



УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКТ  
(УМК) "АНГЛИЙСКИЙ В ФОКУСЕ.  
SPOTLIGHT. 5 КЛАСС. ВАУЛИНА Ю.Е." |

# 1 C

## Favourite subjects

### Reading

1 Read and answer the questions.

**MERTON**  
SECONDARY SCHOOL

AFTER SCHOOL CLASSES SUBJECT CHOICE FORM

Name: Tony Mitchell (12)

Class: 8c

Subjects: Please tick (✓)

Maths	<input type="checkbox"/>	Art	<input checked="" type="checkbox"/>	Music	<input checked="" type="checkbox"/>
English	<input type="checkbox"/>	PE	<input type="checkbox"/>	Other	<input type="checkbox"/>
Geography	<input type="checkbox"/>	IT	<input type="checkbox"/>	language	<input type="checkbox"/>
History	<input type="checkbox"/>	Science	<input type="checkbox"/>		

- 1 What is his name?
- 2 What class is he in?
- 3 What school is he in?
- 4 What subjects does he choose?

2 Read the short paragraph and correct the mistakes.

▶ 12  
Tony Mitchell is ~~14~~. He's at Merton secondary school. He's in class ~~2b~~. He does English, maths, ~~geography~~ and science.

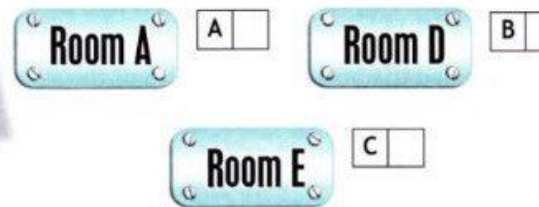
### Listening

4 Listen and tick (✓) the right picture.

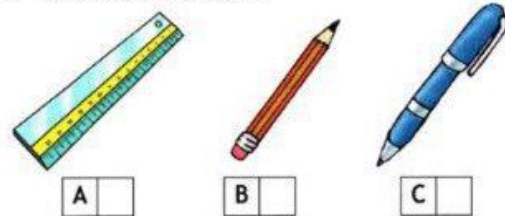
1 What is the boy's name?



2 Where is the maths lesson?



3 What is on the desk?



4 What is Marv's favourite subject?

• Упр. 1, с. 30. Задачи: развитие умения работать с текстами разных форм; развитие умения точно понимать содержание текста (изучающее чтение).

– Попросите учащихся сначала просмотреть текст и определить его тип. Разберите подзаголовков а subject choice form – анкета для определения предметов по выбору. Обсудите, существует ли в наших школах такая форма обучения, хотели бы учащиеся иметь возможность выбора предметов. К предметам по выбору в английской школе относятся музыка, иностранные языки и т. д. Математика, литература, география – обязательные предметы. Затем дайте время прочитать текст и продумать ответы. Предложите учащимся в парах читать и отвечать на вопросы. Задайте дополнительно вопросы: Who filled in this form? What's his name? What do you think that number next to his name is? Etc.

**Ключи:** 1 Tony Mitchell, 2 7C, 3 Merton Secondary School, 4 Art, Music.

## Reading

4 Look at the picture and the title of the text. Read the four names below. Who are these people? Listen and read to find out.

- Aunt Mary • Mary Jane •
- Peter Parker
- The Green Goblin

5 Read and answer the questions. Explain the words in bold.

- 1 Where's Spider-Man from?
- 2 Who's his best friend?
- 3 What can Spider-Man do?
- 4 Who is against him?

## study skills

### Making notes

Read the text and underline keywords. List the points under headings. Use your notes to present the topic.




# Amazing Spidey!

by Ann Smith

★★★★★

Peter Parker is a **quiet** teenager. He lives in a small house in

New York City with his Aunt Mary. Peter hasn't got many friends. His best friend, Mary Jane, lives **next door**. One day, a spider **bites** Peter in a science lab. Now he's got special **powers**! He is **strong** and **fast** and he can **climb walls**, just like a spider! People love him, but his **enemy**, the evil Green Goblin, is after him. Can Spider-Man stop him? **Watch** this brilliant film to find out!

8  What have Jane and John got in their school bags? Ask and answer.



Jane

John

## Reading

- **Упр. 4, с. 37.** *Задача: развитие умений прогнозирования и понимания содержания текста по заголовку и иллюстрациям.*

— Попросите учащихся рассказать вам, что они знают о Человеке-пауке (его настоящее имя, имя его лучшего друга, кто его злейший враг и т. д.). Просмотрите предлагаемый список имен и попросите учащихся предположить, кто эти люди. Учащиеся читают текст в сопровождении аудиозаписи. Проверьте понимание текста: ответы на поставленный вопрос.

**Ключи:** *Aunt Mary is Spider-Man's aunt. Mary Jane is Spider-Man's best friend. Peter Parker is Spider-Man's real name. The Green Goblin is Spider-Man's enemy.*

## Reading

- 2** a) Read the first exchange. Who's got a new bike?  
b) What is Amy's present? Listen and read to find out.

**Tim:** Hi, Amy!

**Amy:** Hi, Tim! Is that your new bike?

**Tim:** Yes, it is!

**Amy:** Wow, it's fantastic!

**Tim:** Thanks, Amy. Is that your new camera?

**Amy:** Yes. It's a digital camera from my mum and dad. It's my birthday today.

**Tim:** Oh, Happy Birthday, Amy!

**Amy:** Thanks, Tim! Smile for the camera!

## Reading

- **Упр. 2, с. 38. а)** *Задача: развитие умения прогнозировать содержание текста-диалога по первым репликам.*

**Ключи:** *Tim's got a new bike.*

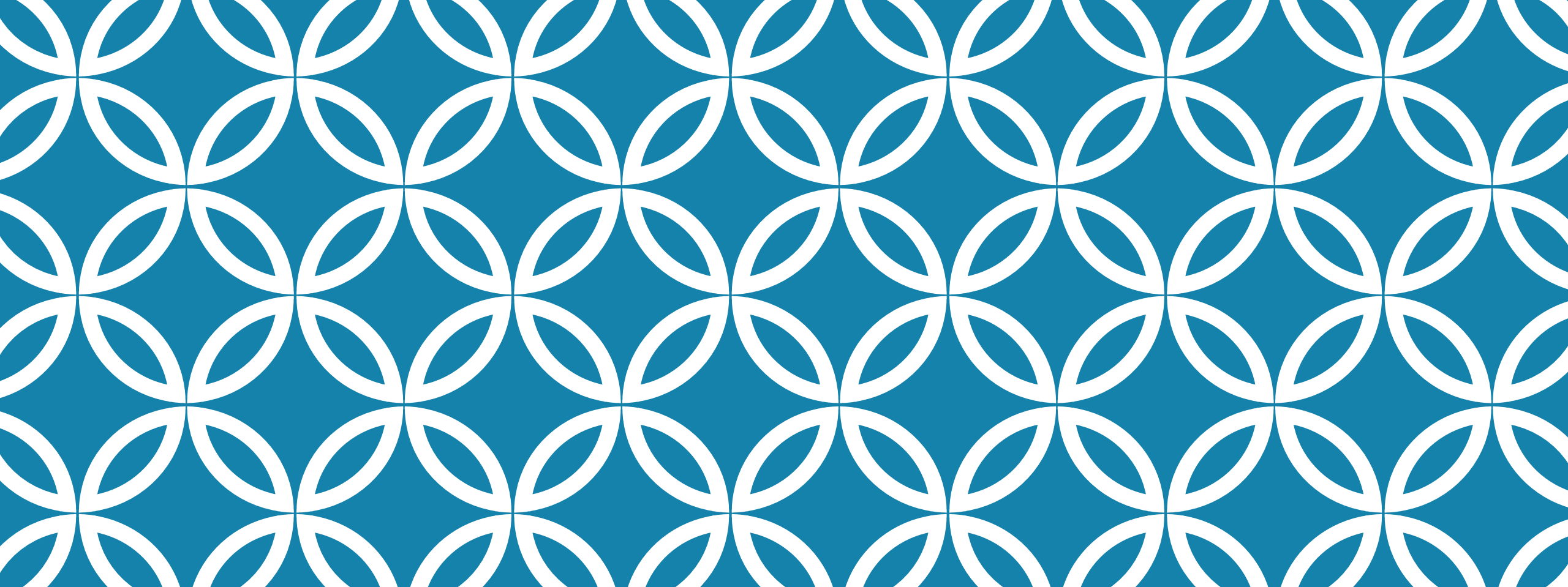
**б)** *Задача: развитие умения выбирать главные факты в тексте (ознакомительное чтение).*

– Учащиеся читают текст в сопровождении аудиозаписи. Обсудите ответ.

**Ключи:** *Amy's present is a digital camera.*

**с)** *Задача: развитие техники чтения вслух.*

– Несколько пар читают диалог по ролям. При необходимости обсудите незнакомые слова.



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## Reading & Listening

- 2** a) Read the first exchange of the dialogue. Where are the speakers? Listen, read and check.

**Dan:** Hi, Jo. What's your dad doing?

**Jo:** He's installing an alarm system.

**Dan:** What for?

**Jo:** Well, there are burglars around here. They're stealing things from people's houses.

**Dan:** Really?

**Jo:** Yes, you should tell your parents.

**Dan:** You're right. They should probably install an alarm, too.

**Jo:** And you should be careful with your keys. Don't lose them, or leave them near an open window.

**Dan:** I didn't think of that.

**Jo:** You know there's a lot of crime in cities these days.

**Dan:** I think you're right. We should be careful.

**Jo:** Yeah, better safe than sorry!

b) Now answer the questions.

- 1 What is Jo's dad doing?
- 2 What problems do the burglars cause?

## Reading & Listening

- 2 a) **Focus ▶** Reading for gist

Ask Ss to read the first two exchanges in the dialogue. Go through the rubric and explain the task. Ss read the exchanges and complete the task. Allow Ss some time to compare/discuss their answers. Check Ss' answers. Ss then listen and read to see if their guesses were correct.

### **Suggested Answer Key**

*They are in one of their homes because one of the boys' dads is installing an alarm.*

- b) **Focus ▶** Reading for specific information

Ask Ss to read the questions so they know what information they are looking for. Then ask Ss to read the dialogue. Allow Ss time to complete the task individually. Go around the classroom monitoring Ss' work and helping with any difficulties. When Ss have completed the task ask Ss to compare their answers and then invite Ss to read their answers to the class. Write answers on board and correct any mistakes.

### **Answer Key**

- 1 *Jo's dad is installing an alarm system.*
- 2 *The burglars are stealing things from people's homes.*
- 3 *Jo advises Dan to tell his parents not to leave his keys near an open window and not to lose them.*

Excitement, adventure, and mystery all make up the world of fiction. And here are some of the greatest names in fiction.



Who was the 'Queen of Crime'?

Agatha Christie, of course, the world's best known mystery writer. Agatha Christie was born in Devon, England in 1890, and she created many fictional detectives. The most famous are Hercule Poirot and Miss Marple. Hercule Poirot is a Belgian detective, famous for his neat appearance, his obsession with order and his use of psychology in his investigations of crimes. Miss Marple, on the other hand, is nothing like a typical detective. At first glance she is an ordinary old lady who loves knitting and gossip but she can solve the hardest of mysteries and puts many criminals behind bars!

### Reading & Listening

- 2 a) Who are the authors/characters in the pictures? What do they have in common?
- b) Think of two questions about these fictional characters: *Miss Marple*, *Hercule Poirot*, *Sherlock Holmes* and *Captain Nemo*. Read, listen and see if you can answer them.
- 3 Read again. Who ...
- 1 solves crimes with a partner?
  - 2 always wants to be neat and tidy?
  - 3 doesn't look like a detective?
  - 4 wrote adventure novels?
  - 5 travels in a submarine?

## Reading & Listening

### 2 a) **FOCUS** ▶ Stimulating interest

Draw Ss' attention to the text and ask them to look at the pictures of the authors and the characters. Ask them if they recognize any of them and if they think the characters/authors have anything in common. Elicit answers from around the class and stimulate a short discussion.



*Excitement, adventure, and mystery all make up the world of fiction. And here are some of the greatest names in fiction.*



Who was the 'Queen of Crime'?

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**Answer Key**

*The authors are: Agatha Christie, Arthur Conan Doyle, and Jules Verne.*

*The characters are: Hercule Poirot, Miss Marple, Sherlock Holmes, and Captain Nemo.*

*The authors all wrote fascinating stories. The characters are all famous and they are all intelligent and brave. etc*

b) **Focus ►** Reading for specific information

Ask Ss to think of two questions they would like to ask about each fictional character. In pairs, Ss take a few minutes to think of questions. Elicit questions from pairs around the class and write them on the board. Allow time for Ss to read the text and to find the answers to their questions. Pairs can then compare their answers with the pair nearest them. Select a couple of pairs to share their questions and answers with the class and write the answers on the board.

**Suggested Answer Key**

*Who was Miss Marple?*

*She was a famous detective.*

*Who created Captain Nemo?*

*Jules Verne.*

*Who was Holmes' assistant?*

*Dr. Watson.*

3 **Focus ►** Reading for specific information

Read the rubric and explain the task. Tell Ss to first read the questions 1-5 to know what information they will be looking for. Explain/Elicit any unknown words and check understanding. Ss work individually. Ss read the text and complete the task. Go around the class monitoring Ss' progress and helping with any difficulties. Ss compare their answers. Check answers and write them on the board.

**Answer Key**

1 *Sherlock Holmes*

4 *Jules Verne*

2 *Hercule Poirot*

5 *Captain Nemo*

3 *Miss Marple*

# 2 A classic read

## The Plot:

'Journey to the Centre of the Earth' by Jules Verne is an adventure story about a professor, Otto Lidenbrock, and his nephew Axel. After they find a mysterious message from explorer Arne Saknussemm in an old book, they go on a dangerous journey to look for the centre of the earth. During their adventure, their raft is broken against rocks and they discover an amazing place ...



While Hans repairs the raft, Axel and the Professor look around.

- 1 Professor: Let's explore this area over here!
- 2 Professor: What's that noise?  
Axel: Quick! Hide!

The men hide behind some bushes.

- 3 Axel: Look! A man. And huge elephants.  
Professor: But, they used to live thousands of years ago. When we get home, people will be amazed by what we saw.  
Axel: But, will they believe us?
- 4 Professor: We must get back to Hans and the raft!  
Axel: Wait! What's this?
- 5 Professor: It's a very old knife. It must be Arne Saknussemm's!

The Professor finds initials on a cave wall.

- 6 Professor: Saknussemm was here! The compass must be broken.  
Professor: We found it! This must be the last part of Arne Saknussemm's journey!
- 7 Professor: Quick – let's find Hans and come back!

## Reading & Listening

- 1 Listen. Look at the pictures and listen to the sounds. What do you think the story is about? Read the plot to find out.

- 2 a) Read the story and complete the sentences with words from the text or your own words.

- 1 Axel and the professor heard .....
- 2 The men hid .....
- 3 Then, they saw .....
- 4 Axel found a .....

- b) Listen. Put the pictures a-g in the correct order. Listen and check.

- 3 Find words in the text which mean:

1 look around 2 very big 3 surprised 4 the first letters of your name and surname 5 an instrument that shows direction 6 find sth 7 go somewhere you can't be seen

## Speaking

- 4 a) Portfolio: Take roles and act out the dialogue in the story. Record yourselves.  
b) Use the pictures to narrate the story.

## Grammar Grammar Reference

◆ Past Simple & used to

- 5 a) Study the rule. Find examples of *used to* in the text.

*While Hans repairs the raft, Axel and the Professor look around.*

- ① Professor: Let's explore this area over here!
- ② Professor: What's that noise?  
Axel: Quick! Hide!

*The men hide behind some bushes.*

- ③ Axel: Look! A man. And huge elephants.  
Professor: But, they used to live thousands of years ago. When we get home, people will be amazed by what we saw.  
Axel: But, will they believe us?
- ④ Professor: We must get back to Hans and the raft!  
Axel: Wait! What's this?
- ⑤ Professor: It's a very old knife. It must be Arne Saknussemm's!

*The Professor finds initials on a cave wall.*

- ⑥ Professor: Saknussemm was here! The compass must be broken.  
Professor: We found it! This must be the last part of Arne Saknussemm's journey!
- ⑦ Professor: Quick – let's find Hans and come back!

# 2

## b

# A classic read

### Objectives

**Reading & Listening:** an illustrated story

**Speaking:** role play

**Grammar:** past simple & used to

**Writing:** a plot

### Introduction

Draw Ss' attention to the title, *A classic read*, and ask them what they think it means (*a good story read by a lot of people even a long time after being written*). Ask them what kind of books they read. Encourage Ss to predict what vocabulary they will see in the unit.

### Reading & Listening

#### 1 **FOCUS** ▶ Predicting content of a text

Ask Ss to look at the illustrated story. Play the recording. Ss listen to the sounds. Ask them to guess what the story is about. Elicit predictions from the class and write them on the board. Ask Ss to justify their answers. Ask Ss to read the plot to check their predictions.

#### **Suggested Answer Key**

*The story is about men who go on an adventure and discover amazing things.*

#### 2 a) **FOCUS** ▶ Reading for specific information

Read the rubric and explain the task. Ask Ss to read the sentences first so they know what information they are looking for. Allow time for Ss to complete the task. Ss compare answers. Ask a few Ss to read their sentences to the class.

#### **Suggested Answer Key**

- 1 *a noise / strange sounds*
- 2 *behind bushes / trees / plants*
- 3 *a man and huge prehistoric elephants*
- 4 *knife in the sand*