

The image features two wireframe globes, one positioned above the other, set against a vibrant sunset background with horizontal bands of orange and yellow. The globes are rendered in a dark silhouette, showing the outlines of continents and latitude/longitude lines. The text "Let's start" is centered between the two globes in a clean, white, sans-serif font.

Let's start

**Цель урока:** Развивать умение выделить этапы проекта,

*обобщить и систематизировать учебный материал по теме «People and Places». Повторить грамматический материал по теме «Условные предложения».*

Задачи:

- ❖ Контроль умения понять содержание текста с извлечением основной и конкретной информации
- ❖ Проверка умения участвовать в дискуссии «Этапы проектирования», выбрать правильное толкование слов,
- ❖ Развивать логическое мышление, умение анализировать и сравнивать
- ❖ Развитие умений и навыков употребления изученного лексического и грамматического материала в устных высказываниях по теме
- ❖ Развивать речь учащихся, умение высказывать свое мнение, доказывать его, делать выводы после выступления
- ❖ Развитие творческого мышления, побуждение к выражению собственного мнения
- ❖ Систематизировать знания учащихся по теме «People and Places»
- ❖ Расширять знания детей о значимости туризма
- ❖ Воспитать умение работать в группах

## **Vocabulary units**

In your project you are welcomed to use vocabulary units that we learnt during the whole 5 lessons and, of course, from other different educational sources.

### **Historic sites**

**To unite**

**Unique**

**Major**

**Integrated approach**

**Nuisance**

**Residents**

**To restrict**

**To lack**

**Dignity**

**Tourist destination Sustainable tourism**

**To be scared of**

**To prosper**

**To flourish**

**Accommodation**

**To contribute**

**To draw more tourists into the town, city, country**

**Financial viability**

**To run the financial side**

**Grant**

**To apply**

**To implement the project**



[Link.htm](#)

# Text: “The Torrington Project”



1. Who is the author of the article?
2. What is the idea of the project?

# Work in groups

- ◆ Put the stages of the Torrington Project in the proper order
- ◆ Write the purposes of each step



# Discussing the text *Ex. 3C,* *page 34*

## Language support

- In my opinion, ....  
because...
- I agree with .... and  
I want to add that...
- I don't agree with ...  
because I think that

- I'd like to try ...  
because...
- Besides,...
- Moreover,...
- What is more,...
- I'd like to add,...

# Grammar revision: “Conditional sentences”



mmc.english\_10\_11.life\_on\_earth.L06.Grammar\_1-1.oms



# Homework

A silhouette of a hand holding a globe against a sunset background. The hand is positioned at the bottom, with fingers wrapped around the base of the globe. The globe is a wireframe model showing latitude and longitude lines. The background is a warm, orange and yellow gradient, suggesting a sunset or sunrise. The overall mood is contemplative and global.

- *In groups design a project to improve the place you live in (Ex. 5, p. 35).*
- *Express your regret not having such a project in your city using “If only...”. (10 sentences)*
- *Workbook Ex.6, p. 20. Read the puzzle and fill in the table.*

# Self- Evaluation card

Name	Score (1-3)
Did you participate in the work of the group?	
Did you knowledge help to group working?	
Was you English fluent?	
Did you get any practical use?	

The image features two wireframe globes, one stacked on top of the other, centered on the left side. The globes are dark silhouettes with a grid of latitude and longitude lines. The background is a warm, orange-hued sunset or sunrise sky with horizontal light streaks. The text "Thank you for the lesson" is overlaid in the center of the image in a bright yellow font.

Thank you for the lesson