ИННОВАЦИОННАЯ ШКОЛА

ФГОС




*Развиваем, сохраняя традиции...*

# АНГЛИЙСКИЙ ЯЗЫК 2-11 классы

## Развитие навыков 21 века на уроках иностранного языка



# Learning skills



# Literacy skills

- Information
- Media
- Technology

# Life skills

- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

# АНГЛИЙСКИЙ ЯЗЫК. 2–11 КЛАССЫ

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Базовый уровень




ФП 1.1.1.2.1.6.1




ФП 1.1.1.2.1.6.2




ФП 1.1.1.2.1.6.3




ФП 1.1.2.2.1.7.1




ФП 1.1.2.2.1.7.2

Базовый уровень




ФП 1.1.2.2.1.7.3




ФП 1.1.2.2.1.7.4




ФП 1.1.2.2.1.7.5

Углубленный уровень




ФП 1.1.3.2.1.10.1




ФП 1.1.3.2.1.10.2

**Коммуникация** – навыки качественного устного и письменного общения, умение говорить публично и внимательно слушать.

**Сотрудничество** – это деятельность нескольких сторон, благодаря которой все участники получают определённую выгоду. Сотрудничество включает в себя наличие лидерских качеств, умение работать в команде. Важным умением является способность с уважением выслушивать мнение окружающих и эффективно выражать свои собственные мысли и чувства в разнообразных жизненных ситуациях.

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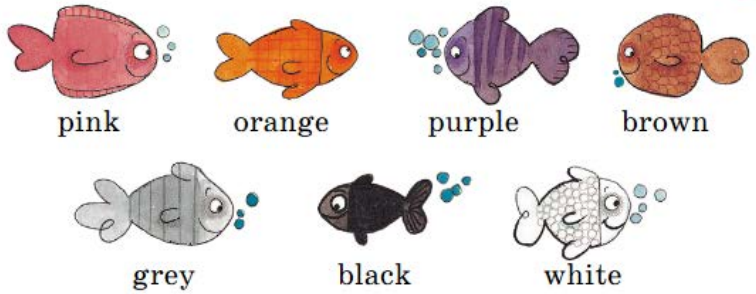
Рубрики, направленные на развитие навыков говорения



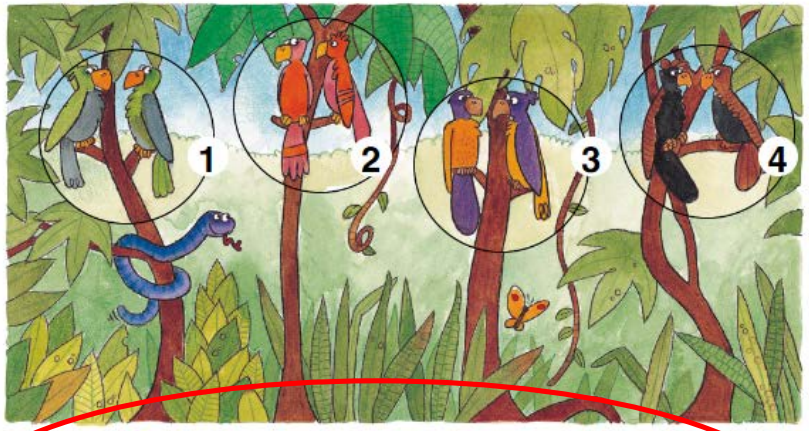
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# Начальная школа

**9** **Послушай и повтори. Запомни новые слова.**




**10** **Послушай и назови номер фрагмента картинки.**




**11** **Послушай ещё раз и опиши попугаев, следуя образцу.**

They are grey and green parrots.

Рабочая тетрадь, страница **40**.

| | |
|---|---|
| I must go. | I mustn't go. |
| We must go. | We mustn't go. |
| You must go. | You mustn't go. |
| He/She must go. | He/She mustn't go. |

mustn't = must not

You mustn't take the stars!

**7** **Подбери фразы к картинкам.**

Picture 1 – drink cola.

| | |
|---|---|
| do homework | clean the board |
| play football | draw on the desk |
| shout | talk on the mobile |
| listen to the teacher | drink cola |




**8** **А теперь расскажи о правилах поведения в школе. Используй *must* и *mustn't* и фразы из упражнения 7.**

You mustn't shout in the classroom.

Рабочая тетрадь, страница **51**.

# Speaking



I (4) … any brothers or sisters, but I've got three cousins. My aunt (5) … a son and a daughter and my aunt and uncle in Australia (6) … a daughter, Charlie. They (7) … a fantastic house near the beach. Charlie (8) … a dog, too. Its name is Max.

## Speaking

**5 Write three true and three false sentences about your family. Use *has got* or *have got*.**

*I've got 20 cousins.*

*My sister has got a famous boyfriend.*

**6 Work in pairs. Listen to your partner's sentences. Are they true or false?**

I've got 20 cousins.

False?

No, it's true!




## Speaking

**3 Ask and answer about the job sectors. Use these reasons and your own ideas.**

- the money
- the hours
- holidays
- the working environment
- work colleagues
- job satisfaction

Would you like to work in catering?

No, I wouldn't. The hours are long and the money isn't great.

# SPEAKING (10-11)

- *Тематическая лексика*
- *Фразы для общения*
- *Стратегии выполнения заданий по говорению*

## Speaking – describing people

4

**TASK**

**Describe one of the people in the photos.**







### Preparing the task

**1 Look at the photos and answer the questions below.**

1 Which person are the students talking about?
2 Do you agree with the students' description?

He's quite good-looking.

Yeah, but he seems a bit big-headed too!

**2a Read the student's vocabulary notes on the right and classify the adjectives.**

| *physical appearance* | *character* |
|---|---|
| *good-looking* | *big-headed* |

*medium-height good-looking friendly big-headed long-haired bad-tempered easy-going shoulder-length brown-eyed dark-skinned well-built*

**b Which type of adjectives do we use to answer these questions?**

1 What is he/she like?
2 What does he/she look like?

**3 Choose a person in the photos. Prepare notes using the words in 2a.**

### Doing the task

**4 Complete each of the steps below.**

1 Do the Read Aloud exercise before doing the task.
2 Brainstorm some adjectives to describe the person.
3 Make sure you include adjectives of physical appearance and adjectives of character.
4 Use modifiers to sound polite and enrich your description.
5 Do the task.

**READ ALOUD**

**Compound adjectives are usually pronounced as one word.**

**a Read the compound adjectives below and identify the stressed syllable.**

(1) good-looking (2) big-headed (3) easy-going

**SPEAKING STRATEGY**

**USING MODIFIERS TO SOUND POLITE**

When you describe a person use modifiers like *a bit*, *quite*, *fairly*, *very*. We particularly use these to say something negative and don't want to sound too critical, eg 'She's quite bad-tempered.'

**USEFUL LANGUAGE**

**Physical appearance**

He's about (+ approximate age, height)

She's (+ skin colour, hair colour, facial appearance)

**Character**

He's quite/fairly/very …

# Your voice

**3** Your voice **Complete the sentences.**

1 I can speak English but I can't …
2 When I'm at school I have to …
3 When I'm at home I don't have to …
4 Our teacher always says that we mustn't …
5 Before I'm 18, I can't …

**4** Your voice **Work in pairs. Discuss the questions.**

1 Which of these emergency services are free in your country?

police fire service
mountain rescue
ambulance lifeboats
cave rescue

2 How do you contact them?
3 Do you know anyone who has used these services?

**5** Your voice **Give a short talk on your house. First think about what you want to say.**

**Remember to say:**

- what it looks like
- how it looks inside
- what your favourite room is
- why you like / don't like to live there

**1** 90 **Read and listen to the text. Then do the quiz.**

**2** Your voice **Read the famous quote about travelling. Do you agree with it?**

*'The world is a book, and those who do not travel read only one page.'*
ST AUGUSTINE

# Discussion point

**DISCUSSION POINT**

***Change your tune***

to change your opinion or attitude

**Have you had an experience that has made you change your tune?**

**DISCUSSION POINT**

How long do you think can it take for a medical discovery which has hit the headlines to become affordable to ordinary people? Draw examples.

# Discussion point






**DISCUSSION POINT**

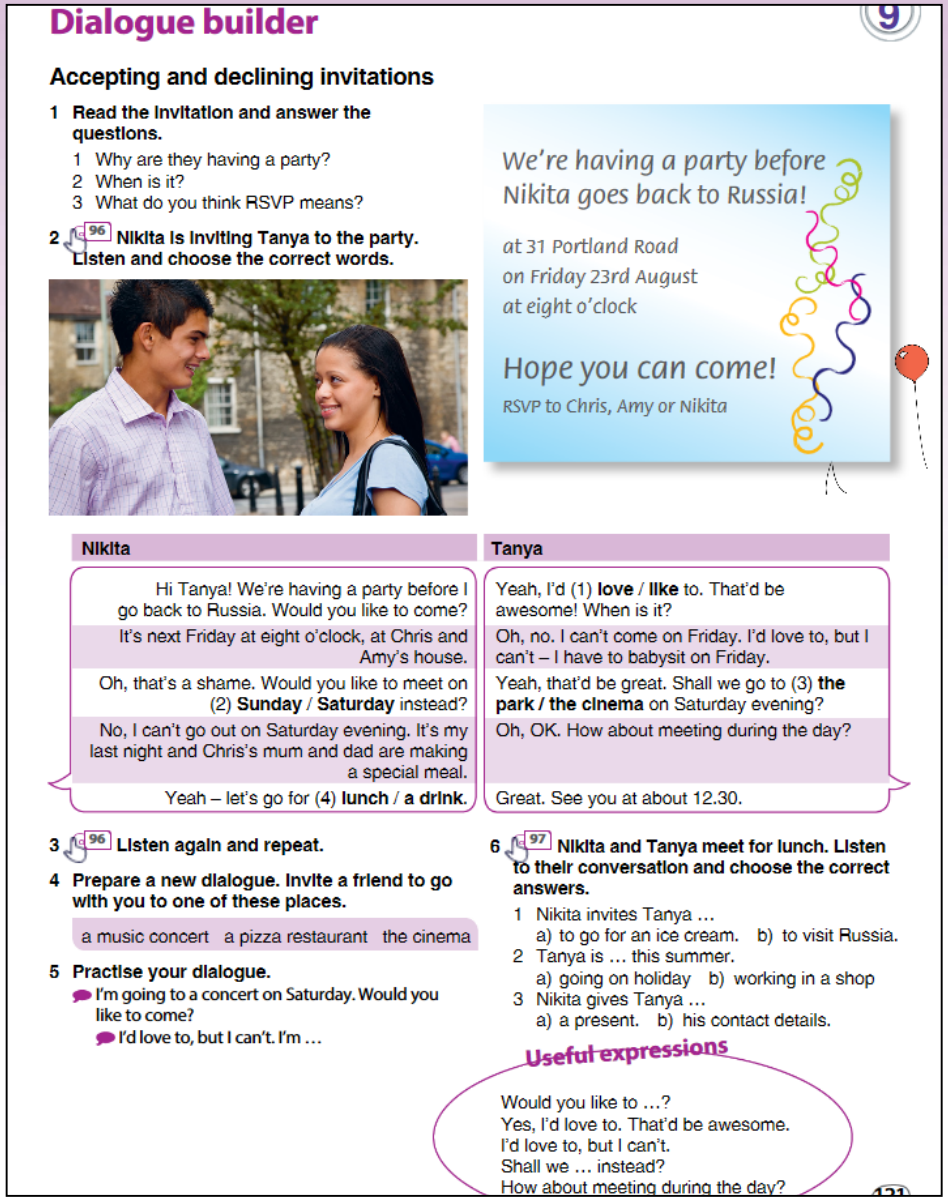
***Blockbuster***
very successful films or video games. Popular books are called best-sellers.

**Think of a very popular film or book that you like. What makes it a *blockbuster* or best-seller?**

# Dialogue builder

- Разнообразные коммуникативные ситуации
- Образцы диалогов
- Фразы для общения

3 What do you think RSVP means?



## Dialogue builder

9

### Accepting and declining invitations

**1 Read the invitation and answer the questions.**

1 Why are they having a party?
2 When is it?
3 What do you think RSVP means?

**2 96 Nikita is inviting Tanya to the party. Listen and choose the correct words.**



*We're having a party before Nikita goes back to Russia!*

*at 31 Portland Road*
*on Friday 23rd August*
*at eight o'clock*

*Hope you can come!*

*RSVP to Chris, Amy or Nikita*

| Nikita | Tanya |
|---|---|
| Hi Tanya! We're having a party before I go back to Russia. Would you like to come? | Yeah, I'd (1) **love** / **like** to. That'd be awesome! When is it? |
| It's next Friday at eight o'clock, at Chris and Amy's house. | Oh, no. I can't come on Friday. I'd love to, but I can't – I have to babysit on Friday. |
| Oh, that's a shame. Would you like to meet on (2) **Sunday** / **Saturday** instead? | Yeah, that'd be great. Shall we go to (3) **the park** / **the cinema** on Saturday evening? |
| No, I can't go out on Saturday evening. It's my last night and Chris's mum and dad are making a special meal. | Oh, OK. How about meeting during the day? |
| Yeah – let's go for (4) **lunch** / **a drink**. | Great. See you at about 12.30. |

**3 96 Listen again and repeat.**

**4 Prepare a new dialogue. Invite a friend to go with you to one of these places.**

a music concert  a pizza restaurant  the cinema

**5 Practise your dialogue.**

I'm going to a concert on Saturday. Would you like to come?
I'd love to, but I can't. I'm …

**6 97 Nikita and Tanya meet for lunch. Listen to their conversation and choose the correct answers.**

1 Nikita invites Tanya …
a) to go for an ice cream.  b) to visit Russia.
2 Tanya is … this summer.
a) going on holiday  b) working in a shop
3 Nikita gives Tanya …
a) a present.  b) his contact details.

**Useful expressions**

Would you like to …?
Yes, I'd love to. That'd be awesome.
I'd love to, but I can't.
Shall we … instead?
How about meeting during the day?

121

# Дидактические материалы в книге для учителя

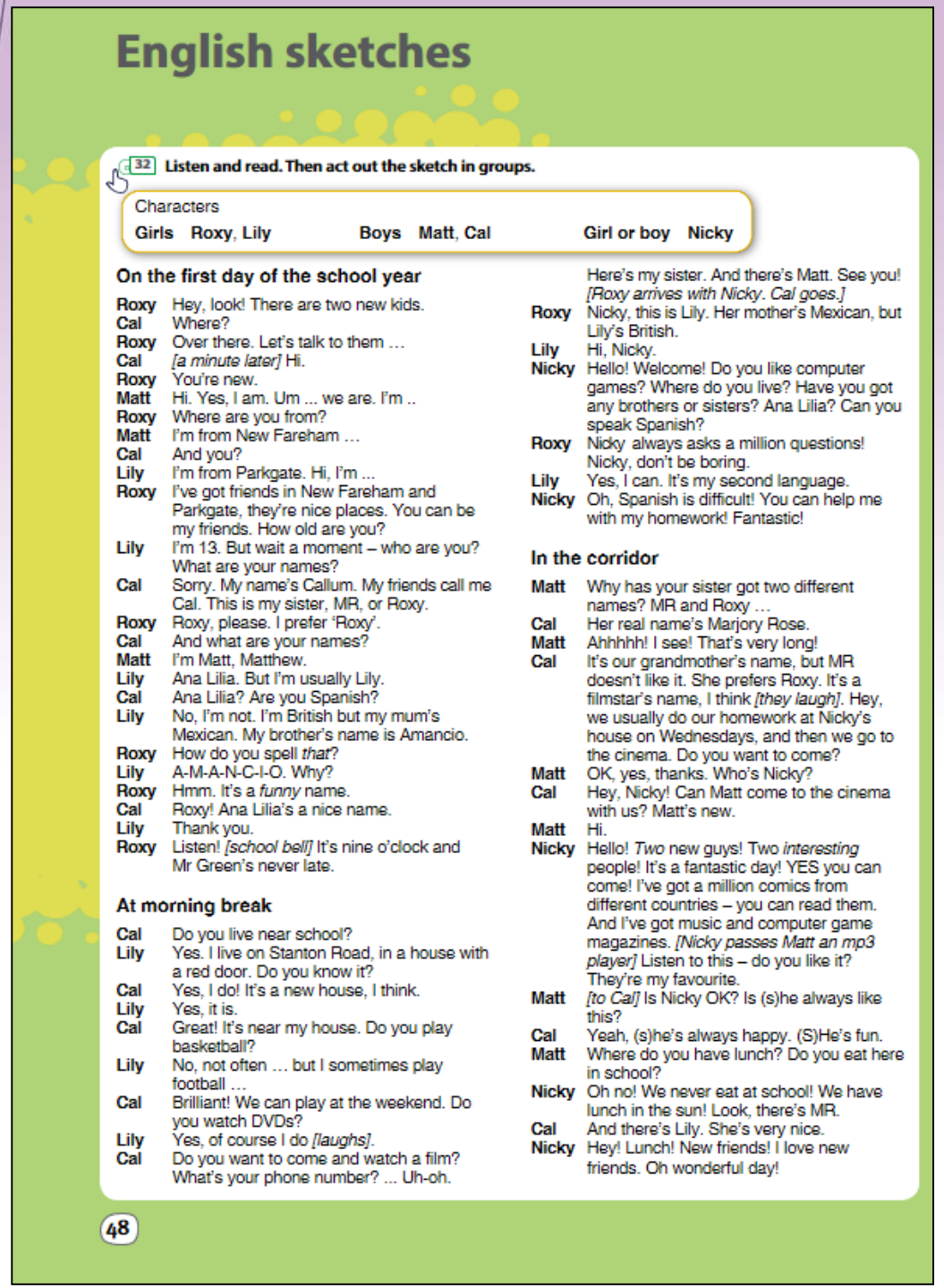
## Speaking

***What would you do if …***

Work in groups (or as a class). Place the situation cards in a pile in front of you so that you can't see what is written on them. Take it in turns to pick up a card and to read out the situation on it. You should then tell the rest of the group/class what you would do in such a situation. When you have finished, the rest of the group can say what they would do and a discussion can follow. The next student now picks up a card and reads it aloud, etc. The activity continues in the same way.

| | |
|---|---|
| What would you do if you found your sister's diary? | What would you do if you heard a burglar in your house? |
| What would you do if you saw a classmate cheating in an exam? | What would you do if you saw someone shoplifting? |
| What would you do if you had not studied for an important exam and you knew a way to cheat? | What would you do if someone told you they could show you what your life would be like in ten years' time? |

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# English sketches

32 **Listen and read. Then act out the sketch in groups.**

Characters

**Girls** Roxy, Lily **Boys** Matt, Cal **Girl or boy** Nicky

## On the first day of the school year

**Roxy** Hey, look! There are two new kids.
**Cal** Where?
**Roxy** Over there. Let's talk to them …
**Cal** *[a minute later]* Hi.
**Roxy** You're new.
**Matt** Hi. Yes, I am. Um ... we are. I'm ..
**Roxy** Where are you from?
**Matt** I'm from New Fareham …
**Cal** And you?
**Lily** I'm from Parkgate. Hi, I'm ...
**Roxy** I've got friends in New Fareham and Parkgate, they're nice places. You can be my friends. How old are you?
**Lily** I'm 13. But wait a moment – who are you? What are your names?
**Cal** Sorry. My name's Callum. My friends call me Cal. This is my sister, MR, or Roxy.
**Roxy** Roxy, please. I prefer 'Roxy'.
**Cal** And what are your names?
**Matt** I'm Matt, Matthew.
**Lily** Ana Lilia. But I'm usually Lily.
**Cal** Ana Lilia? Are you Spanish?
**Lily** No, I'm not. I'm British but my mum's Mexican. My brother's name is Amancio.
**Roxy** How do you spell *that*?
**Lily** A-M-A-N-C-I-O. Why?
**Roxy** Hmm. It's a *funny* name.
**Cal** Roxy! Ana Lilia's a nice name.
**Lily** Thank you.
**Roxy** Listen! *[school bell]* It's nine o'clock and Mr Green's never late.

## At morning break

**Cal** Do you live near school?
**Lily** Yes. I live on Stanton Road, in a house with a red door. Do you know it?
**Cal** Yes, I do! It's a new house, I think.
**Lily** Yes, it is.
**Cal** Great! It's near my house. Do you play basketball?
**Lily** No, not often … but I sometimes play football …
**Cal** Brilliant! We can play at the weekend. Do you watch DVDs?
**Lily** Yes, of course I do *[laughs]*.
**Cal** Do you want to come and watch a film? What's your phone number? ... Uh-oh. Here's my sister. And there's Matt. See you! *[Roxy arrives with Nicky. Cal goes.]*
**Roxy** Nicky, this is Lily. Her mother's Mexican, but Lily's British.
**Lily** Hi, Nicky.
**Nicky** Hello! Welcome! Do you like computer games? Where do you live? Have you got any brothers or sisters? Ana Lilia? Can you speak Spanish?
**Roxy** Nicky always asks a million questions! Nicky, don't be boring.
**Lily** Yes, I can. It's my second language.
**Nicky** Oh, Spanish is difficult! You can help me with my homework! Fantastic!

## In the corridor

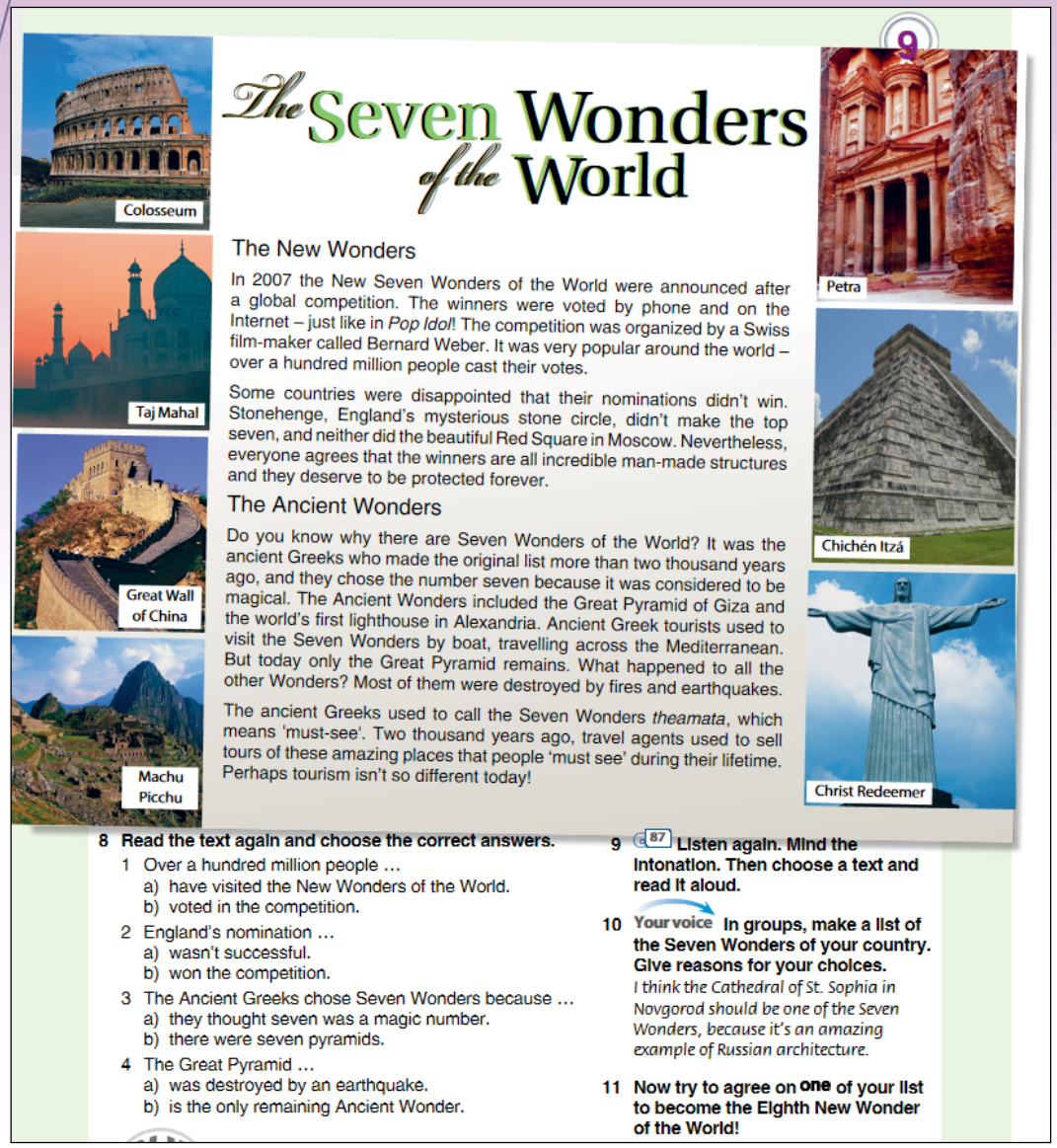
**Matt** Why has your sister got two different names? MR and Roxy …
**Cal** Her real name's Marjory Rose.
**Matt** Ahhhhh! I see! That's very long!
**Cal** It's our grandmother's name, but MR doesn't like it. She prefers Roxy. It's a filmstar's name, I think *[they laugh]*. Hey, we usually do our homework at Nicky's house on Wednesdays, and then we go to the cinema. Do you want to come?
**Matt** OK, yes, thanks. Who's Nicky?
**Cal** Hey, Nicky! Can Matt come to the cinema with us? Matt's new.
**Matt** Hi.
**Nicky** Hello! *Two* new guys! Two *interesting* people! It's a fantastic day! YES you can come! I've got a million comics from different countries – you can read them. And I've got music and computer game magazines. *[Nicky passes Matt an mp3 player]* Listen to this – do you like it? They're my favourite.
**Matt** *[to Cal]* Is Nicky OK? Is (s)he always like this?
**Cal** Yeah, (s)he's always happy. (S)He's fun.
**Matt** Where do you have lunch? Do you eat here in school?
**Nicky** Oh no! We never eat at school! We have lunch in the sun! Look, there's MR.
**Cal** And there's Lily. She's very nice.
**Nicky** Hey! Lunch! New friends! I love new friends. Oh wonderful day!

48

# Ролевые игры

- Работа в группе
- Распределение ролей
- Взаимоконтроль
- Развитие коммуникативных навыков
- Развитие творческих способностей

# Коммуникативные задания



9

## The Seven Wonders of the World


Colosseum


Taj Mahal


Great Wall of China


Machu Picchu

### The New Wonders

In 2007 the New Seven Wonders of the World were announced after a global competition. The winners were voted by phone and on the Internet – just like in *Pop Idol*! The competition was organized by a Swiss film-maker called Bernard Weber. It was very popular around the world – over a hundred million people cast their votes.

Some countries were disappointed that their nominations didn't win. Stonehenge, England's mysterious stone circle, didn't make the top seven, and neither did the beautiful Red Square in Moscow. Nevertheless, everyone agrees that the winners are all incredible man-made structures and they deserve to be protected forever.

### The Ancient Wonders

Do you know why there are Seven Wonders of the World? It was the ancient Greeks who made the original list more than two thousand years ago, and they chose the number seven because it was considered to be magical. The Ancient Wonders included the Great Pyramid of Giza and the world's first lighthouse in Alexandria. Ancient Greek tourists used to visit the Seven Wonders by boat, travelling across the Mediterranean. But today only the Great Pyramid remains. What happened to all the other Wonders? Most of them were destroyed by fires and earthquakes.

The ancient Greeks used to call the Seven Wonders *theamata*, which means 'must-see'. Two thousand years ago, travel agents used to sell tours of these amazing places that people 'must see' during their lifetime. Perhaps tourism isn't so different today!


Petra


Chichén Itzá


Christ Redeemer

**8 Read the text again and choose the correct answers.**

1 Over a hundred million people …
   a) have visited the New Wonders of the World.
   b) voted in the competition.

2 England's nomination …
   a) wasn't successful.
   b) won the competition.

3 The Ancient Greeks chose Seven Wonders because …
   a) they thought seven was a magic number.
   b) there were seven pyramids.

4 The Great Pyramid …
   a) was destroyed by an earthquake.
   b) is the only remaining Ancient Wonder.

**9** 87 **Listen again. Mind the intonation. Then choose a text and read it aloud.**

**10** Your voice **In groups, make a list of the Seven Wonders of your country. Give reasons for your choices.**
*I think the Cathedral of St. Sophia in Novgorod should be one of the Seven Wonders, because it's an amazing example of Russian architecture.*

**11 Now try to agree on one of your list to become the Eighth New Wonder of the World!**

**In groups, make a list of the Seven Wonders of your country. Give reasons for your choices.**

*I think the Cathedral of St. Sophia in Novgorod should be one of the Seven Wonders, because it's an amazing example of Russian architecture.*

**Now try to agree on one of your list to become the Eighth New Wonder of the World!**

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## Vocabulary

**1 Match characteristics 1–5 to their opposites.**

| | |
|---|---|
| 1 diligence | a initiative |
| 2 weakness | b integrity |
| 3 apathy | c reluctance |
| 4 dishonesty | d idleness |
| 5 willingness | e strength |

**2 Complete the sentences using words from 1.**

1 Being able to communicate well is a key … for any job **candidate**.
2 When good ideas occur to **employees** on a regular basis it shows they have ….
3 Good **working conditions** normally improve the … of people to work.
4 Good **employers** exercise due … when appointing new staff.
5 Stealing things from work shows a lack of … and can lead to workers getting **sacked**.

**3 Match the words in bold in 2 to the definitions below.**

1 people who pay others to work
2 people who are paid to work
3 pay, hours worked and place of work
4 having a working relationship terminated
5 a person who applies for a job

**4 Match the adjectives in the box to the definitions below.**

intuitive analytical emotional orderly adaptable practical

1 a flexible person who likes to respond to circumstances rather than control them
2 someone who is affected by strong feelings
3 a rational, detailed and logical person
4 an organised, exact person who likes to control rather than react to things
5 a pragmatic, realistic person
6 someone who uses their instinct

**5a Which of the adjectives in 4 would you use to describe each profession?**

poet teacher architect lawyer musician

**b Read the job advert and match words in 4 to the words in bold.**

*Great opportunity to become a*
The ideal candidate will have great organisational skills, an eye for detail and the ability to deal with changing circumstances.

## Vocabulary in context > Psychology

CLIL

### Getting a job – the psychological dimension

53 Employers who want to know more about the hidden psyche of candidates before recruiting them often use psychometric tests to assess their suitability. By analysing our answers to questionnaires, psychologists can construct a typology of our four most dominant personality traits. They use eight letters to define these. An **E** for those with an extrovert personality; **I** for introverts. An **S** for practical, down-to-earth people; an **N** for those who rely more on intuition. For those who make decisions analytically a **T**; an **F** for those who do this emotionally. Finally, if you are the kind of person whose subconscious mind tries to control your life, through lots of planning and organisation, you get a **J**; whereas an adaptable, go-with-the-flow person is given a **P**. However, you don't have to wait for an employer to tell you who you are. Decide which four of the eight letters above describe you best or take a test on the Internet. In less than an hour you could find out about what makes you tick and save years of frustration in a job that is not for you.

**6 Read the text. Find words or phrases that mean ...**

1 the part of the mind that controls attitudes and behaviour.
2 methods for measuring the ability to think.
3 a group of characteristics that describes a person.
4 a quality of character.
5 take life easy.
6 how you think.

**Common typologies for jobs:**
INTJ – scientist
ENFP – journalist
INFJ – author
ENTP – inventor
ISFP – artist
ESFP – entertainer

| | Intuitive | Analytical | Emotional | Orderly | Adaptable | Practical |
|---|---|---|---|---|---|---|
| **Poet** | | | | | | |
| **Teacher** | | | | | | |
| **Architect** | | | | | | |
| **Lawyer** | | | | | | |
| **Musician** | | | | | | |

boiled

fried

mashed

steamed

poached

baked

pears

salmon

eggs

potatoes

chicken

rice

ФГОС

# Задания, направленные на развитие навыков письменного общения

Next year she'll be ten.
She'll be ten next year.



next summer/winter/
autumn/spring/
holiday/week ...




**9** **Расскажи о каждой девочке, следуя образцу.**

This year she is nine. Next year she'll be ten.




**10** **Прочитай.**

my mail

From:
To:

Hi, Ann!
Please come to my birthday party tomorrow. We'll play games. We'll sing and dance. And we'll eat a very big birthday cake. Come to my place at 4 o'clock.
See you soon.
Beth

**А теперь напиши другу приглашение на свой день рождения.**

Рабочая тетрадь, страница **69**.

## Writing dossier

### An email

**1** **Read the email. Why is Alice asking for advice?**



Hi Charlie,

How are you? I hope you had a great holiday. Tell me all about it! I've got so much to tell you. Do you remember that I went to the disco session at the ice rink last week? Well, I met a really nice guy there called Joe! We talked for ages and I gave him my mobile number and he said he'd ring me. Guess what … he texted me yesterday and asked if I wanted to see him again!

The problem is that I can't decide what to do. I mean, we've got loads in common and we get on really well but he doesn't actually live here – he was just visiting his cousins. What do you think I should do?

Bye for now,

Alice

PS Please email me back tonight – I'm confused and I really need your advice!

**2** **Read the Language focus. Find six contractions in the email.**

**Language focus: contractions**

We usually use contractions in informal writing such as emails and blogs.
*I've* = I have *can't* = can not

**3** **Rewrite the sentences using contractions.**

### Writing plan

① **Imagine that you are Charlie. Write a reply to Alice's email. Include answers to these questions.**

1 Did you have a good holiday?
2 Are you pleased for Alice? Do you think Joe sounds nice?
3 Do you think it's a problem that Joe lives in a different town? Ask where he lives!
4 Do you think it's a good idea for Alice to see Joe again?
5 If Alice meets Joe again, where do you think they should go on a date?

② **Write your email. Use your notes from exercise 1.**

- Thank Alice for her email and tell her a bit about your holiday.
- Give your reaction to Alice's news.
- Give advice about the situation, and reasons why you think it's a good/bad idea to meet Joe.
- Give Alice your advice about what you think she should do next.
- Add a PS at the end with a question or some more information.

③ **Check your writing.**

- ✓ Use contractions, not full forms.
- ✓ Use at least one relationship verb.
- ✓ Use at least one reporting verb.
- ✓ Include reported speech or

ФГОС

# Writing – an opinion essay (2)

*It's better to see something once than to hear about it a hundred times.*

RUSSIAN PROVERB

## Step 1 Analysis of a text

**1** **Copy and complete the table with appropriate words from the box for each type of holiday.**

backpacking fixed itinerary tour guide
pre-booked hotels no fixed timetable
open itinerary no fixed travel arrangements
limited free time

| types of holiday | |
|---|---|
| organised tours | independent travel |

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

1 Does the writer think you learn more from organised tours or independent travel?
2 Where does the writer give her opinion?
3 What reasons for her opinion does the writer give?
4 What are the reasons against her opinion?
5 What is the purpose of the last paragraph?

### You learn more from organised tours than from independent travel. What do you think?

by Kate Moor



A Nowadays, more and more people like to travel around the world. They can choose to travel in a group or by themselves.

B Personally, I think that you learn a lot more and have a lot more fun travelling independently. According to a recent study, you remember things better when they are relevant to your needs. This means that all the research you do before you travel will come back to you while you are travelling, and make the experience more memorable. For example, in order to plan your journey, you need to find out the travel options first and read about the different tourist sites or places of interest so that you can prioritise your time. The saying, travel broadens the mind, is certainly true but I believe that planning your trip broadens the mind too.

C Of course, many people prefer to go on organised tours because it's more convenient. They don't have to book hotels, find out about transport and food or plan their itinerary.

D However, tour operators organise hotels and restaurants so as to suit their needs and timetables, not to give you an unforgettable experience. It is said that you only learn about a culture when you eat the food of that country. I really feel that you have more opportUNITYto sample local cuisine when you travel independently.

E To sum up, planning your own holiday is more rewarding, in my opinion, than going on a tour – and you will also learn more.

**3** **We use connectors of purpose to introduce the reason for an action. Find four connectors of purpose in the text and complete the rules below.**

1 *To + …*
2 *In order to + …*
3 *So that + …*
4 *So as to + …*

**4** **Find words or phrases in the text that mean …**

1 try 2 for their own convenience 3 giving you satisfaction

**USING IDIOMS**

**Find an idiom in the text which means …**

'to help you understand the world and make you more able to accept other people's ideas and beliefs'

**WRITING TASK**

**Write an opinion essay. (200–250 words)**

*You learn more about improving the environment by doing hands-on work than through reading about environmental issues.*

## Step 2 Prepare your text

**5** **Read the two introductions. Which do you think is better? Why?**

1 We read about environmental issues online all the time. That is how we have become so aware of the problems related to our environment. But is reading about it as good as actually doing something about it?
2 Many news outlets discuss environmental issues, but I don't feel like it does enough to help the environment. That is why I'm going to start volunteering for an environmental protection agency.

**6** **Join the sentences using the connectors of purpose in brackets. Then rewrite the sentences using a different connector. Make any necessary changes.**

1 People join Greenpeace. They want to feel like they are doing something to improve the environment. (in order to)
2 News sites have pages dedicated to environmental news. The public becomes more informed. However, few readers actually get involved. (so that)
3 You do volunteer work with trained professionals. You gain special knowledge of things like beach clean-ups and forest management. (so as to)

## Step 3 Plan, check and write your text

**7** **Complete the sentences with the ideas in paragraphs 2 and 3 of the Writing plan or your own ideas.**

It has been said that …
Some experts say that …
Many people feel that …
Most people agree that …
Volunteering is said to be …
It is generally believed that …

**8** **Use the notes below or your own ideas to write a conclusion. Use an appropriate phrase to start the paragraph.**

*first-hand experience better – although there is much learn through reading*
*enjoy the teamwork and meeting new people*
*have a deeper understanding of environmental issues and how to fix them*

**9** **Use the Writing plan to write a first draft of your essay. Then use the Checklist to write your final essay.**

**WRITING STRATEGY**

Strengthen your argument by presenting facts and attributing them to specific people or groups.

Use the passive to give common points of view or beliefs that aren't attributed to one group in particular.

**USEFUL LANGUAGE**

**Connectors of purpose**
in order to + *infinitive*
so that + *clause*
(they do it) to + *infinitive*
so as (not) to + *infinitive*

**Strengthening your argument**
A lot of people say, Experts believe, It is said that / It is clear that, According to the newspapers/ studies/reports

*Writing plan*
*Para.1*
*Explain title, state problem*
*Para.2*
*Give own opinion and reasons for it*
*Para.3*
*Give an opposing opinion and 1-2 reasons for it*
*Para.4*
*Explain why you don't agree with the opposing opinion*
*Para.5*
*Make a conclusion, restate your opinion*

**Checklist**

✔ Check you have used phrases to give opinions express purpose.
✔ Check you have restated your opinion in the conclusion.
✔ Check your grammar, vocabulary and spelling.



**Креативность** – «творческие способности индивида – способности порождать необычные идеи, отклоняться от традиционных схем мышления, быстро решать проблемные ситуации. Характерна готовностью к продуцированию принципиально новых идей и входит в структуру одаренности как независимый фактор».

Словарь практического психолога. — М.: АСТ, Харвест. С. Ю. Головин. 1998.

**Креативность** «определяется как способность представить и разработать принципиально новые подходы к решению проблем, ответы на вопросы, стоящие перед субъектом, или выражать идеи, применяя, синтезируя и видоизменяя знания».

Навыки XXI века: как формировать и оценивать на уроке? (*Образовательная политика,* 2019 г.)
https://edpolicy.ru/form-and-evaluate

# Компоненты креативности




Навыки XXI века: как формировать и оценивать на уроке? (*Образовательная политика,* 2019 г.)
https://edpolicy.ru/form-and-evaluate

# How to foster creativity



- ✓ Create a safe environment for learning
- ✓ Encourage role-playing
- ✓ Include fantasy-like themes
- ✓ Offer opportunities to create
- ✓ Provide autonomy to make choices
- ✓ Organise offline group activities

…



World Economic Forum, 2016. (2019). *New Vision for Education: Fostering Social and Emotional Learning through Technology*

ФГОС

# Креативные задания в начальной школе

## Давай повторим!

**16** **Прочитай.**



This is a white swan. It is big. It can fly and it can swim. You can see swans in Russia.



These are penguins. They can't fly, but they can swim. They can catch fish.



This is an ostrich and these are baby ostriches. An ostrich is a very big bird. It is from Africa. It can run, but it can't fly.

**17** **Прочитай вслух правильные утверждения.**

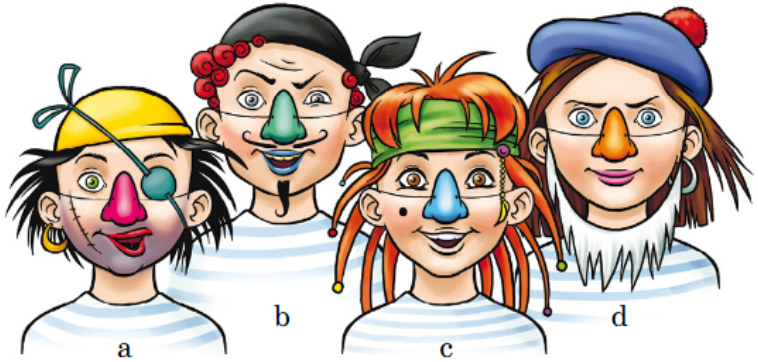
1 Penguins can catch fish.
2 A swan can run.
3 An ostrich can fly.
4 You can see swans in Russia.
5 An ostrich can't run.

**18** **Придумай сказочное животное. Назови его и расскажи о нём.**

Рабочая тетрадь, страница **18**.



**11** **Послушай и укажи на нужного пирата.**




**12** **А теперь прочитай вслух правильные утверждения. Послушай, проверь себя и повтори.**

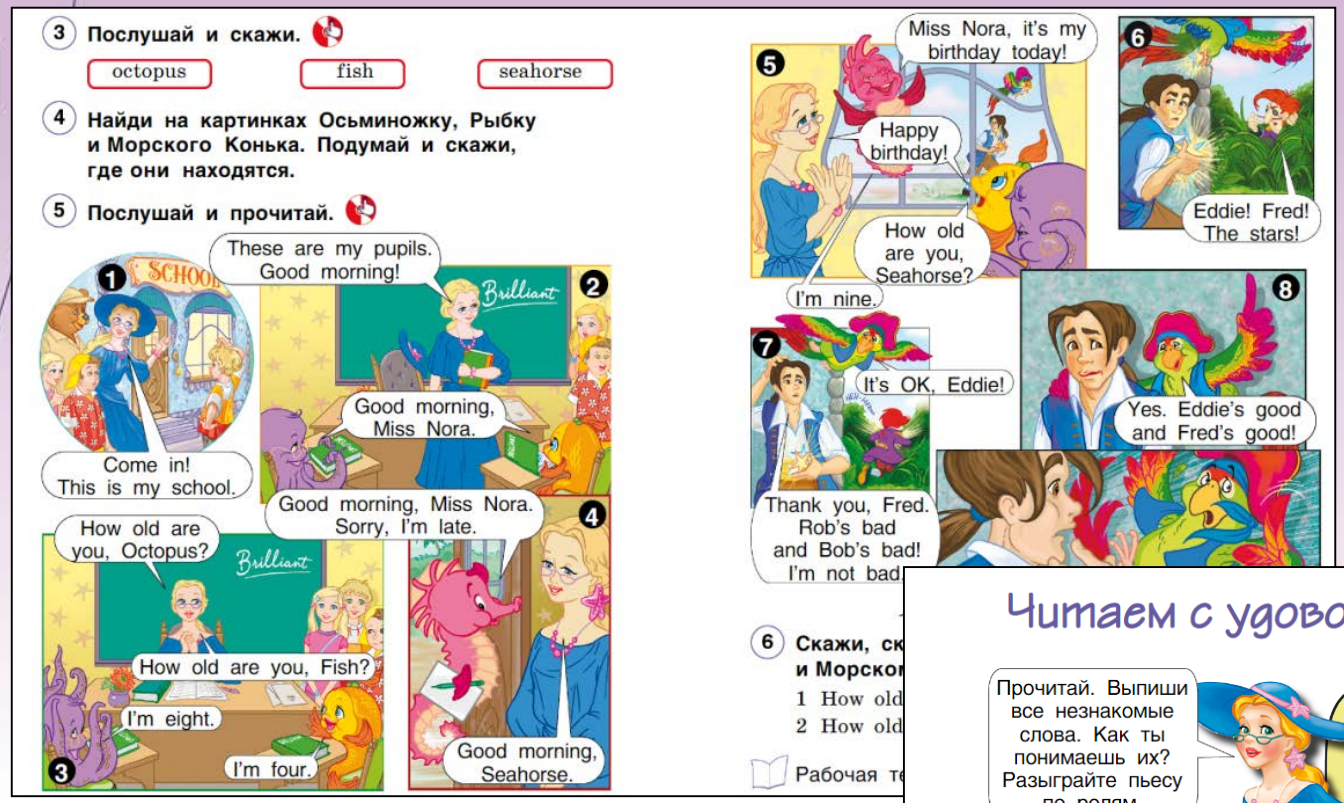
| | | |
|---|---|---|
| 1 | He's got a green mouth. | He's got green eyes. |
| 2 | She's got brown ears. | She's got brown hair. |
| 3 | He's got black hair. | He's got black ears. |
| 4 | She's got an orange nose. | She's got orange eyes. |
| 5 | He's got a purple nose. | He's got an orange nose. |
| 6 | She's got blue teeth. | She's got blue eyes. |

**13** **Нарисуй в тетради животное или сказочный персонаж. Опиши его, следуя образцу.**

*This is an octopus. It has got eight legs and two pink eyes. It hasn't got a tail. ...*

Рабочая тетрадь, страница **22**.

ФГОС










Разыгрывание сценок

ФГОС

# Read for Fun!



Read the shape poems. Think of words and write your shape poem.

## Shape Poems

Up! Down! Come on! Let's go! Where are we going? I don't know.

No legs! Small head! A horrible snake! Long and red!

Questions! Questions! Where? Who? What? Ask your questions! Learn a lot!

I'm painting. I'm writing. I'm drawing. I'm pointing. I'm counting with my fingers and my hands.




We're all people. We're all friends.











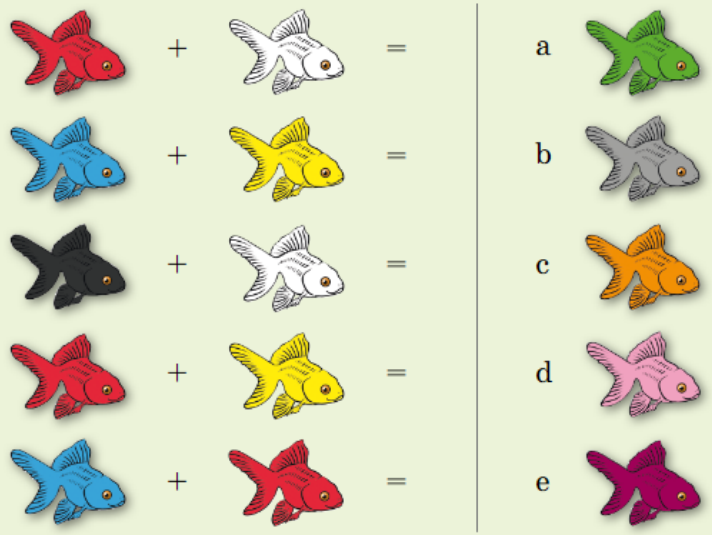
# Развитие любознательности

## Art
## Mixing Colours

| | |
|---|---|
| mix | grey |
| green | purple |
| pink | orange |
| black | white |

**1** **Какого цвета получится рыбка?**

One – a pink fish.




**2** **Разыграйте диалог, следуя образцу.**

Mix red and white. What's the colour?

Pink.

**3** **Смешай жёлтую, синюю и красную краски. Какой цвет у тебя получился? Напиши об этом так:** *yellow + blue + red =*



## The World Around Us
## What Are Clothes Made of?

| | |
|---|---|
| wool | cotton |
| leather | fur |
| silk | |



a ball of wool | a hand-kerchief | a belt | a fur collar | a tie

**1** **Составь и прочитай предложения.**

My jumper is made of wool.

| | |
|---|---|
| 1 My jumper is made of ... | a ... cotton. |
| 2 My dress is made of ... | b ... leather. |
| 3 My shirt is made of ... | c ... wool. |
| 4 My hat is made of ... | d ... silk. |
| 5 My boots are made of ... | e ... fur. |

**2** **Разыграйте диалог, следуя образцу.**

What are your shoes made of?

They're made of leather.

What is your hat made of?

It's made of fur.

**3** **Изучи этикетки на своей одежде и напиши в тетради, из чего она сшита.**

# Дополнительное задание

## Maths
## Shapes

| | |
|---|---|
| square | triangle |
| circle | rectangle |
| pentagon | |

square triangle circle rectangle pentagon

**1** **Сосчитай геометрические фигуры.**

**2** **Разыграйте диалог, следуя образцу.**

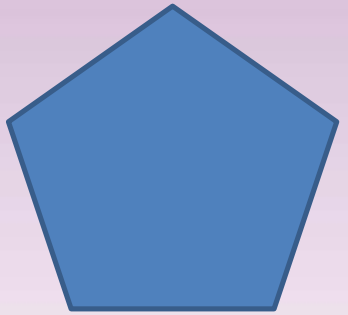
How many triangles?

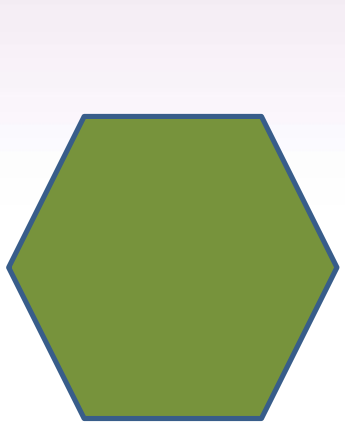
Four triangles.

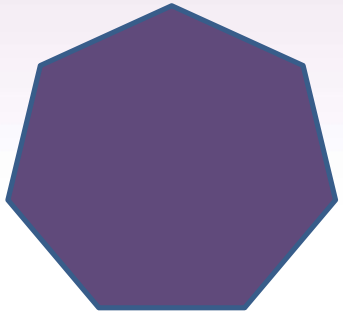
**3** **Начерти в тетради △ и ▭. Подпиши их по-английски и по-русски. Выдели корни в русских словах и попробуй найти корни в словах английских. Как ты думаешь, что означают корни английских слов?**

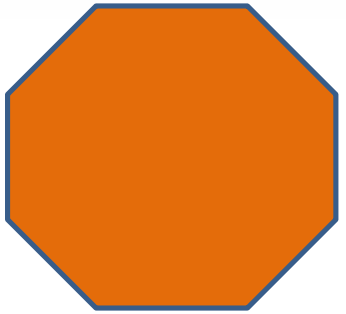
66

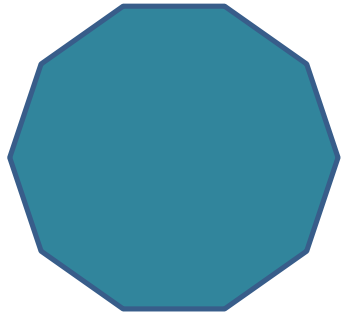










# Креативные задания в основной школе



CLIL

24 Science

4

**Things made from recycled materials**

1 58 Listen and repeat.

2 Match the words with the pictures.

stick together throw away weave
keep safe dry tie together

1 paper
2 plastic
3 metal
4 fabric
5 glass

a) b) c) d) e)

3 Read about the creative ideas. Which idea do you like best?

We can recycle paper and cardboard, metal, plastic, wood, fabric and glass. Bottle factories usually collect old bottles to recycle into new bottles and paper factories often turn old paper into new paper. But sometimes designers think of very creative ideas to make new things out of old things. Look at these!

1 Use old magazines to make this pretty wastepaper bin. Make rolls of paper and then stick the rolls together with strong glue.

2 When there isn't any ink in your pen, don't throw it away. Keep it safe until you have a collection. Then, when you've got lots, you can make a unique chandelier to decorate and light up any room in the house.

3 Don't throw your sweet wrappers in the bin! Spend a few hours on a rainy afternoon making this colourful bracelet.

4 If you've got lots of old coloured plastic bags, weave them together to make a useful basket for the house or garden.

5 Collect old clothes from your family and friends. Wash and dry them, and then tie them together to make a comfortable fabric chair for your bedroom!

**Project** Find another recycling idea.

**Plan**
Choose a material from the list in exercise 2.

**Research**
Go to http://www.makingfriends.com/recycle.htm and look at the ideas for making things from the recycled material you chose.

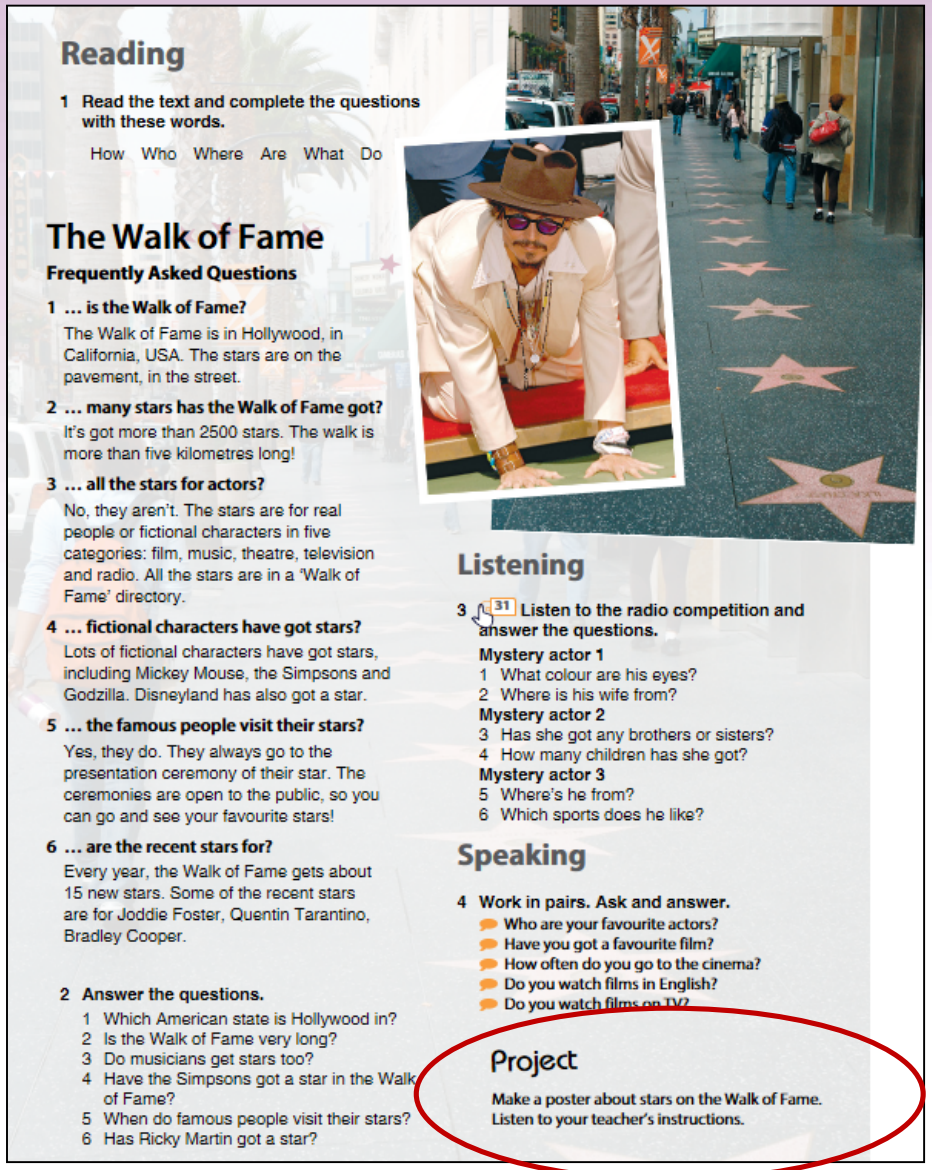
**Prepare**
Choose one of the ideas, read the instructions and collect the things you need.

**Present your material**
Make your recycled thing and take it into class to show your teacher and classmates.




Re-
- cycle
- use
- purpose

# Проектная деятельность



## Reading

**1 Read the text and complete the questions with these words.**

How Who Where Are What Do

## The Walk of Fame

**Frequently Asked Questions**

**1 … is the Walk of Fame?**

The Walk of Fame is in Hollywood, in California, USA. The stars are on the pavement, in the street.

**2 … many stars has the Walk of Fame got?**

It's got more than 2500 stars. The walk is more than five kilometres long!

**3 … all the stars for actors?**

No, they aren't. The stars are for real people or fictional characters in five categories: film, music, theatre, television and radio. All the stars are in a 'Walk of Fame' directory.

**4 … fictional characters have got stars?**

Lots of fictional characters have got stars, including Mickey Mouse, the Simpsons and Godzilla. Disneyland has also got a star.

**5 … the famous people visit their stars?**

Yes, they do. They always go to the presentation ceremony of their star. The ceremonies are open to the public, so you can go and see your favourite stars!

**6 … are the recent stars for?**

Every year, the Walk of Fame gets about 15 new stars. Some of the recent stars are for Joddie Foster, Quentin Tarantino, Bradley Cooper.

**2 Answer the questions.**

1 Which American state is Hollywood in?
2 Is the Walk of Fame very long?
3 Do musicians get stars too?
4 Have the Simpsons got a star in the Walk of Fame?
5 When do famous people visit their stars?
6 Has Ricky Martin got a star?

## Listening

**3 31 Listen to the radio competition and answer the questions.**

**Mystery actor 1**
1 What colour are his eyes?
2 Where is his wife from?
**Mystery actor 2**
3 Has she got any brothers or sisters?
4 How many children has she got?
**Mystery actor 3**
5 Where's he from?
6 Which sports does he like?

## Speaking

**4 Work in pairs. Ask and answer.**

- Who are your favourite actors?
- Have you got a favourite film?
- How often do you go to the cinema?
- Do you watch films in English?
- Do you watch films on TV?

## Project

Make a poster about stars on the Walk of Fame. Listen to your teacher's instructions.




## Project

Tell students they're going to make a poster about stars on the Walk of Fame. Ask them to find pictures of three actors or musicians, and find the following information about them: *Where is he / she from? How old is he / she? Has he / she got a wife / husband? Has he / she got brothers and sisters? Is he / she an actor or a musician?* and *What films is he / she in?* or *What songs does he / she sing?* Ask them to write their answers and check them using the Language guides in units 1–3.

Then write a final copy of the information and copy it onto the poster, illustrating it with the pictures. Use the posters to make a wall display.

# Генерирование идей

## Dialogue builder

9

### Finding information

1 92 **Read and listen. Which two ways can Dan use to find the information he's looking for?**

the Internet  talking to his parents  a leaflet
an encyclopedia



| Dan | Adviser |
|---|---|
| Hello! | Hello. How can I help you? |
| Have you got any information about language courses? | Yes, we have. What sort of thing are you looking for? |
| I'd like to find out about Spanish courses. | Well, there's a great website. This is the address. |
| OK. Can I use the Internet here? | Yes, you can. It's free. |
| Great, thanks. | We've also got some leaflets about language courses. They're over there. |
| Oh, OK. Thanks for your help. | No problem. Just ask if you need anything else. |

2 92 **Listen again and repeat. Practise your intonation.**

3 **Look at the Internet page of an information centre for young people. Complete the text with these words.**

voluntary  family  homework
helpline  health  money

**>> Information Direct**

**Help and information for all 13–19 year olds.**

| | |
|---|---|
| Learning | Help with (1) … and exam revision. Information about language courses. |
| Work | Find out about holiday jobs and (2) … work. |
| (3) … | Learn about saving and banking. |
| (4) … | Information about food and diet, exercise, and other health problems. |
| Relationships | Help with bullying, racism and (5) … problems. |

4 **Imagine you want to find out about one of these things. Prepare a new dialogue.**

1 doing voluntary work
2 studying in England
3 revising for exams

5 **Work in pairs. Practise your dialogue.**

Hello!
Hello, how can I help you?

**Useful expressions**

Have you got any information about …?
What sort of thing are you looking for?
I'd like to find out about …
Just ask if you need anything else.




4 Ask students to prepare a new dialogue, imagining they want to find out about one of the things listed. In pairs, brainstorm possible information they might want for each option, then elicit ideas and write them on the board. Tell students to prepare their dialogues using the dialogue builder, the ideas on the board and the Useful expressions.

ФГОС

# Across the curriculum

## Energy resources

**1 Match the words with the definitions.**

| | |
|---|---|
| 1 renewable | a) unable to be replaced |
| 2 non-renewable | b) a machine for producing electricity from wind |
| 3 coal | c) the material we get from trees |
| 4 fossils | d) a structure to prevent water from flowing |
| 5 sunlight | e) a fossil fuel formed from remains of plants and animals |
| 6 wood | f) the light that the sun produces |
| 7 wind turbine | g) able to be replaced |
| 8 dam | h) ancient remains of animals and plants, preserved in rock |

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

### Non-renewable energy resources – fossil fuels

Non-renewable energy comes from resources that are under the ground. It cannot be replaced – once it is used, it is gone. This type of energy comes from fossil fuels, eg, coal, oil and natural gas.

Coal takes millions of years to form. It is made from the remains of plants that lived hundreds of millions of years ago. Oil and natural gas are made from the remains of





sea creatures. Over time the remains become buried under mud and sediment. The sediment builds up, and the pressure and temperature increases. This transforms the remains, over millions of years, into the fossil fuels of today.

The energy in fossil fuels comes from the sun. Plants use sunlight to produce energy, and animals eat plants, absorbing this energy. Burning fossil fuels releases the energy stored in the fossilized remains of plants and animals.

1 Where can you find fossil fuels?
2 Can you name three examples of fossil fuels?
3 How long does it take for fossil fuels to form?
4 What is coal made of?
5 Where did the energy in fossil fuels originate?
6 What happens when we burn fossil fuels?





**3 Read the text and choose the correct words.**



**Wind power:** Wind turbines convert wind energy into electricity by spinning a generator. Wind power is only possible if there is wind.

**Biomass:** Biomass fuels, eg, wood, come from living things like trees. As we cut down trees for fuel, we plant new ones so we will always have wood to burn for fuel.

**Renewable energy**

Renewable energy resources can be replaced — the resource is always available. There are many different types of renewable energy.



**Solar power:** The sun gives out an enormous amount of energy. Solar panels capture this energy and convert it into electricity for use in homes and other buildings.

**Water power:** Moving water can be used to generate electricity, by forcing it to flow through a turbine. Most of the electricity in Switzerland (nearly 60%) comes from hydropower – there are several large reservoirs created by dams.

1 Renewable energy **cannot** / **can** be replaced.
2 **Wood** / **Coal** is a biomass fuel.
3 We use turbines to change **wind** / **wood** into electricity.
4 **Half** / **Over half** of Switzerland's energy comes from hydropower.
5 Solar panels are used to **receive** / **give out** energy.

## Project

**Do a project about saving energy.**

### Plan
**Look at all the ways you use energy in your home or at school and think about how you could save energy.**

### Research
**Find some information about how we can save energy. Look in the library or search on the Internet.**

### Prepare
**Make notes about all the ways you use energy and explain how you are going to try and save energy in the future. Add some photos, illustrations and diagrams.**

### Present your material
**Put your project on a poster and show it to your classmates and teacher.**

# Генерирование идей и работа в группах

Unit 6

## Lesson 33
## Rules

**Type of activity:** Writing rules

**Organization:** Group work

**Time:** 15 minutes

**Preparation:** Copy one worksheet for the whole class and cut into cards.

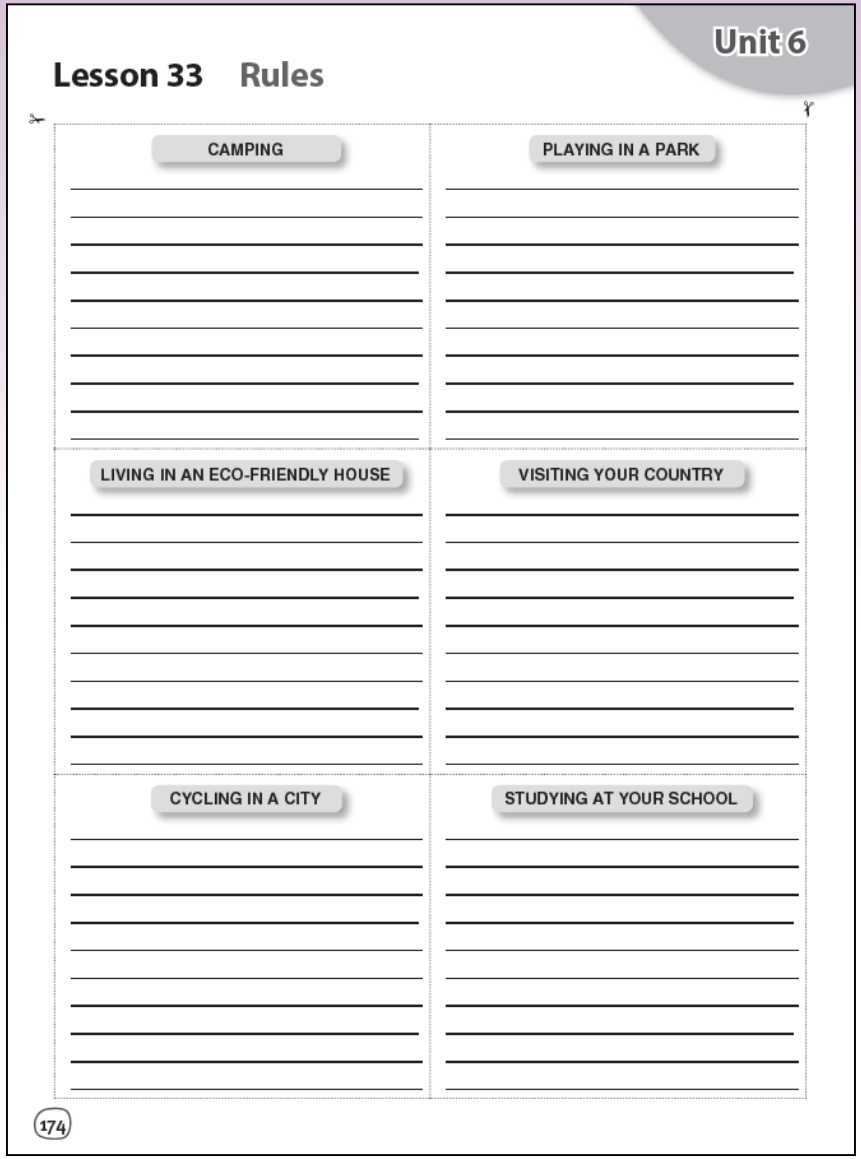
**To use:** After exercise 6

**Instructions**

- Divide the class into six groups. Give each group a card with an activity. They should not show their cards to other groups. Ask them to write at least six rules for someone who is going to do the activity for the first time. They should use *must* and *mustn't*. Set a time limit of 8 minutes for this task.
- When the time is up, ask a representative of each group to read out the rules without revealing what the activity is. Other groups try to guess which activity the rules refer to.

**Extension**

- The groups pass their list of rules on to another group and try to add more rules to the list they have received. After two minutes, they pass the list on again and repeat the task. Continue the procedure until each group has worked on all six lists.






# Креативные задания в старшей школе

## 6 SCIENCE FICTION?

### TOPIC WORDS

**1 Match the words to their definitions.**

black holes  teleportation  relativity

1 sending people or objects from one place to another in the form of energy
2 an area in space where the force of gravity is very strong
3 a theory about time, space and movement

**2 Which of the following do you think we will invent in the future?**

- invisibility cloaks
- teleportation
- androids
- time travel

**3 When ~~do you think~~ we will have each of the inventions in 2?**

a in the near future (10–50 years)
b in more than 100 years
c in the distant future (1000 years)
d never

**4 In which century did people first start using the following?**


spaceships


electricity


submarines


telescopes

### Reading

**1 These key words and phrases appear in the text. Read them and translate.**

- navigation
- synthetic
- shadows
- surround
- parallel universes

**READING STRATEGY**

**KEY WORDS**

Key words are often repeated or reappear as synonyms in the text. Recognising them helps you understand what the main ideas of the text are.

**2a Find these words in the text. Which ones are key words?**

invisibility cloak  possible  impossible  laws  absurd

**b Find a synonym in the text for the key words.**

**3 Read the text and choose the best answer.**

1 The article is mainly about how ...
a scientists come up with new ideas and inventions.
b people could become invisible in the future.
c things that seem impossible now might happen in future.
d sci-fi gives scientists ideas for inventions.

2 Recent inventions are evidence that …
a humans can do apparently impossible things.
b our opinion of what is possible changes over time.
c we underestimate what we can do in the future.
d scientists have got better at inventing things recently.

3 Which ideas does Professor Kaku think are very improbable?
a time travel
b anything that takes over a thousand years to invent
c things that we don't understand at the moment






# Дополнительные задания

**Homework**

Students give famous people advice using *have/ get something done*. Tell students to think of six famous people and write advice for them, without naming the person, eg *I think you should get your hair cut – it's always messy! And you should have your face made up because you're always so pale*. In the following lesson, students read each other's advice and guess who the person is. (The example is giving advice to Edward Cullen, played by Robert Pattinson in the *Twilight* films.)

**OPTIONAL WARMER B**

Students brainstorm words that they have learnt in this unit and write them randomly on a piece of paper. They then exchange papers with another student and categorize the words on their partner's piece of paper, using categories of their choice.

**Homework A**

Students create a gapfill exercise. Ask them to write at least five sentences using the phrasal verbs from the lesson, then to copy their sentences out leaving gaps for a partner to complete. In the following lesson, ask students to exchange sentences and complete them.



**Критическое мышление** — это процесс соотнесения внешней информации с имеющимися у человека знаниями, выработка решений о том, что можно принять, что необходимо дополнить, а что — отвергнуть.

**Заир-Бек С. И.** Развитие критического мышления на уроке: пособие для учителей общеобразовательных учреждений / С. И. Заир-Бек, И. В. Муштавинская. 2011 г.

**Критическое мышление** — это система мыслительных стратегий и коммуникативных качеств, позволяющих эффективно взаимодействовать с информационной реальностью.

**(Полат Е.С.)**

# Основные умения

**Анализ**: умение находить связи между утверждениями, вопросами, аргументами.

**Оценка**: умение оценить надёжность утверждений, убедительность доводов.

**Объяснение** (аргументация): умение объяснить ход своих мыслей / метод, защитить свои выводы.

**Выведение гипотез** (планирование решений): умение формировать гипотезы и самим делать выводы, обнаруживать нехватку информации.

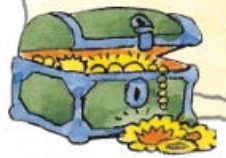
**Саморегуляция** (контроль): рефлексия, самопроверка и коррекция.

Навыки XXI века: как формировать и оценивать на уроке? (*Образовательная политика,* 2019 г.)
https://edpolicy.ru/form-and-evaluate

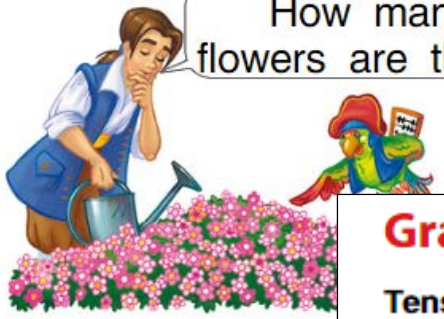
# Индуктивный подход к обучению грамматике

There's one flower.
There are two pirates.
There are lots of flowers.

How many flowers are there?



There's = There is




1, 2, 3, 4,
There are lots

**7** **Скажи, что изображено на картинке, используя** *There is* **и** *There are*.





## Grammar 2

9

### Tense review: present, past and future

**1 Look at the table. Copy and complete the table with the negative forms.**

| | | affirmative | negative |
|---|---|---|---|
| present | present simple | They live in Belfast. | They don't live in Belfast. |
| | present continuous | They're spending the weekend together. | They aren't spending the weekend together. |
| past | past simple | The peace process began. | |
| | past continuous | The politicians were trying to agree. | |
| | present perfect | I've met lots of really nice people. | |
| future | *will* | People will live in peace in the future. | |
| | *be going to* | They're going to keep in touch. | |
| | present continuous for future | They're visiting the beach. | |

**2 Match tenses 1–5 with sentences a–e.**

1 Present continuous
2 Past simple
3 Present simple
4 Future with *will*
5 Past continuous

a) She studies every day.
b) We're studying English now.
c) I met my best friend three years ago.
d) We were playing football.
e) People will travel to other planets.

**5 Read the text and choose the correct forms of the verbs.**



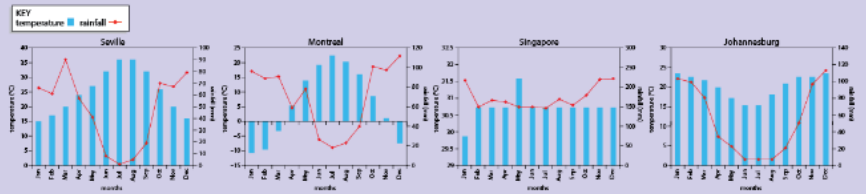
At the moment I'm on holiday in Yakutia with

# Анализ материалов из разных источников

## Geography 9

### Climate graphs

**4 Look at the climate graphs. Say if the statements are true or false.**



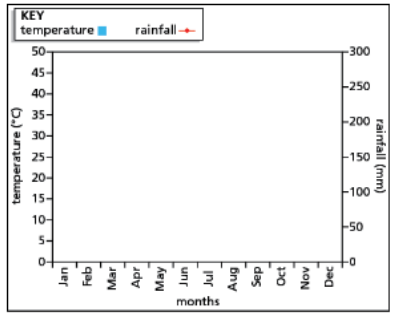

1 It rains a lot in Montreal in the summer.
2 It is never above 40°C in Seville.
3 The temperature changes every month in Singapore.
4 It is always between 10°C and 20°C in Johannesburg.
5 March is the rainiest month in Seville.
6 In Singapore it rains a lot every month.
7 In Montreal, the winters are cold but the summers are hot.
8 The driest month in Johannesburg is May.

### Project

**You are going to make two climate graphs, one for your home city and one for a city in another climate zone.**

### Plan

1 **Make two copies of the climate graph below.**
2 **Write the name of your city on one graph. Write the name of another city on the second graph.**




### Research

**Find the information about rainfall and temperature in the two cities from newspapers, on the radio or TV or on the Internet, for example:**

www.meto.gov.uk/index.html
www.worldclimate.com
www.bbc.co.uk/weather

### Prepare

**Complete the graphs for each month.**

1 Record the rainfall by marking with a point in the appropriate places.
2 Shade in the monthly temperature.

**Don't forget to draw a line between all the rainfall points.**

### Present your material

**Write a short text about the rainfall and temperature in the two cities and show it to your classmates and teacher.**

Across the curriculum

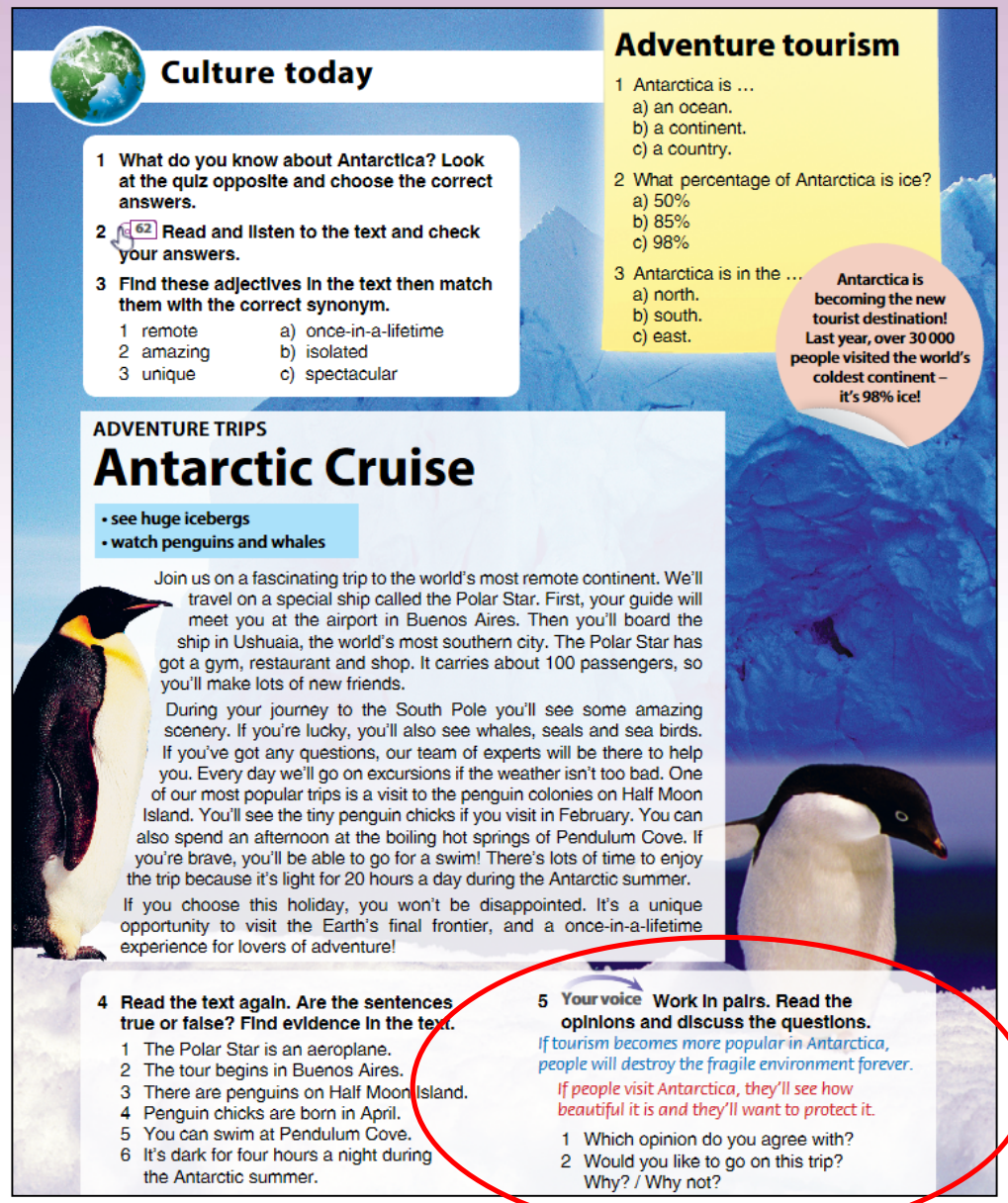



**Research**

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# Выражение мнения



## Culture today

1 What do you know about Antarctica? Look at the quiz opposite and choose the correct answers.

2 62 Read and listen to the text and check your answers.

3 Find these adjectives in the text then match them with the correct synonym.

| | |
|---|---|
| 1 remote | a) once-in-a-lifetime |
| 2 amazing | b) isolated |
| 3 unique | c) spectacular |

## Adventure tourism

1 Antarctica is …
a) an ocean.
b) a continent.
c) a country.

2 What percentage of Antarctica is ice?
a) 50%
b) 85%
c) 98%

3 Antarctica is in the …
a) north.
b) south.
c) east.

Antarctica is becoming the new tourist destination! Last year, over 30 000 people visited the world's coldest continent – it's 98% ice!

ADVENTURE TRIPS

## Antarctic Cruise

- see huge icebergs
- watch penguins and whales

Join us on a fascinating trip to the world's most remote continent. We'll travel on a special ship called the Polar Star. First, your guide will meet you at the airport in Buenos Aires. Then you'll board the ship in Ushuaia, the world's most southern city. The Polar Star has got a gym, restaurant and shop. It carries about 100 passengers, so you'll make lots of new friends.

During your journey to the South Pole you'll see some amazing scenery. If you're lucky, you'll also see whales, seals and sea birds. If you've got any questions, our team of experts will be there to help you. Every day we'll go on excursions if the weather isn't too bad. One of our most popular trips is a visit to the penguin colonies on Half Moon Island. You'll see the tiny penguin chicks if you visit in February. You can also spend an afternoon at the boiling hot springs of Pendulum Cove. If you're brave, you'll be able to go for a swim! There's lots of time to enjoy the trip because it's light for 20 hours a day during the Antarctic summer.

If you choose this holiday, you won't be disappointed. It's a unique opportunity to visit the Earth's final frontier, and a once-in-a-lifetime experience for lovers of adventure!

4 Read the text again. Are the sentences true or false? Find evidence in the text.

1 The Polar Star is an aeroplane.
2 The tour begins in Buenos Aires.
3 There are penguins on Half Moon Island.
4 Penguin chicks are born in April.
5 You can swim at Pendulum Cove.
6 It's dark for four hours a night during the Antarctic summer.

5 Your voice Work in pairs. Read the opinions and discuss the questions.

*If tourism becomes more popular in Antarctica, people will destroy the fragile environment forever.*

*If people visit Antarctica, they'll see how beautiful it is and they'll want to protect it.*

1 Which opinion do you agree with?
2 Would you like to go on this trip? Why? / Why not?

**1** – If tourism becomes more popular in Antarctica, people will destroy the fragile environment forever.

**2** – If people visit Antarctica, they'll see how beautiful it is and they'll want to protect it.



# Заключение


Ю.А. КОМАРОВА, И.В. ЛАРИОНОВА
АНГЛИЙСКИЙ ЯЗЫК
2 КЛАСС
Ю.А. КОМАРОВА
И.В. ЛАРИОНОВА
АНГЛИЙСКИЙ ЯЗЫК
5 класс
Ю.А. КОМАРОВА
И.В. ЛАРИОНОВА
АНГЛИЙСКИЙ ЯЗЫК
8 класс
Ю.А. КОМАРОВА
И.В. ЛАРИОНОВА
АНГЛИЙСКИЙ ЯЗЫК
10 класс
УГЛУБЛЁННЫЙ УРОВЕНЬ
Н.Д. Гальскова, Д.К. Бартош, М.В. Харламова
НЕМЕЦКИЙ ЯЗЫК
5 КЛАСС
ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК
DEUTSCH SUPER!
Н.Д. Гальскова, М.А. Демьяненко, О.Ф. Сереброва
НЕМЕЦКИЙ ЯЗЫК
7 КЛАСС
ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК
DEUTSCH SUPER!
Л.Ш. Рахимбекова, С.Ю. Распертова, Н.Ю. Чечина, Дин Аньци
КИТАЙСКИЙ ЯЗЫК
ОТКРЫВАЯ КИТАЙ
10
Аманда Конт
Мэри Чаррингтон
ВОКРУГ СВЕТА С АНГЛИЙСКИМ
Начальный уровень
«РУССКОЕ СЛОВО»

# ИЗДАТЕЛЬСТВО «РУССКОЕ СЛОВО»


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РУССКОЕ-СЛОВО.РФ


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