

С.Г. Тер-Минасова, Л.М. Узунова

5
класс

АНГЛИЙСКИЙ ЯЗЫК

Книга для учителя
к учебнику для
общеобразовательных
учреждений



Москва
АКАДЕМКНИГА/УЧЕБНИК
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К53

Книга для учителя к учебнику английского языка для
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Книга для учителя является неотъемлемым компонентом учебно-методического комплекта по английскому языку для общеобразовательных учреждений. Она содержит необходимые методические рекомендации по работе с Учебником, Рабочей тетрадью и Книгой для чтения, календарно-тематическое планирование, тексты звукового пособия, ключи к упражнениям и тестовым заданиям.

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ОБЩАЯ ХАРАКТЕРИСТИКА УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКТА

Учебно-методический комплект по английскому языку для 5 класса общеобразовательных учреждений продолжает серию УМК для 2–4 классов авторского коллектива под руководством С.Г. Тер-Минасовой. Он создан издательством «Академкнига/Учебник» в сотрудничестве с факультетом иностранных языков и регионоведения МГУ им. М.В. Ломоносова.

В состав УМК входят:

- «Программа основного общего образования по английскому языку: 5–9 классы» (автор Е.Н. Соловова);
- Учебник в двух частях (авторы С.Г. Тер-Минасова, Л.М. Узунова, Ю.Б. Курасовская, В.В. Робустова);
- Рабочая тетрадь (авторы С.Г. Тер-Минасова, В.В. Робустова, Н.В. Карпова);
- Книга для чтения (авторы С.Г. Тер-Минасова, Л.М. Узунова, Н.В. Карпова);
- Книга для учителя (авторы С.Г. Тер-Минасова, Л.М. Узунова);
- Звуковое пособие (авторы С.Г. Тер-Минасова, Л.М. Узунова, Ю.Б. Курасовская, В.В. Робустова).

Учебник, согласно учебному плану из расчета трех часов в неделю, содержит 105 уроков, из них 7 уроков для контроля знаний учащихся в рамках изученных тем, 14 уроков – резервные, планируемые учителем по своему усмотрению в зависимости от способностей конкретной группы учащихся, и 22 урока домашнего чтения, предназначенных для работы с Книгой для чтения.

В Учебник включено 7 тематических ситуаций общения. Количество уроков на каждую тематическую ситуацию отведено в соответствии со стандартом и «Программой основного общего образования по английскому языку: 5–9 классы» (автор Е.Н. Соловова).

Справочный аппарат Учебника включает краткий Грамматический справочник, Список слов, Список неправильных глаголов, Список полезных фраз.

Следует отметить, что в Учебнике 5 класса отсутствует сказочный сюжет, который был характерен для учебников начальной школы. Очевид-

но, что повзрослевшим учащимся требуется иная мотивация. Она поддерживается с помощью познавательных текстов для чтения и аудирования, содержащих разнообразную информацию, соответствующую интересам пятиклассников, а также с помощью ситуаций общения и знаний, отвечающих их опыту и психологическим особенностям. Основными персонажами Учебника являются дети из России и англоязычных стран.

Рабочая тетрадь содержит дополнительные упражнения, предназначенные для закрепления изученного лексико-грамматического материала. Они могут выполняться как дома, так и по возможности на уроке.

В конце Рабочей тетради помещен раздел “Test Yourself”, состоящий из семи тестов для контроля умений учащихся в слушании, чтении, говорении и письме. Тесты выполняются на уроках, предусмотренных для этой цели после каждой тематической ситуации.

В рабочей тетради есть несколько упражнений на решение ребусов. Это не совсем обычный вид упражнений для пятиклассников, поэтому их надо предварительно ознакомить с таким видом работы. На с. 102 дается образец решения одного из типов ребусов. Учитель может вместе с детьми разобрать этот пример на уроке и предложить им составить свои ребусы по аналогии.

Книга для чтения знакомит учащихся с отрывками из произведений популярных детских писателей англоязычных стран, включает материалы об известных русских и английских путешественниках и исследователях, легенды об исторических событиях в Британии, краткие эссе об Америке, другие познавательные материалы. В конце книги имеется раздел “Summer Reading”, работу с которым можно организовать в конце учебного года на резервных уроках 104–105 или дать учащимся задание на летние каникулы с последующей проверкой понимания содержания прочитанного в начале учебного года в 6 классе.

Книга для учителя включает описание специфики обучения английскому языку в 5 классе, целей, принципов обучения, общее описание УМК и методические рекомендации по работе над тематическими ситуациями Учебника. В конце имеются приложения: «Планирование учебного материала», «Тексты звукового пособия», «Ключи к упражнениям» и «Таблица оценивания».

Звуковое пособие предназначено для постановки произношения, отработки лексико-грамматического материала, обучения аудированию и технике чтения.



Обращаем ваше внимание на то, что каждый ученик обязательно должен иметь звуковое пособие, так как оно необходимо не только на уроке, но и при выполнении учащимися домашних заданий.

Учебно-методический комплект для 5 класса:

- соответствует требованиям Федерального государственного образовательного стандарта и «Программы основного общего образования по английскому языку: 5 – 9 классы» (автор Е.Н. Соловова);
- имеет в своей основе коммуникативно-когнитивный, личностно-ориентированный и деятельностный подходы к обучению иностранному языку;
- обеспечивает переход от учебной деятельности как умения учиться в начальной школе к учебной деятельности с элементами самообразования и саморазвития в основной школе;
- построен на традициях отечественной школы обучения иностранным языкам и соответствует требованиям Общеευропейских компетенций владения иностранными языками;
- содержит аутентичные материалы, соответствующие возрастным особенностям пятиклассников;
- включает познавательный и доступный школьникам учебный материал по англоязычной и родной культуре;
- содержит естественные ситуации общения, развивающие упражнения, проектные задания, задания с использованием Интернета;
- включает упражнения для обучения языковым аспектам и четырем видам речевой деятельности, ориентированные на формат Государственной итоговой аттестации (ГИА);
- обеспечивает в соответствии с требованиями ФГОС достижение личностных, метапредметных и предметных результатов;
- способствует развитию коммуникативных и творческих способностей учащихся;
- имеет большой развивающий и воспитательный потенциал.

ЦЕЛИ И ПРИНЦИПЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В 5 КЛАССЕ

Пятый класс является началом второй ступени общего образования в Российской Федерации, а именно основного общего образования.

Обучение детей в основной школе должно обеспечивать преемственность с подготовкой учащихся в начальной школе. К данному периоду развития они уже овладели базовыми общеучебными умениями, основами иноязычного общения, у них значительно расширился кругозор и представление о мире.

В возрасте 11–15 лет у учащихся происходят значительные изменения в интеллектуальном и психофизическом развитии. У подростков появляется стремление к самостоятельности и самоутверждению, формируются индивидуальные интересы и стремление познать мир.

В соответствии с возрастными особенностями подросткового периода наиболее эффективным является деятельностный подход к образованию. Это отражено в «Программе основного общего образования по английскому языку: 5–9 классы» (автор Е.Н. Соловова), которая отвечает требованиям действующего стандарта по английскому языку и лежит в основе Учебника английского языка для 5 класса авторского коллектива под руководством С.Г. Тер-Минасовой.

В соответствии с вышеназванной Программой изучение английского языка на данном этапе направлено на достижение следующих **целей**:

- развитие у учащихся **понимания важности** изучения иностранного языка в современном мире и **потребности** пользоваться им как средством общения и познания;
- воспитание качеств **гражданина и патриота, толерантного отношения** к проявлениям иной культуры;
- развитие иноязычной коммуникативной компетенции, в состав которой входят речевая, языковая, социокультурная, компенсаторная и учебно-познавательная компетенции.

Речевая компетенция предполагает развитие коммуникативных умений в основных видах речевой деятельности: говорении, аудировании, чтении, письме.

Языковая компетенция связана с овладением новыми языковыми средствами общения (фонетическими, лексическими, грамматическими, орфографическими).

Социокультурная компетенция обеспечивает приобщение учащихся к культуре, традициям и реалиям стран изучаемого языка в рамках отобранных ситуаций общения, а также формирование умения представлять свою родную культуру в условиях межкультурного общения на английском языке.

Компенсаторная компетенция предполагает развитие умений выходить из положения при дефиците языковых и речевых средств в процессе получения и передачи информации.

Учебно-познавательная компетенция связана с дальнейшим развитием общих и специальных учебных умений, ознакомление учащихся с рациональными способами и приемами самостоятельного изучения языков и культур, в том числе и с использованием новых информационных технологий.

К основным **принципам** обучения английскому языку в 5 классе относятся:

- принцип коммуникативной и когнитивной направленности учебного процесса;
- принцип социокультурной ориентированности при изучении английского языка;
- принцип образовательной и воспитательной ценности содержания обучения английскому языку;
- принцип доступности и посильности;
- принцип прочности;
- принцип активности;
- принцип проблемности в организации обучения английскому языку;
- принцип учета языкового, речевого и социального опыта изучения родного языка и общения на нем.

СОДЕРЖАНИЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В 5 КЛАССЕ

Предметное содержание речи в учебнике 5 класса представлено следующими ситуациями общения:

- *Family Stories* (Взаимоотношения в семье)
- *The School World* (Школьное образование)
- *Meet Great Britain and New Zealand* (Страны изучаемого языка и родная страна)
- *Healthy Lifestyle* (Здоровый образ жизни)
- *Around the USA* (Страны изучаемого языка и родная страна)
- *Free Time* (Досуг и увлечения)
- *Holidays to Enjoy* (Каникулы в различное время года)

В пятом классе продолжается параллельное обучение всем четырем видам речевой деятельности — аудированию, говорению, чтению и письму. Однако, в отличие от начальной школы, при этом не используется принцип устного опережения. Поскольку у пятиклассников уже в значительной степени сформировано умение чтения, новые речевые единицы предъявляются им с помощью звучащего и печатного текста одновременно.

Обучение говорению

1. Диалогическая речь.

В соответствии с ФГОС и «Программой основного общего образования» (автор Е.Н. Соловова), в основной школе продолжается развитие

речевого умения вести диалоги различного характера. По сравнению с начальной школой:

- усложняется предметное содержание речи в соответствии с тематикой и проблематикой общения;
- расширяется репертуар языковых средств и речевых моделей общения;
- увеличивается количество реплик в диалоге со стороны каждого из участников общения.

Диалог этикетного характера (до 3 реплик со стороны каждого участника).

Школьники учатся:

- начинать, поддерживать и завершать разговор;
- поздравлять, выражать благодарность;
- выражать пожелание / согласие / несогласие / отказ и реагировать на них;
- вежливо переспрашивать собеседника;

Например: урок 59, упр. 2; урок 75, упр. 5; урок 76, упр. 1.

Диалог – расспрос (до 4 реплик со стороны каждого участника) развивает умения:

- запрашивать / сообщать фактическую информацию;
- переходить с позиции спрашивающего на позицию отвечающего.

Например: урок 68, упр. 2; урок 18, упр. 1, 3; урок 19, упр. 3; урок 21, упр. 1, 2; урок 84, упр. 1.

Диалог – побуждение к действию (до 2 реплик со стороны каждого участника) предполагает умения:

- обратиться с просьбой и выразить готовность / отказ ее выполнить;
- дать совет и принять / не принять его;
- пригласить к действию и согласиться / отказаться принять участие в нем, объяснить причину;

Например: урок 43, упр. 5; урок 53, упр. 2, 5; урок 54, упр. 1; урок 55, упр. 1; урок 84, упр. 6.

Диалог – обмен мнениями (до 2 реплик со стороны каждого участника). Учащиеся учатся:

- выражать свою точку зрения и понимать точку зрения собеседника, соглашаться или не соглашаться с ней;
- выражать сомнение;
- выражать чувства и эмоции (радость, удивление, огорчение, поддержку).

Например: урок 36, упр. 6, 7; урок 76, упр. 5.

Комбинированные диалоги — сочетание вышеперечисленных разновидностей диалогов и их речевых функций.

Например: урок 66, упр. 2; урок 77, упр. 2, 4.

2. Монологическая речь.

В 5 классе учащиеся овладевают следующими умениями в монологической речи:

- кратко высказываться о фактах, событиях, используя такие типы речи, как описание, повествование, сообщение, а также эмоциональные и оценочные суждения;
- передавать содержание / основную мысль прочитанного с опорой на текст;
- делать сообщение в связи с прочитанным / прослушанным текстом;
- представлять свой проект.

Объем монологического высказывания — 8–10 фраз.

Например: урок 2, упр. 1, 2; урок 4, упр. 2b, 5; урок 5, упр. 2; урок 8, упр. 6; урок 9, упр. 1, 7; урок 10, упр. 1; урок 20, упр. 4; урок 32, упр. 1b. Перечень проектов см. на с. 8.

Обучение аудированию

Обучение аудированию осуществляется с помощью несложных текстов (длительность звучания до 2 минут) с разными коммуникативными задачами. Их содержание соответствует интересам учащихся и имеет образовательную и воспитательную ценность.

Материал этих текстов обеспечивает развитие у учащихся умений:

- выделять основную мысль;
- выбирать главные и опускать второстепенные факты;
- понимать необходимую информацию, игнорируя незнакомый языковой материал, не мешающий выполнению речевой задачи.

Например: урок 31, упр. 2; урок 40, упр. 6; урок 43, упр. 6; урок 45, упр. 2; урок 53, упр. 2; урок 55, упр. 3.

Обучение чтению

В 5 классе школьники учатся читать и понимать аутентичные тексты, используя различные виды чтения.

1. Чтение с пониманием основного содержания.

Для данного вида чтения необходимы умения:

- определять тему и прогнозировать содержание текста по заголовку, по иллюстрациям и другим опорам;

- выделять основную мысль;
- отделять главные факты от второстепенных.

Например: урок 32, упр. 7; урок 39, упр. 8б; урок 53, упр. 7а; урок 54, упр. 7.

2. Чтение с полным пониманием текста.

Учащиеся совершенствуют умения:

- полно и точно понимать содержание текста, используя языковую и контекстуальную догадку, выборочный перевод, комментарии и т.д.;
- устанавливать логическую последовательность основных событий и фактов в тексте, причинно-следственные связи;
- выражать свои мнения и суждения по поводу прочитанного.

Например: урок 31, упр. 1, 6; урок 35, упр. 6; урок 36, упр. 4а; урок 40, упр. 3б; урок 43, упр. 3б; урок 45, упр. 4.

3. Чтение с выборочным пониманием информации

Для этого вида чтения учащимся необходимы умения:

- просмотреть текст и выбрать нужную запрашиваемую информацию;
- игнорировать незнакомые языковые и речевые средства, не влияющие на ход выполнения задания.

Например: урок 29, упр. 8; урок 30, упр. 6а; урок 31, упр. 1; урок 46, упр. 1; урок 43, упр. 3б; урок 45, упр. 4.

Тексты для чтения, представленные в Учебнике, относятся к разным функциональным типам: интервью, личные письма, электронные письма, стихи, отрывки из художественных произведений, прагматические тексты — расписание уроков, схематические тексты — таблицы. Это дает возможность учителю обучать школьников решению различных речевых задач в процессе чтения.

Обучение письму

В 5 классе письмо как **средство обучения** предполагает дальнейшее развитие орфографических навыков и их применение при выполнении лексико-грамматических и творческих упражнений, различных видов диктантов и проектных заданий.

Овладение письменной речью предусматривает развитие у учащихся умений:

- писать короткие поздравления, выражать пожелания (до 30 слов);
- заполнять бланки;
- писать личное письмо (50 — 60 слов);
- выполнять письменные проекты по тематике общения.

Например: урок 54, упр. 2, 3; урок 55, упр. 8; урок 67, упр. 8; урок 68, упр. 8а; урок 69, упр. 8; урок 70, упр. 6; урок 84, упр. 8; урок 86, упр. 1, 9; урок 89, упр. 8.

В течение учебного года учащиеся выполняют (индивидуально или в группе) восемь **письменных проектов**, по тематике общения.

- A Story Telling Competition
- The School We Go to
- A Famous Explorer
- Your Lifestyle
- The House I Like
- Guess My Hero
- How I Spend My Free Time
- Holidays to Enjoy

Языковая грамотность

Учебник обеспечивает дальнейшее развитие у учащихся навыков написания новых слов, слухо-произносительных навыков, соблюдение правильного ударения в словах и фразах, правильной интонации в различных типах предложений.

За счет лексических средств, используемых в новых ситуациях обучения, расширяется объем продуктивного и рецептивного лексического минимума. Увеличение последнего осуществляется за счет интернациональной лексики и овладения новыми способами словообразования.

Учебник обеспечивает расширение объема знаний грамматических явлений, изученных в начальной школе, и овладение новыми грамматическими явлениями: *Present (Past, Future) Simple Passive*, *“-ing” forms*, *“if” sentences*, *“when” sentences*, *tag questions*, *modal verbs*, местоимения — *somebody, anybody, nobody, something, anything, nothing, somewhere, anywhere, nowhere*; - *“self” pronouns*, существительные в функции прилагательных.

РЕЗУЛЬТАТЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В 5 КЛАССЕ

В соответствии с требованиями ФГОС к результатам освоения основной образовательной программы основного общего образования материал учебника 5 класса направлен на достижение учащимися личностных, метапредметных и предметных результатов.

Личностные результаты

Учебник для 5 класса обеспечивает:

- устойчивую мотивацию к изучению английского языка, желание самостоятельно совершенствовать свои умения и навыки в этом предмете;
- стремление к изучению культуры своего народа, своего края, осознание своей этнической принадлежности, ответственность за сохранение природы;
- формирование ответственного отношения к учебе, таких качеств личности как целеустремленность, самодисциплина, трудолюбие, способность к самообразованию;
- формирование устойчивых познавательных интересов, инициативности, умения работать в команде, освоения социальных норм и правил поведения в обществе;
- формирование коммуникативной компетенции в общении и сотрудничестве со сверстниками и взрослыми в процессе образовательной, исследовательской, творческой и других видов деятельности.

Метапредметные результаты

В процессе изучения английского языка у учащихся 5 класса развиваются следующие умения:

- самостоятельно планировать свою учебную деятельность на основе личных мотивов и интересов;
- осуществлять общение в реальных или возможных речевых ситуациях;
- осуществлять поиск нужной информации, систематизировать и использовать ее в связи с поставленными целями;
- ориентироваться в текстах различных жанров, используя языковую и контекстуальную догадку, выделять существенную информацию и комментировать ее, пользоваться различными источниками информации;
- осуществлять самоконтроль, осознанно и адекватно оценивать свою учебную деятельность.

Предметные результаты

Предметные результаты освоения предмета «иностраннй язык» в 5 классе включают: владение английским языком как средством общения, что предполагает формирование следующих речевых умений:

В говорении:

- начинать, вести, поддерживать и заканчивать различные виды диало-

гов в стандартных ситуациях общения, соблюдая нормы речевого этикета, при необходимости переспрашивая и уточняя;

- расспрашивать собеседника и отвечать на его вопросы, высказывать свое мнение, просьбу, отвечать на просьбы и предложения согласием или отказом (в пределах изученной тематики общения с использованием изученных речевых и языковых средств);
- рассказывать о себе, своей семье и друзьях, интересах, планах на будущее;
- делать краткие сообщения о своем городе/селе, о своей стране и англоязычных странах;
- описывать события, явления, передавать основное содержание (мысль) прочитанного или услышанного, выражать свое отношение к прочитанному (услышанному), давать краткую характеристику персонажей.

В аудировании:

- воспринимать на слух и понимать речь учителя и одноклассников на английском языке;
- воспринимать на слух и понимать основное содержание несложных аутентичных аудио- и видеотекстов;
- воспринимать на слух и выборочно понимать запрашиваемую информацию в несложных аутентичных прагматических аудио — и видеотекстах с опорой на языковую догадку и контекст.

В чтении:

- читать аутентичные тексты разных жанров и стилей преимущественно с пониманием основного содержания;
- читать аутентичные тексты с выборочным пониманием запрашиваемой информации;
- читать несложные аутентичные тексты разных жанров и стилей с полным и точным пониманием и с использованием различных приемов смысловой переработки текста, а также справочных материалов. Уметь оценивать полученную информацию.

В письменной речи:

- заполнять анкеты и формуляры;
- писать поздравления, личные письма с опорой на образец с употреблением формул речевого этикета, принятых в англоязычных странах;
- составлять план, тезисы устных и письменных сообщений, выполнять письменные проекты по тематике общения.

В формировании языковой компетенции:

- применение правил орфографии при написании изученных слов;
- правильное произношение и различение на слух всех звуков английского языка, соблюдение правил ударения и интонирования;

- понимание основных значений изученных слов и правильное употребление в речи различных лексических единиц, включая слова, словосочетания, реплики-клише и т.д.;
- знание основных способов словообразования (аффиксации, конверсии, словосложения);
- распознавание в речи и правильное употребление основных морфологических форм и синтаксических конструкций; знание признаков изученных грамматических явлений;

В формировании социокультурной компетенции:

- знание национальных особенностей речевого и неречевого поведения в родной стране и применение этих знаний в различных ситуациях общения;
- понимание основных норм речевого этикета в устной и письменной речи;
- понимание фоновой лексики и реалий англоязычных стран, образцов фольклора (поговорок, стихов, песен и т.д.);
- знакомство с образцами художественной и научно-популярной литературы;
- представление о сходствах и различиях, особенностях образа жизни, быта, традиций англоязычных стран и родной страны;
- понимание роли владения иностранным языком в современном мире.

В формировании компенсаторной компетенции:

- умение выходить из трудных ситуаций в условиях дефицита информации, языковых и речевых средств за счет использования языковой догадки, переспросов, замен, мимики и жестов, иных стратегий речевого и неречевого поведения.»

Социокультурные знания и умения

Учебник для 5 класса знакомит учащихся с обширной и интересной социокультурной информацией о России и англоязычных странах:

- история возникновения куклы Барби, история зоопарков, московский дом бабочек;
- школы в Великобритании, США и России, детские и молодежные организации;
- сведения об истории и географии Великобритании, Новой Зеландии и России;
- достопримечательности Лондона, Эдинбурга, Йорка, Москвы, старинные города России, национальные парки Уэльса, Новой Зеландии, Канады и России, необычные Российские музеи – Малые Карелы, Музей утюгов, Музей чайников;

- государственные символы России, Великобритании, США и Новой Зеландии;
- сведения об истории и географии Америки, знаменитые достопримечательности США, различные виды домов в США – *an Indian pueblo, a tepee, a bungalow, a skyscraper*;
- основание Санкт-Петербурга Петром I, Бородинская битва (Россия), война 1812 г. в США;
- кадры из популярных фильмов «Властелин Колец», «Гарри Потер», «Пираты Карибского моря», «Хроники Нарнии», «Алиса в Стране Чудес»;
- известные путешественники, исследователи, ученые, первооткрыватели, мореплаватели, космонавты, спортсмены, поэты и писатели англоязычных стран и России;
- детские стихи и отрывки из художественных произведений, соответствующие возрасту учащихся 5 класса.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО РАБОТЕ НАД ТЕМАТИЧЕСКИМИ СИТУАЦИЯМИ УЧЕБНИКА

В этом разделе представлены планы уроков, включающие учебные задачи, рекомендации по оснащению уроков, пояснения к упражнениям и играм, требующим особых комментариев, дополнительные материалы и рекомендации по их использованию.



Подробное описание методики выполнения различных типов упражнений дано к урокам первой тематической ситуации “Family Stories”. В последующих тематических ситуациях даются комментарии только к типам упражнений, не встречавшимся в предыдущих уроках.

Мы уверены, что, внимательно изучив цели, принципы обучения в 5 классе, методические рекомендации к тематической ситуации “Family Stories”, имея образцы конкретных учебных задач и поурочное тематическое планирование, а также следуя логической последовательности упражнений в Учебнике, вы в дальнейшем сможете самостоятельно составлять свои собственные планы уроков, ориентируясь на индивидуальные особенности учащихся вашей группы.

I. Family Stories

Урок 1

Учебные задачи:

- развивать умение аудирования на материале текста в упр. 1;
- ознакомить учащихся с новыми словами: *a husband, a wife—wives, an aunt, an uncle, a cousin, a relative, other, height* — и организовать тренировку в использовании их в речи (упр. 2—4);
- совершенствовать умение чтения (упр. 5, 6) с полным пониманием содержания;
- развивать умение монологической речи на материале текста “The History of Barbie” (упр. 7);
- совершенствовать умение диалогической речи (упр. 4 — диалог этикетного характера);

- научить писать новые слова, написать рассказ о своей семье на основе изученной лексики (упр. 8).

Оснащение урока: звуковое пособие, упр. 1а, 2, 6б.

Ход урока

Упр. 1. Учащиеся прослушивают короткий текст, содержащий знакомую лексику и социокультурную информацию, и выбирают картинку с изображением семьи Дженни. Спросите детей по цепочке, какую картинку каждый из них выбрал (picture 1 or picture 2). Это даст вам возможность определить, какие учащиеся не поняли текст. Затем предложите детям объяснить, почему они выбрали ту или иную картинку.

Упр. 2. Этот тип упражнения используется в учебнике для ознакомления учащихся с новыми лексическими единицами в ситуации общения, предъявляемой с помощью звучащего и печатного текстов. Учащие усваивают звуковую и графическую формы слов, а контекст и иллюстрации способствуют раскрытию их значений. Иллюстрация семейного дерева помогает учащимся установить родственные отношения в семье и понять с помощью контекстуальной догадки значение новых слов. В случае если учащиеся затрудняются самостоятельно семантизировать то или иное слово, можно привлечь выборочный перевод, синонимы/антонимы, мимику, жесты и известные способы словообразования. После семантизации новых слов учащиеся повторяют звуки и предложения за диктором.

Упр. 3. В соответствии с контекстом учащиеся заполняют пропуски в предложениях новыми словами. Упражнение выполняется в режиме «ученик – хор».

Упр. 4. Учащиеся должны употреблять новые слова в диалогической речи (диалог этикетного характера). В качестве подсказки можно использовать иллюстрацию семейного дерева на с. 6 учебника. Разделите детей на две группы. В группе 1 Марк представляет своих родственников, а в группе 2 – Вилли.

Примерный текст диалога:

Mark: Hello, I'm Mark. Meet my relatives. This is my wife.

Ann: Hi, I'm Ann. Nice to meet you.

Учащиеся из группы 1: Nice to meet you to.

Mark: This is my father.

Ben: Hello, I'm Ben. Nice to meet you.

Учащиеся из группы 1: Nice to meet you too.

Таким образом Марк представляет всех своих родственников.

Аналогичный диалог разыгрывается во второй группе. Здесь родственники Марка получают другие социальные роли. Упражнение можно организовать в виде соревнования двух команд. Победитель — команда, сделавшая меньше ошибок.

Упр. 5 выполняется в режиме «ученик — хор». Дети по очереди читают слова с опорой на транскрипционные знаки (**5a**) и озвучивают числительные (**5b**).

Упр. 6a. Перед чтением текста задайте детям следующие вопросы:

- 1) Do you like the Barbie doll?
- 2) Have you got a Barbie doll?
- 3) What is the name of Barbie's friend?
- 4) Do you know the history of Barbie?

Затем учащиеся про себя читают текст и находят в нем запрашиваемую информацию (how the doll got its name). Можно предложить детям сначала вслух прочитать эту информацию, а затем дать устный ответ.

Упр. 6b. С целью отработки техники чтения дети прослушивают звукозапись с опорой на печатный текст, и читают предложения по цепочке или хором. Этот вид упражнения присутствует в учебнике почти после каждого текста.

Упр. 6с выполняется для проверки полного понимания содержания текста.

Упр. 7 имеет повышенную сложность и может не выполняться в слабых группах. В более сильных группах учащиеся по очереди пересказывают содержание с опорой на печатный текст.

Упр. 8 выполняется дома. Дети должны написать 5–6 предложений о своей семье, используя новую лексику, данную в рамке.

Обратите внимание учащихся на то, что в конце каждого урока помещены рубрики “Useful Language” и “Homework”. Первая всегда является опорой для них при выполнении домашнего задания. Объясните детям условные обозначения во второй рубрике: диск указывает на номера упражнений в звуковом пособии, карандаш — на номера упражнений к данному уроку в Рабочей тетради, отсутствие значка подразумевает, что упражнение находится в учебнике.

Урок 2

Учебные задачи:

- организовать тренировку учащихся в использовании в речи лексики предыдущего урока в новых ситуациях общения (упр. 1с);
- развивать умение монологической и диалогической речи, учить опи-

- сывать иллюстрацию, персонаж (упр. 2, 5b, с, 6);
- ознакомить учащихся с новыми лексическими единицами: *sharp, a tooth—teeth, a parrot, a woman—women, to smile, a mouse—mice* — и организовать тренировку в использования их в речи (упр. 3);
- совершенствование умения аудирования (упр. 5a);
- совершенствование умения чтения (упр. 7);
- повторить неправильные формы множественного числа существительных;
- научить детей писать слова в этих формах (упр. 4).

Оснащение урока: звуковое пособие, упр. 3а, 5а, 7с.

Ход урока

Упр. 1. Учащиеся по очереди рассказывают о своей семье, используя написанные дома предложения. Можно предложить учащимся задать рассказчику дополнительные вопросы о его семье.

Упр. 2. Дети описывают мальчика Ваню, расширяя данную краткую информацию о нем, предложение за предложением. Затем попросите сильного ученика составить рассказ на основе этих предложений.

Упр. 3а. Прослушав диктора, учащиеся с помощью иллюстраций легко догадаются о значении новых слов и самостоятельно переводят их на русский язык.

Упр. 3б. Упражнение можно выполнить фронтально или в парах (учащиеся задают друг другу вопросы и отвечают на них с опорой на иллюстрации на с.9).

Упр. 4а. Учащиеся по очереди вслух читают слова, множественное число которых образуется не по правилам, и самостоятельно находят разницу в произношении и написании слов в единственном и множественном числе.

Упр. 4б. Это упражнение выполняется устно с опорой на таблицу на с. 9.

Упр. 5а. Дети должны прослушать диалог и догадаться, какое домашнее животное находится в коробке. Если у них это не получается сразу, дайте им возможность прослушать текст еще раз. Это также поможет им выполнить упр. 5b и 5с.

Упр. 6. Перед выполнением этого упражнения следует повторить правило образования превосходной степени следующих прилагательных: *good, beautiful, dirty, happy, naughty, lazy, funny, sharp*. Обратите внимание учащихся на образец, чтобы они вспомнили порядок слов в предложении. Затем они должны устно составить предложения по приведенному образцу. Можно усложнить задачу и организовать работу в парах или группах

из 3–4 человек. Учащиеся составляют краткие диалоги:

S. 1: What does Charlie think about Ben?

S. 2: Charlie thinks that Ben is the best friend in the world, because he walks with him in the park.

В процессе работы спрашивающие и отвечающие меняются ролями.

Упр. 7а. Этот тип упражнения направлен на совершенствование навыков чтения и всегда выполняется в режиме «ученик–хор». Дети читают слова с опорой на транскрипцию и ключевое слово.

Упр. 7б. Учащиеся читают про себя текст “Parrots Can Be Your Best Friends” и вслух отвечают на вопросы, с помощью которых проверяется полное понимание прочитанного.

Если позволяет время, задайте детям дополнительные вопросы:

- 1) Have you got a parrot a pet at home?
- 2) What do you do for your parrot pet?
- 3) What can your parrot pet do?

Упр. 8. Учащиеся дома должны написать упр. 4б, которое в классе выполнялось устно.

Урок 3

Учебные задачи:

- ознакомить учащихся с образцом английского детского фольклора “A Young Lady of Niger” (упр. 1);
- ознакомить учащихся с новыми лексическими единицами *to brush, to pull, to push, to catch–caught–caught, to wake up–woke up–woken up, to begin–began–begun, to end*, и организовать тренировку в их употреблении в речи (упр. 2, 4, 5а);
- развивать умение аудирования (упр. 5б);
- совершенствовать умение монологической речи (упр. 6, 8);
- совершенствовать умение читать текст с полным пониманием содержания (упр. 7).

Оснащение урока: звуковое пособие, упр. 3а, 4а, 6с.

Ход урока

Упр. 1. Перед прослушиванием стихотворения попросите детей прочитать сноски на с. 12, где дается транскрипция и перевод незнакомых слов, встречающихся в стихотворении. Затем учащиеся слушают диктора, повторяют за ним и самостоятельно переводят стихотворение на русский язык. Дома они должны прослушать его еще раз и выучить его наизусть.

Упр. 2. направлено на семантизацию новой лексики урока. Прослушав

диктора, дети догадываются о значении новых слов по рисункам. Затем они вслух по очереди читают предложения о распорядке дня Дженни. Попросите учащихся прочитать хором три формы неправильных глаголов в рубрике “Remember” и выучить их дома наизусть.

Упр. 3 выполняется в режиме «ученик — хор». Транскрипционные знаки и ключевые слова помогают детям правильно читать слова.

Упр. 4 обеспечивает тренировку учащихся в использовании изученных ранее и новых глаголов в грамматическом времени *Past Simple*.

Упр. 4а. Дети по очереди читают предложения, раскрывая скобки, а класс повторяет хором за каждым учеником.

Упр. 4б. В соответствии с текстом учащиеся должны задать вопросы, на которые приведены ответы, поставив глаголы в *Past Simple*. Вопрос под номером 1 вы задаете в качестве образца.

Образцы вопросов:

1. When did their day begin?
2. Where did they go?
3. Who looked happy and smiled?
4. What did Lucy pull?
5. What did Lucy catch?
6. Whom did Lucy push?
7. Who felt happy?
8. Why did they go to the zoo?

Упр. 5а обеспечивает тренировку учащихся в употреблении новых слов в речи и совершенствование умения монологической речи. Сначала учащиеся заканчивают предложения, используя новые слова, помещенные на цветной плашке справа. Затем с опорой на текст все вместе составляют рассказ о занятиях членов семьи и Люсиных обязанностях по дому. Рассказ начинается с предложения “Lucy’s dad and mum will be at work.” — *Lucy must... Lusy must not...*

Упр. 5б. Учащиеся прослушивают текст, а затем по очереди выбирают вариант ответа для каждого вопроса.

Упр. 6. Учащиеся по очереди по образцу на основе прослушанного текста должны сказать, по образцу, что Люси сделала не так, используя глаголы в грамматическом времени *Past Simple*.

Упр. 7а. Дети самостоятельно читают текст про себя, а затем выполняют упр. 7б, с помощью которого осуществляется проверка понимания прочитанного. Эту работу можно организовать в двух командах. Победит та команда, которая даст больше правильных ответов.

Упр. 7с выполняется дома.

Упр. 8 выполняется по цепочке с опорой на образец и ключевые слова. Напомните детям значение глаголов *must* и *may*.

Упр. 9. Дома дети должны составить рассказ из 7 предложений, используя в качестве опоры данные в рамке ключевые слов и иллюстрации из упр. 2.

Урок 4

Учебные задачи:

- организовать тренировку учащихся в использовании лексических единиц предыдущего урока в монологических высказываниях (упр. 2, 3, 5);
- ознакомить учащихся с новой лексикой: *childhood, was born, to become—became—become, around, to marry, island, to die* — и организовать тренировку в их употреблении в речи (упр. 3);
- развивать умение аудирования (упр. 4а);
- совершенствовать умение диалогической речи на основе прослушанного текста (упр. 4б);
- совершенствовать умение чтения и технику чтения на материале рассказа Д. Даррелла “Scorpions!” (упр. 6а—с, 7);
- развивать умение письма с использованием новой лексики урока (упр. 5).

Оснащение урока: звуковое пособие, упр. 1, 3а, 6.

Ход урока

Упр. 1. Организуйте конкурс на лучшего чтеца. Сначала дайте детям возможность еще раз прослушать в классе стихотворение “A Young Lady of Niger”. Затем попросите нескольких учащихся рассказать его наизусть. Спросите детей, чье исполнение им больше понравилось. На последующих уроках можно продолжать конкурс, пока все дети не примут в нем участие.

Упр. 2а может выполняться по цепочке всеми учащимися или в двух группах. Во втором случае выигрывает группа, сделавшая меньше ошибок.

Упр. 2б. Учащиеся по очереди рассказывают о своем распорядке дня, используя лексику предыдущего урока. Чтобы дети внимательно слушали рассказчика, после каждого выступления задавайте им несколько вопросов о том, что они услышали. Таким образом вы сможете проверить, как они поняли своих одноклассников.

Упр. 3. Введение новой лексики осуществляется так же, как и в преды-

дущих уроках (см. урок 2 упр. 3, урок 3 упр. 2). Затем учащиеся составляют рассказ о Джеральде Даррелле с опорой на печатный текст.

Упр. 4а направлено на обучение аудированию с пониманием запрашиваемой информации. После однократного прослушивания текста дети должны понять и сообщить запрашиваемую информацию. В более слабых группах текст прослушивается дважды.

Упр. 4б (выполняется в сильных группах). Перед разыгрыванием диалога ученики должны прочитать вслух слова в рамке. Убедитесь, что они помнят их значение. После того как дети разыграли диалоги в парах, попросите 2–3 пары представить свои диалоги всему классу.

Упр. 5. Выполнение упражнения надо начать с чтения учащимися вслух слов и словосочетаний в рамке. Эту лексику они обязательно должны использовать в своих рассказах. Дети должны сказать, когда они были в зоопарке последний раз, кого они там видели и что там делали.

Упр. 6а. В режиме «ученик—хор» дети тренируются в чтении слов, которые потом встретятся им в тексте.

Упр. 6б. Спросите учащихся, читали ли они какие-нибудь книги Д. Даррелла на русском языке. Если да, то какие им понравились больше всего. Затем учащиеся читают текст про себя.

Упр. 6с выполняется дома. Оно включено в домашнее задание данного урока.

Упр. 7 (множественный выбор) дает вам возможность проверить, как различные учащиеся поняли содержание текста. Дети по очереди читают неполные предложения, дополняя их соответствующими окончаниями.

Урок 5

Учебные задачи:

- ознакомить учащихся с английским стихотворением “Gingerbread Man”, в котором говорится о популярных в Великобритании имбирных печенях, сделанных в виде фигурок животных и забавных человечков (упр. 1);
- совершенствовать умение монологической речи на материале текста предыдущего урока “Scorpions!” (упр. 2);
- ознакомить учащихся с новыми словами: *early, an hour, bring, a newspaper, glasses, feel, late, glass* — и организовать тренировку в использовании их в речи (упр. 3, 4, 5);
- совершенствовать умение аудирования на материале текста (упр. 6);
- развивать умение чтения с полным пониманием содержания (упр. 7);
- совершенствовать навыки письма (упр. 8).

Оснащение урока: звуковое пособие, упр. 1, 3а, 6; карточки с неправильными глаголами.

Ход урока

Упр. 1 выполняется так же, как упр. 1 из урока 4.

Упр. 2. Дайте учащимся возможность просмотреть текст “Scorpions!” на с. 18. Затем попросите их назвать три формы глаголов, помещенных в рамку после задания. После такой подготовки дети по цепочке пересказывают текст с опорой на ключевые слова в рамке.

Упр. 3а, б направлено на ознакомление учащихся с новой лексикой с опорой на текст и иллюстрации. Методика его выполнения была описана в предыдущих уроках.

Упр. 4 обеспечивает тренировку учащихся в употреблении грамматических времен *Present Simple, Past Simple, Future Simple* и *Present Continuous*.

Необходимо заготовить для урока карточки с неправильными глаголами в инфинитиве из этого упражнения. Вы показываете детям карточку, они читают слово и хором называют три формы глагола. Затем ученики по очереди читают предложения из упр. 4, употребляя нужное грамматическое время, а класс повторяет за ними хором. Обратите внимание детей на показатели времени в предложениях: *usually, yesterday, now, tomorrow, five years ago*.

Упр. 5 обеспечивает тренировку учащихся в правильном употреблении новой лексики урока. Выполняется детьми по цепочке с последующим повторением предложений хором.

Упр. 6. Дети прослушивают текст звукового пособия (1 или 2 раза в зависимости от группы) и читают вслух предложения, выбирая нужные слова в соответствии с контекстом.

Упр. 7. Учащимся предлагается прочесть краткий аутентичный текст объявления с пониманием полного содержания и ответить на послетекстовые вопросы. После прочтения текста про себя они должны внимательно слушать отвечающих на вопросы и при необходимости вносить корректировку в ответы.

Упр. 8 выполняется по данному образцу дома. Если позволяет время, в конце урока попросите детей выполнить это упражнение устно.

Урок 8

Учебные задачи:

- совершенствование умения аудирования (упр. 2);
- введение *Present Simple Passive* и обеспечение тренировки учащихся в

- использовании этого материала (упр. 3, 4, 5, 7);
- совершенствование умения чтения на материале текста “Butterflies” (упр. 5);
- обучение пересказу текста с опорой на план (упр. 6).

Оснащение урока: звуковое пособие, упр. 2, 5б.

Ход урока

Упр. 1 выполняется так же, как и упр. 1 из урока 4.

Упр. 2. Учащиеся прослушивают текст 2 раза и отвечают на вопрос в задании.

Упр. 3а. С помощью этого упражнения вводится *Present Simple Passive*. Учащиеся сравнивают предложения под одинаковыми номерами в таблице, и должны с помощью ваших наводящих вопросов сделать вывод о том, что в пассивном залоге дополнение и подлежащее меняются местами, а глагол в пассивном залоге образуется с помощью одной из форм глагола “to be” в *Present Simple* + третья форма смыслового глагола. Эта формула дана в таблице.

Упр. 3б, с. Учащиеся выполняют эти задания, используя примеры из таблицы.

Упр. 4. Продолжается тренировка учащихся в использовании в речи пассивного залога. В соответствии с образцом они самостоятельно составляют предложения с опорой на картинки.

Упр. 5а. Текст “Butterflies” дети читают про себя, а затем выбирают и читают вслух только те предложения, которые содержат факты, удивившие их. У каждого из детей будут свои варианты.

Упр. 6. Учащиеся пересказывают текст по предложенному плану. Работу можно организовать по цепочке как со всем классом, так и в группах из 3–4 человек. После краткой подготовки учащиеся каждой группы предложение за предложением пересказывают выбранную учителем часть текста.

Упр. 7 выполняется письменно дома. Если позволяет время, желательно выполнить его устно на уроке.

Урок 9

Учебные задачи:

- совершенствование умения говорения (монолог) по теме “Family Holidays” (упр. 1);
- ознакомление учащихся с *Past Simple Passive* и организация тренировки в использовании этого времени (упр. 2);

- ознакомление учащихся со словами *to weigh, weight, to happen* (упр. 3);
- тренировка учащихся в чтении отдельных слов и в правильном прочтении дат (упр. 4);
- совершенствование умения аудирования (упр. 5, 6);
- развитие умения чтения (упр. 7);
- совершенствование навыков письма (упр. 8).

Оснащение урока: звуковое пособие, упр. 3, 5, 6а, 7с; открытки, плакаты, слайды, отображающие различные российские праздники.

Ход урока

Упр. 1а. Напишите на доске структуру *is celebrated* и названия праздников: *New Year, Christmas, May Day, a birthday*. Можно также показать детям поздравительные открытки с этими праздниками. С опорой на образцы учащиеся по очереди рассказывают о российских праздниках и о своем любимом празднике.

Упр. 1б. В соответствии с заданием это упражнение выполняется с опорой на образец к упр. 4 на с. 25. Учащиеся должны использовать здесь глаголы и структуру в пассивном залоге.

Упр. 2а. Ознакомление учащихся с *Past Simple Passive* осуществляется так же, как и с *Present Simple Passive* (см. с. 22, упр. 3).

Упр. 2б. Перед выполнением этого упражнения напишите на доске образец: “On Monday the kitchen was cleaned by Mark”.

Упр. 3а, б выполняется по образцу упр. 3а, б на с. 20–21.

Упр. 4а, б. С опорой на транскрипцию и ключевые слова учащиеся по цепочке читают в режиме «ученик — хор».

Упр. 4с. Для правильного прочтения дат напишите на доске образец: “1837 — eighteen thirty-seven”.

Упр. 5а. Дети прослушивают диалог один раз и отвечают на вопрос в задании.

Упр. 5б. Для облегчения следующей задачи попросите детей прочесть вслух приведенные в задании предложения с множественным выбором, а затем прослушать текст второй раз. В процессе звучания текста они должны делать на листке бумаги пометки (имя, время или дата), чтобы сделать правильный выбор.

Упр. 6 (выполняется в сильной группе). При прослушивании текста учащиеся должны записать даты называемых изобретений, а затем составить предложения по образцу, выбрав нужную дату из предложенных. Текст можно прослушать два раза.

Упр. 7а. Учащиеся по очереди читают предтекстовые вопросы. Убеди-

тес, что они понимают их смысл. Затем дети про себя читают текст, находят в нем ответы на эти вопросы и по очереди читают их вслух.

Урок 10

Учебные задачи:

- обучать монологическому высказыванию на материале текста “The History of Computers” (упр. 1, 5b) и иллюстрации на с. 35;
- обучать диалогу на материале предложенной в учебнике ситуации общения (упр. 2);
- ознакомить учащихся с новыми словами: *hold—held—held, left, right, thick, to fall—fell—fallen* — и организовать тренировку в использовании их в речи (упр. 3, 5);
- совершенствовать умение чтения на материале текста “The Wind in the Willows” (упр. 7);
- совершенствовать навыки письма (упр. 8).

Оснащение урока: звуковое пособие, упр. 3, 7с.

Ход урока

Упр. 1. Кроме предложенного плана дети могут также использовать текст “The History of Computers” из урока 9. Рассказ можно составлять по цепочке всем классом или в двух группах. Победит та группа, которая скажет больше предложений и сделает меньше ошибок.

Упр. 2. Разделите детей по парам. Свои роли они выберут самостоятельно. Вместе с детьми подберите возможные варианты завершения вопросов.

What does he (look like)?
Is he (tall, short)?
Has he got (fair hair, blue eyes)?
What did he wear? (a hat, glasses).

После этого они могут приступить к составлению диалогов. Каждая пара придумывает свое описание внешности грабителя. Затем пары представляют свои диалоги классу.

Упр. 3 и 4 выполняются по образцу упр. 3 и 4 на с. 28, 29.

Упр. 5а. Обратите внимание учащихся на то, что они должны заполнить пропуски глаголами в нужном времени и залоге, в соответствии с контекстом (*is falling, were made, became, is holding*).

Упр. 5б. Разделите учащихся на две группы, каждая из которых готовит и представляет классу свое описание картинки. Победит та группа, которая использует больше предложений и сделает меньше ошибок.

Упр. 6. Дети читают текст про себя и выполняют задания к нему. После проверки понимания текст можно прочитать вслух хором.

Упр. 7а. Учащиеся вслух по цепочке читают вопросы к тексту. Убедитесь, что они их поняли. Затем дети читают текст про себя и с опорой на него отвечают на вопросы.

Упр. 7б. Учащиеся по очереди высказывают вслух свои идеи о продолжении сюжета.

Упр. 7с выполняется дома.

Упр. 8 выполняется дома. В качестве опоры для описания родственника учащиеся могут использовать лексику в рамках на с. 33 и 35.

Урок 11

Учебные задачи:

- совершенствовать умение говорения (монолог) (упр. 1, 5, 6, 7б);
- ознакомить учащихся с *Future Simple Passive* и организовать тренировку в использовании этого времени в речи (упр. 2, 3);
- совершенствовать умение аудирования (упр. 4);
- совершенствовать умение чтения (упр. 7а);
- развивать умение письма (упр. 8).

Оснащение урока: звуковое пособие, упр. 4, 7а.

Ход урока

Упр. 1. Предложите детям быстро просмотреть текст на с. 36–37. Затем учащиеся по цепочке или в группах пересказывают первую часть текста.

Упр. 2а, б. Ознакомление учащихся с *Future Simple Passive* и тренировка в использовании этого времени осуществляется так же, как и в случае с *Present/Past Simple Passive* (см. с. 24, упр. 3а, б).

Упр. 3. Творческое упражнение, обеспечивающее тренировку учащихся в использовании в речи *Future Simple Passive*, выполняется по цепочке с опорой на образец.

Упр. 4. Учащиеся прослушивают текст (один или два раза в зависимости от группы). Перед прослушиванием они должны прочесть вслух предложения в задании, нацеливающие их на понимание содержания. Затем они составляют устные высказывания в соответствии с заданием.

Упр. 5. Для того чтобы помочь учащимся справиться с этим заданием, обратите их внимание на показатели времени, присутствующие в тексте и облегчающие выбор правильного грамматического времени — *next week, yesterday, a week ago, last week*. Вместе с детьми вспомните, когда употре-

бляются времена *Past Indefinite*, *Future Indefinite*, *Present Perfect*. Упражнение выполняется устно по цепочке. Поощрите детей, высказавших самые невероятные идеи.

Упр. 6 способствует развитию у учащихся творческих идей и фантазии. Каждый из них должен сказать не менее 2 предложений.

Упр. 7а построено по образцу заданий, включаемых в материал ГИА. Дети читают текст про себя и на листке бумаги соединяют буквы А–Е с цифрами 1–4 в последовательности, соответствующей содержанию текста, например 1В. Таким образом проверяется понимание содержания прочитанного текста.

Упр. 7б. Дети по очереди с опорой на текст рассказывают о том, что произошло с главным героем. Можно предложить им пересказать текст как от имени *Toad*, так и от имени полицейского.

Упр. 7с выполняется дома и направленно на отработку техники чтения.

Упр. 8 выполняется дома.

Домашнее задание: проект. На с. 41–44 представлена схема организации проектной деятельности учащихся, которая поможет вам подготовить их к этой деятельности.

Урок 12

Учебные задачи:

- совершенствование умения аудирования (упр. 1);
- совершенствование умения монологической речи (упр. 2, 4, 6);
- тренировка учащихся в использовании глаголов в пассивном залоге (упр. 3);
- развитие умения чтения (упр. 5а);
- обучение школьников составлению различных типов вопросов (упр. 5б);
- обучение пятиклассников оформлению и презентации проектных работ (упр. 7).

Оснащение урока: звуковое пособие, упр. 1, 5с.

Ход урока

Упр. 1а. Учащиеся прослушивают весь текст с целью извлечения запрашиваемой информации.

Упр. 1б. Дети прослушивают еще раз первый рассказ и отвечают на вопросы в учебнике.

Упр. 1с. Они прослушивают еще раз второй рассказ и отвечают на вопросы в учебнике.

Упр. 2. С опорой на вопросы к рассказам учащиеся пересказывают каждый из них по цепочке (выполняется в сильных группах).

Упр. 3. Перед его выполнением повторите с детьми 3 формы используемых в упражнении глаголов и обратите их внимание на слова — показатели времени: *two days ago, next Saturday, tomorrow, every morning, in a minute*.

Упр. 4 направлено на обучение школьников умению расширять краткую информацию. Объясните им, как это делается, на примере первых двух предложений. В результате должен получиться следующий рассказ:

“Johanna Spyri is Swiss writer. She was born on the 12th of June, 1827, in Switzerland. In childhood she lived in the Alps. As a writer she became famous for her books about children. The most famous of her books is “Heidi”. It was written in 1872 and was translated into English. The book is very popular in Great Britain. Johanna had a husband and a son. She died in 1901.”

Упр. 5а, б. Дети про себя читают текст и выполняют задание к нему. Затем по очереди задают вопросы к тексту в соответствии с данными ответами. Например:

1. Where did Heidi live? — In the mountains in her grandfather's house.

2. Why did she live there? — Because her parents died when she was very little.

Упр. 5с выполняется дома с целью отработки техники чтения. По возможности часть текста можно прослушать и прочитать в классе.

Упр. 6 (выполняется в сильных группах). Пересказ осуществляется по цепочке с опорой на упр. 5б и на текст.

Упр. 7. Учащиеся представляют свои проекты, а затем вместе решают, чей рассказ был самым интересным. Если вы не успели выслушать всех детей, сделайте это на одном из резервных уроков в конце данной темы. На этом же уроке объясните детям, как правильно оформлять проектные работы, какими источниками пользоваться и как готовиться к презентации. Эти навыки им пригодятся на протяжении всей учебы в школе и в дальнейшей жизни. Информацию о подготовке проектных работ вы найдете на с. 48–51 Книги для учителя. Можете сделать ксерокопии памятки и раздать их детям в качестве образца.

Упр. 8а. Разгадать головоломки детям помогут фотографии животных: *monkey, dolphin, dog, mouse, parrot*.

Упр. 8б. Дети читают предложения и по смыслу определяют, о каком из членов семьи идет речь. Названия членов семьи они записывают на листке бумаги. Затем слова из этого списка отыскивают и выделяют в кроссворде на с. 46.

II. The School World

Урок 18

Учебные задачи:

- ознакомить учащихся с новыми словами: *uniform, secondary, free, compulsory, life, break* — и организовать тренировку в использовании их в речи (упр. 1a, b, 2);
- развивать умение диалогической речи (упр. 3);
- совершенствовать умение чтения (упр. 5, 6);
- совершенствовать умение монологической речи (упр. 1b, 7);
- научить писать новые слова и писать краткий рассказ (упр. 8).

Оснащение урока: звуковое пособие, упр. 1a, 5c.

Комментарии к отдельным упражнениям

Упр. 1a. Последовательность выполнения упражнения: прослушивание текста с опорой на печатную основу, проверка понимания учащимися новых лексических единиц, произнесение их за диктором, чтение учащимися диалога вслух за диктором. Упражнение предназначено для развития у учащихся языковой и контекстуальной догадки.

Упр. 1b. Разделите детей на 3 группы. Скажите им, какой карточкой на с. 47 должна пользоваться каждая группа при составлении рассказов о школах.

Упр. 3. Помимо образца на с. 48 учащиеся могут использовать упр. 1 и 2.

Урок 19

Учебные задачи:

- обеспечить тренировку учащихся в использовании изученных на предыдущем уроке слов в новых ситуациях общения (упр. 1, 2);
- совершенствовать умение диалогической речи (упр. 3);
- ознакомить учащихся с новыми словами: *library, foreign* — и организовать тренировку в использовании их в речи (упр. 4a, b);
- развивать умение аудирования (упр. 6);
- совершенствовать умение чтения и технику чтения (упр. 6, 7);
- научить писать новые слова и использовать их при составлении рассказа о школьной библиотеке;
- ознакомить учащихся с новым грамматическим материалом — “*if*” sentences и организовать тренировку в использовании его в речи (упр. 5a, 6);
- учить писать небольшой рассказ с использованием изученного на уроке грамматического материала (упр. 5a, b);

Оснащение урока: звуковое пособие, упр. 4а, 6.

Комментарии к отдельным упражнениям

Упр. 5а, б. Учащиеся читают вслух предложения в рамке на с. 52 учебника. С помощью предложений на русском языке они легко придут к выводу о том, что глаголы с окончанием “-ing” могут выступать в функции существительных. Тренировка осуществляется при выполнении упр. 5.

Урок 20

Учебные задачи:

- организовать тренировку учащихся в использовании в письменной речи лексических единиц предыдущего урока;
- ознакомить учащихся с новыми словами и словосочетаниями: *clothes, to be interested, to take exams, twice a year, elementary, middle, high schools* — и организовать тренировку в их использовании в речи (упр. 2, 3);
- развивать умение монологической речи (упр. 4);
- ознакомить учащихся с “if” sentences и тренировать их в использовании данной структуры (упр. 5);
- совершенствовать навыки и умение чтения (упр. 6, 7);
- совершенствовать навыки письма (упр. 5).

Оснащение урока: звуковое пособие, упр. 2а, 6б.

Комментарии к отдельным упражнениям

Упр. 4. выполняется в трех группах, каждая из которых использует в качестве опоры одну из карточек на с. 36 учебника. Учащиеся в группах по цепочке составляют свои рассказы и затем предъявляют их классу.

Урок 21

Учебные задачи:

- совершенствовать умение составлять диалог (упр. 1, 2);
- ознакомить учащихся с новыми лексическими единицами *go camping, go hiking, camp, competition* — и обеспечить тренировку учащихся в использовании их в речи (упр. 3,4);
- тренировать учащихся в правильном использовании будущего времени в “if” sentences (упр. 5);
- совершенствовать умение чтения и технику чтения (упр. 7);
- обучать учащихся писать небольшой рассказ с опорой на ключевые слова и фразы (упр. 8).

Оснащение урока: звуковое пособие, упр. 3.

Урок 22

Учебные задачи:

- совершенствовать умение монологической речи на основе рассказов “Boy’s Brigade”, “Why the Rabbit Has a Short Tail” (упр. 1, 7);
- ознакомить учащихся с новыми лексическими единицами: *explain, east, west, north, south* – и тренировать их в использовании этой лексики (упр. 2, 3, 4);
- тренировать учащихся в правильном использовании *Future Simple* в придаточных предложениях с “if” (упр. 5);
- совершенствовать умение чтения и техники чтения (упр. 4, 6);
- учить писать короткий рассказ с использованием изученных слов (упр. 8).

Оснащение урока: звуковое пособие, упр. 2, 5с.

Урок 23

Учебные задачи:

- обучать аудированию на материале текста “Schools in New Zealand” (упр. 1);
- совершенствовать умение чтения и техники чтения (упр. 2, 3, 4);
- ознакомить учащихся со школами в России, Великобритании, США и Новой Зеландии; совершенствовать умение составлять рассказ на тему “Schools in the World” (упр. 5);
- учить представлять классу свой проект “The School We Go to” (см. с. 48-51 Книги для учителя) – упр. 6.

Оснащение урока: звуковое пособие, упр. 1, 2б.

Комментарии к отдельным упражнениям

Упр. 5b выполняется в сильных группах. Здесь представлены два аутентичных объявления, рекламирующих разные подразделения старинной школы в Великобритании St Peter’s School (Школа святого Петра – частная школа). Для того, чтобы дети поняли текст, напишите на доске следующие слова с транскрипцией и переводом на русский язык:

pre-preparatory [ˌprɪpɪˈpærətəri] *school* – подготовительная школа для маленьких детей;

independent [ˌɪndɪˈpendənt] – независимая;

educating [ˌkæʊədʒɪˈkeɪʃnəl] – обучающая;

co-educational [ˌkæʊədʒɪˈkeɪʃnəl] – с совместным обучением мальчиков и девочек;

boarding school [ˈbɔːdɪŋ] – школа-интернат;

founded AD 627 – основана в 627 году нашей эры.

Работу организуйте в следующем порядке:

дети читают написанные на доске слова вслух в режиме «ученик — хор»;

в том же режиме читают оба объявления и переводят их на русский язык.

Обратите внимание учащихся на дату основания школы. Если позволяет время, задайте детям несколько вопросов.

- 1) What is the name of the school?
- 2) When was it founded?
- 3) For whom is Clifton pre-preparatory school? Is it a day or boarding school?
- 4) Do boys and girls study together in St Peter's School?
- 5) It is a day and boarding school, isn't it?

III. Meet Great Britain and New Zealand

Great Britain

Урок 29

Учебные задачи:

- совершенствовать умение говорения на изученном материале о Великобритании (упр. 1);
- ознакомить учащихся с новой лексикой: *century, important, build, wood, another, road, stone*;
- организовать тренировку учащихся в ее использовании (упр. 1–4);
- обучать школьников различным видом словообразования (упр. 5);
- обучать чтению числительных после 100 (упр. 6);
- совершенствовать умение чтения и технику чтения (упр. 7, 8);
- научить составлять план и пересказывать текст по плану (упр. 9).

Оснащение урока: звуковое пособие, упр. 2а, 8с.

Урок 30

Учебные задачи:

- тренировать учащихся в чтении числительных после 100 (упр. 1);
- совершенствовать умение составлять диалоги (упр. 2а);
- развивать монологическую речь на материале текста о древней истории Великобритании (упр. 2б, 7);
- ознакомить учащихся с новыми словами: *strong, brave, large, land, village, town* — и организовать тренировку в их использовании в речи (упр. 3, 4а, б);

- совершенствовать умение чтения (упр. 5, 6, 8).

Оснащение урока: звуковое пособие, упр. 3а, 6б.

Комментарии к отдельным упражнениям

Упр. 1. Учащиеся составляют и читают вслух предложения о России и Великобритании, а затем сравнивают реки горы и башни в этих странах.

Образец:

The river Ob is 3600 km long.

The river Thames is 338 km long.

The river Ob is longer than the river Thames.

The river Thames is shorter than the river Ob.

Урок 31

Учебные задачи:

- развивать умение монологической речи (упр. 1);
- совершенствовать умение аудирования (упр. 2, 3);
- ознакомить учащихся с новыми словами: *poor, rich, decide* (упр. 5);
- совершенствовать умение чтения и технику чтения (упр. 6,7);
- учить писать новые слова и короткий рассказ.

Оснащение урока: звуковое пособие, упр. 2, 5а, 7.

Урок 32

Учебные задачи:

- совершенствовать умение монологической речи с опорой на изученную лексику и иллюстрации (упр. 1);
- тренировать учащихся в использовании новой лексики (упр. 2);
- развивать умение чтения (упр. 2, 7);
- ознакомить учащихся с новыми словами: *situated, wide, deep, surrounded, separated, foggy, mild* — и организовать тренировку в их использовании в речи (упр. 3, 4, 8);
- совершенствовать умение аудирования (упр. 5,6);
- учить писать собственный рассказ с использованием новой лексики урока (упр. 8).

Оснащение урока: звуковое пособие, упр. 3а, 5, 7б.

Комментарии к отдельным упражнениям

Упр. 1б. Для выполнения задания учащиеся используют упр. 1а и картинки на с. 8, а также материал упр. 2, 3 и иллюстрацию на с. 77.

Урок 35

Учебные задачи:

- ознакомить учащихся с географией Великобритании и с новыми словами, относящимися к данной теме (упр. 1, 3);
- совершенствовать умение чтения и умение составлять рассказ-описание (упр. 2, 6, 7);
- развивать умение диалогической речи (упр. 4, 5);
- учить писать географические названия (упр. 8).

Оснащение урока: звуковое пособие, упр. 4; карта Великобритании, фотографии Озёрного края.

Урок 36

Учебные задачи:

- совершенствовать умение монологической речи по темам «География Великобритании» и «Наша Родина – Россия» (упр. 1, 4, 5);
- ознакомить учащихся с географическими названиями, относящимися к теме «География России» (упр. 2);
- развивать умение задавать различные типы вопросов по теме «География России» (упр. 3);
- совершенствовать умение чтения и технику чтения (упр. 4);
- ознакомить учащихся с новыми фразами: *let's go, I'd rather, we'd better* – и организовать тренировку в использовании их в речи (упр. 6, 7);
- учить писать географические названия и предложения, связанные с географией России (упр. 8).

Оснащение урока: звуковое пособие, упр. 4b, 6; географическая карта России.

Урок 39

Учебные задачи:

- совершенствовать умение монологической речи (упр. 1, 2b, 3c);
- совершенствовать умение аудирования (упр. 2a);
- обучать детей способу образования наречий от прилагательных с помощью суффикса *-ly*;
- ознакомить учащихся с новой лексикой: *hear, without, how long did it take you? voyage, discover, discovery* – и организовать тренировку в использовании её в речи (упр. 4–6);
- ознакомить учащихся с правилами образования разделительных вопросов и организовать тренировку в использовании этого грамматического материала в речи (упр. 4, 7);

- развивать умение чтения и технику чтения (упр. 8а, б, с).

Оснащение урока: звуковое пособие, упр. 2а, 4, 8с.

Комментарии к отдельным упражнениям

Упр. 6. На основе приведенных на с. 92 примеров учащиеся должны самостоятельно вывести правило образования разделительных вопросов. Чтобы облегчить задачу, попросите их сравнить смысловые глаголы в высказываниях и в кратких вопросах. В примерах 1 и 3 очевидно, что разделительный вопрос строится с помощью форм смыслового глагола *to be* (*is* и *will*) и соответствующего личного местоимения. В кратком вопросе глагол стоит в отрицательной форме. В примере 2 в высказывании нет ни модального, ни вспомогательного глаголов, ни глагола *to be*, поэтому в кратком вопросе используются глаголы *do/does* или *did*. После анализа приведенных примеров учащиеся читают первую часть правила в Грамматическом справочнике для подтверждения своих выводов. В последующих уроках распознавание способов образования разделительных вопросов осуществляются подобным образом.

Урок 40

Учебные задачи:

- обеспечить тренировку учащихся в использовании изученных слов в новом контексте (упр. 1а);
- совершенствовать умение диалогической речи (упр. 1б);
- тренировать учащихся в составлении разделительных вопросов (упр. 2);
- совершенствовать умение чтения и технику чтения, ознакомить учащихся с историей и некоторыми достопримечательностями Лондона (упр. 3, 4);
- совершенствовать умение монологической речи (упр. 5);
- совершенствовать умение аудирования (упр. 6, 7);
- учить писать короткий рассказ по плану (упр. 8).

Оснащение урока: звуковое пособие, упр. 3с, 6.

Урок 43

Учебные задачи:

- совершенствовать умение монологической речи (упр. 1,4б,5,6);
- тренировать учащихся в составлении разделительных вопросов по образцу (упр. 2);
- совершенствовать умение чтения и технику чтения, ознакомить учащихся с достопримечательностями Эдинбурга и краткими биография-

- ми трех знаменитых шотландских писателей и поэтов (упр. 3,4а);
- совершенствовать умение аудирования (упр. 6);
- учить детей писать личное письмо по плану.

Оснащение урока: звуковое пособие, упр. 3с, 6.

Комментарии к отдельным упражнениям

Упр. 1а. На основе краткой информации, данной в таблице, учащиеся составляют полные предложения: *London is situated on the Thames. Moscow is situated on the Moskva River* и т.д.

Урок 44

Учебные задачи:

- ознакомить учащихся с новыми словами: *explorer, leave (left), explore, map* — и тренировать их в использовании этой лексики в речи (упр. 1, 3а, 4);
- совершенствовать умение монологической речи (упр. 3б, 5б, 6а);
- развивать умение чтения и технику чтения (упр. 2, 5, 6б, 7а);
- учить детей делать выписки запрашиваемой информации из текста (упр. 7б);
- тренировать учащихся давать правильные ответы на разделительные вопросы (упр. 8);
- ознакомить учащихся с известными мореплавателями (упр. 1, 5а, 6а);

Оснащение урока: звуковое пособие, упр. 1, 6б.

Комментарии к отдельным упражнениям

Упр. 5. Учащиеся по цепочке читают вслух информацию о И. Крузенштерне (Ф. Беллинсгаузене). Затем по очереди они составляют полные предложения на основе краткой информации так, чтобы получился связный рассказ об известных российских мореплавателях.

New Zealand

Урок 45

Учебные задачи:

- организовать вопросно-ответную работу по теме «Известные российские и британские исследователи» (упр. 1);
- совершенствовать умение аудирования (упр. 2, 3);
- ознакомить учащихся с краткой информацией о Новой Зеландии (упр. 4);
- совершенствовать умение монологической речи (упр. 5);

- учить детей задавать разделительные вопросы и отвечать на них (упр. 6);
- учить детей писать личное письмо с описанием Новой Зеландии по плану (упр. 7).

Оснащение урока: звуковое пособие № 2b, карта Новой Зеландии.

Комментарии к отдельным упражнениям

Упр. 4. На основе краткой информации о Новой Зеландии учащиеся составляют предложения, которые превращаются в рассказ об этой стране. Следует обратить внимание и на иллюстрации, на которых изображены символы Новой Зеландии — птица киви и серебряный папоротник, а также портрет Веллингтона, в честь которого названа столица Новой Зеландии.

Урок 46

Учебные задачи:

- совершенствовать умение чтения (упр. 1, 3, 4);
- развивать умение монологической речи (упр. 2, 5);
- учить школьников правильно оформлять и представлять свои проектные работы (упр. 6).

Оснащение урока: проектные работы учащихся.



По образцу учебных задач, представленных в уроках 1–46, вы сможете самостоятельно определять и формулировать учебные задачи в последующих уроках.

ОПИСАНИЕ ИГР

Игры, включенные в учебник

"Find somebody who used to do the same things as you did"

(Урок 85, упр.4)

Цель игры — тренировать учащихся в использовании в речи конструкции *used to*.

Вы готовите карточки с одинаковым набором вопросов в количестве, равном количеству учащихся в классе, и раздаете их детям. Им на подготовку дается 5 минут. Учащиеся должны про себя прочесть вопросы и карандашом поставить галочки рядом с теми из них, на которые они могут дать положительные ответы. Затем, переходя от одного к другому, дети задают своим одноклассникам эти вопросы, отмечают их ответы и находят, чьи ответы совпадают с их собственными. В результате такого опроса образуются небольшие группы учащихся. Члены группы по очереди говорят классу, кто имел обыкновение делать то же, что и он (она).

Например: *I used to go to the village in summer. Mike used to go to the village too.*

Questions	You		Your friend	
	✓	✗	✓	✗
1. Did you use to go to bed at 10 o'clock when you were 7?				
2. Did you use to watch TV a lot when you were 7?				
3. Did you use to do your homework every evening when you were 7?				
4. Did you use to eat as many sweets as you liked when you were 7?				
5. Did you use to play a lot with toys when you were 7?				

“Do you know each other well?”

(Урок 86, упр.4)

Цель игры — обучать учащихся заполнять бланки; активизировать лексику по темам “Likes”, “Dislikes”, “Hobbies”, “Sports”.

По образцу карточки на с. 72 учебника вы готовите карточки в количестве, равном количеству учащихся в классе. Ученики заполняют их в соответствии со своими предпочтениями. Затем, переходя от одного к другому, они задают друг другу вопросы:

What do you like?

What do you dislike?

What is your hobby?

What is your favourite sport?

В результате образуются небольшие группы по интересам. Члены каждой группы по очереди сообщают классу свои ответы на приведенные выше вопросы.

“Fortune Tellers”

(Урок 100, упр.5)

Цель игры — тренировать учащихся в использовании изученной лексики в рамках темы “Holidays to Enjoy”.

Разделите детей на 2 группы: *fortune hunters* и *fortune tellers* — и дайте каждой группе соответствующие ей карточки. Ученики, выступающие в роли *fortune hunters*, по образцу в учебнике на с. 102 задают вопросы, отражающие их желания, тем, кто выступает в роли *fortune tellers* до тех пор, пока не найдут предсказателя, который ответит на их вопрос. В процессе работы дети передвигаются по классу в поисках партнера.

Fortune Hunters	Fortune Tellers
1. I want to have interesting adventures.	1. To my mind you'll have an interesting adventure in Australia.
2. I want my dream to visit Lake District to come true.	2. To my mind your dream won't come true, but you'll visit a National park in Canada.
3. I want to go on a voyage to Alaska.	3. To my mind you won't go to Alaska, but you'll go to Great Britain.
4. I want to dance Hop Scotch well.	4. To my mind you'll learn to dance Hop Scotch in Scotland.
5. I want to visit all the attractions in the USA.	5. To my mind you'll visit only Niagara Falls.
6. My dream is to be a film star.	6. To my mind you'll be a film star in a new film for children.
7. I want to visit White House in Washington.	7. To my mind you'll visit White House next year.
8. Will I swim in Lake Baikal?	8. To my mind you'll swim in Lake Ladoga. Water in Lake Baikal is very cold.
9. I want to get to the Valley of Geysers.	9. To my mind you'll see the Valley of Geysers from the plane.
10. I want to see Snowdon.	10. To my mind you'll climb to the top of Snowdon.

Образовавшиеся пары представляют классу свои мини-диалоги. Если на уроке не хватит времени, игры можно продолжить на резервных уроках в конце темы.

Дополнительные ролевые игры

Предлагаемые в этом разделе ролевые игры обеспечивают повторение изученного материала, направлены на совершенствование умений диалогической и монологической речи и способствуют развитию творческого мышления учащихся. Они могут быть использованы на заключительных уроках по окончании каждой тематической ситуации или на резервных уроках. Внутри рабочих групп учащиеся сами выбирают и распределяют роли. При желании можно пользоваться учебником. Детям дается на подготовку 5 минут. Затем каждая группа представляет результаты своей работы классу.

Чтобы диалогическая речь была естественной и свидетельствовала о заинтересованности говорящего, школьникам рекомендуется использовать следующие разговорные клише: *OK. Great! Fine. Fantastic! You know... Well... Really? Right. Of course... Super!* Их можно написать на доске, так как они подходят для любой из предложенных ролевых игр.

1. Family Stories

Разделите класс на группы из 3 человек. Каждой группе дайте карточку № 1 или карточку № 2. Затем группы представляют свои полилоги.

1. Work in groups of three. You came to London to study English and you live in a British family. The members of this family are interested in your family. Act out a conversation between two English people and a Russian student (your relatives – родственники, professions of your parents, duties of each member, your free time together, family traditions.)

To my mind / As far as I know...; What about...; It's better to...; Why don't we speak...; It's a good idea

2. Work in groups of three. You are planning your family weekend (a picnic, an excursion, a trip to the country...). Discuss what you'll do and how you'll prepare (готовиться) for it. The words and phrases below will help you.

To my mind / As far as I know...; What about... -ing; It's better to...; Why don't we go...; It's a good idea

2. The School World

1. You are a school teacher. What can you tell teachers and children from different countries about your subject, your school, your students.

2. You are the Headmaster of a school in the USA. What kind of school is it? What subjects are there in the timetable? What school clubs have you organized?

3. You study English in an international summer school in London. Are your English lessons exciting? Why? What do you do after classes?

4. You are a teacher in a school in New York. You are speaking to your new student's parents. What can you tell them about your school?
5. You are the Headmaster of a Russian secondary school. A group of English students has come to visit your school. What can you show and tell them about it?
6. You are a PE teacher in an American high school. What sports clubs are there in your school? What competitions have you students taken part? What are their results?
7. You are a music teacher in a Russian school. What do you teach your students? What musical instruments do they play? Is there an orchestra in your school? Do you organize any concerts?
8. You are the leader of your school English club. How many students are there in it? How often do you meet? What can you say about the programme of your club?
9. You are fond of cooking and you are a member of your school cooking club. Who is its leader? What food do you cook? What recipes of popular dishes can you recommend?

Вы готовите карточки, образцы которых приведены выше, и раскладываете их на столе обратной стороной вверх. Каждый из учащихся вытягивает карточку и читает, какую роль он должен сыграть и на какие вопросы ответить.

В зависимости от количества учеников в классе карточки надо подготовить в двух или трех экземплярах, не боясь повтора, так как каждый ученик изложит свою версию.

Сделайте заранее нагрудные значки для каждого участника игры, на которых будут написаны придуманные вами имена, например *Mr Parson*,

Miss Rendell, а также имена российских детей и детей из англоязычных стран в соответствии с ролями на карточках.

Игра организуется в виде встречи учащихся, учителей и директоров школ из разных стран, где каждый из участников должен представиться и высказаться в связи с полученным заданием. Нагрудные значки пригодятся и для других ролевых игр.

При наличии времени предложите учащимся задать выступающим уточняющие вопросы. Игру можно организовать на одном из резервных уроков.

3. Meet Great Britain and New Zealand

Разделите класс на группы из четырех человек. Подготовьте карточки в количестве, соответствующем количеству получившихся групп. Одним группам раздайте карточки № 1, а другим – карточки № 2.

1. Work in groups of four. You are Russian students. Two of you made a tour of Great Britain. Your friends ask you questions about your trip. Act out a conversation between four students. Use the plan below.

Plan

1. Some facts from the history of Great Britain.
2. Geographical position of Great Britain, its important rivers and mountains, its climate.
3. Four parts of the UK, their capitals, flags and symbols.
4. Head of the country.
5. Places of interest in the country.
6. Popular sports.

2. Work in groups of four. Two of you live in New Zealand and have come to Russia to visit your pen friends. Act out a conversation between the guests from New Zealand and the Russian students. The plan below will help you.

Plan

1. Some facts from the history of New Zealand.
2. Geographical position of New Zealand.
3. Who discovered and explored the country.
4. Maori culture.
5. Nature of New Zealand. National parks.
6. The capital, famous people, symbols of the country.

4. Healthy Lifestyle

Разделите класс на пары. Подготовьте карточки, соответствующие количеству получившихся пар. Одним парам раздайте карточки № 1, а другим – карточки № 2.

1. Work in pairs. You are members of one and the same family. You have invited two guests to your house. You know what their tastes are. Discuss a healthy menu for a dinner.

2. Work in pairs. One of you is fond of sports and the other doesn't do any sports. Discuss what a healthy life is for each of you.

5. Around the USA

Организация игры подобна организации игры к теме 3.

1. Work in groups of five. Two of you are Russian students and three of you are American students who have come to your school. The Russian students are interested in the USA. Act out a conversation between the five of you. Use the plan below.

Plan

1. Discovery of the USA. The history of the name of the country.
2. Some facts from the history of the country.
3. National symbols of the country.
4. Head of State.
5. Big cities, famous monuments and places of interest in the USA.
6. Famous people of the country.
7. The most popular American sports.

2. Work in groups of four. Two of you are Russian students and two of you are American students who came to a Russian school. American students are interested in Russia. Act out a conversation between four of you. Use the plan below.

Plan

1. Geographical position of Russia, its climate, main rivers, lakes and mountains.
2. National symbols of the country, Head of State.
3. Big cities, famous monuments and places of interest.
4. Famous people of the country.
5. The most popular sports in Russia.

6. Free Time

Разделите класс на группы из двух человек. Все группы получают одинаковые карточки.

Work in pairs. In a summer camp you made friends with a boy/girl. You want to know more about each other. Discuss your hobbies or interests (sport, music, cinema, theatre, museums). Use the given words and phrases.

to be fond of / interested in, to care for, could / would you, used to, it's worth...ing, I'd like to try ...ing, I like / enjoy ...ing.

7. Holidays to Enjoy

Разделите класс пополам, а каждую половину на группы из четырех человек. Каждой группе из первой половины дайте карточки №1, а из второй — №2.

1) Work in groups of four. You are members of one and the same family. You are planning your summer / winter holidays. Each of you gives different ideas and finally you decide where to go. Act out a conversation between the four of you. Use the words and phrases below.

To my mind / As far as I know...; a cruise, a journey, a sea voyage, to go camping / hiking; I'd rather...; How about ...ing; It's better to...; Why don't we go...; to enjoy, attractions, adventure, dream; That sounds good.

2) Work in groups of four. You are students. School is over. You and your classmates want to visit a place of interest in Russia where you can learn more about Russian culture. Discuss where you will go, whom you'll go with, what you want to see there, how you'll get there, what you'll take with you. Use the words and phrases below.

To my mind / As far as I know, to go by..., to go hiking, it takes... to get..., It's better to..., I'd rather...; Why don't we...; What about going...; It's worth visiting...; to enjoy; It's a good idea.

ОРГАНИЗАЦИЯ ПРОЕКТНОЙ ДЕЯТЕЛЬНОСТИ

В данном разделе представлена схема, которая поможет пятиклассникам грамотно и качественно подготовить проектные работы и представить их так, чтобы они вызвали интерес у одноклассников. Это умение пригодится им на протяжении всего периода учебы в средней и старшей школе. Рекомендуем вам размножить эту схему, раздать учащимся как памятку и прокомментировать.

1. Планирование проекта

1. Выбор слов, связанных с темой проекта (“Guess My Hero”)

Составь список ключевых слов по данной теме. Например:

to be born
childhood
bright
smart
to study

a student
to be fond of
to get married
a family
children

to like
to work
to dream
to become
famous for

2. Вопросы, на которые нужно найти ответы

Напиши вопросы, ответы на которые помогут тебе раскрыть тему.

- Whom am I going to write about?
- When, where and in what family was the person born?
- What kind of a child was he / she?
- Where did he / she study?
- What was he / she interested in?
- What was his / her job?
- Why did he / she become famous?

3. Выбор источников информации

При подготовке проекта ты можешь пользоваться следующими источниками информации:

- газеты,
- журналы,
- Интернет,
- книги (об известных людях),
- энциклопедии,
- словари,
- атласы,
- другие источники.

Из этого списка выбери то, с твоей точки зрения, будет наиболее полезным.

Нужную информацию в книгах, журналах и энциклопедиях ты найдешь с помощью оглавления и указателя в конце книги или энциклопедии, в которых указаны номера страниц, где встречается эта информация.

4. Поиск в Интернете

Для быстрого поиска в Интернете необходимо знать три правила выбора ключевых слов:

- использовать имена людей, названия мест и вещей, информацию о которых нужно найти. Например: искать *Yuri Gagarin, spaceman*, а не *Gagarin, spaceman*;
- ставить кавычки, если два или несколько слов связаны между собой и употребляются вместе как ключевое слово: “*Windsor Castle*”, “*Queen Victoria*”;
- если существуют несколько ключевых слов, заменить союз *and* между ними знаком +.

5. Обработка информации

Чтобы определить, подходят ли найденные тексты для твоей проектной работы, просмотрю их, прочитай и подчеркни первые предложения первых двух-трех абзацев. Затем подчеркни имена людей, названия мест и цифры. После такого анализа тебе станет ясно, какие из этих материалов оказались наиболее подходящими. Выбрав нужные тексты, запиши названия источников информации в библиографию (список книг, статей и интернет-сайтов, которые ты используешь в своем проекте).

- Для книги: автор, название, издательство, год издания.
- Для статьи в книге, журнале или газете: автор, название статьи, название книги (журнала, газеты), издательство, год издания, номер страницы.
- Для интернет-сайта: автор, название статьи или сайта, интернет-адрес, год публикации.

6. Подготовка письменного проекта

а) Прежде всего составь план проекта, опираясь на вопросы, которые ты написал(а) в начале работы над ним.

I. Введение

О чем твой проект, почему ты выбрал(а) эту известную личность.

II. Основная часть

Рассказ об известной личности.

III. Заключение

Какие выводы ты можешь сделать.

Когда начнешь писать, следуй пунктам плана. Это облегчит твою работу.

б) Помни, что каждый абзац содержит одну основную мысль, которая отражена в первом предложении. Это предложение должно вызвать у читателя интерес. В последующих предложениях даются объяснения. примеры, детали, факты, мнения.

Для логической связи предложений внутри абзаца используй следующие соединительные слова:

- *First of all... Secondly... Then... Next... Finally...*
- *and, also, after, before, when, because, since, so, as a result of, however, but, on the one hand, on the other hand, while.*

в) В заключительном абзаце должны содержаться краткие выводы, твое мнение об изложенных фактах и, при необходимости, твои предложения. Ты можешь начать его следующими словами:

In summary... / In conclusion... (в заключение) In short... Finally.

А эти слова помогут тебе выразить свое мнение:

I Think (that)... *To my mind...*

In my opinion... *I feel (that)...*

г) Изложи свои идеи на бумаге, следуя составленному плану. Если ты забыл(а) нужные тебе английские слова, воспользуйся словарем. Помни, что это еще не готовый проект. Все, что ты написал(а), нужно тщательно отредактировать: проверить логическую последовательность предложений, правильное употребление грамматических явлений и написание слов, расстановку знаков препинания, все ли имена собственные написаны с заглавной буквы. После этого ты можешь переписать свою работу в чистом виде или напечатать ее на компьютере.

7. Оформление письменного проекта

Твоя работа должна включать следующее:

- обложку,
- содержание,

- письменный проект,
- библиографию,
- приложение.

Обложка:

- название проекта,
- твои фамилия и имя,
- номер школы,
- класс,
- месяц, число, год.

Содержание: на этой странице должны быть указаны названия разделов работы и номера страниц, на которых они начинаются, включая библиографию и приложение (если оно есть).

Письменный проект: конечный вариант работы с иллюстрациями.

Библиография: перечисление всех источников информации, которые использовались в работе.

Приложение: может включать таблицы, графики, карты, дополнительные иллюстрации.

II. Устная презентация

Используй для устной презентации следующий план:

- сообщи цель проекта;
- сообщи источники информации, которые ты использовал(а);
- объясни или продемонстрируй часть проекта с помощью иллюстраций;
- сделай краткое заключение о том, что ты узнал и чему научился.

Если есть возможность, используй для презентации проекта компьютерную программу PowerPoint.

Подготовь карточку с краткими предложениями или фразами, которые помогут тебе вспомнить, о чем нужно говорить и в какой последовательности.

Очень важно потренироваться в устной презентации, так как нелегко выступать перед одноклассниками, особенно на английском языке. Тренируйся перед зеркалом, перед другом или родственниками. Можешь записать свое выступление на кассету или диск и прослушать его.

Желаем тебе удачи!

ПЛАНИРОВАНИЕ УЧЕБНОГО МАТЕРИАЛА

Приложение 1

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
1	I Family Stories (Взаимоотношения в семье)	Биг Бен – символ Великобритании, Капитолий – символ США.	Упр. 1а, 2, 6b	Упр. 1b, 3, 4, 7 Слова: a husband, a wife-wives, an aunt, an uncle, a cousin, a relative, other, height	Упр. 5, 6а Текст "The History of Barbie"	Упр. 8
2			Упр. 3а, 5а, 7с	Упр. 1, 2, 3b, 4, 5bc, 6 Слова: sharp, a tooth-teeth, a parrot, a woman-women, to smile, a mouse-mice Грамматика: Неправильные формы множественного числа существительных	Упр. 4, 7 Текст "Parrots Can Be Your Best Friends"	Упр. 8
3		Limerick "A Young Lady of Niger"	Упр. 1, 2, 5b, 7с	Упр. 4, 5а, 6, 8 Слова: to begin-began-begun, to wake up, to burst, a brush, to catch-caught, to pull, to push, to end, an and, глаголы may-must	Упр. 3, 7ab Текст "The History of Zoos"	Упр. 9
4		Джеральд Даррелл – основатель зоопарка на острове Джерси	Упр. 3а, 4а, 6с	Упр. 1, 2, 3b, 4b, 5 Слова: was born, childhood, to become -became-become, around, to marry, Island, the Island of Jersey, rare animals, a visitor, to watch, to protect	Упр. 6, 7 Текст "The Life of Gerald Durrell". "Scorpions"	Упр. 8
5		Стихотворение "Gingerbread Man" Сады бабочек	Упр. 1, 3а, 6	Упр. 1, 2, 4 Слова: early, an hour, to bring-brought-brought, a newspaper, glasses, a glass, for two hours, fell-felt-felt	Упр. 3b, 5, 7 Текст "Butterfly Gardens"	Упр. 8

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
6, 7	I Family Stories (Взаимоотношения в семье)			Home Reading		
8			Упр. 2, 5b	Упр. 1, 3, 4, 6 Грамматика: Present Simple Passive	Упр. 5a Текст “Butterflies”	Упр. 7
9		Создатель персонального компьютера – Конрад Зус	Упр. 3, 5, 6a, 7c	Упр. 1, 2, 6b Слова: weight, to happen Грамматика: Past Simple Passive	Упр. 4, 7ab Текст “The History of Computers”	Упр. 8
10		Кеннет Грахам «Ветер в ивах», ч. I	Упр. 3, 7c	Упр. 1, 2, 5 Слова: right, left, thick, fall-fell-fallen, hold-held-held	Упр. 4, 6, 7ab Текст “The Wind in the Willows”, p.I	Упр. 8
11		Кеннет Грахам «Ветер в ивах», ч. II	Упр. 4, 7a	Упр. 1, 2, 3, 6, 7b Грамматика: Future Simple Passive	Упр. 5, 7a Текст “The Wind in the Willows”, p.II	Упр. 8 Project: “A Story Telling Competition”
12		Джоанна Спирс – шведская писательница, широко известная в Великобритании	Упр. 1, 5c	Упр. 2, 4, 6, 7	Упр. 3, 4, 5ab Текст “Heidi”	Упр. 8
13				Test 1		
14, 15				Reserve		
16, 17				Home Reading		

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
18	II School World (Школьное образование)	Clifton College	Упр. 1а, 5с	Упр. 1b, 3, 7 Слова: uniform, secondary, free, compulsory, life, term, break	Упр. 2, 4, 5ab, 6 Текст “Clifton College”	Упр. 8
19		<ul style="list-style-type: none"> • Woodlands Junior School • Гимназия имени Белинского – одна из старейших школ в России 	Упр. 4а, 6	Упр. 1, 3, 4b, 5 Слова: library, foreign, to use, elementary school, middle school, senior classes Грамматика: The “-ing” Forms Упр. 5	Упр. 7 Текст “One of the Oldest Schools in Russia”	Упр. 8
20		Школы в Америке Whitby School	Упр. 2а, 6b	Упр. 1, 2b, 3, 4, 7b Слова: to be interested in, to take exams, to be over, twice a year, elementary, middle, high schools Грамматика: “If” Sentences Упр. 5	Упр. 6а, 7а Текст “Whitby School”	Упр. 1, 5b
21		Британская детская организация “Boy’s Brigade”	Упр. 3, 7с	Упр. 1, 2, 4 Слова: to go hiking, to go camping, camp, competition Грамматика: “If” Sentences (Revision)	Упр. 5, 6, 7ab Текст “Boy’s Brigade”	Упр. 8
22		Детские организации в России	Упр. 2, 5с	Упр. 1, 3, 4, 7 Слова: explain, east, west, north, south	Упр. 5, 6	Упр. 8 Project: “The School We Go to”

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
23	III Meat Great Britain and New Zealand (Страны изучаемого языка и родная страна)	Школа в Новой Зеландии	Упр. 1, 2b	Упр. 5, 6	Упр. 2a, 3, 4	
24				Test 2		
25, 26				Reserve		
27, 28				Home Reading		
29		История Великобритании: шотландцы, бритоны, кельты, римляне. Древние памятники – Стоунхендж, Адрианов вал	Упр. 2a, 8c	Упр. 1, 2b, 3, 4, 5 Слова: century, important, build-built- built, wood, stone, road, another Грамматика: Numerals Упр. 6	Упр. 7, 8ab Текст “Ancient Britain”, part I	Упр. 9
30		История Великобритании: англ., саксы, юты, викинги, Вильгельм Завоеватель	Упр. 3a, 6b	Упр. 1, 2, 3b, 7 Слова: strong, brave, large, lands, town, village	Упр. 5, 6a, 7, 8 Текст “Ancient Britain”, part II	Упр. 4, 8
31		История Великобритании: христианский период. Уэльская легенда, ч. I	Упр. 2, 5a, 7	Упр. 1, 3, 4, 5b Слова: poor, rich, decide	Упр. 6 Текст “The Welshman and the Hazel Staff”, part I	Упр. 8

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
32	III Meat Great Britain and New Zealand (Страны изучаемого языка и родная страна)	Уэльская легенда, ч. II	Упр. 3а, 5, 7б	Упр. 1, 4, 6 Слова: wide, deep, is situated, is surrounded, is separated, foggy	Упр. 2, 7а Текст "The Welshman and the Hazel Staff", part II	Упр. 8
33, 34		Home Reading				
35		Уэльская легенда, ч. II	Упр. 4	Упр. 3, 5	Упр. 1, 2, 6, 7 Текст "The Star Child", part I	Упр. 8
36		• География России • Сведения о России (площадь, государственные символы, столица, население, старинные города, природа)	Упр. 4б, 6	Упр. 1, 3, 5, 7	Упр. 2, 4а Текст "Our Motherland Russia"	Упр. 8
37, 38		Home Reading				
39		Необычные российские музеи — музей деревяного зодчества, музей утюгов, музеев граммофонов	Упр. 2а, 4, 8с	Упр. 1, 2б, 3, 5, 6 Словообразование: суффикс наречия "-ly" Слова: hear-heard-heard, without, voyage, discover, discovery, I wonder Грамматика: Tag Questions, упр. 7	Упр. 8аb Текст "Unusual Russian Museums"	Упр. 7

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
40	III Meat Great Britain and New Zealand (Страны изучаемого языка и родная страна)	Достопримечательности Лондона: Парламент, Big Ben, Тауэр, Букингемский дворец, магазин игрушек "Hamleys"	Упр. 3с, 6	Упр. 1, 3а, 5b, 7 Слова: the Royal Crowns, raven, wax figure Grammar: Tag questions Упр. 2	Упр. 3b, 4a Текст "This Exciting City – London"	Упр. 8
41, 42		Home Reading				
43		Достопримечательности Эдинбурга и Уэльса. Шотландский поэт Роберт Бернс, писатели Вальтер Скотт и Стивенсон	Упр. 3с, 6	Упр. 1, 4b, 5 Грамматика: Tag Questions – упр. 2	Упр. 3ab, 4a Текст "A Story of Edinburgh"	Упр. 7
44		Великие мореплаватели: Михаил Лазарев, Эрнест Шакедтон, Иван Крузенштерн, Фаддей Беллинсгаузен, Джеймс Кук	Упр. 1, 6b	Упр. 3ab, 4, 5b Слова: explore, explorer, leave-left-left, to map, luck, lucky, unlucky, to name after Грамматика: Tag Questions – упр. 8	Упр. 2, 5a, 6a, 7a Текст "Captain James Cook"	Упр. 7b
45		Знаменитые люди: Эдмунд Хиллари, Тензин Норгтей	Упр. 2b	Упр. 1, 3, 5 Грамматика: Tag Questions – упр. 6	Упр. 2a, 4	Упр. 7

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
46		Из истории Новой Зеландии. Знаменитые люди: Абель Тасман, герцог Веллингтон. Культура маори. Национальные парки Новой Зеландии		Упр. 2, 5	Упр. 1, 3, 4 Текст "Feel Good and Do Good"	Project: "A Famous Explorer"
47				Test 3		
48, 49				Reserve		
50, 51						
52	IV. Healthy Lifestyle (Здоровый образ жизни)		Упр. 4a	Упр. 1, 2, 4b, 5, 6 Слова: sore, throat, stomachache, earache, toothache, headache, should, sick, medicine, to catch cold, what's the matter? Словообразование: конверсия, образование прилагательных и наречий	Упр. 3 Текст "How to Live a Long and Healthy Life"	Упр. 8
53		Знаменитые ученые: Йозеф Листер, Александр Флеминг	Упр. 1, 2, 7b	Упр. 3, 4, 5, 6 Фразы: I don't feel well. You should stay at home. Don't worry. All the best. Get well soon. It does you good.	Упр. 6, 7a Текст "Important Discoveries"	Упр. 8
54		Знаменитый русский хирург Николай Пирогов	Упр. 5, 7b	Упр. 1, 2, 4 Грамматика: модальные глаголы (повторение)	Упр. 6, 7a Текст "Nickolay Pirogov"	Упр. 3, 8

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
55	IV. Healthy Lifestyle (Здоровый образ жизни)	Кухни XVI века в королевском дворце "Hampton Court". Как правильно накрывать стол	Упр. 3	Упр. 1, 2, 4 Слова: a plate, a knife, a spoon, a desert spoon, a tea spoon, a napkin Грамматика: Indefinite Pronouns (revision) Упр. 7	Упр. 5, 6 Текст "Laying the Table"	Упр. 8
56, 57		Home Reading				
58		Британский детский фольклор стихотворение "Robin the Bobin"	Упр. 1	Упр. 2, 3, 4, 8	Упр. 6, 7 Текст "Animal Race"	Упр. 5
59		Киплинг и его рассказ «Как носорог получил свою шкуру»	Упр. 2a, 6a, 8b	Упр. 1, 2b, 4, 5, 6b, 8a Слова и фразы: fitness, to keep fit, to take care (of), careful, to go jogging, to keep-kept	Упр. 3, 7a Текст "How the Rhinoceros Got His Skin"	
60			Упр. 2		Упр. 3, 4 Текст "Some Ways to Keep Fit"	Упр. 5 Project: "Your Life-style"
61	Test 4					
62, 63	Reserve					
64, 65	Home Reading					

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
66	V. Around the USA (Страны изучаемого языка и родная страна)	<ul style="list-style-type: none"> • Знаменитые мореплаватели – Христофор Колумб, Америго Веспуччи • Сведения о географии, природе и городах США 	Упр. 2, 5, 7b	Упр. 1, 3b, 5b Слова: to cross, nothing, courage, to sink-sank-sunk Грамматика: something, anything, nothing Упр. 4	Упр. 3a, 6, 7a Текст “Discover the USA”	Упр. 8
67		<ul style="list-style-type: none"> • Grand Canyon • Секвойя – автор системы письма индейцев чероки 	Упр. 3a, 4, 7c	Упр. 1, 2, 5b Слова: cheap, expensive	Упр. 5a, 6, 7 Текст “Sequoia”	Упр. 8
68		<ul style="list-style-type: none"> • Национальный парк «Сочи» • Различные виды домов: индейское пуэбло, небоскреб, типи, бунгало 	Упр. 3, 7	Упр. 2, 4ab, 5 Слова: stairs, step, outside, top Грамматика: somebody, anybody, nobody	Упр. 1, 6, 7 Тексты “Sochi National Park”, “The Taos Pueblo”	Упр. 8
69		<ul style="list-style-type: none"> • История Белого Дома • Описание Белого Дома 	Упр. 3a	Упр. 1, 2, 3b, 4, 5, 6c	Упр. 6ab, 7 Текст “The White House”	Упр. 8
70		<ul style="list-style-type: none"> • Калифорния • Лос Анджелес • Сан Франциско 	Упр. 3a, 5c	Упр. 1, 4b, 6 Слова: a windsurfer, windsurfing, a fan, a team, sell-sold-sold	Упр. 3b, 4a, 5ab	Упр. 6 Project: “The House I Like”

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
71, 72	V. Around the USA (Страны изучаемого языка и родная страна)		Home Reading			
73		<ul style="list-style-type: none"> История основания Санкт-Петербурга Битва при Бородино Достопримечательности Санкт-Петербурга Война 1812 г. в США 	Упр. 3а, 4а, 5б	Упр. 1, 2, 4б Слова: a war, to kill, somewhere, to save, a victory	Упр. 3а, 5а, 6 Текст “The 1812 War”	Упр. 7
74		<ul style="list-style-type: none"> Краткая биография Фенимора Купера Роман «Последний из Могикан», часть I 	Упр. 2а, 6с	Упр. 1, 2б, 3, 4, 7 Грамматика: somewhere, anywhere, nowhere	Упр. 5, 6аб Текст “The Last of the Mohicans”, part I	Упр. 8
75		<ul style="list-style-type: none"> История кока-колы Роман «Последний из Могикан», часть II 	Упр. 5а, 6с	Упр. 1, 2, 5б, 7	Упр. 3, 4, 6аб Текст “The Last of the Mohicans”, part II	Упр. 8
76		<ul style="list-style-type: none"> Стихотворение “Doughnuts” Юрий Гагарин – первый российский космонавт Алан Шепард – первый американский космонавт 	Упр. 4, 5а, 6с	Упр. 1, 2, 5б, 7	Упр. 3, 6аб Тексты “The Last of the Mohicans”, part II “The First Men in Space”	Упр. 8
77				Упр. 1, 2, 3, 4		Упр. 5 Project: “Guess My Hero”

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
78	VI. Your Free Time (Досуг и увлечения)			Test 5		
79, 80				Reserve		
81, 82				Home Reading		
83		Abby House Gardens (Великобритания)	Упр. 2	Упр. 1, 2, 3, 4b, 5	Упр. 4a, 6, 7 Текст "An E-mail from Emily"	Упр. 8
84		<ul style="list-style-type: none"> Достопримечательности города Бристоль Хобби известных людей 	Упр. 2, 6, 7c	Упр. 1, 3, 4, 5 Слова: along the street, across the square, go straight, turn left/right, certainly, I'm afraid...	Упр. 7ab Текст "Famous Hobbies of Famous People"	Упр. 8
85		Древний памятник "Avebury"	Упр. 2, 5, 6b	Упр. 1, 3, 4, 7, 8 Структура: used to do something	Упр. 6a Текст "Susan's Hobby"	Упр. 9
86		Белая башня, ее история и экспозиции	Упр. 3	Упр. 1, 2, 4, 7, 8	Упр. 5, 6 Текст "The White Tower"	Упр. 9
87			Упр. 4, 7c	Упр. 1, 2, 3, 6, 8b Грамматика: "-self" pronouns. Упр. 5	Упр. 7ab Текст "Smarty", part II	Упр. 8
88		Российская спортсменка Евгения Канаева	Упр. 5	Упр. 1, 2, 3, 4, 6a, 8a	Упр. 6b, 7	Упр. 8b

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
89	VI. Your Free Time (Досуг и увлечения)	Drayton Manor Park (Великобритании)	Упр. 2a	Упр. 1, 2b, 3, 4, 5, 6 Фраза: As far as I know	Упр. 7 Текст "Drayton Manor Park"	Упр. 8
90		А.П. Чехов в Мелихово	Упр. 1, 2	Упр. 3, 5	Упр. 4 Текст: "Anton Chekhov's Hobby"	Упр. 6 Project: "How I Spend My Free Time"
91		Test 6				
92, 93		Reserve				
94, 95	VII. Holidays to Enjoy	Home Reading				
96		Долина Гейзеров на Камчатке	Упр. 2a, 5b	Упр. 1, 2b, 3, 6a, 7	Упр. 4, 5a, 6 Текст "The Valley of Geysers"	Упр. 8
97		Шотландские танцы (Horn Scotch)	Упр. 1, 3	Упр. 2, 4, 5, 6a Слова: travel, trip, journey, voyage, to go on a voyage/an excursion, to have a trip/a journey	Упр. 6b, 7 Текст "Horn Scotch"	Упр. 8
98		Лермонтов в Тарханах	Упр. 4, 5c	Упр. 1, 3, 7 Грамматика: "When" Sentences Упр. 2	Упр. 5ab, 6 Текст "Tarkhany"	Упр. 8

№	Тема	Социокультурная информация	Аудирование	Говорение	Чтение	Письмо Проект
99	VII. Holidays to Enjoy	Популярные фильмы: "Lord of the Rings", "Harry Potter", "The Pirates of the Caribbean Sea", "The Chronicles of Narnia", "The Treasure Island", "Alice in Wonderland"	Упр. 3	Упр. 1, 2, 4, 6b, 7	Упр. 5, 6a Текст "The Chronicles of Narnia"	Упр. 8
100		"Nahanni National Park" (Канада)	Упр. 2, 6b	Упр. 1, 3, 4, 5, 7 Слова: a dream, to dream-dreamt, an adventure, an attraction, to my mind	Упр. 6ac Текст "Nahanni National Park"	Упр. 8
101		Григорий Потанин – известный русский исследователь, писатель и географ	Упр. 4, 6b	Упр. 1, 2, 3, 5	Упр. 6a, 7 Текст "Grigory Potanin"	Упр. 8
102		Известные достопримечательности Великобритании, США, России, Австралии, Новой Зеландии и Канады: The Tower, Disneyland, Sydney Opera, Winter Palace, Vellington, Virginia Falls	Упр. 3	Упр. 1, 2, 5ab	Упр. 4 Текст "Mrs Mouse's Holiday"	Упр. 6 Project: "Holidays of My Dream"
103	Test 7					
104, 105	Reserve					

ТЕКСТЫ ЗВУКОВОГО ПОСОБИЯ

Звуковое пособие к учебнику

Family Stories

Lesson 1

No. 1. Exercise 1a.

Meet Jenny. Listen to what she is saying.

Hi, I'm Jenny. I live in Washington, D.C. I'm twelve and I go to school. My father is a car mechanic and my mother is an animal doctor. I've got two brothers and a sister. Fred and Paul are students. They are very clever. Fred wants to be an actor and Paul wants to be an engineer. Lucy doesn't go to school yet because she's only four years old.

No. 2. Exercise 2.

a) Listen to Jenny and guess the meaning of the new words.

I've got a lot of other relatives. My grandmother and my grandfather have been together for 43 years and my granny says that my grandpa is the best husband in the world.

Uncle Willy is my mum's brother and aunt Kate is Willy's wife. They are very kind.

My cousin Mike is the tallest in the family. His height is 2 metres. He's a policeman.

b) Listen and repeat.

[ʌ] husband, other, uncle, cousin, [w] wife, [ɑ:] aunt, [e] relative, [aɪ] height
(Текст с паузами)

No. 3. Exercise 6b.

Listen to the text and read it out loud.

The History of Barbie

Barbie is the most popular doll in the world. In 2009 she celebrated her 50th birthday. She's got hundreds of dresses, houses and cars. Barbie has got three sisters and one brother, one cousin and a lot of friends.

Ruth Handler and her husband Elliot had a small company which made toys. They also had two children: Barbara and Ken. One day Ruth saw how her daughter played with her paper dolls: she put on paper dresses, shoes and hats on them. Ruth decided to make a new plastic doll. The new doll looked like a real girl and was very beautiful. Its height was 29 centimetres. Ruth gave the doll her daughter's name and other dolls of Barbie's family got the names of Barbara's other relatives. Barbie's friend Ken got the name of Barbara's brother and Barbie's sister Stacie got the name of Barbara's real daughter.

Ruth's children didn't like Barbie and thought that the doll took their parents' love from them. Barbara asked her friends not to call her Barbie. When Barbara and Ken had their own families, they never bought Barbie and other dolls of Barbie's family for their own children.

Lesson 2

No. 4 . Exercise 3a.

a) Listen to the sentences. Look at the pictures and guess the meaning of the new words.

A dog has got sharp teeth.

A parrot can talk.

A woman is planting flowers in the garden.

My cousin has got a new toy. He's happy and he's smiling.

b) Listen and repeat.

[ɑ:] sharp, [i:] teeth, [ʊ] woman, [aɪ] smile

(Текст с паузами)

No. 5. Exercise 5a.

Listen to Lucy and Andrew and guess what pet is in the box.

Andrew: Hi, Lucy. How are you?

Lucy: Fine. Thanks. Why are you smiling?

Andrew: I've got my new pet in the box.

Lucy: Let me guess. Is it a dog?

Andrew: It has got sharp teeth, but it's not a dog.

Lucy: Is it a cat?

Andrew: It has got a long tail, but it's not a cat.

Lucy: Is it a parrot?

Andrew: It can climb trees, but it can't fly.

Lucy: Well, I don't know. This pet is small, because the box is so small!
I don't know any other small pets!

No. 6. Exercise 7c.

Listen to the text and read it out loud.

Parrots Can Be Your Best Friends

Parrots are nice and funny pets. There are 350 types of parrots in the world. They are all different.

Usually parrots live in warm countries, eat fruit and drink nectar from flowers, but there are other parrots, which like cold weather and snow. These strange parrots live in the mountains of New Zealand at the height of 3,000 metres, where winters are cold and windy. They can find food under snow. In summer they eat fruit and flowers, but in winter they eat meat and often come to people's houses to eat cakes and to drink Cola.

Parrots can live more than 100 years and some of them can talk. The cleverest parrots can learn 100 words and put them in phrases. They can also do easy puzzles. Other animals cannot do this!

Parrots live in families and like to do things together. If they cannot see other parrots, they are very sad and can die. If you are very busy and can't play with your parrot, buy a second parrot or put a mirror in the cage. This will make your bird happy!

Lesson 3

No. 7. Exercise 1.

Listen to limerick and learn it by heart.

A Young Lady of Niger

There was a young lady of Niger,
Who smiled as she rode on a tiger.
They returned from the ride
With the lady inside
And a smile on the face of the tiger.

No. 8. Exercise 2.

a) Listen to the sentences about Lucy's busy day and guess the meaning of the new words.

Lucy's Day

Lucy's day begins at 8 am, when Lucy wakes up.
She always washes her face, brushes her teeth with a toothbrush and brushes her hair in the morning. After this she brushes Charlie.
She catches Ken in the afternoon.
She pulls Tom's tail in the evening.
At 9 pm Lucy pushes Tom to its bed and goes to sleep.
This is the end of Lucy's very busy day.

b) Listen and repeat.

[ɪ] begin – [æ] began – [ʌ] begun, [eɪ] wake up – [əʊ] woke up – [əʊ] woken

up, [ʌ] brush, [æ] catch – [ɔ:] caught – [ɔ:] caught, [ʊ] pull, push, [e] end
(Текст с паузами)

No.9. Exercise 5b.

Lucy lost mummy's note. Listen to what she is saying and choose the correct answers.

(Громко мяукает кот)

Lucy: Tom, pussy, don't be so lazy. The weather is fine. Let's go for a walk.
It's good for you.

(Пауза)

(Громко лает собака)

Lucy: Charlie, dear, it's time for lunch. I've had soup and chicken and you'll have some fruit. Apples are good for your teeth, you know.

(Пауза)

(Громко кричит попугай)

Lucy: Ken, don't be naughty, I can't catch you. You're so dirty! I'll wash and brush you, dear.

(Пауза)

(Люси громко зевает)

Lucy: Oh, dear! Those pets are so silly! Charlie is surprised, Tom is sad and Ken is angry! And I'm so tired. I've had the busiest day in my life!

No. 10. Exercise 7c.

Listen to the text and read it out loud.

The History of Zoos

People have always wanted to know more about animals. Very many years ago the Chinese Emperor made the first zoo in his house. His people caught a lot of wild animals and the Emperor began to show them to his guests.

The first European zoo opened its doors to people in Paris in 1793. The zoo was so popular, that other countries started to open zoos too.

The first Russian zoo was in Moscow. The Moscow Zoo started to show animals to people in 1864. The first collection of animals was not big, the Zoo had 200 wild animals and 100 pets. The Russian Emperor and his relatives presented some animals to the first zoo – an elephant, a zebra and other wild African animals. They also gave the zoo money. Russian zoologists bought wild animals from other zoos or caught them in different parts of the world and brought them to Moscow.

Today there are a lot of animals in the Moscow Zoo. The zoo shows the animals to people, protects rare animals and also teaches people to love animals.

Lesson 4**No. 11. Exercise 3a.**

a) Look at the pictures, listen to the text and guess the meaning of the new words.

The Life of Gerald Durrell

Gerald Durrell was born in India on the 7th of January, 1925.

There were three boys and a girl in the family. Gerald was the youngest child. His childhood was happy.

When Gerald became older, he travelled around to many parts of the world to find animals for zoos and make films about them.

Gerald Durrell married his wife in 1951. Then he began to write books about animals, because the family needed money.

In 1959 Durrell founded a zoo on the British Island of Jersey.

Gerald Durrell died many years ago, but his zoo has become very popular. Today more than one thousand different animals live in the zoo.

b) Listen and repeat.

[ɔ:] born, [aɪ] childhood, island, died, [ʌ] become – [eɪ] became – [ʌ] become;
[æ] married, [əʊ] ago, [aʊ] thousand, around

(Текст с паузами)

No. 12. Exercise 4a.

Listen to the dialogue.

Vanya: Hello, can I speak to Jenny, please?

Jenny: Hello, this is Jenny.

Vanya: Hi, Jenny! This is Vanya speaking. How are you?

Jenny: Fine. And you?

Vanya: Fine. You know, I read about a very interesting British zoo yesterday.

Jenny: Where is it?

Vanya: It's on the Island of Jersey.

Jenny: Is it between Great Britain and France? What is so interesting about this zoo?

Vanya: They have a big collection of rare animals. Visitors can see a lot of these animals only in this zoo today. People from the zoo watch the animals and protect them.

Jenny: That's interesting! Can you send me a picture of the zoo by e-mail?

Vanya: Sure, I'll do it right now.

No. 13. Exercise 6c.

Listen to the text and read it out loud.

Scorpions!

(After Gerald Durrell)

Our new house on the island of Corfu was very big. There were a lot of animals in the house. I caught them and put them in the kitchen, in the bathroom, in the living room and in my bedroom.

One day I found a mother scorpion with a lot of little babies on her back. I wanted to take them to my bedroom and watch them for some time. I put them into a box and went to the dining room for lunch. The box with the scorpions was on the table in the living room.

My brother Larry finished his lunch and went to the living room. He saw the box and opened it. The mother scorpion with the babies on her back jumped out of the box and began to climb Larry's hand. Larry cried loudly. The scorpions ran to the dining room and jumped onto the table. Now all my family began to cry and the baby scorpions hid in the dining room.

I spent a lot of time looking for the scorpions under the carpet and behind the sofa. I found all of them and took them back to the garden. I was happy that no scorpion and no relative died!

Lesson 5

No. 14. Exercise 1.

Listen to the poem and learn it by heart.

Gingerbread Man

Smiling girls, rosy boys,
Come and buy my little toys...
Monkeys made of ginger bread
And sugar horses painted red.

No. 15. Exercise 3a.

a) Listen to the text, look at the pictures and guess the meaning of the new words. Say what Ben and Jenny will do on Sunday.

Ben and Charlie will get up early and will go for a walk in the park.

They will walk for an hour and will come back home for breakfast.

After breakfast Charlie will bring a newspaper to Ben.

Ben will put on his glasses and will read the newspaper. He will feel happy.

Jenny will get up late. She doesn't go to school on Sundays.

Her mummy will bring a glass of orange juice and a sandwich to her.

After breakfast Jenny will read a book for two hours. She will feel happy.

b) Listen and repeat.

[3:] early, [aʊə] hour, [ɪ] bring, [ju:] newspaper, [ɑ:] glass, glasses, [i:] feel, [eɪ] late

(Текст с паузами)

No. 16. Exercise 6.

Listen to Ann and Lucy and choose the correct words.

Ann: Lucy, dear, time to get up!

Lucy: Mummy, I feel so sleepy! Can I sleep for half an hour?

Ann: No, Lucy, it's late. It's ten o'clock already. Let's have breakfast and go for a walk!

Lucy: I don't want to go for a walk. It's windy and snowy. I'll feel cold.

Ann: OK, let's read a Sunday newspaper and find some interesting place to go.

Lucy: OK, I'll bring the newspaper.

Lesson 8**No. 17. Exercise 2.**

Molly feels bad today. Listen to Molly and Jenny and answer the question in your Student's book.

Jenny: Granny, you look tired. Do you feel good?

Molly: I feel cold and tired. (*Чихает и кашляет*)

Jenny: Oh, granny, you must have a rest.

Molly: I can't. I must clean the kitchen, I must buy some meat and vegetables and cook dinner.

Jenny: Fred and Paul can buy food, I can clean the kitchen and cook dinner. And Lucy can bring a glass of hot milk to you!

Molly: Thanks, dear. I'll drink the milk and sleep for an hour.

No. 18. Exercise 5b.

Listen to the text and read it out loud.

Butterflies

The Moscow House of Butterflies opened in 2007 and became the first butterfly park in Russia. Today butterfly parks are opened in other cities of Russia too.

In the Moscow House of Butterflies we have butterflies from different parts of the world. There are 18 thousand butterflies in the world. In Russia there are more than 8 thousand different butterflies.

Most butterflies live in warm places, but there are butterflies which live in the mountains at the height of 6 thousand metres above the sea. And some butterflies from Canada live not far from the North Pole! Their wings don't have colour and they look like glass.

Butterflies can see red, green, and yellow colours. If you wear a green, red or yellow dress, butterflies can sit on you and you can take a nice picture.

In autumn butterflies, like birds, can fly long distances – four thousand

kilometers – to warm countries. There is a butterfly in Russia which flies from Yaroslavl to Africa in autumn and comes back in spring.

We have the biggest butterfly in the world in the collection of the Moscow House of Butterflies. It is as big as a small bird. It flies at night and lives from one to three days. This butterfly doesn't eat or drink, because it hasn't got a mouth. In our collection we also have the most beautiful butterfly in the world from the island of Madagascar.

Lesson 9

No. 19. Exercise 3.

a) Listen to the sentences, look at the pictures and guess the meaning of the new words.

The Moscow House of Butterflies has the biggest butterfly in the world in its collection. It weighs 9 grams. Its weight is more than the weight of hummingbird (2 grams), the smallest bird in the world.

b) Listen and repeat.

[æ] happen, happened, [eɪ] weigh, weighs, weight

(Текст с паузами)

No. 20. Exercise 5a.

Jenny's uncle Willy is a TV reporter. His TV show for children is called "My Questions – Your Answers!". Listen to the text and say what famous people they are talking about.

(Шум, аплодисменты, атмосфера телевизионного шоу)

Willy: Dear friends! Welcome to our show "My Questions – Your Answers!" And this is my first question. When and by whom was the first telephone made?

Alex: It was made by Alexander Bell from Scotland in 1786.

Willy: You are not quite right!

Bernard: Did it happen in 1876?

Willy: Yes, you are right! And what were the first words said by Bell over the phone?

Bernard: He asked his friend Mr Watson to come to him.

Willy: Well done! Mr. Bell said: "Mr. Watson, come here, I want to see you." And this is my new question. When was the first mobile phone made?

Bernard: In 1973. It was made by Martin Cooper from the Motorola company. The first mobile phone weighed around 2 kg and its battery could work only for ten minutes.

Willy: That's right and you are the winner today!

No. 21. Exercise 6a.

Listen to uncle Willy, who tells us when some very important things were made.

Match the thing and the year. Some things and some years are not mentioned (не упомянуты) by uncle Willy!

There are a lot of things around us which have become part of our life. But when were they made? Some things were made long ago. The first microscope, for example, was made by Antony Levenhuk in 1673, more than one hundred years before the first pencil was made. A ball pen we are using today is quite young. It was made in 1935 and became popular after the war. It is younger than the car and only one year older than the computer! Isn't it strange that the first camera was made earlier than the first stamp and the fridge is younger than the car? The car, by the way, is quite old, the first car was made by Karl Benz in Germany in 1886.

No. 22. Exercise 7c.

Listen to the text and read it out loud.

The History of Computers

The very first computer was made in Germany in 1936. Its name was Z1, it was as big as a room. It was made by a German engineer Konrad Zuse. Konrad Zuse was born on June 22, 1910, in Berlin. He worked on his first computer in the evenings after work. Z1 was made in his parents' kitchen, when Konrad was only 26 years old.

Konrad Zuse married his wife in 1945 and had five children. He opened his computer company and more than 200 of his computers were bought in Europe by other big companies.

He always believed in the future of computers and said that one day computers could be cleverer than men. He died in 1995. Two years after his death a computer won a chess match with a man.

It was very difficult to work on the first computers. Only special people ("operators") could give commands and usually more than ten operators worked on one computer.

The first personal computer was made in 1975. One person could work on it without the help of other people and the computer became much smaller — it could be put on a desk. It didn't look like computers of today: it was a metal box without a monitor and a keyboard. It weighed about 20 kilos.

The first computer with a monitor and a keyboard was made in 1981. It weighed more than 10 kilos.

The first computer mouse was made in 1964. It looked like a box and was much larger than today's mouse.

Lesson 10

No. 23. Exercise 3.

a) Vanya and Peter are going to look at their family pictures. Listen to their conversation, look at the pictures and guess the meaning of the new words.

Vanya: Let's take these two photo albums. Hold this one in your right hand and that one in your left hand.

Peter: Vanya, the album in my left hand is very thick, I can't hold it. Oh, it's falling down!

Vanya: Look at this photo. It's our grandpa's birthday party. It was held two years ago.

Peter: I remember it. And who is this man with thick fair hair?

b) Listen and repeat.

[əʊ] hold, [aɪ] right, [e] left, [θ] thick

(Текст с паузами)

No. 24. Exercise 7c.

Listen to the text and read it out loud.

The Wind in the Willows

Part I

One day Toad bought a little red and yellow caravan to travel around the world. There was a kitchen, little beds, books, games and food in it. Toad was in love with the caravan. He took his friends and started in the afternoon. The weather was fine – warm sun, but not too hot. Mole was in front with the horse, which pulled the caravan, and the others walked behind the caravan. Suddenly they saw a car in front of them. The car went very quickly. The horse was afraid of the car and pulled the caravan off the road. The caravan fell over and was broken. But Toad wasn't angry. He sat on the road and looked happy. "I don't want to see this caravan again," said Toad. "Caravans are not interesting. Cars are the most beautiful things in the world." The friends came home late in the evening and were very tired.

The next day, Toad caught an early train to London. There he bought a big and very beautiful car! Toad was a risky driver and he broke a lot of cars. His friends were angry with him and asked him not to drive cars again.

One day Toad had lunch in a small café and saw a black car near the café. It was a beautiful new car! Toad walked around it for a long time. Then he opened the door and got into the car...

Lesson 11

No. 25. Exercise 4.

Jenny is calling Vanya. Listen to what they are talking about.

Jenny: Hello, can I speak to Vanya, please?

Vanya: Hi, Jenny! This is Vanya speaking. How are you?

Jenny: Fine. And you?

Vanya: Fine. What are your plans for the next week?

Jenny: I'm going to my friend's birthday party on Sunday. I think we'll have a picnic. We'll go to the park and spend a day there. A lot of food will be brought, trees will be decorated with balloons, we'll play games, dance and sing all day!

Vanya: I'm sure you'll have fun.

Jenny: Look, Vanya, I'm calling to tell you about a big party which will be held in our school next month. Our school will be 50. We'll have a big celebration. All parents will be invited. Right now we are collecting funny stories about people's families and pets. Can you write a story about your family and send it by e-mail to me?

Vanya: OK, I'll think about it. Will you write a story?

Jenny: Yea, I'll write about Ken and Charlie. By the way, the writer of the funniest story will be given a prize!

No. 26. Exercise 7a.

Listen to the story and check yourself.

The Wind in the Willows

(by Kenneth Grahame)

Part II

One day Toad had lunch in a small café and saw a black car near the café. It was a beautiful new car! Toad walked around for a long time. Then he opened the door and got into the car. He didn't think. He only wanted to be in the car. He started the car quickly and the car with Toad wasn't seen in a minute.

But the police caught Toad. Next day, he was sent to prison for twenty years, because he took the car which wasn't his.

After some days in prison, Toad put on a woman's dress and ran away. He walked along the road for an hour and began to feel tired. Suddenly he heard a car behind him. He sat on the road and watched the car. When the car was near him, he remembered it — it was the black car, which was near the café! Toad ran quickly. There were two men in the car and they also remembered Toad and ran after him, because they wanted to bring him to the police station. The two men from the car were near Toad now and wanted to catch him. Suddenly Toad fell into the river near the road. He tried to swim, but he was too tired.

Then a hand pushed him out of the water, and Toad heard, "Good morning, Toad. What are you doing here?"

It was his friend Ratty. He pulled Toad into his hole.

b) Exercise 7c. Listen to the story and read it out loud.

Lesson 12

No. 27. Exercise 1a,b,c.

Listen to Jenny's story about her pets Charlie and Ken and answer the questions, given in your Student's Book (Ex. 1a, b, c).

Charlie and Ken

We have got a dog Charlie and a parrot Ken. They are good friends. We love them and often smile at them.

A. This is the first funny story about them. Two months ago our dog became sad. When we came home late in the evening, it didn't want to go for a walk and it felt tired. We were puzzled. After some days Dad came home earlier than usual. When he opened the door, he heard the parrot's voice from the living room. "Sit down! Stand up! Sit down! Stand up!" cried the parrot to Charlie. The dog did what it was told by Ken. Ken gave commands and looked happy. Dad understood why the dog was so tired at the end of the day!

B. And here is another story. Last week our mum called a telephone company and asked them to send an engineer to make the Internet in our flat. "We'll be at work, but you'll be given the key," she said. "You'll see a big dog and a parrot. I'm sure the dog will sleep. But, please, don't make the parrot angry!"

The next day the engineer came and began his work. Charlie was sleeping in the living room and didn't look at the man. Ken was crying loudly without pauses. After two hours the man became angry and cried to the parrot, "Don't cry, you silly bird! I'm tired of you!" Ken looked at the man and said to Charlie, "Catch him!" The dog woke up and ran after the man.

No. 28. Exercise 5c.

Listen to the story about Heidi and read it out loud.

Heidi

There was a Swiss girl Heidi. She lived in the mountains with her grandfather, because her parents died, when she was very little. Her other relatives were very busy and didn't want to take her.

In summer the sun was hot and the sky was blue in the mountains, there were a lot of trees and flowers around and Heidi liked it. In winter white snow fell down on the mountains, and Heidi liked it too.

One day Heidi's aunt came to the grandfather's house and took Heidi

to Frankfurt to live in Mr Seemann's family together with Clara – she was Mr Seemann's daughter. The girls became good friends quickly. Clara was very kind and clever, but she was not very healthy and couldn't walk. Heidi wanted to make Clara happy.

One day she went for a walk and saw nice kittens in a big basket. The basket was held by an old man. Heidi liked the kittens and asked the man to bring them to Mr Seemann's house.

Next day a big basket was brought to Clara's room. The girl was surprised. She opened the basket and six little kittens began to jump out of it and run around. Clara looked at them and smiled happily. But Clara's teacher became very angry with Heidi, because she didn't like cats and other animals. In an hour all the kittens were caught and taken away.

After some time Heidi felt bad. She couldn't see blue sky and green trees in the city. She wanted to go back to her grandfather to be healthy again. She often said to Clara, "I need the mountain air, tall trees and green grass to be happy. I'm sure you will also feel better in the mountains!"

When Heidi came back to her grandfather, Clara came to see her. The girls spent a month together in the mountains. At the end of the month Clara felt much better and began to walk.

The School World

Lesson 18

No. 29. Exercise 1a.

a) Emily is from Bristol, UK. She is 12. She's speaking to her Russian friend Vanya on the phone and telling him about schools in Britain. Listen to the dialogue and guess the meaning of the new words.

Emily: Hi, Vanya, how are you?

Vanya: Hello, Emily. I'm fine. And you?

Emily: Me too. I've got new school uniform. We wear a white blouse and a dark-blue skirt in secondary school. Do you have a uniform?

Vanya: No, I don't, but in some schools students have it.

Emily: Is school free and compulsory in Russia?

Vanya: Yes, it is. We have a very interesting life at school. And how is your school life planned?

Emily: In primary and in secondary school we have six terms a year. After a term there's a break. We start in September and end in July.

b) Listen and repeat.

[ju:] uniform, [i:] free, [ʌ] compulsory, [aɪ] life, primary, [ɜ:] term

(Текст с паузами)

No. 30. Exercise 5c.

Listen to the text and read it out loud.

Clifton College

Clifton College was opened in 1875 and is the oldest college in Bristol. It was built in 1862. It is near Bristol Zoo Gardens on Clifton Park Road. It has three school levels:

Butcombe – age 3–8;

Prep (Preparatory) School – age 8–13;

Upper School – age 13–18.

In Butcombe children learn English, French, Music and do Sports. The school starts at 8.30 am and ends at 3.30 pm. But children can come at 8 am and be at school till 4 pm. There are a lot of after school clubs – Theatre groups, Dance and Music.

In Prep School 400 girls and boys study together. They learn English, French, German, Spanish, Maths, Science, Literature and Physical Education. After classes they go to different clubs: Baseball, Tennis, Glass Painting, Art and Drama, Mountain Biking, Gymnastics and Scottish Dancing.

In Upper School students have a lot of subjects. Some of them are compulsory and some are not. Compulsory subjects are – English, Mathematics, Biology, Chemistry, Physics, Geography, History, Information Technology, Art, Drama, Music, PE. French, German, Spanish, Latin, Chinese are not compulsory, you choose them if you like.

There is a tutorial system in the college. A tutor is a teacher who has a group of 10 students and helps them study. The tutor helps them do their homework, choose out of school clubs, make friends with other students. Parents can talk to tutors at parents' meetings.

Lesson 19

No. 31. Exercise 4a.

a) Have you ever heard about Bodleian library? Listen to Emily and Vanya's conversation and guess the meaning of the new words.

Emily: Vanya, do you know what Bodleian library is famous for?

Vanya: I know that Bodleian library is the oldest in Oxford and the second largest in Britain. It was opened in 1602. Have you already read why it is called so?

Emily: Yes, I have. Sir Thomas Bodley was fond of collecting books and helped the library. He gave a lot of books and money to it.

Vanya: Are there any books in foreign languages in the library?

Emily: Of course. Students from all over the world use these books or their electronic copies.

b) Listen and repeat.

[aɪ] library, [v] foreign, [ju:] use

(Текст с паузами)

No. 32. Exercise.

Listen to the text and put the titles in the Student's Book in the correct order.

Woodlands Junior

Woodlands Junior was opened in September 1964, and is for boys and girls aged 7–11. At present, there are about 380 children there. We have twelve classrooms, a music room, a library, a hall for wildlife and small animals. Children wear uniform. Girls wear blue sweaters and grey skirts and boys wear blue sweaters and grey trousers. For festivals they wear white blouses. Children have a lunch break from 12.15 pm to 1.15 pm and they may have a school lunch or bring lunch from home. There are a lot of different clubs at school. Every child can find something interesting. They are Eco, Art, Chess, Computer, Sports clubs and so on. Parents come to school on School Festivals. On the school site there are different information zones which help children study. There are Maths Zone, Literacy Zone, Homework Help, British and Culture, Science, Geography, History, The British Royal Family, Woodlands Games.

Lesson 20**No. 33. Exercise 2a.**

a) Listen to Katya and Vanya's conversation and guess the meaning of the new words.

Katya: Why are you wearing different clothes at school?

Vanya: There is no uniform in the USA. You can wear what you like. There was a large room for coats and clothes you don't need in class.

Katya: I'm interested in American school system. Was it difficult to study in the USA?

Vanya: Yes, it was. It is not like in our school there. Students take exams when a term is over. I took exams twice a year.

Katya: Did you study in a secondary school?

Vanya: No. They have elementary, middle and high schools in the USA. I was in a middle school.

b) Listen and repeat.

[əʊ] clothes, over, [ɪ] interested in, middle, [æ] exam, take exams, [aɪ] twice a year, high, [e] elementary

(Текст с паузами)

No. 34. Exercise 6b.

Listen and read.

Whitby School

Whitby School was built in 1958. This is an international school. Students from 40 countries come to study there. The school is in Greenwich, not far from New York City. Whitby is a private school. There are 8 classes in it: 6 classes in elementary school and 2 classes in middle school. Then students go to high school and study there for 4 years, but Whitby doesn't have a high school.

There are different groups of subjects in this school. There is the World of Languages where Spanish is compulsory and you can choose between French and Chinese. Students study language and culture together. In Cultural Studies we learned History and Geography. Language Arts was like Literature in our country. Science – like Physics, Biology and Chemistry. Some students go to music classes and they stay after school for practice.

The school symbol is a Wildcat. There are a lot of school sports clubs and festivals in Whitby. The system of grades is very interesting. Students get A, B, C, D or E grade. Russian 5 is A, Russian 4 is B and Russian 3 is C. If students have D or E, they will study the year again.

Lesson 21

No. 35. Exercise 3.

a) Vanya is telling Katya about his everyday exercises. Listen to him and guess the meaning of the new words.

I'm training hard every day. Next year I'm going to study in a British summer school and I want to join the Boys' Brigade. I've read a lot about them. They go hiking and camping every weekend. But you must be in a good physical form to get there. There are a lot of sports competitions too. If I'm lucky, I'll spend two weeks in a camp with them.

b) Listen and repeat.

[eɪ] training, [aɪ] go hiking, [æ] camping, camp, [ɪ] competition

(Текст с паузами)

No. 36. Exercise 7c.

Listen and read.

Boys' Brigade

The Boys' Brigade (BB) is an international organisation for young people. It was started by William Alexander Smith in Glasgow in 1883. Now the BB is popular all around the world. In 2010 there were 500,000 Boys' Brigade members in 60 countries.

There are five different age groups in the BB:

- Anchors – 4 to 8 years
- Juniors – 8 to 11 years
- Company – 11 to 15 years
- Seniors – 15 to 18 years
- Amicus – 15 to 22 years

In Australia there are only three sections:

- Anchors – 5 to 7 years
- Juniors – 8 to 11 years
- Seniors – 12 to 18 years

Seniors have 2 groups based on age. 12–14 Alpha and 15–18 Omega.

Each section in the Boys' Brigade has awards that boys can get by doing different tasks. The Anchors can get awards for Projects and Sports. They can make a project for cleaning a park or win in sports competitions. Children are trained to be healthy, strong and brave. The Juniors can get bronze, silver and gold awards, by going hiking and camping, living in the forest for some time, working with nature and protecting their life and their friends. Company should get five badges Interests, Adventure, Leaders, Physical and Friends. They teach younger boys swimming, putting a tent, making fire, cooking on fire. The Brigade's highest award is the Queen's Badge.

Lesson 22

No.37. Exercise 2.

a) Listen to the dialogue and guess the meaning of the new words.

Emily: Vanya, do you have the Boys' Brigade in Russia?

Vanya: No, we don't. But there are some organizations for young people in Russia.

Emily: Can you explain how they work?

Vanya: In summer a lot of camps for children are opened from the east to the west and from the north to the south of Russia.

Emily: What do they do there?

Vanya: They organize different sports activities for children, teach them to put tents fast, go hiking and go camping. I can send you my composition about them which I wrote for the school project.

b) Listen and repeat.

[eɪ] explain, [i:] east, [e] west, [ɔ:] north, [aʊ] south, [ɑ:] fast, [ɪ] composition
(Текст с паузами)

No. 38. Exercise 5c.

Listen and read.

Why the Rabbit Has a Short Tail

Many years ago a rabbit had a very long tail. His tail was longer and more beautiful than the tail of the fox. The rabbit was very proud of his tail and he always told all the other animals about it. One day the fox wanted to put an end to the rabbit's boasting.

The weather was cold and the water in the lake froze. The fox went down to the lake with four fish in her teeth. When she got to the lake, she cut a hole in the ice and put those four fish to her tail, then sat down and waited for the rabbit to come.

When the rabbit came to the lake, the fox quickly put her tail into the cold water. The rabbit asked, "What are you doing, Fox?" The fox answered, "I'm fishing". "With your tail?" asked the rabbit. The fox answered, "Oh yes, that's the best way to catch the most fish." The fox showed her tail to the rabbit and he saw four fish on it. The fox wanted to buy beautiful tail brushes in the village. The rabbit wanted to buy new tail brushes too. When the fox went home the rabbit put his tail in the hole and began to fish. After some time the fox came back and asked the rabbit about his fishing. The rabbit wanted to show him his tail but he couldn't pull his tail out of water. He asked the fox to help. The fox helped him but his beautiful tail was in the lake. And that's why, from that day to this, the rabbit has such a very short, short tail.

Lesson 23

No. 39. Exercise 1.

Listen to the text "Schools in New Zealand" and complete the sentences with the correct answer.

New Zealand has the same school system as the United Kingdom. There are primary schools and secondary schools in the country. There are more than 2,000 schools in New Zealand. Children go to school at the age of 6. They study in primary school till the age of 13. At 13 they go to secondary school and study their till they're 16 or 18. Most children start school on their 5th birthday, or the first School Day after it. They stay at school for 13 years. Primary school ends at Year 8 and secondary school at Year 13. The school year in New Zealand is from late January until mid-December for primary and secondary schools. There are about 10 compulsory subjects at school. Other subjects students chose if they want to. Students take exams only in secondary school. They take exams in the end of the 11th, the 12th and the 13th year.

No. 40. Exercise 2b, page 67.

Listen to John's letter and read it out loud.

Hi, Vanya,

How are you? I haven't heard from you for a long time.

I'm OK, busy at school every day. I've changed my school this year. Last year I finished primary school. After 8 years in primary school it was very difficult for me to come to secondary school. I will study for 7 years in it. I like going to school but everything is so new to me. The building is new and the classes are bigger. We are 28 in the class. There are a lot of new subjects: Physics, Chemistry, Algebra, Geometry and so on. We read a lot in Literature and I've begun learning a new foreign language — it's French. I don't have enough time for school clubs but I'm interested in surfing and I'm going to join this club. I go on with my music classes. Next year I'll have a final exam in Music school. I'm looking forward to my summer holidays. My parents promised me that we would go to Europe. I'd like to celebrate Christmas in Paris or Rome. You remember that here I have summer holidays from the end of November till the beginning of January. In secondary school we have four terms a year with two weeks holidays after every term. My classes usually start at 8.45 and end at 3.15. You see I have busy days. Write back to me about your school life.

Best wishes,

John

Meet Great Britain and New Zealand

Lesson 29

No. 41. Exercise 2a.

a) Jenny is talking to her mother about a film. Listen to their conversation and guess the meaning of the new words.

Jenny: Mum, yesterday I saw a film about Russia.

Mother: Did you like it?

Jenny: Yes, very much. I learned how Russian people lived many centuries ago. Forests were very important for them because they built their houses of wood. Another interesting fact is that they never made big stone castles, or roads of stone.

Mother: Really?

b) Listen and repeat.

[tʃ] century, [ɔ:] important, [ɪ] build, built, [ʌ] another, [əʊ] stone

(Текст с паузами)

No. 42. Exercise 8c.

Listen to the text and read it out loud.

Ancient Britain

Part I

We don't know much about early people who lived in Britain because they lived long before a word of their history was written. But the most important monument of that time, Stonehenge, can be visited today. It is one of the symbols of Britain, which was built as a religious centre about 5,000 years ago. At first it was made of wood. Then stones were brought.

In the period from the 6th to the 3rd century BC a people called the Celts came to Britain. There were some Celtic tribes – the Picts, the Scots, the Britons and others. Scotland and Britain were named after two of these tribes.

In AD 43 the Romans came to Britain. They began to build forts, roads and cities. Today the British still use these roads. London as the centre of the country's road system and with its busy port became the capital of the country.

England and Wales were under the Romans, but Scotland and Ireland were never occupied. To stop the attacks of the Scots and to protect the Romans a stone wall was built between Scotland and England in AD 122. It was 117 kilometres long and its height was about 3.5 metres.

The wall was built under Emperor Hadrian and was named Hadrian's Wall. Today tourists can see some part of it. There are many museums near the wall. One of them is a Roman fort where about 1,000 Roman soldiers lived many centuries ago. Visitors can learn about their life in this fort.

Lesson 30

No. 43. Exercise 3a.

a) Listen to the text, look at the pictures and guess the meaning of the new words.

Many centuries ago strong and brave people lived in Russia. On their lands there were large forests and beautiful rivers. In the north, south, east and west of Russian lands people had different national traditions. They lived in villages and in towns.

b) Listen and repeat.

[v] strong, [eɪ] brave, [æ] lands, [ɑ:] large, [ɪ] village, [aʊ] town, south
(Текст с паузами)

No. 44. Exercise 6b.

Listen to the text and read it out loud.

Ancient Britain

Part II

In the 3rd century the Angles, the Saxons and the Jutes began to attack Britain from the east. In AD 410 the Roman army already wasn't as strong as before and left the country.

The Angles lived in the east and in the centre of Britain, the Saxons and the Jutes – in the south. The British Celts were pushed into the mountains in the west. This part of the country was named Wales. Some Celts moved to the north into the country of Scots – Scotland.

The early Anglo-Saxons lived in small villages. Their houses were made of wood and had small windows and thatched roofs. Towns were built only about AD 600.

In the 9th century the Vikings, which means “pirates”, came to Britain from the north of Europe. Thousands of strong men with more than 200 big ships attacked the Anglo-Saxons and occupied their lands. The period of Viking Kings began.

In 1043 it ended as an Anglo-Saxon king, Edward, came to throne. When he died in 1066 the Normans with their leader, William of Normandy, came to Britain. William wanted to become the king of England. His army attacked the Anglo-Saxons at a place called Hastings and won the battle, which later got the name “The Battle of Hastings”.

William conquered Britain and became the king. King William I is known in history as William the Conqueror.

Lesson 31

No. 45. Exercise 2.

Listen to the text “A Viking Village” and learn how the Vikings lived.

A Viking Village

The Vikings lived in small villages in large houses built of wood or of stone. They usually were about 15–20 m long. There were no windows in the houses. The family did everything in one room. In the centre there was a hearth and at night all the family slept around it.

We know what the Vikings ate. Breakfast was bread and milk. For lunch they usually had cheese, fruit and bread. But they ate a lot in the evening: bacon, fish and meat. The dinner ended with fruit, honey and bread with butter.

There were no Viking schools, so children learned from their parents. Boys brought firewood, worked on the farm and learned to fight. They wanted to be as brave and strong as their fathers. Girls were taught to cook, spin and weave. Children collected birds' eggs in spring and berries and mushrooms in

autumn. They played with toy ships and dolls, enjoyed swimming, played a kind of football and snowballs in winter.

No. 46. Exercise 5a.

a) Listen to Jenny and Vanya's conversation over the phone, look at the pictures and guess the meaning of the new words.

Jenny: Hello, Jenny is speaking.

Vanya: Hi, Jenny.

Jenny: You know, I've just read an exciting book about two boys. One of them was very poor, and the other was very rich. He was a prince. The boys decided to exchange their clothes.

Vanya: Well, I've also read this book. When the prince put on poor clothes he was thrown away from the palace and joined all the poor of London.

b) Listen and repeat.

[və] poor, [ɪ] rich, [aɪ] decide, [dʒ] join

(Текст с паузами)

No. 47. Exercise 7.

Listen to the fairy tale and read it out loud.

The Welshman and the Hazel Staff

Part I

There was once a Welshman whose name was Gwyn. He decided to see the capital of England and one day went to London. He took with him a staff of hazel, which helped him to walk. In the city an old man caught him by the arm and asked, "Excuse me, but from where did you come?" "From Wales," answered Gwyn. "Can you tell me where the hazel tree from which this staff is made is?" "It is in the field near my home," said Gwyn. "I can make you a rich man, because under this tree there is a lot of gold and silver. Can you take me there?" asked the old man.

Gwyn was poor and he needed money. So he decided to take the old man to the field. They pulled out the tree, moved a big stone, which was under the tree, and saw a tunnel and a large cave in the end of it. They went down and came to a big bell. "Never touch the bell," said the old man. When they came to the cave Gwyn was greatly surprised because he saw sleeping soldiers with their swords and shields near them. In the centre of the cave there were gold and silver coins.

"Who are these sleeping men?" asked Gwyn.

"King Arthur and his soldiers," answered the old man, "sleeping here century after century, until Wales has need of them."

Lesson 32**No. 48. Exercise 3.**

a) Listen to the sentences, look at the pictures and guess the meaning of the new words.

Kate's Holidays

Kate decided to spend her holidays with her grandmother in a village. The village was situated on a high hill near a wide and deep river.

The grandmother's house was surrounded by a nice garden. The garden separated it from the street.

The climate was mild there, but in the morning it was usually foggy.

b) Listen and repeat.

[aʊ] surround, [i:] deep, [eɪ] situated, separated, [aɪ] wide, mild, [ɒ] foggy
(Текст с паузами)

No. 49. Exercise 5.

Listen to the text about a famous Viking museum.

Jorvik Viking Centre

The Vikings were good seamen and great traders. They built big cities such as Jorvik (now York) and from them traded with most of the known world. Jorvik was a very important place for the Vikings. A lot of things that could tell about their everyday life were found there and were put in the Jorvik Viking Centre. It was opened in 1984 and became very popular with tourists.

The Vikings were good craftsmen. They could make different things of wood, metal, bones and glass. Their wooden houses were put next to each other in the streets as they didn't build wide streets or roads. When you go along the street in a Viking town by a special car you go back to the Viking age.

No. 50. Exercise 7b.

Listen to the text and read it out loud.

The Welshman and the Hazel Staff**Part II**

"Now, Gwyn, you can take as much money as you want," said the old man. Gwyn filled his pockets with gold and they went back. "If you touch the bell when we go out the soldiers will wake up and ask if Wales has need of them. You should answer, 'No, sleep', and they will go back to sleep," said the old man.

When they were out of the tunnel they put the stone back and planted the hazel tree in the same place. "Gwyn," said the old man, "when you need more gold, you may come here for it. But never forget about the bell."

For some years Gwyn lived well and happily, but finally his money came

to an end and he went to the hazel tree. When he was in the cave he put a lot of coins into a big bag and slowly began to move along the tunnel. But the bag was so big that Gwyn touched the bell. All the soldiers woke up and said, "Has Wales need of us?" Gwyn was terrified, and forgot the answer. The soldiers began to beat him, took away his bag of gold and threw him out of the cave. He went home with great difficulty.

Many days he spent looking for the hazel tree and for the cave, but didn't find them. No man can be happy with too much gold which he got so easily.

Lesson 35

No. 51. Exercise 4.

Listen to Vanya and Jenny's conversation and say where they want to travel. Guess the meaning of the new phrases.

Jenny: Vanya, let's go to Scotland. This part of the country is fantastic.

Vanya: Really?

Jenny: Yes, we'll have a lot of fun there.

Lesson 36

No. 52. Exercise 4b.

Listen to the text and read it out loud.

Our Motherland – Russia

1. Our country is the largest in the world. It occupies an area of 17 million square km. There are 8 federal districts in Russia.

2. Russia is a democratic country. State symbols of the Russian Federation are the emblem, the flag and the national anthem. Moscow as the capital also has its emblem. You can see St. George in it, who is patron saint of the city.

3. The population of Russia is about 142 million. People living here are different. There are 181 nationalities in the country. People live in villages, in towns and cities. There are more villages in Russia, but 73% (per cent) of the population live in towns and cities.

4. The oldest town in Russia is Old Ladoga which is now situated in Leningrad District. It was founded in the year of 862. There are some other beautiful old towns: Pskov, Novgorod, Sergiev Posad, Pereslavl-Zalessky, Kolomna, Yaroslavl, Rostov the Great and other. If you visit them, you'll learn many interesting facts from the history of Russia and see famous monuments. The largest city in Russia is Moscow with the population of more than 10 million.

5. There are a lot of talented people in our country. Russia is the motherland of great writers, artists, composers and scientists.

6. Our country has beautiful nature and a lot of rare animals. People do their best to protect them. There are national parks in different parts of Russia for rare animals and birds.

No. 53. Exercise 6.

a) Listen to some children who are going to travel around Russia with their teacher in summer. Guess the meaning of the new phrases.

Nina: Let's go to Murmansk to see fantastic white nights there.

Tanya: Is it in the north of Russia?

Nina: Yes, it is.

Alex: Well, I think it will be cold there. I'd rather go to the south and enjoy swimming in the sea.

Victor: We'd better go to the Caucasus. The mountains are very beautiful there.

b) Listen and repeat.

[a:] rather, I'd rather... [e] better, we'd better, let, let's, let's go

(Текст с паузами)

Lesson 39

No. 54. Exercise 2.

a) Listen to part II of the story about the Star-Child.

The Star-Child

(after O. Wilde)

Part II

When the children saw the Star-Child, they said, "Go away, you look like a toad. We don't want to play with you." The boy ran to the river, looked at his reflection in the water and saw that his face really was like the face of a toad. He was very sad. "I've been selfish and cruel to my mother and I'm punished for that. I'll go and find her, and ask her to forgive me." The boy ran away into the forest, looked for his mother everywhere but didn't find her.

One day he heard a cry in the forest and ran to that place. He saw a little rabbit caught in a tramp and helped it. Together they went out of the forest and came up to the king's palace where the boy saw the beggar-woman who was his mother. He ran to her and said, "Mother, forgive me and give me you love." At that moment he saw a king and a queen in front of him. "This is your father," said the queen. They went into the palace and lived happily there. The young prince was beautiful, kind and friendly.

No. 55. Exercise 4.

a) Vanya is talking to his mother. Listen to their conversation and guess the meaning of the new words.

Vanya: Mum, our teacher told us about an interesting museum which is situated not far from Arkhangelsk. You've heard about it, haven't you?

Mother: Yes, I have. Your father and I went there in summer.

Vanya: Why did you go without me?

Mother: Because you were in a summer camp.

Vanya: You went there by plane, didn't you?

Mother: Yes, we did.

Vanya: How long did it take you to get there?

Mother: It was a long voyage. It took us about 3 days.

Vanya: I wonder what you discovered there?

Mother: Oh, it was a wonderful discovery of Russian wooden architecture.

Vanya: Great!

b) Listen and repeat.

[ð] without, [ɔɪ] voyage, [ʌ] wonder, I wonder..., discover, discovery
(Текст с паузами)

No. 56. Exercise 8c.

Listen to the text and read it out loud.

Unusual Russian Museums

"Maliye Karely" is a wonderful museum of Russian wooden architecture. It is situated in the open air not far from Arkhangelsk. The museum was founded in 1964. Tourists can visit 120 different wooden buildings which were brought there from northern villages. They can get the idea of everyday life of Russian people in the 16th–19th centuries. Great folklore festivals are organized in the museum on such holidays as Christmas, Easter and others.

Visitors can take part in them and learn about traditions of the Russian North.

The Museum of Irons is situated in Pereslavl-Zalessky. It is the only museum of this kind in the world. There are more than 200 different irons in it. The heaviest iron weighs 212 kg, the weight of the lightest one is 10 grams. The oldest iron was made 250 years ago.

The Museum of Kettles is situated in the village of Veskovo and tells about the history of kettles. The first ones were made of mixture of different metals. They were yellow, red and grey. In the museum tourists can see big, small and funny kettles.

The Museum of Gramophones was opened in 1998 in St Petersburg. There are more than 300 gramophones in it which are used to listen to old plates. The first gramophones were brought to Russia in 1897. But later electrical instruments appeared and gramophones became a history. In the picture you can see a strange thing which can boil water (a samovar) and play music (a gramophone).

Lesson 40**No. 57. Exercise 3c.**

Listen to the text and read it out loud.

This Exciting City London

To people who live and work in London it is a home city. To the others who only visit, it is a city of history and culture, a place of famous museums, galleries and historic buildings. Other tourists come to see colourful ceremonies, to visit theatres, cinemas and clubs.

Over the centuries, people from all over the world have come here. London is the biggest city in Europe. Now its population is more than 7 million. London is situated on England's most famous and important river the Thames. If you want to see the city from the river, take a boat tour and enjoy great views of such historic places as the Houses of Parliament, Big Ben, London Eye, the Tower of London, and some others.

There are more than 100 museums in London. One of the most popular is Madame Tussaud's. Here you can see wax figures of famous sportsmen, actors, singers, politicians and Madame Tussaud herself.

Buckingham palace is the Queen's London home. It is very big. There are 600 rooms, 78 bathrooms, a swimming pool, a post office and a cinema there. The Queen of Britain has four other palaces.

The Tower of London is home to 40 beefeaters, 7 black ravens and the royal crowns. The beefeaters protect the Tower. Many centuries ago they were given meat, not money for their work. That is why they have such a strange name. As for ravens, a legend says they bring good luck to the country.

The most famous toy shop in the world, Hamleys, is situated in Regent Street. It is 243 years old. It is very large, 4,500 people work there. At Hamleys visitors can find different toys, books, computers, games, puzzles and what not.

No. 58. Exercise 6.

Listen to a story about famous people who lived and worked in Oxford.

Alice in Oxford

I'm sure you all know the famous books by Lewis Carroll "Alice in Wonderland" and "Through the Looking Glass". The real name of the writer of these books is Charles Dodgson who worked as a teacher of mathematics in Christ Church College of Oxford University. The dean of the college was Henry Liddell, the father of Alice who became the main character of Lewis Carroll's books. The college was their home.

Charles was a great lover of children. He made friends with Alice and her sisters and told them interesting fairy tales. A lot of his stories were lost, but Alice Liddell asked Charles to write down those stories which he told her and

her sisters. When they were published they became very popular and were loved by children all over the world.

It's interesting that ideas for many of the people and animal characters of the books were born in the college in Oxford. Alice's cat Dinah became a Cheshire cat in "Alice in Wonderland". The eggheaded professor Humpty Dumpty talked like academics from the college.

Charles was fond of photography and often took pictures of Liddell children. Here is the last photo he took of Alice.

Lesson 43

No. 59. Exercise 3c.

Listen to the text and read it out loud.

A Story of Edinburgh

Welcome to Edinburgh, the capital of Scotland. It has all – history, romance, Scottish culture and traditions. Its castles take you back centuries. Visitors can take part in Edinburgh festivals of music, literature and arts. The city has become one of the best loved places in the world.

Edinburgh Castle, the defender of the nation and a world famous museum, stands on a high volcanic rock. Behind its high walls Scottish kings and queens lived. Today it is home to many interesting museums.

The Royal Mile, one of the world's most historic streets, begins here. On the other end of the street there is the Palace of Holyroodhouse, the residence of the Queen in Scotland. There is much more to see in the Royal Mile.

The Scottish Storytelling Centre. If you open the doors in the Story Wall, you'll enjoy listening to the most famous Scottish fairy tales.

A monument to Bobby. Oh, it's a very sad story. This small statue is of Bobby, a clever little dog, who worked with his master, a policeman John Gray. Gray died in 1858 and Bobby watched his grave for 14 years until its own death.

Magic is the only way to describe the café "Elephant House". It became famous because J.K. Rowling started to write her first "Harry Potter" book there. She liked the place for its wonderful tea and coffee.

The Writers Museum was built to celebrate the life and works of Robert Burns, Robert Louis Stevenson and Sir Walter Scott.

No. 60. Exercise 6.

Listen to the text about Wales.

A Story of Wales

Wales is situated in the west of Great Britain and is washed by the sea. It's a place of high mountains, beautiful waterfalls and lakes. It is also a country of

sheep. The Welsh say that there is more sheep in Wales than people.

The climate here is rather mild. The Welsh speak their language but English is spoken in towns too. Women and girls wear their national costumes. Wales is famous for its Snowdonia national park where people can enjoy climbing mountains.

When you are in Cardiff, a red bus for tourists will take you round the city to Cardiff Castle, National Museum of Wales, the Red Dragon Centre and some other places where you can learn more about this part of Great Britain and have lots of fun. A little railway for children is also an exciting attraction.

Lesson 44

No. 61. Exercise 1.

a) Listen to the text and guess the meaning of the new words.

Mikhail Lazarev was born in Vladimir in 1788. He was a Russian seaman, Admiral and an explorer who in 1813–1825 made three voyages round the world. In 1819 two Russian ships, “Mirny” and “Vostok”, left Kronstadt. The commander of “Mirny” was Captain Lazarev and the commander of “Vostok” was Captain Bellingshausen.

This expedition went to the South Pole. The two captains were lucky, as in 1820 they discovered Antarctica, explored and mapped 29 new islands.

b) Listen and repeat.

[ɔ:] explore, explorer, [ʌ] lucky, [i:] leave, [e] left, [æ] map, mapped
(Текст с паузами)

No. 62. Exercise 6b.

Listen to the text and read it out loud.

Captain James Cook

James Cook was a good navigator and a map maker. In 1768 he set sail from Plymouth in the ship “Endeavour”. His mission was to travel to the Pacific Ocean with a group of astronomers who wanted to study Venus. During this expedition Cook was lucky and made some important discoveries: he mapped the island of Tahiti, discovered and mapped New Zealand in 1769. In 1770 the “Endeavour” landed at Botany Bay in Australia. He came back to Britain in 1771 and brought with him a lot of animals and plants which were not known in Europe. On all Cook’s voyages scientists and artists made drawings of what they saw.

His second important voyage began in 1772 and ended in 1775. He travelled in the ship “Resolution”. He was looking for a new continent – Antarctica. Cook didn’t discover it, but he was the first seaman who crossed the Antarctic Circle in his ship.

In 1776 Captain Cook set out on his third voyage. He wanted to find a safe way to the North Atlantic ocean and came to the north-western part of America. Cook and some of his men landed at the Hawaiian Islands in 1779 but they were unlucky. There they were attacked and killed by the natives. England lost one of its greatest navigators and explorers of the seas.

Lesson 45

No. 63. Exercise 2a.

Listen to a story about the people who climbed the highest mountain in the world.

Sir Edmund Hillary

Edmund Hillary was born in New Zealand in 1919. He was fond of climbing and trained in New Zealand and in the Alps. Seven expeditions tried to climb the world's highest mountain, Mount Everest, in Himalayas, which is 8,850 km high.

In 1933 the 8th expedition was organized in Britain and Edmund decided to join it. In May the alpinists began to climb the mountain. They regularly stopped and built camps along the way where they could leave their food and things. It took them 28 days to get to the South Peak. All of them were very tired. But two of them, Edmund Hillary and Tenzing Norgay from Nepal, decided to go on climbing. They left the camp early in the morning. After 5 hours on May 29th they were at the top of Everest. They took pictures which were sent round the world.

Queen Elizabeth II knighted Edmund Hillary, and Tenzing Norgay got a medal.

Healthy Lifestyle

Lesson 52

No. 64. Exercise 4a.

a) Listen to a dialogue, look at the pictures and guess the meaning of the new words.

Jenny: Lucy, what's the matter with your toys?

Lucy: You see, the doll has a sore throat. It has caught a cold. And the teddy bear has a stomachache. They are very sick.

Jenny: Well, poor toys. Give them some medicine, please.

b) Listen and repeat.

[æ] matter. What's the matter? [ɔ:] caught, caught cold, sore, [əʊ] throat, a sore throat, [ʌ] stomach, stomachache

(Текст с паузами)

Lesson 53**No.65. Exercise 1.**

Listen to Vanya's conversation with a vet (ветеринар) and say what happened to his pet and what Vanya should do to help him.

Doctor: Hello, come in, please.

Vanya: Hello, doctor. I want to consult you about my cat.

Doctor: What's the matter with it?

Vanya: It's sick. I think it has a stomachache and a sore paw.

Doctor: Let me see. Its paw is OK. Did your cat eat much yesterday?

Vanya: Not very much, as usual.

Doctor: Well, here is the medicine your cat needs. Remember, you should give it this medicine 2 times a day for 3 days and give it little food. It will do your cat good.

Vanya: Thank you, doctor. Good-bye.

Doctor: Bye-bye, good luck.

No. 66. Exercise 2.

a) Listen to Jenny and a doctor's conversation and guess the meaning of the new phrases.

Jenny: Hello, doctor. I don't feel well. I have a sore throat, a headache and an earache.

Doctor: You've caught a cold. You should stay at home for a week and drink warm tea or milk with honey. Take this medicine three times a day. It will do you good. Don't worry. You'll get well soon.

Jenny: Thank you, doctor.

Doctor: All the best.

b) Listen and repeat.

(Текст с паузами)

No. 67. Exercise 7b.

Listen to the text and read it out loud.

Important Discoveries

In the 19th century many people got sick and died after they had operations because of infection. But doctors didn't know about it. That is why they didn't wear special clothes during operations, didn't always wash their hands or clean their instruments.

A British doctor, Joseph Lister, knew that infection was caused by germs. In his hospital doctors started to wear special white clothes. They regularly washed their hands and cleaned their instruments before and after operations. It saved many sick people in the hospital.

In 1928 a British scientist Alexander Fleming worked in his laboratory at St Mary's Medical School. With the help of his microscope he studied some green mould and saw that it killed the germs, which were near it.

It was a very important discovery which Fleming called penicillin, it was the first medicine against infection. But it was too expensive to make. In 1941 Henry Florey and Ernst Chain from Oxford found a cheaper way to make the medicine and it saved millions of people. In 1945 the three men got a Nobel Prize for their work.

Lesson 54

No. 68. Exercise 5.

Listen to the text and complete the chart in your Workbook.

The Best Breakfast

Doctors say that parents should give their children home breakfast. Good morning food helps them study better. Here is the menu for an ideal breakfast: bread, cornflakes, milk, fruit or vegetables, fruit tea without sugar or juices.

You shouldn't have coffee, cola or sweets for breakfast. They are not good for you. But fruit, vegetables and fruit juices protect you from a cold in autumn and in winter.

Mix orange juice with red grapes juice and have it every morning. Enjoy your healthy breakfast.

No. 69. Exercise 7b.

Read about a famous Russian doctor N. Pirogov and answer the questions.

Nickolay Pirogov

Nickolay Pirogov was born in Moscow in 1810. He was a talented boy as he learned to read early and learned some languages as a child. At first Nickolay studied at Moscow University. When he got his diploma he studied in different countries for some years.

In 1840 at the age of 30 he worked as a professor of surgery at the Academy of Military Medicine in St Petersburg. His new method for amputation on the foot was called "Pirogov amputation".

In 1847 Pirogov went to the Caucasus where for the first time in history he used ether as an anaesthetic during operations which saved lives of many soldiers.

In 1854 Nickolay Pirogov took part in the Crimea War as a doctor. For

his works there he was called the father of field surgery as he made about ten thousand operations in field hospitals.

The name of Nickolay Pirogov is one of the most famous in Russian medical history. He also was a pedagogue and a public figure. There is the Pirogov Museum in the city of Vinnitsa, the Ukraine, where he lived and had his clinic. Asteroid 2506 is named after Nickolay Pirogov.

Lesson 55

No. 70. Exercise 3.

Listen to a story about the 16th century kitchens and complete the chart in your Workbook.

The Kitchens of Hampton Court

Hampton court was a palace of the King of England Henry VIII. It is 5 hundred years old. The wonderful palace is historically interesting because visitors can see how English kings and queens lived in the 16th century.

The royal kitchens are the finest of their time in the world. The kitchens at Hampton Court occupied over 50 rooms. 200 people worked there cooking two meals a day for 800 people who ate there.

In those times people didn't think about diets and ate a lot. They had fat soups and fat meat, big sweet cakes and pies. Fish was also in their menu.

In the pictures you can see how meat and other food was stored and cooked. This is the Boiling House where meat was boiled. In special rooms meats of all kinds were stored ready for use. Dishes were beautifully decorated like the peacock pie on a metal plate.

Lesson 58

No. 71. Exercise 1.

Listen to the poem and read it out loud.

Robin the Bobin

Robin the Bobin, the big-bellied Ben,
He ate more meat than fourscore men;
He ate a cow, he ate a calf,
He ate a butcher and a half;
He ate a church, he ate a steeple,
He ate the priest and all the people!
A cow and a calf,
An ox and a half;
A church and a steeple,
And all the good people,
And yet he complained that his stomach wasn't full.

Lesson 59

No. 72. Exercise 2a.

a) Listen to Vanya and Jenny's conversation on the phone and guess the meaning of the new words.

Vanya: Hi, Jenny.

Jenny: Hello, Vanya, how are you?

Vanya: Fine, thank you. You know I joined our school fitness club. We exercise three days a week to keep fit.

Jenny: My mother always says that we should take care of our health. So I go jogging in the morning before school with my father.

Vanya: Oh, great!

Jenny: If you try, you'll like it too. You may join us.

Vanya: May be, why not. Bye, Jenny.

Jenny: All the best.

b) Listen and repeat.

[i:] keep, [ɪ] fit, keep fit, [eə] care, take care, [ɒ] jogging, go jogging

(Текст с паузами)

No. 73. Exercise 6a.

Listen to the text about a national park and match the names of the parks with the names of rare animals and birds.

Russian National Parks

Rare animals, birds and fish which are in the Red Book can be found in national parks. European bison are taken care of in the national park "Orlovskoe Polesye". In "Botchinsky Park" six Siberian tigers live which are the last in the world. The WWF helps Russia protect these beautiful animals. "Zabaikalsky National Park" is a place for rare birds which can't live near big cities and need fresh air and clean water. One of them is a very rare black crane.

In Russia there is a nice festival, National Parks Day. On this day a lot of people visit nature museums. Enjoying wonderful nature they understand that it's very important to love and protect it.

No. 74. Exercise 8b.

Listen to the text and read it out loud.

How the Rhinoceros Got His Skin

(After R. Kipling)

Once upon a time on an island in the Red Sea there lived a man. One day he took flour and water, and carrots, and plums, and sugar and made himself a very big brown cake. But just as he was going to eat it there came down to the

beach Rhinoceros with two piggy eyes and bad manners.

He said, "How!" and the man left the cake and climbed to the top of a tree.
The Rhinoceros ate the cake and went away.

The man came down from the tree and said,

Them that takes cakes
Which the man bakes
Makes dreadful mistakes.

Five weeks later the weather was very hot and all the animals took off their skins. The Rhinoceros left his skin on the beach and went into the water. At that moment the man put cake-crumbs inside the skin and climbed on the top of the tree.

The Rhinoceros came out of the water and put his skin on, and it tickled like cake-crumbs in bed. He ran to the tree and rubbed, and rubbed himself against it. And he rubbed his skin into great folds on his neck and over his legs. And from that day a rhinoceros has great folds in his skin.

Lesson 60

No. 75. Exercise 2.

Listen to the interviews of three children, who are speaking about healthy way of life, and complete the chart in your Workbook.

Tim: Hello, I'm Tim. I live in Boston in the USA. In my country people care for keeping fit. My parents say that good health cannot be bought. I think that healthy way of life is really very important for me. That's why I care for sports. My favourite is tennis. Sport is better health, better work results, more energy, more joy in the family and with friends.

Nina: My name is Nina. I'm from Kostroma, Russia. I think keeping fit helps you feel more energetic and happy. Today I can choose any way to keep fit: morning exercises, swimming, jogging, aerobics, fitness training. Cleaning the flat, working in the garden and even dancing can also keep you fit. I care for swimming. Our town is on the Volga where I and my friends swim every day in summer.

Andrew: Hi, I'm Andrew. I'm from Australia. I really don't understand why people today talk so much about keeping fit. As for me, I'll never go jogging early in the morning. I'd rather sleep longer. I don't care for any diets, because I like good food. Healthy food is not tasty.

Around the USA

Lesson 66

No. 76. Exercise 2.

a) Jenny is fond of history. Look at the pictures, listen to the dialogue with her grandfather Ben and guess the meaning of the new words.

Jenny: Grandpa, we had a very interesting lesson at school today about Christopher Columbus.

Ben: He was very brave, wasn't he?

Jenny: Yes, before Columbus European explorers never crossed the Atlantic Ocean. In the 15th century Europeans knew nothing about the ocean and they thought that their ships could sink in deep waters. Columbus had courage to cross the ocean and he discovered America.

Ben: Do you know when he saw America from his ship for the first time?

Jenny: It was on the 12th of October, 1492, wasn't it? It took him and his men three months to cross the ocean. They had very fast ships for those times, didn't they?

Ben: Right, we celebrate Columbus Day on that day.

b) Listen and repeat.

[v] cross, [n] nothing, [ɪ] sink – [æ] sank – [ʌ] sunk, [ʌ] courage, [i:] deep
(Текст с паузами)

No. 77. Exercise 5.

a) Jenny's uncle Willy is a TV reporter. His TV show for children is called "My Questions – Your Answers!". Listen to the dialogue and say why America was not named after Christopher Columbus.

Willy: Dear friends! Welcome to our show "My Questions – Your Answers!"
Our today's show is about Christopher Columbus. And this is my first question. Where was he born?

Alex: In Spain.

Willy: You are not quite right!

Jane: In Italy, but he lived in Spain for many years.

Willy: Yes, you are right! And how many voyages to America did he make?

Alex: Four. His first voyage was in 1492 and his fourth voyage was in 1502. In 1502 it took Columbus and his men only 21 days to cross the ocean. It was the fastest ocean crossing of that time.

Willy: Well done! But what was Columbus's biggest mistake?

Jane: He was sure that he found a new way from Europe to India, and he called the islands he saw the West Indies and the people were called

Indians by him. He died not knowing that he discovered a new continent.

Willy: That's right and how did America get its name?

Jane: America was named after another Italian explorer Amerigo Vespucci. He crossed the ocean after Columbus, in 1499, but he knew that there was a new continent in front him, not India. He described the new continent in his letters and drew new maps of it.

Willy: Jane, you are the winner today!

No. 78. Exercise 7b.

Listen to the text and read it out loud.

Discover the USA

The United States of America is the world's fourth largest country (after Russia on the first place, Canada – on the second, and China – on the third). It is not easy to cross America – the distance from its west to its east is more than 4,600 kilometres. If you go by car, it can take you about a week to cross the country. Plane is much faster: it will take you 6 hours to get from Boston to Los Angeles.

When the USA was born, there were thirteen states in it. Today there are fifty states in the USA. The US capital, Washington, is situated in the eastern part of the country and is not a part of any state. It was built between 1790 and 1800 and was named after George Washington, the first US President, in 1791, when he died. There are a lot of other big cities in the USA: Boston, New York City, Chicago, Los Angeles, San Francisco.

American nature is very beautiful. Alaska is known for its tundra which you can find only in North America and Russia. The forests of California are known for the tallest trees in the world. Yellowstone National Park and the Grand Canyon are some of the most beautiful places in the USA.

There are also some very special places in the USA, which you should visit by all means. If you are in the USA, visit famous Niagara Falls. It is the second largest waterfall on Earth, the first being Victoria Falls in South Africa. Its height is 57 metres. If you cry something to your friend near the falls, your friend will hear nothing. A lot of people sank in the fast water, when they tried to cross the falls. There have been some people who fell down the falls in a barrel, but you need a lot of courage to do this!

Lesson 67

No. 79. Exercise 3.

Jenny is calling Vanya to discuss Vanya's visit to the USA. Listen to their dialogue and say what place Jenny recommends Vanya to visit and why.

Jenny: Hi, Vanya. How are you?

Vanya: Fine, thanks. And you?

Jenny: Fine. When are you coming to the USA?

Vanya: I think in July. We haven't bought tickets yet. We'll first go to Washington and then travel around the country.

Jenny: Well, we can travel together. What would you like to see?

Vanya: What about visiting some National Parks? You know, I'm fond of nature.

Jenny: The Grand Canyon must be seen by all means. It is one of the seven natural wonders of the world and the most visited national park in North America. The canyon was made in the mountains by the river Colorado many thousands years ago. Today it is more than 400 kilometres long, 29 kilometres wide and about 2 kilometres deep.

Vanya: Vow, it's fantastic! Is it near Washington?

Jenny: It's in the state of Arizona, but we can easily get there by car. Then we can explore the canyon on foot, by air, by water or on the horse back.

Vanya: I would like to try something new. To fly above the canyon at night or to cross the canyon on foot.

Jenny: I haven't heard anything about crossing the canyon, but I'll try to find some information in the Internet. I'll send you an e-mail.

Vanya: OK, thanks. Bye.

Jenny: Bye-bye.

No. 80. Exercise 4.

a) Look at the pictures, listen to the dialogue between Jenny and her father and guess the meaning of the new words.

Jenny: Dad, how can we travel around the Grand Canyon?

Father: The best way to travel around is by bus. Buses are cheap and fast. You can also travel by train, it's more interesting, but more expensive. Planes are also popular.

b) Listen and repeat.

[i:] cheap, [e] expensive

(Текст с паузами)

No. 81. Exercise 7c.

There are a lot of national parks in the USA. A big national park in California, where you can see the tallest trees on Earth, is called "Sequoia". Read the text and say what the name means and why it was given to the trees and the park.

Sequoia

Sequoia was born sometime between 1760 and 1776 in a Cherokee village in the state of Tennessee. His mother was an Indian woman and his father was a white man from England. In his early childhood he hurt his leg and couldn't walk well, that was why he got the name "Sequoia", which meant "a pig's foot" in the Cherokee language.

Sequoia married a Cherokee woman and had a family, but he often worked for white people and spent a lot of time in English families. Sequoia never learned to read or write English, but he saw how white men read books and wrote letters. Sequoia called books and letters "talking leaves" and decided that Cherokee Indians should have their own written language.

He began working on a Cherokee writing system in 1809. It took him twelve years to finish it. When he showed his system to his people, he became very popular. Thousands of Cherokees learned to read and write fast. In 1824 he was given a medal by Cherokees, which he wore till the end of his life. In 1825 a lot of European books were translated.

...d into the Cherokee language, and in 1827 the first Indian newspaper was published in the USA.

When Sequoia died in 1843, his name was given to the tallest tree in California and later a big national park was also named after him.

Lesson 68

No. 82. Exercise 3.

a) Jenny wants to know more about the life of Native Americans. Jenny's grandfather is telling her about Indian houses. Look at the pictures, listen to the dialogue and guess the meaning of the new words.

Jenny: Pueblos are different from European houses. They are very high, but I can't see anything like stairs or steps. How do people get to the top of the building?

Ben: People can easily watch the house from outside, but nobody can get inside without an invitation. If you're invited, you will be given a ladder to get to the rooms at the top.

b) Listen and repeat.

[eə] stairs, [e] step, [v] top, [aʊ] outside, [aɪ] inside, [əv] nobody

(Текст с паузами)

No. 83. Exercise 7.

Jenny wants to visit an Indian pueblo. Read the information for tourists and say what is the best time to go there and why.

The Taos Pueblo

Visit a pueblo!

Native Americans have lived in pueblos for thousands of years. “A pueblo” means “a village” in the Spanish language, because the whole village (more than 500 people) can live in one big house with many flats. Pueblos are made of earth mixed with straw and water. Inside this house it is cool in the summer and warm in the winter months.

The Taos Pueblo is situated in the desert of New Mexico. It was built more than 1000 years ago. Today 150 Indians live in this very old house, they have no electricity or water in the house, but they like to live here and don't want to move to another house.

If you want to see real life of Native Americans, visit the Taos Pueblo. You can try Indian food and buy Indian clothes.

Remember:

Nobody can swim in the Blue River outside the pueblo, because Indians take drinking water from it and the river must be clean.

You shouldn't open doors, if you are not invited by the Indians.

Be careful: there are no stairs or steps in the pueblo, the Indians will give you a ladder to get inside.

Tickets: cheap (\$5–\$10), more expensive in July.

Lesson 69

No. 84. Exercise 3a, b.

Listen to an old Indian legend and say who was cleverer and braver – the bear or the rabbit – and why.

A Bear and a Rabbit

Very long ago there lived a small rabbit on top of Red Mountain. One day he decided to cross the river and explore a beautiful island. The river was deep and wide and the Rabbit couldn't cross it without help. He asked his Uncle Fast Water, who moved the river, to help him. The rabbit sat on top of his head and his uncle brought him to the island.

The Rabbit jumped around the island and was happy, because there was a lot of good grass to eat. Then he saw a horse bell in the grass and decided to take it with him.

After some time Brother Bear came and the animals held a competition. They wanted to know who was braver. Brother Bear drew a circle on the earth and said, “Sit in this circle. If you move, I'll win.” Then the bear cut a tall tree. The tree fell down near the Rabbit, but the Rabbit didn't move. Then the Bear sat in the circle and the Rabbit ran to the forest. He took his horse bell and began to ring it. The Bear heard the bell. He thought, “That's not my

friend Little Rabbit. This is somebody whom I don't know". Brother Bear stood up and ran away. The little Rabbit jumped out and cried, "I've won! I'll live on the island, and you should go away!"

Lesson 70

No. 85. Exercise 3a.

a) Jenny's brother Fred is fond of windsurfing. Look at the pictures, listen to what he says about this sport and guess the meaning of the new words.

Windsurfing was born in the USA in 1948. The first boards were called windsurfers and were sold in California. They were very expensive.

Windsurfing became popular very quickly and now there are fans of this sport in many countries. The first world windsurfing competition was held in 1973.

To do windsurfing is not easy. There is no team who can help you. You need courage to control the windsurfer and you also need to keep fit.

b) Listen and repeat.

[əʊ] sold, [æ] fans, [i:] tea

(Текст с паузами)

No. 86. Exercise 5c.

Listen to the text and read it out loud.

Dear Vanya,

California is my favourite place in the USA, because windsurfing is great there. The best time to go is between March and October. You're going to come to the USA in July, aren't you? It can be foggy in July and August, which makes windsurfing more difficult. There are very strong winds here, so don't try windsurfing in California, if you're a beginner. If you are not sure, windsurf together with your friend, he (or she) will help you, if anything happens to you in the ocean.

Summers are warm in California, but the water is quite cold, so nobody windsurfs without a warm swimming suit here. Don't forget to bring it with you (you'll need it even in July!).

If you come here, find time to visit Los Angeles and San Francisco. They are the most beautiful cities in California. San Francisco is smaller, but I like it more than Los Angeles. The city is situated on a hill, so you have to climb up and down, when you walk around. Try famous San Francisco cable cars they are fast and cheap and will easily get you to the top of the hill.

I know that you like to wear jeans. They were born in San Francisco! In 1866 a man called Levi Strauss opened his shop and began to sell trousers for workers. In 1873 he made jeans, which became very popular first inside and then outside California. Jeans were less expensive than trousers and could be worn longer.

Come and see California, I'm sure you'll like it!
Best wishes,
Fred

Lesson 73

No. 87. Exercise 3a.

a) Vanya tells Fred about the history of St Petersburg. Listen to their dialogue and guess the meaning of the new words.

Fred: Why was St Petersburg built in this place?

Vanya: The city was built in the middle of the war between Russia and Sweden. The war began in 1700. A lot of Russian people were killed and a lot of Russian lands were taken by Sweden at the beginning of the war, because Russia had no ships and couldn't win on sea. The Russian tzar, Peter the Great, decided to build a new Russian town somewhere near the sea, because he wanted to make new Russian ships there. That is why St Petersburg was built.

Fred: How did the war end?

Vanya: When new ships were built, Russia became stronger and won a victory over Sweden. The war ended in 1721. But this victory couldn't save Russian people from hunger and poverty.

b) Listen and repeat.

[ɔ:] war, [ɪ] kill, [w] somewhere, [ɪ] victory, [eɪ] save
(Текст с паузами)

No. 88. Exercise 4a.

Listen to the guide and say when the battle at Borodino took place and who won it.

The Battle at Borodino

The biggest battle between Russian and French armies was outside Moscow in the village of Borodino on September 7, 1812. In this battle 44,000 Russian and 35,000 French soldiers were killed. The French won, but the Russian commander Kutuzov could save the Russian army. He decided to leave Moscow and to give his soldiers a little rest.

The French army, with Napoleon at its head, came into Moscow. But the city was burnt and the French soldiers had nothing to eat and couldn't find any warm houses to live in. After a month Napoleon and his army left the city and went back to France. It was late autumn. The French soldiers didn't have warm clothes, they were cold, hungry and tired. On their way back a lot of French soldiers died.

In November 1812, when the French army was near the river Berezina, the Russian army attacked it and this time the victory was won by Russia.

The French soldiers, who didn't die of cold and were not killed in the battle, crossed the Berezina River and ran away to France.

No. 89. Exercise 5b.

Listen to the text and read it out loud.

The 1812 War

In 1812 the United States started a war against Great Britain. The Americans wanted to take more lands in North America, but the British didn't want to lose these lands.

At the beginning of the war the USA had a lot of victories. The American army took a big part of Canada, which was British at that time. The capital of Canada, York (now known as Toronto), was attacked, and the Americans burnt the Parliament building.

After 1814 the British army became stronger and as the British were angry with the United States for burning the capital of Canada, they attacked Washington – the US capital, and burnt the home of the US Congress – the Capitol Building, and the President's house. Later, the President's house was repaired and called "the White House".

After leaving Washington, the British army attacked Baltimore. It was a very important port and home to many American ships. By taking Baltimore the British wanted to end the war with a fast victory, but Baltimore was lucky to have a good commander, Major George Armistead. He told the Americans to sink their ships and this underwater wall protected the city, as the British ships could not get near Baltimore. But they fired upon the city for 25 hours and were sure that nobody could save the city and that they could easily take it in the morning. In the early morning on September 14, 1814, the people, who were outside the city, saw a big American flag over Baltimore. The American army showed courage and won the battle!

The final American victory in the war came in 1815.

Lesson 74**No. 90. Exercise 2a.**

We are back at uncle Willy's show for children "My Questions – Your Answers". Listen to the dialogue and say what flag is shown to visitors of the National Museum of American History in Washington.

Willy: Dear friends! Welcome to our show "My Questions – Your Answers!" Our today's show is about the first American flag. And this is my first question. When and where was the first American flag made?

Alex: It was made in Baltimore in 1813.

Willy: You're right. Who made it?

- Jane:** A woman, called Mary Pickersgill, was asked to make a big flag for Baltimore. Before that Mrs Pickersgill made flags for many ships, but she never made such a big flag.
- Willy:** How big was it?
- Jane:** As far as I remember, the flag was 9 metres high and 13 metres wide. Marry's 13-year-old daughter Caroline helped her.
- Willy:** How many stars were there on the flag? And what did they mean?
- Jane:** A star meant a state, at that time there were 18 states in the USA, so I think there were 18 stars on the flag.
- Alex:** No, Mrs Pickersgill made 15 stars on the flag.
- Willy:** Yes, you are right. Why did this flag become so famous?
- Alex:** A year later, in 1814, in the Battle at Baltimore, it was seen above the city and became the symbol of American victory in the war. Later a song was written about this flag, which became the national song. Today this flag can be seen in the National Museum of American History in Washington.
- Willy:** Alex, you are the winner today!

No. 91. Exercise 6c.

Listen to the text and read it out loud.

The Last of the Mohicans

(After James Fenimore Cooper)

Part I

The girls and Heyward hid in the cave. But they knew that if the Hurons crossed the river, they could be near the cave very soon.

Cora came out of the cave. She said, "Thank you for your help, but I don't want you to die for me and my sister. Go to my father. He has to help us. He has to send more men to save us!"

Hawkeye said something to Uncas and Chingachgook in the Mohican language and then said in English, "Ok, we'll go to your father." He and the two Mohicans jumped into the river and swam away.

Cora looked at Major Heyward. "Please, go with them," she said. Heyward looked at the beautiful Alice. He loved her and he couldn't leave her. "I'll be with you", he said. They went into the cave.

Nothing was heard for about an hour, but then they heard the Hurons' war cries near the cave. Suddenly they saw Magua outside the cave. He saw Heyward and the girls and called other Hurons. The Hurons ran quickly into the cave and angrily pulled the two girls and the white man outside. Then Magua started to look for Hawkeye and the Mohicans, but couldn't find them anywhere.

"Where are the Mohicans and Hawkeye?" asked Magua.

"They went away," answered Heyward.

"You can go, we don't need you, we'll take the girls," said Magua.

"I'll go nowhere without the girls," said Heyward.

"Do you want to lose your life?" asked Magua angrily.

"A white man doesn't leave women," answered Heyward.

The Hurons took Heyward and the girls down the river and brought them to their village. The Indians wanted to kill them and made a big fire. Trying to save the girls, Heyward jumped on one of the Hurons and they fell on the ground. The Indian was on top of Heyward and his knife was ready. Suddenly they heard a shot from behind the trees. The Indian was killed.

Lesson 75

No. 92. Exercise 5a.

Listen to the telephone conversation between Jenny and Kate, her aunt. Say what uncle Willy is doing.

Kate: Hello.

Jenny: Hi, auntie. This is Jenny speaking. How are you today?

Kate: Fine, thanks. And you?

Jenny: We're fine. Can I speak to uncle Willy?

Kate: I'm sorry, Jenny. He isn't in. He's somewhere in the garden. I think he's watering flowers. Can you call back later?

Jenny: Of course, I can. What time may I call back?

Kate: Can you call in an hour?

Jenny: Ok, I'll call in an hour.

Kate: Fine.

Jenny: Thank you. Goodbye.

Kate: Bye, Jenny.

No. 93. Exercise 6c.

Listen to the story and read it out loud.

The Last of the Mohicans

(After James Fenimore Cooper)

Part II

Heyward decided to go and save the girls. Chingachgook said: "We'll put red and blue colours on your face. When the Hurons see you, they won't recognize you, because you will look funny and you will see the girls." When Chingachgook finished his work, Heyward had a funny face with a big smile.

He went to the Hurons. The Indians laughed when they saw him, and nobody tried to catch him. Suddenly Heyward heard a cry from the forest. He

saw Uncas. The Mohican was caught by the Hurons and two of them held his arms. Heyward didn't come to him, because he wanted to find the girls first. He saw them inside a cave. "Don't worry, it's me, Heyward!" he said. The girls were happy, but the happy moment ended very quickly, when Magua came into the cave. He saw Heyward and became very angry.

Suddenly a big bear appeared behind Magua. The Indian laughed. He knew that the wild animal was not really an animal. Indians often wore skins of wild animals to have fun, so Magua was sure that it was somebody in a bear's skin. Suddenly, the animal caught the Indian in his strong arms. Magua couldn't move or do anything. The animal pushed him strongly and he fell to the ground. Then the man inside the bear's skin took off the bear's head and showed his face. It was Hawkeye! Heyward and the girls were very happy. "We have to go fast!" said Hawkeye to his friends. "Put Alice and Cora in these bags, and we'll carry them. The Hurons will see nothing." The two men brought the girls to the forest, where nobody could find them.

Then Hawkeye in the bear's skin went for Uncas. Uncas was inside another deep cave. There was nobody with him. Hawkeye helped Uncas to get outside and they ran away into the forest. But at that time Magua came round in the first cave. As he didn't see the girls in the cave, he ran into the forest to catch them. A lot of Hurons ran after him.

Lesson 76

No. 94. Exercise 4.

Listen to an American poem "Doughnuts" and learn it by heart.

Doughnuts

Well, I woke up this morning and I went around the block
And I walked right into the doughnut shop
And I picked three doughnuts right out of the grease
And I handed the lady a five cent piece.
Well, she looked at the nickel and she looked at me
And she said, "This nickel's no good, you see
There's a hole in the middle and it goes right through."
I said, "Oops, there's a hole in the doughnuts, too."
Thanks for the doughnuts,
Goodbye

No. 95. Exercise 5a.

Listen to the telephone conversation between Jenny and her uncle Willy and say how uncle Willy is going to help Jenny.

Willy: Hello.

- Jenny:** Hi, Willy. This is Jenny speaking. How are you today?
- Willy:** Fine, thanks. And you?
- Jenny:** Fine. Willy, we're going to have a party next week at school. Can you help us?
- Willy:** Oh, yes. What's the problem?
- Jenny:** We want to organize something like "My Questions – Your Answers!" TV show.
- Willy:** We can do it together. What would you like to talk about?
- Jenny:** What about the first men in space?
- Willy:** Good idea! I'll send you some information tomorrow.
- Jenny:** Thank you very much for your help!
- Willy:** Not at all, Jenny. Goodbye.
- Jenny:** Bye.

No. 96. Exercise 6c.

Listen to the text and read it out loud.

The First Men in Space

Yuri Gagarin was born in the village of Klushino near Smolensk, on 9 March 1934. His parents worked on a farm. Yuri was the third of four children.

In 1957 he became a pilot.

Gagarin was a good sportsman. He played ice hockey to keep fit, was a basketball fan and even trained a basketball team.

In 1960 Yuri Gagarin was chosen with 19 other cosmonauts for the Soviet space programme. He became the first man in space, because he showed the best results in training and also he was short – his height was only 1 metre 57 centimetres, which was important for the first very small rocket.

On 12 April 1961, Gagarin became the first man to travel into space. He spent 108 minutes there. After this flight he became a national hero.

On 27 March 1968, he died in a plane crash during a training flight.

Alan Shepard was born in Derry, New Hampshire.

In 1959, Shepard was one of seven pilots chosen for the first manned space flight programme. The flight had to take place on March 6, 1961, but because of technical problems took place on May 5, 1961. Shepard became the second person, and the first American, to travel into space. After his successful return to the Earth, Shepard was celebrated as a national hero.

At the age of 47, Shepard made his second space flight as commander of Apollo 14, January 31 – February 9, 1971, during which they explored the Moon. While on the Moon Alan played golf.

Shepard and his wife had three daughters and six grandchildren.

Your Free Time

Lesson 83

No. 97. Exercise 2.

Nick is talking to Emily about hobbies. Listen to their conversation and fill in the chart in your Workbook.

Nick: Hello, Emily. How are you?

Emily: I'm fine, thank you. And you?

Nick: I'm OK. We have a show of models in my club today. Would you like to go?

Emily: I'd love to, but I'm going on an excursion with my friends from the gardening club today. I'm very sorry.

Nick: An excursion? Where?

Emily: To Abbey House Gardens.

Nick: Are you interested in gardening?

Emily: Yes, I am. It's my hobby. I started gardening when I was 7. I'd like to be a garden designer when I finish school. And why do you like modelling?

Nick: I like to make things with my hands. Most of all I like making ships. When I was 7, my parents and me went to Bristol on holidays. You know it's the second largest port in England. There I saw big beautiful ships. I liked them very much and joined a modelling club. I'd like to be an engineer after college.

Emily: How often do you go to your club?

Nick: On Tuesday and on Saturday. And you?

Emily: On Wednesday and on Saturday.

Nick: Great! If you like you can come on Tuesday.

Emily: Thank you. I'll come.

Lesson 84

No. 98. Exercise 2.

a) Listen to the dialogues and guess the meaning of the new phrases.

(Dialogue № 1)

A. Excuse me, how can I get to the nearest park? Can I walk there?

B. I'm afraid you can't. You should take Bus 15.

A. Thank you.

(Dialogue № 2)

A. Excuse me, can you show me the shortest way to the nearest cafe?

B. Certainly! Go straight and turn left. The café will be there.

A. Thank you.

(Dialogue № 3)

A. Excuse me, could you help me find the way to the nearest metro station?

B. Certainly! Turn right, go straight along Pushkin Street, then turn left and the metro will be opposite you.

A. Thank you.

b) Listen and repeat.

[eɪ] afraid, I'm afraid. [ʒ:] certainly

(Текст с паузами)

No. 99. Exercise 6.

Listen to the text about Bristol and complete the chart in your Workbook.

Bristol is situated on the river Avon. It's the third largest port in England. It is 169 kilometres from London, 71 kilometres from Cardiff and 8 kilometres from the Atlantic Ocean. There live about 500,000 people. The city began its history in the 11th century. It was a big market centre in old England. Lots of ships from France, Germany and Spain came to this city to sell and buy different things. Today Bristol is a very popular cultural centre. There are a lot of museums, theatres, cinemas and parks in the city. Hip-hop music began in Bristol in 1990s. Most famous hip-hop group players come from Bristol. In 2010 Bristol was called the most musical city in England.

No. 100. Exercise 7c.

Listen to the text about hobbies and read it out loud.

Famous Hobbies of Famous People

All people have different hobbies. Hobbies make our life more interesting and help us learn a lot of useful things. Everyone knows that Alexander Pushkin is one of the greatest Russian writers, but not so many people remember that he could draw very well. He used to draw small pictures in his manuscripts. Mikhail Lermontov also painted beautiful pictures in his free time. Some of them can be seen in his family museums in Tarkhany or in Serebrennikovo.

Today the most popular hobbies among famous people are sports, collecting different things, arts and making handmade things. Some of them are fond of driving fast, playing basketball or golf, windsurfing. Others enjoy collecting watches, knives, mice made of chocolate, glass or stone. Some collect bears or toy trains, elephants, pigs and dolls are the most popular.

Some stars collect pictures, books, dishes and even shoes or bags.

But exotic hobbies are also very popular. Have you ever heard of scrapbooking? This is a way of keeping personal and family history in the form of a scrapbook. Scrapbook albums have photographs, newspaper articles, drawings and short stories. Scrapbooking began in the 15th century and was very popular in England. Today it's one of the most popular hobbies

in the world. People find a topic – “My school life”, “My childhood”, “My summer holidays” – and make a scrapbook with their own hands. To make it you should choose the best pictures, draw something in the book, write some funny stories, glue a flower or make an envelope and put your friends’ letters in there. Any material can be used in scrapbooking.

Lesson 85

No. 101. Exercise 2.

a) Listen to Vanya and Katya’s phone talk and guess the meaning of the new words.

Katya: Hi, Vanya! How are you?

Vanya: Hi, Katya! Super! I enjoy living here.

Katya: Really? When do you wake up?

Vanya: Now I wake up at 6 o’clock but in the city I used to wake up at 10 o’clock.

Katya: What do you do?

Vanya: In the morning I take care of rabbits and ducks but at home I used to play computer games all day long.

Katya: And what about the evening?

Vanya: At home I used to watch TV but here I swim in the river every evening. Swimming is my new hobby now.

b) Listen and repeat.

(Текст с паузами)

No. 102. Exercise 5.

Listen to Terry speaking about his hobby.

Hi, my name is Terry, I’m 11 and I live in Avebury. It’s a small village not far from Bristol. I’m a student and go to a secondary school. I’m interested in playing football, reading books, playing chess and collecting different things. I’m fond of collecting posters, stickers, postcards and other things. But most of all I like collecting stamps. It’s my hobby. I don’t travel a lot. In fact I was only in Bristol once and in London. I want to see the world when I grow up. Now I collect stamps in which different places are shown. When I was a little child I used to collect all stamps and watch pictures on them. Now I read about these places, where they are situated, how far they are from my village. I think it’s an interesting hobby, it helps you learn more about the world.

No. 103. Exercise 6b.

Listen to the text and read it out loud.

Hi, boys and girls!

My name is Susan, I'm 10 and I live in Glasgow. My friends say that I have a strange hobby. What is history for you? A school subject? Do you like it? For me history is a hobby. My father is a teacher of History. When I was a little girl he used to read a lot of historical books to me. He told me about fantastic places in the world and about their history. I'm interested in old buildings and monuments. Everyone has heard about Stonehenge and this is one of my favourite monuments. I have visited it three times. But my favourite one is Avebury. It is an ancient monument which is made of large stones, some stone circles and stone roads. You can find pictures of Avebury in every guide book, but I think that another part of it is sheep. There are lots of sheep in Avebury. They walk near stones, sleep in the grass, you can see them everywhere. Avebury is situated in the village of Avebury, not far from the city of Bath. It is one of the finest and largest Neolithic monuments in Europe, which is about 4,000 years old. It's younger than Stonehenge. Avebury is about 32 kilometres from Stonehenge. Both monuments are known all over the world. Avebury is one of Europe's largest stone circles with a diameter of 331.6 meters and it is Britain's largest circle. At first there were 98 standing stones, some of them weighed 40 tons. They were very tall, about 3.6 or 4.2 metres high. They faced the north, south, east and west. It's a magic place. History doesn't know why people built it, but the monument is very popular today.

Look at me in the photo in Avebury!

Lesson 86

No. 104. Exercise 3.

Listen to four people talking about their hobbies, fill in the chart in your Workbook and speak about their hobbies.

- Chris:** My favourite season is winter. I like snow very much. In winter I go skating and skiing every Sunday. But my hobby is snowboarding. My mother thinks that it is a dangerous hobby, but I don't think so. I enjoy snowboarding.
- Julia:** This is my prize for the country competitions and this is my medal for the city competitions. I go in for dancing. I was 3 when my mother took me to the dance class. At first I didn't like it. I used to say that I was ill and tried not to go to the class. But now I enjoy dancing very much.
- Stephanie:** I don't take part in any competitions, but I like swimming very much, it's my hobby. I used to be afraid of water and my father took me to swimming class. Now I swim like a fish. I'd like to start diving next year.

John: These are the photos of my group and me in the centre. Last year we sang in our School Day concert. I go to music school and play the piano and the guitar. But my hobby is singing. I try to write songs but I'm not very good at it. I sing in English and in French. I'd like to learn more foreign languages and sing in them.

Lesson 87

No. 105. Exercise 4.

Listen to the first part of the story "Smarty" and put the sentences in the correct order.

Smarty

Part I

"Brrrr," said Smarty. "It's so cold outside."

"Well, come close to me," said his mum.

"It's not good," said Smarty. "Why do we sleep outside in the cold weather? The cats can live inside and they have nice warm places to sleep."

"We're farm dogs, dear," said his mum. "We must be strong and work a lot too."

"I would like to be a cat," said Smarty. "All they do is wash themselves, eat and sleep."

"We don't have such a bad life," said his mum. "Now stop feeling sorry for yourself and sleep well. We've got a lot of work to do tomorrow."

The next day Smarty woke up early and went for a walk. He ran in the forest, watched birds and flowers. Usually when he got to the end of the farm he ran back. But today he saw a big red car near the farm house. It was open and Smarty jumped into it. He wanted to sleep for some time. There were some armchairs, a sofa and two tables in the car. Smarty chose an armchair and sat in it. "I could sleep all day like a cat!" said the dog. He closed his eyes and before he knew he slept.

Smarty woke up some time later.

"Oh, no! I slept. I must run back. We've got a busy day!"

But then he saw that the car doors were closed. He could hear people talking outside.

"Oh, dear, I'll have problems if they find me," said Smarty and hid behind the armchair.

The door of the car was opened and the dog ran away.

No. 106. Exercise 7c.

Listen to part II of the story "Smarty" and put the sentences in the correct order.

Smarty**Part II**

When Smarty saw that nobody ran after him, he stopped and explored the place. He wasn't in his countryside, he was in a big noisy town with a lot of buildings and cars.

Smarty was afraid and didn't know where to go. All day long he looked for his way home, feeling cold and hungry. In the evening he sat on the road and began to cry.

"What's the matter, dear?" he heard a man saying. "You look lost. Come home with me."

Smarty was happy, he jumped up and followed the man home.

When they came to the man's house Smarty sat near the door and waited for some food. But the man said: "Come in, you can't stay there."

Smarty came in and found a little poodle waiting to meet him. Smarty looked at her in surprise, something happened to her hair.

"You should take a bath before supper," said the man. He himself washed the dog in a big bath and brushed his hair. Smarty looked very sad.

"Don't you like it?" asked the poodle smiling.

"No, I don't," said Smarty. "I think all this washing and cleaning is for cats."

The man gave them supper – small pellets. Smarty didn't eat it, he was used to a big bone and a piece of meat.

"This looks like cat food!" he said.

After supper the poodle jumped in a big basket in the kitchen.

"I thought that was for a cat," said Smarty. He couldn't sleep in the basket, it was too hot there. He wanted to go to his farm house, to see his mum.

The next day the man took Smarty to the market. And suddenly Smarty heard his mum. She sat in the farm car. Smarty was very happy and ran to her. On the way home Smarty told his mother all that happened to him.

"I thought you ran away because you didn't like to be a farm dog," said his mum.

"Oh, no, Mum!" said Smarty quickly. "I love being a farm dog! I want to live in the farm, to eat a nice bone, sleep under the stars and to do everything myself."

Lesson 88**No. 107. Exercise 5.**

Listen to the text and say what you learned about Evgenia Kanaeva.

Evgenia Kanaeva was born on the 2nd of April, 1990, in Omsk. When she

was six her grandmother took her to the first sports class, she was fond of gymnastics and figure skating. Evgenia showed a great talent in her childhood. She used to learn the most difficult exercises herself and stayed after sports lessons to practice them. She was fond of gymnastics.

At the age of 12 Evgenia was invited to Moscow to go in for gymnastics. She began studying in the school for Olympic sportsmen. There were a lot of famous sportsmen there. She trained with Alina Kabaeva, Olga Kapranova and other students. In 2007 Alina Kabaeva couldn't take part in the competitions in Baku and Evgenia Kanaeva was chosen. She was lucky and won the gold medal.

In 2008 she became the world champion in gymnastics. She took part in the Olympic games in Peking and won in gymnastics. In 2009 she took part in the championships in Berlin and won 5 gold medals out of 5. She won all the gold medals a sportsman could win. In 2010 she got the first place in the European championship in Germany.

Lesson 89

No. 108. Exercise 2a.

Vanya is taking part in the quiz show "The Best Sportsmen In The World". Listen to an interview and complete the chart in your Workbook.

Interviewer: Vanya, I'm sure you know the names of many famous sportsmen. Who is Lev Yashin?

Vanya: As far as I know Lev Yashin is a famous goalkeeper. He played 326 football matches.

Interviewer: Right. Who is Yelena Isinbayeva?

Vanya: As far as I know Yelena Isinbayeva is the Olympic champion in pole jump.

Interviewer: Good. Who is Igor Akinfeev?

Vanya: That's an easy question. He's a football player. He plays as a goalkeeper in the Russian football team.

Interviewer: Who is Tatiana Lebedeva?

Vanya: As far as I know Tatiana Lebedeva is a well-known athlete.

Interviewer: Right. Who is Nick Faldo?

Vanya: Um... sorry, I don't know.

Interviewer: Nick Faldo is one of the best golf players in the UK. And who is Ian Botham?

Vanya: I know! He's the greatest cricket player.

Interviewer: Great! Who is Brian O'Driscoll?

Vanya: As far as I know, Brian O'Driscoll is a well-known rugby player.

Interviewer: Right! You have won the game! The prize is a ticket to the football match. Take it, please.

Lesson 90

No. 109. Exercise 1.

Listen to the song and sing it.

Spring Is Here

(To the tune of "Jingle Bells")

Spring is here! Spring is here!

Winter's gone away.

When the sun is shining bright,

Outside we run and play – Yay!

No. 110. Exercise 2.

Listen to four children and say what Maggy, Chris, Mary and Paul used to do in spring last year and what they do now.

Maggy: Spring is my favourite season. Winter is over, the days are long and sunny. I can go for a walk and play in the garden with my friends. Last spring I used to skateboard but now I cycle in my free time. In May my friends and me go cycling in different parks in our city. We have a lot of fun. But it's not only because of cycling that I like spring, I also like to see green trees, beautiful birds and a lot of flowers.

Chris: I'm fond of spring. I have nothing to do in winter. Usually I sit at home and watch TV or play some computer games. But in spring life becomes different. Last spring I used to play football but now I skateboard in my free time. So every evening I skateboard with my friends. We learn difficult jumps and other tricks. Spring is great!

Mary: Spring is a very busy season for me. I live in a village in a big house with a big garden. In winter we don't do anything in the garden but in spring there are lots of activities outdoors. Last spring I used to help my parents take away old grass. Now I grow vegetables myself and take care of five ducks. And it's not all. But I like spring very much and I like to feel busy all the time.

Paul: All seasons are good, but the best for me is spring. I don't like cold weather, snow and wind. I'm fond of hot weather and a lot of sun. Last year in my free time I used to play badminton but this year I play football. All evenings I spend with my friends playing football. I want to become a professional football player one day.

Holidays to Enjoy

Lesson 96

No. 111.

a) Exercise 2a. Listen to four students talking about their holidays and fill in the chart in your Workbook.

Lionel: My hobby is climbing, so every summer I travel to some mountains and climb there. Usually my parents send me to a special camp where all children practice climbing. It's very interesting. Different competitions are organized where we do hiking, camping, cooking and of course climbing.

Susan: I love holidays, it's my favourite time of the year. My family and me visit different cities and countries on holidays. Sometimes we travel by train, sometimes by bus and sometimes on foot when it's not very far. Usually we stay in hotels but sometimes we practice camping, I love it.

Steve: I live in a big city and sometimes I'm very tired of it. So all holidays I spend at my grandparents' village. It's situated in a very nice place, we have a river and a forest there. I like fishing very much. My granddad taught me to cook on the fire, it's very tasty. Last summer I learned to ride a horse and now it's my hobby.

Lora: I go to a Girl Scout club and all holidays I spend in a Girl Scout camp. I have a lot of friends there, we are like one big family. There we do camping, hiking, cooking and other interesting things. This year we'll learn climbing. I've never climbed before but I'm sure I'll like it.

b) Exercise 5b. Listen to the text and read it out loud.

1. Have you ever heard of the Valley of Geysers? I saw it when I was eight. My father is fond of fishing. On holidays he goes fishing in different places and sometimes takes me with him. I enjoy fishing myself but most of all I enjoy eating fish that my father cooks.

2. We went to the Valley of Geysers by helicopters. It's the only way to get there. I've never been good at Geography and my father gave me a map to study. This valley is the second largest geyser valley in the world. The Kamchatka Peninsula in the Russian Far East is world famous for its geysers. There are ninety geysers and a lot of hot springs there. My father told me to be very careful as the temperature is about 95 degrees there.

3. The Valley of Geysers doesn't have a long history. It was opened in 1941 by a scientist Tatyana Ustinova. She wrote a book about the geysers fourteen years later. Over thirty geysers were given names, among these was the Giant

Geyser which throws water about 40 metres up. The Valley is very popular with the tourists.

4. We took a horse riding tour in the Valley. There were ten people in our group. We travelled on horses in the valley and watched its fantastic lakes, geysers and volcanoes. After some time we found a nice place near one of the lakes and enjoyed fishing for five days. We caught fish and cooked it, made herbal tea, enjoyed the fantastic nature of Kamchatka. I'll never forget this trip and I hope when I grow up I'll go to the Valley of Geysers once again.

Lesson 97

No. 112. Exercise 1.

Listen to a radio programme about school holidays in the world and fill in the chart in your Workbook.

Reporter: Dear friends, you all like holidays, don't you? It's the time to explore unknown places and enjoy nature. In our studio today there are guests from different countries. Mary, tell us about yourself, please.

Mary: I'm from Sydney, Australia. I have holidays four times a year. My favourite holidays are summer holidays. They're the longest in a year. They start in the end of November and finish in the middle of February. On summer holidays I always go to a summer camp, usually not far from the ocean. I swim a lot, ride a bicycle, skateboard and help my biology teacher take care of kangaroos which live near the camp.

Reporter: Thank you, Mary. Now meet John from Ireland. He goes to secondary school.

John: Hi, everybody. Of course I like summer holidays because they are the longest ones, but my favourite are winter holidays. We have winter holidays in the end of December till the beginning of January. It's fantastic when the country is preparing for Christmas and I get a lot of presents on these holidays. In my free time I usually go skiing or snowboarding. I enjoy snow and cold weather.

Reporter: Thank you, John. And what about you, Linda? What are your favourite holidays and how do you usually spend them?

Linda: Hello, I go in for Scottish dancing for 6 years. Every autumn we have the Scottish Dance festival. The best dancers take part in it. And I was invited there three times. So my favourite holidays are autumn holidays. We usually have them in October, about two weeks. And every day I have dance classes and then concerts. It's fantastic time for me.

No. 113. Exercise 3b.

Vanya and Emily are talking about school holidays. Listen to their conversation and say what each of them likes.

Emily: Vanya, how do you spend your holidays?

Vanya: I like travelling and excursions. I enjoy long voyages, that's why I'm fond of travelling by sea or by plane.

Emily: Really?

Vanya: Yes, I love seas and oceans. I'd like to become a captain one day.

Emily: And I don't like long journeys. We travel to different cities with our dance concerts by bus or by plane and I always feel very tired after these long journeys.

Vanya: Would you like to have a trip to some places of interest?

Emily: Yes, sure.

Lesson 98

No. 114. Exercise 4.

Listen to Katya talking about her journey to Lake Baikal and fill in the chart in your Workbook.

I was born in Moscow and have spent all my life here. My parents sometimes take me to different cities for an excursion when I'm on holidays. Of course I know that Russia is the largest country in the world but I never imagined how big it is till my journey to Irkutsk and to Lake Baikal. The journey by train took us five days and I saw half of our country. We started in Moscow and went to Kazan. I saw the Kazanski Kremlin when we went by. Another big city I can remember was Chelyabinsk. I never travelled so far from Moscow, it's 1,854 kilometers. Then we went to Omsk and after Omsk there was a long stop in Novosibirsk. The nature is very different there. It was June but in Novosibirsk people wore warm jackets. Then we came to Krasnoyarsk. I can't remember the city well. I slept. I can't say that I was very tired but the journey was really long. At last we came to Irkutsk. It is 5,318 kilometres from Moscow. It's a nice city. We spent two days there before we went to Lake Baikal. It's a fantastic place, I never saw anything like this in my life. It's the deepest lake in the world and the nature there is super. When you have a chance, visit it and you'll never forget it.

No. 115. Exercise 5c.

Listen to the text and read it out loud.

Tarkhany is a well-known place where a great Russian poet Mikhail Lermontov spent his childhood and where he is buried. Tarkhany was built in the 18th century, 70 kilometers to the west of Penza. The house is situated in

the village which is called Lermontovo. Mikhail Lermontov was born in 1814 in Moscow. He was a young child when his mother died and his grandmother took him to Tarkhany. His health was poor and he used to spend a lot of time in the fresh air playing games with village children. His grandmother spent lots of money on teachers for her only grandson. Lermontov spoke several foreign languages and painted nature in his free time. In Tarkhany he lived till the age of 16. Lermontov museum was opened in Tarkhany in 1939. In the museum you can visit the house and see the rooms where Lermontov lived, walk to the place where he played as a child, have a look at the family church.

Tarkhany is beautiful the year round but the best time for a trip is summer. On the first Sunday of July the Day of Poetry is held there. Lots of people from Russia and other countries make long journeys to take part in the festival and to see Lermontov's oak. The old legend says that the oak by the river was planted by Lermontov himself. On this day people read Lermontov's poetry, tell stories about his life, drink tea from his samovar. Village people dressed in the clothes of that time meet you in the house and you feel as if you're living in the 19th century.

Lesson 99

No. 116. Exercise 3.

a) Listen to four children talking about their journeys to different countries and match the children's names with the sentences given in the Student's Book.

Nick: I enjoy travelling very much. My grandparents live in another city. If I want to see them I will travel by train or with my parents by car. I don't like travelling alone, it's very boring, you have nobody to talk to or to play with. I like travelling with my friends. It's always a lot of fun.

Julia: I'm fond of travelling but I don't like long journeys. Last summer we went to Kaliningrad by train. It took us a day and a half. The train went very slowly and had a lot of stops. I think it would be better to travel by plane. It takes four hours to get there by plane. And the tickets are not expensive. We could have more time for sightseeing.

Patrick: I don't travel very often. I have gone by plane only once and have I travelled by train three times. My last journey was very difficult. I always take a lot of things with me, two or three toy cars, some books, two cameras, a computer, pens and pencils, some warm clothes and other things. So my bag weighed 20 kilograms. I was very tired.

Tracy: I can't imagine my life without travelling. It's my hobby. Most of

all I like voyages. The greatest voyage in my life was across the Atlantic Ocean to the USA. It was exciting. I always go to different places on holidays. When I have a chance, I go to foreign countries with my parents. If not, then I visit different cities in Britain.

b) Complete the sentences with the children's names in Exercise 3 in your Workbook.

Lesson 100

No. 117.

a) Exercise 2. Vanya is talking to Jenny. Listen to their conversation and guess the meaning of the new words.

Vanya: Hi, Jenny! How are you?

Jenny: Hi, Vanya! I'm super! I've just been to Canada.

Vanya: To Canada? Great! What did you see there?

Jenny: I visited National Parks of Canada.

Vanya: It was your dream, wasn't it? Are there a lot of attractions?

Jenny: Not so many but I had some adventures there. To my mind it was a fantastic trip.

Vanya: Write me an e-mail about them.

Jenny: I will.

b) Exercise 6b. Listen and repeat.

Nahanni National Park, the Mackenzie Mountains, the Forth Canyon, Virginia Falls, Niagara Falls

(Текст с паузами)

Lesson 101

No. 118. Exercise 4.

Listen to four people describing their holidays and tick the correct answers in the chart in your Workbook.

Margaret: We travelled for two weeks and saw a lot of English cities. We lived for two or three days in every city. I enjoyed visiting historical monuments, famous places, museums and galleries. It was a trip of my dream.

Masha: I'm fond of hiking. Every summer and sometimes in winter my parents, their friends and me go hiking. It's fantastic. You can enjoy beautiful nature and it's very good for your health. Our hiking tours are about one week in summer and two or three days in winter. If you are looking for adventures, come with us.

Victor: I can't live without camping, that's why I joined a camping club. In winter we do sports, learn Geography and Biology, read

adventure stories in our club. In summer we go camping and practice what we have learnt in winter. It's great when you know how to put up a tent, when you can find something to eat in the forest and can cook it on fire.

Tony: My dream is to go round the world by ship. I care for voyages. I read a lot of adventure books about sea pirates and their life. My favourite one is "Treasure Ireland" by Stevenson. I've never had a real voyage but I hope I'll have one to New Zealand next year.

No. 119. Exercise 6b.

Listen to the text "Grigory Potanin" and read it out loud.

Grigory Potanin

Grigory Potanin is a famous Russian explorer, writer and geographer. He used to travel to unknown places, collect geographical and botanical materials and also folk stories. He was born on the 4th of October 1835 not far from Semipalatinsk. He studied in Omsk and in St Petersburg. In 1863–1864 he took part in his first expedition to the lake Zaisan in Altai where he studied fishing and got a big collection of plants. In 1865 he went to Tomsk and began exploration of Siberia, later he wrote a book on the history of Siberia. In 1876 Potanin was asked to go to the expedition to the north-west of Mongolia. The expedition took two years and Potanin collected very useful materials in geography, biology and botany of Mongolia. The next journey was to China and Tibet. His expedition left Peking on May 13, 1884, they travelled across the Yellow River to the Ordos Desert. Potanin met some Turkish people there and collected information about their language and their tales. In 1889 he opened the first university in Russian Asia, Tomsk State University. There were also botanical gardens, a museum and a library in it. Now in the university park there is a monument to Grigory Potanin. He is an honorary citizen of Siberia and his great botanic collection is kept in Tomsk and Omsk. Potanin died in Tomsk in June 1920.

Lesson 102

No. 120. Exercise 3.

Listen to part I of the story "Mrs Mouse's Holiday" and tick in your Workbook the things Mrs Mouse took with her.

Mrs Mouse's Holiday

Part I

Mrs Mouse was very excited. All year she was very busy. First she grew plants and vegetables for winter. Then she gave her little house a big spring clean to

make it nice and fresh. Now as the weather was sunny and the trees were green she promised herself a good holiday. But getting ready for holidays made her busier than she was! There was so much to do.

First she took out her little bag, opened it and placed it on her bed. Then she opened her wardrobe and chose some fine holiday dresses. She put them in the bag. Then she chose some shoes a pair of shoes for walking along the sea, another pair for shopping and evening shoes for dinner. "I'll take some sun hats," she thought to herself. Then she took a sweater, a coat and a scarf. She will put them on if it is cold. She also put some sunglasses and some sun cream. She will use them if it is very hot. But at last there were so many things in the bag that she couldn't close it. She tried sitting on it and jumping on it, but it didn't close. So she put all the things out of her bag, chose a bigger one, put them in it and sat down with a smile.

Звуковое пособие к рабочей тетради

Lesson 36

No. 121. Exercise 2.

Listen to the text about lake Seliger and fill in the chart.

Lake Seliger is one of the most famous lakes in Russia. It's situated in Tverskaya and Novgorodskaya regions. It is also called Ostashkovskoe because there is a city called Ostashkovo near it. It occupies about 250 kilometres. There are a lot of isles on this lake. It is 24 metres deep. Its water is very clean and the nature is beautiful. The lake has been known since the 12th century. It was named "Seliger" by the first people who lived near it. They came from Finland. In Finnish "Seliger" means a "clean lake". There live more than 30 kinds of fish, bears, foxes, wolves, hares, squirrels. You can visit the monastery Nilova Pustyn. It's one of the oldest Russian monasteries.

Lesson 44

No. 122. Exercise 3.

Listen to the text about the kiwi and tick "True" or "False".

The kiwi is a unique bird. It lives in New Zealand, has a long nose and no wings, it can't fly. Kiwis are called so because the male kiwi produces sounds

like “kiwi”. They were first found in 1811 by Europeans. The kiwi is called a national symbol of New Zealand. The kiwi is often presented in culture. There are coins, stamps, stickers, posters with the kiwi. Sometimes people in New Zealand are also called kiwi. There is also a tree which is known as a kiwi. People say that it looks like a kiwi bird.

Lesson 45

No. 123. Exercise 2.

Listen to the text about the Maoris and complete the chart.

The Maoris are the first people in New Zealand. They came to New Zealand in the 11-13th centuries. The Maoris live in huts (small houses) in small villages. Men hunt, fish, plant different crops. Women take care of children, keep home, cook the dishes. If you go to New Zealand you can visit a Maori village, see their way of life and their work. Nature plays a very important role in their life. You can find lots of exotic animals and birds there. Now about 526 thousand Maori people live in New Zealand. Some of them live in the USA and in Australia. They go to school and university, some move to big cities. But most of Maoris continue to live in small villages in New Zealand and to keep their culture.

Test 1

No. 124.

Listen to Susan’s story about her mother and tick the correct answer.

Hi, I’m Susan and I am 12. We are a family of five and I love them all. But most of all I love my mum Joan. She is 37 and she is beautiful and cool. She has long dark hair, blue eyes and she likes to dress well.

My mother is a musician and she knows much about music and theatre. She is very intelligent and she is fond of reading. We often go to the concerts and theatres together. My mother helps me with my homework. Our family loves our pet, a big and funny dog Bell. We usually walk and play together. I don’t want to be a musician like my mother, but I want to be like her in everything.

Test 2

No. 125.

Listen to the text and tick “Yes” or “No”.

When Nicky and his family moved to the city Nicky was sad. He loved his village, but his mother and father got jobs in the city. He didn’t want to change his school. He went to secondary school, he had a lot of friends and was fond of his school. He studied well and cared for sports. He was the best football

player in class. Nicky's parents did what they could to make their son happy, but Nicky was sad.

Nicky missed his friends more than anything. His new school was a big white building. There were many children near it. They laughed and played different games. Nicky knew nobody there. But one day on the way to his new school a boy ran up to him. The boy's name was Ted. He was friendly and nice. He said "I'll show you around the school. It's a great school!" He smiled at Nicky, and Nicky smiled back.

Test 3

No. 126.

Listen to the text and choose the correct answer.

Hello, everybody! Let me introduce myself. My name is Janet Orwell, I'm a traveller. Of course, I'm not a Miklukho-Maklay or Captain Cook, but I travel a lot and open new places for myself. When I was a little girl I dreamt of becoming a world famous explorer, but now I'm a doctor by profession and a traveller by heart. I enjoy travelling, learning interesting things and making friends, sometimes helping people, don't forget I'm a doctor.

For example, I never knew why hurricanes have names. My Australian friend told me a story. There lived an Australian weatherman called Clement Wet Wrage. He named hurricanes after his neighbours with whom he quarrelled. Now each year the World Meteorological Organization prepares a list of girls' and boys' names in alphabetical order ready for future hurricanes. It's a funny fact, isn't it? You can learn lots of them meeting different people and visiting different countries. I think that a traveller is not a profession – it's just a way of life.

Test 4

No. 127.

Listen to the text about Doctor Dolittle and tick "Yes" or "No".

A lot of animals came to Doctor Dolittle for medicine. Some of them were so sick that he kept them in his house for a week. Even when they were quite well, the animals didn't want to go away. So the Doctor got more and more animals in his house.

One day a circus came to their village and one of the actors, a crocodile, visited the Doctor with a toothache. The Doctor spoke to him in the crocodile language and helped him. The crocodile was very happy and asked the Doctor to let him stay in his house too. He wanted to live in the pond in the garden and promised not to catch the fish there. When the crocodile met other animals and people he was as kind as a kitten.

Test 5**No. 128.****Listen to the text and tick “Yes” or “No”.**

Do you know that Alaska, which is situated in the north-west of the USA, was a part of Russia? This land was discovered by the great Russian explorer Vitus Bering in 1741 when his ship crossed the strait between Russia and America and the first settlement was founded there. The strait was named after Bering and Alaska became a part of Russia. The name “Alaska” came from the Aleuts, the people who lived in those lands for a long time, and means “the native land”. The first settlement became the capital of Alaska and got the name of New Archangelsk (now it is Sitka).

But Alaska was sold to America in 1867. Five years later gold was discovered there. The life in Alaska at that time was described by Jack London in his books. And now Alaska is the largest state of the USA. Its capital is Anchorage and the 18th of October is Alaska Day, a state holiday which celebrates the date of official transfer of Alaska from Russia to the United States.

Test 6**No. 129.****Listen to the text and choose the correct answer.**

Hello, my name is Evelyn Ron. I’m 11 and I have a strange hobby. Can a hobby be strange? I don’t know, but I collect tea. I visited England two years ago and went to a tea room in a small town not far from London. I drank tea with milk and it was a special ceremony: beautiful cups and saucers, a teapot and a milk jug, sugar and silver teaspoons. Milk is always added to English tea. It is used to make tea cool. I was so interested in tea that I began to collect it and its history.

When tea came to England for the first time it wasn’t popular. It was brought in by a Portuguese princess who married the king Charles the Second. The Portuguese discovered tea for this part of Europe. Doctors thought that tea was bad for health. Many people were against it. At first tea cost a lot, it was drunk by very rich people. Aristocrats were often painted on their portraits drinking tea. Drinking tea became a status symbol.

I enjoy drinking tea every day. And I’m sure that my hobby is an interesting one.

Test 7**No. 130.****Listen to the text and put the sentences in the correct order.**

One day Rupert the Bear went to Nutwood. He wanted to find nuts for dinner.

Time went on and suddenly Rupert understood that he lost his way and came to a large cave. There were strange footprints near it. In the far end of the cave there was a little boy, his name was Philip. He told Rupert his story: "My father was the king of this kingdom, but died many years ago and now I live with my uncle. Some wicked people don't want me to be the king, that's why I am hiding in Nutwood."

Suddenly a big man came into the cave and took Philip away. Philip gave Rupert a golden acorn. The bear wanted to help his friend, followed his footprints and found a girl. She was a woodcutter's daughter and promised to help him. They went to the castle and told the story to Philip's uncle. The uncle and his men began to look for Philip. They followed the footprints, came to the cave and found Philip there. He ran away from his enemies, but he was very sad. "I have lost my golden acorn and without the acorn I can't be the king," said the boy. Rupert remembered about the acorn and returned it to Philip. Philip became a good king.

КЛЮЧИ К УПРАЖНЕНИЯМ

Ключи к упражнениям учебника

Lesson 1

Ex. 3. Relatives, wife, husband, cousins, height, cousins.

Lesson 2

Ex. 4b. 1) Teeth; 2) mice; 3) children; 4) wives; 5) feet; 6) women; 7) wolves; 8) leaves; 9) sheep.

Lesson 3

Ex. 4b. 1. When did Jenny's family wake up? 2. Where did they go? 3. Who looked happy and smiled to all the girls in the zoo? 4. What did Lucy pull? 5. Who (What) did Lucy catch? 6. Who did Lucy push? 7. How did Jenny feel?

Ex. 5a. Begin, will end, brush, catch, pull.

Ex. 5b. 1b; 2c; 3b, c; 4b.

Ex. 7b. 1. True. 2. False. The first European zoo was in Paris. 3. True. 4. True. 5. False. Russian zoologists bought some animals from other zoos. 6. False. In 1864 there were 200 wild animals and 100 pets in the Moscow Zoo, today there are more animals in the zoo.

Lesson 4

Ex. 4a. The Island of Jersey is between Great Britain and France. They have a big collection of rare animals.

Ex. 7. 1b, 2a, 3c, 4a, 5b.

Lesson 5

Ex. 4. 1) Wakes up; 2) caught; 3) has brought, is reading; 4) will begin; 5) became; 6) feels, wants.

Ex. 5a. 1) Early; 2) glasses; 3) hours; tired.

Ex. 5b. Early, hour, newspapers, feel, early, feel, bring, hours.

Ex. 6. Ten, doesn't want, doesn't want, a newspaper.

Ex. 7. 1. Yes, they do. 2. At 4 pm. 3. Walk and watch tropical flowers and beautiful butterflies, take pictures and give special food to butterflies. 4. How butterflies are born, how they become big and beautiful, how they dance, sleep, wake up and die. 5. Online or at the museum.

Lesson 8

Ex. 3b. 1) Is cleaned; 2) is bought; 3) are read; 4) is drunk; 5) is cooked.

Ex. 3c. Is cleaned, is bought, is brought, is cooking.

Lesson 9

Ex. 2b. 1f, 2h, 3a, 4b, 5e, 6g, 7c, 8d.

Ex. 5b. Alexander Bell, 1876; Alexander Bell; the Motorola company, 1973; 2 kilos, 10 minutes.

Ex. 6a. 1d, 2g, 3i, 4c, 5a, 6e, 7b, 8j, 9f.

Lesson 10

Ex. 5a. Ago, is falling, grandparents, other, around, became, were made, thick, left, is holding.

Lesson 11

Ex. 2b. 1) Will be brought; 2) will be woken; 3) will be caught; 4) will be held; 5) will be weighed.

Ex. 5. Will celebrate, was asked, have learned, was bought, will be made, will write, saw, will be written, be taken.

Ex. 7a. 1c, 2b, 3e, 4a, 5d.

Lesson 12

Ex. 3. 1. was caught, 2. will be held, 3. will be woken up, 4. is weighed, 5. will be brought, 6. was pushed.

Ex. 5b. 1. Where did Heidi live? 2. Why did she live with her grandfather? 3. Who came to grandfather's house one day? 4. Who was Clara? 5. What did little kittens begin to do, when they were brought to Clara's room? 6. Why did Clara's teacher become angry with Clara? 7. When did Clara begin to walk?

Ex. 8a. Monkey, dolphin, parrot, mouse, dog.

Ex. 8b. 2) Brother; 3) mother; 4) father; 5) uncle; 6) aunt; 7) cousin; 8) grandfather; 9) grandmother; 10) daughter.

Lesson 18

Ex. 2. Life, primary, compulsory, term, secondary, break, uniform, end, free.

Ex. 6. 1. False. 2. False. 3. True. 4. False. 5. No information. 6. False. 7. True. 8. False. 9. False.

Lesson 19

Ex. 5a. 1d, 2c, 3e, 4h, 5a, 6g, 7f, 8b.

Ex. 6. Facts about the School. School Uniform. School Clubs. School Computer Site.

Lesson 20

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

Lesson 21

Ex. 5. Is, will go. Is, will visit. Comes, will go. Doesn't come, will go. Go, will see. Don't go, will go.

Ex. 7b. 1. True. 2. False. 3. False. 4. True. 5. False. 6. True. 7. No information.

Lesson 22

Ex. 3. 1) Composition; 2) west; 3) east; 4) north; 5) explain; 6) fast; 7) south.

Ex. 5b. A3, B1, C4, D2.

Lesson 23

Ex. 1. 1b, 2c, 3a, 4c, 5b, 6c.

Lesson 29

Ex. 4. 1) Other; 2) another; 3) another; 4) other; 5) other; 6) another.

Lesson 30

Ex. 4. 1) Strong; brave; 2) north; 3) south; 4) east; 5) west; 6) town; 7) land; willage; 8) large.

Lesson 32

Ex. 2. Centuries, large, built, wood, strong, brave, villages, towns, joined, decided, lands, poor, rich.

Lesson 39

Ex. 3b. Quickly, finally, friendly, bravely, sadly, happy, dangerous, strong, slowly, usual, really, wonderful.

Ex. 7. 1) Isn't it; 2) weren't they; 3) didn't he; 4) didn't they; 5) wasn't it; 6) weren't they; 7) haven't you; 8) won't he.

Lesson 40

Ex. 1a. 1) Discovered; 2) without; 3) wonder; 4) voyage; 5) heard; 6) discovery.

Ex. 2. 1c, 2f, 3d, 4a, 5b, 6e.

Ex. 4a. 1b, 2c, 3b, 4b, 5c, 6c.

Lesson 43

Ex. 2. 1. Have you? No, I haven't. 2. Were they? Yes, they were. 3. Will he? Yes, he will. 4. Are they? No, they aren't. 5. Isn't it? No, it isn't. 6. Did they? Yes, they did.

Lesson 44

Ex. 4. Explorer, explore, left, discovered, discoveries.

Ex. 7a. 1. True. 2. False. 3. False. 4. True. 5. True. 6. True. 7. True.

- Ex. 8. 1a) Yes, I am. 2c) Yes I am. 3b) No, he isn't. 4b) No, she won't. 5b) No, I didn't. 6b) No, it isn't.

Lesson 45

- Ex. 6. 1) Isn't it? Yes, it is. 2) didn't they? Yes, they did. 3) aren't they? Yes, they are. 4) did he? No, he didn't. 5) weren't they? Yes, they were. 6. Are they? No, they aren't.

Lesson 46

- Ex. 4. 1. False. 2. True. 3. Not stated. 4. True. 5. False. 6. Not stated.

Lesson 53

- Ex. 4. Consulted, sick, stomach ache, ear ache, sore, tails, cold, feel, worried, medicine, good, careful, worry, get well.

Lesson 54

- Ex. 2b. 1) Can; 2) must; 3) could; 4) must; 5) should; 6) have to; 7) could; 8) have to; 9) may; should; 10) may; 11) should.

Lesson 55

- Ex. 7. 1) Any; 2) no; 3) a lot of; 4) a lot of; 5) many; 6) much; 7) some; 8) some.

Lesson 59

- Ex. 5b. 1) Care; 2) way; 3) keep fit; 4) cares for; 5) keep.

Lesson 60

- Ex. 4. 1. False. 2. True. 3. False. 4. True. 5. Not stated. 6. Cambridge and Oxford. 7. False. 8. True. 9. Not stated.

Lesson 66

- Ex. 1. 1. True. 2. False. 3. False. 4. True. 5. True.

- Ex. 3a. 1) Understood; 2) cross; 3) deep; 4) sink; 5) swam; 6) nothing; 7) pulled; 8) courage.

- Ex. 4b. 1) Anything; 2) anything; 3) something; 4) nothing.

- Ex. 5b. 1. Italy, 2. 1502, 3. Cristopher Columbus, 4. 7 (years).

Lesson 67

- Ex. 5a. Cheap, make, take, another, hour, expensive, beautiful, deep, climb, protect, hot, something.

Lesson 68

- Ex. 4a. Top, stairs, steps; thick, inside, outside; outside, outside.

- Ex. 5b. 1. Nobody uses the stairs in the house. 2. Has anybody climbed 300 steps up? 3. Nobody from our class has been inside an Indian house. 4. It was dark and Mark couldn't see anybody in the garden, but he was sure that there was somebody outside.

Lesson 69

Ex. 6a. 1) Anybody; 2) anything; 3) somebody; 4) anybody; 5) nothing; 6) nobody.

Ex. 6b. A4, B1, C5, D2, E3.

Lesson 70

Ex. 4a. Ball, team, catch, height, weigh, held, becomes, team, expensive, sold.

Ex. 5b. 1. Not stated. 2. True. 3. True. 4. True. 5. False. 6. True. 7. False. 8. Not stated.

Lesson 74

Ex. 2b. 1. The first US flag was made in Baltimore in 1813. 2. It was 9 meters high and 13 meters wide. 3. It was made by a woman, called Mary Pickersgill. Her 13-year-old daughter helped her. 4. There were 15 stars on the flag. 5. It is kept in the National Museum of American History in Washington.

Ex. 3b. Anywhere, somewhere, anywhere, nowhere, somewhere.

Lesson 75

Ex. 4. 1) Sold; 2) sell; 3) cheap; 4) expensive; 5) bought; 6) another; 7) nowhere; 8) other; 9) nobody; 10) top.

Ex. 6a. 1C, 2A, 3E, 4D, 5B.

Lesson 76

Ex. 3. 1) Centuries; 2) early; 3) something; 4) century; 5) explorers; 6) outside; 7) step; 8) cheap; 9) sold; 10) later; 11) war; 12) thousands; 13) inside; 14) top.

Lesson 77

Ex. 2. 1) Anybody; 2) nothing; 3) anywhere; 4) somewhere; 5) somebody; 6) anybody; 7) anything; 8) somewhere; 9) nobody; 10) anything; 11) nothing; 12) somebody.

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

Lesson 84

Ex. 7b. 1. True. 2. True. 3. False. 4. False. 5. False. 6. True. 7. Not stated. 8. True. 9. Not stated.

Lesson 87

Ex. 4. 2, 5, 4, 6, 1, 3, 7.

Ex. 5. 1) Themselves; 2) yourself; 3) myself; 4) ourselves; 5) himself; 6) herself.

Lesson 88

Ex. 6b. A3, B2, C1.

Ex. 7. 1b, 2e, 3d, 4a, 5c.

Lesson 89

- Ex. 7b. 1. False. 2. False. 3. True. 4. True. 5. True. 6. False. 7. False. 8. Not stated.

Lesson 90

- Ex. 3. 1) Herself; 2) themselves; 3) himself; 4) myself; 5) ourselves; 6) herself; 7) yourself; 8) themselves.

Lesson 96

- Ex. 5a. 1D, 2C, 3B, 4A.

Lesson 97

- Ex. 5. Voyage, trip, journey, travel, travel, trip, journey.
Ex. 7. 1. False. 2. False. 3. True. 4. False. 5. Not stated. 6. False. 7. Not stated. 8. True.

Lesson 98

- Ex. 2. 1) Fly, will see; 2) will visit, go; 3) comes, will have; 4) finishes, will write; 5) will send, return; 6) will draw, buy.
Ex. 6. 1b, 2c, 3a, 4b, 5b, 6a, 7c.

Lesson 99

- Ex. 3. Nick – 3, Julia – 2, Patrick – 1, Tracy – 4.
Ex. 4. 1c, 2f, 3b, 4d, 5a, 6e.

Lesson 100

- Ex. 3a. 1) Attractions; 2) adventures; 3) attraction; 4) adventure; 5) dream.
Ex. 6c. 1c, 2b, 3d, 4a.

Lesson 101

- Ex. 7. 1. True. 2. False. 3. False. 4. True. 5. No information. 6. True. 7. False. 8. False.

Ключи к упражнениям рабочей тетради

Lesson 18

- Ex. 1. Across: 1) break; 2) secondary; 3) compulsory; 4) uniform; 5) life; 6) primary; 7) end. Down: 8) term; 9) free.

Lesson 20

- Ex. 2. 1) School; 2) playground; 3) clothes; 4) school uniform; 5) exam.
Ex. 3. Plan; will go; the sun; will swim; will surf; is bad; will read; a book; calls; will follow.

Lesson 21

- Ex. 1. Camp; hiking; train; competition.

Lesson 22

Ex. 1. a) West; b) fast; c) composition; d) east; e) south; f) explain; g) north.

Lesson 23

Ex. 2.

C	O	M	P	E	T	I	T	I	O	N
O						W	E	S	T	B
M	F									L
P	R	I	M	A	R	Y				O
O	E					E				C
S	E					A				K
I				F	A	S	T			
T						T				
I					F		L	I	F	E
O	C	O	M	P	U	L	S	O	R	Y
N	U			N	N	I	F	O	R	M

Lesson 30

Ex. 3. 1) Brave; 2) small; 3) land; 4) join; 5) poor; 6) town; 7) strong; 8) rich; 9) village; 10. decide.

Lesson 31

Ex. 1. 1) Travelling; 2) forest; 3) read; 4) give; 5) early.

Lesson 32

Ex. 1. Island; foggy; surrounded; deep; beautiful; carried; boat; situated; highest; important; wide; separates; population; mild.

Lesson 35

Ex. 1.

C	A	R	R	Y		H	I	G	H
		S	E	P	A	R	A	T	E
	S	U	R	R	O	U	N	D	
		S	I	T	U	A	T	E	D
					B	A	T	T	L
	S	A	I	L					
W	O	O	L		D	E	E	P	
			R	A	I	L	W	A	Y

Lesson 39

Ex. 1. White rabbit.

Lesson 40

Ex. 1. 1) hear; 2) discover; 3) hour; 4) without; 5) discover; 6) voyage; 7) wonder.

Lesson 43

Ex. 2. 1) English; England; 2) Holland; Dutch; 3) Scotland; Scottish; 4) Ireland; Irish; 5) Wales; Welsh; English.

Lesson 44

Ex. 1. 1728; England; a seaman; a village; shop; a sailor; talented; New Zealand; Tahiti; the Hawaiian; Islands; Antarctic; America.

Lesson 83

Ex. 2.

D	R	A	W	I	N	G	S	D	
S	K	I	I	N	G		W	A	
I							I	N	
N							M	C	
G							M	I	
I			S	K	A	T	I	N	G
N							N	G	
G	C	O	O	K	I	N	G		
M	O	D	E	L	L	I	N	G	
		P	A	I	N	T	I	N	G

Lesson 86

Ex. 4. 1) Rowing; 2) climbing; 3) skating; 4) biking; 5) jogging; 6) skiing; 7) snowboarding; 8) swimming.

Lesson 88

Ex. 4. 1) Jogging; 2) climbing; 3) cycling; 4) skiing; 5) skating; 6) rowing.

Lesson 90

Ex. 2. 1) Hyde Park; 2) playing football; 3) doing jigsaw puzzle; 4) Ben Nevis; 5) eleven.

Lesson 98

Ex. 1.

R	U	C	K	S	A	C	K		S
		A		C					U
B		P		A		M			N
O				R		O			G
O				F		N			L
K						E			A
	W	A	T	E	R	Y			S
	S	T	E	R	E	O			S
					C	Y	C	L	E
				S	U	I	T		S

Таблица оценивания

Evaluation Char

Group _____ Period _____

Theme _____

Code: **0–3** – weak; **4–5** – not very good; **6** – OK; **7–8** – very good;
 9–10 – excellent

	Skills and habits	1	2	3	4	5	6	7	8	9	10	11	12
1	Reading new information												
2	Listening and understanding												
3	Monologue sayings												
4	Dialogues												
5	Writing dictations												
6	Writing compositions												
7	Using new words												
8	Grammar correctness												
9	Pronunciation /reading												
10	Reciting												
11	Cultural awareness												
12	School attendance												
13	Activity at the lesson												
14	Communication												
15	Cooperation												
16	Diligence												
17	Attention												
18	Motivation and interest												
19	After class activity												
20	Imagination												
21	Homework activity oral												
22	Homework activity written												
23	Project work												
24	Home reading												
		1	2	3	4	5	6	7	8	9	10	11	12

Комментарий к таблице

Данная шкала оценивания позволяет учителю осуществлять наблюдение за деятельностью школьников в процессе обучения, выявлять разнообразные проблемы детей, связанные с особенностями их развития, составлять и реализовывать индивидуальную программу развития ребенка; отслеживать динамику развития школьника. Во внимание принимается работа ученика и на уроке, и дома, и во внеурочное время.

Рассматривая достижение предметных результатов, особое внимание придается активности и работоспособности непосредственно на уроке. Так, умение читать, понимать на слух, писать под диктовку, выражать свои мысли как индивидуально, так и в форме диалога оценивается как работа на уроке по шкале от 0 до 10. Особое внимание следует обратить на умение использовать активную лексику темы и творческий подход к выполнению заданий.

Данная шкала рекомендуется для заполнения в конце каждой изученной темы или один раз в четверть. При регулярной работе по шкале становится виден прогресс каждого обучающегося отдельно и всей группы в целом. Используя данные таблицы, учитель может более точно аргументировать выставленную оценку в четверти, указать на слабые и сильные стороны деятельности учащегося, разработать индивидуальную программу по устранению пробелов в знаниях.

Если вся группа имеет низкие показатели по одному—двум параметрам, то учителю стоит пересмотреть свою работу, скорректировать материал в соответствии с необходимостью, включить больше упражнений на развитие данного вида речевой деятельности.

Заполненные таблицы рекомендуется хранить на протяжении всего периода обучения группы; их также можно корректировать в зависимости от сложившихся обстоятельств. Например, можно ввести графу «посещаемость» или «страноведение». Не стоит переносить оценки за урок в данную таблицу. Ваше оценивание должно носить более глубокий характер. Умение работать на уроке спонтанно, представлять неординарные решения, мысли, должно оцениваться гораздо выше, чем выученный дома текст или написанное упражнение.

Прилежание, аккуратность, исполнительность, точность — отличные качества, однако при выставлении итоговой оценки они не должны «перевешивать» активность, умение работать в группе, проявлять воображение.

Таблица оценки деятельности учащихся является фактическим материалом при составлении и аннотировании портфолио учащихся и самого учителя.

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для общеобразовательных учреждений

Методическое пособие

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Для заметок
