**

- развивать умения чтения с детальным пониманием;
 - развивать умения аудирования с общим пониманием;
 - повторить способы выражения будущего времени и наречия.
- 1. Начало урока.**

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием. Упр. 2a)–b), с. 59.

Ключи: Упр. 2a), с. 59. A3, B4, C5, extra – 1, 2, 6. Упр. 2b), с. 59. 1F, 2B, 3D, 4E, 5A, 6C.

— Аудирование с общим пониманием. Упр. 3, с. 59. Прослушивание и выполнение заданий с последующим контролем.

Аудиоскрипт:

Emotions

You are going to hear five people talking about emotions. Match statements A–F with speakers 1–5. There is one extra statement.

Speaker 1

I really find it easy to cry. I'm always crying – about films, sad things on TV, my life, you know. Anything can make me cry! Afterwards I always feel better. I think people should show their feelings more openly. I read somewhere that women live longer than men because they cry, and men keep their feelings inside, and that's not healthy.

Speaker 2

I laugh and cry a lot. I remember when my mother died. We all cried a lot, of course, but later whenever we talked about our Mum, we laughed a lot about things she had said and done. I think it's very important to be able to do both – to laugh and cry. After all, that's what life's all about – sad things as well as happy things.

Speaker 3

I think it still isn't always acceptable for a man to cry in our society. People look so embarrassed if you do. And I have a theory. If you can't cry and let out your emotions, you get angry, and then you get aggressive, and the emotions come out in a negative way.

Speaker 4

I seldom get angry, but when I do there are fireworks! If you are a person who gets angry very easily, it's a good idea to do sports and work off your aggression. If you go for a long run, or spend an hour or two in the gym, your anger will just disappear.

Speaker 5

I think you can see one of the most frightening forms of anger in cars, in traffic. What they call "road rage". For example, when you're waiting at a red traffic light and it turns green, and the person in front of you doesn't move, and you can feel yourself getting really angry. Road rage can get so bad that people are killed!

(текст звучит два раза)

Ключи: 1B, 2D, 3F, 4A, 5C.

— Повторение способов выражения будущего времени и наречий. Упр. 1a)–b), с. 60; упр. 2, с. 60. **Примечания:** В слабых группах следует повторить теоретический материал в грамматических файлах 5.1–5.6. Также в слабых группах можно посоветовать учащимся выполнить упр. 1 в разделе “More help” на с. 146–147.

Ключи: Упр. 1a), с. 60 (More help, p. 146–147). 1. are having; 2. will start; 3. 'll just make; 4. is flying; 5. will have finished; 6. will be.

Упр. 1b), с. 60 (More help, p. 147). 1. will show; 2. are you going to be; 3. are you doing, am going; 4. will go; 5. leaves; 6. will be; 7. am going to cry; 8. Will phone.

Упр. 2, с. 60. 2. Understandably; 3. Apparently; 4. Hopefully; 5. Supposedly; 6. Eventually; 7. Surprisingly; 8. Obviously; 9. Strangely; 10. Strictly speaking.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 6, с. 61 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 6

Задачи:

- развивать умения устной речи по теме «Стереотипы»;
- развивать умения чтения с различными стратегиями;
- повторить словообразование;
- повторить времена группы *present, past, future*.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Развитие умений устной речи по теме «Стереотипы». Упр. 1a)–b), с. 62. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию на полях. Обсудите её с учащимися.

— Чтение с различными стратегиями. Упр. 2a)–c), с. 62. **Примечание:** После выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях. Обсудите её с учащимися.

Ключи: Упр. 2b), с. 62. **Примерные ответы:** 1. The message of the text is: Britain is a multicultural country, they accept all nationalities and religions, yet in spite of this, they are still considered British. 2. The writer let the readers know that the

British culture is very wide with a long history. 3. Учащиеся работают над этим заданием самостоятельно.

— Повторение словообразования. Упр. 1, с. 64.

Ключи: Bossy – boss – boss; boastful – boasting – boast; chaotic – chaos; disciplined – discipline – discipline; eccentric – eccentric; emotional – emotion; formal – formality; honest – honesty; lazy – laziness; modest – modesty; nationalistic – nationality; organised – organisation – organise; passionate – passion; polite – politeness; punctual – punctuality; reliable – reliability – rely; romantic – romance; rude – rudeness; tolerant – tolerance – tolerate.

— Повторение времён группы *present, past, future*. Упр. 3, с. 64–65. **Примечания:** В слабых группах следует повторить материал, затем приступить к выполнению заданий. В слабых группах можно также посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 147.

Ключи: Упр. 3, с. 64 (More help, p. 147–148). 1. moved; 2. has been living; 3. has ordered; 4. has lived; 5. is; 6. says; 7. doing; 8. are they going to arrest; 9. Will I be deported; 10. have been; 11. haven't slept; 12. haven't eaten; 13. lives; 14. discovered; 15. died; 16. found out; 17. had never registered; 18. applied; 19. was rejected; 20. had been living; 21. sent; 22. didn't possess. 23. arrived; 24. support; 25. is trying; 26. will be sitting; 27. was; 28. have been living; 29. will die; 30. Doesn't that make.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1с), с. 62 устно; упр. 2, с. 64 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 64. 1. tells; 2. says, can; 3. seems, expresses; 4. makes, have, are; 5. gives, opens, arrive, changes, murders, travels.

УРОК 7

Задачи:

- развивать лексические навыки устной речи;
- развивать умения аудирования с различными стратегиями;
- повторить образование вопросительных предложений.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Стереотипы».
- Проверка устного домашнего задания.

2. Основной этап.

— Развитие лексических навыков устной речи. Упр. 3, с. 63.

Ключи: 1D, 2H, 3I, 4B, 5G, 6C, 7J, 8E, 9A, 10F.

— Аудирование с различными стратегиями. Упр. 4a)–b), с. 63.

Аудиоскрипт:

Beyond stereotypes

a) Listen to the two people who were born in one country and grew up in another. Choose the correct answer.

Pam: My name is Pam. I was born and raised in Vietnam. Ten years ago we fled, and came to the United States. I miss my country. I was only seven when we came here and I soon learned English. But quite honestly, I don't like it here. I don't really want to be like teenagers here. They smoke, drink and swear, and say bad things about their parents. I don't want to do those things, even if it means I'm not accepted. I want to do what my parents taught me, and keep my self-respect. My parents are wonderful. They've worked very hard for us, and I don't want to disappoint them. They've taught us to be strong and independent, to value our Vietnamese traditions and culture, and not forget our Vietnamese language.

I have a few friends, but my best friends are my sisters and my cousins. We share the same language, the same background and the same upbringing. But at school I sometimes get lonely. I have experienced racism because I'm not white. When I tell my parents about it, they say: "Tell them you are an American citizen!" But I'm really only an American citizen on paper. In my heart I'm Vietnamese.

Mark: My name is Mark. I was born in England. My mother is American, and my father is British. When I was eight, my parents came to work in Brazil, where we've lived for the last ten years. One of the main differences between being a child in Brazil and in the UK is the climate. Here kids spend much more time playing outdoors. In the UK I spent more time playing video games and doing indoor things like that.

In Brazil I've always stood out because of my white skin, reddish blonde hair and blue eyes. Brazilians are a mixture of races. There were native Indians here originally; then the Europeans brought black slaves. Now there are people of all shades of skin, but I still stand out. When I was younger, I hated it because other kids called me names like "pale face". But now I enjoy being different. I feel special.

Sometimes I feel Brazilian and sometimes I feel British. I think you are lucky if you grow up in two cultures. It's an enrichment because you can choose the best elements of both.

(текст звучит два раза)

Ключи: Упр. 4а), с. 63. 1b, 2а, 3с, 4а, 5с. Упр. 4b), с. 63. 1а, 2b, 3b, 4b, 5с, 6а.

— Повторение образования вопросительных предложений. Упр. 4, с. 65.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 65 устно; упр. 3, с. 71 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 3, с. 71. Boastful – modest; chaotic – disciplined; easy-going – reserved; lazy – hard-working; loud – quiet; passionate – reserved; rude – polite; new – old.

УРОК 8. УРОК ЧТЕНИЯ (EXTENDED READING)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать лексические навыки устной речи;
- повторить употребление артиклей.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с общим пониманием. Упр. а)–b), с. 66–67. **Примечание:** Следует обратить внимание на то, что упр. b) требует ограниченное время, так как является тренировочным для подготовки к ЕГЭ. При контроле выполнения учитель должен обратить внимание на возникшие проблемы и помочь учащимся.

Ключи: Упр. а), с. 66. A3, B4, C5, D2, extra – 1. Упр. b), с. 67. 1b, 2d, 3с, 4d.

— Развитие лексических навыков устной речи. Упр. с), с. 67.

— Поисковое чтение. Упр. d)–e), с. 67.

Ключи: Упр. d), с. 67. 2. country; 3. stereotypes; 4. immigrants; 5. successful integration into the core culture; 6. segregation. Упр. e), с. 67. 1. According to; 2. pride; 3. principle; 4. Prejudice; 5. diversity; 6. attempts; 7. benefit.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. f), с. 67 устно; упр. g), с. 67 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. f), с. 67. 1. national; 2. vague; 3. ethnic; 4. obey; 5. shared.

Упр. g), с. 67. 1. -, -; 2. the, -, -, -; 3. -; 4. the, -, -, the, the, -. 5. -, the, -.

УРОК 9. ОКНО В МИР (WINDOW ON THE WORLD)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать лексические навыки по материалу текстов;
- развивать умения монологической речи по проблеме.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с полным пониманием прочитанного, с. 68.

— Поисковое чтение. Упр. a), с. 68.

Ключи: A – Canada; B – Thailand (также возможно Britain); C – the USA; D – Britain.

— Развитие лексических навыков. Упр. b), с. 68.

Ключи: 1. require; 2. conflict; 3. unity; 4. swear, take an oath; 5. participate; 6. place; 7. power; 8. stability; 9. ritual.

— Развитие умений монологической речи по проблеме. Упр. c), с. 68.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: мини-проект: упр. d), с. 68. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 10. О РОССИИ (RUSSIAN CORNER)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения поискового чтения;
- развивать умения устной монологической речи по прочитанному.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания. **Примечание:** Не обязательно опрашивать всех учеников, следует дать возможность выступить наиболее мотивированным.

2. Основной этап.

— Чтение с детальным пониманием, с. 69.

— Поисковое чтение. Упр. а), с. 69.

Ключи: 1E, 2F, 3C, 4B, 5D.

— Развитие умений устной монологической речи. Упр. b), с. 69.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 69 устно; упр. e), с. 69 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 11. УРОК ИСТОРИИ (CROSS-CURRICULAR STUDIES)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения устной речи по опорам с использованием данных;

- развивать умения работы по графической опоре.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием, с. 70.

— Развитие умений устной речи по опорам с использованием данных. Упр. а), с. 70.

Ключи: Примерные ответы: 1C immigration; 2F some 30 million people immigrated into the USA during the 19th and 20th centuries; 3A two stories of immigration; 4E Maria came to America as a baby; 5G two different stories of immigration; 6B the problems that people faced when moving to America; 7D where Maria tells about the difficulties she had to overcome.

— Развитие умений работы по графической опоре. Упр. b), с. 70.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 71 (проект). Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 12. УРОК ЗАЩИТЫ ПРОЕКТОВ

Задачи:

- развивать умения монологической речи;
- развивать умения монологической речи (ответы на вопросы).

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Традиции».

2. Основной этап.

Защита проектов. Важно, чтобы учащиеся не только представили свой проект и передали его содержание, но и ответили на вопросы одноклассников и выслушали их мнение по проекту.

Данный урок не должен превратиться в скучное мероприятие, когда один учащийся говорит, а другие его не слушают. Работать должны все. В группах, где не привыкли к проектной деятельности, учитель может сам задать вопросы и выступающему, и слушающим, чтобы мотивировать внимание. Для оценивания и самооценивания проекта можно дать зрительные опоры на доске:

— Frankly speaking, I like/don't like the project very much.

— I think it is interesting and well-done/not very interesting/boring.

— Most/Least of all I like ... и т. д.

Не забудьте про регламент! Защита учебного проекта, включая ответы на вопросы и самооценивание, не должна превышать 4 минут.

В больших группах можно продлить опрос и предложить более слабым учащимся выступить на следующем уроке, доработав проект.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Доработать проекты, устранив ошибки и учитывая замечания учителя и одноклассников. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 13. ПОДГОТОВКА К ЕГЭ (FOCUS ON EXAMS)**Задачи:**

- развивать умения аудирования с извлечением необходимой информации;

- развивать аналитические умения чтения;

- развивать лексико-грамматические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

— Проверка домашнего задания (доработанные проекты, если есть).

2. Основной этап. Данный урок является третьим уроком в году по подготовке к ЕГЭ, поэтому следует дать возможность обучающимся работать с материалом самостоятельно, соблюдая регламент. Учитель оценивает работу после, анализируя все

ошибки. В слабых группах можно следовать рекомендациям к первому уроку, то есть работать поэтапно, помогая учащимся и анализируя ошибки в ходе урока.

— Аудирование. Упр. 1, с. 72.

Аудиоскрипт:

Listen to the radio interview about diet and fitness. Are the statements *true*, *false* or is the information *not stated*?

Woman: Good evening, and welcome to *You and Your Health*. Now, since 2003, there has been a sharp rise in obesity rates among young people in the United States – children in this country are now fatter than they were five years ago. In the studio with me I have Patrick Cogee, who is an expert in diet and fitness. Welcome to the programme, Patrick.

Man: Thank you.

Woman: We often hear that it's unhealthy for children to be overweight. So how can they lose weight?

Man: Well, first of all, if someone is overweight, they really need to change the way they eat. They need to eat less unhealthy food and more healthy food.

Woman: OK. But which foods are unhealthy and which foods are healthy?

Man: Well, unhealthy foods usually have lots of fat and sugar in them. But they often taste great too. For example, chocolate.

Woman: Oh, I love chocolate!

Man: Yes, everyone loves chocolate! But it has lots of fat and sugar in it. And so if you eat too much of it, you put on weight. Of course, you can eat some chocolate without getting fat! So it is OK to eat a small amount once a week. But don't eat chocolate every day.

Woman: Hmm ... that's OK, I guess. What other foods are unhealthy?

Man: Well, fast foods like hamburgers and fries are also not very good for you. They have lots of fat and salt in them. And salt is bad for your heart.

Woman: OK. So what foods are healthy then?

Man: Well, fruit is low in fat and has lots of vitamins in it. Vitamins are really good for your body. I tell children to eat fruit every morning for breakfast. It doesn't matter what fruit you choose.

Woman: I usually have a bread roll for breakfast or a bowl of muesli. Is that healthy?

Man: Yes, it is. Bread and muesli are part of a group of foods called carbohydrates. Carbohydrates give us energy. And when we don't have enough energy, we feel very tired. It's important to eat

carbohydrates in the morning so that we have enough energy for the day ahead. And you can make your muesli even healthier by adding some fruit to it.

Woman: Great. What else can obese children do to lose weight?

Man: Well, sport is very important. In the modern world we don't move as much as we did fifty years ago because many people have cars and so they don't walk very much. Children often don't do much sport either – they watch television or play computer games instead.

Woman: So, how can we add more sport into our lives?

Man: Well, an easy way is to walk or cycle everywhere! Walk to school, walk to the shops. Or take up a sport you enjoy, like dancing. It can be fun to learn something new.

Woman: Great, thanks, Patrick. Those are really useful tips. Now, over to you. What do you think about diet and exercise? Send us an email to ...

(текст звучит два раза)

Ключи: 1a, 2c, 3b, 4b, 5a, 6c, 7c, 8b.

— Чтение. Упр. 2, с. 72–73.

Ключи: A3, C2, D1, E4, F5; extra – B, G, H.

— Лексико-грамматическое задание. Упр. 3, с. 73.

Ключи: 1. wildest; 2. particularly; 3. peaceful; 4. relaxing; 5. impressive; 6. exciting; 7. rocky; 8. useful; 9. lost; 10. traditional; 11. comfortable; 12. setting off.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 73 (личное письмо). Упражнения из тетради-тренажёра на усмотрение учителя.

РЕЗЕРВНЫЙ УРОК планируется учителем самостоятельно с учётом уровня языковой подготовки. Можно совершенствовать языковые навыки, выполняя упражнения, не пройденные в цикле, можно провести урок обобщения и закрепления материала и т. д.

Ключи к оставшимся упражнениям цикла:

Упр. 3, с. 60. Примерные ответы: 1. I try to catch up with it. 2. I usually write the new words down. 3. No, I always finish it off. 4. Yes, I sometimes give them up to relax. 5. I keep at it anyway.

Упр. 4, с. 64. 1. Are you married? 2. Do you live on your own? 3. Do you go out to work? 4. Do you own your house? 5. How long have you been living in your present house? 6. What do you do in your spare time? 7. What thing do you do with your children? 8. How old are your children?

Упр. 5, с. 64. 1. Welsh; 2. Scottish; 3. British; 4. English, Scottish; 5. Britons; 6. Scots, British; 7. the English, British.

Упр. 1, с. 71. 1. Although; 2. That is to say; 3. While; 4. However; 5. In the long run; 6. On the other hand; 7. In contrast.

Упр. 2, с. 71. 1. been able; 2. be able to; 3. can; 4. couldn't; 5. could; 6. can; 7. could.

Упр. 4, с. 71. 1b, 2b, 3b, 4a, 5c, 6b.

ЦИКЛ 4. ВЗАИМООТНОШЕНИЯ И СЕМЬЯ. (UNIT 4. RELATIONS AND FAMILY)

Цели:

Обучающие (направленные на достижение предметных результатов):

- ознакомить учащихся с новыми лексическими единицами по теме «Взаимоотношения и семья» и научить использовать их во всех видах речевой деятельности;

- научить учащихся рассказывать о проблемах и конфликтах, возникающих внутри семьи, и способах их решения;

- научить учащихся рассказывать о проблемах подростков и о том, как их можно избежать;

- научить учащихся избегать конфликтов в различных жизненных ситуациях;

- повторить с учащимися условные предложения разных типов, условные предложения 2-го и 3-го типов в нереальных ситуациях, возвратные глаголы, наречия, устойчивые словосочетания, времена группы *past*, правила употребления инфинитива и герундия после глаголов, употребление настоящего и прошедшего продолженного времени с *always*, количественные местоимения;

- научить учащихся устойчивым фразам и выражениям при возврате товара в магазин;

- научить учащихся устойчивым фразам и выражениям для выражения согласия и сравнения;

- научить учащихся письменно описывать произошедшую ситуацию, писать эссе «Ваше мнение», письменно выражать свою точку зрения.

Развивающие (направленные на достижение метапредметных результатов):

- развивать умение самостоятельно определять цели деятельности и составлять планы деятельности, самостоятельно осуществлять, контролировать и корректировать деятельность, выбирать успешные стратегии в различных ситуациях;

— ориентировать на осознание целей и задач учебной деятельности, важность развития творческих способностей на основе участия в исследовательской и проектной деятельности;

— акцентировать внимание на необходимости сотрудничества в ходе выполнения совместной деятельности, важности самооценки и самоконтроля в учебном познании;

— формировать готовность и способность к самостоятельной информационно-познавательной деятельности, включая умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников;

— развивать умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учётом гражданских и нравственных ценностей;

— развивать умение использовать средства информационных и коммуникационных технологий (далее — ИКТ) в решении когнитивных, коммуникативных и организационных задач;

— развивать умение ориентироваться в социально-политических и экономических событиях, оценивать их последствия;

— развивать умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Воспитательные (направленные на достижение личностных результатов):

— формировать российскую гражданскую идентичность, патриотизм, уважение к своему народу;

— формировать мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различные формы общественного сознания, осознание своего места в поликультурном мире;

— формировать нравственное сознание и поведение на основе усвоения общечеловеческих ценностей;

— формировать эстетическое отношение к миру, включая эстетику быта, общественных отношений;

— формировать основы саморазвития и самовоспитания; готовность и способность к самостоятельной и творческой деятельности;

— формировать толерантное сознание и поведение личности в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нём взаимопонимания, находить общие цели и сотрудничать для их достижения;

— формировать осознание ценности здорового и безопасного образа жизни: неприятие вредных привычек; бережное, ответственное и компетентное отношение к физическому и психологическому здоровью как собственному, так и других людей;

— формировать ответственное отношение к созданию семьи на основе осознанного принятия ценностей семейной жизни.

УРОК 1 (ВВОДНЫЙ)

Задачи:

- развивать умения монологической и диалогической речи по теме «Взаимоотношения и семья»;
- повторить лексические единицы по теме «Взаимоотношения и семья» и ознакомить с новыми;
- развивать умения чтения с полным пониманием прочитанного.

1. Начало урока.

- Фонетическая и речевая зарядка на усмотрение учителя.
- Вводная беседа учителя о целях и задачах данного цикла. Можно показать фрагмент документального фильма по теме «Взаимоотношения и семья», спросив учащихся, известно ли им что-либо о данной теме, какие проблемы могут быть затронуты в рамках этой темы и как они к этому относятся.

2. Основной этап.

- Развитие умений чтения по теме «Взаимоотношения и семья», с. 75.
- Развитие умений монологической речи. Упр. а), с. 75.
- Развитие умений диалогической речи. Упр. б)–д), с. 75.

3. Завершение урока. Подведение итогов.

Домашнее задание: Упр. е), с. 75 устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 2

Задачи:

- развивать лексические навыки устной речи по теме «Семья»;
- развивать умения чтения с детальным пониманием;
- развивать умения аудирования с общим пониманием;
- повторить возвратные глаголы.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Семья».
- Проверка устного домашнего задания.

2. Основной этап.

- Развитие лексических навыков устной речи по теме «Семья». Упр. 1, с. 76.

— Чтение с детальным пониманием. Упр. 2а)–б), с. 76–77.

Ключи: А6, В2, С1, D4, Е3, extra – 5.

— Аудирование с общим пониманием. Упр. 4, с. 79.

Аудиоскрипт:

Friendship

You are going to hear five people talking about friendship. Match statements A–F with speakers 1–5. There is one extra statement.

Speaker 1

Friendship? Well, my idea of friendship is that it's all about give and take. Who decides which film to watch, or where to go at the weekend? Sometimes it can be you and sometimes your friend. Nobody should always get their own way.

Speaker 2

What's a good friend? I think a good friend is somebody who is always there for you. If he or she phones and needs you, ten minutes later you should be there to help. You should never have anything more important to do if your friend needs to talk.

Speaker 3

I think a real friend will tell you what he or she really thinks when you ask for an opinion. They don't just tell you what you want to hear. That's what a friend is for. Sometimes it hurts, but it's better in the end.

Speaker 4

If your friend has something you haven't got – more money, a new bike, a laptop – you shouldn't think: "That's not fair" or "Why him and not me?" You should be happy for him or her.

Speaker 5

If you tell your friend: "I'll see you on Saturday," then you must be there on Saturday. If you forget, even if you say you're sorry, it will hurt your friend and sooner or later the friendship will break up.

(трек звучит два раза)

Ключи: 1С, 2А, 3F, 4В, 5D, extra – Е.

— Повторение возвратных глаголов. Упр. 3а), с. 79. **Примечание:** В слабых группах следует повторить теоретический материал в грамматическом файле 21.

Ключи: Russian: change (меняться), deal (справляться), decide (решаться), enjoy (наслаждаться), get lost (теряться), meet (встречаться), relax (расслабляться); English: enjoy.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2с), с. 77 устно; упр. 3b), с. 79 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 3b), с. 79. 2. enjoyed; 3. had been talking; 4. got along; 5. decided; 6. got lost; 7. remembered; 8. was feeling; 9. relax; 10. imagined; 11. changed; 12. deal; 13. said goodbye.

УРОК 3

Задачи:

- развивать умения аудирования с детальным пониманием;
- развивать лексические навыки устной речи;
- повторить употребление придаточных условия 2-го, 3-го и смешанного типов).

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Развитие лексических навыков устной речи. Упр. 3, с. 77.

— Аудирование с детальным пониманием. Упр. 4, с. 77.

Ключи: 1с, 2а, 3а, 4а, 5b, 6с, 7b, 8с, 9b, 10b.

— Развитие грамматических навыков (придаточные условия 2, 3-го и смешанного типов). Упр. 1а)–b), 2а)–d), с. 78. **Примечание:** В слабых группах следует повторить теоретический материал в грамматическом файле 9.1–9.3.

Ключи: Упр. 1а), с. 78. 1. When; 2. will; 3. weren't; 4. hadn't; 5. wants to; 6. If; 7. were; 8. had done.

Упр. 1b), с. 78.

	<i>if</i> -clause	main clause
Conditional 2	<i>past simple</i>	would/could/might + <i>infinitive</i>
Conditional 3	<i>past perfect</i>	would/could/might + have + <i>past participle</i>

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5b), с. 79 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 4

Задачи:

- развивать умения устной речи по проблеме;
- развивать умения чтения с различными стратегиями;
- повторить *past simple*, *past perfect progressive* и наречия.

1. Начало урока.

– Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

– Развитие умений устной речи по проблеме. Упр. 1а), с. 80.

– Чтение с различными стратегиями. Упр. 1а)–с), с. 80–81.

Ключи: Упр. 1b), с. 81. 1d, 2с, 3b, 4а, 5b, 6а. Упр. 1с), с. 81.

1. argues; 2. claim; 3. observed; 4. didn't experience; 5. criticises; 6. concluded; 7. stating; 8. view; 9. complained.

– Повторение *past simple*, *past perfect progressive* и наречий. Упр. 1, с. 82; упр. 3, с. 82. **Примечание:** В слабых группах следует повторить теоретический материал в грамматическом файле 1.2.

Ключи: Упр. 1, с. 82. 1. generally; 2. Not surprisingly, increasingly, unfortunately; 3. hopefully, particularly; 4. repeatedly, gradually, probably. Упр. 3, с. 82. 2. The old man explained that he didn't use a mobile because he couldn't read the numbers very well. 3. The old man added that he couldn't hear well either. 4. Chris emphasised that he would never use his mobile for online banking. 5. Sandra stressed that her last bill had been £100, even though she had only made short calls. 6. Jenny claimed she could do ten different things with that phone. 7. The housewife pointed out she could see a picture of the person she was talking too. 8. The father stated he didn't send text messages.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2, с. 82 устно; упр. 4, с. 82 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 82. Nowadays, by **surfing the Internet**, you can access a lot of **information** which in the past was much harder to get hold of. You can do other things with it too, such as use Facebook, where you can **update your profile** regularly, so that it remains accurate. Phoning has also been revolutionised. You can **use your mobile phone to send text messages**, for example, which is useful if the other person's phone is switched off. Упр. 4, с. 82. 2. had been surfing, came; 3. met, had been arguing; 4. didn't visit, had been looking forward; 5. answered, had been trying; 6. had been waiting, arrived.

УРОК 5

Задачи:

- развивать умения аудирования с детальным пониманием;
- развивать умения диалогической речи.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка домашнего задания.

2. Основной этап.

— Аудирование с детальным пониманием. Упр. 6, с. 83. Прослушивание и выполнение заданий с последующим контролем.

Аудиоскрипт:

Using technology

You are going to hear a radio programme about how young people in the UK use technology. Are these statements *true*, *false* or is the information *not stated*?

Interviewer: Hello and welcome to *Today's World*, the programme about life in the UK today. In the studio with me this morning I have Jane Evans from the organisation *Technology UK*. Welcome to the programme, Jane.

Jane Evans: Hello.

Interviewer: Jane, last month your organisation asked a group of 14- to 21-year-olds in the UK about how they use computers in their lives. What did you find out?

Jane Evans: Well, it was very interesting. First of all, we found out that 60% of all young people aged 14 to 21 in the UK have access to the Internet at home. That is most young people. And 25% have a computer *in their bedroom*. This means that for most young people in the UK, computers and the Internet are a very normal part of their lives.

Interviewer: Is that different to older people? I mean people in their 30s or 40s for example.

Jane Evans: Well, the main difference is that older people did not grow up with the Internet. They did not use the Internet when they were children. Remember the Internet did not become popular until 1993. So someone who is 40 now, did not start using the Internet until they were at least 20.

Interviewer: And I guess the Internet has changed a lot since 1993, hasn't it?

Jane Evans: Yes, it has. In 1993 the Internet was much smaller than it is now. It had much less information on it, and people mainly used it for business reasons – to send emails to their work colleagues for example.

Interviewer: And are there differences between how older people use the Internet and how younger people use it?

Jane Evans: Yes. Older people use the Internet mainly *to get information*. They go on the Internet to look up train times or to find out what is on at the cinema in the evening. They also like reading the newspaper on the Internet.

Interviewer: What about Internet shopping? Do older people do that too?

Jane Evans: Yes. Nowadays you can buy everything on the Internet. You can buy food, clothes, furniture. You can order tickets for a football match, or buy a cheap holiday. It's usually cheaper to buy things on the Internet than to go to a shop. And it saves time – and fuel – because you don't have to drive into town.

Interviewer: OK – so that is what older people use the Internet for. What about young people?

Jane Evans: Most young people – people aged between 14 and 21 – use the Internet in a different way. To communicate with other people.

Interviewer: You mean writing emails?

Jane Evans: Yes, I mean writing emails or chatting to friends. A lot of young people do this. But many also communicate by writing a diary on the Internet.

Interviewer: So a kind of Internet diary...?

Jane Evans: Yes, exactly. And there is a special name for Internet diaries. They are called blogs. And the people who write these blogs are called bloggers. Bloggers write about what is happening in their lives and how they feel about it. Sometimes they include photos or even videos.

Interviewer: Do they write every day?

Jane Evans: Some bloggers do. But others write their blogs once a week or once a month. There aren't any rules!

Interviewer: And why do young people write these blogs?

Jane Evans: Well, a blog is a great way of telling the world about your life and what you enjoy or don't enjoy doing. And many bloggers become writers or journalists later in life.

Interviewer: Well, sadly, that is all we have time for today. Thank you Jane very much for coming in to talk to us today. And if you would like to tell us your views on the Internet, send an email to todaysworld@londonradio.co.uk...

(трек звучит два раза)

Ключи: 1b, 2a, 3a, 4c, 5a, 6c.

— Развитие умений диалогической речи. Упр. 2, с. 81; упр. 5a)–b), с. 83.

Ключи: Упр. 5а), с. 83.

— Excuse me, I was wondering if you could replace this tablet PC with a different make.

— Do you still have the receipt?

— Yes, here you are.

— I'll see what I can do. One moment, please. Well, I'm afraid we can't do that. But how about another colour?

— Do you have it in white?

— White? OK, let's see if I can find you a replacement.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 7, с. 83 (эссе). Упражнения из тетради-тренажёра на усмотрение учителя. **Примечание:** В слабых группах можно посоветовать учащимся выполнить упр. 7 в разделе "More help" на с. 148.

УРОК 6

Задачи:

- развивать умения чтения с различными стратегиями;
- повторить употребление инфинитива и герундия;
- развивать умения устной речи по опорам.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Развитие умений устной речи по теме «Проблемы подростков» по опорам. Упр. 1, с. 84.

— Чтение с различными стратегиями. Упр. 2а)–с), с. 84–85.

Ключи: Упр. 2а), с. 84–85. A7, B2, C4, D5, E1, F3, extra – 6. Упр. 2б), с. 85. Ended up dropping out, didn't talk down, I teamed up, join in, I've given something back; other phrasal verbs: work out, get up.

— Повторение употребления инфинитива и герундия: Упр. 1–2, с. 86. **Примечание:** В слабых группах следует повторить теоретический материал в грамматических файлах 8.1 и 8.2.

Ключи: Упр. 1, с. 86. 1. volunteering; 2. to respect; 3. to get; 4. to build; 5. going, to go; 6. working, to get; 7. to work; 8. to build; 9. to rent; 10. to listen; 11. to get; 12. to build, to become, sleeping, being.

Упр. 2, с. 86. 2. Dad insisted on having forgotten his mobile phone. 3. Do you feel like practising for our presentation tonight? 4. How about helping me with this problem? 5. I have never been good at answering my parents' questions. 6. I am tired of

calculating this again and again. 7. Join us instead of playing computer games for hours. 8. Nobody can live without eating and drinking. 9. Our team won in spite of not having prepared well. 10. She apologised for lying. 11. We are fed up with paying for everything on our trip.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5а), с. 87 устно; упр. 5b), с. 87 письменно.

Ключи: Упр. 5а), с. 87. 1а, 2с, 3b, 4а, 5с, 6а. Упр. 5b), с. 87. 2. I have got a few coins in my purse. 3. Can you give me some (a word of) advice? 4. Have more bread. 5. I'd like all people to do this. 6. We have few alternatives. 7. I've got too much luggage. 8. He gave me some information.

УРОК 7

Задачи:

- развивать умения аудирования с детальным пониманием;
- развивать лексические навыки (сравнение и контраст);
- развивать умения устной речи по проблеме;
- повторить *present progressive* и *past progressive*.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Развитие умений устной речи по проблеме. Упр. 3, с. 85.

Примечание: В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 149.

Ключи: (More help, p. 149). 1. Firstly; 2. However; 3. Secondly; 4. Finally; 5. Whereas; 6. Perhaps; 7. Surprisingly.

— Аудирование с детальным пониманием. Упр. 6, с. 87.

Аудиоскрипт:

Bullying at school

Problems at home sometimes lead teenagers to bullying. Listen to the radio interview with Dave Kennedy, head teacher in a London school, then choose the correct answer.

Paula: Dave, how much bullying is there in schools?

Dave: Well, that's hard to say. Too much, I'd say, and it's increasing. Teachers are certainly worried that bullying is happening more and more often. We are also worried about it at our school, although we hope that we can solve the problem soon.

We know that students who are bullied could get bad marks, because a child who is unhappy won't do well at school.

Paula: What sort of forms does bullying take?

Dave: Well, usually a group of kids get together and look for somebody who is weaker or smaller. Then they make that child's life difficult. They frighten the child. Perhaps they make the child take money from his or her parents. Bullies often use violence, of course. Sometimes they steal things from the child.

Paula: What sort of students bully other kids?

Dave: Oh, it can be any students. Often they're bigger or stronger, but not always. Often they're not very sure of themselves. Sometimes they're not very good at school. Sometimes their home life isn't very happy. There are lots of reasons. And, of course, it's nothing new. There was lots of bullying at my school when I was a kid. I was bullied a lot when I was about 15.

Paula: Really? What happened?

Dave: Well, I was very good at school, and one or two of the bigger boys weren't, so they started bullying me.

Paula: What, just because you were better at school?

Dave: Well, that was the most important reason, but there was more to it than that. I wasn't good at sport. When they were picking boys to play on the football teams in PE lessons, the team captains always chose me last. And they laughed at me because I was Irish, you know, telling jokes about how stupid the Irish are. So I had a hard life at school.

Paula: What sort of things did they do when they bullied you?

Dave: They called me names and pushed me. They made me give them my homework. After school they followed me on my way home. They often hit me or kicked me, and sometimes they even took my pocket money from me. I had a terrible time.

Paula: Why did they do it?

Dave: Oh, that's not a big secret. The leader of the gang was a boy called Simon Weir. His father had left home when Simon was little. He had five brothers and sisters, and the family didn't have much money. He wasn't good at school, and his mother didn't have time to help him when he had problems with his homework. She had to work during the day, and when she came home, she had to cook and clean, so she was too tired to help him with his homework. At school the teachers often complained how bad he was. So he enjoyed bullying me. He liked the power that it gave him. Of course, I didn't realise that when I was at school.

Paula: I see. Well, now I understand why you're so worried about bullying at your school.

Dave: Yes, when I became a teacher, I decided that I would do my best to try to stop bullying at the school where I worked.

Paula: What are you doing to stop bullying at your school?

Dave: All our teachers look for signs of bullying – in school and outside school. If a student seems frightened or unhappy, we try to find out why. And we tell all our students that we will not allow bullying. We make our bullies clean the school toilets. They hate that!

(трек звучит два раза)

Ключи: 1b, 2a, 3b, 4c, 5b, 6c.

— Повторение *present progressive* и *past progressive*. Упр. 3, с. 86; развитие лексических навыков (сравнение и контраст). Упр. 4a)–b), с. 87.

Ключи: Упр. 3, с. 86. 2. are always missing lessons; 3. is talking; 4. are always getting lost; 5. is always blowing; 6. was always arguing; 7. is always complaining.

Упр. 4a), с. 87. 2. But there is also a number of similar details. 3. Only a detailed reading of the story shows differences. 4. The study compares teenagers from big cities and small towns. Упр. 4b), с. 87. 1. Unlike Johanna, Paul plans to work with young people. 2. Whereas brothers and sisters may argue a lot when they are young, later in life they are often close. 3. Kids liked talking to Paul rather than talking to teachers. 4. Five years ago 50% of the people used the Internet in comparison with 80% now.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 3, с. 93 устно; упр. 1, с. 93 письменно.

Ключи: Упр. 3, с. 93. 1. split; 2. dropped; 3. ended; 4. didn't talk; 5. teamed; 6. give. Упр. 1, с. 93. **Примерные ответы:** 1. It was my decision to give up smoking. 2. There was no possibility of reaching her. 3. We want you to study hard. 4. I couldn't imagine living without the Internet. 5. We are used to getting up early. 6. There is no need to hurry. 7. I'm looking forward to seeing you. 8. He kept working on his tablet PC. 9. It's time to go. 10. The President avoided criticising the Minister.

УРОК 8. УРОК ЧТЕНИЯ (EXTENDED READING)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения монологической речи по проблеме;
- повторить синонимы.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями, с. 88–89.

— Развитие умений монологической речи по проблеме. Упр. а)–d), с. 88–89.

Ключи: Упр. б), с. 89. 1. Things you expect at a disco: laser beams, smoke lights; things you wouldn't normally find there: ferris wheel, horse. 2. **Примерный ответ:** By comparing the disco with a ferris wheel and a horse they are riding, the writer makes you think that everything is spinning fast: music, lights. Упр. с), с. 89. 1. **Примерный ответ:** The writer seems not to be a good football player because he hurts himself at training every day. The last passage makes us understand that the writer spent the match as the reserve player, so he didn't take part in the match. If he had been a good player, he would have played. 2. **Примерный ответ:** Firstly, the writer says what trick he tries to master at football training, secondly, he talks about the injury he gets. Упр. d), с. 89. 1. **Примерный ответ:** It is called "Repetitions" because all people in the world have felt that feelings, and these feelings are as old as the world itself. So the writer wonders why she still feels this way. The repetitions the writer talks about are the feelings of love, which everyone experienced and experiences. 2. **Примерный ответ:** The author speaks of her feelings as if it is the first morning on Earth and all the things happen for the first time, yet the Earth has existed for many years and it's not the first time everything is happening.

— Повторение синонимов. Упр. е), с. 89.

Ключи: 1. gust; 2. gripped, held; 3. thrill; 4. hit, punched; 5. joy, pleasure; 6. gale; 7. clung; 8. strikes; 9. happiness, joy; 10. thumped, struck.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 93 устно; упр. f), с. 89 письменно.

Ключи: Упр. f), с. 89. 1. to ("forgot to let go" – *Football Training*); 2. in ("fell in the mud" – *Football Training*); 3. in ("it got in the way" – *Football Training*); 4. to ("we're riding to nowhere" – *On the Disco Floor*); 5. on ("The first morning on this Earth" – *Repetitions*); 6. at ("At last – the day of the match" – *Football Training*); 7. on ("Worked on my penalty kick" – *Football Training*).

УРОК 9. ОКНО В МИР (WINDOW ON THE WORLD)**Задачи:**

- развивать умения чтения с пониманием;
- развивать умения устной речи по прочитанному;
- развивать лексические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с полным пониманием, с. 90.

— Развитие лексических навыков. Упр. а), с. 90.

Ключи: 1. driving; 2. standing; 3. sitting; 4. holding; 5. myself; 6. ourselves.

— Развитие умений монологической речи по прочитанному. Упр. б), с. 90.

Ключи: It must be affordable, safe, all-weather, low in pollution, high in fuel efficiency.

— Развитие лексических навыков. Упр. с), с. 90.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 90 устно; упр. е), с. 93 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 10. О РОССИИ (RUSSIAN CORNER)**Задачи:**

- развивать умения чтения с детальным пониманием;
- развивать умения поискового чтения;
- развивать умения монологической речи по прочитанному.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием, с. 91.

— Поисковое чтение. Упр. а)–б), с. 91.

Ключи: Упр. а), с. 91. from, in, on, back, for, to, with.

— Развитие умений монологической речи. Упр. б)–с), с. 91.

Примечание: После выполнения упражнения обратите внимание

учащихся на информацию в рамке “info” на полях (с. 91). Обсудите её с учащимися.

Ключи: Упр. с), с. 91. 1. bake, roast; 2. fried; 3. grilled; 4. Boiled.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 91 устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 11. УРОК ИНФОРМАТИКИ (CROSS-CURRICULAR STUDIES)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения устной речи по прочитанному тексту;
- развивать лексические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями, с. 92.

— Развитие умений устной речи по прочитанному тексту.

Упр. а)–с), с. 92.

Ключи: Упр. а), с. 92. **Примерные ответы:** А – Hawking’s Biography; В – Managing Illness.

— Развитие лексических навыков. Упр. d), с. 92.

Примерные ответы: Т: TV, tablet PC, telephone, tape recorder, thermometer, touch screen technology, typewriter, tractor, tram, telescope; Е: email, e-reader, electricity, electronics, eyeglasses, electric blanket; С: CD-ROM, computer, compact disc, calculator, camera, coca-cola, compass, credit card; Н: hardware, helicopter, hula hoop, HTML (язык программирования); N: notebook, network, nanotechnology, nuclear energy; О: optic fiber, oven; L: laser, LCD, loudspeakers; О (see “O”); G: Google (поисковая система в Интернете), gasoline, glue, guitar, gum, gramophone, grenade; Y: Yahoo (поисковая система в Интернете), yo-yo.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 93 устно; упр. 2, с. 93 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 93. 1. hadn’t annoyed; 2. wouldn’t have known; 3. didn’t work; 4. didn’t have; 5. wouldn’t want; 6. hadn’t found, wouldn’t have changed; 7. hadn’t listened, wouldn’t have

felt. Упр. 4, с. 93. **Примерные ответы:** 1. Yes, let's do it face-to-face. 2. Sorry, I am a bit distracted today. 3. Yes, she really appreciated that. 4. I get the impression that the artist was really strange. 5. Well, I have more enthusiasm than you. 6. This is the effect of your hard training at the gym. 7. Well, he is looking at me very suspiciously.

УРОК 12. ПОДГОТОВКА К ЕГЭ (FOCUS ON EXAMS)

Задачи:

- развивать умения аудирования с извлечением необходимой информации;
- развивать умения чтения с детальным пониманием прочитанного;
- развивать лексико-грамматические навыки;
- развивать умения монологической речи.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап. Данный урок является четвёртым уроком в году по подготовке к ЕГЭ, поэтому следует дать учащимся максимальную возможность работать с материалом самостоятельно, соблюдая регламент. Учитель оценивает работу после, анализируя все ошибки. В слабых группах можно следовать рекомендациям к первому уроку, то есть работать поэтапно, помогая учащимся и анализируя ошибки в ходе урока.

— Аудирование. Упр. 1, с. 94.

Аудиоскрипт:

You are going to hear Peter, Jill and Adil talking about horrible jobs. Listen, then choose the correct answer.

Peter: The worst job I can imagine is one where I have to do the same thing every day – say, like working in a factory, a job with a lot of routine, where you'd get really bored, and where you don't earn much money, and you've got no future. Or an office job, where you only work with papers and documents, and you have eight hours a day to kill. I think I'd go mad!

Jill: Oh, Peter, there are jobs that are a lot worse than that. Think about dangerous jobs, or dirty jobs. For example, I read somewhere that the most dangerous job in America is a woodcutter. The death rate is thirty times higher than in a typical workplace. The next most dangerous is a fisherman. The third most dangerous is a roofer – you know, the people who repair your roof.

Adil: Oh, I agree with Jill. Danger is much worse than boredom. But I imagine that there are some jobs that are just horrible to do. I wonder, for example, who makes his or her living by killing all the animals we eat, you know, all the chickens for our soup, and the cows for our burgers?

Jill: Ugh, Adil, stop! I can't stand it! I'm glad I'm a vegetarian.

Adil: Or a dirty job such as working in a hospital laundry.

Peter: Oh, yeah. I once saw a programme called "Dirty Jobs" on the Discovery Channel. This guy called Mike Rowe did the dirtiest jobs you can imagine, to show us how some people spend their working day. For example, you know that blue cheese dip you get with your chicken wings? Well, somebody has to make it, and there are factories that produce it. The smell is horrible, and people actually work there. Mike Rowe interviewed some of them, and funnily enough, they looked quite happy!

Jill: What's the worst job you've ever had, Adil?

Adil: I once worked in a restaurant kitchen as a dishwasher. We had to put the food that was left on the plates into an enormous bin. By the end of the day the bin was full of a mixture of all kinds of stuff. It was disgusting. Sometimes I cut myself on the knives and forks, and if we broke anything, we had to pay for it. It was a horrible job – and the pay was really low.

Peter: The worst job I ever had was as a night watchman. It was very boring, and I found it hard to stay awake with no one to talk to and nothing much to do. The hours were endless. I also got nervous whenever I heard an unusual noise. My imagination went wild! What about you, Jill? What's the worst job you've ever done?

Jill: Well, I've never had a dangerous or dirty job, but once, when I was a student, I worked for a telephone marketing company, and it was just SO boring. It was like dial, dial, dial, ring, ring, ring, "Good morning, this is ..." – and they'd hang up on you! Frustrating! And I had to do that at least a hundred times a day.

Adil: OK, so we all agree that horrible jobs are dangerous, dirty and/or boring. So what's your ideal job?

Peter: I like my job now, but I'd like to travel more and ...

(текст звучит два раза)

Ключи: 1a, 2c, 3b, 4a, 5c, 6b, 7c.

— Чтение. Упр. 2, с. 94–95.

Ключи: A1, B3, C4, D2, E7, F5.

— Лексико-грамматическое задание. Упр. 3, с. 95.

Ключи: 1. imagination; 2. explorers; 3. length; 4. variety; 5. memorable; 6. friendly; 7. playful; 8. brightest; 9. sandy; 10. assures; 11. tourists.

— Развитие умений монологической речи (при наличии времени на данном уроке). Упр. 5, с. 95.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 95 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

РЕЗЕРВНЫЙ УРОК планируется учителем самостоятельно с учётом уровня языковой подготовки. Можно совершенствовать языковые навыки и умения, выполняя упражнения, не пройденные в цикле, можно провести урок обобщения и закрепления материала и т. д.

Ключи к оставшимся упражнениям цикла:

Упр. 5а), с. 79. **Примерные ответы:** – I asked you not to read my emails ever! – I don't know what you are talking about! Your mailbox was opened; I just closed it, that's all.

ЦИКЛ 5. СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ (UNIT 5. THE MEDIA)

Цели:

Обучающие (направленные на достижение предметных результатов):

— ознакомить учащихся с новыми лексическими единицами по теме «Средства массовой информации» и научить использовать их во всех видах речевой деятельности;

— познакомить учащихся с историей возникновения СМИ;

— научить учащихся рассказывать о типах СМИ, говорить о достоинствах и недостатках каждого из них;

— повторить с учащимися причастные обороты, неопределённые местоимения, конструкции *either ... or/neither ... nor*, союзы, косвенную речь, страдательный залог в различных временах, конструкцию *verb + object + present participle*, причастные обороты с *(After) V_{ing}*, причастия настоящего и прошедшего времени;

— повторить синонимы, прилагательные для описания новостей;

— научить учащихся делать презентацию, сообщать новости в роли ведущего новостей;

— научить учащихся писать эссе «Ваше мнение» и газетную статью.

Развивающие (направленные на достижение метапредметных результатов):

— развивать умение самостоятельно определять цели деятельности и составлять планы деятельности, самостоятельно осущест-

влять, контролировать и корректировать деятельность, выбирать успешные стратегии в различных ситуациях;

— ориентировать на осознание целей и задач учебной деятельности, важность развития творческих способностей на основе участия в исследовательской и проектной деятельности;

— акцентировать внимание на необходимости сотрудничества в ходе выполнения совместной деятельности, важности самооценки и самоконтроля в учебном познании;

— развивать умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учётом гражданских и нравственных ценностей;

— формировать умение использовать средства информационных и коммуникационных технологий (далее — ИКТ) в решении когнитивных, коммуникативных и организационных задач;

— развивать умение ориентироваться в социально-политических и экономических событиях, оценивать их последствия;

— развивать умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Воспитательные (направленные на достижение личностных результатов):

— формировать российскую гражданскую идентичность, патриотизм, уважение к своему народу;

— формировать мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различные формы общественного сознания, осознание своего места в поликультурном мире;

— формировать эстетическое отношение к миру, включая эстетику быта, общественных отношений;

— формировать основы саморазвития и самовоспитания; готовность и способность к самостоятельной и творческой деятельности;

— формировать толерантное сознание и поведение личности в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нём взаимопонимания, находить общие цели и сотрудничать для их достижения;

— формировать экологическое мышление, понимание влияния социально-экономических процессов на состояние природной и социальной среды;

— формировать осознание ценности здорового и безопасного образа жизни: неприятие вредных привычек; бережное, ответственное и компетентное отношение к физическому и психологическому здоровью, как собственному, так и других людей.

УРОК 1 (ВВОДНЫЙ)

Задачи:

- развивать умения монологической речи по теме «Средства массовой информации»;
- повторить лексические единицы по теме «Средства массовой информации» и ознакомить с новыми;
- развивать умения чтения с полным пониманием.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

— Вводная беседа учителя о целях и задачах данного цикла. Можно показать фрагмент документального фильма по теме «Средства массовой информации», спросив учащихся, известно ли им что-либо о данной теме, какие проблемы могут быть затронуты в рамках этой темы и как они к этому относятся.

2. Основной этап. Развитие умений чтения и устной речи по теме «Средства массовой информации». Работа с материалом на с. 97.

3. Завершение урока. Подведение итогов.

Домашнее задание: Упр. d), с. 97 устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 2

Задачи:

- развивать умения чтения с детальным пониманием по теме «Средства массовой информации»;
- повторить причастные обороты и неопределённые местоимения.

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Средства массовой информации».

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием. Упр. 1a)–e), с. 98–99.

Примечания: Перед выполнением упражнений обратите внимание учащихся на информацию на полях (*medium – media*). Поясните учащимся различия в написании существительного *programme*.

Ключи: Упр. 1a), с. 98. 19th century – 1930s; 1950s; 1990s; 21st century.

Упр. 1b), с. 99. A4, B5, C1, D2, E3, extra – 6.

Упр. 1с), с. 99. Into, in, at, with, within, throughout.

Упр. 1d), с. 99. However, Then, In addition, Whereas, therefore, on the other hand, however.

Упр. 1e), с. 99. **Примерные ответы:** 1. In the last 19th century, the growth of the mass media started when printing and papermaking made it possible to print large quantities of written information quickly and at low cost. 2. In the late 20th century, the growth of the new media went on because of the digital revolution that changed media content. 3. The mass media are owned by large publishing houses and broadcasting corporations and paid for by sponsors on commercially operated television. 4. The new media, on the other hand, are controlled by big business and the sources of content are local and come from individual citizens.

— Повторение причастных оборотов. Упр. 1, с. 100; повторение неопределённых местоимений. Упр. 2, с. 100.

Ключи: Упр. 1, с. 100. 2. Fearing that there will be a loss of privacy, critics warn of the dangers of the Internet. 3. Changing information into bits and bytes, the Internet has created new forms of sharing information. 4. Looking for a new anchorman, the BBC offered the job to Martin Frost. 5. Getting to work always on time, Martin wants to make a good impression. 6. Being not able to speak Russian, he can't order a meal in the restaurant. 7. Having not known whom to ask, Kat walked up the first person she saw. 8. Having seen the traffic jam ahead, Kevin left the motorway and took another road.

Упр. 2, с. 100. 2. You can send me either an email or a text message. 3. He neither emailed nor phoned me. 4. Brian neither reads a newspaper nor listens to the radio news. 5. We call it either a "mobile phone" in Britain or a "cell phone" in the USA. 6. I have neither got time to go on holiday nor any money. 7. The blouses come either in red or blue.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 3a), с. 100 устно; упр. 3b), с. 100 письменно. **Примечание:** В слабых группах можно посоветовать учащимся выполнить упр. 3a), с. 100 в разделе "More help" на с. 150. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 3a), с. 100 (More help, с. 150). 1. a) existence, b) life; 2. a) conquered, b) defeated; 3. a) collect, b) store; 4. a) spectators, b) observers; 5. a) primary, b) fundamental; 6. a) check, b) control.

УРОК 3**Задачи:**

- развивать умения аудирования с различными стратегиями;
- повторить союзы и косвенную речь.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Аудирование с различными стратегиями. Упр. 2a)–b), с. 99. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 99). Обсудите её с учащимися.

Аудиоскрипт:**An interview with an anchorman**

a) Listen to the radio interview with the BBC’s new presenter (anchorman), then choose the correct answer.

Interviewer: From next Monday the BBC’s morning news will have a new presenter, Martin Frost. Today Martin is here with us in the studio. Good morning, Martin.

Martin: Hi there, good morning.

Interviewer: Martin, where and how did you start your career in news reporting?

Martin: Well, it’s going back a few years, but originally I trained to be a print journalist, and worked for newspapers and magazines for several years.

Interviewer: And your career with the BBC?

Martin: Before I ever went behind a studio desk, I was a foreign correspondent. I reported and presented live news from abroad.

Interviewer: And you reported on some of the most important events of our times. What were the highlights for you?

Martin: Well, the most dramatic assignments I had were reporting from Sri Lanka following the Asian tsunami, and from New Orleans after Hurricane Katrina.

Interviewer: I believe you have also specialised in investigative reports. For example, you have reported on trade in human organs in India and on the murder of street children in Brazil. Is that right?

Martin: Yes, that’s right. I also made a documentary on the real reasons for the civil war and famine in Somalia, and I was in Kosovo.

Interviewer: Tell us something about famous people you’ve interviewed as a reporter.

Martin: The most impressive person I ever interviewed was Nelson Mandela, and the most scary was the Libyan leader Colonel Gaddafi.

Interviewer: Why was he so scary?

Martin: Well, his appearance, and extreme ideas.

Interviewer: Martin, you've won some important awards for your work, and last year you were voted Media Personality of the Year. How did you feel about that?

Martin: Mixed feelings really. On the one hand, I'm very proud to be recognized, on the other, I always work as part of a team, and without the other members I couldn't do what I do.

Interviewer: What will be new in your job as an anchorman?

Martin: Well, in one way the job is the same, that is to research and explain complex things in a simple way. But the range of topics will be more varied. I've spent most of my career involved in foreign international news, doing what I think were very challenging stories. In my new job, I'll be dealing with domestic issues too. And we'll have to select a variety of stories – perhaps there'll be half a dozen “must do” stories every day. But I have full confidence in Joanne Marley, our editor, and her team.

Interviewer: Any other changes from life as a news reporter?

Martin: Well, I won't need to travel so much, and my family will be very happy about that. But I'll have to be very, very disciplined about getting up in the morning. I have to be in the studio by five!

Interviewer: Still, we hope you enjoy the new challenge, and wish you lots of success.

Martin: Thanks.

(текст звучит два раза)

Ключи: Упр. 2а), с. 99. 1а, 2с, 3b, 4с.

Упр. 2b), с. 99. 1с, 2а, 3b, 4с, 5b, 6b.

— Повторение предлогов. Упр. 4а)–b), с. 101; повторение косвенной речи. Упр. 5, с. 101.

Ключи: Упр. 4а), с. 101. 1С, 2D, 3E, 4G, 5F, 7A.

Упр. 4b), с. 101. 2. Newspapers' income from advertising has declined due to a decrease in readers. 3. He believes his headaches are due to long hours at the computer. 4. We have no time to meet next week because of the exams. 5. The game had to be cancelled because of the continental rain. 6. They wouldn't allow him into the club because of his age.

Упр. 5, с. 101. 2. The interviewer asked him where and how he had started his career in news reporting. 3. Martin said he had been a foreign correspondent before he had gone behind a studio desk. 4. The interviewer asked him to tell them something about the famous people he had interviewed. 5. The interviewer asked

him how he had felt about that. 6. Martin said he always worked as a part of a team. 7. The interviewer asked him what new would be in his job as an anchorman. 8. Martin said in his new job he would also be dealing with domestic issues. 9. Martin said he wouldn't need to travel so much and his family would be very happy about that.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 6, с. 101 (эссе). Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 4

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения монологической речи по опорной схеме;
- развивать умения аудирования с общим пониманием;
- повторить косвенную речь.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Чтение с различными стратегиями. Упр. 1a)–b), с. 102.

Ключи: Упр. 1b), с. 102. A3, B5, C4, D2, E6, extra – 1.

— Развитие умений монологической речи по опорной схеме. Упр. 1c), с. 102.

Ключи: Newspapers: article, journalist, editor, story, headline, reader.

– Аудирование с общим пониманием. Упр. 2, с. 102.

Аудиоскрипт:

The structure of a news story

You are going to hear a journalist talking about three different styles of writing: *academic*, *chronological* and *journalistic*. Listen, then do the tasks below.

I hope there are no English teachers around because what I'm going to tell you goes directly against what your English teacher has told you. Your English teacher teaches you to write in an academic style. So you start out with an introduction, you have an exposition, and you have a conclusion to your piece of writing. We don't do that in news. No introduction, no conclusion, only exposition.

Now, there are three different ways to write a story. One is the academic style that your English teacher has told you. The other style of writing you'll often see is the chronological style. Most

movies are done in this. You start at the beginning and you work your way through to the end, based upon time. Most novels are written the same way.

But let me ask you this: if I was coming into work this morning and I got out of the car, and I put my foot down and I got stung by a scorpion, how do you think I would tell you that story? Would I go into the office and say: “Oh, I got up this morning, I had a shower, I had a coffee, I had some breakfast. I read the newspaper, I got in my car, I drove to work. Oh, and by the way, I got stung by a scorpion.” Of course I wouldn’t tell it that way. That’s the chronological way of telling it. I wouldn’t tell it the academic way. I wouldn’t come into the office and say: “I have a story to tell you about something important that has happened to me recently.” I wouldn’t tell you that way either. I would tell you in the inverted pyramid way. I would come into the office and say: “I just got stung by a scorpion. I don’t feel too well. Can somebody take me to the hospital?” That’s the way I would tell you the story. That’s the most efficient way for communicating important information. Put the important stuff at the beginning, don’t worry about an introduction, and work your way down to the least important things.

Now, what are the advantages of this? It matches the reader’s habits. Most readers don’t read an entire news story. They look at the headline. If that interests them, they read the first sentence, which is called the lead. If that still interests them, they continue reading down. But normally, most readers, in most cases, will quit before they get to the end of the story.

Ключи: The journalistic style matches the reader’s habits. It’s also easier to read stories written in this style, since the most important information is put at the beginning and is worked down to the least important things.

— Повторение косвенной речи. Упр. 2, с. 104. **Примечания:** В слабых группах следует повторить теоретический материал в грамматических файлах 6.3 и 6.4. В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 150.

Ключи: Упр. 2, с. 104 (More help, с. 150). He is said to be in a critical condition. An injured woman was saved by passing motorists from a burning car. Fortunately, the driver was rescued. The driver was airlifted to a hospital. The car is thought to be a silver Toyota. He was also taken to a hospital in Swindon, where he is kept under observation. It is believed that the driver of the Ford had lost control on the wet road before he crashed into the

Toyota. Motorists who witnessed the accident are being interviewed by the police.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 3а)–б), с. 104 устно; упр. 1, с. 104 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 3а), с. 104. **Примерный ответ:** The spokesperson **said** that was the biggest catastrophe in the history of the Mississippi area. He **stated** that thousands were homeless. He **stressed** the disaster was so huge that reacting to it was almost impossible. He **emphasised** that they were doing everything they could to help people. He **explained** that the army and medical services were in the area, and **added** that the day before the government had set aside \$2 billion dollars to rebuild the area. He **told the reporters** that more help would arrive in the following few days. He **promised** that they would let them have more information as soon as it was available.

Упр. 3б), с. 104. A spokesman said they were not a nightclub with a strict dress code, and jeans and trainers were of course more than welcome. He added that they did, however, request that customers did not shop in their PJs or nightgowns. He explained this was to avoid causing offence or embarrassment to others.

Упр. 1, с. 104. 1. had run; 2. viewers; 3. largest; 4. complaining; 5. verbally; 6. actress; 7. demonstrations; 8. withdrew; 9. being; 10. bullying; 11. won; 12. having gained.

УРОК 5

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения аудирования с детальным пониманием;
- повторение сложного дополнения с причастием настоящего времени.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием. Упр. 3, а)–с), с. 103.

Примечание: После или во время выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 103).

Ключи: Упр. 3b), с. 103. 1а, 2с, 3с, 4с.

— Аудирование с детальным пониманием. Упр. 6, с. 105. Прослушивание и выполнение заданий с последующим контролем.

Аудиоскрипт:

Interview with a young writer

Listen to the interview with the American writer, Christopher Primo. Are these statements *true*, *false* or is the information *not stated*?

Interviewer: Good evening, and welcome to *Book Club*, with me, Rosanne Klein. This evening, I have in the studio with me the writer Christopher Primo, author of the highly successful *Dragonfire Trilogy*. Christopher, hi, and welcome to the programme.

Christopher: Hi.

Interviewer: I'd like to start by asking you some questions about yourself. Your education was a bit different from that of most young people. Can you tell us a bit about that?

Christopher: I didn't go to a regular high school like most kids. I was a homeschooler, in other words, I had all my lessons at home and my teachers were my Mom and Dad.

Interviewer: And you also finished high school early.

Christopher: Right. I got my high-school diploma when I was fifteen, not eighteen, which is the normal age.

Interviewer: And you're nineteen years old now.

Christopher: Right.

Interviewer: Do you still live at home?

Christopher: Yes, I live in my parents' home here in Montana with my Mom and Dad and my younger sister.

Interviewer: OK. Let's talk about your books, the *Dragonfire Trilogy*. A trilogy means there are three books. How many have you written so far?

Christopher: The first book, *Dragonland*, came out last year. The second book was published just last week. And I plan to finish the third book next year.

Interviewer: When did you start writing the trilogy?

Christopher: I started thinking about it a long time ago, but I began writing straight after I finished my high-school studies, so when I was fifteen.

Interviewer: Did you know at the beginning that there would be three books?

Christopher: Yeah. I planned all three books right at the start.

Interviewer: How long did it take to write the first book – you said it came out last year, right, so that was, what, about three years?

Christopher: Yeah. Altogether it took about three years to finish. I had never written a book before, and it wasn't as easy as I imagined! I had a lot to learn.

Interviewer: Your first book was very successful, though, and now you're a famous author.

Christopher: Hmm, yeah, I guess so. I still can't believe it's happening, but it's a good feeling that lots of people like my books.

Interviewer: Let's talk about writing books for a moment. The *Dragonfire Trilogy* is a fantasy. Why did you choose to write that sort of book?

Christopher: Because those are the books I like reading myself. I think at the beginning, when I started writing, I wanted to write a book I would just enjoy myself.

Interviewer: Where did your ideas come from, for the stories, the characters and so on?

Christopher: They're all from my head. Well, except one, and that's a character in the stories who is based on my sister. One of the things in the books which is very important is the setting, Dragonland. That's based on where I live.

Interviewer: Here in Montana.

Christopher: Right. Montana is a beautiful state with mountains, forests, lakes ... From the window of my room at home in my parents' house I can see the mountains. When I describe Dragonland, I'm writing about Montana.

Interviewer: How do you write?

Christopher: I think the most important thing about writing is planning. I spent a long time thinking and planning before I began the trilogy. I even made a map of Dragonland so I knew exactly where all the places were. If you don't have a good plan, you'll never write a good story. After that, writing the text isn't so hard. But you need to know exactly where you're going with the story first.

Interviewer: Two of your books are out, then, Christopher, and the third will be out next year. Can you tell us what will happen in the third book? Will it have a happy ending?

Christopher: I'm afraid you'll have to buy the book and read it when it appears.

Interviewer: So you won't tell us how the trilogy ends?

Christopher: Sorry, no way.

Interviewer: OK. Christopher, thanks very much indeed for this interview.

Christopher: You're welcome.

(текст звучит два раза)

Ключи: 1с, 2а, 3б, 4б, 5б, 6с, 7б, 8а.

— Повторение сложного дополнения с причастием настоящего времени. Упр. 4, с. 105. **Примечание:** В слабых группах следует повторить теоретический материал в грамматическом файле 8.3.

Ключи: 3. smelt something burning; 4. saw flames coming; 5. heard people shouting; 6. saw a big crowd standing; 7. heard a fire brigade coming; 8. watched the firefighters setting up; 9. noticed two people climbing; 10. saw a cat running; 11. noticed a woman waving.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 105 устно; упр. 3d), с. 103 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 5, с. 105. Events – positive: amazing, amusing, exciting, funny, impressive, incredible, sensational, spectacular, thrilling; negative: appalling, catastrophic, depressing, disastrous, dramatic, sad, terrible, tragic; neutral: tense.

News reports – positive: accurate, clear, compassionate, educational, emotional, entertaining, factual, fair, lively, matter-of-fact, objective, precise, reassuring, reliable, sentimental, unbiased, visually interesting; negative: authoritative, biased, critical, dramatic, inaccurate, subjective, unreliable, unsentimental; neutral: balanced, convincing, dry, informal, moderate, observant, persuasive, spontaneous.

Упр. 3d), с. 103. is not permitted, have been banned, have been put up, must be worn, is permitted.

УРОК 6

Задачи:

- развивать умения чтения с различными стратегиями;
- причастия;
- развивать умения устной речи.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями. Упр. 1a)–b), с. 106.

Примечание: Перед выполнением упражнений обратите внимание учащихся на информацию на полях.

— Развитие умений устной речи. Упр. 1a)–b), с. 106. **Примечание:** После выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 106). Обсудите её с учащимися.

— Повторение причастий. Упр. 1–2, с. 108.

Примечание: В слабых группах следует повторить теоретический материал в грамматическом файле 11.3.

Ключи: Упр. 1, с. 108. 2. Having driven an SUV, I know it has high fuel consumption. 3. Having worn a fur coat, I never want to wear another kind of coat. 4. After having used plastic bottles for years, people are changing them for glass. 5. After having produced a lot of energy from coal-fired power stations, how can they claim to be “green”? 6. After having eaten five bags of crisps, I feel ill! 7. After having compared the prices, I decided to buy this model. 8. Having bought a lot of cosmetics, she has no money left this month.

Упр. 2, с. 108. 3. tired; 4. embracing; 5. advertising; 6. spending; 7. lying; 8. bought; 9. tested; 10. living.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1с), с. 107 устно; упр. 3, с. 108 письменно.

Ключи: 1. leading; 2. would catch; 3. dropping; 4. would continue; 5. was talking; 6. Did you see; 7. have seen; 8. had learnt; 9. was growing.

УРОК 7

Задачи:

- развивать умения чтения с общим пониманием;
- развивать умения аудирования с детальным пониманием;
- развивать лексические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с общим пониманием. Упр. 2а)–б), с. 107. **Примечания:** В слабых группах можно посоветовать учащимся выполнить упр. 2б) в разделе “More help” на с. 151. Если останется время, обсудите с учащимися две рекламы кофе на полях.

Ключи: Упр. 2а), с. 107. The paragraph goes after the first passage of the essay (“Advertising is a part of our daily life: the commercials heard on the radio and seen on television, the ads in magazines and much more”).

Упр. 2б), с. 107 (More help, p. 151). 1. Secondly; 2. As a result; 3. Thirdly; 4. In the end; 5. Despite this; 6. For example; 7. Furthermore; 8. Finally; 9. in my opinion; 10. whereas; 11. In conclusion.

— Аудирование с детальным пониманием. Упр. 5, с. 109.

Аудиоскрипт:

What to say and what not to say

Listen to the conversations and choose the correct answer.

1

English woman: Good morning, Chris. And how do you like your room?

2

American teenager: Hi. Well, how do you like this weather?!

3

English man: So, have you heard from your family?

4

American woman: We thought we'd have a barbecue tonight, OK?

Ключи: Поясните учащимся, что американцы любят краткие чёткие ответы, тогда как англичане предпочитают отвечать подробно. 1b, 2a, 3a, 4a.

— Развитие лексических навыков. Упр. 4, с. 109.

Ключи: 1. comparison; 2. satisfy; 3. current; 4. convince; 5. advertising; 6. consumer; 7. attracts; 8. persuasive; 9. influence; 10. critical.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 3, с. 107 (эссе). Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 8. УРОК ЧТЕНИЯ (EXTENDED READING)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения монологической речи;
- повторить косвенную речь.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Чтение с различными стратегиями, с. 110–111.

Примечание: Следует обратить внимание на то, что упр. б) и е) требуют ограниченное время, так как являются тренировочными для подготовки к ЕГЭ. При контроле выполнения учитель должен обратить внимание на возникшие проблемы и помочь учащимся.

Ключи: Упр. б), с. 111. D, H, F, B, C, E, I, G, J, A.

Упр. с), с. 111. 2. After they go through customs; 3. A vet will

check on them regularly, (and) speak to them to calm them; 4. I judge from my experience; 5. In a strange environment, to hear a familiar voice is helpful.

Упр. е), с. 111. 1. Xie Hao, their principal keeper, said that the pandas were quite used to those cages. They often moved the bears between enclosures, usually every month or two, to keep them active and curious. Usually he called them in, and sometimes he offered a bit of food to convince them.

Упр. г), с. 111. 1. threatened; 2. evacuate; 3. customised; 4. lush; 5. convince; 6. judging; 7. decline to disclose; 8. load; 9. vet.

— Развитие умений монологической речи по проблеме. Упр. а), с. 110.

— Повторение косвенной речи. Упр. д), с. 111.

Ключи: into, to, along, with, on, from, on, inside.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. h), с. 111 устно; упр. f), с. 111 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. f), с. 111. 2H, 3B, 4D, 5G, 6E, 7C, 8A.

УРОК 9. ОКНО В МИР (WINDOW ON THE WORLD)

Задачи:

- развивать умения чтения с полным пониманием;
- развивать умения монологической речи по прочитанному тексту.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с полным пониманием, с. 112. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 112). Обсудите её с учащимися.

Ключи: Упр. b), с. 112. 1. extend, runs; 2. climax; 3. Viewers, comedies; 4. series, episodes; 5. hero, heroine (heroine, hero), villain; 6. realism.

— Развитие умений монологической речи по прочитанному тексту. Упр. с), с. 112.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. d), с. 112 устно; упр. 1, с. 115 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1, с. 115. **Примерные ответы:** 1. Because newspaper articles have the same structure, it's easy to read them. 2. Since he writes fantasy stories, the truth seems boring to him. 3. The game had to stop, due to a heavy rain. 4. As he can't find a job in his home town, he decided to move to another one. 5. Shoppers may offend other customers by wearing night gowns in a shop. 6. There were bad floods in the region because of the tsunami. 7. As a result of the rise in sea levels, a lot of southern regions suffered from floods. 8. After the tsunami, the rescue crew arrived quickly. Otherwise there would be a lot more victims. 9. Having read all about citizen journalism, I decided to try it myself. 10. Our teacher is ill today, therefore the class will be cancelled.

УРОК 10. О РОССИИ (RUSSIAN CORNER)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения монологической речи;
- развивать лексические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием. Упр. а)–b), с. 113.

Ключи: Упр. а), с. 113. A6, B4, C5, D2, E3, extra – 1.

Упр. b), с. 113. 1991 – the Day of the Russian Press returned to its historical date; 1870 – Russians were allowed to subscribe to Russian or foreign periodicals; 400 – there are more than 400 daily newspapers in Russia; 18% – 18% of population reads national newspapers; May 5th – the day the main Soviet newspaper “Pravda” was first published; January 13th – is the Day of the Russian Press.

— Развитие лексических навыков. Упр. с), с. 113.

Ключи: 1. daily; 2. feature; 3. circulation; 4. issue; 5. local; 6. subscribe.

— Развитие умений монологической речи. Упр. d), с. 69.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. е), с. 113 устно; упр. 2, с. 115 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 115. 1. waiting; 2. leave; 3. cooking; 4. talking; 5. hit; 6. shouting.

УРОК 11. УРОК ОБЩЕСТВОЗНАНИЯ (CROSS-CURRICULAR STUDIES)

Задачи:

- развивать умения чтения с детальным пониманием;
- развивать умения устной речи по опорной таблице;
- развивать умения аудирования с извлечением необходимой информации.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с детальным пониманием, с. 114. **Примечание:** После выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 114). Обсудите её с учащимися.

Ключи: 1А, 2D, 3Е, 4F, 5В, 6С.

— Развитие умений устной речи по опорной таблице. Упр. а), с. 114.

Ключи:

	Traditional reporting	Citizen journalism
Technologies used	printing, TV	the Internet, mobile phones, social networking sites
When/where reported	after reporters get to the scene, on the scene	within minutes, on the Internet
Who reports the news	reporters, journalists	bloggers, internet users
Advantages	reliability	speed
Disadvantages	sometimes takes long to report	sometimes unreliable

— Аудирование с извлечением необходимой информации. Упр. 4, с. 115.

Аудиоскрипт:

Listen to the four radio adverts, then choose the correct answer.

Advert 1

Worried about what to wear on the big day?

Worried about where to celebrate?

Worried about who to invite?

We can take care of everything for you – for either church or civil ceremonies. Call *My Wedding Day* on 0180 567213 and let us help you.

Advert 2

If you have anything you want to keep safe – a bicycle, a garage door or a motorbike – you need the Siren Lock. Lock it with a key and you set the alarm. If anyone tries to open it, the alarm goes off. Only £19.99. Get one now!

Advert 3

Male voice: At last, a woman I feel comfortable with.

Female voice: I feel as if I've known him for ever.

Male voice: We've found each other. You can find love too, with Partnership, the online dating agency. Visit us on www.partnership.uk, and let us help you to make your dreams come true.

Advert 4

He welcomes you home, and you take him for walks. He loves to play, and you throw him a ball. You need lots of energy – and so does he. It's important that he eats the best you can give him, so give him Bonzo! It's full of vitamins to help keep his eyes bright and his coat shiny. Bonzo! – and he'll love you even more.

Ключи: 1a, 2c, 3a, 4b.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Проект, упр. 5, с. 115. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 12. УРОК ЗАЩИТЫ ПРОЕКТОВ

Задачи:

- развивать умения монологической речи;
- развивать умения монологической речи (ответы на вопросы).

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Средства массовой информации».

2. Основной этап.

Защита проектов. **Примечание:** Методические рекомендации даны в уроке 12 цикла 3, с. 69.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Доработать проекты, устранив ошибки и учитывая замечания учителя и одноклассников.

УРОК 13. ПОДГОТОВКА К ЕГЭ (FOCUS ON EXAMS)

Задачи:

- развивать умения аудирования с извлечением необходимой информации;

- развивать умения чтения с детальным пониманием;

- развивать лексико-грамматические навыки;

- развивать умения диалогической речи.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

— Проверка домашнего задания (доработанные проекты, если есть).

2. Основной этап. Данный урок является пятым уроком в году по подготовке к ЕГЭ, поэтому следует дать возможность обучающимся работать с материалом самостоятельно, соблюдая регламент. Учитель оценивает работу после, анализируя все ошибки. В слабых группах можно следовать рекомендациям к первому уроку, то есть работать поэтапно, помогая и анализируя ошибки в ходе урока.

— Аудирование. Упр. 1, с. 116.

Аудиоскрипт:

Listen to a street interview about how young people in the UK use different media. Are these statements *true*, *false* or is the information *not stated*?

Interviewer: Excuse me. I'm doing a survey about how people use different media. Do you have a few minutes to answer some questions?

Man: Hi. Yeah, sure.

Interviewer: Thanks. OK. First, I'd like to ask you some questions about radio. How often do you listen to the radio? Every day? Often – say, two to three times a week? Sometimes – say, two or three times a month? Or never?

Man: I'd say "often".

Interviewer: Often. And what do you listen to most often on radio? News, ...?

Man: Usually a breakfast show. So, some news, some music. That kind of thing.

Interviewer: Breakfast show. Right. I'd like to ask some questions about television now. Roughly how many hours of TV do you watch in a typical week? Up to three hours? Four to six hours? Seven to nine hours? More than ten hours?

Man: In a typical week?

Interviewer: Yes.

Man: I watch maybe an hour a day, perhaps a bit more on Saturday ... Say, seven to nine hours.

Interviewer: OK. Which of the following types of programmes do you watch? Sport?

Man: Yes.

Interviewer: News?

Man: No, not really.

Interviewer: Comedy?

Man: Yes.

Interviewer: Soaps?

Man: Yes.

Interviewer: Documentaries?

Man: Sometimes.

Interviewer: So, yes?

Man: Yeah.

Interviewer: Drama?

Man: No.

Interviewer: Science?

Man: No.

Interviewer: Quizzes?

Man: No.

Interviewer: I'd like to ask you next some questions about the Internet.

Man: OK.

Interviewer: Roughly how many hours do you spend on the Internet in a typical week? Up to three hours? Four to six hours? Seven to nine hours? More than ten hours?

Man: I'd say about 15 hours a week maybe.

Interviewer: So more than ten?

Man: Oh, yeah, definitely.

Interviewer: Again then, which of these things do you do on the Internet? Send emails?

Man: Yeah, sure.

Interviewer: Chat with instant messages?

Man: No. When I was a bit younger, I did. But not now.

Interviewer: Use an internet telephone like Skype?

Man: No.

Interviewer: Do research for studies or business?

Man: No.

Interviewer: Read news?

Man: Yeah.

Interviewer: Shop?

Man: Yeah.

Interviewer: Listen to or download music?

Man: Oh, yeah, often.

Interviewer: Still about the Internet, which two of the activities we talked about are the most important to you, would you say?

Man: Erm, sending emails and ... shopping.

Interviewer: Thanks. So, newspaper now. How often do you read a newspaper?

Man: Every day.

Interviewer: Every day. And what about magazines? Do you ever read magazines?

Man: Yes.

Interviewer: What sort of magazines do you read? Sport, or ...?

Man: Erm, mainly computer magazines, I'd say.

Interviewer: Computer magazines. Great. Turning now to the cinema. How often do you go to the cinema? Once a week? More? Less?

Man: Probably about once a month. So, what's that, less than once a week?

Interviewer: Do you watch films other than at the cinema, on DVD for example?

Man: Yes, sure. I often rent a DVD with some friends to watch at home. Or we download a movie from the Internet.

Interviewer: So you rent or download movies.

Man: Right.

Interviewer: Just two final questions now. Which of the different media we have talked about would you say is your main source of news?

Man: My main what, sorry?

Interviewer: Source of news.

Man: Oh, right. Erm, the Internet.

Interviewer: Do you think that your use of media now is different from two years ago? If so, what has changed most in the last two years?

Man: I'd say it's very different. The biggest difference is the Internet. You can do most things online now, you know, shop, get music, all that. So, yeah, I'd say I use the Internet more than two years ago.

Interviewer: Use the Internet more. Fine, that's all the questions. Can I just ask you your age?

Man: Twenty.

Interviewer: And you're male. Can I ask your occupation? What's your job?

Man: I work in a bank.

Interviewer: Bank worker. Thanks very much indeed for your time.

Man: You're welcome.

(трек звучит два раза)

Ключи: 1b, 2a, 3a, 4c, 5b, 6b, 7a, 8b, 9b, 10a.

– Чтение. Упр. 2, с. 116–117.

Ключи: 1c, 2a, 3d, 4c, 5d, 6c.

– Лексико-грамматическое задание. Упр. 3, с. 117.

Ключи: 1. badly; 2. decided; 3. improve; 4. has been taking; 5. will increase; 6. scoring; 7. thinks; 8. players'; 9. watches; 10. carefully.

– Развитие умений диалогической речи (при наличии времени на данном уроке). Упр. 5, с. 117.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 117 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

РЕЗЕРВНЫЙ УРОК планируется учителем самостоятельно с учётом уровня языковой подготовки. Можно совершенствовать языковые навыки, выполняя упражнения, не пройденные в цикле, можно провести урок обобщения и закрепления материала и т. д.

Ключи к оставшимся упражнениям цикла:

Упр. 1, с. 115. **Примерные ответы:** 1. Because newspaper articles have the same structure, it's easy to read them. 2. Since he writes fantasy stories, the truth seems boring to him. 3. The game had to stop, due to a heavy rain. 4. As he can't find a job in his home town, he decided to move to another one. 5. Shoppers may offend other customers by wearing night gowns in a shop. 6. There were bad floods in the region because of the tsunami. 7. As a result of the rise in sea levels, a lot of southern regions suffered from floods. 8. After the tsunami, the rescue crew arrived quickly. Otherwise there would be a lot more victims. 9. Having read all about citizen journalism, I decided to try it myself. 10. Our teacher is ill today, therefore the class will be cancelled.

Упр. 3, с. 115. 1. source; 2. print; 3. broadcasts; 4. income; 5. power, influence; 6. decrease; 7. headline; 8. convincing; 9. debt; 10. persuade.

ЦИКЛ 6. МИР РАБОТЫ (UNIT 6. THE WORLD OF WORK)**Цели:**

Обучающие (направленные на достижение предметных результатов):

— ознакомить учащихся с новыми лексическими единицами по теме «Профессии» и научить использовать их во всех видах речевой деятельности;

— научить учащихся рассказывать о будущей работе, о бизнесе и экономике, о работе мечты;

— научить учащихся рассказывать о навыках и умениях, необходимых для разных профессий;

— повторить с учащимися времена группы *future*, прошедшее совершённое и продолженное время, выражения цели, фразовые глаголы с *go*, придаточные определительные, предлоги;

— научить учащихся устойчивым фразам с предлогами;

— научить учащихся устойчивым фразам и выражениям для описания работы;

— научить учащихся писать электронные письма с описанием выбранной профессии;

— научить учащихся письменно давать советы.

Развивающие (направленные на достижение метапредметных результатов):

— развивать умение самостоятельно определять цели деятельности и составлять планы деятельности, самостоятельно осуществлять, контролировать и корректировать деятельность, выбирать успешные стратегии в различных ситуациях;

— ориентировать на осознание целей и задач учебной деятельности, важность развития творческих способностей на основе участия в исследовательской и проектной деятельности;

— акцентировать внимание на необходимости сотрудничества в ходе выполнения совместной деятельности, важности самооценки и самоконтроля в учебном познании;

— развивать умение самостоятельно оценивать и принимать решения, определяющие стратегию поведения, с учётом гражданских и нравственных ценностей;

— формировать умение использовать средства информационных и коммуникационных технологий (далее — ИКТ) в решении когнитивных, коммуникативных и организационных задач;

— развивать умение ориентироваться в социально-политических и экономических событиях, оценивать их последствия;

— развивать умение ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

Воспитательные (направленные на достижение личностных результатов):

— формировать российскую гражданскую идентичность, патриотизм, уважение к своему народу;

— формировать мировоззрение, соответствующее современному уровню развития науки и общественной практики, основанное на диалоге культур, а также различные формы общественного сознания, осознание своего места в поликультурном мире;

— формировать эстетическое отношение к миру, включая эстетику быта, общественных отношений;

— формировать основы саморазвития и самовоспитания; готовность и способность к самостоятельной и творческой деятельности;

— формировать толерантное сознание и поведение личности в поликультурном мире, готовность и способность вести диалог с другими людьми, достигать в нём взаимопонимания, находить общие цели и сотрудничать для их достижения;

— помочь сделать осознанный выбор будущей профессии и возможностей реализации собственных жизненных планов; формировать отношение к профессиональной деятельности как возможности участия в решении личных, общественных, государственных, общенациональных проблем.

УРОК 1 (ВВОДНЫЙ)

Задачи:

- развивать умения устной речи по теме «Профессии»;
- повторить лексические единицы по теме «Профессии» и ознакомить с новыми;
- развивать умения чтения с полным пониманием прочитанного.

1. Начало урока.

— Вводная речь учителя по целям и задачам цикла.

— Фонетическая и речевая зарядка по теме «Профессии».

2. Основной этап.

— Развитие устной речи по теме «Профессии». Работа с материалом на с. 119.

Ключи: Упр. b), с. 119. 1Е, 2А, 3В, 4С, 5 – extra, 6D.

3. Завершение урока. Подведение итогов.

Домашнее задание: Упр. d), с. 119 устно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 2**Задачи:**

- развивать умения чтения с различными стратегиями;
- развивать умения устной речи по теме «Профессии»;
- развивать умения аудирования с общим пониманием;
- повторить времена группы *future*.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Профессии».
- Проверка устного домашнего задания.

2. Основной этап.

- Чтение с различными стратегиями. Упр. 1а), с. 120–121.

Примечания: Следует выполнить упр. 1а) в формате ЕГЭ, ограничивая время выполнения. После выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 120). Обсудите её с учащимися.

Ключи: А6, В8, С3, D5, E2, F4, G1, extra – 7.

- Аудирование с общим пониманием. Упр. 1, с. 122.

Аудиоскрипт:**The future of work**

Six people were asked what they think the job situation will be like in ten years' time. Match statements A–G with speakers 1–6. There is one extra statement.

Speaker 1

The glamour of Wall Street has gone. The big job opportunities are going to be in mathematics and science. Data communications and computer software will grow explosively. Jobs in information technology will grow by 25% in five to eight years.

Speaker 2

Business is not just about making money. That's often been forgotten. More and more business schools will teach students to think whether their actions are right or wrong. We must find a balance between doing well and doing good.

Speaker 3

The cost to companies for health care and for pensions for employees has become huge. Increasingly companies are going to stop paying for these things. Employees are going to have to pay their own bills.

Speaker 4

I hated never seeing my baby daughter when she was awake because I was always at the office. So I spoke to my manager and now I work from home four days a week. That's what's going to happen in the future. The nine-to-five day will disappear.

Speaker 5

People won't be able to afford to retire at 60 or 65 any more. We'll have to work longer and harder than we'd planned. Of course this will make it difficult for young workers to get jobs. But maybe that will be a good thing – they'll be more likely to start new businesses and develop new ideas.

Speaker 6

A lot of manufacturing has been outsourced to low wage countries such as China. Robots, too, have cut down the number of jobs. Productivity has gone up, but workers have lost their jobs. But that isn't the end of the story. There are still lots of highly skilled manufacturing jobs which have stayed at home. And there will be more in the future.

(трек звучит два раза)

Ключи: 1D, 2G, 3A, 4B, 5F, 6C.

– Повторение времён группы *future*. Упр. 2, 3, с. 122. **Примечания:** В слабых группах следует повторить теоретический материал в грамматическом файле 5.5 и 5.6. В слабых группах можно посоветовать учащимся выполнить упр. 2 в разделе “More help” на с. 151.

Ключи: Упр. 2, с. 122 (More help, с. 151). 3. will have stopped; 4. will have gone down; 5. will have been replaced; 6. will have been reduced; 7. will have become; 8. will have been found; 9. will have increased; 10. will have grown; 11. will have been discovered; 12. will have travelled.

Упр. 3, с. 122. 1. will have doubled; 2. will have begun; 3. will be travelling; 4. will have left; 5. will be working; 6. will already have gone; 7. will be using.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1b), с. 121 устно; упр. 1e), с. 121 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1e), с. 121. Employ – employer (2) – employed; economy – economic, economical; compete – competition – competitive; industrialise – industry – industrial; maximise – maximisation – maximised; retire – retirement – retired; flexibility – flexible; produce – production (2) – produced.

УРОК 3

Задачи:

- развивать лексические навыки по теме «Профессии»;
- развивать умения устной речи.

1. Начало урока.

- Фонетическая и речевая зарядка по теме «Профессии».
- Проверка устного домашнего задания.

2. Основной этап.

- Развитие лексических навыков по теме «Профессии».
- Упр. 1c)–d), с. 121; упр. 4, 5, с. 123.

Ключи: Упр. 1c), с. 121. 1B, 2E, 3A, 4F, 5C, 6D.

Упр. 1d), с. 121. 1. from; 2. in; 3. to; 4. for; 5. to; 6. in.

Упр. 4, с. 123. 1D, 2F, 3A, 4B, 5C, 6E.

Упр. 5, с. 123. 1. economic, inflation; 2. raw materials; 3. loan, finance, investment, expand; 4. objective, profit; 5. turnover, tax, loss.

- Развитие умений устной речи. Упр. 6, с. 123.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2, с. 121 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 4**Задачи:**

- развивать умения устной речи;
- развивать умения чтения с различными стратегиями;
- повторить эмфатические конструкции;
- развивать лексические навыки (повторить правописание).

1. Начало урока.

- Фонетическая и речевая зарядка на усмотрение учителя

2. Основной этап.

- Развитие умений устной речи. Упр. 1a), с. 124.

— Чтение с различными стратегиями. Упр. 1b), c), e), f), с. 124–125.

Примечания: Следует выполнить упр. c) в формате ЕГЭ, ограничивая время выполнения. После выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 124). Обсудите её с учащимися.

Ключи: Упр. 1b), с. 124. About, in, by, of, in, on, to, off.

Упр. 1c), с. 124. 1c, 2d, 3a, 4d, 5c.

Упр. 1e), с. 125. 1D, 2B, 3C, 4E, 5A.

Упр. 1f), с. 125. Bore – excite; destroy – create; frequently – occasionally; frozen – melted; liquid – solid; shake – nod; stay in – go out; thick – thin.

- Повторение эмфатических конструкций. Упр. 2, с. 126.

Примечание: В слабых группах следует повторить теоретический материал в грамматическом файле 18.

Ключи: 1. It is the picture on the left that I want you to look at. 2. What will change is jobs, but people will stay the same. 3. It is the technical details that people don't understand. 4. It's such an interesting product, but the technical details are complicated. 5. What have moved overseas is jobs in manufacturing. 6. What he believed to be more important than the past or future is the present. 7. There were such big changes in transportation from 1900 to 2000. 8. What Sarah didn't say anything about is that she's moving to Scotland. 9. It is the amount of rain and flooding that surprised everybody this year.

— Развитие лексических навыков (повторение правописания).
Упр. 3a)–b), с. 127.

Ключи: Упр. 3a), с. 127. Apartment, describe, happened, responsible, apparent, disaster, loser, standard, appearance, disappointed, loyalty, themselves, assistant, example, manageable, dependent, government, politician.

Упр. 3b), с. 127. 1. there; 2. whole; 3. stare; 4. steel; 5. role; 6. plain.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 1d), с. 125 устно; упр. 1g), с. 125 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. g), с. 125. 1. become; 2. arrive; 3. find; 4. receive; 5. bring.

УРОК 5

Задачи:

- развивать умения аудирования с детальным пониманием;
- повторить фразовые глаголы;
- развивать лексико-грамматические навыки;
- развивать умения диалогической речи.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Аудирование с детальным пониманием. Упр. 3, с. 125. Прослушивание и выполнение задания с последующим контролем.

Аудиоскрипт:

My job

You are going to hear six people talking about their jobs. Listen, then match statements A–G with speakers 1–6. There is one extra statement.

Speaker 1

I work for a surgeon. I am a medical assistant. I feel very lucky to have found this job. I have worked for him a little over a year now. I have worked for other doctors and, let me tell you, not all doctors are good to work for. I have worked for some that were not very nice. Everyone where I work is very professional and nice. And that is after being at this job for a year. I have never seen my boss lose his temper or be unkind to anyone.

Speaker 2

I am an acupuncturist. In my job every patient presents me with different problems – a different health history, different symptoms. I have to listen very carefully and try to find the cause of their problems. For instance, if five people came in for headaches, they would most likely need to be treated in five different ways. It is like a puzzle. People usually only come to me after having tried their other options. Most people don't like getting stuck with needles unless they've experienced it before. But when they get better, it feels so good.

Speaker 3

It's my firm belief that nobody should ever have a job that they don't love going to. Nobody should spend eight hours a day doing something that doesn't make them happy. It's one of the most satisfying experiences to have a job that you love. Imagine never getting up in the morning and feeling you have to go to work!

Speaker 4

I have worked for a company for over ten years. I loved my job until three months ago when I got a new boss. I used to work 70 to 80 hours a week. I didn't mind missing some holidays. I didn't mind working weekends and late into the night. That has all changed. It is hard to get enthusiastic about a job when you have someone standing over you every second of the day wanting to know what you are doing. It is hard when you are used to making decisions for yourself and not having to "get permission" for everything you do.

Speaker 5

I am a cashier. I work in our local supermarket and I hope I'll work there for many years to come! I have a good manager, who is also a friend, which you don't find in many jobs. I have done many jobs in my life, but the perfect job for me is working with the public. I like my customers, and a lot of my co-workers are also

some of my closest friends. There is a lot more to being a cashier than people think. One thing I really hate is a rude or “I couldn’t care less if you shop here” cashier!

Speaker 6

In the big company world you have boring, routine jobs, and jobs where you can make things happen. I have the second type of job. It’s not all good though. There’s a lot of conflict with people, long hours and stress. Sometimes I ask myself, should I stop doing this and go for a more peaceful life? But then I think: what if I get bored? What if I miss the excitement? After a while I just stop thinking about it. I am too busy and involved – and happy!

(трек звучит два раза)

Ключи: 1E, 2C, 3F, 4B, 5G, 6D.

— Повторение фразовых глаголов. Упр. 4a)–b), с. 127. **Примечание:** В слабых группах следует повторить материал устно, затем приступить к выполнению упражнения.

Ключи: Упр. 4a), с. 127. Is satisfied with, counts on, measures up to, have brought up, hasn’t turned down, deal with, look into, asked me out, getting back at, go about, talked me into, get on, cope with, put it off, to put up with, do without.

Упр. 4b), с. 127. 1. raised; 2. refused; 3. take a revenge on; 4. get to; 5. persuaded her to stay; 6. get along; 7. postpones; 8. deal.

— Развитие лексико-грамматических навыков. Упр. 1, с. 126.

Ключи: 1B, 2A, 3D, 4D, 5A, 6D, 7B, 8D, 9C, 10C, 11A.

— Развитие умений диалогической речи. Упр. 2, с. 125. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию на полях (*Useful language*).

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 5, с. 127 письменно (формат ЕГЭ).

Примечание: В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 152.

Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 6

Задачи:

- развивать умения устной речи по теме «Выбор профессии»;
- развивать умения чтения с различными стратегиями;
- повторить времена группы *past* и фразовые глаголы.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Развитие умений устной речи по теме «Выбор профессии».
Упр. 1, с. 128. **Примечание:** Если необходимо, обратите внимание учащихся на информацию в разделе “Skills file” 3.4 и 3.6.

— Чтение с различными стратегиями. Упр. 2а), б), с), е), с. 128–129.

Ключи: Упр. 2с), с. 129. Acceptance – rejection, exclude – include, experienced – inexperienced, failure – success, fire – hire, impoliteness – politeness, out-of-date – up-to-date.

— Повторение времён группы *past*. Упр. 1, 2, с. 130; повторение фразовых глаголов. Упр. 3, с. 130.

Ключи: Упр. 1, с. 130. 2. didn't realise; 3. had been working; 4. hadn't heard; 5. had sold; 6. had employed; 7. had sold; 8. had been doing; 9. became; 10. hadn't seen.

Упр. 2, с. 130. 1. Sarah decided she would stay at home for the summer. 2. I was about to walk to the shops, but it started raining. 3. The bell was about to ring, so the pupils stopped listening to the teacher. 4. The train was due to arrive at 3 o'clock, but it came at 3.30. 5. I was going to cook a meal for two, but then four came, so I got a takeaway. 6. A press conference was due to begin at 6 pm. 7. A table was due to be booked in the restaurant, but I had to phone and cancel. 8. Beth and Kat were about to leave without me.

Упр. 3, с. 130. 1. go through; 2. go without; 3. go for; 4. go on; 5. goes on; 6. went off; 7. go along.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 2d), с. 129 устно; упр. 4, с. 131 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 4, с. 131. 1. which; 2. who/–; 3. who; 4. whose; 5. which; 6. which/–; 7. whose; 8. which/–, in; 9. who, to; 10. which/–, at.

УРОК 7**Задачи:**

- развивать умения аудирования с полным пониманием;
- развивать умения диалогической речи;
- повторить предлоги.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Аудирование с полным пониманием. Упр. 3а), с. 129.

Аудиоскрипт:

Getting to know new people

a) When you start a job or go to university, you will meet new people, and you will want to make a good impression. Listen to three conversations. Decide which is the best reply to each of them – a), b) or c). Give reasons for your choice.

Narrator: One. You've just arrived at a UK university. There is a group of students at the snackbar. You go over to introduce yourself. a)

Speaker 1: Hi, I'm ... from Russia.

Narrator: b)

Speaker 1: Hello, I'm ... I'm new here. Is it OK if I join you?

Narrator: c)

Speaker 1: My name's ... I've just arrived from Russia and I'm really nervous. It's my first time away from home. Can I buy anyone anything?

Narrator: Two. You're doing an internship at the European headquarters of an American firm. Somebody asks you: "Have you just left school?" a)

Speaker 2: No, I took a gap year and went to Kenya as a volunteer. It was absolutely fantastic. I was nervous when I left, but we were met at the airport and went straight ...

Narrator: b)

Speaker 2: No.

Narrator: c)

Speaker 2: No, I did a gap year before I started here.

Narrator: Three. Another person asks: "How is your room? I had a terrible one when I started." a)

Speaker 3: Oh, it's OK.

Narrator: b)

Speaker 3: Well, it's not nearly as bad as the one I had when I was doing a course in Paris. That was really noisy and not very clean, and so small I couldn't ...

Narrator: c)

Speaker 3: It'll be fine once I have a few posters up. Maybe you'd like to come over for a coffee sometime?

Ключи: 1b, 2c, 3b.

— Развитие умений диалогической речи. Упр. 3с), с. 129; упр. 6, с. 131. **Примечание:** Если необходимо, обратите внимание учащихся на информацию в разделе "Skills file" 3.1 и 3.5.

— Повторение предлогов. Упр. 5, с. 131.

Ключи: 1. of; 2. at; 3. in; 4. to; 5. to; 6. with; 7. for; 8. on.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 7, с. 131 письменно (личное письмо в формате ЕГЭ). **Примечание:** В слабых группах можно посоветовать учащимся выполнить это упражнение в разделе “More help” на с. 152. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 8. УРОК ЧТЕНИЯ (EXTENDED READING)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения монологической речи по проблеме;
- повторить фразовые глаголы.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

2. Основной этап.

— Чтение с различными стратегиями, с. 132–133. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 132). Обсудите её с учащимися.

— Развитие умений монологической речи по проблеме. Упр. а), б), е), с. 132–133.

Примечание: Следует обратить внимание на то, что упр. б) и е) требуют ограниченное время, т. к. являются тренировочными для подготовки к ЕГЭ. При контроле выполнения учитель должен обратить внимание на возникшие проблемы и помочь учащимся.

Ключи: Упр. б), с. 133. A8, B4, C5, D2, E6, F1, G7.

Упр. е), с. 133. 1. career; 2. successful; 3. disagreement; 4. satisfied; 5. fired; 6. creative; 7. hired; 8. adoption; 9. purchased; 10. build up.

— Выполнение упр. с), d), с. 133.

Ключи: Упр. с), с. 133. Garage company, 4,000 employees, thirtieth birthday, Macintosh, fired, animated film company, Apple and NeXT.

Упр. d), с. 133. 1D, 2E, 3A, 4B, 5C.

— Повторение фразовых глаголов. Упр. f), с. 133.

Ключи: 2. turn, down; 3. turned up; 4. turned to; 5. turn off; 6. turn over; 7. turn, down; 8. turn on.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. g), с. 133 устно; упр. 1, с. 137 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 1, с. 137. 1. will have reached; 2. was going to be; 3. would; 4. will have been built; 5. will have been; 6. will have been paid; 7. will be taking.

УРОК 9. ОКНО В МИР (WINDOW ON THE WORLD)

Задачи:

- развивать умения чтения с различными стратегиями;
- развивать умения устной речи по прочитанному.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Чтение с различными стратегиями, с. 134. **Примечание:** После выполнения упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 134). Обсудите её с учащимися.

Ключи: Упр. a), с. 134. Off, to, with, to, to, for.

Упр. b), с. 134. 1. True; 2. True; 3. False; 4. False.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: упр. 3, с. 137 устно; упр. 2, с. 137 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

Ключи: Упр. 2, с. 137. 2. Bill Gates’ vision made Microsoft successful. 3. Jobs succeeded in making Apple a brand name. 4. Some countries have an ageing workforce, so they must raise the retirement age. 5. The last government raised taxes and lost the election. 6. The floods caused damage, so economic growth was zero. 7. I want you to go and say you are sorry. 8. They criticise him for never listening to other people.

Упр. 3, с. 137. 1. description; 2. suppliers; 3. security; 4. retirement; 5. trained; 6. training; 7. motivation; 8. was promoted.

УРОК 10. О РОССИИ (RUSSIAN CORNER)

Задачи:

- развивать умения поискового чтения;
- повторить предлоги;
- развивать умения работы с таблицей.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания.

2. Основной этап.

— Поисковое чтение. Упр. а), с. 135. **Примечание:** Перед выполнением упражнения обратите внимание учащихся на информацию в рамке “info” на полях (с. 135). Обсудите её с учащимися.

Ключи: 1. ... to train and develop a new type of businesspeople; 2. ...on practical skills; 3. ... that buildings are entered from the inside.

— Повторение предлогов. Упр. b), с. 135.

Ключи: 1. at, in; 2. into, at; 3. from, into; 4. on.

— Развитие умений работы с таблицей, с. 135.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. с), с. 135 (мини-проект). Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 11. УРОК ЭКОНОМИКИ (CROSS-CURRICULAR STUDIES)

Задачи:

- развивать умения устной речи по опорным схемам;
- развивать умения чтения с детальным пониманием.

1. Начало урока.

— Фонетическая и речевая зарядка по материалу устного домашнего задания.

— Проверка устного домашнего задания. **Примечание:** Не следует спрашивать всех учащихся из-за недостатка времени на уроке, однако желательно убедиться, что все подготовили домашнее задание.

2. Основной этап.

— Чтение с детальным пониманием. Упр. а), с. 136.

Ключи: 1. €1.50; 2. €5; 3. €12; 4. €18; 5. €0.50; 6. €8; 7. €13.

— Развитие умений устной речи по опорным схемам. Упр. b)–e), с. 136. **Примечание:** Обратите внимание учащихся на информацию в разделе “Skills file” 1.9.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Проект. Упр. 4, с. 137. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 12. УРОК ЗАЩИТЫ ПРОЕКТОВ

Задачи:

- развивать умения монологической речи;
- развивать умения устной речи (ответы на вопросы).

1. Начало урока.

— Фонетическая и речевая зарядка по теме «Популярные профессии».

2. Основной этап.

Защита проектов. Методические рекомендации даны в уроке 12 цикла 3, с. 69.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Доработать проекты, устранив ошибки и учитывая замечания учителя и одноклассников. Упражнения из тетради-тренажёра на усмотрение учителя.

УРОК 13. ПОДГОТОВКА К ЕГЭ (FOCUS ON EXAMS)

Задачи:

- развивать умения аудирования с извлечением необходимой информации;
- развивать умения чтения с детальным пониманием;
- развивать лексико-грамматические навыки.

1. Начало урока.

— Фонетическая и речевая зарядка на усмотрение учителя.

— Проверка устного домашнего задания.

2. Основной этап. Данный урок является шестым уроком в году по подготовке к ЕГЭ, поэтому следует дать учащимся возможность работать с материалом самостоятельно, соблюдая регламент. Учитель оценивает работу после, анализируя все ошибки.

— Аудирование. Упр. 1, с. 138.

Аудиоскрипт:

You are going to hear five people talking about freedom. Match statements A–F with speakers 1–5. There is one extra statement.

Speaker 1

I think freedom of speech is very important. Everyone should be allowed to say what they think – even if they get their facts wrong, or we don't agree with them.

Speaker 2

For me the most important freedom is freedom of the press. I don't think you can have a democracy unless journalists are free to research things and write about what they find.

Speaker 3

Freedom of movement is the most important thing for me. People should be allowed to move freely, and go and live wherever they want in the world. Then it wouldn't be necessary to have borders and passports any longer.

Speaker 4

We forget how important it is to be free to get an education. In some countries kids, especially girls, don't have the freedom to go to school and study. That's a very sad thing.

Speaker 5

Any sort of freedom is only possible if we have peace. So I think the most important thing is to stop wars and all the suffering they cause. This is not just a task for the government. We are all responsible.

(трек звучит два раза)

Ключи: 1F, 2E, 3D, 4B, 5C.

— Чтение. Упр. 2, с. 138–139.

Ключи: A5, B1, C4, D2, E7, F3, extra – 6.

— Лексико-грамматическое задание. Упр. 3, с. 139.

Ключи: 1. delivery; 2. tiring; 3. careful; 4. slippery; 5. dangerous; 6. friendly; 7. annoyed; 8. angrily; 9. best; 10. learning; 11. have discovered; 12. am starved.

3. Завершение урока. Обобщение изученного материала, подведение итогов.

Домашнее задание: Упр. 4, с. 139 письменно. Упражнения из тетради-тренажёра на усмотрение учителя.

РЕЗЕРВНЫЙ УРОК планируется учителем самостоятельно с учётом уровня языковой подготовки. Можно совершенствовать языковые навыки, выполняя упражнения, не пройденные в цикле, можно провести урок обобщения и закрепления материала и т. д.

**АУДИОСКРИПТЫ К ЗАДАНИЯМ
ТЕТРАДИ-ТРЕНАЖЁРА**

UNIT 1: LEARN TO LIVE, LIVE TO LEARN

Ex. 1, p. 4

My plans for the future

Listen to Matt, a high school student in the USA, talking about his future plans, then tick the correct answer.

Hi. I'm Matt Nilsson. I'm sixteen years old and I'm from the USA. I live in Miami, Florida, and this year I'm in the tenth grade in high school. My favourite subjects in school are maths and history. I have quite a lot of interests and hobbies. I like sports of all kinds, and in high school I play baseball and football. I also like music very much, and I play the electric guitar in a band with some friends. When I'm not playing a sport or playing with the band, I like surfing the Internet.

I plan to stay in high school until I'm 18. After that, I'd like to go to college, which is usually for four years here in the States. I'd like to study business at college because I'd like a job in business. I'm not sure what I want to do exactly, but perhaps marketing would be interesting. I like meeting people and in marketing you're with people all the time. I think that would be good.

(текст звучит два раза)

Ex. 24, p. 14

Teenage reading habits

In ex. 3 on p. 19 of the Student's Book you listened to a recording of an interview with teenagers talking about their reading habits. Listen to a part of the recording again and answer the questions.

Interviewer: Daniel!

Daniel: I hate reading. I used to read all the time when I was younger, but now we have so many things to read for school, Shakespeare or a book for biology. It's destroyed my love of reading and ...

Interviewer: Oh dear, destroyed your love of reading. Anyone else?

Merlene: Eh, well, yes and no. I mean, ah I know what he means by, you don't enjoy reading as much when you go home because you've read all day in school and you've concentrated so hard and you just, your eyes are tired apart from anything else so, eh, I know how that feels, but at the same time I think, eh, I'm the opposite to Daniel as well, in that my love for reading is developing more as time goes on, and a few months ago I spotted my mum with

Jane Austen's *Pride and Prejudice* which I'd never read. Fantastic book. We didn't read it at school, it wasn't in our curriculum, no.

Interviewer: Andrew, you – you never read it?

Andrew: No, I haven't read it at all, no, I mean what Merlene was saying there is fair enough but I mean I, I can't – personally – I can't understand why people would want to read all that, er, sort of, well, made-up rubbish as I would call it.

Merlene: But it's so romantic!

Caroline: Oh, it so isn't.

Andrew: Yeah, I mean come on!

Daniel: Romantic rubbish.

Caroline: It's such a soap opera.

Interviewer: Oh, alright so, Andrew doesn't like – you don't like romance. What do you like?

Andrew: No, what I mean, well it's first of all, I'm just, well, it's not the type of book that I would be interested in, I mean, I think it's completely unrealistic and ...

Lorna: It's really realistic!

Andrew: No, I don't think so.

Interviewer: What do you like?

Andrew: Ahm, I prefer things that are more relevant to, ahm, well to the world really, I mean, I like travelling a lot so I read a lot of travel literature.

Merlene: Yeah, but in travel literature you don't get that, the beautiful English that Jane Austen is able to inject into her books.

Andrew: But you get the English that you use every day. So, I mean – yeah.

Interviewer: Alright, so –

Merlene: Hmm ...

Interviewer: You disagree?

Merlene: I, yes.

Interviewer: Why?

Merlene: Well, because reading English like that – it's something you don't hear every day. Andrew's right, you don't hear it every day and that's the, that's the beautiful thing about it. It's so, you can lose yourself in it and it transports you back to a different time when English could actually be beautiful and not all this text message rubbish where people can't even spell anymore.

Caroline: English can be beautiful today. I think there are a lot of beautiful books today and they don't even have to be fiction.

Interviewer: What about you, Lorna? What do you, what do you like to read?

Lorna: Ahm, well, if I'm honest, I think I spend most of my time reading teen magazines, ahm ...

Merlene: Least you're honest.

Lorna: Yeah, or newspapers I guess. Er, no, let's not say I don't read, like I do read novels, ahm, I think the last novel I read was by Philip Pullman, *Northern Lights* ...

Merlene: Fantastic novel. Ahm, it made me cry at the end which is a sign that it hit me deeply. Um, so yeah, I mean I read all kinds of novels though, ehm, if I ever get round to reading and I tend to read before bed and not really any other time of day. Ehm, but yeah ...

Interviewer: Okay, and, and what about you, Daniel, would you, would you say you're a novel person or a magazine person?

Daniel: Well, I don't read in general but if I am going to read something, it would be a comic or something on popular science. I'm very interested in science. It's my favourite subject at school. So that would be my choice. I avoid books. I wait for the movie.

Exam practice

Ex. 28, p. 17

A book report

Listen to a student's report on a book called *Holes*. Are these statements *true*, *false* or is the information *not stated*?

Steffi: I'd like to tell you about a book called *Holes* by Louis Sachar. That's Sachar, spelt: S-A-C-H-A-R. I'm not really sure how to pronounce *Sachar*. Sorry. Now first I want to ... to tell ... to give you some general information – you know, about the book and the writer. Then I'll tell you a little about the story.

Okay, I'll begin: *Holes* is a novel for young people. It's quite hard to say what sort of novel it is. That's because it's everything all in one. It's very funny sometimes. So you can call it a comedy. Then it's very exciting, so it's also a thriller. But it's also very sad sometimes, too. It really is a great book though – when I started, I didn't want to put it down. The plot has lots of twists and turns. And it never gets boring. I recommend it to ... um, I mean, ... er ... yes, I recommend it to all of you. Let me tell you something about the author now. Louis Sachar was born in 1954. While he was starting to write, he worked part-time ... as ... um, let me see, a teacher and as a lawyer. He's a full-time writer now. But he says he can only write for two hours a day – nice job that! He lives in Austin, that's the capital of Texas, and *Holes* is set in Texas, too. *Holes* has won many prizes in America, including the two most important prizes, um ... the two biggest prizes for children's literature: that's the ... er ... *the National Book Award for Young People's Literature* and *the Newberry Medal*. That's like

winning an *Oscar* for a film, so you can see that it must be a good book. All right. So, if *Holes* won all these prizes, what's so special about it? Well, *Holes* has many stories, not just one. The story about the main character, Stanley Yelnats, is in the present. But this main story is affected by other stories that happened a hundred years ago.

The main story in *Holes* is about Stanley Yelnats. He gets sent to a prison for teenagers for stealing some sneakers. I don't want to tell you too much about the actual plot of the story in case any of you do read it one day. But a few things might get you interested. I hope so, anyway. As I said, the story is mainly about Stanley Yelnats. He is sent to prison at Camp Green Lake. Now Camp Green Lake isn't an ordinary prison. It is out in the middle of nowhere, in the desert, in Texas. No walls, no fences, and no lake. I'll read my extract from the book now. It takes place just after Stanley has arrived at Camp Green Lake. Mr Sir, one of the guards, tells Stanley what he will be doing while he is at Camp Green Lake. Okay, er, by the way, I've shortened the extract a bit. Right: *You are to dig one hole each day, including Saturdays and Sundays. Each hole must be five feet deep, and five feet across in every direction. Your shovel is your measuring stick. Breakfast is served at 4:30. Stanley must have looked surprised, because Mr Sir went on to explain that they started early to avoid the hottest part of the day. "No one is going to babysit you," he added. "The longer it takes you to dig, the longer you will be out in the sun. If you dig up anything interesting, you are to report it to me or any other counsellor. When you finish, the rest of the day is yours."* Stanley nodded to show he understood. So that's where the title of the book comes from – the holes that the bad boys at Camp Green Lake have to dig every day. They are told that digging holes is good for their character. But Stanley wonders whether there is really another reason. They have to show anything interesting they find to the Warden, and Stanley soon realises that the Warden must be looking for something – but what? That's the mystery that Stanley slowly finds out about. OK, that's enough of the story itself. I don't want to give too much away. Okay, I hope I have been able to make you interested in reading *Holes*. *Holes* by Louis Sachar. A wonderful read. Thank you for listening. And, if anyone has got any questions ... er, well, I'll try to answer them. No? No questions? Right ... OK, Markus, yes?

Markus: How long is the book?

Steffi: How long, well, let me see ...

(текст звучит два раза)

UNIT 2: TRAVEL

Ex. 1, p. 20

Living abroad: have you got what it takes?

Listen to the radio interview and do the tasks.

a) Ben and Beverly mention a number of things you should do before you go and live abroad. Note down three of them.

Ben: Good evening, here is Ben Western. Welcome to the first of a series of programmes about living abroad. Are you bored with life? Do you long for adventure and imagine yourself breaking free and going to live in an exciting new place for a while? Whatever your dream, now may be the time to go for it, but not without first taking a good, long look at yourself to see if you have what it takes to live and work abroad. Today our guest is Beverly Malewski, a freelance writer from Napa Valley, California, who spent a year living, working and travelling in Japan. Beverly, what advice would you give someone who is considering relocating to a foreign country?

Beverly: Hi, Ben. Hi, folks. Well, the decision to relocate to a foreign country is a major one. Lots of people dream of doing it, but many of them fail when they get there because they don't know their own weaknesses and strengths well enough, and weren't aware beforehand of the difficulties they might meet.

Ben: So, what are some of the questions we should ask ourselves?

Beverly: Well, first of all you need to consider what you can offer in the way of skills and qualifications. If you want to find a decent job, make sure you get your school-leaving diploma before you head off on your adventure. If possible, find a job before you leave home. You can research on the Internet, but it's even better if you have some personal contacts in the country of your choice, someone who can help you find a job and a place to live.

Ben: What about money?

Beverly: Remember that the cost of living in a large city can be equal to or higher than that of most US cities. So, if your dream job awaits you in some place like Tokyo, Paris, Cairo, Hong Kong or Sydney, you'll need to take along enough money to keep yourself going until the pay checks start rolling in. And it's a good idea to have your return airfare put aside so that you can return home anytime you want.

Ben: What else might help you to succeed in the new environment?

Beverly: Well, you have to be adaptable both physically and mentally. Physically because the climate in the country of your choice may be quite different from at home. Many countries are hot and humid in the summer or very, very cold in the winter. You need to be mentally adaptable to face the challenge of meeting new people, accepting new customs and lifestyles, and fitting into a new environment.

Ben: Do you have to be particularly physically fit?

Beverly: Well, it does help if your only means of transportation are your feet or a bicycle! If you have any health issues, you should be aware that you may not always be able to get the same medication that you can at home. And, although many countries have good healthcare systems, you might find it difficult to find an English-speaking doctor.

Ben: Is it important to know people in the country before you go there?

Beverly: As I mentioned before, it can help, but it's not essential. The main thing is to meet people and build up a network of friends and acquaintances. Not only will they provide you with friendship, but also with information on the city and the culture, as well as with valuable survival tips and emotional support through difficult times. So don't hesitate to strike up a conversation on the train, a shop, or even on the street. And the friendships you form on your travels will last you a lifetime.

Ben: What for you personally were the easiest and the hardest challenges you had to deal with?

Beverly: For me it was easy to adapt to the different food as I am quite adventurous. You probably won't find Skippy Peanut Butter or Campbell's Tomato Soup, but you will find new and unusual dishes that you have never heard of before. And if you get desperate – well, no matter where you go, you'll always find McDonald's!

Ben: And the hardest thing?

Beverly: Well, I had to learn to compromise. Before I left home, I had the dream of a perfect job and a perfect apartment. I had planned everything so carefully. But, of course, things didn't turn out like that, and it took me some time before I was willing to make compromises.

Ben: Summing up your experience abroad, what would you say to our listeners?

Beverly: For me it was the most rewarding experience of my life.

Ben: Thank you, Beverly.

Ex. 8, p. 24

Life as an au pair

Listen to a radio interview in which two young people talk about their experience as au pairs.

a) Complete the short summary of their experiences.

Michelle: Good evening, this is Michelle Williams welcoming you to our programme. Tonight we have two guests who have had experience working as au pairs. Our first guest is Eleanor Brown, a third-year German student at Keele University, who went to Berlin as an au pair. Eleanor, tell us about your experience.

Eleanor: I was looking after two girls aged seven and nine in a smart suburb of Berlin. The parents were lovely. I was made to feel at home, and I never had to work longer than the 30-hour week we agreed on.

Michelle: What were the children like?

Eleanor: Well, they weren't easy, but in between the daily battles about anything from tidying up their room to the clothes they wanted to wear, we got on well. And it was never boring!

Michelle: And your German?

Eleanor: My German improved enormously. I had to make the children's lunch, so I learned to cook too. I enjoyed it, and nobody complained about my English cooking!

Michelle: How long did you stay?

Eleanor: I stayed for six months, starting in January. The winter months were hard. It got very cold, and it snowed a lot. I thought spring would never come, but when it did, Berlin is a lovely place to be. There are so many parks, woods, lakes and rivers, and lots of possibilities for outings with the kids.

Michelle: What about your free time?

Eleanor: Well, of course, Berlin is a big city, so there was heaps on offer – museums, exhibitions, films. I really got out and about.

Michelle: What would you tell other young people who are interested in working as an au pair?

Eleanor: Well, I had a lovely time, and I would recommend it to anyone who doesn't mind being away from home, and possibly having to cope with far from well-behaved children!

Michelle: Thanks, Eleanor. Our next guest is Ricardo Fernandez, from Spain, who has a very different story to tell. Ricardo, you are a rare bird – a male au pair. But you didn't enjoy your stay, did you?

Ricardo: No, I certainly didn't. It was the worst time of my life!

Michelle: Where did you work and how long did you stay?

Ricardo: I worked in the UK for three months, and it was really hard. The mother was often sick, and I had to do an awful lot of

housework. And what I did was never good enough. Maybe because she was sick, the mother was often bad-tempered, and she often criticised me and shouted at me.

Michelle: What were the kids like?

Ricardo: A nightmare. There were three kids, two girls and a boy, all under ten. They were really hard to handle, they were so naughty. I suppose it was a way of getting attention. Their mother spent most of her days in bed, and the father was either out at work, or working at home in his study. We seldom saw him. Once when he hadn't given me any pocket money for two weeks, I went to his study to ask him for some. He started shouting at me for disturbing him.

Michelle: Why didn't you leave?

Ricardo: Well, I didn't want to give in. My parents had warned me that as a male I probably wouldn't be any good as an au pair, and I didn't want to prove them right.

Michelle: So what would you tell other young people interested in working as an au pair?

Ricardo: Well, as we heard from Eleanor, there are more positive experiences than mine. So I would say – go for it, but make sure you have an exit strategy if things get tough!

Ex. 20, p. 30

Glastonbury

Listen to a report by Jim Andrews, a TV journalist, and answer the questions.

I'm standing outside Worthy Farm in Somerset. It's a peaceful scene: lots of green fields, and cows enjoying the summer sunshine. But next week more than 150,000 people will descend on this farm to watch the biggest pop festival in the world. And this year, 2010, it's celebrating its 40th anniversary. Now how did it all start?

The festival was founded by Michael Eavis, an English dairy farmer. In 1969 he took his wife to visit music festival in Bath. At first he didn't have a clue what was going on. He'd never seen a hippy in his life, and there were thousands of them, real flower-power types. He thought it was great. So he decided to do something similar on the family farm. That first year, 1970, there were 1,500 visitors who were charged £1 for admission. Today you can add two zeros to the number of visitors. Over the years many big names have played at the festival – David Bowie, the Levellers, Neil Young, Radiohead and Blur.

People have often complained that the festival has got too big. But for most fans that's the main attraction. When Neil Young came, he made the tour bus stop on the hill to take a picture of the crowds because they don't have anything this huge anywhere else. But when you're here, you find it has different camps and tribes, and that's what makes it magic. Also the feeling of excitement, and the smells of the campfires in the evening are something unique to Glastonbury.

One advantage of its size is that there's something for everyone. The Festival's big enough to provide a home for everyone. You can still find a left-wing political side to the Festival in the Leftfield. If you're looking for the hippy culture of the early days, you can go to the Green Fields. If you want to find out about new bands, you can hang around the John Peel Tent, and if you want a bit of late-night fun you can go to Shangri-La or Arcadia.

A festival of this size takes a lot of organising. One thing that can't be organised, of course, is the weather, and the Festival has a reputation for rain and mud. There has also been trouble with the local council because of the noise and traffic congestion. This year Stevie Wonder is playing. And there's a circus, vintage Indian motorbikes, sushi bars and the Free University, and it's all being broadcast by the BBC.

But it's only once a year, and afterwards the cows come back. The cows belong here. It's good grazing land. For Michael Eavis and his family the farm comes first, always.

Exam practice

Ex. 23, p. 32

English, a global language

Listen to a short radio report about the present and future status of English. Are these statements *true*, *false* or is the information *not stated*?

For many years now we have been referring to English as a global language, as the language of communication and technology. Everybody seems to be learning English, and it isn't uncommon to see English being used as a means of communication between, let's see, a German scientist and an Italian politician. These days if you don't know English, you are in danger of being excluded from what's going on in education, at work and especially in the world of technological advances.

Very soon English will be the second language of all the people in the world. This is happening while I'm speaking to you. We can't be certain of how long the process will take, but there is no doubt that it will happen, and my bet is that it will happen sooner rather than later. First of all, English will be an obligatory subject on every school curriculum throughout the world. By the year 2014 around two billion people – that's about a third of the world's population – will speak English as their second language. This isn't my prediction by the way. This is what the experts say.

We can see evidence of these changes all the time. Let's take the Eurovision Song Contest as an example. Whatever we might think of the contest itself, one thing that has changed is that now countries can opt to sing in English. I remember the festival when fourteen of the twenty-five competing countries asked for the rules to be changed to allow them to sing in English. They argued that singing in their own language would put them at a disadvantage.

And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years' time, majority speakers, that is non-native English speakers, will outnumber native English speakers by four to one. The two most important Englishes won't be British English and American English. They'll be Native English and Majority English. So native English speakers will be handicapped. We will be the only people in the world who speak just one language. Because, let's face it, there won't be much of a reason for native English speakers to learn a second language. We, and not the Majority English speakers, will be the disadvantaged. As more and more people speak English, it makes sense that they will become more competent. They will start to control more of the English resources being produced and to have a say in what should or shouldn't be included in dictionaries and language books. This might seem far-fetched but it is already starting to happen. Let's use Sweden as an example. Their music exports, predominantly English, account for more than 30% of its export income. This exported English is bound to have an effect on English in general. And this is just one small example.

So, all of you native English speakers out there, get ready to throw away your phrase books, whether you're planning to visit Eastern Europe or the Himalayas – one thing you won't have to worry about is the language!

(текст звучит два раза)

UNIT 3: THE INDIVIDUAL AND SOCIETY

Ex. 4, p. 36

Balance

Listen to a student's film report. Are these statements *true*, *false* or is the information *not stated*?

Teacher: OK, Oliver, it's your turn today to tell us about a film that particularly impressed you.

Oliver: Right. I'd like to talk about a film called *Balance*, which is the most impressive short film I've ever seen. It only runs for seven or eight minutes, but it has a powerful message.

Teacher: What's the film about, Oliver?

Oliver: At the beginning, it shows five individuals standing back-to-back on a small platform floating in space. Whenever one of them moves, the others have to move too, so that the platform doesn't tip over – so that the platform stays balanced and they don't fall off. The group has to cooperate to maintain the balance – and as long as they do that, nobody falls off. Everyone is safe. But then one of them pulls a box onto the platform. Everyone is curious about the box, and each one tries to inspect it and to keep it for himself. That upsets the balance of the platform. The five individuals begin to fight, and one by one they fall or are pushed off the platform until only one remains, but this individual can only keep the balance of the platform by keeping far away from the box. So his "success" in defeating the others is not a success at all.

Teacher: Are there any famous actors in the film, Oliver?

Oliver: Oh, sorry, I forgot to say that it's a cartoon, an animated film.

Teacher: And what do you think the message of the film is?

Oliver: Well, I think it tells us a lot about the individual and society. We all depend on each other to keep the balance. If someone makes a decision, the others in the group have to accept it and act accordingly. In the film, if one of the figures takes a step backwards or forwards, the others have to do the same to compensate. When this sort of cooperation no longer functions, the group is lost.

Teacher: And the ending?

Oliver: I think the ending tells us that the strongest one, the one who seems to have "won", is in fact, as much a loser as the others. Without the group, he can only remain completely immobile on the platform, otherwise he might fall to his death.

Teacher: Thank you, Oliver, that was very good.

Oliver: Oh, and I'd just like to say, if you don't know the film already, you should look for it on the Internet. It's really worth watching.

(текст звучит два раза)

Ex. 18, p. 43

Stereotypes

Listen to Geoff O'Brady, who has just published a survey on British-Russian stereotypes, being interviewed by Susan Barlow, a radio reporter.

a) Make notes on the facts about the survey given in the first part of the interview.

Susan Barlow: What was the aim of your survey?

Geoff O'Brady: The aim was to find out how school students between 14 and 16 in Britain saw Russia, and how Russian students of the same age saw Britain. Just under half the students were boys, just over half were girls in both countries.

Susan Barlow: How big was the sample in the two countries?

Geoff O'Brady: We interviewed 1,300 schoolchildren in the UK, and just over 1,200 in Russia.

Susan Barlow: 2,500 students is quite a lot. Were there any differences within the groups?

Geoff O'Brady: Yes. Each national sample consisted of four different groups: firstly, students who had been to the other country, e.g. British students who had visited Russia, and secondly, those who had never been to Russia. There were also students who had learned some Russian, and others who hadn't. However, in the Russian survey all the Russian students had been learning English.

Susan Barlow: And what about different parts of Britain and Russia?

Geoff O'Brady: Yes, the students in our sample came from different parts of the UK, and in Russia we had schools taking part which were located in different regions.

Susan Barlow: What sort of things were you trying to find out?

Geoff O'Brady: Well, partly we were trying to discover what kind of stereotypes there were about the other country and its people. For example, in the survey on attitudes to Russia we asked questions about what Russians looked like, what character traits students associated with Russians, etc. In the second part of the questionnaire we asked basic general knowledge questions about the other country, for example: name 10 famous Russians past and present, name five Russian cities or towns, list three Russian rivers. Things like that. The idea here was more to find out whether there was a link between learning Russian and knowledge about Russia. Not surprisingly, there was. If pupils were learning Russian or had learned Russian, they scored much better than those who hadn't. This was also confirmed by the questions in the Russian survey on Britain. As all the students were learning English, they scored better than the British students in the questions about the other country.

Susan Barlow: That was going to be my next question, of course. What are the main results of your survey?

Geoff O’Brady: One reason why we wanted to do the survey was to test to what extent students were prepared to generalise about other countries. Results varied enormously, but in general between 25% and 50% refused to generalise about Russians’ appearance or character traits. Some students made it clear that they were doing this as a matter of principle, saying, “This is a stereotype” or “You can’t generalise”. A second important result was that there was a very clear tendency for students who had been to Russia to see the country and its people much more positively than those students who had not. And the most positive results came from students who had both been to Russia and learned some Russian. The Russian survey confirmed this too. The most positive reactions to Britain came from Russian students who had been to the country.

Susan Barlow: So the obvious conclusion is that if you want to have students who don’t think in stereotypes, get them to learn the language and send them to the country.

Geoff O’Brady: Yes, it is, of course. That’s the answer.

Exam practice

Ex. 22, p. 46

Arranged marriages

Listen to a radio interview about arranged marriages. Are these statements *true*, *false* or is the information *not stated*?

Presenter/Interviewer: Good evening. Welcome to *Have Your Say*. In this programme we’ll be talking about arranged marriage. Although Western societies often regard arranged marriage as backward and uncivilised, this view is very one-sided. In some cultures arranged marriages are the norm, and there are many reasons for believing that such marriages might be more successful than the love marriages we are accustomed to in most Western societies. With me on our programme to talk about this topic today is Vibha Bansalm. Vibha, tell us exactly what an arranged marriage is.

Vibha: Basically it’s a marriage which is arranged by someone other than the couple themselves, usually by their parents. Traditionally, the parents made the decision, and the couple saw each other for the first time after their wedding. This doesn’t happen so often nowadays, but I do know a few people who are actually proud that they married a total stranger.

Interviewer: You lived with your parents in the UK, and they looked for a husband for you in the Indian community here. Was that a problem for you?

Vibha: Well, this was what I expected my parents to do, so it wasn't a shock for me. Anyway, my parents are quite liberal. They told me I only had to marry the man they chose if I liked him. And I did!

Interviewer: How did your parents go about finding a husband for you?

Vibha: First they made it known in our community that they were looking. Uncles, aunts and cousins – everyone got involved. Hindu marriages are regarded as the union of two families and not just of two individuals.

Interviewer: And what exactly were your parents looking for?

Vibha: Qualities such as character, background, religion and economic situation. In the west young people often focus on physical attraction and are obsessed with romantic love and beauty. The fact that people choose to get married on the basis of these factors may be one of the reasons for the high rate of divorce in the west. Our marriages are much longer-lasting than western marriages.

Interviewer: But are divorce rates the only thing that show whether a marriage is working or not? Perhaps a marriage lasts not because it's happy and successful, but because leaving it would bring shame on the family.

Vibha: That's possible. Because of the pressure from their families, divorce is often not an option for an unhappy couple. And the concept of a woman living an independent life is also not common in South Asian culture. But perhaps our definition of a good marriage is a different one. We don't expect a partner to be everything – best friend, soulmate. A good marriage is about being reliable, having the same values, raising the family together and taking care of our old people. And, of course, love can grow in an arranged marriage – as it did with me and my husband.

Interviewer: Are there many countries in the world where arranged marriages are the norm?

Vibha: Oh, yes, there are. Arranged marriages are common not only in India but also in Pakistan, Japan, Iran and Iraq, and in a lot of societies in Africa too. I'm not trying to say our way is the best way for everyone, and I'm sure there are love marriages that function too. I just want to say it was the best way for me. I'm glad that I had my family's help and support in choosing my partner for life.

Interviewer: Are you perhaps one of the lucky ones? We often hear terrible stories of young girls who are sold into marriage with

old men, or young women badly treated by husbands whom they don't love and who don't love them. Websites have posted stories of girls being kidnapped or tricked into returning to their family's homeland where they are married against their will.

Vibha: Unfortunately, these things do happen, and I'm the last person to approve of forced marriages. But I still think that an arranged marriage such as I have experienced has many advantages.

Interviewer: Vibha, thank you for giving us your point of view. Now, listeners, we would like you to have *your* say on arranged marriage. The lines are now open for you to phone in, or you can post a comment on our website www...

UNIT 4: RELATIONSHIPS AND THE FAMILY

Ex. 1, p. 48

A radio phone-in

Four young people talk about their problems on a radio phone-in programme. Before you listen, read the advice below carefully. Then match pieces of advice A–F with speakers 1–4. There are two extra pieces of advice.

Speaker 1

My best friend Vicky and I both fancy the same boy. He's not only good-looking, but he's also funny and cool. Really attractive. Everybody likes him. Well, anyway, I found out from his brother that he's dating both me and my friend. I couldn't believe it at first, but then I confronted my friend about it, and we had a big argument. She says she has been out with him more than I have. But is that true? Maybe it isn't true and she's just jealous because he's with me and not with her. Or maybe his brother is just playing a strange joke on us both. But whatever the truth is, the situation has caused a lot of trouble between my friend and me. We don't talk much now because we can't trust each other anymore. We were really good friends until this happened. The whole situation isn't right.

Speaker 2

My girlfriend is very good-looking, but she knows it. Lots of boys look at her when we're out, and she enjoys the attention. I don't mind boys looking at her – I can't prevent that anyway, but she often flirts with them. That makes me feel stupid, and I hate it. I talk to her about it, but she always says it's just fun and I shouldn't take it so seriously. She says she just wants to be

with me, but she doesn't behave that way. When we're out, her behaviour hurts me a lot. I sometimes wonder if she really likes me at all. I don't think I'm jealous. I just feel small and stupid.

Speaker 3

There's a new girl in our class. Her name's Cindy and I think I'm falling in love with her. The trouble is, I already have a girlfriend, Jess. Jess is great. She's understanding and trusting and I can really talk to her about anything. But how can I tell her that I'm starting to have feelings for the new girl? I've tried to get Cindy out of my head, but she sits right in front of me in class. I can't *not* see her every day. The terrible thing is that Jess says how nice Cindy is, and that we should spend time with her and get to know her better. If Jess only knew what's going on in my head... I feel terrible because Jess is so cool, but I can't help these feelings for Cindy. What should I do?

Speaker 4

I really like this boy from our youth club group, but he doesn't seem to notice me. I know that I'm a quiet and shy sort of person, but surely he could say something to me now and again. I've tried wearing make-up and buying trendy clothes, but that didn't make things any better. To him I'm just one of the group. He seems to spend most of his time talking to the boys about football and cars. I don't know much about either of those things. How can I get his attention? Or should I just accept that he's not interested in me? I can't stop thinking about him.

(текст звучит два раза)

Ex. 2 b), p. 48

Conflict

Listen to six people and react to what you hear using one or more of the sentences above and/or your own sentence.

1 (*On a bus*): **A:** You're staring at me. Is there a reason for that?

B: Oh, sorry. I didn't realise that I was staring at you. I was thinking of something else.

2 (*In a restaurant*): Hey! That's *my* jacket.

3 (*In a shop*): It was just a misunderstanding. Sorry.

4 (*In school*): Hey! Was it you who took my mobile?

5 (*On a bus*): Can you move your bag from the seat?

6 (*In a café*): This seat's already taken.

7 (*In a cinema queue*): Sorry. I didn't mean to jump the queue.

Ex. 20, p. 59

Sarah and Wendy are here to help you

a) Listen to the radio interview about bullying. Are these statements *true*, *false* or is the information *not stated*?

Wendy: Hello everybody out there. This is *Formula 5000*, the programme for the young. We all know the feeling that sometimes problems seem to come at you from everywhere, but remember you are not alone. Sarah and Wendy are here to help. Today we want to talk about the problem of bullying. Over to you, Sarah.

Sarah: According to a survey of more than 8,000 kids, 7 in every 10 kids in the UK are bullied.

Today we are going to talk to Nikki Davids, who was bullied, and Rob Green, the school counsellor who helped her. Rob, let me ask you first: what does a school counsellor do?

Rob: A school counsellor is usually a senior teacher who assists and supports pupils and their families and helps them to find solutions to their problems.

Sarah: I see. Now, Nikki, tell us what happened to you.

Nikki: Well, it started when I was in secondary school. I had always enjoyed school and was good at most things. But in Year Eight some of the kids started calling me names, like “nerd” and “clever clogs”. They even shouted such things out in class whenever I answered a question.

Sarah: How did the teachers react?

Nikki: Well, they tried to stop it, of course, so then the bullies started teasing me outside, in the school playground or on the way home. Then they said I had to do their homework for them or they’d beat me up.

Sarah: Did you tell your parents?

Nikki: No, I didn’t. The bullies said: “Don’t tell anyone or things will get worse.” I was really scared. I started to hate school, and I felt really low. My marks started to get worse, but I couldn’t tell anyone what was happening.

Sarah: And how long did this go on?

Nikki: For several months. Then one day my class teacher took me aside. She said she’d noticed something was wrong and asked if I would like to speak to the school counsellor. I was so desperate by then, I agreed.

Sarah: Rob, was Nikki’s case an unusual one?

Rob: No, not at all. This type of bullying is common, and the fear of telling anyone is also very normal in this situation. But the problem won’t get better until you tell someone.

Sarah: And who is the best person to tell?

Rob: Any adult who you trust. In this case, I persuaded Nikki to tell her mum.

Nikki: And my Mum persuaded me to tell my teacher.

Rob: Once you've talked to someone, you can think of ways to beat the bully together.

Sarah: And what ways are there?

Rob: Walk away or stay in a group. You probably won't be bullied when there are other people about. Don't fight back and don't show that you are angry or scared.

Nikki: And if anyone teases me for being clever, Rob advised me to reply: "Yes, I am clever. And I'm proud of it."

Sarah: Nikki, do you have any last words of advice for our listeners?

Nikki: Don't blame yourself. Nobody deserves to be bullied. If you're being bullied, you must tell someone who can help and support you.

Sarah: Thank you, Nikki. Thank you, Rob. Wendy, back to you.

Wendy: Now it's over to our listeners. Call us if you want to tell us your story or if you want to ask Rob for further advice. Our lines are open and the number is 861 7950.

(текст звучит два раза)

Exam practice

Ex. 21, p. 60

Families

Listen to a radio phone-in programme, then tick the correct answer.

Presenter: When divorced people with children marry again and have more children, there are stepbrothers and stepsisters in both families. It sounds complicated, but is it? Patchwork families are a fact of modern life. But how do patchwork families work in practice? In today's programme we are asking teenage listeners about their experience of living in a patchwork family. So please phone in on 021-35-29987 and let us know. Our first caller is Mark from Brighton.

Mark: Hi, I'm 16 and I live with my Dad, my stepmum, a stepsister and a stepbrother. The kids are younger than me, but we really like each other. I help them with their homework. I'm pretty independent, I think. I solve my problems myself because Dad works a lot, and my stepmum is busy with the kids. I have a lot of friends and a nice girlfriend, so I'm not lonely. My Mum lives in Scotland now. My sister Jan lives with her and her new partner and their son. So I've got a stepbrother in Aberdeen too.

Presenter: Thank you, Mark. That's positive and interesting. Our next caller is Marie from Birmingham. Hello, Marie.

Marie: Hi. Well, I'm 14. I live with my Dad and his new wife, Sharon, and her two little boys. I like her, but I don't tell her about my problems. Everything's fine, but I was happier before my parents split up. I miss my real Mum. I don't see her more than once a month. She lives in Leeds now with her new husband. I have a stepsister in Leeds too, Suzie. I wish I had more time with my Mum. She calls me every week, but it's not the same as being with her.

Presenter: Yes, I understand that, Marie. Thank you. Now I have David from London on the line. Hello, David.

David: Hi. Well, I'm 16 and I'm really from Australia, where we lived until I was 14. My Dad is still in Sydney. I go to see him and his new partner every year, and I see my old friends there too. I live in London now with my Mum and my stepdad. He's a nice guy. We try to see each other every school holiday. Our family is pretty international, I guess. I like that. I'm happy.

Presenter: Thank you, David. That's very positive. Now just one more call before our break. Our caller is Nicole from Coventry.

Nicole: Hello. I'm 15 and I live in Coventry now, but I was born in France. My Dad's French, and my Mum's British. My dad is still in France. My brother lives with him and his new French wife. My Mum's new husband is from Oxford. They used to know each other when they were students. He's got a daughter, who's my stepsister now. We're not like real sisters, but we get along. I miss my Dad and my brother.

Presenter: Thank you, Nicole. You have an interesting family background too. Now let's take a break. Stay with us. We'll be back soon.

(текст звучит два раза)

UNIT 5: THE MEDIA

Ex. 3, p. 62

Which medium?

Listen to eight texts. In which medium would you expect to find each text?

1

Rain

The rain is raining all around,

It falls on field and tree,

It rains on the umbrella here,
and on the ships at sea.

2

John: I love you.

Pam: I love you too.

Camera zooms in as they kiss.

John: Darling, will you ...?

The phone rings.

3

From: Tim Dewar

Sent: Tuesday, 29th January, 14.30

To: Mike Atwell, Jerry Baker, Ann Smith, Brian Jarvis

Subject: A new virus

Hi everybody,

If you get an email "Happy Holidays", don't, whatever you do, download it. It has a virus that will destroy your hard disc.

4

Time now for our Tuesday night visit to see what's going on down on the farm in Amadale.

Things are not looking good for Matt and Judy. Find out why after the break.

5

Oil threat to oldest animals in the world

by Brenda Lee, environment editor

News came in this morning that another oil tanker has sunk at sea. The ship is less than one kilometre from the Galapagos Islands – home to some of the oldest animals in the world.

Oil is pouring from it and may reach the beaches by tomorrow.

6

Welcome to the Odeon film line. If you want to buy tickets, please press "star" on your telephone now. If you want tickets for *Harry Potter*, press 1. If you want tickets for *Traffic*, press 2. If you want tickets for *Billy Elliot*, press 3 ...

7

And we've just had some traffic news from the police: drivers on the M1, near Luton, be very careful – there are sheep on the motorway – that's sheep on the M1 motorway near Luton. You're listening to the lunchtime phone-in and our next caller is on the line ...

8

Amazon.co.uk – Welcome back, Percy Blackstone. Here's what's new for you: more to explore – browse and buy anywhere from your WAP mobile phone. (If you're not Percy Blackstone, click here.)

Ex. 8, p. 66

WTNX News Time

Listen to the news from Haybrook, Illinois. Are these statements *true*, *false* or is the information *not stated*?

This is NewsTime 1350 WTNX, Haybrook's morning news on air and online at wtnxradio.com. Good morning, I'm Tom Anderson, and here is the latest news.

A report from Washington estimates that one fifth of the prisoners who have been released from the US military prison at Guantanamo Bay, Cuba, may be involved in extremist activity again, a Defence Department official said on Friday. It is expected that this will affect the debate over the prison.

A Muslim woman has been fired from her job at a local clothing store for refusing to remove her hijab, or head scarf. Amini Kamara, 19, said she was asked to leave the *Young Style* clothing store at the Haybrook Shopping Center last Monday. She was dismissed a week after a district manager warned her about wearing the scarf while at work.

Population figures recently released show that the city of Brownville, north of Haybrook, is the fastest-growing city in Illinois. Brownville's population jumped 68.3% over the last seven years. Along with New Highton and Tolosa, Brownville is one of only three cities in Illinois with an increase in population of more than 50%.

Saint Joseph's Catholic School in Haybrook has won the right to force students to speak only English at school. On Tuesday Judge Marilyn H. Connolly decided against two Hispanic families who claimed the English-only policy was illegal and discriminated against them. But the judge said that the school's policy did not break any law.

And now your weather forecast from WTNX ...

(текст звучит два раза)

Exam practice

Ex. 25, p. 74

Privacy

On a British radio station the presenter Greg Palmer is talking to the American author Dr Lee Anne Goldblum about privacy in the modern world. Tick the correct answer.

Palmer: What does the word "privacy" mean for you? Somewhere where no one can see you? A personal letter? A secret diary? We

all have our own ideas about what privacy means to us, and we all have things that we would prefer to keep private. Well, I certainly do, but that's another matter...

Welcome to Be My Guest. I'm Greg Palmer and you're listening to Radio Anglia FM. My first studio guest this evening is the American author Dr Lee Anne Goldblum, who is in the UK this week to publicise her new book. Good evening, Dr Goldblum, and thank you for coming to talk to us.

Goldblum: Good evening. I'm really glad to be here.

Palmer: So, tell me, Dr Goldblum, your new book is called *Our Private Lives*, and I see on the back cover that it – quote – “exposes what is happening to our privacy in the modern digital world”. Perhaps you could tell us first of all what privacy really is.

Goldblum: Well, as you said at the beginning, everyone has different ideas about what privacy – as we Americans say it – means – being left alone to think your own thoughts, freedom from government interference, for example. But many Americans, and I certainly agree with them, believe that privacy is a basic right in a free society.

Palmer: That's probably true for all people, not just Americans, and I think a lot of people in this country would agree with you.

Goldblum: Of course, but there is a particular American interest in privacy that goes back to the beginnings of our country and our fight for independence. Have you ever wondered why companies always want to put your name and address in their computer every time you buy something? Or why they always want to see so many forms of ID every time you write a check? Companies can make millions collecting and selling information about you that is just as easy to get as scanning your credit card at the check-out of a department store.

Palmer: I see, but my name and address are in the telephone book. Anyone can look me up there if they want to.

Goldblum: That's true. But your health records, driving records, credit records and employment files are all just numbers on a computer, all just information that can be bought, sold and manipulated. Modern technology is redefining what we think about privacy. You can shop or do banking transactions over the phone; you can use a credit card to get anything you want right away. But the price of this convenience is that we are giving away more privacy than we realise.

Palmer: Isn't this all just a bit of “Big Brother” paranoia? I mean, is anyone out there really interested in me, or what I do or buy?

Goldblum: Well, you should be, for a start! How often does someone – or worse, a computer – call you up and ask if you want to take part in a survey?

Palmer: Yes, that happens to me all the time. I just shout at them and slam the phone down.

Goldblum: But did you ever ask yourself how they got your name and telephone number?

Palmer: Not by reading through the phone book, I suppose.

Goldblum: Of course not. Your details are stored on a database, and that information can be passed on from one business to another.

Palmer: So how does my name get on the database in the first place?

Goldblum: Well, I'll tell you one way. If you buy something with a credit card at a store in the United States, they usually ask for some form of identification.

Palmer: What, you mean a driving licence or something like that?

Goldblum: Exactly. Now the new California driver's licence, for example, has a little magnetic strip on the back that contains the same information – name, sex, date of birth, address, etc. – that's on the front. It's there so that the main "customers", law enforcement agencies, can get the information quickly and easily. But businesses just happen to use driver's licences as identification as well. They swipe the card through a card reader and get all this information about you, which they then store in their database. And the danger is that they trade or sell this information to other companies, and your details travel from one database to another.

Palmer: OK. I agree that's not what driving licences were made for ...

Goldblum: But the real problem is when someone makes a mistake.

Palmer: Do computers ever make mistakes?

Goldblum: Sure they do ... or rather the people who use them do.

Palmer: So I definitely should think twice next time someone asks for identification ...

(текст звучит два раза)

UNIT 6: THE WORLD OF WORK

Ex. 7, p. 79

The Jeans

Kelsey Timmerman is a freelance writer who decided to find out about how and where the clothes he wears are made. So he set off on a global tour. In this extract from his book *Where Am I Wearing* he is in Cambodia. Listen to the extract, then choose the correct answer.

I spot Nari in the crowd and offer to treat her and the other girls to lunch. I've got a lot of questions to ask them, including one very important one.

Nari turns down my offer of lunch and leads me back to the apartment where the stove is already fired up and lunch is on. Phoan and Chendu cook away.

Pork, rice, green beans, some salad, and I'm full. Phoan offers me more rice, and I feel obligated to take it. I sit on the floor and go at the bowl with my spoon, wondering if I'll ever see the bottom.

"When you're done," Nari says giggling, "you can do the dishes."

"Where are you girls from?" I pull out my notebook and start in with questions. Most of these girls are from rural areas outside of Phnom Penh. They miss their families and life in the village, but had to move to the capital to find work. They send part of their monthly wage home to their families.

"How much do you send home?" I ask Chendu. "\$7.50 per month," she says. That seems like a pretty high percentage since she only gets paid \$45 per month.

"How about you?" I turn to Phoan.

"I make \$60, and I send home half," she says.

"Geez," I joke, "I want to have you as my daughter."

Phoan gets real serious, "I support 10 people. I have five brothers and five sisters. I have no education. I can't do anything else but work at a garment factory."

The room falls silent.

"What would you tell someone in the USA who won't buy the jeans that you make because they don't think you are paid enough or treated fairly?" I ask.

Phoan, lost in thought, stares at the floor.

"If they pay \$45 for jeans," Ai says, "it helps us. If people don't buy, I'm unhappy because I wouldn't have a job." Ai laughs at the simplicity of the logic.

Is it that simple? Does an uneducated, 24-year-old garment worker hold the answer to how I should behave as a consumer?

To buy or not to buy, that is the question.

A British documentary uncovered child labour at factories producing for GAP and Nike in 2000. Both companies, having been subjected to the bad press that fell upon many global sourcers in the mid- and late-1990s, pulled out of Cambodia. Thousands of Cambodians lost their jobs, and a budding industry was threatened. But factories, unions, and international organisations worked hard to correct the industry's problems and now market the industry as sweatshop free.

Today, Ai is lucky to work for one of the most monitored garment industries in the world. With organisations, such as the International Labour Organisation (ILO), protecting Ai's rights, they are, in turn, protecting the big brands' images, and our consumer conscience.

It's a powerful thing, our pocketbooks. We should use them wisely.

Ex. 18, p. 85

A first job

a) Listen to Mike and Terry talking about Terry's job. Which of the following do they talk about? Tick the correct answers.

Mike: Hi, Terry. I heard you've got yourself a weekend job. Doing what?

Terry: Yeah, right. I'm working at the petrol station in Wilmott Street. You know, the big one on the corner. I don't serve petrol – customers serve themselves. I'm in the 24-hour shop, at the check-out. I had to learn how it works because I'd never done it before. I made a few mistakes at first, entered the wrong price a few times, but after a while I was quite good at it.

Mike: Do you serve?

Terry: Well, yes, sometimes – if I have to. Customers ask me stuff, where's this and that, or: "Have you got any more cheese, ham and tomato sandwiches?", that sort of thing, but I don't mind because it stops me from getting bored. And people even phone to ask what kind of TV dinners we've got, or if we've got sour cream and onion crisps. You won't believe how many TV dinners, soft drinks and sandwiches people buy on Saturdays and Sundays, especially at night.

Mike: Oh, do you work nights?

Terry: Not unless I have to. My Mum doesn't think it's a good idea. She's scared I'll be attacked by drunks or something. But I've only done one late shift so far, until 10 pm. I start at 8 on Saturday mornings and usually work 6 hours. Two hours on Sundays. I don't have time for more. I have exams soon. I'm not at the check-out all the time. I fill up shelves, clean the floor, fill up the sandwich counter, that sort of thing.

Mike: Are you alone?

Terry: No, there's Alice and Barry too. They're fun. Any two of us do a shift. We laugh a lot. We're a good team.

Mike: And how much do you get paid?

Terry: Four pounds an hour. Not much, but a bit more than the standard rate for 16- to 17-year-olds. I suppose it's OK. I try to save most of it. And we get cheaper prices for snacks, chocolate and sandwiches. So that helps my pocket money too.

Exam practice**Ex. 24, p. 88****Starting up a new company**

Listen to four young entrepreneurs (Josh Reeves, Clara Shih, Steve Garrity and Kimber Lockhart) talking about the advantages and disadvantages of being a young entrepreneur who is setting up a company. Match summaries A–E with speakers 1–4. There is one extra summary.

Speaker 1

So, one really clear response that comes to mind, I think it all stems [from] what you learn on campus versus what you learn while working. So, I had worked at a company for three years after graduating and before starting the new company. So, the answer to me would be focus. How you prioritise, how you're going to spend your time to go achieve the business opportunity you've identified. And I think as someone that's younger, I'm leveraging mostly my experience at Zazzle in making that decision, mentors I've talked to, advisers I've talked to. But I can also very clearly see how more experience that I have, like let's say ten years in the future, I'll have so much more of a wealth in knowledge to do that prioritisation, to have that focus because that's the biggest challenge that I identified with my start-up. We have so many ideas, so many things to do. It's kind of a constant ... and it's fun, a daily challenge to figure out: given these many hours, what are we going to go do to have the most impact with our time, because we have limited resources. And I just want to get better at that. I know I'm going to get better at it. And I see people that are older than me that are really good in it. And that's what I would say.

Speaker 2

Well, I would flip the question and say I think there's tremendous advantages to being younger. Because sometimes, I mean, just both in terms of where we are in our lives and how much time we can spend on a company all the way to the way that we think. And how we really ... I think we think out of the box because we haven't been indoctrinated for that long, not for some of these guys at all. And I think that can be really powerful when you're an entrepreneur because you are creating something that no one else has ever thought of before. And you're able to do that because you haven't, you haven't studied as much or you haven't been told that this is the way that things are.

Speaker 3

I was going to do exactly the same thing and flip it. One more item that I'm going to add to Clara's list, which has turned out to

be an interesting negotiating strategy. It lets you kind of open a lot of questions that you couldn't otherwise, which is, "Hey, this is my first time. Can you explain these terms to me?" That sounds wrong, like, "Why do you need that?" And it becomes a very easy way to have conversations. It's totally reasonable. I mean, you're not giving anything away. They know you're young. They know you're a first-time entrepreneur. And you can say, you know, "Hey, I just think we should rethink this from kind of fresh principles." And it often leads to a very interesting different discussion. I think obviously Josh's point is totally the truth, that you're missing a lot of the experience. There's value in that. We've been lucky enough to find some really great advisers that have added a lot of that.

Speaker 4

So, a few months into Inereo, when I was learning accounting and insurance and all of these other fun things that you need to know in order to run a company that as a Computer Science major at Stanford, albeit one that took a lot of business classes, you don't know. It was right in there that I heard and I can't remember who exactly told me this, but somebody said: "You know, there's a lot of skills that you don't necessarily have that are necessary in becoming an entrepreneur. But do you think that those people that are older than you, that are quitting the job that they have to become an entrepreneur have done all of those different things necessary to start a company in any of their roles in the past?" And... no. Nobody except entrepreneurs do the full set of things required to start a company. Nobody has that whole skill set. So, yes, you may be learning things you don't know. You may be forced to pull out Quickbooks and figure out how to do month-by-month subscription-based accounting in two hours. But I can bet you that anybody else who is getting into that industry or that field for the first time is going to have similar challenges.

(текст звучит два раза)

КЛЮЧИ К ЗАДАНИЯМ ТЕТРАДИ-ТРЕНАЖЁРА

Упр. 1, с. 4. 1b, 2a, 3b, 4c, 5c, 6b.

Упр. 3, с. 5. 1. nap; 2. mess; 3. inside; 4. say you're sorry; 5. parent; 6. whisper; 7. cookies.

Упр. 4, с. 5–6. 1c, 2d. 3a. 4c. 5d. 6b.

Упр. 5, с. 6. 1. is still looking; 2. needs; 3. is spending; 4. lives; 5. goes; 6. sometimes takes; 7. is going up; 8. cost; 9. always needs; 10. is working; 11. is babysitting; 12. Are you doing; 13. am helping; 14. like; 15. rains; 16. work; 17. are the others doing; 18. is delivering; 19. are working; 20. usually work.

Упр. 6, с. 7. 2. Advanced technology has made life more comfortable than ever. 3. Our teacher has written quite an interesting article for the local paper. 4. My sister goes to an African dance class twice a week. 5. My boyfriend is a member of the local cricket team. 6. We had such a nice room in the hotel. 7. My father always reads the morning paper during breakfast. 8. When we were in Moscow, we visited the Kremlin in the city centre.

Упр. 7, с. 7. 1. final; 2. revise; 3. pass; 4. fail; 5. study; 6. miss; 7. improve; 8. knowledge; 9. marks; 10. poor; 11. give; 12. start.

Упр. 8, с. 7. What do you think of that idea?; What's your opinion?; I'm afraid I don't agree with you; I see your point; I know what you mean; look at it this way; you're right up to a point; That's a good argument.

Упр. 10, с. 8. 1. household; 2. gadget; 3. proficiency; 4. lab; 5. consultant; 6. quit.

Упр. 11, с. 8–9. A4, B1, C7, D2, E3, F5.

Упр. 13a), с. 9. 1. unapologetic; 2. unfamiliar; 3. exclude; 4. illiteracy; 5. fashionable; 6. up-to-date; 7. unpopular; 8. impossible; 9. open (the program); 10. available.

Упр. 13b), с. 10. 1H, 2B, 3I, 4A, 5D, 6J, 7G, 8F, 9C, 10E.

Упр. 14, с. 10. 1. on; 2. over; 3. with; 4. at; 5. of; 6. in; 7. out.

Упр. 15a), с. 10.

singular	plural	singular	plural
aircraft	aircraft	passer-by	passer-by
crisis	crises	runner-up	runners-up
diagnosis	diagnoses	salmon	salmon
foot	feet	sister-in-law	sisters-in-law
leaf	leaves	volcano	volcanoes
mouse	mice	wolf	wolves

Упр. 15b), с. 10–11. Wolves, diagnosis, leaves, runners-up, passers-by, mice, salmon, sisters-in-law, crisis, volcanoes.

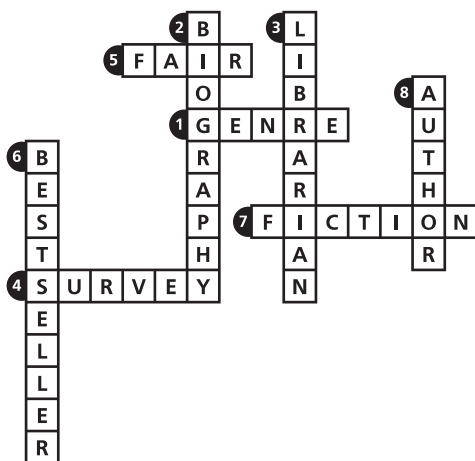
Упр. 16, с. 11. **Uncountable:** advice, discrimination, equipment, evidence, homework, knowledge, news, progress, satisfaction, unemployment.

1. a lot of; 2. much; 3. some; 4. an; 5. all; 6. –; 7. no; 8. much; 9. less; 10. a lot of.

Упр. 17, с. 11. 1a, 2c, 3b, 4c, 5b, 6c.

Упр. 18, с. 12. 1. Would you mind if I opened the window? 2. Would you mind waiting for a few moments? 3. Sorry, but this week is not very convenient for me. 4. Would you like to join us? 5. Thanks for asking me, but I'm afraid I can't come. 6. I really appreciate your kindness.

Упр. 20, с. 12.



Упр. 21, с. 13. 1D, 2F, 3A, 4B, 5C, 6E.

Упр. 22, с. 13. 1C, 2B, 3U, 4M, 5B, 6C, 7U, 8B, 9C, 10M.

Упр. 23, с. 13–14. 1. to; 2. was used; 3. writing; 4. recording; 5. comes; 6. means; 7. scratched; 8. wrote; 9. processing; 10. originates; 11. comes; 12. which; 13. was exported; 14. usually; 15. particularly; 16. who; 17. useful; 18. were (being) persecuted; 19. easier; 20. than.

Упр. 24, с. 14. 1. Daniel used to read all the time when he was younger, but now he has so many things to read for school, it's destroyed his love of reading.

Merlene's love for reading is developing more and more as time goes on.

2. a) Andrew; b) Merlene; c) Lorna; d) Daniel.

3. a) Merlene because she loves the beautiful English Jane Austen has.

b) Lorna because she spends most of her time reading teen magazines.

c) Daniel because he avoids books and waits for the movie.

Упр. 25, с. 14–15. A7, B3, C1, D4, E2, F5.

Упр. 26a), с. 15. 1. All; 2. either; 3. neither; 4. None; 5. both; 6. no; 7. both; 8. either; 9. both; 10. either.

Упр. 26b), с. 16. 1. Every; 2. Each; 3. any; 4. Every; 5. each; 6. each; 7. each; 8. every; 9. each; 10. each; 11. each; 12. any.

Упр. 27, с. 16. 1. the cola; 2. cola; 3. milk; 4. the milk; 5. milk; 6. health. 7. The pizza; 8. pizza; 9. the pasta; 10. pasta. 11. history; 12. the history; 13. life; 14. the life.

Упр. 28, с. 17. 1. True; 2. False; 3. Not stated; 4. False; 5. True; 6. False; 7. True; 8. Not stated.

Упр. 29, с. 17–18. 1c, 2a, 3b, 4d, 5b, 6a.

Упр. 30, с. 19. 1. living; 2. blankly; 3. conversation; 4. embarrassing; 5. to make; 6. watching; 7. Canadian; 8. eating; 9. rainy; 10. were watching; 11. pointless; 12. had met; 13. was going.

Упр. 1a), с. 20. Take a good, long look at yourself. Be aware of strengths/weaknesses/possible difficulties. – If possible, find a job. – Get your school leaving diploma. – Make sure you have some money to take with you.

Упр. 1b), с. 20. 1. Not stated; 2. True; 3. False; 4. False; 5. Not stated; 6. Not stated; 7. Not stated; 8. False.

Упр. 2, с. 20.

A	B (-sion)	C (-ation)	D (-ment)
communicate		communication	
divide	division		
establish			establishment
estimate		estimation	
expand	expansion		
represent		representation	

Упр. 3, с. 21. A3, B6, C4, D1, E2, F7.

Упр. 4a), с. 22. 1F, 2A, 3H, 4B, 5C, 6E, 7D, 8G.

Упр. 4b), с. 22. 1. have gone; 2. arrived; 3. have been; 4. have settled; 5. have done; 6. has gone; 7. have not got; 8. have not been; 9. bought; 10. underestimated; 11. didn't buy; 12. wasn't; 13. has found.

Упр. 5, с. 22–23. 1. is spoken; 2. will speak; 3. entered; 4. is protected; 5. do not try; 6. are laughed at; 7. are recorded; 8. be learned.

Упр. 6, с. 23.

A	B
<p>1 We're not ready. Come back later. 2 Don't talk so fast! 3 Give us a recommendation. 4 What are "hash browns"? 5 Give me the hash browns then. 6 Say that again. 7 No more coffee! 8 No, we don't want anything else. We just want to pay.</p>	<p>A Could you please <u>speak</u> slowly? My English isn't that good. B Thanks, but I've had enough <u>coffee</u>. C I'm afraid we're going to need more <u>time</u> – just a few minutes, please. D Yes, that sounds good. I'll take the <u>hash browns</u>. E What would you <u>recommend</u>? F I'm sorry. Could you <u>repeat</u> that, please? G Would you mind <u>explaining</u> what "hash browns" are? H No, nothing else, thanks. Could we have the <u>check</u>, please?</p>

1C, 2A, 3E, 4G, 5D, 6F, 7B, 8H.

Упр. 7, с. 23.

Pros

We live in a global world. / It is important to communicate across borders. / English is a relatively easy language to learn. / English is already widespread as a second language. / English is a very flexible language.

Cons

English speakers often get lazy because they don't have to learn other languages. / There is a danger that some languages might die out. / Countries lose their own identity. / Everything becomes too uniform and diversity is lost.

Упр. 8a), с. 24.

Eleanor went to Berlin, Germany. She looked after two girls aged seven and nine. The parents were lovely. The children weren't easy, but it was never boring. In her free time she went to museums, exhibitions and films. She would recommend it to anybody interested in an au pair job.

Ricardo went to the UK. He is unusual because he is a male au pair. He had a very bad/hard time. There was a lot of housework to do. The mother was sick/bad-tempered. The kids were hard to handle/very naughty/a nightmare. He stayed/didn't leave because he wanted to prove something to his parents.

Упр. 8b), с. 24. 1. R, 2. E, 3. R, 4. E, R, 5. E, 6. R, 7. E, R, 8. R.

Упр. 9, с. 24.



Упр. 10а), с. 25.

1. arrived, was wearing; 2. had been walking; 3. had already arrived; 4. went, changed; 5. had changed, felt; 6. felt, was acting.

Упр. 10b), с. 25. 1. When Miriam arrived home, she was wearing jeans and rubber boots. 2. She went to her room and changed into traditional dress immediately. 3. After she had changed her clothing, she felt like a different person. 4. She had been walking in the hills with some friends.

Упр. 11, с. 26. A5, B7, C1, D6, E3, F4.

Упр. 12, с. 27. 1. Is it possible to live cheaply in big Russian cities? 2. Did you say he studied hard or he hardly studied? 3. Does your teacher take the students' questions seriously? 4. Do you think it is important for a teacher to have a sense of humour? 5. Can you pronounce all the words correctly?

Упр. 13а), с. 27. He/She should be understanding, fair, clever, humorous, patient, tolerant, interesting, impartial, cheerful, punctual.

Упр. 13b), с. 27. He/She should explain things simply, treat students equally, repeat things patiently, react flexibly, deal with problems calmly, take students seriously.

Упр. 13с), с. 27. 1. boring; 2. patiently; 3. stupid; 4. angry; 5. badly; 6. angrily; 7. noisy; 8. unfair; 9. seriously; 10. popular; 11. clearly; 12. well; 13. fast; 14. interesting.

Упр. 14, с. 27–28. 1. cheaply, cheap; 2. daily, daily; 3. long, long; 4. early, early; 5. hard, hardly; 6. right, rightly.

Упр. 15, с. 28. 1. Hey, Dave, you mustn't go down here. It's a one-way street. 2. You needn't/don't have to change planes. There are non-stop flights from Dublin. 3. You should/had better take

anti-malaria tablets with you when you go to Sri Lanka. 4. You were supposed to be outside the cinema at 6 pm. Where are you?

Упр. 16, с. 28–29. 1b, 2d, 3c, 4a, 5b, 6c.

Упр. 17, с. 29. 1F, 2D, 3H, 4G, 5C, 6A, 7E, 8B.

Упр. 18, с. 30. 1. from, 2. to, 3. by, 4. via, 5. at, 6. in, 7. at, 8. on, 9. for, 10. at.

Упр. 19, с. 30. 1. had been driving; 2. had been; 3. had written; 4. had met; 5. had been waiting; 6. had forgotten; 7. had been overworking; 8. had gone; 9. had been searching; 10. had searched.

Упр. 20a), с. 30. 1. the Glastonbury pop festival; 2. since 1971.

Упр. 20b), с. 31. 1b, 2c, 3b, 4b, 5c, 6b.

Упр. 22a), с. 31. 1. Excuse me? Do you know where the Discovery Channel Store is? 2. Yes, it's in the MCI Centre. My kids go there all the time. 3. And do you know how to get there by subway? 4. By subway? Let's see. I've got a map here somewhere. Right. You see, we're here, at Smithsonian Metro Station. 5. Right. We can see it over there. 6. Well, take a blue-line train from Smithsonian towards Franconia. Get off at Metro Centre. 7. Two stops. I see. 8. Then transfer to the red line, towards Glenmont. Get off at the first stop, Gallery Place. You'll see the MCI Centre when you leave the station. 9. Sounds easy. Thank you. – Oh, how much does the subway cost? 10. \$1.10. There's no extra charge for transferring. 11. OK, great. Thanks again.

Упр. 22b), с. 31.

Asking somebody the way	Telling somebody the way	Saying you understand
Excuse me. Do you know where ... is? And do you know how to get there by subway?	You see, we are here ... Take a blue-line train from ... to ... Get off at ... Then transfer to ...	Right. I see. Sounds easy. OK, great.

Упр. 23, с. 32. 1. Not stated; 2. True; 3. False; 4. False; 5. True; 6. False; 7. Not stated; 8. True.

Упр. 24, с. 32–33. A4, B1, C7, D5, E3, F6.

Упр. 25, с. 33. 1. curiosity; 2. religious; 3. poorest; 4. fascination; 5. information; 6. really; 7. organisers; 8. was met; 9. working; 10. building; 11. enjoyed; 12. economics.

Упр. 1, с. 34. 1. Human beings are able to think about who they are. 2. Values and habits make up an individual's identity. 3. Many party members take part in political meetings. 4. Solutions can be found through discussion. 5. Angry people may turn to violence. 6. Every member of society is motivated to interact with others.

7. Society is made up of individuals. 8. Social rules can change over time.

Упр. 2, с. 34. 1. Everyone is influenced by the social and geographical setting they are born into. 2. Do you believe that human beings are the only species on earth that can think about who they are? 3. We all need rules to keep society stable and get along with each other. 4. I'd like to know more about values, habits and traditions in other cultures.

Упр. 3, с. 34–35. 1c, 2b, 3a, 4c, 5d.

Упр. 4, с. 36. 1. Not stated; 2. False; 3. True; 4. Not stated; 5. False; 6. False; 7. True; 8. True.

Упр. 5a), с. 36.

Function	Linking words
Organising a text	firstly, finally, secondly
Giving reasons	because (of), so, therefore
Adding ideas	also, moreover
Contrasting thoughts	although, however
Giving examples	e.g., for example, for instance
Exploring results and consequences	as a result of, consequently

Упр. 5b), с. 36. 1. Firstly; 2. Secondly/Moreover; 3. because/as a result; 4. Although; 5. Therefore; 6. Finally.

Упр. 6a), с. 37. 1. We must/have to, We mustn't/can't; 2. We have to/must; 3. We mustn't/can't; 4. You may/might/could; 5. We weren't able to; 6. We shouldn't.

Упр. 6b), с. 37. 1. was able to; 2. should/ought to; 3. needn't/don't have to/don't need to; 4. is said to/is supposed to; 5. were just able to.

Упр. 7, с. 37. 1. take off, go into; 2. call on; 3. take part, called off; 4. ring up; 5. looking into; 6. turned down; 7. pick up.

Упр. 9a), с. 38.

Agreeing with somebody	Disagreeing with somebody	Giving your opinion
Exactly! I agree with you completely. I think you're right – up to a point.	That's nonsense. I see what you mean, but ... I think you're wrong there. I'm afraid I can't agree. I'm not sure you're right there. Oh, come on!	In my opinion ... I think ... If you ask me, ... The way I see it, ... Look at it this way

Упр. 9b), с. 38. 1. In my opinion / I think / If you ask me; 2. I agree with you completely. / Exactly!; 3. That's nonsense. / Oh, come on; 4. I think you are right – up to a point; 5. Exactly! / I agree with you completely; 6. Look at it this way / If you ask me / In my opinion / I think; 7. I'm afraid I can't agree. / I'm not sure you're right there.

Упр. 10a), с. 39.

Positive emotions	Negative emotions
amused, content, delighted, excited, pleased, satisfied	angry, alarmed, confused, desperate, disappointed, disgusted, embarrassed, frustrated, furious, nervous, offended, shocked, upset

Упр. 11, с. 39–40.

A5, B1, C7, D3, E6, F2.

Упр. 12, с. 40. 1. am having/am going to have; 2. will rain; 3. will be; 4. won't rain; 5. will be celebrating; 6. will be/are going to be; 7. will be; 8. are we going to do; 9. is bringing/is going to bring; 10. are having/are going to have; 11. is helping/is going to help; 12. will come; 13. will tell; 14. will be.

Упр. 13, с. 41. 1. Unbelievably; 2. Apparently; 3. Luckily; 4. Naturally; 5. Sadly; 6. Frankly; 7. Personally; 8. Obviously.

Упр. 14, с. 41. 1. non-returnable; 2. irreplaceable; 3. unemployment; 4. illogical; 5. unfriendly; 6. disagreement; 7. independent; 8. impersonal; 9. irregularly; 10. uneatable.

Упр. 16, с. 42. 1. national; 2. variety; 3. behaviour; 4. melting; 5. identity; 6. harder; 7. regularly; 8. confusion; 9. unhelpful.

Упр. 17, с. 42–43. Girls are not strong. Girls have to depend on other people. Girls can't voice their own opinions. Girls can't stand up for themselves. Girls cry over boys. Girls want to major in home economics. Girls know how to sew, knit and cook. Girls think they are fat and have eating disorders. Girls have subscriptions to teenage magazines. Girls' rooms are pink with posters of Backstreet Boys on the wall. Girls love boy bands and Britney Spears.

Упр. 18a), с. 43. Ages of students interviewed: 14–16. Number of students interviewed in Britain: 1,300. Number of students interviewed in Russia: 1,200.

Упр. 18b), с. 43. 1b, 2b, 3c, 4a, 5b, 6a.

Упр. 20a), с. 44. 1. Not stated; 2. False; 3. Not stated; 4. True; 5. Not stated; 6. False; 7. False; 8. False.

Упр. 20b), с. 45. 1. rest assured; 2. consumption; 3. elegant; 4. degree; 5. frequent; 6. harsh.

Упр. 21, с. 45.

Louise: Why have you come to live in London?

Olga: I have found a job here.

Pete: Your English is very good. How long have you been learning it?

Olga: I've been learning English for eight years.

Maggie: Do you know anybody in Britain?

Olga: Yes, I have an uncle here. He lives in Oxford.

Gary: What sort of music do you like?

Olga: I like hip hop. But I often listen to classical music, too.

Pete: Do you smoke?

Olga: No, I don't smoke.

Louise: How long do you need in the bathroom in the mornings? We only have one bathroom. It gets crowded in the mornings.

Olga: I'm usually pretty quick. I normally take 10 to 15 minutes. My work starts at 10 am, so I don't think the bathroom will be a problem.

Louise: OK, well, thanks for coming, Olga. We'll let you know in a couple of days.

Упр. 22, с. 46. 1. False; 2. Not stated; 3. True; 4. Not stated; 5. Not stated; 6. False; 7. False

Упр. 23, с. 46–47. A3, B7, C1, D5, E6, F2, G4.

Упр. 24, с. 47. 1. Differences; 2. striking; 3. particularly; 4. rebellion; 5. contribution; 6. rebellious; 7. emphasised; 8. totally; 9. grew; 10. followed; 11. communication; 12. digital.

Упр. 1, с. 48. 1C, 2A, 3F, 4E.

Упр. 2a), с. 48.

I'm sorry. I didn't mean to ... – 4; Mind your own business. – X; Excuse me, but ... – 1; The problem is ... – 2; Shut up. – X; Sorry, but I don't see it that way. – 3; OK. No worries. – 5; My mistake. I'm sorry. – 4; Where's the problem? – 3; Don't worry about it. – 5; Can I have a word with you? – 1; It annoys me that ... – 2; Sorry, I shouldn't have said that. – 4; I don't see what's wrong with ... – 3.

Упр. 3, с. 49. 1. had not been raining, would not have been; 2. hadn't been, might have been able to prevent; 3. hadn't been, wouldn't have been; 4. might/would not have happened, hadn't been; 5. hadn't been, wouldn't have been travelling; 6. wouldn't have lost, hadn't been; 7. wouldn't have hit, hadn't lost control; 8. had been wearing, might not/wouldn't have been; 9. had been, might/could/would have been; 10. hadn't been, could have told.

Упр. 4, с. 50. 1. I'm sure you'd have got it if you had applied. 2. If he worked harder, I'm sure he would be promoted. 3. If the plane arrives late, I will ring you. 4. I wouldn't buy that car if I were you. 5. If she had studied harder, she wouldn't have failed. 6. If you are out when I ring, I'll leave a message. 7. If I had listened

to the radio, I would have known about the traffic jam. 8. If we didn't have the dogs, we would/could go on holiday more often.

Упр. 5, с. 50–51. 1b, 2c, 3d, 4a, 5c, 6b.

Упр. 7a), с. 52.

positive	negative
close, care about sb, special, trust, understanding	betray sb, cheat on sb, clingy, dump sb, feel guilty, hurt, insecure, lie to sb, mad at sb, possessive

Упр. 7b), с. 52.

1. close; 2. special; 3. trust; 4. lie; 5. betray; 6. insecure; 7. clingy; 8. possessive; 9. feel guilty; 10. dumped; 11. hurt; 12. mad at.

Упр. 8a), с. 52.

verb	noun	verb	noun
argue	argument	create	creation
cause	cause	distinguish	distinction
communicate	communication	interview	interview
coordinate	coordination	isolate	isolation
connect	connectedness	survey	survey
converse	conversation	use	usage

Упр. 8b), с. 52. 1. notion; 2. supplement; 3. issue; 4. substitute; 5. tools.

Упр. 9, с. 53. 1. nervous; 2. good; 3. well; 4. extremely; 5. hard; 6. seriously; 7. well; 8. easily; 9. angry; 10. really; 11. bad; 12. awful; 13. carefully; 14. relaxed.

Упр. 10, с. 53. 1. high; 2. hard; 3. wrong; 4. right; 5. nearly; 6. hardly; 7. fairly; 8. highly; 9. freely; 10. most; 11. mostly; 12. pretty; 13. easily; 14. sure.

Упр. 11, с. 54. 1. Gordon explained that cell phones were bringing family members together. 2. Wellman stated that they had set out to study how connected people were. 3. Gordon wondered if people hadn't seen any communication problems in their families. 4. Wellman pointed out that generally people had felt pretty good, but there were always a few who didn't. 5. Wellman joked that his wife thought he spent too much time looking at the computer and not at her. 6. Some folks argued that when people were together more physically, conversations would be more meaningful.

Упр. 12, с. 54. 1a, 2a, 3b, 4a, 5b.

Упр. 13, с. 54–55. 1. When I have a problem, I can always talk to my parents. 2. It upsets me when I argue with my friends. 3. It's really good to have a friend you can trust. 4. Let me take a look. If it really doesn't work, of course we will give you a replacement.

Упр. 14b), с. 55–56. 1. False; 2. Not stated; 3. Not stated; 4. False; 5. False; 6. Not stated; 7. True; 8. False; 9. Not stated; 10. True.

Упр. 15, с. 56. 1. certainly; 2. I am convinced; 3. For example; 4. In fact; 5. In addition; 6. for example; 7. consequently; 8. In my view; 9. Personally, I feel that; 10. Fortunately; 11. Unfortunately; 12. In other words.

Упр. 16, с. 56. 1. a) N, b) E, c) U; 2. a) E, b) N, c) U; 3. a) N, b) E, c) U; 4. a) U, b) N, c) E; 5. a) E, b) U, c) N.

Упр. 17, с. 57. 1. doing; 2. hanging; 3. hanging; 4. being; 5. getting; 6. to change; 7. to show; 8. working; 9. to volunteer; 10. to run; 11. to like; 12. to study; 13. to rent; 14. to continue; 15. to achieve.

Упр. 18, с. 57. 1. in meeting your friends; 2. in passing the final exam; 3. to seeing you again soon; 4. on helping her; 5. to getting up early; 6. at learning languages; 7. of looking for a new job; 8. for being rude to you.

Упр. 19, с. 58–59. 1b, 2d, 3b, 4a, 5a, 6c, 7d, 8c.

Упр. 20a), с. 59. 1. True; 2. False; 3. False; 4. Not stated; 5. False; 6. Not stated; 7. False; 8. True.

Упр. 20b), с. 59.

DOs	DON'Ts
1. Tell an adult who you trust. 2. Walk away. 3. Stay in a group.	1. Fight back. 2. Show that you are angry or scared. 3. Blame yourself.

Упр. 21, с. 60. 1b, 2c, 3a, 4b, 5a, 6a.

Упр. 22, с. 60–61. A3, B7, C1, D2, E6, F5.

Упр. 23, с. 61. 1. relationship; 2. thrown; 3. reminders; 4. romantic; 5. going; 6. used; 7. thinking; 8. anything; 9. thinking; 10. lost; 11. exciting; 12. will forget.

Упр. 1, с. 62. 1. information; 2. entertainment; 3. print media; 4. broadcasting; 5. mass media; 6. audience; 7. emerged; 8. interactive; 9. dramatically; 10. technology.

Упр. 2, с. 62. 1. on; 2. –; 3. on; 4. by; 5. in, on; 6. of; 7. from, on/for; 8. –; 9. at; 10. by; 11. at; 12. from.

Упр. 3, с. 62.

Text	Medium
1	book/cassette
2	film
3	email
4	radio/TV
5	newspaper/magazine
6	telephone
7	radio
8	Internet/website

Упр. 4, с. 63. A3, B6, C5, D1, E4, F7.

Упр. 5, с. 64. 1. Being an invisible problem, addiction is not always easy to diagnose. 2. Thinking that Internet and video games were just harmless fun, Scott played for hours every evening. 3. Being too tired to get up, Scott often missed school. 4. Asked to help at home, he got angry and said he was busy. 5. He sat through lessons thinking only of the next level he would play. 6. Not getting enough sleep, he became nervous and aggressive. 7. Being a doctor, his mother knew what was probably wrong with him. 8. Having been warned / Warned by his mother, he knew what addiction was. 9. Having played a war game non-stop for three days, a young man from China died in an internet café. 10. Having read the story of the Chinese man, Scott began to think about his own behaviour.

Упр. 6, с. 65. "In August 2005 our beloved city of New Orleans endured one of the worst natural disasters in the history of the USA. Although people in the city, including myself, lost many of our loved ones and most of our possessions, we have emerged with our spirit intact. Our pride in our city will last forever. Everyone who knows America's Most Unique City understands the strength of character of its people. Now it's time to form a united front, and together we will rebuild New Orleans. The city will become stronger and smarter, and will bring various groups of talent to the table to plan for the city's future. The Commission will take the lead in the rebuilding effort with help from federal and state officials. Please, visit New Orleans as the city needs its visitors more than ever. Share my vision and support New Orleans. Remember: a stay in New Orleans will always be an experience to remember."

Упр. 8, с. 66. 1. False; 2. False; 3. Not stated; 4. False; 5. True; 6. False.

Упр. 9, с. 66. 1. You asked me; 2. Well, in my opinion; 3. How can; 4. The answer is; 5. In other words; 6. In addition; 7. To sum up; 8. And finally.

Упр. 10, с. 66–67. a) lines 1–4; b) lines 5–21; c) lines 22–49.

Упр. 11, с. 67. 1. journalistic/inverted pyramid style; 2. the main information; 3. thousands of fans stampeded the gates; 4. less important information; 5. people were falling down in the rush; 6. the least important information; 7. some comments on the incident; 8. Finally, the article tells us.

Упр. 12, с. 68. 1. deals; 2. points; 3. on the contrary; 4. highlights; 5. doubts; 6. convinced; 7. supports; 8. argues; 9. in her view; 10. solution; 11. goes; 12. concludes.

Упр. 13, с. 68. 1B, 2F, 3E, 4G, 5C, 6D, 7A, 8I, 9J, 10H.

Упр. 14, с. 69.

adjective	noun	verb
accurate	accuracy	—
catastrophic	catastrophe	—
disastrous	disaster	—
educational	education	educate
exciting	excitement	excite
impressive	impression	impress
observant	observation	observe
persuasive	persuasion	persuade
reassuring	reassurance	reassure
reliable	reliability	rely
sentimental	sentiment	—

Упр. 15, с. 69. 1. How many books have you written so far? 2. When was your first book published? 3. Where do you get the ideas for your books from? 4. What will your next book be about?

Упр. 16, с. 69–70. 1. are bombarded; 2. are told; 3. are faced; 4. has been confronted; 5. are/have been influenced; 6. have been replaced; 7. is expected; 8. are being manipulated; 9. be taught; 10. be looked; 11. be made; 12. is called.

Упр. 17, с. 70. 1. He heard a parrot talking. 2. He smelt someone's dinner burning. 3. He heard a boy playing the violin. 4. He saw/noticed a man shaving. 5. He saw/noticed a boy kissing his girlfriend. 6. He heard a man and woman quarrelling. 7. He saw a man having a bath. 8. He heard a girl practising karaoke.

Упр. 3, с. 77. 1. companies; 2. profits; 3. markets; 4. lower; 5. wages; 6. laws; 7. competitive; 8. productivity; 9. reduce; 10. costs; 11. encourage; 12. employees; 13. job; 14. security.

Упр. 4, с. 77–78. 1. In order to remain competitive in global economy, it is important for companies to invest in skilled workers. 2. Flexible working hours are particularly good for working mothers. 3. More and more employers are encouraging their workforce to work from home. 4. In the USA and UK traditional manufacturing industries are no longer as important as the service sector.

Упр. 5а), с. 78. 1. economic, ecological; 2. economic, political; 3. Ecologically and economically; 4. scientific, optimistically; 5. individualistic; 6. economical, uneconomically; 7. altruistically.

Упр. 5б), с. 78. Примерные ответы: 1. а) a classic example = a famous, or typical example of something, б) classical music = serious music such as that of Tchaikovsky or Mozart; 2. а) electric heater = a heater run on electricity, б) electrical engineering = the sphere of engineering that deals with electricity; 3. а) a historic moment = a moment that was important for history, б) historical facts = facts that are a part of history.

Упр. 6, с. 78–79. 1. will be watching; 2. will be lying; 3. will have given; 4. will have been typed; 5. will be taking part; 6. will have finished; 7. will have been found; 8. will have been.

Упр. 7, с. 79. 1с, 2b, 3d, 4b, 5с, 6а.

Упр. 9, с. 80–81. A4, B1, C7, D5, E2, F6.

Упр. 10, с. 81.

verb	noun	adjective
describe	description	descriptive
develop	development	developed
excite	excitement	exciting
exhibit	exhibition	—
experiment	experiment	experimental
fascinate	fascination	fascinating
print	(1) printer (2) print	printed
solidify	solid	solid
vary	variety	various
wonder	wonder	wonderful

Упр. 11, с. 81–82. Примерные вопросы: 1. Where/When were you born? 2. What did your parents do? 3. When were you first attracted to computers? 4. How old were you when you decided to found your own company? 5. What did you study? 6. Where/When did you meet Sergey Brin? 7. Who first had the idea for Google? 8. What did you do in 1998? 9. Why did you step down as co-president of Google? 10. How much money do you have?

Упр. 12, с. 82. 1. graduates; 2. probably; 3. rung; 4. product; 5. are talking; 6. surprising; 7. regional; 8. refer; 9. proudly; 10. worried; 11. completely; 12. technology.

Упр. 13, с. 82–83. 1. Rarely did I stay at home to do schoolwork. 2. Never in my life had I faced serious problems. 3. No way did I think about what my future might bring. 4. Hardly had my father got his promotion; 5. Seldom have I seen my father as sad as on that day. 6. Never had I seen my father cry; 7. It was only later that I understood / Only later did I understand; 8. Rarely have I felt so determined; 9. Seldom does one get / It is seldom one gets; 10. It was only later that I realized / Only later did I realise.

Упр. 14, с. 83.

1 address	10 government
2 argument	11 immediately
3 comparative	12 independent
4 competent	13 receive
5 correspondence	14 separate
6 environment	15 skilful
7 existence	16 surprise
8 February	17 vegetable
9 forty	

Упр. 15, с. 83–84. Примерные ответы:

	must be has to be	should be ought to be	doesn't have to be doesn't need to be	mustn't be
a tour leader	communicative, self-confident ...	adaptable, fluent in foreign languages ...	good at working in a team	disorganised, impolite, unpunctual, unreliable ...
a teacher	flexible, motivated, responsible, well-organised	creative, self-confident ...	adventurous	unpunctual, lazy, intolerant
a police officer	good at working in a team, responsible	communicative	creative	impolite, intolerant

Упр. 17, с. 84. Примерные ответы:

the more active person; the person in control	Russian translation	the more passive person; the person with less control	Russian translation
employer	сотрудник	employee	работодатель
examiner	экзаменатор	examinee	экзаменуемый
interviewer	проводящий собеседование	interviewee	проходящий собеседование
trainer	преподаватель, инструктор	trainee	стажёр, проходящий обучение
payer	плательщик	payee	получатель платежа

Упр. 18а), с. 85. а, b, с.

Упр. 18b), с. 85. b, c, d, f.

Упр. 18с), с. 85. 1. True; 2. True; 3. False; 4. Not stated; 5. False; 6. False; 7. False; 8. True; 9. Not stated; 10. False.

Упр. 19, с. 85–86. 1. speaking; 2. speak; 3. afraid; 4. help; 5. am calling; 6. was advertised; 7. apply; 8. answer; 9. offered; 10. training; 11. trainee; 12. flexibility; 13. applicants; 14. including.

Упр. 20, с. 86. 1b, 2d, 3c, 4a.

Упр. 22, с. 87. 1. have been taking; 2. hated; 3. had never drawn; 4. met; 5. had already been doing; 6. decided; 7. have been trying; 8. haven't finished; 9. has done; 10. had been shopping; 11. hadn't had; 12. went.

Упр. 23, с. 87. 1. we met on the campsite in Spain; 2. whose parents are music teachers; 3. which will be ready by the end of June; 4. I go to school with every morning; 5. I bought for the party; 6. which surprised us all; 7. whose photo is in today's newspaper; 8. we used to live in; 9. who lives in the flat above ours; 10. without whom.

Упр. 24, с. 88. 1E, 2A, 3D, 4B.

Упр. 25, с. 88–89. A5, B6, C1, D3, E4.

Упр. 26, с. 89. 1. renovations; 2. officially; 3. historic; 4. are shining; 5. has been; 6. was burnt; 7. occupation; 8. classical; 9. dancing; 10. royalty; 11. critical; 12. knowledgeable; 13. musicians; 14. challenging.



Учебное издание

Серия «Сферы»

Алексеев Александр Андреевич
Смирнова Елена Юрьевна

Английский язык

Поурочные методические рекомендации

11 класс

Учебное пособие для общеобразовательных организаций

Редакция английского языка

Заведующий редакцией *Т. О. Звонарёва*

Ответственный за выпуск *Г. С. Богородская*

Редактор *Е. В. Щербакова*

Художественный редактор *А. П. Асеев*

Компьютерная вёрстка *Д. Ю. Герасимова, А. П. Асеева*

Дизайн обложки *А. М. Логинова*

Технический редактор *Г. В. Субочева*

Корректор *В. П. Костылева*

Налоговая льгота — Общероссийский классификатор продукции

ОК 005-93—953000. Изд. лиц. Серия ИД № 05824 от 12.09.01.

Подписано в печать 12.08.2020. Формат 60×90 ¹/₁₆. Бумага офсетная.

Гарнитура SchoolBookCSanPin.

Акционерное общество «Издательство «Просвещение».

Российская Федерация, 127473, г. Москва,

ул. Краснопролетарская, д. 16, стр. 3, этаж 4, помещение I.

Предложения по оформлению и содержанию учебников —
электронная почта «Горячей линии» — fpu@prosv.ru.

